

# Equality Evidence Review

April 2021

If you require this document in another format please contact [Evaluation&Research@sds.co.uk](mailto:Evaluation&Research@sds.co.uk)

# Contents

Executive Summary .....	4
1. Introduction.....	6
2. School.....	7
3. Further and Higher Education.....	16
4. Labour Market.....	24
Appendix 1.....	39
Data availability.....	39
References.....	42

This document is produced by the SDS Evaluation and Research Team.



<b>APS</b>	Annual Population Survey
<b>ASN</b>	Additional Support Needs
<b>BAME</b>	Black Asian Minority Ethnic
<b>BME</b>	Black Minority Ethnic
<b>EHRC</b>	Equality and Human Rights Commission
<b>FTE</b>	Full Time Equivalent
<b>HESA</b>	Higher Education Statistics Agency
<b>LGB+</b>	Lesbian Gay Bisexual
<b>LGBT</b>	Lesbian Gay Bisexual Transgender
<b>LGBTI</b>	Lesbian Gay Bisexual Transgender and Intersex
<b>LFS</b>	Labour Force Survey
<b>MA</b>	Modern Apprenticeship
<b>SCQF</b>	Scottish Credit and Qualifications Framework
<b>SDS</b>	Skills Development Scotland
<b>SFC</b>	Scottish Funding Council
<b>SLDR</b>	School Leavers Destinations Returns
<b>SQA</b>	Scottish Qualifications Authority
<b>STEM</b>	Science Technology Engineering and Mathematics
<b>SVQ</b>	Scottish Vocational Qualifications

# Key Findings

- 1. Persistent inequalities** exist across and within the protected characteristics.
- 2. The COVID-19 pandemic** impacts disproportionately on equality groups. In particular, those aged 16-24, minority ethnic communities, women and disabled people. The long-term impact in equality groups has yet to be fully understood.
- 3. Gender** inequality is apparent throughout the education system and labour market. Girls perform well at school but are less likely to pursue STEM subjects and careers. Occupational segregation is evident in the labour market with women under-represented in certain occupations and in higher levels across all jobs – contributing to low pay and the gender pay gap for women.
- 4. Minority Ethnic** groups face many labour market challenges including low pay, discrimination, lack of career progression and promotion and low representation at higher levels in the labour market. This is despite better educational performance at school and higher rates of progression into higher education. It should be noted that Minority Ethnic is not a homogenous group and there are important differences across and within minority ethnic groups. It is important to recognise this in any analysis.
- 5. Care experienced** groups have particularly poor outcomes in terms of educational attainment and progression. Although there have been improvements in recent years in the number of care experienced young people progressing onto higher education. There is a significant evidence gap in relation to the labour market outcomes of care experienced individuals.
- 6. Poverty** has a significant negative impact on labour market and educational outcomes. Those living in the most deprived areas are less likely to progress onto higher education and are more likely to enter low skilled and low paid employment. The evidence also highlights the growing issue of in-work poverty for many households. Poverty can be seen to interact with the other protected characteristics to produce the greatest inequalities.
- 7. Disabled** people are less likely to be in work and are more likely to be in insecure, low paid employment and less likely to be promoted. They also have lower levels of educational attainment. However, it should be noted that there are significant variations according to disability. Those with learning disabilities and mental health issues face the greatest challenges in education and the labour market.
- 8.** The evidence highlights that **LGB+** young people can often face bullying and harassment at school, but this improves once at college or university. These challenges can also continue in the workplace. More evidence is required to improve our understanding of LGB+ individuals in the education system and the labour market.
- 9. Trans** individuals face significant barriers in both the education system and the labour market. Evidence highlights that bullying, harassment and discrimination are key issues. Further evidence is required to understand the issues trans people face in learning and employment.

# Executive Summary

## Background

The **SDS Equality Evidence Review** provides a review of evidence in relation to **schools, further and higher education** and the **labour market** across the protected characteristics.

The main purpose of the review is to support the **SDS Equality Mainstreaming report** and provide evidence to support the **SDS Equality Outcomes**.

Evidence is also provided on care experience, poverty, young carers, veterans, those with an offending history, and the impact of the COVID-19 pandemic.

## Schools

- Pupils with **Additional Support Needs (ASN)** are less likely to progress on to higher education or go on to work. College is a key destination for these pupils.
- **Care experienced** young people are less likely to enter positive destinations.
- **Girls** outperform **boys** at school and go on to higher education in greater numbers. However, the subject choices made at school demonstrate early gender differences.
- **Trans pupils** are likely to experience bullying and harassment at school.

- **Poverty** impacts on outcomes. Those living in the most deprived areas are less likely to go on to higher education.
- **Minority ethnic** pupils perform well at school. However, there are disparities across ethnic groups with gypsy travellers and white boys underperforming.
- **LGB+** pupils can face bullying and harassment at school which can impact on outcomes.
- **A significant evidence gap** exists in relation to sexual orientation, care experience, gender reassignment and religion or belief. In addition, there is a lack of information on the experiences of different disabilities, ethnicities, or on the interaction between protected characteristics.

## Further and Higher Education

- The numbers of **care experienced** young people going on to further and higher education has increased in recent years but is still low when compared to all young people.
- Many **disabled** young people progress on to college, but smaller numbers go on to university.
- **Gender imbalance** is an issue at college and university with significant gender disparities by subject choice.

- For **trans** young people the evidence suggests that the bullying and harassment experienced at school continues at college and university.
- Those from the **most deprived areas** are less likely to progress on to higher education.
- **Minority ethnic** young people progress on to higher education in large numbers, but their experiences of university can differ when compared to other young people.
- The experience of college and university for **LGB+** young people tend to be better when compared with school but bullying and harassment can still be an issue.
- **Gaps in evidence** exist in relation to care experienced young people, sexual orientation, gender reassignment, religion or belief, the experiences of different ethnic groups and disabilities and the intersectionality between different groups.

## Labour Market

- In relation to age **younger and older workers** face the greatest barriers to labour market participation.
- A significant evidence gap exists in relation to the participation of **care experienced people** in the labour market.
- **Disabled people** are less likely to be in work and can face significant barriers in the labour market.
- **Occupational segregation** is a key feature of women's participation in the labour market. Women are underrepresented in many sectors and at higher occupational levels across all sectors.
- **Trans** workers can face significant discrimination in the workplace. Further evidence is needed on the experiences of trans workers.
- **Poverty** is linked to low pay and low skilled work. A growing number of households experience **in-work poverty**.
- Despite **minority ethnic** groups performing well educationally their labour market outcomes do not match the rest of the population.
- **LGB+** workers can still face discrimination and bullying in the workplace.
- The statistics for **Modern Apprenticeships** have shown improvement, particularly in relation to gender and disability. However, under representation is still an issue in relation to gender, ethnicity and disability.
- **Fair Work** and the Fair Work Framework are key mechanisms for understanding and promoting job quality in Scotland.
- **Gaps in evidence** exist in relation to the experience of care experienced young people, different disabilities and ethnicities, gender reassignment, religion or belief and intersectionality between groups.
- Evidence suggests that the **COVID-19 Pandemic** is having a disproportionate impact across equality groups particularly for young people, ethnic minority groups and those already living in poverty.

# 1. Introduction

## Background

The **SDS Equality Evidence Review** provides a review of evidence in relation to education and employment across the protected characteristics<sup>1</sup>. The review draws on evidence from relevant statistical data sets and academic and policy literature. The focus is primarily on Scottish evidence but draws on UK or international evidence where relevant.

