

Research Report  
No 186



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# *Black Caribbean Young Men's Experiences of Education and Employment*

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<b>Contents</b>	<b>Page Number</b>
<b>ACKNOWLEDGEMENT</b>	1
<b>1.0 INTRODUCTION</b>	3
1.1 Background and objectives	3
1.2 Summary of research design	4
1.3 Interpretation of the data	5
1.4 Economic Climate	7
<b>2.0 EXECUTIVE SUMMARY</b>	8
2.1 Background	8
2.2 Current Activity Status	8
2.3 Employment	9
2.4 Training	9
2.5 Unemployment	10
2.6 New Deal for 18-24 year olds	10
2.7 Education	10
2.8 Family Background	11
2.9 Experience of racism	12
<b>3.0 FACTORS RELATING TO LABOUR MARKET SUCCESS</b>	13
3.1 Introduction	13
3.2 Multivariate analysis	14
3.3 Factors associated with a successful labour market outcome (Model A)	16
3.4 Factors associated with a successful labour market outcome (Model A2)	17
3.5 Factors associated with a successful labour market outcome (Model B)	17
3.6 Factors associated with a successful labour market outcome (Model B2)	18
3.7 Conclusions	19
<b>4.0 EMPLOYMENT</b>	21
4.1 Current Activity Status	21
4.2 Employment history	25
4.3 Types of Jobs	25
4.4 Job Quality	28
4.5 Attitudes towards employment	31
4.6 Income from Employment	32
4.7 Conclusions	34
<b>5.0 TRAINING</b>	35
5.1 Training History	35
5.2 Training at Work	36
5.3 Work experience at school	36
<b>6.0 UNEMPLOYMENT</b>	38
6.1 Unemployment history	38
6.2 Intensity of job search	41
6.3 Attitudes towards unemployment	43
6.4 Health reasons for inactivity	47
6.5 Conclusions	47

<b>7.0 NEW DEAL FOR 18-24 YEAR OLDS .....</b>	<b>48</b>
7.1 Awareness of the New Deal.....	48
7.2 Experience of the New Deal .....	49
7.3 Attitudes towards the New Deal.....	50
7.4 Conclusions .....	51
<b>8.0 EDUCATION .....</b>	<b>52</b>
8.1 Education History.....	52
8.2 Qualifications and age of completion.....	55
8.3 Attitudes towards education.....	63
8.4 Parent's and friend's attitudes towards education .....	66
8.5 Attitudes towards secondary school .....	67
8.6 Truancy and exclusions .....	73
8.7 Careers advice.....	75
8.8 Literacy and numeracy.....	77
8.9 Conclusions .....	78
<b>9.0 FAMILY .....</b>	<b>80</b>
9.1 Family background .....	80
9.2 Current Household Composition.....	81
9.3 Children .....	82
9.4 Sources of Household Income.....	83
9.5 Mobility.....	83
<b>10.0 ETHNIC GROUP SELF PERCEPTION AND EXPERIENCE OF RACISM .....</b>	<b>84</b>
10.1 Ethnic Group Self Perception .....	84
10.2 Experience of racism .....	84
<b>11.0 CONCLUSIONS FOCUSING ON EDUCATION AND EMPLOYMENT</b>	<b>86</b>
<b>ANNEX A – LOGISTIC REGRESSION .....</b>	<b>88</b>
<b>ANNEX B – SAMPLE INFORMATION.....</b>	<b>93</b>

## LIST OF FIGURES

<b>Figure 4.1a</b>	Current Activity Status – Ethnic group .....	22
<b>Figure 4.1b</b>	Current Activity Status – Age 1 .....	23
<b>Figure 4.1c</b>	Current Activity Status – Employment by ethnic group and age.....	23
<b>Figure 4.2</b>	Current Activity Status – Academic qualifications held .....	24
<b>Figure 4.3</b>	Proportion of time spent in full time paid employment in last two years.....	25
<b>Figure 4.4a</b>	Major SOC group by ethnic group .....	27
<b>Figure 4.4b</b>	Major SOC Group by Age.....	27
<b>Figure 4.5</b>	Major SOC Group by Academic qualification .....	28
<b>Figure 4.6a</b>	Job quality score .....	29
<b>Figure 4.6b</b>	Job Quality score .....	29
<b>Figure 4.7</b>	Job quality score of 0/Major SOC Group .....	30
<b>Figure 4.8</b>	Helpfulness of job to future employment prospects by age.....	31
<b>Figure 4.9</b>	Helpfulness of job to future employment prospects by academic qualifications .....	32
<b>Figure 4.10a</b>	Mean net weekly pay .....	33
<b>Figure 4.10b</b>	Weekly income from employment after deductions .....	33
<b>Figure 5.1</b>	Activities on training schemes .....	35
<b>Figure 5.2</b>	Has your employer ever offered you any training or education, either on or away from your job .....	36
<b>Figure 5.3</b>	Did you have any periods of work experience whilst at school .....	37
<b>Figure 6.1a</b>	Proportion of time spent unemployed and looking for work.....	39
<b>Figure 6.1b</b>	Proportion % of time spent unemployed and looking for work.....	39
<b>Figure 6.2</b>	Length of first period of unemployment.....	40
<b>Figure 6.3</b>	Types of job search activity .....	41
<b>Figure 6.4</b>	Number of jobs applied for in the last four weeks.....	42
<b>Figure 6.5</b>	Number of job interviews in the last four weeks .....	43
<b>Figure 6.6</b>	Number of job offers in the last four weeks.....	43
<b>Figure 6.7</b>	Do you think anything in particular is stopping you from getting a job.....	44
<b>Figure 6.8</b>	I could easily get enough satisfaction out of life without a job.....	45
<b>Figure 6.9</b>	Having almost any job is better than being unemployed .....	46
<b>Figure 6.10</b>	A person must have a job to feel like a full member of society.....	46
<b>Figure 7.1</b>	Awareness of New Deal by economic activity .....	48
<b>Figure 7.2</b>	What respondents have heard about the New Deal.....	49
<b>Figure 7.3</b>	In the last six months have you taken up a job, work placement or training course through the New Deal .....	50
<b>Figure 7.4</b>	Rating of usefulness of New Deal for 18-24 year olds.....	50
<b>Figure 7.5</b>	Reasons why the new deal is very or fairly useful .....	51
<b>Figure 8.1</b>	Whether respondents have done any post-16 education.....	53
<b>Figure 8.2</b>	Current Activity Status .....	53
<b>Figure 8.3</b>	Proportion of time spent in full-time education July 96-July 98 .....	54
<b>Figure 8.4</b>	Estimate of number of pupils at school attended for the longest who are of Black Caribbean origin .....	55

<b>Figure 8.5</b>	Estimate of number of pupils at school attended for the longest who are white.....	55
<b>Figure 8.6</b>	Highest Vocational Qualification .....	56
<b>Figure 8.7a</b>	Highest Academic Qualification.....	57
<b>Figure 8.7b</b>	Highest academic qualifications as a proportion of academic qualifications held.....	58
<b>Figure 8.8</b>	Highest Vocational Qualification .....	59
<b>Figure 8.9</b>	Age of completion of full-time education at school or sixth form college.....	59
<b>Figure 8.10</b>	Age of finishing Post-16 Education.....	60
<b>Figure 8.11</b>	Age of completion of post-16 education - age .....	61
<b>Figure 8.12</b>	Qualifications sought on further or higher education courses taken in the last two years.....	62
<b>Figure 8.13</b>	Sources of funding for courses of further and higher education completed after school or sixth form college.....	63
<b>Figure 8.14</b>	Helpfulness of course to future job prospects .....	63
<b>Figure 8.15</b>	Reasons for doing most recent course of further or higher education in the last two years .....	64
<b>Figure 8.16</b>	Reasons for doing most recent course of further or higher education.....	64
<b>Figure 8.17</b>	Likelihood of doing learning, education or training in the next two years.....	65
<b>Figure 8.18a</b>	A good education makes it easier to get a good job .....	65
<b>Figure 8.18b</b>	It is important to get good qualifications .....	66
<b>Figure 8.19a</b>	Views of respondents who agree that ‘a good education makes it easier to get a good job’ compared with their friends and parents...	66
<b>Figure 8.19b</b>	Views of respondents, their parents and friends towards qualifications .....	67
<b>Figure 8.20</b>	I enjoyed my time at secondary school.....	68
<b>Figure 8.21</b>	My teachers treated me fairly well.....	68
<b>Figure 8.22</b>	I received a good education at secondary school.....	69
<b>Figure 8.23</b>	Most of the lessons at school were interesting to me .....	69
<b>Figure 8.24</b>	‘My teachers were willing to listen to me’ .....	69
<b>Figure 8.25</b>	My teachers encouraged me to do my best.....	70
<b>Figure 8.26</b>	My secondary school education has been useful in my working life so far.....	70
<b>Figure 8.27</b>	I had the ability to do better with my school work.....	71
<b>Figure 8.28</b>	Reasons given for what stopped respondents from working to the best of their abilities at school .....	72
<b>Figure 8.29</b>	Frequency of ‘staying away from school without permission’ .....	74
<b>Figure 8.30</b>	Were you ever suspended or expelled from secondary school.....	75
<b>Figure 8.31</b>	How many times were you suspended or expelled .....	75
<b>Figure 8.32</b>	Whether careers advice ever received .....	76
<b>Figure 8.33</b>	Reasons given for why careers advice at school was not very or not at all useful.....	77

<b>Figure 8.34</b>	Literacy – I would like to ask you a few questions about things which may be related to your chances of being in or out of work. Since you were 16, have you had any problems with reading or writing English .....	78
<b>Figure 8.35</b>	Numeracy – I would like to ask you a few questions about things which may be related to your chances of being in or out of work. Since you were 16, have you had any problems with numbers or simple arithmetic. ....	78
<b>Figure 9.1</b>	Which one of the statements on this card describes your childhood up to the age of 16.....	80
<b>Figure 9.2</b>	Whether respondent has a partner in household.....	81
<b>Figure 9.3</b>	Ethnic composition of household .....	82
<b>Figure 9.4</b>	Pattern of offspring.....	82
<b>Figure 9.5</b>	Sources of Household Income.....	83
<b>Figure 10.1</b>	Self defined ethnic origin.....	84
<b>Figure 10.2</b>	Experience of racism (prompted) .....	85
<b>Annex A</b>		
<b>Figure A1</b>	Successful labour market outcome Model A .....	89
<b>Figure A2</b>	Successful labour market outcome Model A2 .....	90
<b>Figure A3</b>	Successful labour market outcome Model B.....	91
<b>Figure A4</b>	Successful labour market outcome Model B2.....	92

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## 1.0 INTRODUCTION

This report presents the findings of a research study amongst 18-30 year-old men whose family origins were Black Caribbean. The '*National Centre for Social Research*' (*National Centre*) – formerly SCPR - was commissioned to undertake the work by the Department for Education and Employment (DfEE).

### Key Findings

Only about 53% of Black Caribbean men interviewed in this study were employed. They were unlikely to be employed in managerial and professional positions. The majority of respondents in this study – whether employed or unemployed – had a positive view towards work and the role it played or could play in their life and a negative view of unemployment. A quarter of respondents (24%) held academic qualifications only, a tenth (10%) held vocational qualifications only and half (49%) held both vocational and academic qualifications whilst 16% held no qualifications. Just under half (44%) of those questioned said that they felt they had been treated unfairly because of the colour of their skin when trying to get a job. A quarter (25%) of respondents said that they had been unfairly treated when at school, college or university for this reason.

### 1.1 Background and objectives

In 1996 the DfEE published a report on a qualitative research study amongst Black Caribbean young men<sup>1</sup>. The report attracted much interest and provided an increased insight into the particular problems experienced by this group. However, as a qualitative study, the findings could not be seen as representative of all Black Caribbean young men. Furthermore, the study's objectives were such that only men with few or no qualifications were interviewed, so no information was available about young men with more qualifications and, potentially, more successful labour market outcomes.

In order to build on this previous research, it was decided to try to conduct a larger-scale quantitative study amongst a representative sample of 18-30 year-old Black Caribbean men.

The overall aim of the study was twofold:

- (i) to provide information on those young men for whom limited information was available, that is young men whose family origins were Black Caribbean and who are fairly well qualified. By looking at this group a picture of those respondents with successful labour market outcomes could be built up.

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<sup>1</sup> Wrench, J and Hassan, E (1996) '*Ambition and Marginalisation: A qualitative study of underachieving young men of Afro-Caribbean origin*' The Stationery Office.



(ii) to provide more quantitative information about those young men covered in the previous qualitative research, that is those who are less well qualified. The information of interest included:

- experience of employment and training;
- attitudes towards employment and training;
- factors which contribute to labour market success and factors which restrict labour market success;
- attitudes towards previous and current education; and
- family background and parental attitudes to education and employment.

The information collected under these headings will aid policy development in equal opportunities and employment. A further research objective was to assess awareness of and attitudes towards the New Deal for 18-24 year-olds.

## 1.2 Summary of research design

The first question to be answered was 'how should the ethnic group of interest be defined?' In order to avoid the large numbers of categories which would inevitably result from asking respondents to self-define their ethnic origin (such as Black British, British, Afro-Caribbean), it was decided to define the population of interest as those whose *family origins* were Black Caribbean. Thus, the entire population of interest would be covered, including those who might not describe *themselves* as being Black Caribbean.

According to the 1991 census 18-30 year-old Black Caribbean men made up a very small proportion of the population as a whole (about one in a thousand). It was decided that a probability sample should be used, to ensure the sample's representativeness. In Britain, the only possible method of selecting such a sample is by means of a screening survey.

Given that the target population was so small, methods of limiting costs were employed. One of these was to work only in areas known to have a reasonably high density of Black Caribbean young men – that is areas where fairly large numbers of Black Caribbean men lived compared to other areas of the country (according to the 1991 census). A random sample was selected from addresses from the 50% of post code sectors most densely populated by Black Caribbean young men as specified by the 1991 census. This meant that 50% of the target population was covered by the survey. In other words, all statements referring to Black Caribbean men, based on this study, refer only to those living in the 50% of postcode sectors most densely populated by Black Caribbean young men according to the 1991 census. The sample itself was a selection of these post code sectors. The second method of limiting costs was to use the method of Focused Enumeration. Focused Enumeration allows the interviewer to cover a number of adjacent addresses without necessarily calling at all of them, as it is permissible for the interviewer to enquire about the eligibility of neighbouring households. This method has been applied successfully in the past for surveys of ethnic minority groups.

Interviewers were issued with a set of addresses from within a postcode sector and were instructed to screen each issued address plus the two addresses on the left of the issued address and the two addresses on the right. Thus, each issued address actually constituted five addresses. When making a personal call at an address, the interviewer asked not only about the eligibility of those resident at that address, but also about the

other four addresses. If the resident at an address was positive that no-one eligible lived at a neighbouring address, then the neighbouring address was screened out without a personal visit being made. If, however, there was an element of doubt about the eligibility of an address, then the interviewer was required to make personal calls at that address until a definite outcome was recorded.

Wherever an eligible person was identified through the screening exercise, he was invited to take part in a face-to-face interview. The aim was to achieve 250 interviews.

It was known that those of Black Caribbean origin tend to be under-enumerated, both in the census and in Focused Enumeration surveys. The pilot surveys suggested that the level of enumeration would be about 70% (i.e. 70% of the eligible population would be identified using this method). Therefore, the issued sample was proportionally larger than it would have been if under-enumeration had not been an issue.

Initially, 4,095 addresses were issued for screening. Including the neighbouring addresses, this meant that 20,475 addresses were screened. Assuming a 50% response rate amongst eligible individuals, this should have resulted in about 250 interviews. However, despite a good response rate for such a hard to reach group only 179 interviews were achieved (see the Technical Appendix for a discussion of this problem and possible reasons for it). This was judged to be too few for reliable analysis, so it was decided that use should be made of the reserve sample and hence, a second round of fieldwork was conducted.

The reserve sample consisted of 1,980 issued addresses, which translated into 9,900 addresses when the neighbouring addresses were included. The second round of fieldwork resulted in 85 further interviews, bringing the total number up to 264. The final response rate for this survey was 58.3%.

### **1.3 Interpretation of the data**

As noted in Section 1.2, the postal sectors that were selected for this study included a selection of those containing the densest concentrations of the target population – that being all Black Caribbean men aged 18-30 in England. The sample can therefore only be said to be representative of 18-30 year-old Black Caribbean men who lived in these sectors. It is possible that those living in areas less densely populated by this group may have had different experiences or different views to those covered in this research. All statements referring to Black Caribbean men based on this study refer only to those living in the 50% of post codes most densely populated by the Black Caribbean community as specified in the 1991 census.

Furthermore, the response rate of 58.3%, whilst good for this traditionally difficult-to-reach group, still means that a substantial minority of eligible persons were not covered. This will also have an effect on the representativeness of the sample. A higher response rate would have allowed us to have more confidence in the accuracy of the study's findings.

The final data set has been weighted to adjust for unequal selection probabilities (over sampling in dense areas) and for differential response rates across strata (dense and non-dense). More details on the weighting are contained in the technical report.

The percentages given in tables in this report do not always add up to 100%. This is due to one or more of the following: (i) the question allows more than one answer, (ii) only the most common answers are shown, (iii) individual responses have been rounded to the nearest whole number, such that the total is 98% or 102%, or (iv) the data have been weighted.

Sometimes two or more categories have been combined (eg 'agree strongly' and 'agree') are combined to show the total proportion who agree with a statement. It is an effect of rounding of individual numbers that the combined number is not always equal to the sum of the two component parts.

On some of the tables, an asterisk (\*) appears instead of a number. This symbol denotes a number which is less than 0.5% but greater than zero. Where (-) appears instead of a number this denotes that no respondents gave this response. The number of respondents who did not answer questions has not been shown in the tables unless their number exceeded 4% of the total answering.

In certain tables, the number of respondents in a particular sub-group is less than 100. Where this occurs, the numbers are bracketed (e.g. '[80]'), to indicate that they should be treated with caution.

All data comparisons have been checked for statistical accuracy assuming a simple random sample. However, design effects accounting for clustering and other sampling methodology have not been calculated.

References to respondents with GCSEs also include those with O'levels.

This report includes data from the Labour Force Survey<sup>1</sup> (LFS) to allow comparisons between the Black Caribbean group covered by this study and the white or national population of the UK. The LFS is based on a random sample throughout the whole of the UK. Every three months almost 63,000 households are interviewed. One point worth noting is that whilst the LFS asks respondents to which ethnic group they consider they belong this study of Black Caribbean young men asked respondents whether or not their family origins were Black Caribbean.

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<sup>1</sup> LFS: These data were correct at the time of extraction. Since then, revised data have been released. The revisions may alter some figures slightly but do not affect the conclusions of the report.

## 1.4 Economic Climate

The study was conducted between July 1998 and February 1999 which was a fairly stable period economically. The ILO Unemployment rate between December 1998 and February 1999, for example, was 6.2% and the employment rate was 73.9%. Unemployment had been falling since 1993 and is reflected in the comparatively low figure of 6.2%<sup>1</sup>. Whilst unemployment was low, there was a fear of recession at the time and the growth forecast for public finances was planned on an estimate of 2¼ per cent trend rate of growth<sup>2</sup>.

