

Young People from Ethnic Minority Backgrounds: Evidence from the Education Maintenance Allowance Pilots Database

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Kim Perren and Sandra De-Beaman

Centre for Research in Social Policy (CRSP)

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EXECUTIVE SUMMARY

This report uses quantitative data collected as part of the evaluation of the Education Maintenance Allowance Pilots to explore comparatively the destinations and achievements of young people from different ethnic minority backgrounds. The report covers two cohorts of young people who finished compulsory education in the summer of 1999 and 2000 respectively and who were interviewed three times at one year intervals, that is, when they were approximately 16, 17 and 18 years of age. It combines data from a random sample of young people in ten EMA pilot areas and 11 control areas

Part A of the report focuses on 14,700 young people at the time of their first interview which took place shortly after the end of compulsory education. It compares young people's school experiences during Years 10 and 11, their qualifications at the end of Year 11, their destinations immediately after compulsory education, the advice they received during Year 11 about these destinations and the reasons they gave for their choice of destination. The final section reflects on the role of EMA on decisions to remain in post-16 education. Data in Part A have been weighted to be representative of all young people in the pilot and control areas.

Part B of the report concentrates on 8,300 young people who had taken part in the first three survey interviews. It compares the destinations at ages 17 and 18 of those who initially remained in full-time education at age 16 and then considers the destinations at age 18 of all young people, irrespective of whether they initially remained in education, and explores the relationship between destination, ethnicity and other characteristics known to be associated with remaining in education. The final piece of the analysis explores the relationships between ethnicity, destinations at ages 16, 17 and 18 controlling for certain of these characteristics. Data in Part B have been weighted to be representative of all young people in the pilot and control areas and to take account of differential attrition from the sample between survey interviews.

PART A SCHOOL EXPERIENCES AND DESTINATIONS AT 16

A1 Home and School Experiences and Year 11 Qualifications

Eleven per cent of young people said they had been excluded from school at some point during Years 10 and 11, but almost twice as many black young people had been excluded (20 per cent). However, black young people (16 per cent) were less likely to have been permanently excluded than white young people (22 per cent). Indian and Pakistani/Bangladeshi young people were least likely to have experienced any form of exclusion and were also slightly less likely than other groups to say they had played truant during Years 10 and 11. White young people were more likely than other groups to report that they had been bullied at school but black young people (32 per cent) were considerably more likely to say that they had been accused of bullying than any other ethnic group (21 per cent). **(Section A1.1)**

Seven per cent of young people reported that they had caring responsibilities at the time of interview and this figure was slightly higher among Pakistani/Bangladeshi young people (nine per cent) and lower among black young people (four per cent). **(Section A1.2)**

In terms of achievement at the end of Year 11, Indian young people had performed best, with 40 per cent achieving five or more A*-C GCSE Grades or their vocational equivalents, compared with only 35 per cent of white young people, 30 per cent of black young people and 28 per cent of Pakistani/Bangladeshi young people. Although no causal relationship can be concluded between Year 10 and 11 experiences and Year 11 achievement the data seem to suggest that negative experiences in Years 10 and 11 were associated with lower levels of year 11 achievement. **(Section A1.3)**

A1 Destinations, Advice and Decision Making

There were variations in the destinations of young people at age 16 according to ethnicity; Indian and Pakistani/Bangladeshi young people (84 per cent and 82 per cent respectively) were the group most likely to be in full-time education and young white people (69 per cent) were least likely.

The majority of young people said that they had wanted to remain in education at the end of Year 11, irrespective of ethnic group. Overall only 12 per cent of young people said they had wanted to enter work without training but the proportions who had aspired to do this were much lower among Indian (three per cent), Pakistani/Bangladeshi (five per cent) and black (seven per cent) young people than among white young people (13 per cent). Almost nine in ten young people who had hoped to remain in education had done so, irrespective of ethnic group. Unemployment was most prevalent amongst those who had wanted work without training for all young people, with the exception of Indian young people who had wanted a full-time job and who were much less likely to have become unemployed. **(Section A2.1.1)**

Young people reported that parents and schools had been their most frequent source of advice about what to do after Year 11 and there were few variations among ethnic groups. The exceptions were:

- young white people were more likely than other young people to have consulted their parents;
- Indian and Pakistani/Bangladeshi young people were more likely to have sought advice from their brothers or sisters. **(Section A2.1.2)**

Overall, 84 per cent of young people had at least some contact with the Careers Service during and after Year 11 and there was little variation by ethnic group. Approximately one quarter felt the advice they had received had played a major part in their eventual decision (23 per cent), and this rose to about one third of young Indian (31 per cent), Pakistani/Bangladeshi (34 per cent) and black young people (32 per cent). Young people who felt the Careers Service had played a major part in their decision-making were more likely to have entered employment, with or without training, than other young people, irrespective of ethnic group. **(Section A2.1.3)**

Parents were described as the most helpful source of advice, particularly by young white people. Ethnic minority young people were more likely to say their careers teacher or tutor at school had been most helpful. A relatively high proportion of Indian and Pakistani/Bangladeshi young people said that their brothers and sisters had been most helpful. **(Section 2.1.4)**

Almost all young people had been offered and/or had taken up work experience during Year 11 and the majority felt that it had been very or fairly helpful in their decision about what to do after Year 11 (**Section A2.1.5**)

For most individuals, particularly white young people, wanting a job or training place were the principal reasons given for leaving education. However, Pakistani/Bangladeshi (21 per cent) and black (16 per cent) young people were much more likely than white (nine per cent) and Indian (seven per cent) young people to say they had left because they could not find a place at a school or college. Indian (12 per cent) and Pakistani/Bangladeshi (12 per cent) young people were also much more likely to say they had left because their parents could not afford or did not want them to remain in education than other ethnic groups (between three per cent and seven per cent). (**Section A2.2.1**)

The majority of young people were happy with their decision about what to do after Year 11, irrespective of ethnic group. (**Section A2.2.2**)

A3 Awareness and Influence of EMA

Awareness of EMA was high among all groups (85 per cent) and particularly among young Indian and black people (89 per cent) and those who had remained in full-time education. Young Indian people were most likely to have applied for EMA (82 per cent of those who were aware of EMA, compared with 67 per cent of all young people). Over half of all young people in the pilot areas had been awarded EMA (53 per cent), with higher percentages among ethnic minority young people. (**Section A3.1**)

More than three-fifths of young people in the pilot areas who had been awarded EMA felt that EMA had been ‘quite’ or ‘very’ important in their decision to remain in education (62 per cent) and this was particularly so among black and Pakistani/Bangladeshi young people (70 per cent of each group). More than one quarter of young people who felt EMA had been a ‘very’ important factor in their decision said that they ‘probably’ or ‘definitely’ would not have continued without it (28 per cent). Estimates of the possible ‘deadweight’ of EMA, that is, the extent to which young people in receipt of EMA would have continued in education even if they had not received the allowance, suggest that EMA had made a difference for between 47 per cent and 57 per cent of young people in receipt of EMA. Deadweight was

lowest for Pakistan/Bangladeshi young people and white young people and highest among Indian young people. Deadweight appears to be related to the amount of EMA for which young people were eligible and to the young person's satisfaction with their career choice. (Section A3.2)

PART B DESTINATIONS BETWEEN THE AGES OF 16 AND 18 YEARS

B1 Participation in Full-Time Education over Three Years by Ethnic Group

The focus of this section of the report is the destinations of young people at ages 17 and 18 who entered full-time education at age 16 years. The numbers of young people entering other destinations after compulsory education are too small to allow robust analysis.

At age 16, 71 per cent of white young people; 76 per cent of Pakistani/Bangladeshi young people; 80 per cent of Indian young people and 83 per cent of black young people were in full-time education.

Among white young people who remained in education, 80 per cent were still there at age 17 years and 58 per cent at the age of 18. Those who left education mainly entered work, with or without training. For example, of the 42 per cent of white young people who left education after two years, 19 per cent entered work with training and 14 per cent work with no training. Nine per cent became NEET.

Young Indian people were more likely to be retained in full-time education than any other group at age 17 (94 per cent of those who were in education at 16 years) and also had high retention rates at age 18 (79 per cent). Eight per cent were NEET at the age of 18.

Pakistani/Bangladeshi young people also showed high rates of retention. Of those who were in education at age 16, 86 per cent were also in education at age 17 and 82 per cent were still there at age 18 (the highest retention rate of all groups at this age).

Despite their initially high participation rate at age 16, black young people had the lowest retention rates of all ethnic groups. Only 72 per cent were still in education at age 17 and less than half (47 per cent) by the age of 18. Those who left were also disproportionately likely to

become NEET; 14 per cent of those who left education at age 17 and over one-fifth who had left by the age of 18 years were in the NEET group, by far the highest proportion among the ethnic groups. **(Section B1.1)**

B2 Destinations at Age 18 by Ethnic Group

The focus of this section is **all** young people at the age of 18, rather than only those who entered education at age 16.

By the age of 17 the proportion of all young people who were in full-time education had decreased from almost three-quarters to less than two-thirds (62 per cent). The proportions in work with training increased from ten per cent to 16 per cent, and in work without training from 11 per cent to 12 per cent. The proportion of NEET young people remained constant at 11 per cent (although, of course, these will not be the same young people at both time points).

By the age of 18 the proportion of all young people in full-time education had decreased further to 38 per cent, with the proportions in work with training having increased to 27 per cent and in work with no training to 17 per cent. However, the proportion of NEET young people had increased to almost one-fifth (18 per cent).

Significant differences emerged in the destination patterns of young people by ethnic group, broadly confirming the findings of the previous section. Approximately two-thirds of Indian (65 per cent) and Pakistani/Bangladeshi (58 per cent) were still in education at age 18 compared to only 35 per cent of white and 33 per cent of black young people. But among black young people almost one third were NEET (32 per cent) compared to approximately one sixth of white or Pakistani/Bangladeshi young people and only 13 per cent of Indian young people. **(Section B2.1)**

Significant differences were also found in destinations at the age of 18 according to sex, socio-economic group and Year 11 achievement. Except among Pakistani/Bangladeshi young people, young women were more likely to be in education at age 18 than young men, irrespective of ethnicity. Young women were also more likely to be in work with no training than young men. Young men were more likely to be NEET at age 18 than young women, especially among Indian and black young people. **(Section B2.2.1)**

Irrespective of ethnicity, in general the higher the socio-economic background of young people the more likely they were to be in full-time education at 18 and the lower their socio-economic group (SEG) the more likely they were to be NEET. The highest proportion of young people in full-time education was Pakistani/Bangladeshi young people from professional or managerial backgrounds, among whom 90 per cent were in full-time education at age 18. The highest proportion of young people in the NEET group was among black young people from a workless background, where 61 per cent were NEET. **(Section B2.2.2)**

Overall, young people with higher Year 11 qualifications were more likely to be in full-time education at age 18 than those whose qualifications were low. However, it seems that Indian and Pakistani/Bangladeshi young people were more likely than young people from other ethnic groups to remain in education, irrespective of their level of Year 11 achievement. **(Section B2.2.3)**

B3 Multivariate Modelling

Participation in post-16 education is known to be associated with levels of achievement at Year 11 and socio-economic group. There is also a known association between ethnic group, SEG and Year 11 achievement. Multi nomial regression analysis was used to investigate whether ethnicity has any effect on the destinations of young people other than through these characteristics. Three models were produced to evaluate any independent effect of ethnicity at ages 16, 17 and 18. The models examine whether the likelihood of being in work with training, work without training, or NEET, rather than in full-time education, is higher or lower for young people from each ethnic group than for white young people when other characteristics are controlled for.

At age 16 young people from each of the three ethnic minority groups were more likely to be in further education than white young people. **(Section B3.1)**

By age 17 young people in each minority ethnic group were less likely to be in work with training (and, therefore, more likely to be in full-time education) than white young people. Indian and Pakistani/ Bangladeshi young people were less likely to be in work with no

training or to be NEET (and more likely to be in full-time education) than white young people. Black young people, by contrast, were slightly more likely to be in work with no training (compared with full-time education) than white young people but were more than twice as likely as white young people to be NEET rather than being in full-time education. **(Section B3.2)**

At age 18, young people in all three minority ethnic groups were less likely to be in work with training or work with no training (and more likely to be in full-time education) than white young people. Young Indian and Pakistani/Bangladeshi people were less likely to be NEET (and more likely to be in full-time education) than their white counterparts. However, again, black young people were more than twice as likely as white young people to be NEET rather than being in full-time education. **(Section B3.3)**

INTRODUCTION

This report is one of three that are being prepared for the Department for Education and Skills (DfES), exploiting data from the large scale surveys of young people that have formed part of the evaluation of the Education Maintenance Allowance (EMA) Pilots¹. Other reports will contain findings relating to young people with special needs and teenage mothers (Perren and Middleton, 2004); and, young people not in education, employment or training (NEET) (Rennison, et al., 2004). Each of these reports is in two parts: the first contains cross-sectional analysis describing young people and their circumstances using data collected immediately following the end of compulsory education (when they were between 16 and 17 years old), their experiences and aspirations during Years 10 and 11, their Year 11 qualifications and their current activity. Part B of each report expands the analysis, exploiting the longitudinal nature of the EMA dataset, to explore the circumstances of these groups of young people over a period of over two years following the end of compulsory education; that is, until they are 18 or 19 years old.