The main purpose of the review is to:

- Support the **SDS Equality Mainstreaming report**.
- Provide evidence to support the **SDS Equality Outcomes**.
- To provide evidence for **SDS equality actions plans**.
- To provide evidence for **Equality Impact Assessments** in SDS.
- Provide SDS colleagues with accessible and up to date information on the protected characteristics.

The review includes evidence on **care experienced young people** and **poverty**. Although they are not one of the protected characteristics, these groups have poor educational and labour market outcomes and are key customer groups for SDS. Poverty is known to underpin and exacerbate many inequalities. The review also includes information on **young carers**, **people with offending histories**, and **veterans**.

Finally, we have included evidence of the impact of the **COVID-19 pandemic** on equality groups, although it is recognised that we do not yet fully understand the extent of the impact. Where possible evidence on **intersectionality** is provided as it is known this is often where there are the greatest inequalities.

The evidence is presented in the following sections:

- **School education.**
- **Further and higher education.**
- **Labour market.**

Details on data availability are outlined in appendix 1.

<sup>1</sup> Age, disability, gender identity, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

<sup>2</sup> Marriage and civil partnership are not considered due to a lack of relevant evidence in relation to this characteristic.

## 2. School

### Key findings

- Pupils with **ASN** are less likely to progress on to higher education or go on to work when compared to pupils with no ASN.
- Outcomes for **care experienced** young people are particularly poor and they are less likely to enter positive destinations.
- **Girls** outperform **boys** at school and go on to higher education in greater numbers. The subject choices made at school demonstrate gender differences at an early age.
- **Trans** young people can face significant bullying and harassment at school which can impact on attainment and progression.
- **Poverty** impacts on academic attainment and initial destinations. Pupils living in the most deprived areas tend to have lower levels of educational attainment and progression.
- **Minority ethnic** pupils perform well at school and high proportions go on to higher education. However, there are disparities across ethnic groups with gypsy travellers and white boys underperforming compared to other groups.
- **LGB+** young people can face significant bullying and discrimination at school.
- A significant **evidence gap** exists in relation to religion or belief, pregnancy and maternity, sexual orientation, gender reassignment and on the intersection of different characteristics.

### ASN and Disability

According to the **Pupil census 2020** **32%** of pupils have an additional support need (ASN) recorded. This includes pupils in special schools and mainstream schools. Of those with ASN **68%** were male and **32%** female. The number of pupils identified with ASN has increased markedly since 2010 and there continues to be year on year increases. These increases are likely due to continued improvements in recording.

#### Definitions of ASN and Disability



- Children and young people are considered to have Additional Support Needs (ASN) if, for any reason, they “require additional support, long or short term, in order to help them make the most of their school education.” Additional Support for Learning Act (2004; 2009)
- Disability relates to individuals of all ages and is defined as “a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.” Equality Act (2010)
- Only the definition of disability applies to adults. However, the extended definition of additional support needs applies to children and young people and includes disability.

Boys, pupils from deprived areas, Gypsy/ Traveller pupils and looked after children are most likely to be identified as having additional support needs ([EHRC, 2018](#)).

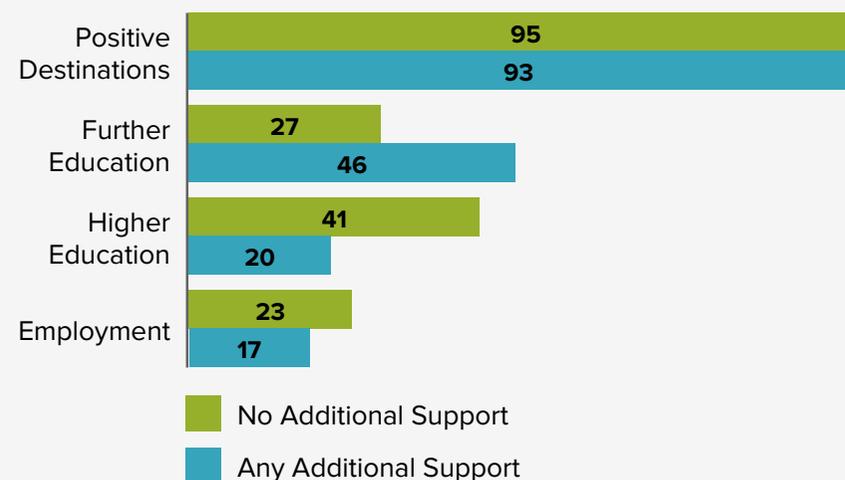
The **Participation Measure**<sup>3</sup> in 2020 for 16-19 year olds identifying as disabled was **89%** compared to **92.3%** of those identifying as not disabled. Of those identifying as disabled, **72.1%** are in education and **11%** are in employment.

**Figure 2.1** shows that pupils with an additional support need are less likely to reach a positive destination or go on to higher education, but are more likely to progress to further education or be unemployed ([Scottish Government, 2020a](#)). For specific ASNs the poorest outcomes for positive destinations are for those with a learning disability (77%) and the best is for those with dyslexia (94%).

Pupils with ASN tend to have poorer educational attainment than those without ASN. For example, **39%** of pupils with an ASN attained SCQF at level 6 or above compared with 71% of those with no ASN ([Scottish Government, 2020a](#)).

Figures for **Foundation Apprenticeships** show that **16.3%** of FA starts self-identify as having an impairment, health condition or learning difficulty ([SDS Apprenticeship Equality Action Plan, 2019](#)).

**Figure 2.1: Pupil destinations by ASN, 2017 -18, percentage**



Source: [Summary Statistics for Attainment and Initial Leaver Destinations, 2020](#)

Wider evidence suggests that the outcomes for disabled young people tend to be poorer and the outcomes for specific disabilities are particularly poor. For example, [McTier et al \(2016\)](#) states that there are weak post-school transitions for young people with a learning disability and that this can reflect a lack of aspiration for young people with a learning disability.

<sup>3</sup> The participation measure, although not focusing specifically on school pupils, it does provide information on the activity of this age group.

## Care experienced pupils

Care experienced children have poorer outcomes in comparison to other young people. Data highlights that looked after children's outcomes have improved over the last five years; however, there is still a significant gap compared to all pupils ([Scottish Government 2020b](#)).

Care experienced school leavers are **less likely to go into positive destinations** than school leavers in general – **71%** compared with **93%** of all pupils. This gap has narrowed since 2009/10. The lower proportion of care experienced children going into positive destinations is likely to be related to them leaving school at younger ages.

Care experienced children tend to **leave school at younger ages**. In 2018/19 **42%** of school leavers who were looked after within the year left school in S4 or earlier, compared with **12%** of school leavers more generally.

Care experienced children obtain **lower qualification levels** on average than all school leavers, which is partly explained by the lower school leaving age. For instance, for 2018/19, only **35%** of looked after children had 1 or more qualification at SCQF level 5, compared with **85%** for all school pupils.

**Educational attainment varies across the types of accommodation** in which care experienced children are living. School leavers in foster care provided and purchased by the local authority perform better than those in other care settings. School leavers looked after at home with parents have the lowest overall levels of attainment.

### Definitions of Care experienced and Looked After Young people

The term 'looked after' is legally defined in the Children and Young People (Scotland) Act 2014:

"A child or young person is considered to be 'looked after' if they fall into one of the categories set out in Section 17(6) of the Children (Scotland) Act 1995, as amended by Schedule 2 of the Adoption and Children (Scotland) Act 2007."