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<sup>1</sup> Labour Force Survey trend series: employment and unemployment. Figure A2, Labour Market Trends, September 1999. Employment levels are for those aged 16 and over. The unemployment rate is those aged 16 and over who are of working age.

<sup>2</sup> Statement by the chancellor of the exchequer on the pre-budget report on Tuesday 3rd November 1998, House of Commons.

## **2.0 EXECUTIVE SUMMARY**

### **2.1 Background**

This is a summary of the findings of a survey of Black Caribbean young men and the labour market. The survey was conducted between July 1998 and February 1999 on behalf of the Department for Education and Employment (DfEE) by the '*National Centre for Social Research*' (formerly SCPR).

Black Caribbean young men aged between 18-30 were selected using a probability sample to ensure the study's representativeness. The methodology employed to achieve this was a screening survey. The fieldwork was conducted only in a selection of the 50% of post code sectors which had the highest density of Black Caribbean young men according to the 1991 census. Interviewers were then issued with core addresses to screen for eligible respondents and used the method of focused enumeration to also screen the two addresses to the right and left of their core address for eligible respondents. A total of 264 interviews were completed, representing a response rate of 58%.

#### **Factors associated with labour market success**

Using forward conditional logistic regression this study sought to identify factors associated with successful labour market outcomes. Two models of successful labour market outcomes were used and these are discussed in more detail in section 3 .

The following factors were found to have a positive association with a successful labour market outcome:

- academic qualifications,
- access to private transport,
- job quality score (job at any point in last two years with benefits ranging from holiday pay to training) and
- a positive parental attitude towards school.

Truancy at secondary school was found to have a negative association with a successful labour market outcome.

#### **Current Activity Status**

In line with other studies of ethnic minority groups, this study has highlighted the poor situation of Black Caribbean young men in relation to white young men.

- Only 53% of Black Caribbean young men interviewed in this study were employed (compared to 81% of white males aged 18-30 interviewed in the Labour Force Survey (LFS)).
- 33% of the sample were unemployed and looking for work at the time of interview.

- 11% of those surveyed were currently in full-time education. This figure was significantly higher amongst those aged 18-24 compared to those aged 25-30.
- Just 3% of the Black Caribbean men in this survey reported that they were economically inactive due to health reasons.

## Employment

- 36% of those questioned were in full-time work at the time of interview.
- 77% of respondents had done paid work in the last two years.
- The holding of academic or vocational qualifications was found to have strong correlations with employment. For example, those *without* A-Levels or higher qualifications were three times more likely to be unemployed than those with A-levels.
- Black Caribbean young men were unlikely to be employed in managerial and professional positions. Comparisons with LFS data revealed the Black Caribbean young men were less likely to be employed in such jobs than their white counterparts but were more likely to be employed in clerical, secretarial and sales occupations.
- Of those who were employed, most were satisfied with their jobs and rated their chances for promotion as 'good.' However, just over half said that they were not doing the kind of work they wanted to do.
- Black Caribbean young men were found to be earning just £164 per week (net) on average. This compared with an average of £220 net for white young men (LFS). This pattern held for those in full-time employment but Black Caribbeans in part-time employment earned slightly more than their white counterparts.
- A quarter of respondents lived in a household where there was no income from employment or self employment.

## Training

- 8% of those sampled had spent at least one month on a government training scheme, LEC or TEC programme in the two years prior to the interview.
- Amongst those who were currently employed or who had been in employment in the last two years, 52% had been offered training or education by their employer either on or away from the job. Of those offered such training 77% had participated.

## **Unemployment**

- 33% of these Black Caribbean young men were unemployed. This is about four times the rate of young white men found by the LFS (8%).
- 51% of those questioned had spent at least one month in the two years prior to interview unemployed and looking for work. 14% of the total sample had spent about three quarters or more of this period unemployed.
- Amongst those who had been unemployed for about a month or more (at the time of interview) 17% had not applied for any job in the previous four weeks. The average number of jobs applied for in a four week period was five. Only 3% of respondents said that they had not been involved in any job search activity at all in the last four weeks. 23% of those unemployed for four weeks or more had had at least one recent job offer.
- Encouragingly, the majority of respondents in this study – whether employed or unemployed - held a positive view towards work and the role it played or could play in their life and a negative view of unemployment. For example 75% disagreed that 'I could easily get enough satisfaction out of life without a job'.

## **New Deal for 18-24 year olds**

- 18-24 year olds were split roughly half-and-half according to their awareness of the New Deal for 18-24 year olds, with just 52% of the sample saying that they had heard of it. Amongst the (44) unemployed respondents the split was also roughly half-and-half between those who had heard of the New Deal and those who had not.
- Amongst those who had signed on as unemployed at any time since January 1998 and who had heard of the New Deal (37 people), 5 had taken up a job, work placement or training course through the New Deal. Over half (55%) of those who had heard of the New Deal said that it was useful but 27% did not feel they knew enough about the project to say.

## **Education**

- 11% of those questioned said that they were in full-time education at the time of interview. Those aged 18-24 (20%) were far more likely to be in full-time education than those aged 25-30 (2%).
- This study confirms the finding of previous research which has shown that the Black Caribbean community, in general, have vocational qualifications or other educational qualifications (eg nursing, teaching, HND etc) as their most common type of post-16 qualification. 59% of those questioned had one or more vocational qualification. 85%

had no post-16 academic qualifications compared to only 41% who had no vocational qualifications.

- 24% of respondents held academic qualifications only, 10% held vocational qualifications only, 49% held both vocational and academic qualifications and 16% held no qualifications.
- 9% of those respondents who held *any* academic qualification had an ordinary or higher degree as their highest academic qualification. This figure compared with a figure 27% for white men of the same age (LFS). However, there were indications that more Black Caribbean young men were studying for and gaining degrees than in the past.
- Education was seen as important by respondents. For example, 92% agreed that 'it is important to get good qualifications'.
- 68% of respondents held quite positive attitudes towards secondary school (a positive attitude was defined as giving a positive view of secondary school on at least 4 out of 8 attitude statements).
- 45% of respondents from this study admitted to staying away from school without permission on at least one occasion – significantly higher than the 35% figure for a nationally representative sample of school leavers (Youth Cohort Survey). The most important reasons cited for truancy were that the lessons were boring, irrelevant or held no interest.
- 42% of respondents had been suspended (for a short time) or excluded (permanently) from school.
- 16% of respondents reported having a problem reading or writing English and 12% had a problem with numeracy.

### **Family Background**

- 46% of respondents were raised by both natural parents up to the age of 16. The majority of the rest of the sample were brought up mainly by their natural mother (44%).
- 15% of those questioned had one or more children who did not live with them but only 8% of this group said that they never saw them.
- In terms of self-defined ethnic background, over three quarters (76%) of the sample described themselves as Black-Caribbean and 14% Black British or English with the remainder giving other descriptions.



## **Experience of racism**

- Unfair treatment due to skin colour was reported far more frequently when respondents were asked directly whether this had affected their experiences of seeking a job or attending school than when they were asked open-ended questions about these subjects. When asked directly, just under half (44%) of those questioned said that they felt they had been treated unfairly because of the colour of their skin when trying to get a job. Moreover, 32% said that they were treated unfairly because of their skin colour at work. A quarter (25%) of respondents said that they had been unfairly treated when at school, college or university for this reason.

## **3.0 FACTORS RELATING TO LABOUR MARKET SUCCESS**

### **3.1 Introduction**

This section considers the factors which are associated with 'successful labour market outcomes'. These are examined using multivariate analysis. The specifications of the derived variables used for the multivariate analysis are listed in the technical appendix of this report and summarised in this section. The statistical method utilized was forward conditional logistic regression. Regression analysis is a versatile data analysis technique that can be used to study relations amongst variables. The analysis used in this study sought to identify the relationships between a number of variables and successful labour market outcomes.

Each independent variable was entered into the model to ascertain whether there was a statistically significant relationship between the constant (that being a successful labour market outcome) and the individual independent variables (such as educational attainment). Each of these variables had to show a certain level of statistical association to remain in the model. If no variables met these criteria, the next eligible variable was entered into the model. The process continued until no variables met entry or removal criteria.

The analysis showed that qualifications and access to private transport were factors that contributed to labour market success. Parental attitude, incidence of truancy and skills in English were additional factors identified, depending on the definition of labour market success employed.

### 3.2 Multivariate analysis

The interpretation of a 'successful labour market outcome' was necessarily a value judgement. The analysis used 2 different interpretations of a successful labour market outcome. The dependent variables used for these two models can be described as follows:

<p><i>Model A</i></p> <p><i>Successful</i></p> <ul style="list-style-type: none"><li>• Those currently in full-time or part-time work or any form of education</li></ul> <p><i>Unsuccessful</i></p> <ul style="list-style-type: none"><li>• Those unemployed</li></ul>
--

<p><i>Model B</i></p> <p><i>Successful</i></p> <ul style="list-style-type: none"><li>• Those currently in work - classed as successful only if their current job was the kind of work the respondent wanted to do or the respondent considered that the job would be very helpful to their future job prospects;</li><li>• Those currently in education or training - classed as successful only if the respondent considered that the course would be very helpful to their future job prospects;</li><li>• Those currently unemployed for 1 or 2 months but in education or work shortly before this time - classed as successful only if the period of education was considered by the respondent to be very helpful to their future job prospects or the job was classed as a 'quality job' (defined as receiving 3 or more benefits such as a pension, help with training and education costs, entitlement to holiday and sick pay, amongst others).</li></ul> <p><i>Unsuccessful</i></p> <ul style="list-style-type: none"><li>• All others</li></ul>
---

Model A has the advantage of clarity; it clearly separates those who were engaged in employment or education from those who were unemployed and inactive.

Model B is more complex but has the advantage of allowing for temporary periods of unemployment and does not assume that just because a respondent was engaged in some form of education or employment that they necessarily had a successful labour market outcome. For example, respondents who were taking some form of course that they did *not* consider to be very helpful to their future job prospects were not classed as successful in this model. On the other hand, a respondent who was unemployed for up to two months at the time of interview but had previously been in a job which they considered to be very helpful to their future job prospects was classed as having a successful labour market outcome.

Both models have advantages and disadvantages. Collectively, they allow different analytical avenues to be explored.

The independent variables used in the analysis were<sup>1</sup>:

- a. Main parent type: Bought up by both natural parents vs Others
- b. English ability: Any problem with English vs No problem
- c. Number of situations in which racism encountered: 1 or more vs None
- d. Truancy from school: Yes vs No
- e. General attitude to school: Positive vs Neutral
- f. Attended non UK school: Yes vs No
- g. Proportion of Black Caribbean pupils at school attended for the longest: All, nearly all or most pupils Black Caribbean vs Some or hardly any
- h. Gender basis of school attended for longest: Boys only vs Mixed
- i. General attitude towards work: Positive vs Negative or neutral
- j. Level of qualifications held : GCSE or higher vs Others
- k. Level of qualifications held ii: A-level or higher vs Others
- l. Level of qualifications held iii: Any Vocational vs Rest
- m. Problems with numeracy: Yes vs No
- n. Car, van or motorcycle access: Yes vs No
- o. Whether or not living with partner: Yes vs No.
- p. Whether there are children in household: Yes vs No
- q. Whether lone parent or both parents: Lone parent or not both parents vs Both parents
- r. Job quality: Job quality score of 2 or more vs Job quality score of 1 or less .
- s. Number of schools attended: 1 vs 2 or more
- t. Whether had careers advice: Yes vs No
- u. Whether mostly white or mixed school: All or most white vs Some or hardly any white
- v. Parents' attitude towards school: Positive vs Negative or neutral

Each model was run twice with slightly different lists of independent variables. For the first runs of the models (detailed in sections 3.4 and 3.6) the full set of independent variables was included. For the second run of the models (Models A2 and B2, detailed in sections 3.5 and 3.7 respectively) two changes were made to the list:

- i. Job quality was removed. This change was made because it was felt that its association with successful outcomes might be explained by those who had a successful labour market outcome being more likely to have a high job quality score. In other words, a successful labour market outcome might be a determinant of job quality score, or there might be a reciprocal direction of association between the two variables.
- ii. The variable for level of academic qualifications was modified so that those who achieved any GCSEs at grade C or above were classified into one group and those who achieved only grades D or below or no academic qualifications in the other.

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<sup>1</sup> Missing cases due to item non-response were included in the analysis as listwise deletion would result in reduced sample sizes and less precise estimates.

It was also hoped to test the association between job-seeking activities and labour market success. However, this proved not to be practical as there were insufficient numbers in the sample who had been unemployed recently.

### **3.3 Factors associated with a successful labour market outcome (Model A)**

The variables that were significant<sup>1</sup> after a forward conditional stepwise logistic regression for identifying the factors associated with a successful labour market outcome are given in Figure 3.1 in the appendix.

The factors that were associated with a successful labour market outcome (as defined for Model A) were as follows:

1. Car, van or motorcycle access
2. Job quality
3. Truancy from school
4. Academic qualifications

The factors which were most highly associated with a successful labour market outcome were job quality and car, van or motorcycle access. Those who had access to a car, van or motorcycle were 280% *more* likely to have had a successful outcome than those who had no such access. Those who had a job quality score<sup>2</sup> of two or more were 15% *more* likely to have had a successful labour market outcome than those whose score was 1 or less.

Those who had played truant were *less* likely to have had a successful labour market outcome than those who had not. The odds of succeeding were 52% lower for those who had played truant than for those who had not.

Those who had a GCSE or higher qualification were 108% *more* likely to have had a successful labour market outcome than those without any GCSEs.

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<sup>1</sup> A variable is significant (included in the model) if the probability of inclusion (PIN) is less than 0.05 and the probability of retention (POUT) is less than 0.10. See the appendix for a discussion of this.

<sup>2</sup> Job quality is a derived variable and is applicable only to respondents who were employed at the time of interview or had been in the last two years. Respondents were asked to tell the interviewer whether or not they received 'perks' and 'work related entitlements' ranging from sick pay to use of a company car. These benefits and entitlements included sick pay, holiday pay, trade union recognition, free meals, use of car or van, company pension scheme, free or discounted goods, help with rent or mortgage, help with childcare costs, help with training or education costs, whether training was offered and if so whether the respondent was still paid their wages in full or part when taking part in this training. The job quality score denotes the number of benefits that a respondent reports they receive(d).

### **3.4 Factors associated with a successful labour market outcome (Model A2) - excluding job quality as an independent variable and using a different cut off point for academic qualifications.**

The factors that were associated with a successful labour market outcome for the revised variables in Model A2 were as follows:

1. Car, van, motorcycle access
2. Level of academic qualifications
3. Vocational qualifications
4. Country of schooling

Car van and motorcycle access was the factor most highly associated with a successful labour market outcome followed by academic and vocational qualifications. Having access to a car, van or motorcycle *increased* the odds of having a successful labour market outcome by 226% compared with those who had no such access. Those with qualifications, whether a GCSE at Grade C+ or a vocational qualification, were 101% and 114% respectively *more* likely to have a successful labour market outcome than those without such qualifications.

Having attended a non UK school appeared to be a disadvantage in relation to labour market outcomes. The odds of having a successful outcome were 117% higher for respondents who attended only schools in the UK than for those who attended a school outside the UK.

By removing job quality and changing the academic qualifications cut off from a grade 'G' GCSE to a grade 'C', truancy fell out of the model and vocational qualifications entered the model. It is likely that some of those who had previously been included in the successful model with GCSE grades D, E, F and G were now represented by the vocational qualifications category since many pupils who do not achieve well at GCSE level tend to take vocational qualifications as opposed to academic forms of post-16 education (See figure 3.2 in Appendix A).

### **3.5 Factors associated with a successful labour market outcome (Model B)**

The factors that were associated with a successful labour market outcome as defined for Model B were as follows:

1. Job quality
2. Car, van or motor cycle access
3. Parents' attitude towards education

Having a job quality score of 2 or more was the factor most strongly associated with this model of labour market success. Model B, like Model A, identified a job quality score of 1 or less as being associated with *decreased* odds (75% lower) of a successful outcome.

Those with access to a car, van or motor cycle were 112% *more* likely to have a successful labour market outcome than those without this access. This odds ratio was lower than that for Model A (308%).

Parental attitudes towards education were also associated with a successful labour market outcome but to a lesser extent than car access and job quality. Having parents with a positive attitude towards education appeared to make respondents more likely to succeed in the labour market. However, this was on the borderline of statistical significance (See figure 3.3 in Appendix A).

### **3.6 Factors associated with a successful labour market outcome (Model B2) - excluding job quality as an independent variable and using a different cut off point for academic qualifications.**

The factors that were associated with a successful labour market outcome for the revised variables in Model B2 were as follows:

1. English ability related to work
2. Parental attitude towards education
3. Car, van, motorcycle access

With Model B2 the factor most highly associated with a successful labour market outcome was whether a respondent had a difficulty with English which the respondent believed may be related to their chances of being in or out of work. Those who had a problem with English were 59% *less* likely to have a successful labour market outcome than those who had no such problem.

The odds of respondents whose parents had a positive attitude towards education (that is where four or more statements about Secondary school education elicited a positive response) having a successful labour market outcome were *higher* than those whose parents had a neutral<sup>1</sup> or negative attitude. However, this was on the border line of statistical significance.

Those with access to a car, van or motorcycle were almost two times (98%) *more* likely to have a successful labour market outcome than those without this access, which was a similar result to that for Model B.

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<sup>1</sup> A neutral attitude is where 4 or more statements were not consistently negative or positive in relation to education.

### 3.7 Conclusions

The logistic regressions have highlighted a number of factors which were associated with successful labour market outcomes. The importance of qualifications and in particular academic qualifications has been demonstrated. The model also suggested that efforts to reduce truancy may increase the proportion of successful labour market outcomes for this group as would additional support for children who have attended non UK schools. The importance of having had a job which has benefits and entitlements perhaps highlights a more stable work and educational life for those who benefit or recently benefited from a 'quality' work place. It should be stressed however, that it was not possible through this multi-variate analysis to identify the total independence of a variable. The modelling sought only to ascertain the association between variables.

Interestingly, once the variable job quality was removed - on the basis that its association with a successful labour market outcome actually follows such an outcome and is unlikely to precede it - truancy left the model but was replaced by parental attitudes towards education. The model suggests that efforts to equip some parents with a more positive attitude towards education would improve their child's chances of having a successful labour market outcome.