Each of the four sub-groups of young people covered by the three reports are currently of major concern to policy makers and have in common a lack of empirical evidence about their circumstances and experiences, largely because of their relatively small numbers in the population of young people as a whole. The EMA evaluation has provided a unique opportunity to gather such evidence. The quantitative element of the evaluation has focused on two cohorts of young people who completed compulsory education (Year 11) in the summers of 1999 and 2000 (the first two cohorts of young people who were potentially eligible for EMA). Large random samples of young people (and their parents) from each cohort were interviewed in ten of the original EMA pilot areas and 11 control areas. The first interview took place between October and March of 'Year 12', that is, between approximately three and nine months following the end of compulsory education when the young people were between 16 and 17 years of age. In total, information about more than 20,000 young people is available for analysis when the two cohorts, pilot and control areas are combined.

¹ The Evaluation is being undertaken by a consortium of research organisations, led by the Centre for Research in Social Policy, and including the Institute for Fiscal Studies, the National Centre for Careers Education and Counselling and the National Centre for Social Research.

Further details about the surveys and their methodology can be found in earlier reports from the consortium of organisations that is responsible for the EMA evaluation, a full list of which is appended to this report². However, it should be noted here that the pilot areas (and, hence, their controls) were not chosen randomly, rather they were selected as areas of relatively high deprivation and where young people were historically less likely to remain in education after the end of compulsory schooling. All except three of the pilot and control areas are urban; the one rural pilot area and its two controls are exceptions to the ‘high deprivation’, ‘low post 16 participation’ pattern of the urban pilot areas. Nevertheless, the sample of young people is biased towards those in deprived urban areas. Therefore, although data have been weighted to be representative of all young people in the pilot and control areas and to account for differential non-response, the populations under consideration are not necessarily representative of young people in the UK as a whole, but of a relatively deprived sub-group.

Focus and Context of the Report

Ethnicity continues to affect the educational and employment outcomes of young people and adults alike. Unemployment rates, which are typically between three and five times higher among ethnic minority groups than among whites, are probably the best known and most widely cited examples of how life chances vary for different ethnic groups.

The focus of this report, that is, young people from ethnic minorities aged between 16 and 18 years old, are more likely to remain in full-time education immediately following compulsory education than young white people (Bhattacharyya et al., 2003; Payne, 2001). By the age of 18, when many young white people enter employment, often taking up full-time jobs, ethnic minority young people remain disproportionately in education (DFES, 2003). Two possible explanations for these higher staying-on rates are:

- The dearth of employment opportunities for some young people from ethnic minority backgrounds, indicated by high unemployment rates among young black Caribbean, black African and Bangladeshi people in particular;
- that ethnic minority young people take longer to achieve qualifications. Berthoud (1999a) found that “Caribbean men required half a year longer in the education system,

² Annex C

on average, to achieve the same qualifications as white men. African and Indian men required a full additional year.” (Berthoud, 1999b, p.2).

The information that is available about the qualifications achieved by different groups of ethnic minority young people paints a complex picture. Payne’s analysis of cohorts nine and ten³ of the Youth Cohort Study (YCS) revealed that, whereas black and Pakistani/Bangladeshi young people performed worse than white young people in terms of the mean total points score in Year 11 GCSEs, Indian young people, in fact, performed better (Payne, 2001). YCS Cohort 10 data also show that this pattern persisted among these young people at age 18, for instance, with respect to their level 3 A/AS level achievement in 2002. However, the achievement gap between black young people and white young people appeared to be closing by this point in their educational careers.

The research literature about ethnic minority young people’s socio-economic background and their experience of both compulsory schooling and post-16 education is still sketchy and dispersed. As Owen et al., points out:

“A lack of robust information currently available on school performance and the demographic characteristics and socio-economic background of pupils limits effective analysis”.

Owen et al., 2000, p.24.

This report seeks to provide more information on these issues using information about the 14,700 young people in the first wave of the EMA surveys who were eligible for EMA on income grounds, that is, their parents had incomes of £30,000 or less each year. Therefore, in addition to living in areas that are known to be more deprived, the analysis focuses on a relatively deprived sub-group of young people within those areas. They may not, therefore, be representative of the total population of ethnic minority young people.

Comparisons in the analysis are mainly between white, Indian, Pakistani or Bangladeshi, and black young people. A number of young people from a range of other ethnic backgrounds were also included in the analysis, but are not a central focus because of their small numbers.

³ Participants reaching minimum school leaving age in summer 1997 and summer 1999 respectively.

The analysis in Part A of the report is of data from the first interviews undertaken with both cohorts of young people who were included in the main EMA quantitative evaluation; that is, those who finished compulsory education in the summer of 1999 and 2000 and were aged 16 or 17 years old at the time of their first interview (referred to, for convenience, as 16 years old throughout this report). The data include young people in both pilot and control areas, and contain, in total, about 14,700 cases (unweighted), of which 1334 are young people from ethnic minority groups. The sample size in Part B of the report is approximately 8,300 (unweighted) which consists of the combined cohort of young people in pilot and control areas who took part in all three years of survey interviews, that is, when they were 16, 17 and 18 years of age. The data have been weighted to be representative of all young people in the pilot and control areas and to take account of differential attrition from the sample between survey interviews.

Part A of the report compares young people's school experiences during Years 10 and 11, when they were between 14 and 16 years old, and their qualifications achieved at the end of Year 11 (Section 1). Section 2 examines the destinations of young people at the start of Year 12, immediately after the end of compulsory education, the advice that they received during Year 11 about what they might do at the end of compulsory education, the decisions they made and some of the reasons for these. Section 3 describes young people's awareness and take-up of EMA in the pilot areas and the influence that its availability seems to have had on their decisions to remain in post-16 education.

Part B of the report is in three sections. In the first section the destinations of young people at age 17 and 18 are examined by their ethnic background for those who were engaged in full-time education at age 16. The second section considers the destinations of young people at age 18 by their ethnicity and then explores the relationship between destination, ethnicity and other factors, such as their socio-economic background and Year 11 attainment. The third section summarises the results from three multinomial logistic regression models which explore the relationships between a young person's ethnicity and their destination at age 16, 17 and 18, controlling for certain factors. The detailed results of these models can be found in Annex A.

PART A SCHOOL EXPERIENCES AND DESTINATIONS AT 16

A1 HOME AND SCHOOL EXPERIENCES AND YEAR 11 QUALIFICATIONS

This section examines some of the experiences of young people during their last two years of compulsory education, Years 10 and 11, including temporary or permanent exclusion from school, being bullied or accused of bullying, and playing truant. The extent to which young people from different ethnic background had caring responsibilities in their homes is also explored, since this may restrict their opportunity to pursue their education. Levels of achievement in examinations at the end of Year 11 are also compared across the different ethnic groups as this is known to be one of the key indicators of the outcomes of disadvantage in earlier years, and is also an important determinant of young people's future progression in education or in the labour market.

A1.1 School Exclusion, Truancy and Bullying

At the time of their first interview, eleven per cent of young people aged 16 or 17 years of any ethnic background said they had been excluded from their school at some point during Years 10 and 11 (Table A1.1). The percentage was highest among black young people, one fifth of whom had been excluded at some point and lowest amongst Indian and Pakistani/Bangladeshi young people, between seven and eight per cent of whom had been excluded from their schools during Years 10 or 11.

Table A1.1 School Exclusions During Years 10 or 11

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
(a) Ever excluded from school during Years 10 or 11	11	7	8	20	12	11
Unweighted base N	13375	373	617	260	84	14709
(b) Permanently excluded from school during Years 10 or 11	22	[13]	13	[16]	[9]	21
Unweighted base N	1366	20	56	49	7	1498

Base: (a) EMA eligible young people in pilot and control areas; (b) EMA eligible young people in pilot and control areas who said they had been excluded from school during Years 10 or 11.

Note: Percentages in [] are based on 50 or fewer cases (unweighted).

This pattern was similar for young people who had been permanently excluded from their school at some point during Years 10 or 11. In total, about one in five of those who said they had been excluded at some point had been permanently excluded from their schools.

However, whereas the incidence of any experience of exclusion was highest among black young people, permanent exclusions were particularly prevalent among white young people (22 per cent of white young people who had experienced exclusion, compared with only 16 per cent of black young people). Thirteen per cent of Indian or Pakistani/Bangladeshi young people who were excluded at some point had been permanently excluded, but the lowest percentage was reported for young people of other ethnic backgrounds (nine per cent).

Some young people also miss out on part of their education because they play truant. Two-fifths of young people (40 per cent) admitted to having played truant during Years 10 or 11, including seven per cent who had played truant for several days at a time or longer (Table A1.2). There were few differences in the incidence of truancy among different ethnic groups, with the exception of Indian (30 per cent) and, to a lesser extent, Pakistani or Bangladeshi pupils (37 per cent), who were slightly less likely to have spent time away from school without authorisation.

Table A1.2 Did You Ever Play Truant?

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Played truant for weeks/several days at a time	7	4	5	7	4	7
Played truant for particular/odd days at a time	33	26	32	36	39	33
Never played truant	60	70	63	57	56	60
Unweighted base N	13364	372	617	260	84	14697

Base: EMA eligible young people in pilot and control areas.

Nearly one third of young people said that they had been bullied at school during Years 10 or 11 (Table A1.3). However, unlike school exclusions and truancy, it was white young people who were most likely to report that they had been bullied (31 per cent). Fewer black young people (21 per cent) and, particularly, Indian and Pakistani/Bangladeshi young people (14 per cent) had been bullied.

Table A1.3 Being Bullied and Accused of Bullying

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Being bullied	31	14	14	21	15	29
Accused of bullying	22	7	12	32	19	21
Unweighted base N	13374	373	617	260	84	14708

Base: EMA eligible young people in pilot and control areas.

A somewhat different picture emerges when we turn from the victims of bullying to accusations of having been the perpetrators of bullying. Overall, unsurprisingly, young people were less likely to say that they had been accused of bullying during Years 10 or 11

than that they had been bullied; about one fifth admitted to having been accused of bullying (21 per cent). However, black young people were considerably more likely to say that they had been accused of bullying than any other ethnic group (32 per cent), and were more likely to say that they had been accused of bullying than that they had been bullied. Among the other ethnic groups, 22 per cent of white young people, 19 per cent of ‘other’ ethnic groups and 12 per cent of young Pakistani or Bangladeshi people and only seven per cent of Indian young people said they had ever been accused of bullying.

A1.2 Caring Responsibilities

A young person’s ability to stay on in education or to attend school regularly can be impeded if young people have caring responsibilities for frail or ill family members or friends.

Seven per cent of young people reported they had caring responsibilities (Table A1.4). The proportion of young people looking after friends or members of their family was highest amongst Pakistani/Bangladeshi young people (nine per cent) and lowest among black and ‘other’ ethnic young people (four per cent).

Table A1.4 Caring Responsibilities

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
(a) Caring for friend or relative	7	8	9	4	4	7
Unweighted base N	13377	373	617	260	84	14711
(b)						
In full-time education with a part-time job and caring for friend or relative	4	8	5	0	9	4
In full-time education with no job and caring for friend or relative	7	8	8	5	4	7
Unweighted base N	9359	330	502	199	69	10462

Base: (a) EMA eligible young people in pilot and control areas; (b) EMA eligible young people in pilot and control areas who were in full-time education.

The second part of Table A1.4 focuses on caring responsibilities among those young people who were in full-time education, either with or without a part-time job. For each ethnic group, the proportion of young people with caring responsibilities was very similar to the overall average among those in education who did not also have a part-time job. However, a more complex picture emerged with respect to the proportion of young people with caring responsibilities who were in full-time education and also had a part-time job. Among young people as a whole, only approximately half as many in education with a part-time job had caring responsibilities as those in education without a part-time job. This was also the case for young white, Pakistani/Bangladeshi, and black people. However, the opposite was the case for young people from ‘other’ ethnic backgrounds who had caring responsibilities, among whom proportionately more were combining education and paid work than were only in education. There was no difference in the proportion of young Indian people in education with or without a job, who also cared for friends or relatives (eight per cent in each case).