The term 'care leaver' is legally defined in the Children and Young People (Scotland) Act 2014:

"From April 2015 any young person who ceases to be looked after on or after their 16th birthday will be classified as a 'care leaver'. All looked after children can become 'care leavers', including young people who were classified as 'looked after at home' and in formal kinship care."

In line with good practice, SDS uses the term 'care experienced' in reference to the young people we support who are, or have been, looked after. This includes those currently looked after (according to the definition above), those have been looked after at some point in their lives, and care leavers.

## Gender

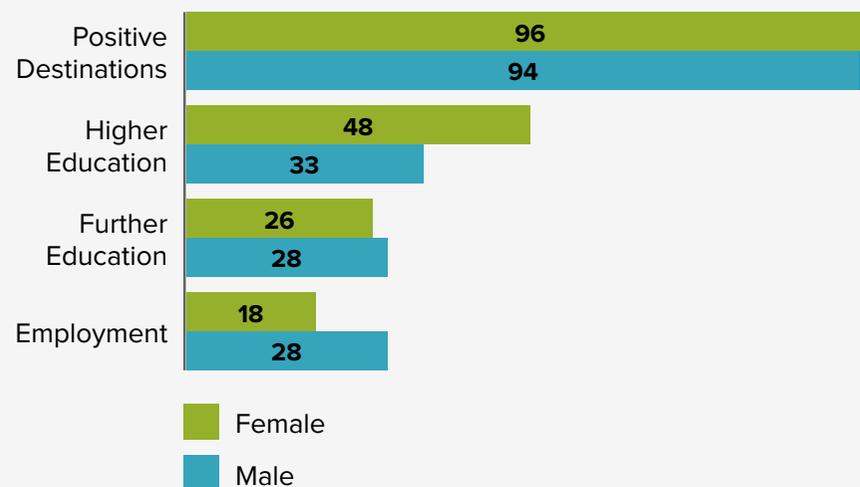
The **Participation Measure** shows that the participation rate in 2020 for girls/women was **92.9%** and **91.4%** for boys/men. Girls/women are more likely to participate in education at **77.1%** compared to **67.2%** of men.

**Figure 2.2** shows that girls are more likely to enter positive destinations than boys and are more likely to progress to higher education ([Scottish Government, 2020a](#)).

Differences are evident in the subject choices made by girls and boys. The gender breakdown for a selection of subjects taken at SQA National 5, Higher and Advanced Higher level are outlined in **table 2.1**. At National 5 there is gender balance for mathematics, chemistry, and English. At Higher this balance is maintained for mathematics and chemistry but with a gap emerging at Advanced Higher. All other subjects show a gender imbalance, and this continues to the Higher and Advance Higher Level. The biggest gap by gender is for computing.

Subject choice impacts on future college and university courses, choices of apprenticeship, and jobs and careers available to both boys and girls and is associated with gender segregation in the labour market ([Scottish Government Social Research, 2017a](#)). Data on subject choice highlights how early on segregation happens and the impact it may have on future career choices.

**Figure 2.2: Pupil destinations by gender 2018-19, percentage**



Source: [Summary Statistics for Attainment and Initial Leaver Destinations, 2019](#)

For example, the gender imbalance in the STEM sector can partly be linked to the subject choices made at school. [UK Engineering \(2020\)](#) argue that key to addressing the future demand for STEM occupations like engineering is encouraging young people to study STEM subjects and pursue engineering-related qualifications.

Information on subject choice at school by the other protected characteristics is not available, highlighting a significant evidence gap.

**Table 2.1: Entrants for selected subjects for Nat 5, Higher and Advanced Higher by gender, 2019**

	Number of entries 2019					
	National 5		Higher		Advanced Higher	
	Female	Male	Female	Male	Female	Male
English	76%	24%	81%	19%	83%	17%
Art and Design	66%	34%	66%	34%	71%	29%
French	65%	35%	75%	25%	76%	24%
History	56%	44%	63%	37%	62%	38%
Physics	53%	47%	53%	47%	56%	44%
Computing Science	53%	47%	48%	53%	41%	59%
Chemistry	51%	49%	58%	42%	72%	29%
Biology	29%	71%	27%	73%	23%	77%
Mathematics	20%	80%	17%	83%	15%	86%

Source: [SQA Attainment Statistics 2019](#)

Girls have higher levels of attainment, at SCQF Level 4, 5 and 6 than boys and this gap increases at the higher SCQF levels. Attainment for selected subjects across National 5, Higher and Advanced Higher is outlined in **Table 2.2**. Girls tend to score higher than boys across all subjects and levels. In physics and computing, where girls are underrepresented, their attainment is above that of boys.

For **Foundation Apprenticeships** the numbers are still relatively small but highlight that gender splits across the FA frameworks reflect gender balance in subject choice ([SDS Apprenticeship Equality Action Plan, 2020](#)). For example, girls are more likely to choose social service frameworks, while boys are more likely to opt for engineering and financial services.

**Table 2.2: Attainment for National 5, Higher and Advanced Higher by gender, achieving grade c and above, 2019**

	National 5		Higher		Advanced Higher	
	Female	Male	Female	Male	Female	Male
English	91%	82%	77%	69%	80%	75%
Art and Design	90%	80%	82%	75%	91%	92%
French	87%	82%	88%	84%	77%	80%
History	83%	75%	75%	68%	81%	78%
Physics	82%	72%	82%	72%	85%	77%
Computing Science	80%	73%	72%	62%	74%	64%
Chemistry	77%	77%	77%	74%	82%	83%
Biology	71%	70%	72%	74%	75%	72%
Mathematics	66%	65%	75%	70%	78%	74%

Source: [Summary Statistics for Attainment and Initial Leaver Destinations, 2019](#)

## Gender reassignment

Research suggests that trans young people experience high levels of bullying and harassment at school and at higher levels than LGB+ young people. [Stonewall \(2017\)](#) found from survey research that **64%** of trans interviewees were bullied at school. [LGBT Youth Scotland \(2017\)](#) found that **29%** of trans young people left education due to bullying compared to **20%** of LGB young people. Furthermore, **72%** of trans young people cited low self-efficacy as a barrier to achieving their career goals compared to **66%** of LGB young people.

There is an evidence gap in relation to the experiences and attainment of trans young people at school.

The [Participation Measure](#) shows that those living in the most deprived areas are less likely to be participating – **85.6%** compared to **96.9%** of those living in the least deprived areas. Those in the most deprived areas are less likely to be in education – **63.8%** compared to **84.6%** of those in the least deprived. However, the participation gap between those living in the 20% most deprived areas and those in the 20% least deprived areas has narrowed between 2016 and 2020.

**Figure 2.3** shows that pupils living in the most deprived areas are less likely to enter Higher Education as their **initial destination** compared to those from the least deprived areas.

Pupils from the most deprived areas consistently have lower levels of **attainment** than those in the least deprived areas. Over the past three academic years there has been significant attainment gaps between those who are the most deprived and the least deprived and this attainment gap becomes more severe at SCQF Level 5 and above ([Scottish Government, 2020a](#)).