Another important factor highlighted regardless of the model of success employed is access to private transport. Jonathan Thomas<sup>1</sup> has found that ethnic minority populations, concentrated in the case of Black Caribbean young men in inner-city areas, have become distanced from '...suitable job opportunities which, along with whites, have migrated to the suburbs.' The result has been to leave ethnic minorities comparatively uninformed about employment opportunities and in many cases facing high commuting costs. Rising house prices in suburban areas and poor access to public and private transport perhaps further 'depress' the job finding success rates of ethnic groups such as the Black Caribbean men included in this study. This has perhaps led to an effect whereby groups such as Black Caribbean young men are geographically restrictive in their job searching activities. Thomas found, through econometric modelling, that lower commuting willingness explained about 20% of the difference between white and ethnic minority unemployment spells. This study's own finding that access to private transport significantly increases the likelihood of a successful labour market outcome further backs Thomas' findings. Respondents with access to this transport perhaps have a willingness to broaden their job search activity which inevitably results in a higher probability of finding employment. It may be however that respondents with access to private transport live in more prosperous areas where there are more likely to be jobs. Efforts to encourage Black Caribbean young men to broaden their job search activity may perhaps help to negate this as a factor in encouraging unsuccessful labour market outcomes. However, these findings should perhaps be treated with caution in that we don't know to what extent fear of discrimination, lack of information about the types of jobs which are available or other factors account for localised job search. In addition, the fieldwork for this study was conducted in areas where there is a known labour market disadvantage. However, it was not feasible due to the small sample size used in this study to test for differences in

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<sup>1</sup> Jonathan Thomas (UCL) published in the Journal of Urban Economics, Vol 43 (1998), pp385-400.



employment and unemployment rates in the model between low and high density areas in the model. In order to check whether the study contained any internal evidence for an association between density of Black Caribbean population and unemployment, rates of unemployment were compared between areas with higher and lower densities of the eligible population. This analysis did not show any differences between areas with higher and lower densities of Black Caribbean population. However, it may be expected that lower rates of unemployment would have been found in areas which were not sampled for the study.

In summary, the model suggested that there were a number of clear associations between success in labour market terms and other factors in Black Caribbean young men's lives. Model A (including job quality as an independent variable) which was a simple work and education vs unemployment and inactivity dichotomy highlighted the importance of reducing truancy, improving academic qualifications at any grade, encouraging employment in 'quality jobs' and the importance of access to private transport. However, when the focus was on employment or education which is useful for future job prospects or the work is the kind respondents want to do (Model B) then parental attitudes towards school replace truancy as a key association.

## 4.0 EMPLOYMENT

This section examines the current employment status, employment history and employment experiences of Black Caribbean young men. It also looks at their attitudes towards work. More general attitudes towards the role of employment in their lives are dealt with in the unemployment section (6).

Well over three quarters (88%) of those questioned said that they had ever been in some form of paid employment, including self employment. However, at the time of interview just 46% of respondents were employed either full or part-time (excluding those who were working part-time whilst in full-time education - 6%) whilst a further 5% of the sample were self-employed.

In line with other surveys which have highlighted the poor employment rate of Black Caribbean men, such as the 'Fourth National Survey of Ethnic Minorities'<sup>1</sup>, this study found lower rates of employment for Black Caribbean young men than white males of the same age. Moreover, those who were employed were, on average, paid less than their white counterparts. In addition, this section highlights the different types of jobs Black Caribbean men held, for example, showing how they were less likely to be employed in managerial positions than white men of the same age.

### 4.1 Current Activity Status

Figure 4.1a demonstrates the poor employment situation amongst Black Caribbean young men in Britain. This study found that 46% of Black Caribbean young men were employed at the time of interview (excluding those who work part-time whilst in full-time education). A third of those sampled (33%) were unemployed at the time of interview.

Labour Force Survey data (LFS) has shown that Black Caribbean young men (17%) are almost twice as likely to be unemployed as white young men(8%)<sup>2</sup>. However, the picture is significantly worse for Black Caribbean young men living in areas of dense Black Caribbean population according to the 1991 census<sup>3</sup>. Whilst only about half (53%) of Black Caribbean men aged 18-30 in this study were employed<sup>4</sup>, the LFS found that well over three quarters (81%) of white males of the same age were employed nationally. The higher unemployment rate found in this study for Black Caribbean young men, compared to that found for this group in the LFS, probably reflects the fact that the sample for this study was drawn from a selection of those post code sectors in England containing 50% of the target population of Black Caribbean men aged 18-30 in England.

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<sup>1</sup> Tariq Modood 'Employment' in 'Ethnic Minorities in Britain - Diversity and Disadvantage' p89, 1997 Policy Studies Institute.

<sup>2</sup> LFS Average Spring 98 - Winter 99, England

<sup>3</sup> The fieldwork for this study was conducted in a sample of the 50% of post code sectors which had the highest density of Black Caribbean population.

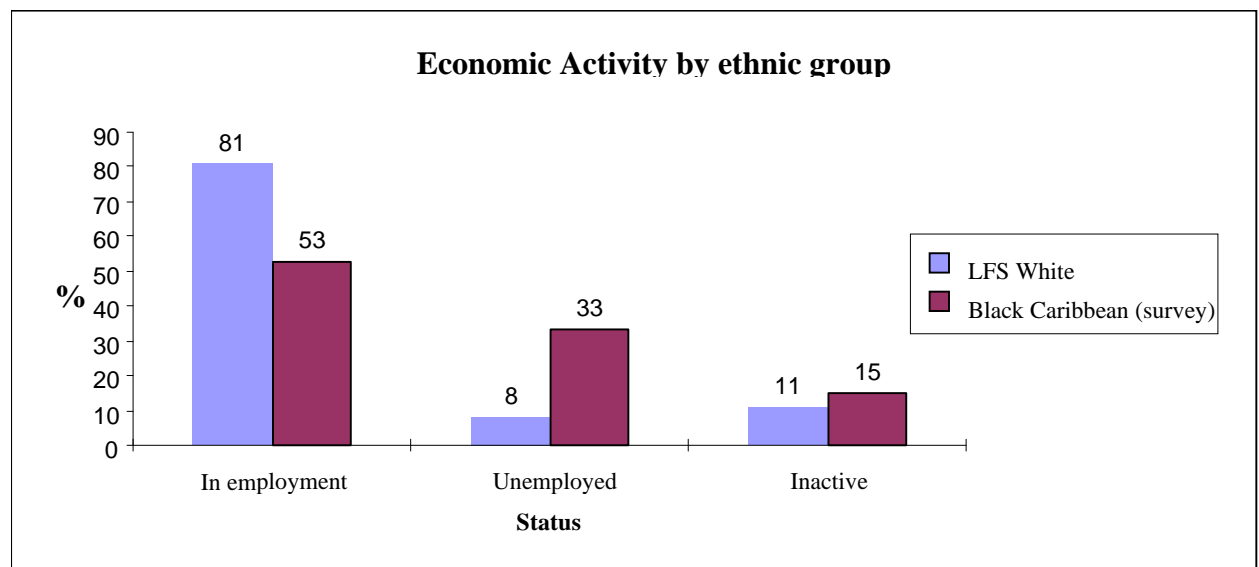
<sup>4</sup> This figure includes those working full-time and part-time including those in full-time education.

The fieldwork was, therefore, conducted primarily in Birmingham and London which have pockets of high unemployment.

In order to check whether the study contained any internal evidence for an association between density of Black Caribbean population and unemployment, rates of unemployment were compared between areas with higher and lower densities of the eligible population. This analysis did not show any differences between areas with higher and lower densities of Black Caribbean population. However, it may be expected that lower rates of unemployment would have been found in areas which were not sampled for the study.

**Figure 4.1a Current Activity Status<sup>1</sup> - Ethnic group**

*Base = All Respondents / LFS*



A little over a third of the survey sample (36%) were in full-time work and a similar proportion (33%) were unemployed and looking for work.

Just 11% of the sample were in full-time education. As may be expected, this figure was significantly higher amongst those aged 18-24 (20%) compared to those aged 25-30 (2%) (Figure 4.1b).

<sup>1</sup> LFS white males aged 18-30. Source: LFS Average Spring 98 - Winter 99, England  
LFS Black Caribbean males aged 18-30. Source: LFS Average Spring 98 - Winter 99, England

**Figure 4.1b Current Activity Status - Age**

*Base = All Respondents*

	<i>Age</i>	
	<i>18-24</i>	<i>25-30</i>
<i>Unweighted responding</i>	147	116
<i>Weighted Responding</i>	137	123
	%	%
Full-time Work	24	48
Part-time Work	16	3
Full-time Education	20	2
Training	4	2
Unemployed	31	35
Unable to work	2	6
Other	4	4

As Figure 4.1b shows, Black Caribbean men aged 25-30 were twice as likely to be in full-time work as those aged 18-24. Younger respondents, on the other hand, were more likely to be employed part-time or be in full-time education.

Under half (40%) of Black Caribbean men aged 18-24 in the sampled areas were employed at the time of interview compared with about half (51%) of those aged 25-30 (Figure 4.1b). Comparisons with LFS data reveal a poor comparative employment picture for Black Caribbean young men in that white men in both these groups were more likely to be employed. Three quarters (74%) of white males aged 18-24 and 81% of those aged 25-30 were employed (LFS) (See Figure 4.1c)<sup>1</sup>.

**Table 4.1c Employment by ethnic group and age<sup>2</sup>**

*Base = All Survey Respondents by age / LFS*

	<i>Age</i>	
	<i>18-24</i>	<i>25-30</i>
	%	%
Black Caribbean (this survey)	40	51
White (LFS)	74	81

Note - Bases not shown as different for this study and LFS.

<sup>1</sup> Source for white males LFS Average Spring 98-Winter 98/99, England

<sup>2</sup> Source for white males LFS Average Spring 98-Winter 98/99, England

**Figure 4.2 Current Activity Status - Academic qualifications held**

Base = All respondents

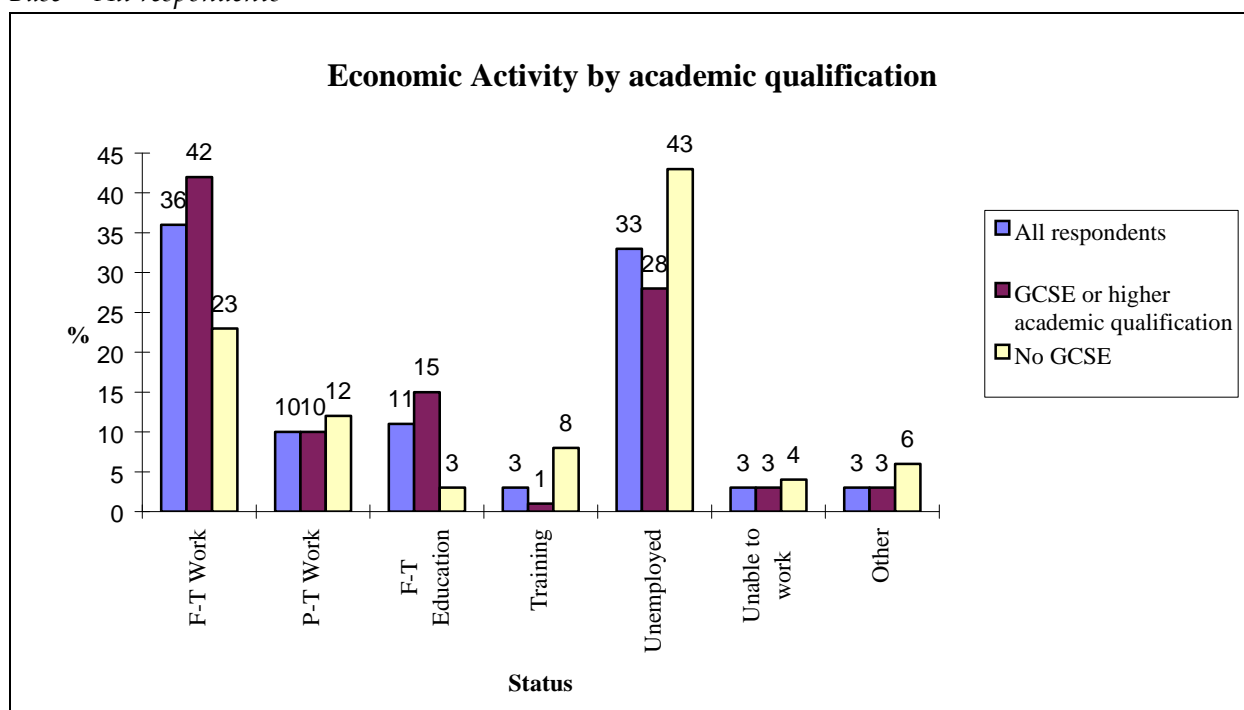


Figure 4.2 compares the current activity status of Black Caribbean young men who held GCSE qualifications with those who had no GCSEs<sup>1</sup>. Forty-two per cent of those who held at least one GCSE or higher academic qualification were in full-time work compared to just 23% of those who had no GCSEs. A similar pattern is seen when looking at unemployment. Twenty-eight per cent of those with at least one GCSE or a higher academic qualification were unemployed compared to as many as 43% of those without GCSEs. An association was also observed between the holding of vocational qualifications and employment. Twenty-seven per cent of those who held any vocational qualifications were unemployed compared with as many as 41% of those who did not hold a vocational qualification. The data suggest that the well established link between qualifications and employment holds amongst this group.

Unfortunately, it was not possible to compare the data in Figure 4.2 with that for the white group because LFS data is not directly comparable. However, it was possible to interrogate this data a little further. Interestingly, those who have academic qualifications only are more likely to be unemployed (34%) than those who have academic and vocational qualifications (25%). However, this is probably explained by the fact that the academic qualifications only category includes a large number of people who have GCSEs only.

## 4.2 Employment history

<sup>1</sup> Unfortunately it was not possible to compare this with white young men due to incompatibility between LFS qualifications and those used in this study.

A third of the sample (34%) had spent at least 90% of the last two years (between July 1996 and July 1998) in paid employment. Amongst those who were employed at the time of interview, this proportion was a little over half (58%), indicating that a substantial minority of the employed group had recent experience of a different activity. Eighty-eight per cent of respondents said that they had ever been in paid work or self employed during their lifetime.

Focusing on full-time employment, it was found that only a quarter (25%) of the sample had spent at least 90% of the last two years so employed (Figure 4.3). Amongst those who spent one month or more employed between July 1996 and July 1998, the average period of time spent in employment was 70%, suggesting that employment may have been continuous in many cases.

**Figure 4.3 Proportion of time spent in full-time paid employment in last two years**

*Base = All respondents*

		Age	
		18-24	25-30
<i>Unweighted Responding</i>	264	147	116
<i>Weighted Responding</i>	262	137	125
	%	%	%
Zero	40	49	31
1-24 %	11	15	7
25-49 %	10	10	9
50-74 %	9	14	5
75-89 %	4	2	7
90 % +	25	10	40

Worryingly, 40% of the sample, including almost a third (31%) of those aged 25-30, had spent none of their time in the last two years in full-time paid employment. Whilst some of this group were engaged in education or training (19% of those who had spent no time in full-time employment), having almost a third of the 25-30 age group out of full-time work for a two year period is a cause for concern especially since only around a third (35%) had not spent any of this period unemployed.

### **4.3 Types of Jobs**

This study used the Standard Occupational Classifications (SOC) to analyse the types of jobs held by Black Caribbean young men. These young men were far less likely to be employed in managerial or professional positions and craft and related occupations than their white counterparts. Approximately equal proportions of white and Black Caribbean men were employed in the Associate Professional and Technical and Personal and Protective services categories. Black Caribbean young men were more likely to be employed in both the Clerical and Secretarial and Sales categories than white men of the same age.

The largest single categories in which this group of Black Caribbean young men were employed are shown below together with a brief description of each category and a

comparison with the proportion of white employees in the category based upon data from the LFS<sup>1</sup>.

1. Almost a fifth (17%) of this group of Black Caribbean young men were employed in *Clerical and secretarial* occupations compared to just 12% of white males in the same age group. This includes civil service or local government administrators and clerical officers, numerical clerks and cashiers, filing and record clerks, other clerks, stereo-dispatch clerks, store keepers, secretaries, personal assistants, typists, word processor operators, receptionists, telephonists and related occupations.
2. Thirteen per cent of these Black Caribbean young men were employed in *Craft and related* occupations compared to almost a fifth (18%) of white males of the same age. This group includes the building and construction trades as well as specialisms such as wood working. Also included are food preparation trades and general craft and related occupations.
3. Thirteen per cent were in the *Sales* occupation group, slightly more than the 9% of white males employed in this area. This group includes buyers, brokers and related agents, sales representatives, sales assistants, mobile, market and door-to-door sales persons and some sales occupations. Whilst younger respondents were much more likely to work in sales than older respondents, very few of the 18-24 year olds combined this job with a main activity of full-time education (just 3 respondents). None of this group were involved in government training.
4. Eleven per cent were classified as being involved in the *Personal and protective service* occupations, a roughly equal number to the 9% of white young men employed in this area. This group includes a wide variety of occupations including armed forces (lower ranks), security and protective service occupations, catering, travel attendants, health and related occupations, childcare occupations, health occupations, hairdressers and domestic staff and related occupations.
5. Eleven per cent were in the *Associate professional and technical group*, about the same proportion (10%) as for white males. This includes scientific technicians, surveyors, computer analysts and programmers, ship and air craft officers, health associate professionals, legal associate professionals, social welfare professionals, literary, sports and artistic professionals and associate professional and technical occupations.
6. Twenty per cent of respondents were in the 'other' category which includes groups such as postmen, labourer assistants, kitchen assistants and a car cleaner. Only 9% of the White group in the LFS fell into this category.

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<sup>1</sup> Source for white males LFS Average Spring 98-Winter 98/99, England

**Figure 4.4a Major SOC group by ethnic group<sup>1</sup>**

*Base = All employed in last two years*

	<i>Black Caribbean</i>	<i>White</i>
<i>Unweighted Responding</i>	204	<i>LFS</i>
<i>Weighted Responding</i>	203	<i>LFS</i>
	%	%
Managers / Administrators	2	11
Professional	5	9
Associate professional and technical	11	10
Clerical and secretarial	17	12
Craft and related	13	18
Personal and protective service	11	9
Sales	13	9
Plant and machine operatives	8	13
Other occupations	20	9

**Figure 4.4b Major SOC Group by Age**

*Base = All who have done any paid employment in the last two years*

		<i>Age</i>	
		<i>18-24</i>	<i>25-30</i>
<i>Unweighted Responding</i>	204	117	86
<i>Weighted Responding</i>	203	107	94
	%	%	%
Managers / Administrators	2	1	[3]
Professional	5	2	[6]
Associate professional and technical	11	5	[17]
Clerical and secretarial	17	14	[20]
Craft and related	13	11	[16]
Personal and protective service	11	10	[13]
Sales	13	22	[3]
Plant and machine operatives	8	12	[4]
Other occupations	20	22	[17]

This table has sub group data based on fewer than 100 respondents

As Figure 4.5 shows, there was a strong link between academic qualifications and employment in Associate professional and technical professions. Older respondents were more likely to be employed in these groups because they were more highly qualified than younger men. Whilst 14% of those with academic qualifications were employed in this area just 1% of those without academic qualifications were so employed. Conversely, those without qualifications were significantly more likely to be employed in the craft and related trade sectors than those who had qualifications (30% compared to 7%).

<sup>1</sup> Source for white males LFS Winter (December 1998 to February 1999) England



**Figure 4.5 Major SOC Group by Academic qualification**

*Base = All who have done any paid employment in the last two years*

		Any Academic Qualifications	
		Yes	No
<i>Unweighted Responding</i>	204	159	[45]
<i>Weighted Responding</i>	203	153	[49]
	%	%	%
Managers / Administrators	2	2	[1]
Professional	5	5	[4]
Associate professional and technical	11	14	[1]
Clerical and secretarial	17	21	[5]
Craft and related	13	8	[30]
Personal and protective service	11	14	[5]
Sales	13	14	[12]
Plant and machine operatives	8	7	[13]
Other occupations	20	17	[29]

This table has sub group data based on fewer than 100 respondents

#### **4.4 Job Quality**

To supplement analysis of SOC groups, this study sought to gain an insight into job quality. To this end, respondents were asked to tell the interviewer whether or not they received 'perks' and 'work related entitlements.' The benefits that made up job quality were:

- sick pay,
- holiday pay,
- trade union recognition,
- free meals,
- use of a car or van,
- company pension scheme,
- free or discounted goods,
- help with rent or mortgages,
- help with childcare costs,
- help with training or education costs,
- whether training was offered and if so whether the respondent was still paid their wages in full or part.