A1.3 Year 11 Achievement

The data have so far highlighted some instances of relative disadvantage among, in particular, black young people (school exclusions, truancy, accusations of bullying), but also among white young people (permanent exclusions, being bullied), and the relatively advantageous position, on these indicators at least, of Indian young people. The experiences of Pakistani or Bangladeshi young people were often closer to those of Indian young people than other ethnic groups, with the exception of caring responsibilities which were slightly more likely to affect this group of young people.

This pattern of relative disadvantage is reflected in some of the Year 11 achievement data, summarised in Table A1.5 below which record the proportions of young people achieving GCSEs or their vocational equivalents at the end of Year 11. It is worth noting that levels of achievement were generally lower among this sample than for all young people in the UK in the same years; 47.9 per cent of young people in the UK achieved 5 A*-C grades or equivalent in 1998-1999 and 49.2 per cent in 1999-2000, compared with only 35 per cent among EMA eligible young people in our sample. This reflects, at least in part, the higher levels of deprivation among young people in the EMA eligible population that are known to be associated with lower levels of Year 11 achievement.

However, Table A1.5 also reveals significant differences among ethnic groups. Compared to the overall average, young Indians (alongside the diverse group of young people from ‘other’ ethnic backgrounds) performed best in terms of Year 11 achievement (40 per cent with five or more A*-C grades), followed by white young people (35 per cent). Many fewer black or Pakistani/Bangladeshi young people achieved five or more A*-C grades in their Year 11 exams. Moreover, black young people reported the highest level of having achieved no qualifications (or non-responses, which cannot be separated out from the ‘no grade’ responses).

Table A1.5 Year 11 Achievement

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
None/missing	11	7	10	14	10	11
D-G only	22	18	31	22	18	22
1-4 A*-C	32	35	32	34	28	32
5+ A*-C	35	40	28	30	45	35
Total weighted base N	12911	543	989	274	94	14811
Unweighted base N	13374	373	617	260	84	14708

Base: EMA eligible young people in pilot and control areas.

Table A1.6 shows the proportion of young people who obtained five or more A*-C grades, distinguishing between those who, during Years 10 or 11, experienced some kind of disadvantage and those who did not. Whilst it should be noted that Table A1.6 can only illustrate associations, and no causal relationships should be deduced from these findings, the following conclusions can be drawn from the data:

- In general, experiences of disadvantage in Years 10 and 11 were usually associated with much lower levels of achievement at the end of Year 11.
- Indian young people were more likely to achieve high Year 11 exam results than other ethnic groups, even if they had been excluded from school during Years 10 or 11.

- Among the population of excluded young people, Pakistani/Bangladeshi young people were proportionately more likely to be high achievers.
- Having been bullied was associated with lower achievement, except for black young people, among whom more of those who had been bullied achieved higher grades than those who had not been bullied.
- Among young people who had been accused of bullying, fewer achieved high Year 11 exam grades, although this ‘achievement gap’ was much smaller for Indian young people than other ethnic groups.
- Caring responsibilities were associated with lower levels of achievement. However, proportionately more Pakistani/Bangladeshi young people, who were most likely to be caring for others, achieved higher level grades than any other ethnic group with caring responsibilities. Moreover, the ‘achievement gap’ between Pakistani/Bangladeshi young people with and without caring responsibilities was much smaller than for other ethnic groups.

Table A1.6 Proportions of Young People With Five or More GCSE A*-C Grades by Indicators of Disadvantage in Years 10 and 11

		Cell percentages					
		White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Excluded	Yes	8	18	9	1	[0]	8
	No	39	42	29	37	[51]	38
Permanently excluded	Yes	2	0	7	0	[0]	2
	No	10	20	10	2	[19]	10
Bullied	Yes	32	29	27	34	[38]	31
	No	37	42	28	29	[46]	36
Accused of bullying	Yes	21	37	18	13	[19]	21
	No	39.5	40.3	28.7	37.8	[50.6]	38.8
Caring responsibilities	Yes	16.9	15.6	20.4	9.8	[53.6]	17.2
	No	36.9	42.2	28.2	30.7	[44.5]	36.4
Unweighted base N		5060	158	165	73	40	5496

Base: EMA eligible young people in pilot and control areas who took GCSE exams in Year 11.

Note: Percentages in [] are based on 50 or fewer cases (unweighted).

A2 DESTINATIONS, ADVICE AND DECISION MAKING

This section turns to what young people were actually doing at the start of Year 12, the sources of advice they had drawn upon during Year 11 as they sought to make their decisions about what to do after compulsory education, and their reasons for, and satisfaction with, the decisions they eventually made.

At the time of interview, towards the beginning of Year 12, 70 per cent of young people were in full-time education, while a further 17 per cent were in work or work-based training (Table A2.1). However, there were marked variations among ethnic groups, with white young people most likely to be in work or work-based training and least likely to be in full-time education. Young Indian or Pakistani/Bangladeshi people, on the other hand, were most likely to be in full-time education and least likely to be in work or work-based training. The respective frequencies for young black people were in between those for young white and Indian/Pakistani/Bangladeshi people.

Table A2.1 Destinations in Year 12

	Column percentages					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
In education, waiting to start course	69	84	82	76	78	70
Work or work-based training	19	8	7	12	11	17
Unemployed & looking for work; waiting to start a new job	9	2	7	9	8	9
Other	3	6	4	3	3	2
Unweighted base N	13378	373	617	260	84	14712

Base: EMA eligible young people in pilot and control areas.

Note: Other includes looking after the home, illness, caring for family, voluntary work or taking a break/holiday.

The participation rates in education shown in Table A2.1 are somewhat higher than those recorded in the evaluation of the Leeds and London EMA pilots in 1998 and 1999. The employment and training rates and, with some exceptions, the unemployment rates are lower

(Heaver et al., 2002, pp. 38 and 60)⁴. However, the pattern of inter-ethnic differences is relatively similar between the two studies: white young people were more likely to be in employment and less likely to be in education than young people from other ethnic backgrounds; young people from Asian (Pakistani/Bangladeshi or Indian) backgrounds were most likely to be in full-time education.

A2.1 Destinations, Advice and Work Experience

A2.1.1 Aspirations and actual destinations

Young people were asked to reflect back to their time in Year 11 and to recall what, at that time, they had aspired to do upon completion of the year. The majority of young people, of all ethnic groups, said they had wanted to remain in education (74 per cent overall) (Table A2.2). Just over one in ten young white people had wanted to enter employment, whilst another ten per cent had wanted to take up work with training. The proportion of young people from minority ethnic backgrounds who wanted to take up work with training was very similar to young white people. However, the percentage favouring employment (without training) was considerably lower (ranging from three per cent to seven per cent, compared with 13 per cent for white young people).

Table A2.2 Year 12 Destination Aspired to during Year 11

	Column percentages					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Remain in education	73	85	85	76	82	74
Employment	13	3	5	7	6	12
Work with training	10	9	8	11	7	10
Other	5	3	3	5	4	5
Unweighted base N	13378	373	617	260	84	14712

Base: EMA eligible young people in pilot and control areas.

⁴ It should be noted that the Leeds and London destinations data were drawn from Careers Services data rather than from sample surveys of EMA eligible young people.

A comparison of the destinations to which young people aspired with their actual destinations reveals a fairly homogenous picture. Approximately nine in ten young people from each ethnic group who had aspired to remain in education had done so (Table A2.2). Young people who had hoped to enter full-time work or to take up some form of work-based training were also very likely to have achieved their aims, although many had, in fact, remained in education or had become unemployed. Unemployment was a particularly likely outcome for those who had wanted a full-time job for all ethnic groups, including white young people. However, young Indian people who had wanted full-time work were much less likely than other ethnic groups to have become unemployed⁵.

⁵ It should be noted that due to small case numbers, some of the statistics in Table 3.3 should be interpreted with caution.

Table A2.3 Aspirations and Actual Destinations

		Row percentages			
	Actual destination	Full-time education	Work or work-based training	Unemployed, waiting to start work	Unweighted base (N)
Preferred/planned destination					
White	Remain in education	86	7	4	5231
	Full-time work	16	49	29	4659
	Work-based training or National Traineeship	22	57	15	3000
Indian	Remain in education	91	2	2	215
	Full-time work	38	50	12	114
	Work-based training or National Traineeship	[40]	[53]	[2]	35
Pakistani/ Bangladeshi	Remain in education	92	1	4	317
	Full-time work	10	49	36	210
	Work-based training or National Traineeship	26	44	20	71
Black	Remain in education	88	4	7	88
	Full-time work	30	34	30	114
	Work-based training or National Traineeship	[35]	[47]	[16]	46
Other	Remain in education	[89]	[7]	[4]	46
	Full-time work	[0]	[54]	[13]	22
	Work-based training or National Traineeship	[53]	[13]	[34]	11

Base: EMA eligible young people in pilot and control areas. Percentages may not add to 100 because of omission of 'other', 'vague' and 'had not decided' responses to destination question.

Note: Percentages in [] are based on 50 or fewer cases (unweighted).

A2.1.2 Sources of advice

Parents and schools were the most frequently reported sources of advice for young people in their decision about what to do after Year 11 (79 per cent) (Table A2.4). Just under half of all young people (45 per cent) had received advice from the Careers Service and/or a training organisation, while 40 per cent had talked to friends about their career choices. Almost one quarter (23 per cent) had received advice from siblings. There were few notable variations across ethnic groups, with two exceptions. First, young white people were more likely to have consulted their parents than were young people from other ethnic backgrounds who, with the exception of young black people, had more frequently sought or received advice

from their brothers or sisters. This was particularly the case for young Indian and Pakistani/Bangladeshi people.

Table A2.4 Sources of Advice

	Cell percentages					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Parents	80	69	67	71	69	79
School	78	84	80	82	87	79
Careers Service/Training organisation	46	43	43	48	40	45
Friends	40	42	44	34	49	40
Siblings	20	41	47	16	30	23
Other	6	6	3	4	5	6
Unweighted base N	13378	373	617	260	84	14712

Base: EMA eligible young people in pilot and control areas.

A2.1.3 Experiences of the Careers Service⁶

This section explores the extent to which young people from different ethnic backgrounds had contact with the Careers Service, both during and after Year 11, and how they assessed the usefulness of this contact.

More than eight in ten young people had some contact with the Careers Service during Year 11, in the form of individual interviews (84 per cent overall) or as members of a group session (61 per cent) (Table A2.5). The proportion of young people who had contact with the Careers Service varied little across ethnic groups.

⁶ Since these data were collected the Careers Service has been absorbed into the Connexions Service which was phased in nationally from April 2001 to provide advice and information to 13 to 19 year olds.

Table A2.5 Contact with Careers Service during Year 11

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Group session	61	61	62	68	65	61
Individual interviews	83	85	87	87	85	84
Unweighted base N	13346-13363	373	616-617	260	84	14680- 14696

Base: EMA eligible young people in pilot and control areas.

After Year 11, around one quarter of young people had individual interviews with the Careers Service, while approximately one sixth had been in telephone contact (Table A2.6). In both instances, there were few differences in the proportion of young people from different ethnic backgrounds who had been in touch with the Service after completing Year 11.

Table A2.6 Contact with Careers Service since Year 11

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Other individual interviews	25	23	24	24	15	24
Contact by telephone	16	17	20	18	13	16
Unweighted base N	13372	372	617	260	84	14705

Base: EMA eligible young people in pilot and control areas.

Amongst young people who had contact with the Careers Service during or after Year 11, about one quarter felt that the advice they had received had played a major part in their decision about what to do after Year 11 (Table A2.7). This rose to about one third of young Indian, Pakistani/Bangladeshi or black people.

Table A2.7 Assessment of Part Played by Careers Service in Post-Year 11 Decision

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
A major part	22	31	34	32	20	23
A minor part	50	51	50	42	61	50
No part at all	28	18	16	26	20	26
Unweighted base N	12812	347	583	249	76	14067

Base: EMA eligible young people in pilot and control areas who had contact with the Careers Service.

Young people who said that the Careers Service’s advice had played a major part in their decisions as to what to do after Year 11 were more likely than other young people to have taken up work or work-based training (Table A2.8). This was the case for all ethnic groups although, as shown earlier in Table A2.1, the actual percentages of individuals undertaking one or the other form of post-Year 11 activity varied, in particular between young white people or young black people and the other ethnic groups. For those who had remained in education, all group were more likely to say that the careers service had played only a minor or no role in their decision. This was particularly the case for young black people.