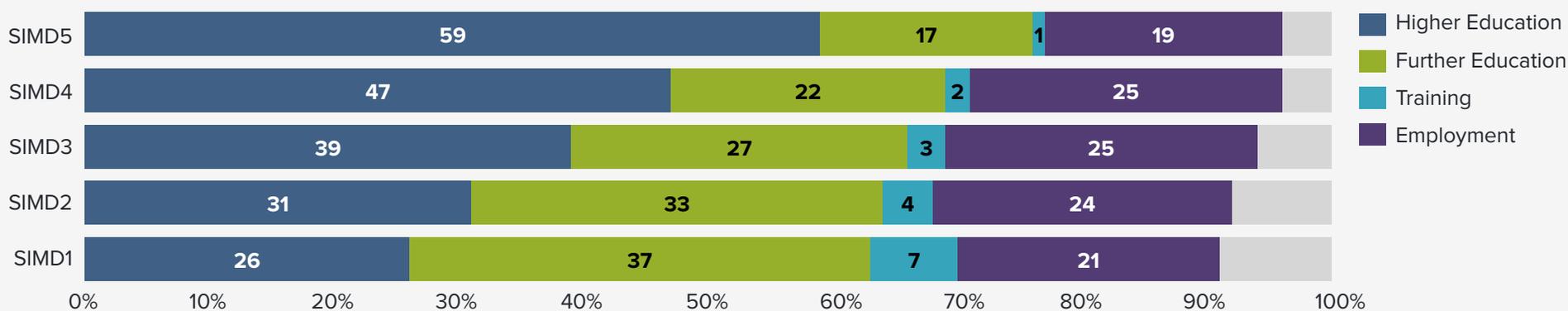
## Definitions of Poverty



Poverty can be defined in several ways:

- **Geography based** – Poverty can be measured by geography. The Scottish Index of Multiple Deprivation (SIMD) ranks Scottish postcodes between 1-10 to indicate how deprived the area is. This ranking is based on a range of factors, including average education levels of residents, crime levels, and housing quality (see [SIMD, 2020](#)). In this document SIMD 1 = most deprived and SIMD 5 = least deprived.
- **Income** – Income is widely used as an indicator for individual or household poverty. Households in the UK are classed as living in poverty if they are 60% below the median household income ([Scot Gov, 2017](#)).
- **Occupation** – The job that an individual has can be categorised hierarchically. The ‘NS-SEC’ measurement fits occupations into a scale of occupational prestige, which also broadly captures levels of pay too.

**Figure 2.3: Percentage of school leavers by initial destination category by SIMD, 2018/19**



Source: [Summary Statistics for Attainment and Initial Leaver Destinations, 2020](#)

Research indicates that social class is known to have a strong relationship with educational outcomes (Playford et al, 2016) and can influence life chances and long-term wage levels (Hayward et al, 2014; Naylor et al, 2015). As children progress through the school system, the gap between disadvantaged and non-disadvantaged children widens in terms of exam performance. Overall, at UK-level the gap between children’s educational performance by social class grows throughout primary and secondary education (Connolly, Sullivan and Jerrim; 2014).

Girls generally outperform boys at school in Scotland and the UK, regardless of social class with the worst performing gender/social class intersection being for boys living in the most deprived areas (Scot Gov, 2017a; Playford et al, 2016).

## Pregnancy and Maternity

Teenage pregnancy can have a severe impact on the education of mothers attending school, by interrupting schooling and possibly hindering the return to school. For example, UK Level statistics show that teenage mothers are 20% more likely to have no qualifications than older mothers ([Scottish Government, 2018](#)).

A strong correlation exists between deprivation and teenage pregnancy. However, pregnancies in young people aged under 20 in Scotland are at their lowest level since reporting began in 1994 ([Scottish Government, 2019](#)). Rates of pregnancy have reduced across all levels of deprivation in recent years, with those in the most deprived areas falling more. Those living in areas of highest deprivation still have pregnancy rates five times higher than those in the least deprived.

More evidence is needed on the impact of teenage pregnancy on education.

## Race

According to the [Pupil Census 2020](#), 83.3% of pupils were recorded as being White-Scottish or White-other British. The next largest proportions of ethnic backgrounds were White-Other (3.2%), White-Polish (2.3%), Asian Pakistani (2.1%) and mixed (1.5%).

The [Participation Measure](#) for 2020 for minority ethnic groups is 95.2% compared to 92% for those identified as white. Minority ethnic groups are more likely to participate in education at 87.5% compared to white groups at 71%. Figures from the participation measure demonstrate the dominance of education as a post 16+ choice for those from Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic groups.

**Figure 2.4** shows that minority ethnic groups are more likely to progress on to higher education than those from a white background ([Scottish Government, 2020a](#)).

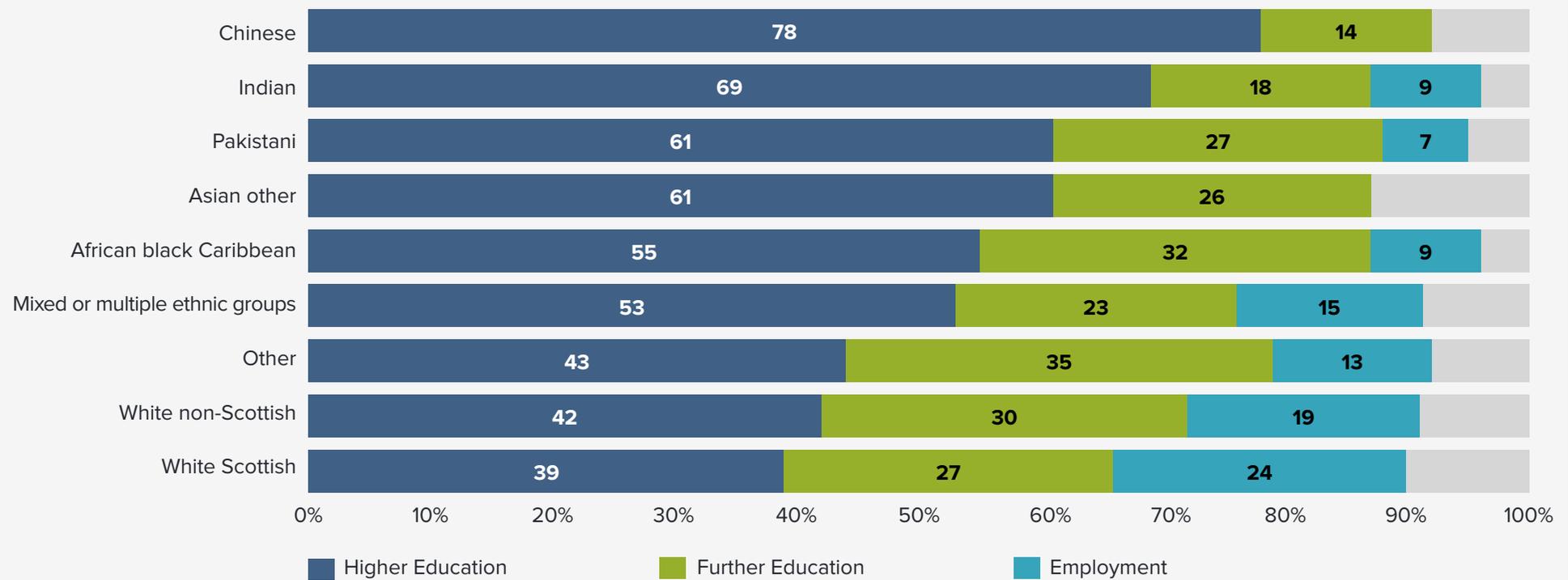
### Definitions of ethnicity



A range of definitions of ethnicity are used in administrative data, surveys and research reports. In this review the terms minority ethnic, ethnic minority, BAME, and BME are all used – depending on the definition used in the source data or research.