Three quarters of those employed in the last two years (73%) said that they received one or more of these 'benefits' (Figure 4.6a).

**Figure 4.6a Job quality score<sup>1</sup>**

*Base = All who have done any paid employment in the last two years*



**Figure 4.6b Job Quality Score - age**

*Base = All who have done any paid employment in the last two years*

	Age	
	18-24	25-30
<i>Unweighted Responding</i>	119	88
<i>Weighted Responding</i>	110	95
	%	%
0	31	[21]
1-3	41	[26]
4-6	15	[42]
7 or more	14	[12]
<i>Base for mean</i>	76	75
<i>Mean</i>	4	4
<i>Highest value</i>	9	9
<i>Lowest value (excluding 0)</i>	1	1

This table has sub group data based on fewer than 100 respondents

About a quarter (26%) of those who were employed at the time of interview or who had done any form of paid employment in the last two years received (or had received) none of these benefits at all, perhaps indicating that their only employment had been in casual jobs where no sick pay or paid holiday was provided (Figure 4.6a). It should be noted

<sup>1</sup> Job quality is a derived variable and is applicable only to respondents who were employed at the time of interview or had been in the last two years. Respondents were asked to tell the interviewer whether or not they received 'perks' and 'work related entitlements as shown above'. The job quality score denotes the number of benefits that a respondent reports they receive(d).

that the self employed were excluded from this measure and so did not contribute to this large proportion who received no benefits.

As a large proportion of Black Caribbean young men were employed in 'other' SOC occupations, which had the lowest likelihood of having a job quality score, they may have been less likely to receive these job quality benefits than their white counterparts. Those who worked in jobs which had no quality benefits were mainly to be found in three SOC groups: the 'other' group (37%), craft and related occupations (24%) and plant and machine operatives (18%; Figure 4.7; percentages should be treated with caution due to small sample sizes).

**Figure 4.7 Job quality score of 0 / Major SOC Group**

*Base = All who had done any paid employment in the last two years who had a job quality score of 0*

	<i>Job Quality of 0</i>
<i>Unweighted Responding</i>	57
<i>Weighted Responding</i>	54
	%
Managers and administrators / Professional / Associate professional and technical	[3]
Clerical / secretarial	[12]
Craft and related	[24]
Personal and protective services	[1]
Sales	[7]
Plant and machine operatives	[18]
Other	[37]

This table has sub group data based on fewer than 100 respondents

The most common benefits were paid holiday (66%) and sick leave (55%). Whilst the sample base was small, it is interesting to look at how this broke down across SOC groups. Approximately three quarters of employees in the Managers and administrators, Associate professional and technical and personal and protective services groups received paid holiday compared with between half and two thirds of employees in other groups. A similar pattern is seen with qualification for paid sick leave across the various SOC groupings.

Low job quality was also related to low academic achievement. Forty-three per cent of those who had no academic qualifications had a job quality score of 0, compared to just 21% of those who held any such qualification.

## 4.5 Attitudes towards employment

The study contained a series of questions about the attitudes to employment of those Black Caribbean young men who were in work. On balance, a majority of about two thirds (67%) of employees were satisfied with their job. Furthermore, similar proportions rated their chances for promotion in their current job as 'good' (64%) or considered that their job made use of their skills and previous work experience (also 64%). However, just over half of the sample (53%) said that this was not the kind of work they wanted to do. Further analysis revealed that 49% of those who stated they were not doing the kind of work that they wanted to do said they were satisfied with their current job or, in other words, were satisfied doing a different type of work from that which they wanted to do.

A quarter of those who were currently employed (34 respondents) said that they were 'fairly' or 'very' dissatisfied with their job. The main reasons given for dissatisfaction were a lack of training and development opportunities (13), poor pay or poor pay structure (9), an expectation that work would be done that respondent did not feel qualified to do (10), boredom with the job (9) and the job not making effective use of the respondent's skills and abilities (6).

**Figure 4.8 Helpfulness of job to future employment prospects by age**

*Base = All currently employed*

		Age	
		18-24	25-30
<i>Unweighted Responding</i>	134	69	64
<i>Weighted Responding</i>	131	62	67
	%	%	%
Very helpful	32	[35]	[27]
Fairly helpful	30	[26]	[35]
Not very helpful	8	[12]	[4]
Not at all helpful	4	[3]	[6]
Dissatisfied with current job	26	[24]	[29]

This table has sub group data based on fewer than 100 respondents

There was no real difference between the two age groups in employees' perceptions of whether their current job would be helpful to their future employment prospects (Figure 4.8).

**Figure 4.9 Helpfulness of job to future employment prospects by academic qualifications**

*Base = All currently employed*

		<i>Any academic qualifications</i>	
		<i>Yes</i>	<i>No</i>
<i>Unweighted Responding</i>	134	110	24
<i>Weighted Responding</i>	131	105	26
	%	%	%
Very helpful	32	35	[18]
Fairly helpful	30	33	[20]
Not very helpful	8	8	[9]
Not at all helpful	4	4	[7]
Dissatisfied with current job	26	21	[47]

This table has sub group data based on fewer than 100 respondents

Figure 4.9 suggests those who held academic qualifications were more likely (35%) to see their job as helpful to their future employment prospects than those who do not have these qualifications (18%). Whilst the sample numbers are small, there is an indication that those with an A-level or higher academic qualification were more likely to see their job as helpful to their future employment prospects than those who only had GCSEs or no academic qualifications. However, this difference was not statistically significant.

#### **4.6 Income From Employment**

Not only did this group of Black Caribbean young men have a lower rate of participation in the labour market than white men of the same age but those who were employed earned less well, on average, than their white counterparts. The mean amount earned per week, in terms of take home pay, after all deductions for tax, national insurance and so on but including overtime, bonuses, commission or tips, was £164.30 for this group of Black Caribbeans aged 18-30, compared to as much as £219.68 for white males<sup>1</sup> of the same age (Figure 4.10a). This difference is significant at the 95% confidence level assuming a random sample. However as mentioned earlier no calculation has been made of the design effects for this study.

<sup>1</sup> Source for white males LFS Winter (December 1998 to February 1999) England

**Figure 4.10a<sup>1</sup> Mean net weekly pay**

Base = All currently employed (Survey) / Young white men aged 18-30 (employed)

	<i>Black Caribbean (Survey)</i>	<i>white (LFS)</i>
Unweighted responding	160	LFS
Full & part-time	£164.30	£219.68
Full-time	£208.20	£236.77
Part-time	£81.00	£66.05

The picture is slightly more complicated when a distinction is made between those in full-time and those in part-time employment. Those Black Caribbean young men who were in full-time work earned, on average, about £29 per week less than their white counterparts. However, those who were employed part-time earned slightly more than their white counterparts, an average of about £14 per week. These findings are consistent with overall LFS comparisons which found similar levels of earning per week to those found in this survey<sup>2</sup>.

**Figure 4.10b Weekly income from employment after deductions**

Base = All in employment (who provided sufficient information to derive weekly pay)

		<i>Any academic qualifications</i>	
		<i>Yes</i>	<i>No</i>
<i>Unweighted Responding</i>	160	131	29
<i>Weighted Responding</i>	151	123	28
	%	%	%
£99 or less	28	28	[27]
£100-£149	20	20	[19]
£150-£199	20	19	[24]
£200-£299	25	27	[15]
£300-£399	5	4	[7]
£400-£499	2	2	-
£500 or more	1	-	[7]
Mean	164.30	162.50	[172.50]
<i>Highest value</i>	509	420	[509]
<i>Lowest value (non zero)</i>	23	23	[65]
<i>Base for statistics</i>	151	123	[28]

This table has sub group data based on fewer than 100 respondents

As Figure 4.10b illustrates, there were no notable significant differences in pay levels between those who had any academic qualifications and those who had none. Moreover, no differences were detected when comparing those who had A-Level qualifications

<sup>1</sup> Source for white males LFS Winter (December 1998 to February 1999) England. The LFS asks for take home pay after all deductions but does not include instructions in relation to overtime and tips e.t.c.

<sup>2</sup> Source for white males LFS Winter (December 1998 to February 1999) England

with those who had lower or no qualifications, although the small sample sizes make analysis at this level unreliable.

#### **4.7 Conclusions**

In summary, this study highlighted a number of areas where Black Caribbean young men were lagging behind their white counterparts in the job market. At the same time, it was found that most of those who were employed held positive views about their current employment and future employment prospects.

Black Caribbean young men were less likely to be employed than white men of the same age and, if they were employed, earned significantly less, on average, than white men. This may partly be explained by the fact that Caribbean young men were less likely than their white counterparts to be employed in management level jobs. The study also suggests that Black Caribbean men were less likely than their white counterparts to be employed in jobs where they received employment benefits such as sick and holiday pay.

However, many of those Black Caribbean men who were employed held positive views about their employment. Amongst those who were employed, majorities of about two thirds in each case were satisfied with their current job, saw their chances of promotion in their current job as good or were able to make use of their skills and previous work experience. Unsurprisingly, those who had academic qualifications were more likely to see their current job as helpful to their future employment prospects.

## 5.0 TRAINING

This section examines the experiences of those Black Caribbean young men who took part in training either on a government scheme or as part of their employment.

### 5.1 Training History

#### Government Training Schemes

8% of those questioned had spent some time between July 1996 and July 1998 on a government training scheme, TEC or LEC programme. Only about 2% had spent more than 50% of their time on such a programme. Due to the small sample sizes in this section it is not possible to look at data broken down according to age group.

A variety of training activities were reported by those who had been on such a course in the last two years (Figure 5.1). The most common of these activities was work experience.

**Figure 5.1 Activities on training schemes**

*Base = All respondents who had taken part in a government training scheme, TEC or LEC programme in the last two years*

<i>Unweighted responding</i>	25
<i>Weighted Responding</i>	29
	%
Any work experience	[66]
Study in own time	[28]
Taught course in a class room setting	[53]
Training in how to apply for jobs / do well at interviews	[39]

This table has sub group data based on fewer than 100 respondents

The sample sizes in this section are very small and the results should therefore be treated with caution. Three quarters (76%) of those who had been on a government training scheme, TEC or LEC scheme in the last two years said that their training was aimed towards a particular qualification. These included the following types of qualifications: City and Guilds, BTEC/ ONC/ OND/ NVQ/ SVQ and higher B-Tec/HND/HNC/degrees.

Of those who were no longer on their training programme, 86% had completed it. Almost three quarters (72%) of those who have been on a training programme course in the last two years or were currently on one considered that it was useful, whilst about a third (30%) considered that it was not useful to future job prospects.



## 5.2 Training at Work

Black Caribbean young men who were currently employed or who had done any paid work in the last two years (excluding the self employed) were fairly evenly divided between those who had been offered training by their employer (52%) and those who had not been offered any (48%).

**Figure 5.2 Has your employer ever offered you any training or education, either on or away from your job?**

*Base = All who have done any paid employment in the last two years*

		Age	
		18-24	25-30
Total responding	187	119	76
Weighted Responding	185	101	83
	%		
Yes	52	43	[61]
No	48	57	[39]

This table has sub group data based on fewer than 100 respondents

As Figure 5.2 illustrates, those aged 25-30 were more likely to have been offered some form of training than those aged 18-24 (61% compared with 43%). The incidence of training opportunities did not differ significantly according to whether or not the respondent held any academic qualifications.

Of those who were offered training or education, just over three quarters (77%) had taken up the offer. The format of the training or education was split roughly three equal ways between those who only received on-the-job training (36%), those who only received away-from-the-job training (29%) and those who received both kinds of training (34%).

In the vast majority of cases (75%) the employer paid the training fees. In most of the remaining cases the course was free (17%) whilst the government funded the cost in 3% of cases and the respondent funded the course themselves, perhaps with help from friends or relatives, in 2% of cases. In 99% of cases the employees received their basic wages in full whilst they were on the course.

## 5.3 Work experience at school

About two thirds (65%) of this group of Black Caribbean young men had taken up one or more periods of work experience whilst at school (Figure 5.3). Work experience appeared to have become more common over time as three quarters (76%) of 18-24 year olds had had a period of work experience compared to about half (53%) of those aged 25-30.

Three quarters (74%) of those who achieved a GCSE or higher qualification had at least one period of work experience at school compared to just under half (45%) of those

without a GCSE qualification. This suggests either that academically successful children were more likely to have received work experience at school or, alternatively, that work experience at school encouraged the attainment of better qualifications.

**Figure 5.3 Did you have any periods of work experience whilst at school?**

*Base = All who went to school*

		<i>GCSEs held</i>	
		<i>GCSE or higher</i>	<i>No GCSE</i>
<i>Unweighted</i>	263		
<i>Weighted Responding</i>	262	183	80
	%		
Yes	65	74	[45]
No	35	26	[54]

This table has sub group data based on fewer than 100 respondents

Forty-one per cent of Black Caribbean young men who had done any work experience at school said that it had made their job prospects better whilst only 2% said that it had made them worse (57% said that it had made no difference). There is a suggestion in the data that those who gained no GCSE qualifications actually found the work experience more useful in terms of job prospects than those who gained such qualifications, although the difference was not statistically significant.

## 6.0 UNEMPLOYMENT

This section examines the attitudes and experiences of Black Caribbean young men who were unemployed. It also looks at what measures they have taken to find employment and their attitudes towards unemployment.

This analysis reveals a worrying picture with Black Caribbean young men significantly more likely to be unemployed than white males of the same age. It also highlights a low rate of job interviews despite quite significant job search activity. Analysis of the data reveals some possible explanations for the high unemployment amongst this group including lack of qualifications and experience, geographically restrictive job search activity and a lack of available jobs that are not low wage or part-time.

However, on a more positive note, the data reveals that a number of Black Caribbean young men who had been unemployed for six months or more had succeeded in moving out of unemployment. Moreover, the data show that the majority of this group had a positive attitude towards having a job, regardless of whether they were employed or unemployed at the time of interview.

### 6.1 Unemployment history

This study found an unemployment rate of 33% amongst Black Caribbean young men aged between 18-30. This is significantly higher than the 8% unemployment rate for white males of this age group found by the LFS.<sup>1</sup> This finding is borne out by other comparisons. The Fourth National Survey of ethnic minorities, for example, found that Caribbean men of all ages had an unemployment rate double that of white men.<sup>2</sup> These figures compare with unemployment rates in this study of 31% for 18-24 year olds and 35% for 25-30 year olds.

Figure 6.1a shows the proportion of time over the last two years (between July 1996 and July 1998) that Black Caribbean young men had spent unemployed. One-in-four respondents (25%) had spent 50% or more of their time unemployed and one-in-ten (11%) had spent 90% or more of their time unemployed.

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<sup>1</sup> Labour Force Survey, Average Spring-winter 1997, Great Britain

<sup>2</sup> Tariq Modood 'Employment' in 'Ethnic Minorities in Britain - Diversity and Disadvantage' p89, 1997  
Policy Studies Institute

**Figure 6.1a Proportion of time spent unemployed and looking for work**

Base = All respondents

		Age	
		18-24	25-30
Unweighted Responding	264	147	116
Weighted Responding	264	137	125
	%	%	%
Zero	49	44	54
1-24%	15	14	14
25-49%	12	15	8
50-74%	11	13	10
75-89%	3	4	3
90% +	11	11	11

As Figure 6.1b highlights, Black Caribbean young men aged 18-24 were just as likely as those aged 25-30 to have spent 50% or more of their time unemployed. Figure 4.1b, which showed current activity status, showed that there was no difference<sup>1</sup> between unemployment rates for the 18-24 year old and 25-30 year old age groups.

Black Caribbean young men who had GCSEs were less likely than those who had none to have spent any time unemployed in this time period (43% compared with 69%; Figure 6.1b).

**Figure 6.1b Proportion of time spent unemployed and looking for work**

Base = All respondents

		GCSEs held	
		Yes	No
Unweighted responding	264	186	78
Weighted responding	264	183	80
	%	%	%
Zero	49	57	[31]
1-24%	14	14	[13]
25-49%	12	8	[20]
50-74%	12	11	[14]
75-89%	4	1	[9]
90% +	11	9	[14]

This table has sub group data based on fewer than 100 respondents

In addition to measuring the proportion of time over the last two years that had been spent unemployed, an analysis was made of the length of the first spell of unemployment in that period that lasted three months or more. Amongst those who were unemployed at any time during this period, just over a quarter (28%) were

<sup>1</sup> This difference is not significant. See introduction for note on significance testing.

unemployed for a spell of 17 months or more, a similar proportion (26%) for between 9 and 16 months and a third (33%) for between 3 and 8 months. The remaining 14% of those who were unemployed at any point during this period had not been unemployed for as long as three months (Figure 6.2).

**Figure 6.2 Length of first period of unemployment**

*Base = All unemployed at any time between July 1996 and July 1998*

<i>Unweighted Responding</i>	142
<i>Weighted Responding</i>	138
	%
Less than three months	14
3-5 months	16
6-8 months	17
9-12 months	12
13-16 months	14
17 months or more	28

This study also examined the number of periods of unemployment experienced by those who were unemployed for at least three months over the last two years. About two thirds (64%) of the sample had been unemployed for just one period and 16% for two to three periods. The remaining 20% of respondents gave insufficient information about their economic activity history to enable classification but had had at least one period of unemployment lasting three months or more.

This study also looked at the main economic activity amongst those who had been unemployed for 6 months or more, prior to their last period of unemployment which lasted for this duration. The most common prior activity was full-time work which had been done by about a third of this group (35%). Seventeen per cent were previously in part-time work, 15% in full-time education and 11% on a government training programme. Four per cent had previously been unable to work because of a health problem or disability and just over a tenth (13%) came from some other activity which was unclassified. This analysis excluded those who did not have a period of unemployment lasting for 6 months or more as well as those who were continually unemployed throughout the reference period.

For Black Caribbean young men who had been unemployed for six months or more before starting a different activity, an analysis was made of the types of activity subsequently undertaken. This revealed some encouraging outcomes for this group in that about half (47%) had gone into full-time work. A fifth (20%) had gone into part-time work, a further fifth (21%) onto a government training programme and 4% into full-time education. Four per cent were unable to work because of a health problem or disability. The remaining 6% went into some other unclassified activity.

## 6.2 Intensity of job search

Amongst those Black Caribbean men in the sample who had been unemployed for four weeks or more, just 3% said that they had not undertaken any job search activity at all (Figure 6.3). By far the most common method of job search activity was looking at adverts in the local newspaper (82%), followed by viewing vacancies at job Centres (67%), asking friends and relatives (47%) and looking at adverts in national newspapers or magazines (45%).