Table A2.8 Destination of Young People with Careers Service Contact, by Assessment of Advice

		Row percentages			
	Actual destination	Full-time education	Work or work-based training	Unemployed, waiting to start work	Unweighted base (N)
White	Major part	67	21	9	2846
	Minor or no part	70	18	9	9966
Indian	Major part	82	12	2	111
	Minor or no part	86	6	3	236
Pakistani/ Bangladeshi	Major part	79	10	8	195
	Minor or no part	84	5	6	388
Black	Major part	71	17	9	83
	Minor or no part	82	7	7	166
Other	Major part	[69]	[18]	[13]	17
	Minor or no part	81	10	6	59

Base: EMA eligible young people in pilot and control areas who have had contact with the Careers Service.
 Note: Percentages in [] are based on 50 or fewer cases (unweighted). Responses to questions regarding the part played by Career Service advice (major, minor or no part) in decision about what to do after Year 11. Figures may not add to 100 due to rounding and don't know responses.

A2.1.4 Most helpful advice

Overall, the Careers Service was only one of many sources of advice, which influenced young people's decisions about their post Year 11 destinations and young people were asked which of these sources had been most helpful to them.

Parents were described as the most helpful source of advice by most young people, in particular by young white people (Table A2.9). For ethnic minority young people, however, it was their careers teacher or tutor at school who provided the most helpful source of advice. Perhaps the most notable difference in the sources of advice found to be most helpful was the high proportion of young Indian and Pakistani/Bangladeshi who cited advice from their brothers or sisters as most helpful (14 per cent and 13 per cent respectively).

Table A2.9 Sources of Most Helpful Advice

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Parent(s)	35	16	20	29	13	33
A careers teacher or tutor at school	28	41	37	31	40	29
Someone from the Careers Service	16	15	18	21	14	16
Other teachers at school	11	8	6	8	14	11
Friend(s)	5	3	5	6	8	4.5
Brother(s) and sister(s)	3	14	13	4	8	*
Other	3	4	1	2	3	3
Unweighted base N	11584	338	534	212	74	12742

Base: EMA eligible young people in pilot and control areas who have had others advise them on their post-11 career decision (cp. Table 10).

Note: Other includes career advisors from other organisations, employers, training organisations, college prospectuses, other relatives.

A2.1.5 Work experience

Almost all young people had been offered and/or had taken up work experience programmes during Years 10 or 11 (Table A2.10). The percentages for both the offer and take-up of work experience were highest for young white people (92 per cent and 88 per cent respectively) and young black people (91 per cent; 87 percent) as well as young people from ‘other’ ethnic background (93 per cent; 86 per cent).

Table A2.10 Work Experience During Years 10 or 11

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Offered work experience	92	87	89	91	93	92
Undertook work experience	88	85	84	87	86	88
Unweighted base N	13378	373	617	260	84	14712

Base: EMA eligible young people in pilot and control areas.

The majority of those who had taken up work experience had found it very or fairly helpful in their decision about what to do after Year 11 (Table A2.11). There were few variations between ethnic groups' assessment of the part played by work experience in their decision, with the exception of young Indian people, who were only half as likely as white young people to say that the experience had been not at all helpful. A further breakdown, which compared young people's assessment of the value of work experience with their likelihood of currently being in work or work-based training (not shown here), revealed that over 80 per cent of young Pakistani/Bangladeshi people in work or work based training had found work experience very or fairly helpful in their decision about their future activity. This compares to 53 per cent for young Indian people and 74 per cent for young people from 'other' ethnic backgrounds.

Table A2.11 Assessment of Work Experience

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Very helpful	35	36	37	32	25	35
Fairly helpful	32	37	37	34	42	33
Not very helpful	18	18	14	14	19	18
Not at all helpful	15	8	11	19	14	14
Unweighted base N	11900	326	518	225	72	13041

Base: young people in pilot and control areas who undertook work experience.

A2.2 Decision Making

This section reflects briefly on the reasons given by young people from different ethnic backgrounds for not continuing in education after Year 11 and then explores levels of satisfaction with the decisions about their futures that young people had made.

A2.2.1 Leaving education

For most individuals, particularly young white people, a preference for working or taking up a training place were the principle reasons for not continuing in education (Table A2.12). Other reasons included insufficient grades or failure to find appropriate courses. In particular Pakistani/Bangladeshi, black and ‘other’ ethnic young people noted that they could not find a place at a school or college (ranging from 16 per cent to 21 per cent, compared to just seven and nine per cent for white and Indian young people respectively). Clear differences between ethnic minority groups also emerged in relation to parents’ influences on young people’s decisions to leave education. Twelve per cent of young Indian and Pakistani/Bangladeshi people said that their parents could not afford for them to stay in education, or that their parents did not want them to do so. This compared to just between three per cent and seven per cent of young people from any of the other ethnic groups.

Table A2.12 Reason for Not Continuing in Education

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Wanted to look for job or training place	79	[63]	70	75	[67]	79
Found a job or training place	57	[53]	40	44	[20]	57
Needed to earn more money	47	[35]	28	44	[27]	47
Didn't like old school	36	[19]	18	38	[13]	35
Couldn't find right courses	29	[23]	25	31	[20]	29
Couldn't find part-time job to combine with continuing	21	[21]	17	28	[7]	21
Could not afford to remain in education	19	[9]	15	15	[7]	19
Friends were not continuing	19	[16]	18	20	[7]	19
Couldn't get a place	9	[7]	21	16	[20]	9
Too difficult to travel to school or college	7	[5]	5	5	[7]	7
Parents could not afford me to remain in education	7	[12]	12	5	[0]	7
Couldn't fit it in with looking after family	5	[5]	6	3	[0]	5
Parents did not want me to continue	3	[12]	11	5	[7]	4
Unweighted base N	4015	43	115	61	15	4249

Base: young people in pilot and control areas not in full-time or part-time education who gave each reason.
 Note: Percentages in [] are based on 50 or fewer cases (unweighted).

The following Table shows a breakdown of the destinations of those young people who had said that financial reasons, or their parents' wishes had prevented them from staying in education (Table A2.13). While a very small minority of these young people had, in the end, remained in education or were waiting to return to education, the majority of this group had entered work or work-based training. However, there were marked differences between ethnic minority groups, as Pakistani/Bangladeshi and black young people (as well 'other' ethnic young people') were much less likely to have found work or training than young white or Indian people. Conversely, proportionately many more were unemployed, including a small number who were waiting to start work soon.

Further analysis across all ethnic groups suggests that young people who did not continue in education because their parents did not wish them to do so, or whose parents could not afford to support them, were more likely to be unemployed rather than in work or training than young people who had left education because they wanted to earn an income or would not have been able to support themselves in education. Unfortunately, small case numbers prevented further analysis of this finding for individual ethnic groups.

Table A2.13 Destinations of Young People Leaving Education for Financial or Parents Reasons

	Column percentages					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Full-time education, including waiting to start	*	[0]	[2]	[0]	[0]	*
Work or work-based training	64	[68]	[46]	[50]	[33]	63
Unemployed, waiting to start work	30	[26]	[41]	[37]	[50]	30
Other	6	[5]	[10]	[13]	[17]	6
Unweighted base N	2080	19	41	30	[6]	2176

Base: EMA eligible young people in pilot and control areas not in full-time or part-time education for financial and parental reasons.
 Note: Percentages in [] are based on 50 or fewer cases (unweighted). * indicates less than 0.5 per cent.

A2.2.2 Assessment of decisions

The majority of young people were happy with their decisions to stay in education or to enter work or work-based training (Table A2.14). Satisfaction was particularly high among those remaining in education, with few differences between ethnic groups. It was a little lower among all those who had entered work or work-based training, but particularly among young Indian people.⁷ Unsurprisingly, those who were unemployed at the time of interview were least likely to be content with their decision about their activity after Year 11. This said, levels of satisfaction were still surprisingly high and particularly so among

⁷ Satisfaction with the decision to enter work or training was lowest among young people from other ethnic backgrounds. However, because of small case numbers, this finding must be treated with extreme caution.

Pakistani/Bangladeshi young people who were unemployed, more than two-thirds of whom felt they had definitely or probably made the right decision.

Table A2.14 Assessment of Decision by Current Activity

					Cell per cent
	Assessment	Full-time education	Work or work-based training	Unemployed , waiting to start work	Unweighted base (N)
White	Definitely/probably right decision	95	83	55	13234
Indian	Definitely/probably right decision	98	78	50	370
Pakistani/ Bangladeshi	Definitely/probably right decision	98	88	68	611
Black	Definitely/probably right decision	93	90	41	255
Other	Definitely/probably right decision	96	50	40	84

Base: all young people in pilot and control areas.

A3 AWARENESS AND INFLUENCE OF EMA

This section focuses on levels of awareness and applications for EMA among young people in the EMA pilot areas, before examining young people’s views on the actual or potential role of EMA in persuading them to remain in education.

A3.1 Awareness and Awards of EMA

Young people in the pilot areas were asked whether they had heard about EMA. Overall, over four fifths (85 per cent) said that they had (Table A3.1). Apart from the group of young people from ‘other’ ethnic backgrounds, who displayed the greatest awareness of EMA (95 per cent had heard of the allowance), young Indian and black people were most likely to have been aware of EMA (89 per cent).

Table A3.1 Awareness of EMA

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Aware of EMA	84	89	86	89	94	85
Of whom applied for EMA	65	82	77	73	58	67
Unweighted base N	8308	273	421	214	52	9232

Base: EMA eligible young people in pilot areas.

These higher levels of awareness are presumably associated with the larger proportions of these young people who were in education at the start of Year 12. Indeed, additional analysis suggests a much higher awareness of EMA among young people in full-time education than among other young people not in full-time education (Table A3.2). This appears to hold for all ethnic groups, however, small case numbers, again, mean that these findings should be treated with caution.

Table A3.2 Awareness of EMA and Activity, by Ethnic Group

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Full-time education, incl. Waiting to start	96	94	95	96	98	96
Other	56	[38]	45	[63]	[82]	55
Unweighted base N	8308	237	421	214	52	9320

Base: EMA eligible young people in pilot areas.

Note: percentages in [] are based on 50 or fewer cases.

Young Indian people were also the group most likely to have applied for EMA (Table A3.1). Among young people who were aware of EMA, 82 per cent of young Indians had applied compared to 77 per cent of young Pakistanis/Bangladeshi and 73 per cent of young black people. Despite their high level of awareness, fewer than two in three young people from the ‘other’ ethnic group had applied for EMA (58 per cent).

In total, just over half of all young people in the pilot areas (53 per cent), that is including those who were not aware of or had not applied for EMA, had been awarded the grant (Table A3.3). Among ethnic minority groups, the percentage of young people with awards was higher, between 61 per cent and 64 per cent, with the exception of young people from the ‘other’ ethnic group, of whom only 41 per cent had been awarded EMA. Overall seven per cent of young people were still awaiting a decision about whether they would receive EMA or not. This also varied by ethnic group with more than twice as many Indian young people stating that they were still waiting for a decision as white young people. The reasons for this are unclear.

Table A3.3 Awards of EMA

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Not applied/aware	38	21	27	29	[42]	37
EMA awarded	52	64	63	61	[41]	53
Application rejected	3	1	1	2	[8]	3
Awaiting decision	6	13	8	8	[9]	7
Unweighted base N	8303	237	421	214	52	9227

Base: EMA eligible young people in pilot areas.

Note: Percentages in [] are based on 50 or fewer cases (unweighted).

A3.2 The Influence of EMA on Participation

Several questions were asked to elicit young people’s view on the possible association between the availability of EMA and decisions on whether or not to remain in education.

A3.2.1 Young people not in full-time education

About one third of young people in the pilot areas who were not in full-time education indicated that “a weekly payment while...continuing...full-time education at school or college” might have made it more likely that they would have considered remaining in education. A further one in ten said that they would have considered continuing full-time education if the amount had been sufficient (Table A3.4). Small case numbers made a detailed analysis of attitudes by ethnic backgrounds unreliable, whilst aggregating ethnic groups could have masked important inter-group differences and was, therefore, not attempted. Therefore, other than for white young people, the data only allowed a tentative conclusion to be drawn about the possible influence of EMA on attitudes towards full-time education among young Pakistani/Bangladeshi people. As for white young people, about one third of this group of young people said they might have been persuaded to continue in full-time education had they received financial support to do so.

Table A3.4 Potential Influence of EMA on Decision to Continue Full-time Education

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Would consider continuing full-time education	39	[51]	36	[48]	[9]	39
Decision would depend on amount of award	9	[9]	5	[12]	[23]	9
Would not make a difference	52	(40)	59	(40)	(68)	52
Unweighted base N	1797	16	58	36	6	1913

Base: Young people in the pilot areas not in full-time education.