We use the term ‘minority ethnic’ wherever possible and when referring to people from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group, in line with reporting official statistics. We recognise that any one term will not resonate with everyone and we support everyone’s right to define themselves.

**Figure 2.4: Pupil destinations by ethnicity, 2018-2019, percentages**



Source: [Summary Statistics for Attainment and Initial Leaver Destinations, 2020](#)  
 (Categories do not add up to 100 in all case due to small sample sizes)

Pupils from minority ethnic backgrounds tend to have higher **levels of attainment**. Pupil attainment by ethnicity shows that those who identify as Asian - Chinese, Asian – Other and Asian – Indian are the highest performing groups in terms of the percentage of students with one or more SCQF Level 6 or better. While the Not Disclosed/Not Known,

All Other Categories and White – Scottish respondents have the lowest levels of attainment. Chinese pupils have the highest level of achievement across all ethnic groups, with **92%** achieving one or more awards at SCQF level 6 or better and white Scottish having the lowest at **60%** ([Scottish Government, 2020a](#)).

Gypsy/Travellers experience poor attainment and high levels of school exclusions ([EHRC, 2018b](#), [Khan, 2020](#)). The [EHRC \(2018b\)](#) highlight that only **10.4%** of Gypsy/Traveller school leavers achieved five or more qualifications at SCQF Level 5 over 2014/15 to 2015/16.

Figures for **Foundation Apprenticeships** show that 6.5% come from an minority ethnic background ([SDS Apprenticeship Equality Action Plan, 2020](#)).

## Religion or Belief

Limited evidence exists in relation to religion or belief at school. Information is available on denomination<sup>4</sup> but no detailed information on the religion or belief of school pupils.

## Sexual Orientation

Evidence on sexual orientation and school education is limited but highlights the impact of bullying and the negative outcomes this has on future education and career plans. A survey by [LGBT Youth Scotland \(2017\)](#) reported that **92%** of LGBTI young people experienced homophobic or transphobic bullying at school in the form of harassment, rumours, and social exclusion. In this survey **66%** of LGB young people cited low self-efficacy as a barrier to achieving their career goals and **20%** of LGB young people left school due to bullying and harassment. Nine percent of harassment was reported as coming from teachers rather than students.

[Stonewall \(2020\)](#) found that in the UK many LGBT+ young people encountered challenges in school which led to them being unable to engage in education. These included: homophobic and biphobic bullying, feelings of isolation and fears surrounding the exploration of their LGBT+ identity and coming out. [Stonewall \(2020\)](#) states that nearly all the LGBT+ young people interviewed experienced difficulties when coming out. Many also mentioned that there was a lack of LGBT+ inclusion and inadequate LGBT+ support.

### Impact of COVID-19 pandemic on schools



Evidence from the Scottish Government highlights that school closures due to COVID-19 are likely to widen pre-existing educational inequalities ([Scottish Government, 2020c](#)):

- The closures are likely to widen the **learning gap** between children from lower-income and higher-income families.
- Home learning is most challenging for children and young people experiencing socio-economic disadvantage and missed education risks creating a cohort of pupils who carry disadvantage throughout their lives.
- Disruption to schooling may have a particularly negative effect on Gypsy/Travellers, and further exacerbate the considerable inequalities in educational outcomes that they already experience.

<sup>4</sup> Roman Catholic and non-denominational

# 3. Further and Higher Education

## Key findings

- **Care experienced** young people are less likely to progress onto further and higher education.
- The representation of **disabled** students at college and university has improved, but disabled people continue to have lower levels of qualifications.
- **Gender imbalance** is an issue for certain subjects at college and university highlighting gender segregation.
- For many **trans** young people incidences of discrimination and bullying continue at college and university.
- Those living in the **most deprived** areas are least likely to progress on to higher education.
- **Ethnic minority** people progress on to higher education in large numbers, however, their experience and outcomes can differ.
- The experience of education for **LGB** young people tends to improve once at college or university.
- **Evidence gaps** exist in relation to the participation and outcomes of care experienced young people at college and university as well as for sexual orientation, gender identity, religion or belief, and pregnancy and maternity.

## Age

Younger age groups make up the majority of college and university students. Those age 16-24 accounted for **43%** of qualifiers at higher education institutions in 2018-19 ([SFC, 2020a](#)). At postgraduate level, as would be expected, the largest age profile is those age 25 to 29.

Overall in the UK older people are less likely to have a degree; in 2016/17 22% of those aged 55–64 had a degree-level qualification compared with 39% of those aged 25–34 ([EHRC, 2018a](#)).

## Care Experience

The proportions of care experienced students across the college and university sector are small but increasing. Across all levels of study at college and university the number of care experienced entrants has increased from **1,500** in 2015-16 to **2,070** in 2016-17 ([SFC, 2018](#)). At university the number of care experienced undergraduate full-time first degree entrants has increased from **160** in 2016 to **320** in 2018 ([SFC, 2018](#)). However, participation in further and higher education by care experience is only about half of that for the general population.

At all levels, care experienced students have lower success rates. There is a performance difference of 7.4 percentage points for retention at university; the largest gap at 13 percentage points is in successful completion of full-time FE courses at college ([SFC, 2018](#)).

A survey carried out by CELCIS of 500 care experienced young people in college and university in Scotland ([O'Neill, Harrison, Fowler, and Connelly, 2019](#)) highlighted the challenges care experienced students face. They identified the following:

- The importance of consistent relationships with a trusted member of staff.
- The impact of complicated personal lives impacting on the ability to access and stay on at college and university.
- For older students (age 26+) the importance of continued financial, emotional, support, advice and guidance was important to successful study.
- Practical support for accommodation and finance.
- The importance of placing care experience students at the centre of service design as processes and systems can feel bureaucratic and disempowering for some students.
- Care experienced students who are disabled or have caring responsibilities can face additional challenges and may need more support.

## Disability

College is a key destination for disabled school leavers. At college **27%** of those studying at further education level have a declared disability; at higher education level it is **18%** and at university **14%** of degree entrants have a known disability ([SFC, 2020b](#)). [McTier et al \(2016\)](#) report that in Scotland, 52% of those with a learning disability go on to college which is double the national average.

At the UK level disabled people are less likely to have a degree-level qualification – **19%** compared with **34%** of non-disabled people ([EHRC, 2018b](#)).

Students with a declared disability have lower rates of successful completion compared to the overall sector rate and this difference is more pronounced at HE level ([SFC, 2018](#)). In 2016-17, the retention of students with a declared disability was 1.8 percentage points lower than students with no known disability ([SFC, 2018](#)).

At college those subjects with the highest proportions of disabled students are family care and personal development, while at university it is combined studies. Disabled students are least likely to study engineering, medicine or architecture at Scottish universities ([SFC, 2020b](#)). At the UK level, Engineering and Technology had the lowest proportion of disabled entrants in 2018 to 2019 – only **8%** were disabled compared with **12%** of the wider student cohort ([UK Engineering, 2020](#)). UK Engineering states that such underrepresentation highlights the need for reasonable adjustments to be made to remove barriers to study.

The [Commission for Fair Access \(2019\)](#) highlighted key trends in relation to the participation and outcomes of disabled students in Scotland:

- Disabled people are still likely to be underrepresented at university.
- The number of first-degree entrants declaring a mental health condition/Autism Spectrum Disorder (ASD) has trebled over the last 5 years, now making up over 3% of first-degree entrants.
- Retention rates are lower for some disability groups, particularly for students in the mental health/ASD or multiple impairment groups.
- Degree outcomes for disabled students are slightly worse, while analysis suggests that socio-economic deprivation has a larger effect on degree outcome than disability status.