**Figure 6.3 Types of job search activity**

*Base = All who were unemployed for more than four weeks at the time of interview*

<i>Unweighted Responding</i>	76
<i>Weighted Responding</i>	81
	%
None of these (exclusive code)	[3]
Looked at advert in local paper	[82]
Looked at advert in national paper / magazine	[45]
Looked at advert in trade / professional journal	[9]
Looked in advert in shop window / noticeboard in street	[31]
Went to a private recruitment agency	[33]
Went to a job Centre - saw vacancy on display	[67]
Went to a job Centre - heard about vacancy from staff	[16]
Went to job club	[17]
Tried to find self-employed work	[18]
Asked a friend or relative	[47]
Directly contacted employer	[29]
Other	[3]

This table has sub group data based on fewer than 100 respondents

Amongst those Black Caribbean young men who had been unemployed for four weeks or more, under a fifth (17%) had not applied for any jobs in the last four weeks. Over half (59%) had applied for between one and five jobs in the four week period, 15% had applied for between six and 10 jobs and 9% had applied for more than 10 jobs. Amongst respondents who had applied for at least one job, the average number applied for was five (Figure 6.4).

**Figure 6.4 Number of jobs applied for in the last four weeks**

*Base = All who were unemployed for more than four weeks at the time of interview*

<i>Unweighted Responding</i>	73
<i>Weighted Responding</i>	80
	%
None	[17]
1	[5]
2-5	[54]
6-10	[15]
11 or more	[8]
<i>Base for statistics</i>	66
<i>Mean</i>	5

This table has sub group data based on fewer than 100 respondents

A recent DfEE research study measured the number of jobs applied for in a four week period and compared ethnic minority job seekers with white job seekers. The study found that, on average, 23% of ethnic minorities had applied for 10 or more jobs compared to 17% of other claimants. Whilst we must treat comparisons with this survey with caution (since no age break downs are available for that study), the fact that only 8% of this group of young men reported applying for over 10 jobs suggests that the intensity of their job-seeking activity may have been lower than average. This recent DfEE research study also found that although people from ethnic minorities were applying for more jobs than others this was not reflected in the number of job interviews they have attended<sup>1</sup>.

However, it should be noted that the sample for this survey was drawn primarily, although not exclusively, in London and Birmingham (see technical appendix for details of where the sample was drawn) and this may well have affected the number of jobs available for application. As noted in section 3 'Factors associated with labour market success', this and other research has identified access to private transport as a factor in successful outcomes, whilst analysis by Jonathan Thomas has emphasised that this is one of many factors which cause ethnic minority populations in inner city areas to be geographically restrictive in their job search activities. Two possible conclusions are suggested by this evidence: that few jobs are available to these Black Caribbean young men because of the characteristics of the area in which they live and that they may be unwilling to apply for jobs outside their local area.

Although 83% of those who had been unemployed for four weeks or more applied for at least one job in the last four weeks, 75% of them had no job interviews in that period (Figure 6.5).

<sup>1</sup> Unemployment and Jobseeking: The experience of ethnic minorities Jules Shropshire, Rebecca Warton and Robert Walker. DfEE research report 106

**Figure 6.5 Number of job interviews in the last four weeks**

*Base = All who were unemployed for more than four weeks at the time of interview*

<i>Unweighted responding</i>	75
<i>Weighted Responding</i>	81
	%
None	[75]
1	[11]
2-3	[14]
4 or more	[*]
<i>Base for statistics</i>	20
<i>Mean</i>	2

With this level of job interviews it is not surprising that about three quarters of respondents had no job offers (77% / 62 respondents) in this period while under a quarter (23% / 19 respondents) had one or more offers (Figure 6.6).

**Figure 6.6 Number of job offers in the last four weeks**

*Base = All who were unemployed for more than four weeks at the time of interview*

<i>Unweighted responding</i>	74
<i>Weighted Responding</i>	80
	%
None	[77]
1	[20]
2-3	[3]

Of the 18 respondents offered a job, eight turned down one or more offer, the remaining ten having accepted a job. The eight respondents' stated reasons for turning down their offers included the money being too low, having already found or accepted another job and the job only being temporary.

### **6.3 Attitudes towards unemployment**

All those who were unemployed (and looking for work) were asked if there were any reasons in particular that had stopped them getting a job; 85% said that there were and 15% said that there were not (Figure 6.7).



**Figure 6.7 Do you think anything in particular is stopping you from getting a job?**

*Base = All who were unemployed for more than four weeks at the time of interview*

<i>Unweighted responding</i>	79
<i>Weighted Responding</i>	82
	%
No	[15]
<b>If Yes</b>	
There aren't any jobs out there	[10]
Only suitable jobs out there are low wage / part-time	[12]
My age / age discrimination	[1]
Fact I am male / sex discrimination	[1]
The fact I am Black / racial discrimination	[6]
Physical appearance (eg over weight / long hair)	[1]
Health problems / disability	[17]
Don't have own transport	[5]
Don't have driving license	[ 5]
Don't have any / enough experience	[17]
Don't have any / enough qualifications	[14]
Over-qualified	[*]
Jobs usually gone before I get them	[*]
Don't have any / right contacts	[3]
Area I live in puts employers off	[3]
There is a lot of competition for jobs	[5]
I have a criminal record	[6]
Lack of confidence	[2]
Other	[11]

This table has sub group data based on fewer than 100 respondents

The main reasons given in an open-ended, multi-response question were not having enough experience (17%), health problems or disability (17%), a lack of qualifications (14%) and there only being unsuitable jobs available such as low paid or part-time positions (12%).

### **Future Employment Prospects**

Of those Black Caribbean young men who were unemployed and looking for work, about a third (34%) said that their chances of getting a job in the next three months were fairly or very bad, about half (47%) said that they were fairly good and about a fifth said that they were very good (19%).

Those who stated that their chances were bad or very bad explained their answers in a variety of ways citing health problems or disability (15%), the only suitable jobs out there being low wage and part-time (17%), a lack of sufficient qualifications (13%) and a lack of confidence (15%). Other reasons mentioned included a general lack of available jobs, having been unemployed too long and age discrimination. Whilst just six per cent of this group mentioned racial discrimination as a problem (unprompted), when prompted for

experiences of racism in various situations 44% of respondents said that they had been treated unfairly because of the colour of their skin when trying to get a job (See Section 10.2). This is clearly a cause for concern and may be related to this groups' high unemployment rate. However, as discussed in section 3, experiencing racism in a large number of situations did not have a negative association with labour market success.

Attitudes towards the world of work in general showed little difference between those currently unemployed and looking for work and those currently in full or part-time work (excluding those in full-time education who had a part-time job). About three quarters of both groups disagreed with the statement that 'I could easily get enough satisfaction out of life without a job' (Figure 6.8).

**Figure 6.8 'I could easily get enough satisfaction out of life without a job'**

*Base = Those currently in full or part-time employment (and not in full-time education) and those currently unemployed and looking for work*

	<i>Current Activity</i>	
	<i>Currently in full or part-time employment (and not in full-time education)</i>	<i>Currently unemployed and looking for work</i>
<i>Total Responding</i>	121	94
<i>Weighted Responding</i>	122	94
	%	%
Agree strongly / agree	13	[13]
Neither agree or disagree	11	[13]
Disagree / strongly disagree	77	[74]

This table has sub group data based on fewer than 100 respondents

To re-enforce this point, no statistically significant differences were seen between these two groups in relation to the statement 'having almost any job is better than being unemployed' (Figure 6.9).

**Figure 6.9 'Having almost any job is better than being unemployed'**

Base = Those currently in full or part-time employment (and not in full-time education) and those currently unemployed and looking for work

	Current Activity	
	Currently in full or part-time employment (and not in full-time education)	Currently unemployed and looking for work
Total Responding	121	94
Weighted Responding	122	94
	%	%
Agree strongly / agree	56	[49]
Neither agree or disagree	20	[17]
Disagree / strongly disagree	24	[35]

This table has sub group data based on fewer than 100 respondents

This pattern was repeated with the statement that 'A person must have a job to feel like a full member of society' (Figure 6.10).

**Figure 6.10 'A person must have a job to feel like a full member of society.'**

Base = Those currently in full or part-time employment (and not in full-time education) and those currently unemployed and looking for work

	Current Activity	
	Currently in full or part-time employment (and not in full-time education)	Currently unemployed and looking for work
Unweighted Responding	122	95
Weighted Responding	122	95
	%	%
Agree strongly / agree	62	[56]
Neither agree or disagree	15	[13]
Disagree / strongly disagree	23	[32]
Can't say	-	[*]

This table has sub group data based on fewer than 100 respondents

Again there was no statistically significant difference between these two groups. The majority of both groups viewed labour market outcomes as an important part of a person's life.

## **6.4 Health reasons for inactivity**

Just 6% of this sample of Black Caribbean young men spent any of their time in the past two years (between July 1996 and July 1998) out of the labour market because of a health problem or a disability. Three per cent said they were inactive for this reason at the time of interview. This was significantly less than the 8% figure for economic inactivity for disability or health reasons amongst all men aged 18-30 in England<sup>1</sup>. As previously noted, just under a fifth (17%) of those currently unemployed and looking for work (for four weeks or more) reported that they were having problems getting a job because of a health problem or disability.

## **6.5 Conclusions**

In summary, this section has re-enforced data from other sources, such as the 'Fourth National Survey of Ethnic Minorities' and the LFS, which demonstrated that Black Caribbean young men were more likely to be unemployed than white males. Various factors which may explain this trend, have been highlighted in this survey and other research. These include geographically restrictive job search activity, non access to private transport and possibly unfair treatment due to skin colour when applying for jobs. An additional factor mentioned by many respondents was a lack of qualifications and, as will be seen in section 8, Black Caribbean young men had fewer qualifications than their white counterparts.

Encouragingly, the majority of Black Caribbean young men in this study - whether they were employed or unemployed - had a positive view towards work and the role it played or could play in their life. This finding suggests that action to address some of the stated concerns of this group and the factors which contributed to its above average experience of unemployment could bring positive results.

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<sup>1</sup> Labour Force Survey, Average Winter ( December 1998 - Feb 1999) England

## 7.0 NEW DEAL FOR 18-24 YEAR OLDS

### 7.1 Awareness of the New Deal

This section looks at the awareness of, experiences of and attitudes towards the government's New Deal programme amongst Black Caribbean young men. The programme was launched in April 1998 and the fieldwork for this project started in July 1998 and continued until February 1999.

There were 43 unemployed respondents aged 18-24 in the sample and they were split roughly half-and-half between those who had heard of the New Deal (23) and those who had not (20). A similar split was observed for the total sample of 18-24 year olds - 52% had heard of the programme whilst 48% had not.

**Figure 7.1 Awareness of New Deal among 18-24 year olds by economic activity**

	<i>Total</i>	<i>Employed</i>	<i>Unemployed</i>	<i>Training / Education</i>	<i>Other</i>
Unweighted responding	146	61	49	31	5
Weighted responding	134	56	43	30	5
	%	%	%	%	%
Yes	52	[46]	[54]	[60]	[40]
No	48	[54]	[47]	[40]	[60]

This table has sub group data based on fewer than 100 respondents

The data suggests that Black Caribbean young men who were in training or education had slightly higher awareness of the New Deal than those in other groups and that the unemployed have slightly higher awareness than those in employment. However, the samples are very small and do not support firm conclusions (Figure 7.1).

Amongst those who had heard of the New Deal, a tenth (10%) knew no details about it. The most common impression of the New Deal, which was held by over a third of respondents (38%), was that it helped you to get work or start a business. A fifth of respondents (20%) had heard that it helped you to get into education and training. The full range of responses is shown in Figure 7.2.

## Figure 7.2 What respondents have heard about the New Deal<sup>1</sup>

Base = All aged 18-24 who had heard of the New Deal

<i>Unweighted responding</i>	70
<i>Weighted responding</i>	65
	%
Nothing	[10]
It gives advice on how to look for work	[8]
It helps you to get work / start a business	[38]
It provides financial assistance to get work / start a business	[2]
It provides / helps you get into education / training	[20]
It is a government scheme	[6]
It targets particular groups e.g. lone parents	[1]
Gives people a choice between training or education, training or work / voluntary work/ guarantees you one of these options	[13]
Can't just claim benefit / have to take one of these options	[7]
Funded through the 'wind-fall' tax / privatised utilities tax	[1]
Have to be long-term unemployed to qualify	[15]
It's not for graduates	[1]
It's voluntary / not compulsory	[1]
Employment service advisors do not know much about it	[3]
You get benefit plus an allowance	[14]
Other	[8]

This table has sub group data based on fewer than 100 respondents

## 7.2 Experience of the New Deal

Amongst those who had signed on as unemployed at any time since January 1998 (Base = 37), about a tenth (five) said that they had taken up a job, work placement or a training scheme through the New Deal whilst well over three quarters (28) had not had this experience (Figure 7.3).

The data from this survey is not directly comparable with other research sources looking at the New Deal. However, a recent DfEE statistical release revealed that those from ethnic minorities (27%) were less likely than whites (32%) to have taken up one of the New Deal options which included employment, training or environmental task force work.<sup>2</sup>

<sup>1</sup> This table adds to more than 100% because it is a multi-response question.

<sup>2</sup> 'New Deal for young people and long-term unemployed people aged 25+: statistics, 30<sup>th</sup> September 1999, DfEE

**Figure 7.3 In the last six months have you taken up a job, work placement or training course through the New Deal?**

*Base = All aged 18-24 who had heard of the New Deal and who had signed on as unemployed, at any time since January 1998*

<i>Unweighted responding</i>	37
<i>Weighted Responding</i>	33
	%
Yes	[14]
No	[86]

This table has sub group data based on fewer than 100 respondents

### 7.3 Attitudes towards the New Deal

The majority of respondents who had heard of the New Deal for 18-24 year olds (55%) said that they thought it was very or fairly useful whilst just under a fifth (18%) said that it was not very useful or not at all useful. The remaining quarter of respondents (27%) felt they did not know enough about the programme to comment on its usefulness (Figure 7.4).

**Figure 7.4 Rating of usefulness of New Deal for 18-24 year olds**

*Base: All aged 18-24 who have heard of the New Deal*

<i>Unweighted responding</i>	73
<i>Weighted Responding</i>	70
	%
Very useful	28
Fairly useful	27
Not very useful	3
Not at all useful	15
Can't say	27

This table has sub group data based on fewer than 100 respondents

Amongst those who said that the programme was very or fairly useful just over two thirds (69%) explained their answer by saying that they felt it would help young people get started in a career, start a business or get some work experience. Just over a third (37%) said that the programme would create opportunities which would otherwise be unavailable whilst other reasons included discouraging reliance on benefits (5%) and helping young people to get training (6%) (Figure 7.5).

**Figure 7.5 Reasons why the new deal is very or fairly useful**

*Base = All aged 18-24 who had heard of the New deal and said that it was very or fairly useful*

<i>Unweighted responding</i>	39
<i>Weighted Responding</i>	38
	%
Helps young people get started in a career, start a business, get some work experience	[69]
It discourages reliance on benefits	[5]
Creates career opportunities which would not otherwise be available	[37]
Helps young people to get training	[6]
Other reasons why useful	[11]
They place people in inappropriate jobs / it's just about cheap labour	[5]
Other reasons why not useful	[1]

This table has sub group data based on fewer than 100 respondents

## 7.4 Conclusions

It is perhaps a cause for concern that only about half of this group of 18-24 year old Black Caribbean men had heard of the New Deal for 18-24 year olds. However, it should be remembered that the fieldwork for this study was conducted in quite early days of the New Deal. Encouragingly, most of those who had heard of the New Deal thought it was useful.

Just five respondents had taken up work, training or education through the scheme. These respondents represented 14% of those who had heard of the New Deal and who had signed on as unemployed at any time since January 1998. Again, the fieldwork period should be considered when evaluating this figure as should the fact that the New Deal is targeted towards those who have been unemployed for significant periods of time.



## **8.0 EDUCATION**

This section outlines the educational experiences of respondents, their qualifications and their attitudes towards education. It looks not only at further and higher education but also at secondary school education.

Encouragingly, this study uncovered a positive attitude amongst Black Caribbean young men in terms of the importance they placed on education and qualifications. In general, Black Caribbean young men had a positive view of secondary school education although some less positive findings were also identified.

These young men showed an orientation towards vocational education in their post-16 education and fell far behind white males of a similar age in achievement of academic qualifications at A-level and above. Although there appeared to be some improvement in this area for Black Caribbeans aged 18-24 at degree level - 7% of the sample group held a first or higher degree compared to 3% of all Black Caribbeans in the 1991 census - this should be seen in the context of the increasing participation of young people in higher education in recent years. Improvements for Black Caribbean young men in the qualifications they gained - particularly in the academic arena - were clearly highlighted as a priority on the basis of data in this report as well as those available from other sources such as the 'Fourth National Survey of Ethnic Minorities'.

In addition, this section highlights the large proportion (17%) of Black Caribbean young men who attended a non-UK school, a factor which has been identified in this study as having a negative correlation with successful labour market outcomes. This study has shown that respondents who had problems with English (which they feel affect their employability) were less likely to have had successful labour market outcomes. Two other educational factors - truancy and exclusion - which also emerged as key areas for concern from the multivariate analysis, were problems for some of this group of young men when they were at secondary school.

### **8.1 Education History**

#### **Post 16 Education**

Previous research has revealed that, generally speaking, Black Caribbean young men are less well qualified than white young men. Tariq Modood argued in 'Ethnic minorities in Britain,' that the situation of Black Caribbean young men needed further investigation because of concerns about underachievement and a trend towards 'faltering' in terms of the attainment of qualifications<sup>1</sup>.

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<sup>1</sup> Tariq Modood 'Qualifications and English language' in 'Ethnic Minorities in Britain - Diversity and Disadvantage' p75, 1997 Policy Studies Institute.

Almost three quarters (73%) of the sample had done *any* form of post-16 education, leaving about a quarter (27%) who had not<sup>1</sup>. It is extremely encouraging that the national pattern of increased educational participation was also seen with Black Caribbean young men. Those aged 18-24 were significantly more likely to have done any post-16 education than those aged 25-30 (80% compared with 65%; Figure 8.1).

**Figure 8.1 Whether respondents have done any post-16 education**

*Base = All respondents*

	Age	
	18-24	25-30
<i>Unweighted responding</i>	146	116
<i>Weighted Responding</i>	137	125
	%	%
Yes	80	65
No	20	36

Just under a tenth (8%) of the sample group were in some form of education or training but not working when questioned. When those who were doing a part-time job, while in full-time education, were included in the analysis (shown as working in Figure 8.2), the proportion who were involved in education or training rose to just over a tenth (14%).

**Figure 8.2 Current Activity Status**

*Base = All respondents*

		Age	
		18-24	25-30
<i>Unweighted responding</i>	264	147	116
<i>Weighted Responding</i>	264	137	125
	%	%	%
Full-time Work	36	24	48
Part-time Work	10	16	3
Full-time Education	11	20	2
Training	3	4	2
Unemployed	32	30	35
Unable to work	3	1	5
Other	4	5	4

Respondents were asked to state their main economic activity for each of the months between July 1996 and July 1998. Eighty-eight per cent of those questioned said that they had not spent any time in full-time education. Unsurprisingly, those aged 25-30 (95%) were more likely than those aged 18-24 (81%) to have spent no time in full-time education during this time.