Note: Percentages in [] are based on 50 or fewer cases (unweighted).

A3.2.2 Young people awarded EMA

Among young people in the pilot areas who had been awarded EMA (and, therefore, were in full-time education), more than three-fifths (62 per cent) felt that EMA had been ‘quite’ or ‘very’ important in their decision to continue in full-time education, whereas for the remainder it had been not important (Table A3.5). Young people from ‘other’ ethnic backgrounds were most likely to indicate that EMA had not influenced their decision to remain in full-time education (61 per cent). However, again, the small number of cases in the sample makes this finding potentially unreliable.

Although there were few marked variations between other ethnic groups, proportionately more young black (40 percent) and Pakistani/Bangladeshi (34 per cent) people felt that EMA had been a “very important” factor in their decision to continue full-time education than was the case for other ethnic groups.

Table A3.5 Important of EMA in Decision to Continue in Education

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Not Important	39	44	30	30	[61]	39
Quite important	37	36	36	30	[25]	37
Very important	23	20	34	40	[13]	25
Unweighted base N	3907	135	237	115	21	4415

Base: Young people in pilot areas in full-time education who had been awarded EMA.

Note: Percentages in [] are based on 50 or fewer cases (unweighted).

Young people in full-time education who felt that EMA had been a “very” important factor in their decision to remain in education were asked whether they would have stayed on even if they had not received the allowance. Overall, more than one quarter (28 per cent) of these young people felt they “probably” or “definitely” would not have continued in education, while the remainder (73 per cent) felt they “probably” or “definitely” would have (Table 3.6). The latter figure was surprisingly high, given that these young people also felt that the EMA award had strongly influenced their decision to stay in full-time education.

Young Indian (79 per cent) and Pakistani/Bangladeshi (80 per cent) people, were most likely to say that they would have continued in full-time education even if they had not received the allowance.

Table A3.6 Likelihood of Continuing in Education without EMA

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Definitely would have continued	37	[48]	37	[24]	[7]	37
Probably would have continued	33	[31]	43	[49]	[93]	36
Sub-total (continued)	70	[79]	80	[73]	[100]	73
Probably would have not continued	19	[18]	13	[16]	[0]	18
Definitely would have not continued	11	[2]	6	[11]	[0]	10
Sub-total (not continued)	30	[20]	19	[27]	[0]	28
Unweighted base N	873	28	86	42	4	1033

Base: young people in pilot areas in full-time education, who have been awarded EMA and said that EMA had been a “very important” factors in their decision to stay in education.
 Note: Percentages in [] are based on 50 or fewer cases (unweighted).

These responses have been transformed in Table 3.7 to try and estimate the policy ‘deadweight’. In this particular instance, ‘deadweight’ refers to the extent to which young people in receipt of EMA would have continued in full-time education even if they had not received the allowance. The deadweight estimation is based on all young people in receipt of EMA. It also relies on young people’s own perceptions, that is, it does not incorporate in its calculation the behaviour of the EMA control groups. Furthermore, it should be noted that this is only an estimate of the deadweight associated with the initial decision to participate in education. EMA was also intended to impact on retention and achievement and has, indeed been shown to have had an impact on retention (Middleton et. al. 2003).

Deadweight ranges can be calculated, which take into account those young people who felt sure that they would definitely have continued in education without the award (as well as believing that EMA had been a “very important” factor in their decision) and those who said that it had “probably” been an important factor.

Overall, the first, more narrowly defined condition suggests a likely deadweight of 47 per cent. The more widely defined deadweight is 57 per cent. In other words, for between 47 per cent and 57 per cent of young people in receipt of EMA, the award, in their view, had made a difference to their decision to continue in education.

Both the narrowly and broadly defined deadweight figures were highest for young people from ‘other’ ethnic backgrounds (64 per cent; 76 per cent); they were lowest for young Pakistani/Bangladeshi people (43 percent – narrowly defined) and white people (56 percent – broadly defined) respectively.

Table A3.7 Deadweight Estimation

	Column per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
(a) Not Important	39	44	30	30	[61]	39
(b) Definitely would have continued	9	9	13	10	[1]	9
(c) Probably would have continued	8	6	15	20	[12]	9
Sub-total 1 (a+b)	48	53	43	40	[64]	48
Sub-Total 2 (a+b+c)	56	59	58	60	[76]	57
Unweighted base N	5240	184	304	154	32	5914

Base: Young people in the pilot areas who had been awarded EMA.

Note: Percentages in [] are based on 50 or fewer cases (unweighted).

There are numerous factors which might explain the level of deadweight which would require further analysis beyond the scope of this report. However, it is possible to give some broad indication of the likely reasons for deadweight.

EMA deadweight appeared to be related to (a) satisfaction with the decision to stay on in education and (b) the estimated amount of EMA received by the young person. Current satisfaction with the decision to stay in education may blur the role that EMA might have played in earlier stages of the decision-making process and might, therefore, lead to an

underestimate of the importance of EMA in encouraging continued full-time education. Similarly, differential satisfaction might reflect differential determination among the two groups of young people (deadweight and non-deadweight cases) to continue in education and, therefore, increase deadweight among that group most determined to stay on.

The amount of EMA received might affect perceptions of EMA if young people who received smaller amounts were less inclined, retrospectively, to see EMA as having made an important difference to their decision to remain in education. This might even be the case where, at the time of their decision, young people might not have known the amount they were to receive. In the analysis, a distinction is made between young people who were eligible for a full or partial EMA award. This variable was derived from information about household income in the dataset and calculated by the researchers.

Satisfaction with decision to stay on

Almost all EMA-recipients felt they had taken the right decision by staying on in education (Table A3.8). Moreover, the proportion satisfied with their decision was higher among the ‘deadweight cases’ than among other young people. This was the case for all ethnic groups, except young Indian people and people from ‘other’ ethnic backgrounds. As noted earlier, a higher level of satisfaction may reflect greater determination or a more positive attitude towards education, thus increasing the risk of deadweight.

Table A3.8 Deadweight and Satisfaction with Decision to Continue in Education

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Deadweight case	97	97	100	96	[100]	97
Non-deadweight case	92	97	97	90	[100]	93
Unweighted base N	4351	151	258	125	24	4909

Base: Young people in the pilot areas who had been awarded EMA.
 Note: Narrow deadweight definition is used. Satisfaction is defined as those young people in full-time education and in receipt of EMA, who felt they ‘definitely’ or ‘probably’ had made the right decision in staying on. Percentages in [] are based on 50 or fewer cases (unweighted).

There also appeared to be an association between deadweight and the level of EMA support that young people would have received. For all ethnic groups, young people identified as cases of EMA deadweight were less likely to have been eligible for the full EMA amount than was true for non-deadweight cases (Table A3.9). For instance, whereas 67 per cent of Indian young people who constituted cases of EMA deadweight were eligible for the full amount of EMA, this increased to 83 per cent among Indian young people who were non-deadweight cases.

Table A3.9 Full EMA Eligibility and Deadweight

	Cell per cent					
	White	Indian	Pakistani/ Bangladeshi	Black	Other	All
Deadweight case	53	67	83	67	[70]	60
Non-deadweight case	63	83	91	81	[75]	67
Unweighted base N	4380	152	260	127	24	4959

Base: Young people in the pilot areas who had been awarded EMA.

Note: EMA eligibility is a derived variable based on household income information. Percentages in [] are based on 50 or fewer cases (unweighted).

These relationships were found to be statistically significant for white, Indian and Pakistani/Bangladeshi young people⁸.

⁸ Using the 2-sided chi-square test. Significant at the 5 per cent level.

A4 CONCLUSION

This report has summarised findings from the cross-sectional analysis of data from the EMA Evaluation surveys for ethnic minority young people. Patterns of negative school experiences, achievement, destinations, career advice and the influence of EMA on career decisions were examined and differences between ethnic groups emerged with respect to many of the indicators used.

The analysis highlighted the increased risk of exclusion and accusation of bullying among young ethnic minority people, in particular, young black people. It also highlighted the comparatively low risk of exclusion, bullying or being bullied among young Indian and Pakistani/Bangladeshi people.

Caring responsibilities were found to be relatively common among Pakistani/Bangladeshi young people, although this did not appear to impede their Year 11 achievement levels to the same extent as other forms of disadvantage (exclusion, bullying etc.), which were associated with lower achievement levels for both this and other ethnic groups.

The analysis confirmed earlier evidence, cited in the introduction, that ethnic minority groups, in particular young Indian and Pakistani/Bangladeshi people, have a greater propensity to stay on in education than young White people.

Young people had used different sources of advice to inform their decisions about what to do after Year 11. All young people sought or received the advice of parents and schools. Young Indians and Pakistani/Bangladeshi were also more likely than others to have sought and received advice from siblings, whereas young black people frequently relied on advice from professionals, i.e. schools, the Careers Service or training organisations. All ethnic minority groups felt that they had received the most helpful advice from careers teachers or tutors at their school.

Among young people who did not continue in post-16 education, the desire to seek and obtain work or work with training and earn an income were the main reasons for leaving education. Financial constraints and parents' preferences were important reasons for young Indian and Pakistani/Bangladeshi people to leave education.

Confirming earlier reports on the quantitative evaluation⁹, the analyses suggest a high level of awareness of EMA in the pilot areas, although levels of awareness among young people not in full-time education were much lower. At the time of the interviews most applicants, regardless of ethnic background, had already been awarded their allowance.

For approximately half of young people in receipt of EMA, the award, in their view, had made a difference to their decision to continue in education. There is, therefore, some 'deadweight' in the policy, at least in terms of the initial decision to participate in post-16 education. The deadweight appeared to be related to the amount of EMA for which young people were eligible and to the young person's satisfaction with their career choice. It was highest among young Indian people and lowest among Pakistani/Bangladeshi young people.

In summary, different patterns of disadvantage, achievement, careers advice seeking behaviour and assessment of the value of that advice, and of EMA awareness and of its influence between young people from different ethnic backgrounds have emerged clearly from the cross-sectional analysis in this part of the report.

⁹ See Ashworth et al., 2001.

PART B DESTINATIONS BETWEEN THE AGES OF 16 AND 18 YEARS

The second part of this report explores young people's destinations over a period of approximately two years following the end of compulsory education, that is until they are 18 or 19 years of age, by their ethnic background. Data are drawn from the first three interviews with EMA eligible young people in the EMA sample, undertaken when they were 16, 17 and 18 years old, and combined information from both cohorts in pilot and control areas. The sample of young people is approximately 8,300 and data have been weighted to be representative of all young people in the pilot and control areas and to take account of differential attrition from the sample between survey interviews.

This part of the report is in three sections. The first considers the destinations of young people at age 17 and 18 by their ethnic background for those who were engaged in full-time education at age 16. The second section looks at the destinations of young people at age 18 by ethnicity and then explores the relationship between destination, ethnicity and other factors. The final section describes three multinomial logistic regression models which have been constructed to explore the relationships between ethnicity and young persons destination at ages 16, 17 and 18 controlling for certain factors known to affect a young person's propensity to remain in full-time education. The detailed results of the models are given in Annex A.

B1 PARTICIPATION IN FULL-TIME EDUCATION OVER THREE YEARS BY ETHNIC GROUP

This section examines the destinations at age 17 and 18 of young people who entered full-time education at age 16 after finishing compulsory education. By exploring the movements between different destinations by ethnicity over this period any similarities and/or differences in transitions among ethnic groups can be observed. The analysis focuses on young people who entered full-time education at age 16 because the numbers of young people from ethnic minority backgrounds entering other destinations are too small to allow robust analysis¹⁰.

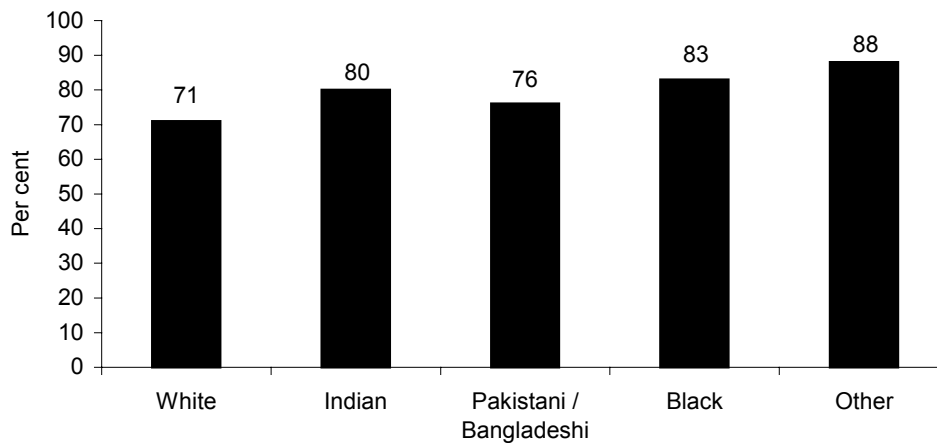
B1.1 Destinations at Ages 17 and 18 of young people in full-time education at Age 16 years

At age 16, after the end of compulsory education, 71 per cent of white young people were in full-time education. The relative proportions of young people in full-time education at age 16 by their ethnic minority background were 76 per cent of Pakistani/Bangladeshi young people, 80 per cent of Indian young people, 83 per cent of black young people and 88 per cent of young people from ‘other’ ethnic backgrounds¹¹ (Figure B1.1).