## Gender

At college the gender balance for enrolment in 2018-19 was **49%** male and **51%** female while at university women account for **59%** of students ([SFC, 2020a](#)).

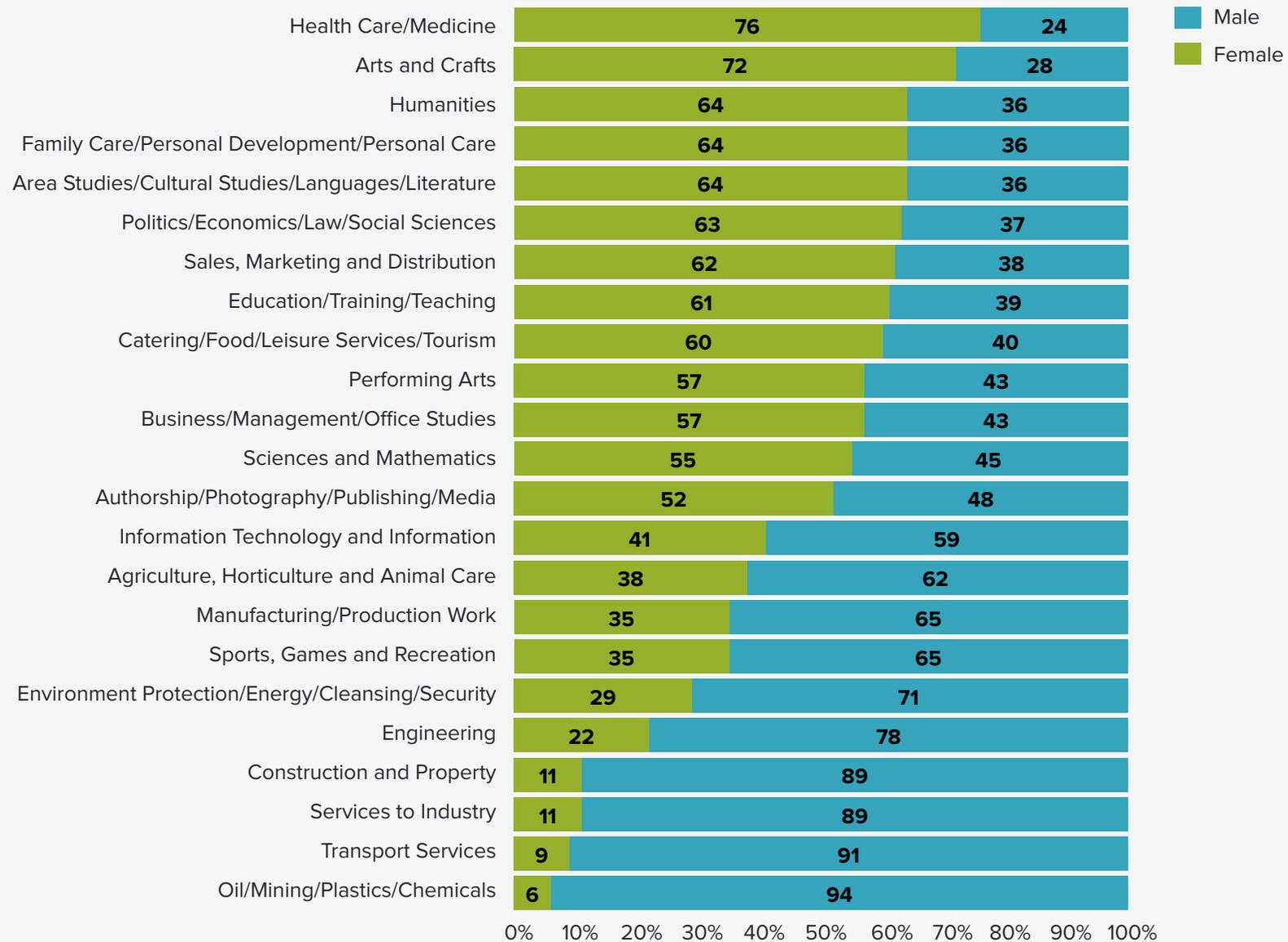
At both college and university there is gender imbalance by subject choice. **Figure 3.1** shows that at college, the top subjects for women are health care; arts and crafts; and humanities, while for men the top subjects are oil; transport services; and services to industry. **Figure 3.2** shows that at university the top subjects for women are veterinary science; education; and social studies, while for men it is engineering; computing; and architecture. These figures highlight a clear gender imbalance in subject choice which may impact on future labour market options.

## Gender reassignment

Trans students are more likely to continue to have negative experiences of education. [Stonewall \(2017b\)](#) outlines that trans students experience harassment and discrimination at university. They report that more than a third of trans university students have experienced negative comments or conduct from staff and 14% have considered dropping out or have dropped out of a higher education course due to harassment or discrimination from students and staff. Furthermore, [Stonewall \(2020\)](#) research highlights that trans students experience challenges while transitioning at university.

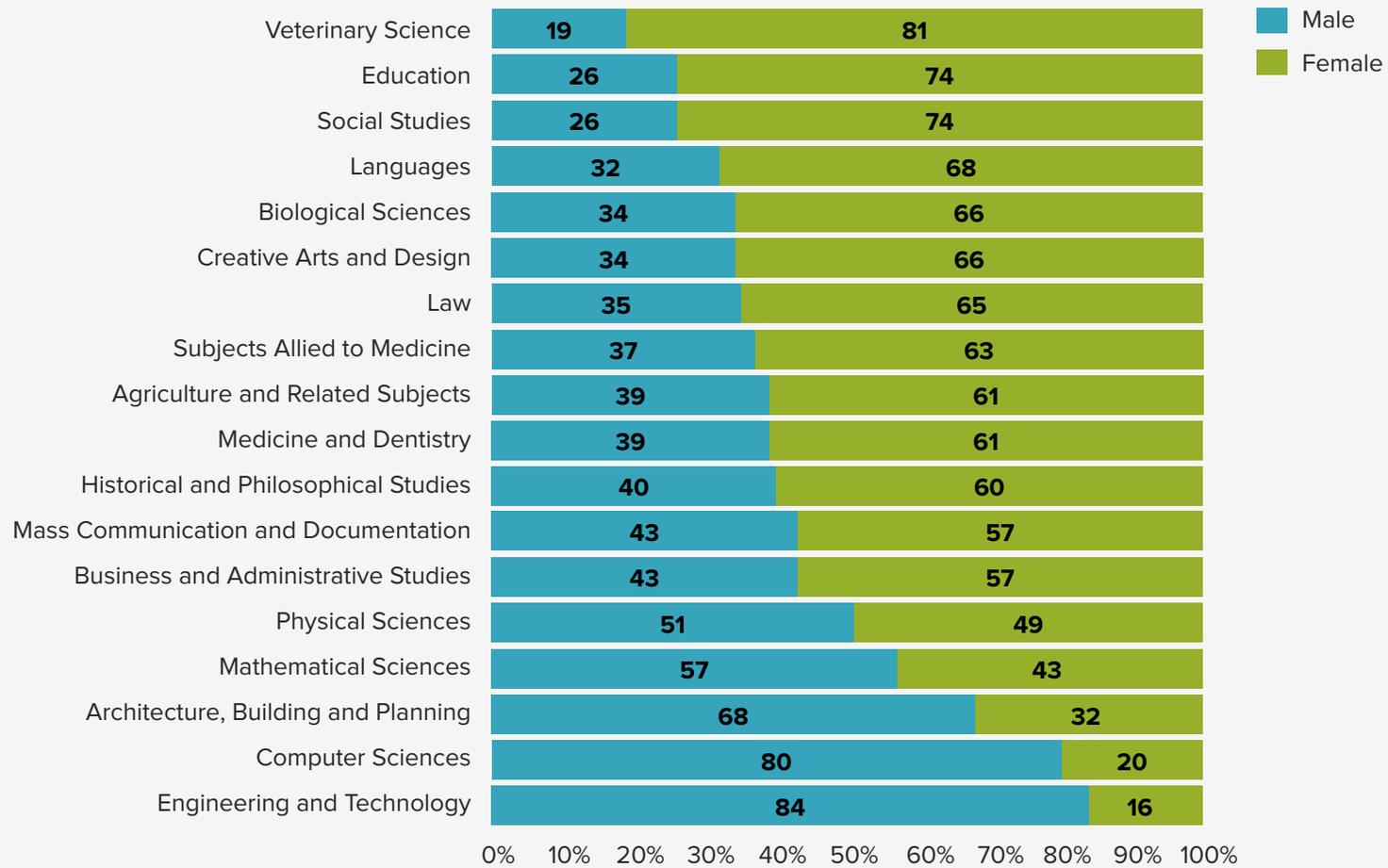
The lack of research on trans young people's experience at college and university is a significant evidence gap.