<sup>1</sup> This figure is based upon those who said that they left school at 16 or less and went onto FE and those who stayed on at school post-16 or went to a sixth form college.

Perhaps surprisingly, in the light of growing numbers of students and increasing emphasis on lifelong learning, fewer than 1% of those aged 25-30 had spent more than three quarters of this time period in full-time education (Figure 8.3).

**Figure 8.3 Proportion of time spent in full-time education July 96 - July 98**

Base = All respondents

		Age	
		18-24	25-30
Unweighted responding	264	147	116
Weighted Responding	264	137	125
	%	%	%
Zero	88	81	95
1-24 %	1	2	1
25-49 %	6	9	2
50-74 %	1	1	2
75-89 %	1	2	-
90 % +	3	5	*

### Secondary School Education

About one in six (17%) of these Black Caribbean young men said that they had *ever* attended a school outside the UK. As was seen in section 3, this was likely to be a disadvantage, in relation to whether respondents achieved a successful labour market outcome, which suggests that additional support for these students may be necessary.

The sample was fairly evenly split between those who had only been to one school (53%) and those who had been to more than one school (47%). However, those who have only attended UK schools (55%) were more likely to have attended only one school compared to those who had attended a school outside the UK (45%).

The survey also looked at the ethnic composition of the secondary school respondents attended for the longest period of time. About a third (36%) of respondents attended a school where 'all, nearly all' or 'most' pupils were of Black Caribbean origin, about half (52%) attended a school with 'some,' and about a tenth (12%) attended a school with 'hardly any' Black Caribbean pupils (Figure 8.4). Figure 8.5 demonstrates that white pupils were only a little more prevalent with only 45% of Black Caribbean pupils having attended a school where 'all, nearly all or most' pupils were white (the presence of pupils of other ethnic groups was not recorded). These findings are likely to have been influenced by the fact that this sample was made up of Black Caribbean young men living in the 50% of postcode sectors most densely populated by this group according to the 1991 census

**Figure 8.4 Estimate of number of pupils at school attended for the longest who are of Black Caribbean origin**

*Base = All respondents*

<i>Unweighted responding</i>	263
<i>Weighted Responding</i>	262
	%
All or nearly all	10
Most	26
Some	52
Hardly any	12

**Figure 8.5 Estimate of number of pupils at school attended for the longest who are white**

*Base = All respondents*

<i>Unweighted responding</i>	263
<i>Weighted Responding</i>	262
	%
All or nearly all	14
Most	31
Some	47
Hardly any	8

About a third (30%) of respondents had been to a single sex school for boys and the remaining 70% attended a mixed school.

## 8.2 Qualifications and age of completion

The Black Caribbean community in general have vocational qualifications or other higher educational qualifications such as nursing, teaching or HNDs as their most common type of post 16 qualification.<sup>1</sup> Tariq Modood, drawing on the 'Fourth National Survey of Ethnic Minorities', found that out of all ethnic groups of men Caribbeans were the most vocationally orientated with five sixths of their qualifications being vocational<sup>2</sup>.

Figure 8.6 shows that 59% of this sample group had at least one vocational qualification. Almost a quarter of respondents (23%) had a higher vocational qualification such as a HNC/HND or an ONC/OND. Of note is the finding that whilst almost half (48%) of

<sup>1</sup> Ambition and marginalisation: A qualitative study of underachieving young men of Afro-Caribbean origin' DfEE Research Study's RS31.

<sup>2</sup> Tariq Modood 'Qualifications and English Language' in 'Ethnic Minorities in Britain - Diversity and Disadvantage' p65, 1997 Policy Studies Institute.

those aged 25-30 had no vocational qualifications this only applied to a third (35%) of those aged 18-24 (Figure 8.6).

**Figure 8.6 Highest Vocational Qualification**

*Base = All respondents*

		Age	
		18-24	25-30
<i>Unweighted responding</i>	263	146	116
<i>Weighted Responding</i>	264	136	125
	%	%	%
None	41	35	48
HNC/HND etc	11	9	11
ONC/OND etc	12	11	12
BEC/BTEC etc	21	19	25
Level 1-5 NVQ / SVQ	14	25	3
Other	2	2	1

If GCSEs are excluded from the analysis in Figure 8.7a the dominance of vocational qualifications to this group becomes apparent - 85% had no post-16 academic qualifications compared to only 41% who had no vocational qualifications.

The LFS found that young white people aged 18-24 were significantly more likely to hold an NVQ than older white people<sup>1</sup>. Figure 8.6, which looks at highest vocational qualification, shows a similar pattern for Black Caribbean young men, with the younger age group significantly more likely to hold an NVQ as their highest vocational qualification than those aged 25-30 .

Previous reporting of the 1991 Census found that about 3% of Black Caribbean men and women held a first degree, a percentage which was well below that for white men and women.<sup>2</sup> This survey indicates that the situation for Black Caribbean young men has improved in this area, with 7% of the sample group holding a first or higher degree (Figure 8.7a). However, it must be noted that this trend is likely to be in line with that of other ethnic groups who have seen participation rates in higher education rise.

<sup>1</sup> LFS Winter 1998/99 UK

<sup>2</sup> Ambition and marginalisation: A qualitative study of underachieving young men of Afro-Caribbean origin' DfEE Research Studies RS31. P17.

**Figure 8.7a Highest Academic Qualification**

*Base = All respondents*

		Age	
		18-24	25-30
<i>Unweighted responding</i>	261	146	114
<i>Weighted Responding</i>	261	136	123
	%	%	%
None	26	23	30
Higher degree	1	-	2
First degree	6	2	10
A Level	7	6	9
GCSE A-C	44	48	39
GCSE D-G	15	18	11
Other	2	3	-

Just over half (58%) of respondents held a GCSE at grade C+ or held a higher academic qualification and almost three quarters (73%) at grade G or above. (It should be noted that the figures were not mutually exclusive - respondents could have had GCSEs at grades A-C and D-G.) Attainment at Grade G or higher was fairly consistent between those aged 18-24 (74%) and those aged 25-30 (71%). However, it is important to remember that 41% of this group of young men had low (D-G) GCSEs, or no academic qualifications, as their highest academic qualification. The data shows little difference in terms of GCSEs at grade C or above between the two age groups. Those in the younger age group appear to have GCSEs as their highest academic qualification level because many had not yet completed higher qualifications.

As Figure 8.7b highlights, when those who held any academic qualification were compared, Black Caribbean young men were far less likely than their white counterparts to hold their highest academic qualification at A-Level or above (19% compared with 52%). Black Caribbean young men were more likely to have their highest academic qualification as a GCSE<sup>1</sup>.

<sup>1</sup> LFS Spring 98-Winter 98/99 England

**Figure 8.7b Highest academic qualifications as a proportion of academic qualifications held**

*Base = All holding academic qualifications as specified in table*

	<i>white</i>	<i>Black Caribbean (survey)</i>
<i>Unweighted responding</i>	<i>LFS</i>	<i>198</i>
<i>Weighted Responding</i>	<i>LFS</i>	<i>196</i>
	<i>%</i>	<i>%</i>
Higher degree	4	1
First degree	23	8
'A-Levels'	25	10
GCSE A-C	35	61
GCSE D-G	13	20

This table presents data which is priority coded. Those without academic qualifications are excluded from this table. Each respondent was coded once according to their highest academic qualification. See the technical appendix for full details on how the variable was derived. This table excludes those with no academic qualifications as well as those holding qualifications not listed in this table. LFS data source Average spring 98-Winter 98/99.

Two thirds of those who had no academic qualifications (26% of the total sample) had no vocational qualifications either. As was seen in the multivariate analysis (described in section 3), academic qualifications were a factor associated with a successful labour market outcome. It must be a concern that about 16% of this group of Black Caribbean young men had no qualifications whatsoever, academic or vocational (Figure 8.8). It is concerning that whilst 16% of Black Caribbean young men have no academic qualifications this applies to only 8% of white men of the same age<sup>1</sup>.

In summary, therefore, just under a quarter (24%) of these Black Caribbean young men held academic qualifications only, a tenth (10%) vocational qualifications only, and about half (49%) vocational and academic qualifications, leaving the remaining 16% with no qualifications.

<sup>1</sup> LFS Spring 1998 - Winter 1999 England

**Figure 8.8 Highest Vocational Qualification**

*Base = All without any academic qualifications*

<i>Unweighted responding</i>	69
<i>Weighted Responding</i>	71
	%
None	[63]
HNC/HND etc	[3]
ONC/OND etc	[8]
BEC/BTEC	[10]
Level 3 NVQ/SVQ	[1]
Level 2 NVQ/SVQ	[9]
Level 1 NVQ / SVQ	[2]
Other	[3]

This table has sub group data based on fewer than 100 respondents

Eighty per cent of this group of Black Caribbean young men finished their full-time education which was done at school and / or sixth form college between the ages of 16 and 18 inclusive. Just over a tenth (15%) finished their full-time education at age 15 or below and about 5% at aged 19 or older (Figure 8.9).

**Figure 8.9 Age of completion of full-time education at school or sixth form college**

*Base = All respondents*

<i>Unweighted responding</i>	257
<i>Weighted responding</i>	260
	%
15 or under	14
16	51
17	13
18	16
19	5
21	*
<i>Still in further education or at school or sixth form college</i>	4

Amongst those respondents who undertook all their education in the UK, 100% stayed in school until at least the age of 15. However, 28 respondents (11% of the total sample) finished their education at age 15 and had never attended a non-UK school.

It is also surprising that just over 5% of the sample had not finished this level of education at age 18 but continued beyond this time. This could perhaps be explained by the retaking of examinations but there is no evidence that this continued period of



schooling was due to school exclusions or to truancy resulting in pupils returning to school at a later time.

**Figure 8.10 Age of finishing Post-16 Education**

*Base = All who did post-16 education*

<i>Unweighted responding</i>	183
<i>Weighted responding</i>	193
	%
16	4
17	10
18	27
19	13
20	6
21	8
22	6
23	2
24	5
25	1
26 and over	3
Mean Age	19.5
Not Answered / Still in full-time education	33

Amongst those respondents who participated in any form of post-16 education, 14% finished this before the age of 18 and just over half finished it between the ages of 18 and 21 (Figure 8.10). The average age of finishing for those who had continued in post-16 education was 19 and a half. This perhaps reflected the tendency this group has to study for vocational rather than academic qualifications. Figure 8.11 shows the age of completion by age group. Unsurprisingly, those aged 25-30 had a higher mean age of completion than younger respondents.

**Figure 8.11 Age of completion of post-16 education**

*Base = All who have done some form of post-16 education (unless as part of a job)*

	Age	
	18-24	25-30
<i>Unweighted Responding</i>	61	51
<i>Weighted Responding</i>	54	49
	%	%
16	[5]	[2]
17	[12]	[6]
18	[28]	[25]
19	[13]	[13]
20	[2]	[11]
21	[5]	[11]
22	[5]	[7]
23	[*]	[3]
24	[2]	[6]
25	[-]	[3]
26 and over	[-]	[8]
<i>Mean Age</i>	18.6	20.3
<i>Not Answered / Still in education</i>	30	3

This table has sub group data based on fewer than 100 respondents

Due to the small sample sizes it was not possible to analyse the age of completion of post-16 education by type of qualification gained.

### Recent Study

All respondents who had done any full-time further or higher education in the last two years were asked to describe their most recent period of study (unless this was done as part of a job in which case this was covered under employment training). Three fifths (60%) had done a full-time course and about two fifths a part-time period of study. Unsurprisingly, as the frame of reference was courses done in the last two years, over three times as many respondents aged 18-24 (77%) had done a full-time course as those aged 25-30 (32%).

Amongst those who had done a course in the last two years, 91% said that the course was aimed towards a particular qualification. Again, the orientation of this group towards vocational qualifications could be seen through the types of qualifications chosen; NVQ/SVQ's (23%), City and Guilds (14%), National or general BTEC/ONC/OND (12%), GNVQ/GSVG (10%) and Higher BTEC/HND/HNC (9%) all figured highly (see Figure 8.12). In total, over two thirds (68%) of respondents who sought a qualification, sought one of these vocational qualifications whilst 29% were studying for GCSEs, A-Levels, first degrees, diplomas or higher degrees. It is encouraging that almost a quarter (24%) of those who had done a course in the last two years were studying for a first degree (Figure 8.12).

Forty-one per cent of this group of respondents said that they were still doing their course. Amongst the 59% who were no longer doing it, almost three quarters had completed their course (74%) whilst a quarter (26%) had not.

**Figure 8.12 Qualifications sought on further or higher education courses taken in the last two years**

*Base = respondents who did any form of post-16 education in last 2 years (unless as part of a job)*

<i>Unweighted responding</i>	71
<i>Weighted responding</i>	72
	%
GCSE	[3]
A-level (AS level, S Level)	[3]
City & Guilds	[11]
National or general BTEC/ONC/OND	[16]
NVQ/SVQ	[20]
GNVQ/GSVG	[11]
Higher BTEC/HND/HNC	[9]
First degree / diploma (eg BA, BSCBSc, DipHE)	[24]
Higher degree (eg MA MSc, Phd)	[3]
Other	[1]
Professional qualification (eg law)	[1]
<i>Don't know</i>	[2]

This table has sub group data based on fewer than 100 respondents

The government (57%) was the dominant funding organisation for those who had done any post-16 education in the last two years. However, about a third of respondents (34%) had funded the course themselves or with the help of relatives (Figure 8.13).

**Figure 8.13 Sources of funding for courses of further and higher education completed after school or sixth form college**

Base = All who did post-16 education (unless as part of a job) in the last 2 years

<i>Unweighted responding</i>	99
<i>Weighted Responding</i>	98
	%
No fees	[3]
Government	[57]
Employer of potential employee	[8]
Self, family, relative	[34]
Other	[5]
<i>Don't know</i>	[*]

This table has sub group data based on fewer than 100 respondents

### 8.3 Attitudes towards education

Those who had done post-16 education in the last two years were in no doubt as to the usefulness of their courses; 83% said that their course would be helpful to their future job prospects whilst only 16% said that it would not be helpful (Figure 8.14).

**Figure 8.14 Helpfulness of course to future job prospects**

Base = Respondents who did post-16 education in last 2 years (unless as part of a job)

<i>Unweighted responding</i>	81
<i>Weighted Responding</i>	82
	%
Very helpful	[55]
Fairly helpful	[28]
Not very helpful	[10]
Not at all helpful	[6]
<i>Can't Say</i>	[*]

This table has sub group data based on fewer than 100 respondents

Respondents were asked to explain why they did their most recent course of further or higher education, using a list of possible reasons (Figure 8.15). Career development (72%) and getting a job (41%) were the two most important work-related reasons for taking a course. Interestingly, a fifth (20%) said that they thought the course would allow them to change to a different type of work.

**Figure 8.15 Reasons for doing most recent course of further or higher education in the last two years**

Base = Respondents who did post-16 education in the last 2 years (unless as part of a job)

<i>Unweighted responding</i>	81
<i>Weighted Responding</i>	82
	%
None of these	[3]
To get a job	[41]
To develop my career	[72]
To change to a different type of work	[20]
To give me new skills for the job I am doing	[20]
To give me a pay rise in the job I am doing	[6]
To get a promotion	[2]
To get more satisfaction out of my work	[10]

This table has sub group data based on fewer than 100 respondents

On a more personal level, respondents were asked about other motivations for starting their course (Figure 8.16). Just over two thirds (72%) of respondents said that they wished to improve their knowledge or ability in the subject. Half (50%) of respondents said that they wanted to 'do something interesting.' A fifth (22%) noted that they needed to do this course as a foundation before they could start another course.

**Figure 8.16 Reasons for doing most recent course of further or higher education**

Base = Respondents who did post-16 education in the last 2 years (unless as part of a job)

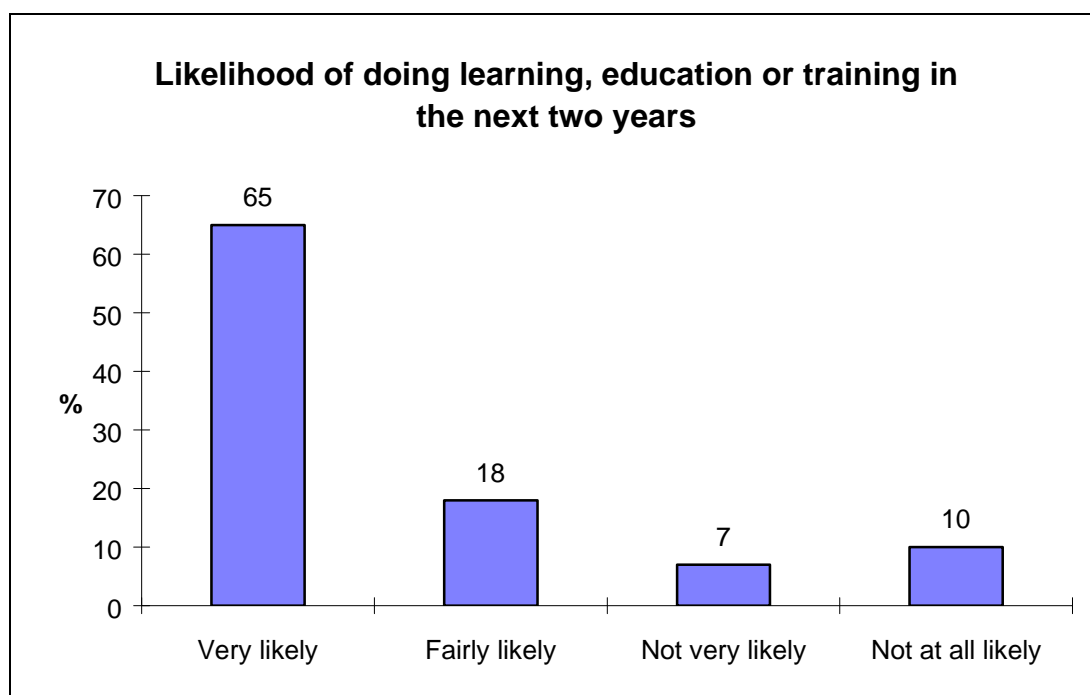
<i>Unweighted responding</i>	81
<i>Weighted Responding</i>	82
	%
None of these	[2]
I wanted to do something interesting	[50]
I wanted to improve my knowledge or ability in the subject	[72]
I needed to do this course so I could start another course	[22]
I wanted to meet new people	[12]

This table has sub group data based on fewer than 100 respondents

Most (83%) of those who were on a course at the time of interview or who had taken a course in post-16 education in the last two years said that it was likely that they would do some form of learning, training or education in the next two years (Figure 8.17). Moreover, many more thought that this was very likely (65%) than thought it was fairly likely (18%).

**Figure 8.17 Learning, further education and training**

*Base = respondents who did post-16 education in the last 2 years (unless as part of a job)*



### General Attitudes Towards Education

When all respondents were asked about their opinions of education, a very positive picture emerged. Well over three quarters (81%) of respondents agreed that 'a good education makes it easier to get a good job' (Figure 8.18a) and 92% agreed that 'it is important to get good qualifications' (Figure 8.18b).