¹⁰ Tables showing young people’s destinations at age 18 for those who entered work with training, work without training or became NEET after finishing compulsory education are provided in Annex B to this report.

¹¹ The percentages reported here may differ slightly to those in Part A of this report because the sample contained young people who participated in all three survey waves rather than only at age 16.

Figure B1.1 Young people who entered full-time education at age 16 by ethnic group



Base: EMA eligible young people who took part in all three interviews (8370). Cohorts 1 and 2 combined. Pilot and attrition weights applied.

- Of the 71 per cent of white young people who entered full-time education at age 16 four-fifths (80 per cent) remained in education at the age of 17.
- Of those who left full-time education:
 - eight per cent entered work with training, and seven per cent work with no training; and,
 - the remaining four per cent became NEET, with three per cent entering the NEET economically active group, and one per cent economically inactive.
- At age 18, of white young people who were engaged in full-time education at age 16 and 17, 58 per cent remained in education.
- Of the remaining two fifths (42 per cent) who left full-time education after two years:
 - a third entered work (33 per cent), with 19 per cent in work with training and 14 per cent in work with no training;
 - Nine per cent became NEET; six per cent were NEET and economically active and three per cent were economically inactive (Figures B1.2 and 1.3).

Young people of Indian ethnic origin were more likely than other ethnic groups both to remain in full-time education at age 16 and to sustain this at age 17 years.

- Eighty per cent of Indian young people were in full-time education at age 16:
- 94 per cent of these remained in full-time education at the age of 17;

- two per cent had entered work with training at age 17, one per cent work with no training;
- the remaining three per cent became NEET.

At age 18, almost four fifths (79 per cent) of Indian young people who had been in education at age 16 and 17, were still in this destination. In the minority of instances where Indian young people had left education at age 18, they mainly moved into employment; nine per cent entered work with training and four per cent work with no training. The remaining eight per cent became NEET (Figures B1.2 and 1.3).

Young people of Pakistani/Bangladeshi origin also showed high rates of participation and retention in full-time education.

- Just over three-quarters (76 per cent) of Pakistani/Bangladeshi young people were in full-time education at age 16.
- 86 per cent of these remained in education at age 17;
- three per cent entered work with training and the same percentage (three per cent) entered work with no training.
- almost one in ten (nine per cent) entered the NEET group at age 17, where seven per cent became NEET and were economically active and two per cent were NEET and economically inactive.

This percentage was significantly higher than among their white or Indian counterparts of whom four per cent and three per cent respectively became NEET (although the percentage was not as high as for black young people, see further below). Despite a relatively large proportion becoming NEET at age 17, of those who continued in education at age 16 and 17, over four fifths (82 per cent) remained in full-time education at age 18. This retention rate was the highest of all the ethnic groups.

Of those Pakistani/Bangladeshi young people who left full-time education at age 18:

- five per cent moved into work with training and six per cent into work with no training;
- eight per cent entered the NEET group, with seven per cent NEET active and one per cent NEET inactive (Figures B1.2 and 1.3).

Among black young people, the participation rate in full-time education at age 16 was relatively high (83 per cent) compared with young people from other ethnic backgrounds but their retention rate in full-time education was the lowest of all ethnic groups.

- Only 72 per cent of black young people who initially stayed in education at age 16 were still in full-time education at age 17, compared to 80 of white young people, 94 per cent of Indian young people, 86 per cent of Pakistani/Bangladeshi young people.
- Among black young people who left education at age 17:
 - seven per cent entered work with training and seven per cent entered work with no training.
 - 13 per cent became NEET and were economically active and one per cent became NEET and were economically inactive.

This proportion who became NEET was by far the largest among young people of any ethnic group.

At age 18, of young black people in education at age 16 and 17:

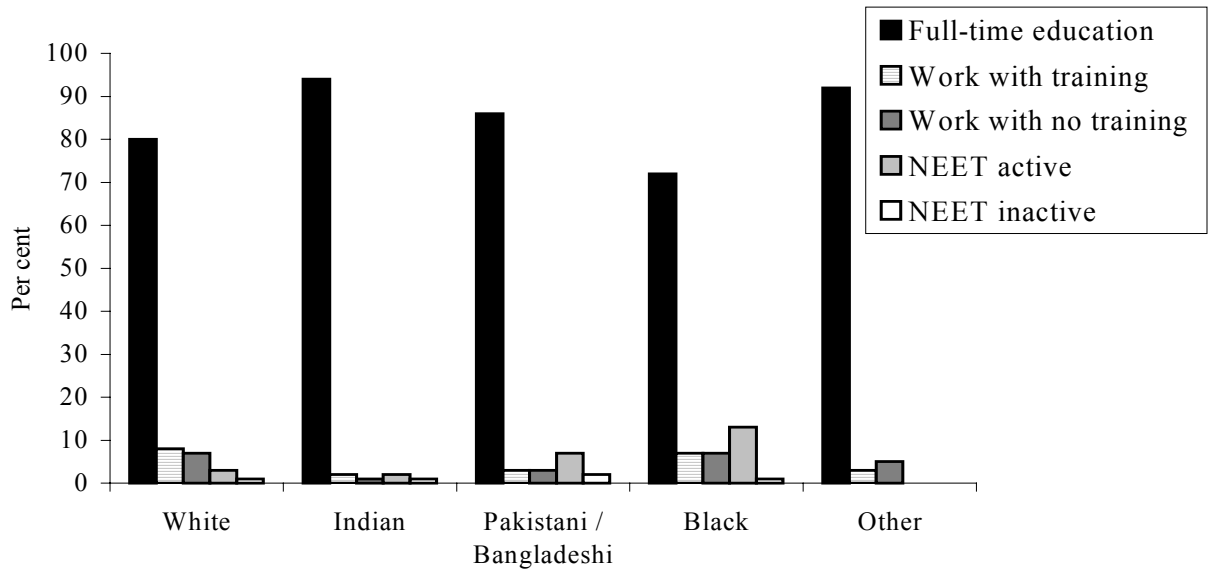
- less than half (47 per cent) remained in education;
- just under a third entered employment (31 per cent), 20 per cent entered work with training and 11 per cent entered work with no training;
- over a fifth of black young people who had spent two years in full-time education became NEET, 14 per cent in the NEET active group and seven per cent NEET inactive.

This, again, was the largest proportion who moved into the NEET group from education at age 18 of all the ethnic groups (Figures B1.2 and 1.3).

The small sample size of young people categorised as ‘other’ ethnic group does not allow a detailed analysis but the key points for this group seem to be that:

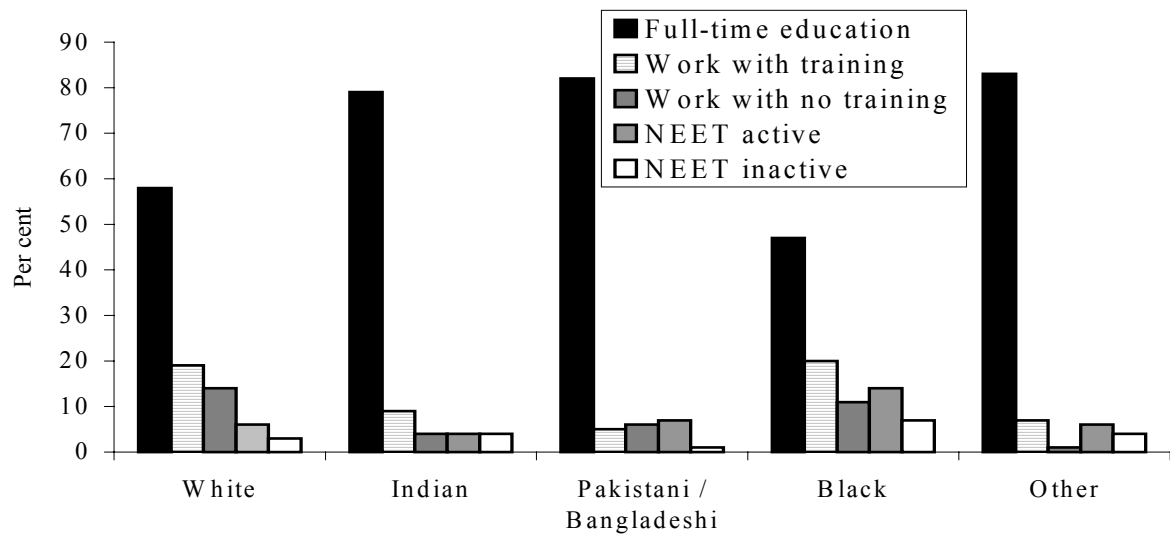
- Of young people from ‘other’ ethnic background in full-time education at age 16, 92 per cent remained in education at 17;
- The retention rate in full-time education at age 18 for ‘other’ young people in full-time education at 16 and 17 was over four fifths (83 per cent).

Figure B1.2 Destination at age 17 of young people in full-time education at age 16 by ethnic group



Base: EMA eligible young people who took part in all three interviews who were in full-time education at age 16 (6565). Cohorts 1 and 2 combined. Pilot and attrition weights applied.

Figure B1.3 Destination at age 18 of young people in full-time education at age 16 and age 17 by ethnic group



Base: EMA eligible young people who took part in all three interviews who were in full-time education at ages 16 and 17 (5397). Cohorts 1 and 2 combined. Pilot and attrition weights applied.

B2 DESTINATIONS AT AGE 18

This section shifts the focus of analysis to **all** young people at age 18, rather than only those who entered full-time education at age 16 and considers, first, the proportion of young people in each of the different destinations of full-time education, work with training, work no training and NEET active and inactive at age 16, 17 and 18. It then focuses on young people's destination at age 18 by their ethnic background and other factors which could affect subsequent destination and propensity to remain in full-time education such as Year 11 qualifications, socio-economic group and gender.

B2.1 Destinations at Age 18 by Ethnic Group

At the age of 16 almost three-quarters (72 per cent) of young people were in full-time education¹². 10 per cent were in work with training; seven per cent in work without training; and 11 per cent in the NEET group, with eight per cent economically active and three per cent economically inactive (Table B2.1).

By age 17 the proportion of young people engaged in full-time education had decreased significantly to under two-thirds (62 per cent). There was a corresponding increase in young people in work, where 16 per cent were in work with training and 12 per cent in work without a training element. The proportion of young people who were NEET remained constant with eight per cent NEET who were economically active and three per cent NEET who were economically inactive. However, it should be noted that although the percentage of young people who were NEET remained the same, these are not necessarily the same young people who were NEET in the previous year. Research on the NEET group (Rennison et al., 2004) highlights the transitory nature of the NEET group with different young people entering and leaving the NEET group over time.

At age 18 the proportion in full-time education decreased again to 38 per cent of young people. The proportion of young people in work increased, to 27 per cent of young people in work with training and 17 per cent in work without training. However, the proportion of young people in the NEET group also increased to almost a fifth of young people overall (18 per cent); 12 per cent of young people were in the NEET active group and six per cent in the NEET inactive group.