**Figure 3.1: Number of college enrolments by gender and subject choice 2018-19**



Source: SFC Infact query search

**Figure 3.2: Subject choice at for university entrants at Scottish Universities 2018-19**



Source: [SFC, 2020b](#)

## Poverty

Poverty impacts on participation and attainment in further and higher education. Those from the most deprived areas are more likely to attend college. At college in 2018/19 **25%** of full time undergraduate entrants came from **20%** of the most deprived areas, while **16%** of university full time first degree entrants were from **20%** of the most deprived areas ([SFC, 2020b](#)). The representation of those from most deprived areas at university has increased in recent years from **12%** in 2015/16 to **16%** in 2018/19.

At university those from the most deprived areas are most likely to study subjects allied to medicine and computer science and the least likely to study veterinary science; technology; physical sciences; and medicine and dentistry ([SFC, 2020b](#)).

Research highlights the additional barriers experienced by people from disadvantaged areas to HE study include (Sosu et al, 2016):

- Low academic attainment and grade-based admissions.
- Cost of university study and perceptions about debt burdens.
- Subject choices made at school – for example students from poorer backgrounds are less likely to study subjects that facilitate entry into university, such as English, maths, science ([lanelli and Klein, 2015](#)).
- Confidence and fears regarding ‘fitting in’.
- Family knowledge and understanding of HE.

At the postgraduate level students from deprived areas are less likely to progress to postgraduate study, or gain a professional job after completing a PhD ([Scottish Government, 2020d](#)).

## Pregnancy and Maternity

Young parents are likely to face additional challenges in the further and higher education system. For example, findings from the Growing Up in Scotland survey ([Scottish Government, 2014](#)) suggest that mothers under 20 are more likely to experience socio-economic disadvantage; lower qualification levels; lower employment levels; and lower income, when compared to mothers in older age groups.

A lack of data and evidence exists in relation to further and higher education participation and outcomes of young parents.

## Race

At college BME students accounted for **7%** of full time FE and HE students and 8% of first degree students at university in 2018-19 ([SFC, 2020b](#)).

At college the subjects with the highest proportion of BME students is Area Studies, Culture and Language (SFC Infact database) while at university it is Medicine and Dentistry ([SFC, 2020b](#)).

Minority ethnic groups are more likely to enter university than white British regardless of their background ([EHRC, 2018](#); [Zwysen and Longhi, 2016](#)) and more likely to hold a degree level qualification ([McGregor-Smith Review, 2017](#)). However, participation, attainment, outcomes and experiences at university differ by ethnic groups and may partly explain poorer labour market outcomes. Pakistani, Bangladeshi, black African and black Caribbean students on average graduate from less prestigious universities than their white British peers, while Indian and Chinese students graduate from better universities ([Zwysen and Longhi, 2016](#)).

In terms of **attainment** ethnic minority students are less likely to get a First or 2:1 in their degree compared with white students and are less likely to be in work or further study after graduation ([EHRC, 2018a](#)). Degree attainment also differs by ethnic background:

- **13%** of white British and Chinese students graduate with first-class honours, but only **5%** of black graduates ([Zwysen and Longhi, 2016](#)).
- Among ethnic minority engineering and technology qualifiers in the UK, **73%** achieved a first or upper second degree in 2018/19, compared with **83%** of White qualifiers ([UK Engineering, 2020](#)).

Those from minority ethnic backgrounds have a higher uptake of **STEM** subjects than those from white backgrounds. However, disparities exist in the uptake of STEM subjects across ethnic groups. [Zwysen and Longhi, \(2016\)](#) found that in the UK Chinese, Indian, Pakistani and Bangladeshi graduates are more likely than white British to study a STEM subject and black Caribbean and black African graduates are least likely.

Whilst at university BME students are less likely than white students to have spent time working in an area relevant to their courses before starting; those in their final year were less likely to have undertaken a placement and/or an internship as part of their course ([Forson et al., 2015](#)).

Following graduation there are differences in outcomes. [CRER \(2020\)](#) highlight that white Scottish graduates are more likely than BME graduates to be in fulltime employment. [Khan \(2020\)](#) notes that in the UK black people are more likely to be unemployed two and a half years after completing a degree.

The [UK Council for Graduate Education](#) notes that BAME representation is a persistent problem at postgraduate research level. The proportion of BAME students enrolled in UK HE in 2018/19 drops from **25%** at undergraduate level to **18%** at postgraduate research level.

Outcomes for Gypsy Travellers in Scotland are poor. [The Traveller Movement \(2017\)](#) reports that those from a traveller background face bullying and discrimination at every level of the education system, including prejudice at college and university.

It should be noted that there is a significant crossover between ethnicity and social class in terms of disadvantage. Ethnic minority students are more likely to come from socially deprived communities. More than a quarter of ethnic minority students in universities come from the most deprived areas compared with 14.9 per cent of white students ([Commissioner for Fair Access, 2020](#)).

## Religion or Belief

Limited evidence is available on the relationship between religion or belief and educational outcomes. The 2011 census provided some insights, but this is now largely out of date. The next census will be carried out in 2022 and therefore there is currently an evidence gap in relation to religion or belief in further and higher education.

## Sexual Orientation

College or university is seen by many LGB+ individuals as a more positive environment than school with incidences of bullying and harassment being much lower. However, the experience of college or university is not always positive and bullying and harassment remains an issue for some. Negative occurrences at university can impact upon LGB+ people's experience of higher education, and employment opportunities (Formby, 2015). For example, evidence from NUS (2016) suggests that LGB+ students are more likely to consider dropping out than heterosexual students. They found that more than half of LGB+ respondents cited the feeling of not fitting in as the main reason for considering dropping out.