**Figure 8.18a A good education makes it easier to get a good job**

*Base = All respondents*

<i>Unweighted responding</i>	263
<i>Weighted Responding</i>	264
	%
Agree	81
Neither agree nor disagree	8
Disagree	10
<i>Can't say</i>	2

**Figure 8.18b It is important to get good qualifications**

*Base = All respondents*

<i>Unweighted responding</i>	264
<i>Weighted Responding</i>	264
	%
Agree	92
Neither agree nor disagree	7
Disagree	1

#### 8.4 Parents' and friends' attitude towards education

Respondents were also asked what the view of their friends and parents would be to these two statements. Eighty-three percent of respondents said that their friends would agree or strongly agree that 'A good education makes it easier to get a good job.' Eighty-six per cent said that their friends would agree that 'it is important to get good qualifications.' As many as 97% of respondents said that their parents would agree that 'It is important to get good qualifications' and 97% also agreed that 'A good education makes it easier to get a good job.' It was not only respondents themselves who, generally speaking, had a positive attitude towards education but also their parents and friends.

**Figure 8.19a Views of respondents who agree that 'a good education makes it easier to get a good job' compared with their friends and parents**

*Base = All respondents who agree that 'A good education makes it easier to get a good job'*

	<i>Agree strongly</i>	<i>Agree</i>
<i>Weighted responding</i>	87	114
	%	%
Same as friends and parents	[90]	88
Same as friends, not parents	[-]	5
Same as parents, not friends	[10]	6
Different to friends and parents	[-]	1

This table has sub group data based on fewer than 100 respondents

As Figure 8.19a shows, about nine out of ten respondents who agreed strongly or just agreed that 'a good education makes it easier to get a good job' said that their parents' and friends' views were consistent with their own.

A similar picture emerged with attitudes towards the statement 'It is important to get good qualifications.' Ninety per cent or more of those who agreed strongly or just agreed that 'it is important to get good qualifications' have the same view as their parents and their friends (Figure 8.19b).

**Figure 8.19b Views of respondents, their parents and friends towards qualifications**

*Base = All respondents who agree or strongly agree that 'It is important to get good qualifications'*

	<i>Agree Strongly</i>	<i>Agree</i>
Weighted responding	119	123
	%	%
Same as friends and parents	90	97
Same as friends, not parents	-	
Same as parents, not friends	10	3
Different to friends and parents	-	

However, as was noted in section 3, having parents with a positive attitude towards education<sup>1</sup> was an important factor of association with a successful labour market outcome and whilst only a small percentage of respondents had parents with a neutral or negative attitude towards education this could be a disadvantage in relation to successful educational and employment outcomes in the future.

## **8.5 Attitudes towards secondary school**

In a recent qualitative survey of Black Caribbean young men, 'Ambition and marginalisation: A qualitative study of underachieving young men of Black Caribbean origin' some positive attitudes towards school were discovered and many of these have also been identified in this current study. These opinions however, were mixed with evidence of unfair treatment due to race, colour, sex, religion or where they lived. This current study of Black Caribbean young men, like the qualitative study, has found evidence of 'regret that they had not applied themselves more diligently during their school days'.<sup>2</sup>

The most positive response was seen towards secondary school in general. Almost three quarters (73%) of this group of Black Caribbean young men agreed that 'I enjoyed my time at secondary school,' with the remainder split evenly between those who neither agreed nor disagreed (13% - neutral) and those who disagreed (13%) (Figure 8.20).

<sup>1</sup> See section 3 for a definition of a positive parental attitude.

<sup>2</sup> Ambition and marginalisation: A qualitative study of underachieving young men of Afro-Caribbean origin' DfEE Research Studies RS31. P 25/26.



**Figure 8.20 'I enjoyed my time at secondary school'**

*Base = All respondents*

<i>Unweighted responding</i>	261
<i>Weighted Responding</i>	261
	%
Strongly agree / agree	73
Neither agree nor disagree	13
Strongly disagree / disagree	13
<i>Can't say</i>	-

Data for a similar question from the Youth Cohort Survey revealed that 83% of young men (aged 17) nationally felt that 'school work was generally worth doing'<sup>1</sup> perhaps suggesting that Black Caribbean young men's attitude to school in general was not very different to that of white young men.

Almost two thirds of respondents (63%) recalled that 'My teachers treated me fairly well' whilst almost a fifth were neutral (17%) and the remaining fifth (19%) disagreed with this statement (Figure 8.21).

**Figure 8.21 'My teachers treated me fairly well'**

*Base = All respondents*

<i>Unweighted responding</i>	261
<i>Weighted Responding</i>	261
	%
Strongly agree / agree	63
Neither agree nor disagree	17
Strongly disagree / disagree	19

About half of respondents agreed that 'I received a good education at secondary school' (52%) and that 'Most of the lessons at school were interesting to me' (56%). However, it should be noted that on both of these measures just under a third of respondents disagreed that these were positive elements of their experiences at school (Figure 8.22 / 8.23).

<sup>1</sup> YCS Cohort 9, fieldwork spring 1998, respondents aged 17/18 at time of survey. Source data set.

**Figure 8.22 'I received a good education at secondary school'**

Base = All respondents

<i>Unweighted responding</i>	260
<i>Weighted Responding</i>	261
	%
Strongly agree / agree	52
Neither agree nor disagree	18
Strongly disagree / disagree	30
<i>Can't say</i>	*

**Figure 8.23 'Most of the lessons at school were interesting to me'**

Base = All respondents

<i>Unweighted responding</i>	261
<i>Weighted Responding</i>	261
	%
Strongly agree / agree	56
Neither agree nor disagree	15
Strongly disagree / disagree	29

Attitudes towards teachers were fairly mixed although, on balance, the majority of respondents felt they had been listened to and encouraged when they were at school. Half (50%) of those sampled agreed that 'my teachers were willing to listen to me' whilst just over a quarter (28%) felt neutral on the issue and just under a quarter (23%) disagreed.

**Figure 8.24 'My teachers were willing to listen to me'**

Base = All respondents

<i>Unweighted responding</i>	260
<i>Weighted Responding</i>	261
	%
Strongly agree / agree	50
Neither agree nor disagree	28
Strongly disagree / disagree	23
<i>Can't say</i>	*

Just over half (56%) of this group of Black Caribbean young men agreed that their teachers encouraged them to do their best, about a fifth were neutral (18%) and about a quarter (27%) disagreed (Figure 8.25).

**Figure 8.25 'My teachers encouraged me to do my best'**

*Base = All respondents*

<i>Unweighted responding</i>	260
<i>Weighted Responding</i>	261
	%
Strongly agree / agree	56
Neither agree nor disagree	18
Strongly disagree / disagree	27

Although, generally speaking, the majority of respondents appeared to have a fairly positive attitude towards many elements of secondary school it is worrying to discover that just under half (45%) of this group of Black Caribbean young men disagreed that their secondary school education had so far been useful to their working life. Just over a third (37%) believed it had been useful to date, whilst about a fifth (19%) neither agreed nor disagreed (Figure 8.26).

**Figure 8.26 'My secondary school education has been useful in my working life so far**

*Base = All respondents*

<i>Unweighted responding</i>	254
<i>Weighted Responding</i>	254
	%
Strongly agree / agree	37
Neither agree nor disagree	19
Strongly disagree / disagree	45
<i>Can't say</i>	7

Whilst not directly comparable, a recent Youth Cohort Study (YCS) asked respondents whether they agreed or disagreed that 'School has taught me things which would be useful in a job' and provides a useful contextual comparison. As many as 70% of these young men (aged 17/ 18) agreed with that statement. However, with a similar statement used in this study, 'my secondary school education has been useful in my working life so far', just 37% (including many more respondents who were actually in work compared to the YCS sample) agreed with the statement.

The previously noted qualitative research found that: 'A recurring theme in the conversations of many respondents was that of regret that they had not applied themselves more diligently during their school days.'<sup>1</sup> The present study found similar evidence as 85% of respondents agreed (41%) or strongly agreed (44%) that 'I had the ability to do better with my school work.' (Figure 8.27).

<sup>1</sup> Ambition and marginalisation: A qualitative study of underachieving young men of Afro-Caribbean origin' DfEE Research Studies RS31. P26.

**Figure 8.27 'I had the ability to do better with my school work'**

*Base = All respondents*

<i>Unweighted responding</i>	260
<i>Weighted Responding</i>	261
	%
Strongly agree / agree	85
Neither agree nor disagree	5
Strongly disagree / disagree	10
<i>Can't say</i>	*

Respondents who agreed that they had had the ability to do better with their school work were asked what had stopped them from working to the best of their ability in school. Two of the most important answers given related to the respondents themselves. As many as a third of respondents (35%) blamed peer pressure and a third again (32%) blamed themselves (giving reasons such as 'I was lazy, I did not take it seriously enough'). About a fifth of respondents said that they were bored or that the lessons did not interest them (18%). The role of teachers was also seen as important by some respondents in holding them back or not helping them as much as they would have liked. A tenth (10%) said that they did not get on with the teachers and 14% said that their teachers did not encourage them to do their best.

Racism, either from teachers or fellow pupils, was not mentioned by many respondents as a reason why they did not work as hard as they could have done at school (in response to an open-ended question). However, one respondent mentioned a racist teacher and five respondents mentioned racism from fellow pupils (Figure 8.28). However, in a prompted question which asked if respondents had ever been treated unfairly because of the colour of their skin a quarter (25%) of respondents said that they had experienced racism at school, college or university (see section 10.2 for a full discussion).

**Figure 8.28 Reasons given for what stopped respondents from working to the best of their abilities at school**

*Base = Respondents who agreed they had the ability to better with their school work than they did*

<i>Unweighted responding</i>	215
<i>Weighted Responding</i>	219
	%
Peer pressure / friends discouraged me from working / distracted me	35
I was lazy / did not take it seriously enough / did not try hard enough / was disruptive	32
I was bored / the lessons did not interest me	18
I did not appreciate how important education was at the time	7
I was not very good at certain subjects	3
I kept getting excluded / playing truant so missed lots of lessons	2
The standard of teaching was poor	6
A lot of supply teachers / lack of continuity	2
Did not get on with the teachers	10
Lack of discipline / control	8
Teachers did not encourage me / push me to do my best	14
Lack of confidence	1
Did not get on with other pupils / (including bullying)	*
Teachers were racist	*
Other pupils were racist	2
Problems / family problems affected concentration	9
More interested in extra-curricular activities e.g. sport, music	10
I had a part-time job which took up time / made me tired	2
More interested in the opposite sex / hormones / adolescence	5
Problems with reading, writing, dyslexia	1
Classes were too big / did not get enough attention	5
Other	3
<i>Don't know</i>	3

Respondents who disagreed that they had the ability to do 'better with my school work than I did' were asked 'what or who encouraged you to work to the best of your ability at secondary school.' Almost half of this group (47%) said that it was a teacher or teachers in general who had helped, whilst a third (32%) mentioned their parents or guardians. More than a third (39%) said that it was their own motivation or interest in a subject which had got them through.

This study has sought to measure attitudes towards secondary school through a battery of eight attitude statements, classifying the total responses as either positive, neutral or negative. Encouragingly, out of these eight attitude statements, two thirds (68%) of respondents held a positive view on at least four statements and so may be regarded as having had a positive attitude overall. No respondents had a negative attitude overall (that is none had a negative view on more than four of the attitude statements) leaving a

third of respondents (32%) classed as 'neutral' in their overall attitude towards secondary school.

## 8.6 Truancy and exclusions

### Truancy

Previous qualitative research amongst Black Caribbean young men has found that about half of its sample group (which was not nationally representative) reported that they had truanted at some time in their school years, although most reported this only occurred irregularly.<sup>1</sup> Furthermore, as was outlined in Section 2 of this study, multivariate analysis has revealed that *never* having played truant at school is a factor associated with 'labour market success'.

Just under half (45%) of all those questioned in this study admitted to 'staying away from school without permission' at least once. Recent findings from the Youth Cohort Study (YCS) (providing similar although not directly comparable measures) identified a truancy level amongst boys in general of 35%, suggesting a higher truancy problem amongst the Black Caribbean young men in this study.<sup>2</sup> No difference in the rate of truancy was detected in terms of the current ages of respondents in this study. It should be remembered that the YCS is a national survey whilst this study was conducted in areas of high Black Caribbean population - primarily in inner city and often fairly deprived areas.

Respondents' reported rate of truancy was also of concern. A third (31%) of those who ever played truant did so at least once a week and a third did so at least once a term (34%). The remaining 35% of respondents who played truant did so less often than once a term (Figure 8.29). As may be expected, truancy appeared to be negatively correlated with academic achievement. Amongst those who had never played truant 65% had GCSE grade C or a higher academic qualification as their 'highest academic qualification' compared to just 50% of those who played truant. There was no evidence of such a negative correlation with vocational qualifications.

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<sup>1</sup> Ambition and marginalisation: A qualitative study of underachieving young men of Afro-Caribbean origin' DfEE Research Studies RS31. P28

<sup>2</sup> YCS Cohort 9, fieldwork Spring 1998, respondents aged 17/18 at time of survey. Source data set. This difference was statistically significant when tested assuming a simple random sample for both studies. It was not, however, tested taking into account the design effects of both this study and the YCS

**Figure 8.29 Frequency of ‘staying away from school without permission’**

*Base = All respondents who had ever stayed away from school without permission*

<i>Unweighted responding</i>	117
<i>Weighted Responding</i>	117
	%
At least once a week	31
Less than once a week but at least once a term	34
Less than once a term but at least once a year	13
Less often than this	22
<i>Can't say</i>	1

Those who had ever stayed away from school without permission were asked to give their reasons. By far the most common reason was that lessons were boring or held no interest for the respondent (mentioned by 42%). About a quarter (24%) of respondents said that ‘they just did not feel like going to school’ whilst about a fifth (22%) mentioned ‘peer pressure.’ It is interesting that peer pressure was also mentioned as a reason for not working harder by 35% of those who had said they could have worked harder whilst at secondary school.

The levels of truancy found in this study are clearly of concern and measures to reduce it have the potential are likely to impact positively on labour market outcomes.

### **Exclusions**

A recent DfEE press release about school exclusions reported that the rate of exclusion of Black Caribbean groups was over three times higher than the overall rate (0.76 compared with 0.18)<sup>1</sup>. Exclusion refers to permanent exclusion from a specific school.

Section 8.5 of this report identifies a somewhat strained relationship between some of the Black Caribbean young men in this study and their teachers. The qualitative report ‘Ambition and Marginalisation’ noted that “The problem with the conflicts with the teachers was the frequency with which they would escalate into exclusion from school, often with disastrous effects on the child’s education, and subsequent employment prospects”. The report found that about 40% of the sample had been excluded at some time.<sup>2</sup> This study found very similar findings in that 42% of the sample had been suspended (for a short time) or expelled on at least one occasion. There were no significant differences on this measure in terms of age (Figure 8.30).

<sup>1</sup> DfEE Statistical Release 11/1999 ‘Permanent Exclusions from Schools in England 1997/98 and Exclusion Appeals lodged by parents in England 1997/98’

<sup>2</sup> Ambition and marginalisation: A qualitative study of underachieving young men of Afro-Caribbean origin’ DfEE Research Studies RS31. P34

**Figure 8.30 Were you ever suspended or expelled from secondary school?**

*Base = All respondents*

<i>Unweighted responding</i>	263
<i>Weighted Responding</i>	262
	%
Yes	42
No	58

Of those suspended or expelled, about half (51%) had this happen to them just once, over a third (39%) two to three times and a tenth (10%) four times or more (Figure 8.31).

**Figure 8.31 Number of times respondent was suspended or expelled from school?**

*Base = All respondents who were ever suspended or expelled from secondary school*

<i>Unweighted responding</i>	106
<i>Weighted Responding</i>	110
	%
Once	51
Two to three times	39
Four to five times	2
More than five times	8
<i>Can't say</i>	*

Further analysis revealed that those who had ever been expelled from school were twice as likely as those who had not been to have left school permanently before the age of 16.

## **8.7 Careers advice**

A clear majority of 83% Black Caribbean young men in this study had received careers advice at some stage, whether at school or subsequently. A quarter (25%) of respondents had received careers advice both at school and since leaving school. Over a third had careers advice only at school (39%) and a fifth (18%) only since leaving school. Just under fifth (17%) of respondents said that they had never had careers advice (Figure 8.32).



**Figure 8.32 Whether careers advice ever received**

*Base = All respondents*

<i>Unweighted responding</i>	264
<i>Weighted Responding</i>	264
	%
Yes - at school	39
Yes - since leaving school	18
Yes - at school and after	25
No	17

Amongst those who had received careers advice at school, 56% said that it was useful and 46% said that it was not useful. Those who said that their schools career advice was not useful were asked why they had said that. The most commonly given reasons were that the advice was poor or inappropriate (31%), that the advisor was not interested in them, not looking at the strengths or preferences of the individual, (20%) or that the process was not personalised enough and that they had just felt like part of the process (20%; Figure 8.33).

**Figure 8.33 Reasons given for why careers advice at school was not very or not at all useful**

*Base = All saying that careers advice at school was not useful*

<i>Unweighted responding</i>	65
<i>Weighted Responding</i>	69
	%
Advice was poor / inappropriate (eg look for jobs for which not qualified, apply for courses which were fully booked)	[31]
Advisor was not interested in me / my preferences / my strengths / tried to persuade me to do things I did not want to do	[20]
Advisor did not think I was capable of surviving in my chosen career, advisor undermined my confidence advisor did not encourage me	[7]
Did not get on with the careers advisor	[4]
Careers advisor did not make me see how important it was	[8]
Advice came too early / was not ready	[5]
Advice came too late	[6]
I did not know what I wanted to do	[12]
Can't remember anything about the advice	[2]
They did not have any knowledge / information about what I wanted to do	[11]
Advice was not sufficiently thorough/not enough advice	[4]
Not sufficiently personalised / just a process	[20]
They did not help me get a job / training course	[9]
Other	[4]
<i>Don't know</i>	2

This table has sub group data based on fewer than 100 respondents

This study also looked at how respondents rated the careers advice they received after leaving school. Two thirds (66%) said that the advice was very or fairly useful whilst a third said that it was not very or not at all useful. Black Caribbean young men were not alone in finding that careers advice had not met their needs. A recent report by the Equal Opportunities Commission found that careers advice was not meeting the needs of girls as adequately as boys<sup>1</sup>.

## 8.8 Literacy and numeracy

As Figure 8.34 demonstrates, 16% of this group of Black Caribbean young men had a problem with either reading (12%) or writing English (12%). Those who were unemployed were twice as likely as those who were employed to have a problem with literacy.

<sup>1</sup> Gender equality and the careers service, Heather Rolf published under the Equal Opportunities Commission research series. 1999

**Figure 8.34 Literacy - I would like to ask you a few questions about things which may be related to your chances of being in or out of work. Since you were 16, have you had any problems with reading or writing English?**

Base = All respondents

		Employment status	
		Employed	Unemployed
Unweighted responding	261	122	93
Weighted Responding	263	122	94
	%	%	%
Yes - reading English	12	9	[21]
Yes - writing English	12	9	[20]
No	84	89	[74]
Don't know	1	-	1

This table has sub group data based on fewer than 100 respondents

As was noted in section 3, having a problem with English which may affect a respondents' employability was a factor negatively associated with a successful labour market outcome. Additional measures to improve basic English skills would undoubtedly improve the educational and labour market position of this ethnic group in relation to the general population.