Table B2.1 Destinations at Age 16, 17 and 18

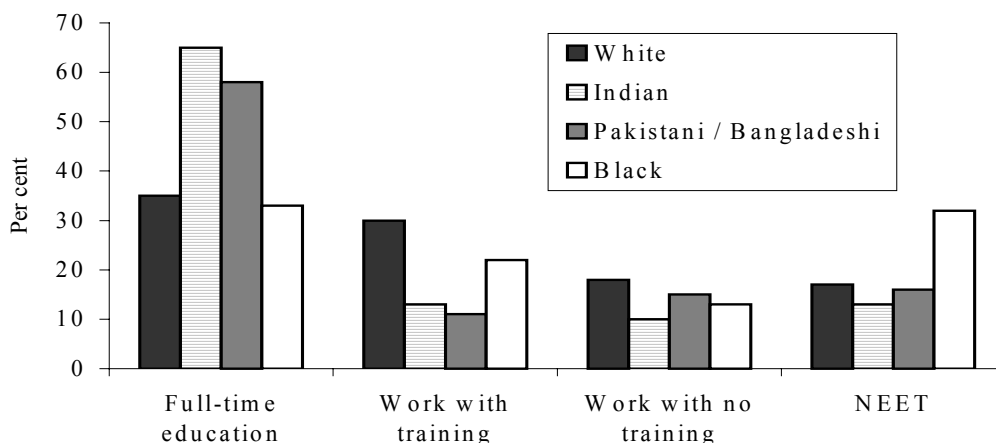
	Column per cent		
	Destination at Age 16	Destination at Age 17	Destination at Age 18
Full-time education	72	62	38
Work with training	10	16	27
Work with no training	7	12	17
Neet Active	8	8	12
Neet Inactive	3	3	6
Unweighted base N	8372	8333	8269

Base: EMA eligible young people who participated in all three interviews.
Cohorts 1 and 2 combined. Pilot and attrition weights applied.

There are significant differences by ethnic group in the destinations of young people at age 18. (Figure B2.1). Although, on the whole, young people from all ethnic backgrounds were more likely to be in full-time education than any other destination, the proportions differ significantly. Around two thirds of young Indian and Pakistani/Bangladeshi people were in full-time education (65 per cent and 58 per cent respectively) compared to a lower proportion of approximately a third of white and black young people (35 per cent and 33 per cent respectively). White young people were more likely to be in work with training (30 per cent) than young people from other ethnic groups. However, black young people had a greater likelihood of being NEET; almost a third (32 per cent) were NEET compared to approximately one sixth of white or Pakistani / Bangladeshi groups and only 13 per cent of young people of Indian backgrounds.

¹² The percentages reported here may differ slightly to those in Part A of this report because the sample contained young people who participated in all three survey waves rather than only at age 16.

Figure B2.1 Young People’s Destinations at Age 18 by Ethnic Background



Unweighted N: 8221

Base: EMA eligible young people who participated in all three interviews.

Cohorts 1 and 2 combined. Pilot and attrition weights applied.

B2.2 Destinations at Age 18, Ethnicity and other Characteristics

The previous section (B2.1) considered young people’s destinations at age 16, 17 and 18 by their ethnic background. This section focuses on a young person’s destination at age 18 and explores the relationship between destination, ethnicity and other factors, such as socio-economic group and Year 11 achievement.

B2.2.1 Sex

Some trends emerged from an analysis of differences in destination at age 18 for young men and young women by their ethnic background. Young women were more likely to be in full-time education at age 18 than young men in all ethnic groups except for young Pakistani/Bangladeshi people among whom the likelihood of being in full-time education was higher for young men (62 per cent) than young women (53 per cent). On the whole, young women were also more likely to be in work with no training irrespective of ethnic background. This difference was especially evident for young black people, among whom 18 per cent of young women were in work with no training compared with just six per cent of young black men.

By contrast, young white and black men had a higher likelihood than young women in these groups of being in work with training at age 18. This trend was reversed for

Pakistani/Bangladeshi young people, among whom young men were less likely to be in work with training than their female contemporaries. Young men were consistently more likely than young women to be in the NEET group at age 18. This was especially the case for Indian and black young people (Table B2.2).

Table B2.2 Destinations at Age 18: Ethnicity and Gender

		Column per cent				
		White	Indian	Pakistani/ Bangladeshi	Black	All
Male	Full-time education	34	61	62	22	37
	Work with training	32	13	7	31	29
	Work with no training	17	8	13	6	16
	NEET	18	19	18	41	18
	Unweighted base N	3708	109	157	60	4034
Female	Full-time education	37	70	53	43	39
	Work with training	27	13	16	14	26
	Work with no training	19	12	17	18	19
	NEET	16	5	14	25	16
	Unweighted base N	3897	91	140	59	4187

Base: EMA young people who participated in all three interviews.
Cohorts 1 and 2 combined. Pilot and attrition weights applied.
Note: percentages in [] are based on 50 or fewer cases (unweighted)

B2.2.2 Socio-economic group

In general, the likelihood of being in full-time education increased with socio-economic level¹³, with the proportion of young people in full-time education highest among those from professional and managerial backgrounds, and lowest among those from workless households. Conversely, young people from the lowest socio-economic background were most likely to be NEET age 18 and those from a professional or managerial background least likely. This pattern was largely observed for young people from all ethnic backgrounds. The

¹³ The classification of socio-economic group is based on data obtained from parental interviews in the first survey wave. For a full explanation see Section 1.2.7 of Middleton et al., (2004)

highest proportion of young people in full-time education was Pakistani/Bangladeshi young people from professional or managerial backgrounds, among whom 90 per cent were in full-time education at age 18. Conversely, the highest proportion of young people in the NEET group was among black young people from a workless background (61 per cent) (Table B2.3). However, it should be noted that these sample sizes are small and the results should be treated with caution.

Table B2.3 Destinations at Age 18: Ethnicity and Socio-economic Classification

		Column per cent				
		White	Indian	Pakistani/ Bangladeshi	Black	All
Professional/ Managerial	Full-time education	49	[78]	[90]	[42]	50
	Work with training	28	[12]	0	[16]	27
	Work with no training	14	[2]	[1]	[30]	14
	NEET	9	[9]	[9]	[11]	9
	Unweighted base N	1404	26	21	12	1463
Skilled non- manual	Full-time education	40	[77]	[61]	[31]	41
	Work with training	32	[5]	[20]	[34]	31
	Work with no training	18	[10]	0	[13]	18
	NEET	10	[8]	[19]	[21]	10
	Unweighted base N	2307	34	19	39	2398
Skilled manual	Full-time education	33	[64]	69	[37]	37
	Work with training	33	[10]	10	[34]	30
	Work with no training	21	[16]	10	[29]	20
	NEET	14	[10]	11	0	13
	Unweighted base N	1433	48	64	10	1555
Semi/unskilled manual	Full-time education	29	[61]	[59]	[50]	33
	Work with training	31	[17]	[10]	[27]	29
	Work with no training	22	[16]	[19]	[5]	21
	NEET	18	[7]	[12]	[18]	17
	Unweighted base N	1134	43	46	25	1248
No work/unclassified	Full-time education	29	[58]	53	[24]	34
	Work with training	25	[16]	11	[5]	23
	Work with no training	17	[6]	17	[9]	16
	NEET	29	[20]	18	[61]	27
Unweighted base N	1241	47	145	33	1466	

Base: EMA young people who participated in all three interviews.
Cohorts 1 and 2 combined. Pilot and attrition weights applied.
Note: percentages in [] are based on 50 or fewer cases (unweighted)

B2.2.3 Year 11 achievement

Overall, young people with higher Year 11 qualifications were more likely to be in full-time education at age 18, whereas young people who had achieved few or no qualifications at the end of Year 11 had a greater chance of being NEET. In general, this trend held for young people from all ethnic backgrounds, although some sample sizes are very small and figures should be treated with caution. However, it seems that Indian and Pakistani/Bangladeshi young people were more likely to remain in full-time education than young people from other ethnic groups whatever their level of achievement at Year 11. The highest incidence of young people in full-time education at age 18 was observed among young Indian and Pakistani/Bangladeshi people with five or more A*-C grades at GCSE; 81 of young Indian people and 80 per cent of young Pakistani/Bangladeshi young people were still in full-time education at the age of 18. This compares to figures of 55 per cent and 53 per cent respectively among white and black young people with the same qualification level. This pattern of higher participation rates among Indian and Pakistani / Bangladeshi young people can be seen at each level of Year 11 achievement (Table B2.4).

Table B2.4 Destinations at Age 18: Ethnicity and Year 11 Qualifications

		Column per cent				
		White	Indian	Pakistani/ Bangladeshi	Black	All
5+ A*-C Grades	Full-time education	55	81	80	[53]	57
	Work with training	24	9	6	[21]	22
	Work with no training	15	3	11	[11]	14
	NEET	7	8	3	[15]	7
Unweighted base N		3479	102	91	39	3711
1-4 A*-C Grades	Full-time education	30	74	61	[28]	34
	Work with training	37	8	12	[17]	34
	Work with no training	21	12	13	[19]	20
	NEET	13	5	15	[36]	13
Unweighted base N		2437	58	107	39	2641
D-G Grades	Full-time education	19	[36]	44	[17]	21
	Work with training	31	[31]	12	[35]	30
	Work with no training	23	[23]	18	[12]	22
	NEET	28	[9]	27	[36]	27
Unweighted base N		1332	35	80	33	1480
No qualifications	Full-time education	13	[12]	[36]	[38]	15
	Work with training	21	[12]	[17]	0	20
	Work with no training	13	0	[25]	0	13
	NEET	53	[76]	[22]	[62]	52
Unweighted base N		355	5	19	8	387

Base: EMA young people who participated in all three interviews.
 Cohorts 1 and 2 combined. Pilot and attrition weights applied.
 Note: percentages in [] are based on 50 or fewer cases (unweighted)

B3 MULTIVARIATE MODELLING

Previous sections in the report have shown some significant differences between young people's propensity to participate in full-time education at ages 16, 17 and 18 according to ethnic group and a range of other characteristics known to be associated with participation in post-16 education. Participation in post-16 education is known to be strongly associated with levels of achievement at Year 11 and socio-economic group. There is also a known association between ethnic group and household economic status and Year 11 attainment. In order to isolate whether ethnicity has any effect on the destinations of young people other than through these characteristics, multinomial regression analysis was used.

Using multinomial logistic regression, data were modelled in order to evaluate the effect of young people's ethnic group on their destinations at the ages of 16, 17 and 18. The models presented in this section include these characteristics as controls to allow an estimation of the additional effect of ethnic group membership. In the interests of simplicity, these control variables are not reproduced in the tables below; however, full details can be found in Annex A.

The first model (Table B3.1) considers destinations at age 16, the second model (Table B3.2) considers destinations at age 17 and the third model (Table B3.3) considers destinations at age 18. The models take the destination of white young people as their reference point and depict how the destinations of people in the minority ethnic groups differ from this. Three destinations (work with training; work with no training; and NEET) are each compared with the fourth destination - full-time education. For each of these three destinations, and for each of the minority ethnic groups, the models address the question:

Is the likelihood of being in this destination, rather than in full-time education, higher or lower than among the white group when other characteristics are controlled for?

In the models, the white group is given a value of one in each of the three columns (which represent the destinations of work with training, work with no training and NEET respectively). Any ethnic group that has a value lower than one has a lesser likelihood of being in that destination (and conversely a greater likelihood of being in full-time education) than their white counterparts. Any group that has a value above one has a greater likelihood

of being in that destination (and a lesser likelihood of being in full-time education) than the white group.

B3.1 Age 16

Focusing first on work with training, young people in each of the three minority ethnic groups were less likely to be in that destination at age 16 (and therefore more likely to be in full-time education) than white young people, even when Year 11 qualifications and socio-economic group are taken into account. However, for the Indian group this difference was modest and not statistically significant. For the Pakistani/Bangladeshi group and the black group, the odds of being in work with training as opposed to full-time education are considerably less than half of those for the white group (0.365 and 0.437 respectively). The work with no training destination shows a similar pattern in that young people in the three minority ethnic groups were less likely to be in this destination (and more likely to be in full-time education), at age 16, than those in the white group. For the Indian group, the chances of being in this destination rather than full-time education are tiny compared with those of the white group (with odds of 0.033), for the black group the odds are about one-third of those of the white group (0.313), while for the Pakistani/Bangladeshi group the odds are about two-thirds (0.654). Finally, for the NEET destination, young people in each of the three minority ethnic groups are, again, less likely to be NEET at age 16 (and conversely more likely to be in full-time education) than their white counterparts, although for the Indian group this difference is modest and not statistically significant. The odds associated with the Pakistani/Bangladeshi group were around three-fifths of those of the white group while the odds for the black group are under half (0.448).

Table B3.1 Odds of being in work, training or NEET compared to Full-time education at age 16

	Work with training	Work with no training	NEET
Ethnicity			
Indian	0.776	0.033**	0.735
Pakistani / Bangladeshi	0.365**	0.654*	0.594**
Black	0.437*	0.313*	0.448*
White	1.000	1.000	1.000

Note: Significant differences: * = P<0.05, ** = P<0.01

Reference category for the equation is young people in destination of full-time education age 16

Reference group: White. Controlling for socio-economic classification and Year 11 qualifications.