**Figure 8.35 Numeracy - I would like to ask you a few questions about things which may be related to your chances of being in or out of work. Since you were 16, have you had any problems with numbers or simple arithmetic?**

Base = All respondents

		Employment status	
		Employed	Unemployed
Unweighted responding	261	122	93
Weighted Responding	263	122	94
	%	%	%
Yes	12	10	[17]
No	88	90	[83]
Don't know	1	-	1

Just over a tenth (12%) of respondents reported a problem with basic numeracy. On this measure there were no significant differences between the employed and the unemployed (Figure 8.35).

## 8.9 Conclusions

The analysis of the educational histories of Black Caribbean young men in this study has revealed a group of men who said that they appreciated the importance of education and qualifications. There were encouraging signs that more Black Caribbean young men

were gaining degrees. However, this is unlikely to have changed their position relative to other groups since participation in higher education has risen in a number of groups.

However, these positive points have to be balanced against areas where Black Caribbean young men faced difficulties in educational participation and achievement. These included high rates of exclusion and suspension as well as higher truancy rates than white young men of the same age when at secondary school. For a small minority of Black Caribbean young men their parents' negative or neutral attitude towards education has negatively influenced their educational and employment outcomes. Black young men who attended non UK schools perhaps require additional support to adapt to the British education system. In addition, those who have problems with literacy also require increased support. Educationally, Black Caribbean young men are the most vocationally orientated ethnic group in the country but they fall seriously behind in the academic arena.

## 9.0 FAMILY

This section looks at respondents family background, their current household composition, and their children. It also touches upon sources of household income and access to private transport.

### 9.1 Family Background

**Figure 9.1 Which one of the statements on this card describes your childhood up to the age of 16**

*Base = All respondents*

<i>Unweighted responding</i>	263
<i>Weighted Responding</i>	262
	%
I was brought up by both my natural parents up to the age of 16	46
I was mainly brought up by my natural mother	44
I was mainly brought up by my natural father	2
I was brought up by someone other than my natural parents	6
None of these statements apply	2
<i>Refused</i>	2

Just under half (46%) of those surveyed said that they were raised by both natural parents up to the age of 16. A similar proportion (44%) were raised only by their natural mother whilst small minorities were raised by their father only (2%) or by other people (8%).

Amongst those who were not brought up by both natural parents (54% of the total sample), about three quarters said that they knew both of their parents. This left about a fifth of all respondents who didn't know one or other of their natural parents. Nineteen per cent did not know their natural father (19%) and 2% did not know their natural mother (Figure 9.1).

Amongst those who knew both their natural parents but who were not 'brought up by both natural parents up to the age of 16', the majority saw their absent parent fairly frequently. Almost half (45%) saw their parent once a week or more, 9% at least once a month and 6% at least once every two months. However, 40% saw their absent parent less often than every two months.

Of those mainly raised by only one of their natural parents, a third (32%) had a step father or step mother live with them for some of the time when their other natural parent was not living there. The remainder (68%) never lived with a step parent. Where step parents lived with respondents, this arrangement applied all the time in almost three quarters (72%) of cases, for some of the time in almost a fifth (17%) of cases and for very little of the time in about a tenth (11%) of cases.

## 9.2 Current Household Composition

A majority of 85% of this sample of Black Caribbean young men did not live with a wife or partner. As would be expected, the proportion of respondents who lived with a wife or partner (15% overall) was higher in the 25-30 age group (33%) compared with the 18-24 category (9%).

Amongst the 40 respondents who were living with a partner, a tenth (5) had a partner who was unemployed and looking for work, just under a third (12) had a partner who was looking after the home or children and half (20) had a partner who was working either full (17) or part-time (3).

**Figure 9.2 Whether respondent has a partner in household**

*Base = All respondents who do not live alone*

		<i>Age</i>	
		<i>18-24</i>	<i>25-30</i>
<i>Unweighted responding</i>	215	131	84
<i>Weighted Responding</i>	210	120	90
	%	%	%
Yes	19	9	[33]
No	81	91	[67]

This table has sub group data based on fewer than 100 respondents

The sample was split evenly between those who lived with their parents (53%) and those who did not (47%). As many be expected, those aged 18-24 were significantly more likely to live with their parents than older respondents.

In about a third of cases (34%) the respondent was the main income earner or there was 'no main income earner'. In cases where the respondent was not the primary income earner, 86% of respondents reported that the main income earner was currently in some form of paid employment or was self employed.

A quarter (25%) of respondents who did not live alone, lived in a household where at least one other member of the household had an ethnic origin other than Black Caribbean. About a tenth (11%) of respondents lived in a household where one other member was white (Figure 9.4).

**Figure 9.3 Ethnic composition of household<sup>1</sup>**

Base = All respondents who do not live alone

<i>Unweighted responding</i>	215
<i>Weighted Responding</i>	210
	%
Black Caribbean	83
Black African	2
Black (other)	5
White	11
Other ethnic group	7

### 9.3 Children

Twelve percent of respondents said that they had children who do not live with them, whilst 8% said that they lived with one or more children of their own in their current household (Figure 9.5).

**Figure 9.4 Pattern of offspring**

Base = All respondents

<i>Unweighted responding</i>	262
<i>Weighted Responding</i>	262
	%
No children	78
Children in household only	8
Children outside household only	12
Children both in and outside household	2

Amongst the 38 respondents who had children who did not live with them, about three quarters (29) had just one child, just under a fifth (7) had two children and just two respondents had three or more children who did not live with them. Around three quarters of this group (28) paid maintenance for the children who did not live with them but about a fifth (8) did not. Thirty five of these thirty eight fathers said that they saw their child or children whilst just 3 did not. Twenty six of these 38 fathers said that they would like to see their child or children more often than they did whilst 12 said that they were happy with the amount of contact they had.

<sup>1</sup> This table adds to more than 100%. This is because respondents could give more than one answer.

## 9.4 Sources of Household Income

Whilst this study did not seek to measure household income it did look at its various sources. A quarter (25%) of respondents lived in a household where there was no income from employment or self employment.

Benefits were a part of income in many households. The most commonly received benefits were the Jobseeker's Allowance (received in 30% of households), Child Benefit (26%), Housing Benefit (24%) and Income Support (19%; Figure 9.6). These benefit categories were not mutually exclusive and some respondents lived in a household which was in receipt of several benefits.

**Figure 9.5 Sources of Household Income<sup>1</sup>**

*Base = All respondents*

<i>Unweighted responding</i>	263
<i>Weighted responding</i>	262
	%
Earnings from employment or self employment	75
State retirement pension	9
Pension from former employer	7
Child Benefit	26
Jobseekers' Allowance	30
Income Support	19
Family Credit	4
Housing Benefit	24
Other state benefits	5
Interest from savings and investments	7
Other kinds of regular allowances from outside your household	7
No source of income	*
<i>Refused</i>	6
<i>Can't say</i>	7

## 9.5 Mobility

In Section 3, 'Factors associated with labour market success', an association was identified between having access to a car van or motor cycle and a successful labour market outcome. Those who had access to a car, van or motor cycle were 3.8 times more likely to have had a successful labour market outcome than those who did not have this access. About a third (31%) of this group of Black Caribbean young men *normally* had access to a car, van or motorcycle.

<sup>1</sup> This table adds to more than 100%. This is because respondents could give more than one answer.



## 10 ETHNIC GROUP SELF PERCEPTION AND EXPERIENCE OF RACISM

This section examines Black Caribbean young men's perception of which ethnic group they belonged to and their experiences of racism in situations such as education and employment.

### 10.1 Ethnic group self perception

All respondents in this survey defined their family origins as 'Black Caribbean' and over three quarters (79%) of the sample described themselves as belonging to the Black Caribbean group. Interestingly, 14% described themselves as Black British or English or white and 4% of mixed race (Figure 10.1). Older respondents, aged 25-30, were more likely than those aged 18-24 to describe themselves as Black British or English.

**Figure 10.1 Self defined ethnic origin**

*Base = All respondents*

<i>Unweighted responding</i>	263
<i>Weighted responding</i>	264
	%
Black - Caribbean	79
Black - African	*
Black - other	*
White	1
Other	1
Black British / English	14
Mixed race	4
<i>Refused</i>	*

### 10.2 Experience of racism

This report has looked at racism in various contexts, such as experience of racism at school or as a reason for being unable to find employment. Thus far, mentions of racism have been unprompted, that is the issue of racism was given as an answer by the respondent without being mentioned in the question. However, respondents were also asked directly prompted questions about whether they perceived that they had ever been treated unfairly in particular situations because of the colour of their skin. The analysis which follows is based upon respondents' answers to a pre-defined list of six situations.

As Figure 10.2 shows, just under two thirds (62%) of all Black Caribbean young men in this group felt they have been treated unfairly because of their skin colour in one or more

of the six specified situations, with just over a third (38%) feeling they had not suffered this form of discrimination.

Crucially, just under half (44%) of those questioned said that they felt they had been treated unfairly because of the colour of their skin when trying to get a job. The situation for a third of respondents was no better once employed, as 32% said that they were treated unfairly because of their skin colour at work.

The situation improved a little in terms of education but a quarter of respondents (25%) said that they had been unfairly treated when at school, college or university for this reason. There was no statistically significant difference on this issue between those employed and unemployed in terms of whether they had or had not been discriminated against in any of these situations. It may be interesting to note that those aged 25-30 were more likely to say that they had been discriminated against when trying to get a job than those aged 18-24 (59% compared with 32%), although this finding may partly reflect the greater amount of time the older respondents had been in contact with the labour market. Just five per cent of respondents said that they had been treated unfairly when on a government training programme, although it should be noted that many of the respondents would not have been on a government training programme.

**Figure 10.2 Experience of racism (prompted)**

*Base - All respondents*

Unweighted responding	257
Weighted responding	258
	%
None of these	38
When trying to get into a school college or university	6
When at school, college or university	25
When trying to get a job	44
When in a job	32
When trying to get onto a government training programme	3
When on a government training programme	5
<i>Refused</i>	2
<i>Don't know</i>	4

Unfair treatment due to skin colour emerged far more clearly in this study when respondents were prompted than in respondents' answers to open questions. It should also be noted that experience of racism was not identified as a significant negative factor in relation to labour market outcomes in the multivariate analysis. However, the fact that a quarter of this group reported that they received unfair treatment when at school, college or university and a little under half (44%) when trying to get a job is a shocking finding and perhaps suggests that additional measures aimed at combating such racism in educational institutions and the labour market should be employed in the future.

## 11.0 CONCLUSIONS FOCUSING ON EDUCATION AND EMPLOYMENT

This study has looked at a group of young men for whom education and the labour market posed particular problems. This has been highlighted by comparing data from this study of Black Caribbean young men to data for white men gained from the LFS. This study has tried to describe these problems and suggest possible explanations for them. It has also sought to identify successful educational and labour market outcomes and highlight factors associated with them

Parental attitudes towards secondary education were, generally speaking, positive. Many respondents themselves had a positive view of education and saw the importance of qualifications. For example, almost all respondents (92%) agreed that it is 'important to get good qualifications' and three-quarters (73%) agreed that they had enjoyed their time at secondary school. Attitudes to current and recent education were generally positive and many respondents indicated that they planned to do further learning in the future. Younger respondents were far more likely than their older counterparts to be in full-time education and there were encouraging signs that Black Caribbean young men are performing better in Higher Education than in the past.

On a more negative note, some of these Black Caribbean young men expressed difficulties with their secondary school teachers and many respondents said that their secondary school education had not been useful to their working life so far. Furthermore, it is clear that Black Caribbean young men did not perform as well as whites in terms of the achievement of qualifications. Sixteen per cent of those questioned had no academic or vocational qualifications. However, Black Caribbean's are the most vocationally oriented group in Great Britain in terms of their qualifications focus. This perhaps suggests that it is not education in general that is a problem for Black Caribbean young men but academic education and, in particular, secondary school education. The multivariate analysis used for this study to identify successful labour market outcomes identified an association between qualifications and 'successful labour market' outcomes and Black Caribbean's underachievement in this area is, therefore, a cause for concern.

Other problems with education which are associated with labour market outcomes were also identified. Black Caribbean young men's high truancy rate, which was higher than that identified for white males on the Youth Cohort Study, had a direct and negative association with successful labour market outcomes<sup>1</sup>. High exclusions and suspensions - again higher than for whites - symptomised a difficult relationship between Black Caribbean men and secondary school education. Almost a fifth of Black Caribbean young men had attended a non-UK school and this too was identified as having a negative relationship with successful labour market outcomes. For the small number of Black Caribbean young men whose parents had a negative or neutral attitude towards education there was an indication that this had a negative effect on their ability to achieve a successful labour market outcome.

Many of the themes which have been identified in this study as having a negative association with successful labour market outcomes have also been uncovered in

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<sup>1</sup> This difference was statistically significant when tested assuming a simple random sample for both studies. It was not, however, tested taking into account the design effects of both this study and the YCS.

qualitative research conducted with Black Caribbean young men. This study suggests that Black Caribbean young men perhaps do not identify with an academic pathway to the same extent as white young men and that the secondary school system has problems at fully addressing the needs, behaviour and associations of this group.

A similar pattern to that identified in education can perhaps be seen in relation to employment. Attitudes generally suggest a positive outlook towards employment which is not mirrored in terms of outcomes. Work and the role of work were seen as important by Black Caribbean young men and most of those who were employed saw their chances for promotion as good and were happy with their work.

However, Black Caribbeans were less likely to be employed than white men. Amongst those who were employed it was found that they were less likely to be employed in management and professional occupations than white males. On average, they also earned significantly less than white males<sup>1</sup>.

The data showed a link between successful labour market outcomes and qualifications so it is likely that much of this 'under employment' was related to poor attainment of academic qualifications. In addition, the multivariate analysis, as well as other labour market research, suggested that ethnic minorities were often geographically restrictive in their job search activities. This research has highlighted how not having access to private transport, for example, had a negative association with labour market outcomes. Geographically restrictive job search has, unsurprisingly, been shown to lead to longer periods of unemployment.

In summary, there were some encouraging signs of increasing participation in education amongst younger respondents. There was also evidence of some positive underlying attitudes towards education and employment. In the case of education, such positive attitudes were often shared with friends and parents.

These positive findings cannot, however, obscure the behavioural figures which demonstrated poor academic achievement and high unemployment amongst this group of young men. In addition, for those who did work, the picture was of poorer pay than white men and less likelihood of employment in professional and management positions. It is also a concern that respondents reported high levels of unfair treatment due to skin colour in institutional situations such as when applying for employment or when at school, college or university.

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<sup>1</sup> This difference was statistically significant when tested assuming a simple random sample for both studies. It was not, however, tested taking into account the design effects of this study when compared to the LFS.

## **ANNEX A - LOGISTIC REGRESSION-**

### A. Discussion of logistic regression

Initially, the model contains only the constant and no independent variables. At each step the value with the smallest significance level for the score statistic, provided that is less than the chosen significance level (e.g. 0.05), is entered into the model. All variables in the forward stepwise block that have been entered are then examined to see if they meet removal criteria. If the significance level for the log likelihood for the model in the variable is removed, or the significance level for the Wald statistic for a variable exceeds the chosen cut-off point for removal (usually 0.1), the variable is removed from the model. If no variables meet removal criteria, the next eligible variable is entered into the model. The process continues until no variables meet entry or removal criteria.

### B. Description of logistic regression tables

The reference category is given in brackets and all co-efficients are compared with this. For example, the odds that having ever played truant at school has an association with a successful labour market outcome is based on its relationship with the reference category 'never played truant.'

The estimates (co-efficients) in the first column of the data are log odds. Taking the exponent gives odds ratios, which are presented in the second column. For example, the coefficient for 'has access to a car, van or motorcycle' is 1.34 and taking the exponent gives an odds ratio of 3.80. This means those who had access to a car van or motor cycle were 3.8 times more likely to have a successful labour market outcome compared to those who did not have this access. In other words having access to a car, van or motorcycle increased the odds of a successful outcome by 280% compared with those who do not have this access.

**Figure A1 Successful labour market outcome Model A**

<b>Variable</b>	<b>Coef (log odds)</b>	<b>Odds ratio</b>	<b>P-value</b>	<b>R</b>
Truancy (reference: never truant)	- 0.73	0.48	0.016	0.104
Academic qualifications (reference: does not have 1 GCSE at grade g or higher)	0.73	2.08	0.024	0.094
Private transport access (reference: does not have access to a car, van or motorcycle)	1.34	3.80	0.000	0.192
Job quality score (reference: has a job quality score of 2 or more)	-1.88	0.15	0.000	0.314
Constant	0.84		0.029	

**Figure A2 Successful labour market outcome Model A2**

<b>Variable</b>	<b>Coef (log odds)</b>	<b>Odds ratio</b>	<b>P-value</b>	<b>R</b>
Country of schooling (reference: attended a school outside the UK)	0.82	2.27	0.004	0.084
Level of GCSE qualifications (reference: does not have at least 1 GCSE at Grade C+)	0.70	2.01	0.011	0.112
Vocational qualifications (reference: does not have any vocational qualifications)	0.76	2.14	0.007	0.124
Private transport access (reference: does not have access to a car, van or motorcycle)	1.18	3.26	0.000	0.186
Constant	-0.85		0.002	

**Figure A3 Successful labour market outcome Model B**

<b>Variable</b>	<b>Coef (log odds)</b>	<b>Odds ratio</b>	<b>P-value</b>	<b>R</b>
Parental attitude towards school (reference: parent has a negative or neutral attitude towards school)	2.68	14.70	0.094	0.049
Private transport access (reference: has access to a car, van or motor cycle)	0.75	2.12	0.011	0.116
Job quality score (reference: Has a job quality score of 2 or more)	-1.40	0.25	0.000	0.245
Constant	-3.09		0.054	



**Figure A4 Successful labour market outcome Model B 2**

<b>Variable</b>	<b>Coef (log odds)</b>	<b>Odds ratio</b>	<b>P-value</b>	<b>R</b>
English ability related to work (reference: no problem with English)	-0.90	0.408	0.05	0.078
Parental attitude to education (reference: parents have a negative attitude towards education)	2.53	12.59	0.11	0.040
Private transport access (reference: does not have access to a car, van or motorcycle)	0.68	1.98	0.16	0.011
Constant	-3.36		0.04	

## ANNEX B - Sample Information

### Post Code Sectors covered in research

Post Code Area	Geographic Description
<b>Dense</b>	
M167	Manchester
B203	Birmingham
SW22	London
NW104	London
M144	Manchester
SW25	London
N156	London
SW99	London
N176	London
W104	West London
B184	Birmingham
B168	Birmingham
E59	London
NW65	London
SE240	S/E London
SW112	London
SE137	London
N167	London
<b>Less-Dense</b>	
SE155	London
SW84	London
B151 / B152	Birmingham
SE154	London
N153	London
SW24	London
N160	London
W128	London
W105	London
SW166	London
N194	London
E176	London
HA01	Harrow / Southall
N15	London
E61	London
WV 109	Dudley, Walsall, Wolverhampton
SW 163	London

### Ages of respondents

Age	Frequency
18	30
19	26
20	16
21	13
22	21
23	16
24	15
25	18
26	19
27	17
28	19
29	38
30	15
Total	262
Not Answered	2
Total	264