B3.2 Age 17

Young people in minority ethnic groups were less likely to be in work with training (and more likely to be in full-time education) compared to white young people at age 17, even when controlling for socio economic group and Year 11 qualification. However, for young black people this difference is not statistically significant. For the Indian group and Pakistani/Bangladeshi group, the odds of being in work with training rather than in full-time education are considerably less than half of those for the white group (0.102 and 0.376 respectively). For the work with no training destination, young Indian people and young Pakistani/Bangladeshi people were less likely to be in this destination (and more likely to be in full-time education) than those in the white group at age 17, whereas black young people have a slightly greater, although statistically non-significant, likelihood of being in work with no training. For young people of Indian ethnic origin, the chances of being in this destination rather than full-time education are small compared with those of the white group (with odds of 0.137) and for the black group the odds are just under half of those of the white group (0.477). Finally, for the NEET destination at age 17, young people in Indian and Pakistani / Bangladeshi groups were less likely to be in this destination (and conversely more likely to be in full-time education) than their white counterparts. For the Indian group the odds of being in this destination rather than full-time education are tiny (with odds of 0.086) and the odds are around half for Pakistani/Bangladeshi people (0.532). However, black young people

were more likely to be NEET (and therefore are less likely to be in full-time education) than their white counterparts. The odds of the black group being in the NEET group rather than full-time education, are over twice as great (2.314) compared to white young people.

Table B3.2 Odds of being in work, training or NEET compared to Full-time education at age 17

	Work with training	Work with no training	NEET
Ethnicity			
Indian	0.102**	0.137**	0.086**
Pakistani / Bangladeshi	0.376**	0.477**	0.532**
Black	0.516	1.028	2.314**
White	1.000	1.000	1.000

Note: Significant differences: * = P<0.05, ** = P<0.01

Reference category for the equation is young people in destination of full-time education at age 17

Reference group: White. Controlling for socio-economic classification, Year 11 qualifications and destination at age 16.

B3.3 Age 18

Finally, young people's destinations at age 18 are considered, again taking socio-economic group and Year 11 qualifications into account. Young people in all three minority ethnic groups were less likely to be in work with training (and more likely to be in full-time education) compared to white young people at age 18, although for young black people this difference is not statistically significant. For the Indian group and Pakistani/Bangladeshi group, the odds of being in work with training as opposed to full-time education are less than a third of those for the white group (0.309 and 0.209 respectively). All three minority ethnic groups were also less likely to be in the destination of work with no training at age 18 (and were more likely to be in full-time education) compared to the white group, although for the black group this difference is modest and not statistically significant. The odds of the Indian and Pakistani/Bangladeshi groups being in work with no training rather than full-time education were less than half that of the white group (0.412 and 0.429 respectively). For the NEET destination at age 18, young people in Indian and Pakistani/Bangladeshi groups were

less likely to be in this destination at age 18 (and conversely more likely to be in full-time education) than their white counterparts, whereas black young people were more likely to be NEET than their white counterparts. For the Pakistani/Bangladeshi group the odds of being in this destination rather than full-time education are around a third (with odds of 0.372), and for the Indian group the odds are around half (0.536). However, the odds of the black group being in the NEET group rather than full-time education, are over twice as great (2.072) compared to white young people.

Table B3.3 Odds of being in work, training or NEET compared to Full-time education at age 18

	Work with training	Work with no training	NEET
Ethnicity			
Indian	0.309**	0.412**	0.536**
Pakistani / Bangladeshi	0.209**	0.429**	0.372**
Black	0.872	0.760	2.072**
White	1.000	1.000	1.000

Note: Significant differences: * = P<0.05, ** = P<0.01

Reference category for the equation is young people in destination of full-time education at age 18.

Reference group: White. Controlling for socio-economic classification, Year 11 qualifications, destinations at age 16 and destinations at age 17.

B4 Conclusion

Although young people from each ethnic minority background were more likely than white young people to remain in full-time education at age 16, the proportions leaving over the next two years differed significantly, as did their destinations after full-time education. Indian young people sustained their initially high participation rate in full-time education, with the small minority who did leave between the ages of 16 and 18 mainly entering work; relatively small proportions of Indian young people entered the NEET group on leaving education, especially at age 17.

Pakistani/Bangladeshi young people also had higher rates of post 16 education than white young people and also had the highest retentions rate in full time-education, by age 18, of all ethnic groups. However, those who did leave education had a relatively high chance of entering the NEET group, particularly at age 17.

Black young people also had higher rates of participation in full-time education at age 16 than white young people, but they had the lowest retention rate of all ethnic groups. In addition, relatively large proportions of black young people who left education at age 17 and 18 became NEET. Over one-fifth of black young people who had spent two years in post-16 education were NEET at age 18 compared with less than one in ten among each of the other ethnic groups.

Focusing on the destinations of all young people at the age of 18, rather than just on those who initially entered full-time education at 16, significant differences again emerged by ethnic group. White and black young people were least likely to be in full-time education at age 18, but white young people were most likely to be in work, with or without training, in contrast to black young people among whom almost one third were NEET at the age of 18.

Significant differences emerged in the proportions of young people in full-time education at age 18 according to sex, socio-economic group and level of Year 11 achievement. However, multinomial regression analysis that took into account the effect of socio-economic group and Year 11 achievement showed that, in each of the three years, Indian and Pakistani/Bangladeshi young people were more likely to be in full-time education than work, training or NEET destinations, compared to white young people. By contrast, although black

young people were less likely to be in the NEET group at age 16 (and more likely to be in full-time education) than white young people, this trend was reversed at ages 17 and 18 when black young people were significantly more likely to be NEET, as opposed to in full-time education, than white young people.

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ANNEX A

**RESULTS OF MULTINOMIAL REGRESSION
MODELS**

Table A1 Odds of being in work, training or NEET compared to Full-time education at age 16

	Work with training	Work with no training	NEET
Ethnicity			
Indian	0.776	0.033**	0.735
Pakistani / Bangladeshi	0.365**	0.654*	0.594**
Black	0.437*	0.313*	0.448*
White	1.000	1.000	1.000
Year 11 qualification			
5+ GCSE A*-C grades	0.150**	0.065**	0.023**
1-4 GCSE A*-C grades	0.569**	0.234**	0.085**
D-G grades only	0.986	0.373**	0.211**
None	1.000	1.000	1.000
Socio economic classification			
Professional / Managerial	1.005	0.887	0.325**
Non-manual	1.166	0.865	0.374**
Skilled manual	1.608**	1.374*	0.503**
Semi skilled / unskilled manual	1.260	1.288	0.598**
Unemployed	1.000	1.000	1.000
Intercept			

Note: Significant differences: * = P<0.05, ** = P<0.01

Reference category for the equation is young people in destination of full-time education age 16

Reference group: White, no Year 11 qualifications, unemployed.

Table A2 Odds of being in work, training or NEET compared to Full-time education at age 17

	Work with training	Work with no training	NEET
Ethnicity			
Indian	0.102**	0.137**	0.086**
Pakistani / Bangladeshi	0.376**	0.477**	0.532**
Black	0.516	1.028	2.314**
White	1.000	1.000	1.000
Destination at age 16			
Full-time education	1.000	1.000	1.000
Work with training	155.959**	20.329**	19.896**
Work with no training	15.512**	60.824**	19.179**
NEET	11.719**	11.778**	30.040**
Year 11 qualification			
5+ GCSE A*-C grades	0.403**	0.206**	0.066**
1-4 GCSE A*-C grades	1.197	0.772	0.307**
D-G grades only	2.014**	1.649**	0.868
None	1.000	1.000	1.000
Socio economic classification			
Professional / Managerial	0.919	0.981	0.448**
Non-manual	1.445**	1.331*	0.605**
Skilled manual	1.247	1.366*	0.575**
Semi skilled / unskilled manual	1.536**	1.507**	0.964
Unemployed	1.000	1.000	1.000
Intercept			

Note: Significant differences: * = P<0.05, ** = P<0.01

Reference category for the equation is young people in destination of full-time education at age 17

Reference group: White, destination at age 16 – Full-time education, no Year 11 qualifications, unemployed.

Table A3 Odds of being in work, training or NEET compared to Full-time education at age 18

	Work with training	Work with no training	NEET
Ethnicity			
Indian	0.309**	0.412**	0.536**
Pakistani / Bangladeshi	0.209**	0.429**	0.372**
Black	0.872	0.760	2.072**
White	1.000	1.000	1.000
Destination at age 16			
Full-time education	1.000	1.000	1.000
Work with training	3.625**	3.441**	3.097**
Work with no training	1.857*	3.074**	1.921**
NEET	1.346	1.708**	2.844**
Destination at age 17			
Full-time education	1.000	1.000	1.000
Work with training	43.684**	7.846**	11.570**
Work with no training	11.088**	28.686**	11.718**
NEET	11.481**	9.807**	21.659**
Year 11 qualification			
5+ GCSE A*-C grades	0.744	0.906	0.192**
1-4 GCSE A*-C grades	1.199	1.328	0.369**
D-G grades only	1.094	1.559*	0.653*
None	1.000	1.000	1.000
Socio economic classification			
Professional / Managerial	1.126	0.862	0.618**
Non-manual	1.289*	1.173	0.669**
Skilled manual	1.247	1.253	0.804
Semi skilled / unskilled manual	1.145	1.318*	0.860
Unemployed	1.000	1.000	1.000
Intercept			

Note: Significant differences: * = P<0.05, ** = P<0.01

Reference category for the equation is young people in destination of 'Not in Education Employment or Training' (NEET) at age 18

Reference group: White, destination at age 16 – Full-time education, destination at age 17 – Full-time education, no Year 11 qualifications, unemployed.

ANNEX B

ANNEX B - TABLES SHOWING YOUNG PEOPLE’S DESTINATIONS AT AGE 18 FOR THOSE WHO ENTERED WORK WITH TRAINING, WORK WITHOUT TRAINING OR BECAME NEET AFTER FINISHING COMPULSORY EDUCATION

Table B1 Destinations at Age 18 of Young People in Work with Training at Age 16

	White	Indian	Pakistani/ Bangladeshi	Black	Other
Work With Training at 16 years	10	9	5	6	3
Unweighted N	708	10	11	6	2
Destination at 18 years of those in WWT at 16 years:				Column per cent	
FTE	3	7	9	24	44
Work With Training	70	37	33	18	56
Work No Training	13	52	19	26	0
NEET Active	10	4	39	0	0
NEET Inactive	5	0	0	31	0

Base: Young people who took part in all three interviews who were in work with training at age 16 years. Cohorts 1 and 2 combined. Pilot and attrition weights applied.

Table B2 Destinations at Age 18 of Young People in Work with No Training at Age 16

	White	Indian	Pakistani/ Bangladeshi	Black	Other
Work With No Training at 16 years	8	0	7	4	4
Unweighted N	494	2	15	4	2
Destination at 18 years of those in WWNT at 16 years:				Column per cent	
FTE	6	36	9	0	0
Work With Training	30	0	6	25	100
Work No Training	44	64	82	25	0
NEET Active	14	0	3	23	0
NEET Inactive	6	0	0	28	0

Base: Young people who took part in all three interviews who were in work with no training at age 16 years. Cohorts 1 and 2 combined. Pilot and attrition weights applied.

Table B3 Destinations at Age 18 of Young People NEET Active Age 16

	White	Indian	Pakistani/ Bangladeshi	Black	Other
NEET Active at 16 years	10		5	6	3
Unweighted N	361	3	17	7	2
Destination at 18 years of those NEET Active at 16 years:				Column per cent	
FTE	7	58	22	5	0
Work With Training	24	0	26	19	0
Work No Training	22	42	17	0	64
NEET Active	34	0	24	77	36
NEET Inactive	13	0	12	0	0

Base: Young people who took part in all three interviews who were NEET Active at age 16 years. Cohorts 1 and 2 combined. Pilot and attrition weights applied.

Table B4 Destinations at Age 18 of Young People NEET Inactive at Age 16

	White	Indian	Pakistani/ Bangladeshi	Black	Other
NEET Inactive at 16 years	3	8	3	0	0
Unweighted N	127	3	8	0	0
Destination at 18 years of those NEET Inactive at 16 years:				Column per cent	
FTE	10	17	5	0	0
Work With Training	17	0	20	0	0
Work No Training	8	5	7	0	0
NEET Active	28	78	22	0	0
NEET Inactive	37	0	45	0	0

Base: Young people who took part in all three interviews who were in NEET Inactive at age 16 years. Cohorts 1 and 2 combined. Pilot and attrition weights applied.

ANNEX C

**PUBLISHED REPORTS OF THE EDUCATION
MAINTENANCE ALLOWANCE PILOTS
EVALUATION**

ANNEX C – PUBLISHED REPORTS OF THE EDUCATION MAINTENANCE ALLOWANCE PILOTS EVALUATION

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