[Stonewall \(2020\)](#) highlights that some LGB+ young people felt that they had to go back into the closet when they started college, or they struggled with an uncomfortable new environment that was not inclusive of LGB+ identities. The lack of structure led to homophobic, biphobic and transphobic behaviour to go unchecked. A university environment that was not LGB+ inclusive was also described by participants as having a negative impact on their mental health, as well as their attendance and ability to finish their degrees.

## Young Carers

- Around 7% (93,000) of young people in Scotland have caring responsibilities<sup>5</sup>. This is likely an underestimate because of young people not identifying themselves as a carer (Scottish Government, 2017).
- In Scotland, caring has been found to be associated with poverty and poorer health and well-being (Watt, et al, 2017).
- Being a young carer can impact on **education** (Scottish Government, 2017). Young adult carers can face barriers to further and higher education including missing learning, low attainment, isolation, having restricted social networks, and poorer health ([Learning and Work Institute, no date](#)). It has been found that nearly a third of young adult carers had dropped out of university because of their caring role due to financial difficulties and balancing caring responsibilities with study (Sempik and Becker 2014).
- Young adult carers face multiple barriers to **employment** including: finding a job which is not too far to travel and which has flexible hours so they can continue to care; ongoing caring commitments having a substantially disruptive effect on workplace attendance; and having a manager who is not supportive (Sempik and Becker, 2014).
- Caring can have a **positive impact** on young people by providing a sense of worth and developing positive values such as nurturing, endurance and sympathy. It can help them develop life skills; gain transferable skills such as communication, time management and budgeting skills as well as being self-motivated and independent (Sahoo and Suar, 2010). However, the extent to which these positive effects of caring are realised is dependent on whether young carers have family support and are recognised as a young carer (Scottish Government, 2017; Cassidy et al, 2014).

<sup>5</sup> A carer is anyone who cares, unpaid, for a friend or family member who cannot manage without their support, due to illness, disability, a mental health condition or substance misuse. The term young carer applies to someone aged 18 or under and young adult carer applies to someone aged 16 to 25 years.

## 4. Labour Market

### Key findings

- **Younger** and **older workers** are the most disadvantaged age groups in the labour market. Both groups are more likely to be unemployed and face barriers to entry and progression in work.
- Gaps in evidence exist in relation to the experience of work for **care experienced** young people.
- **Disabled** people are less likely to be in work and can face significant barriers in the labour market.
- **Women** are still underrepresented in many areas and levels of the labour market.
- **Gender identity** can be an issue for trans employees especially for those who are transitioning.
- Despite **ethnic minority** groups performing well educationally, labour market outcomes still do not match the rest of the population.
- **Poverty** is linked to low pay and low skilled work. In-work poverty is increasing.
- **Pregnancy** can have a negative impact on labour market participation in terms of discrimination, loss of pay, loss of status and a lack of career progression.

- For **Religion or Belief** available evidence suggests Muslims face the greatest barriers and have the lowest levels of labour market participation.
- For **sexual orientation**, bullying and harassment at work can be an issue and LGB+ individuals may avoid certain occupations. Conversely the evidence highlights the positive impacts of LGB+ friendly workplaces.

### Age

Those at the younger and older ends of the labour market tend to face the most labour market disadvantages.

Evidence suggests that young adults' experiences of employment have changed in recent years. Young People stay in education longer, start work later and early experiences of work are more likely to be characterised by short term contracts, low paid work and precarious employment ([Scottish Government Social Research, 2017](#), [EHRC, 2018a](#), [IES, 2021](#)).

Those in younger age groups are less likely to be in employment - the employment rate for those age 16 to 24 in Scotland in 2019 was **58%** ([Scottish Government 2020d](#)).

**Youth unemployment** can have several negative consequences. Young people who experience unemployment face higher risks of unemployment and lower wages over the long term and can struggle

to progress in the labour market (Bell and Blanchflower, 2011; [IFS, 2020](#)). In addition, unemployment at an early age has been found to be particularly harmful to young people's mental health.

Older workers are less likely to be in work when compared to the rest of the population. However, in Scotland the employment rate for those aged 50 to 64 years increased from **65%** in 2009 to **71%** in 2019. Women accounted for nearly two thirds of the increase in employment level for those aged 50 to 64 ([Scottish Government 2020d](#)).

The numbers **over 65** still in employment continues to increase. In 2019, 89,100 people aged 65 and over were in employment in Scotland, nearly two thirds more than ten years ago. The most common reason for working past the age of 65 years was overwhelmingly being "not ready to stop working" reported by 59% ([Scottish Government 2020d](#)).

Older people who fall out of the labour market are much less likely to find work again than younger people (Department for Work and Pensions, 2014). Older workers can face negative attitudes in the labour market from employers and colleagues. Negative attitudes towards older workers include perceptions that older workers are less productive than younger workers; are less adaptable to technological changes; less able to learn new things; less motivated; resistant to management; and prone to untreatable and work-limiting conditions. Older workers are more likely to carry on working if there is flexibility of working arrangements such as the opportunity to work from home, working part-time and flexible working hours.

### Impact of COVID-19 pandemic on young people



The pandemic has had a significant impact on younger age groups. Even before the pandemic younger people were less likely to be in work and more likely to be insecure employment and more likely to be in low paid employment

Young people have been hit particularly hard by the labour market fallout from the pandemic, accounting for nearly half of the total fall in employment despite only representing one in nine of those in work ([IES, 2021](#)). In addition, young people are more likely to be in 'hard-hit' sectors such as hospitality and non-food retail.

Young people are especially vulnerable to unemployment and long-term employment 'scarring'. [The Institute for Fiscal Studies \(2020\)](#) highlight that the pandemic may impact the long-term career prospects of young people. Declining opportunities in shutdown sectors will make it harder for younger people to take the first step on the career ladder, and reduced job opportunities will make it harder for them to move on to higher paying occupations.

It has been suggested that many young people will benefit from the recovery, when it comes, as restrictions are eased and as those sectors that employ large numbers of young workers start to reopen more fully ([IES, 2021](#)).

## Care Experience

Once care experienced young adults leave education there is a lack of evidence on their labour market outcomes. Routine data that is collected about the Scottish or UK population has not traditionally recorded whether adults are care experienced. This is a significant gap in evidence.

[Harrison et al \(2020\)](#) highlight a number of barriers facing care experienced young people transitioning from higher education to the labour market. These include an absence of informal support networks which can provide access to job opportunities; unstable accommodation; financial pressures; mental and other health issues; and societal stigma.

SDS has recently begun to collect apprenticeship data on care leavers. Data for Q3 2020/21 shows that 1.7% (174) of MA starts self-identified as care experienced ([SDS Modern Apprenticeship statistics Q3, 2020/21](#)). SDS has secured an increase in funding contributions to MA providers working with care experienced young people up to their 30th birthday. This also allows care experienced young people aged 20-29 to access apprenticeship frameworks that may otherwise be restricted to 16 – 19 year olds ([SDS Corporate Parenting Plan](#)). However, the [Apprenticeship Equality Action Plan, 2020](#), highlights that many care experienced young people face additional barriers when moving into employment.

## Disability

Although disability is common, with one in four of adults born in Scotland classed as having a disability, the evidence suggests that disabled people face multiple disadvantages in the labour market.

The number of **Modern Apprenticeship** starts identifying as disabled in Q3 2020/21 was 12.4% ([SDS Modern Apprenticeship statistics Q3, 2020/21](#)). Although this demonstrates good progress wider evidence does indicate disabled young people face multiple barriers in entering and progressing in employment.

Disabled people have lower levels of employment. The **employment rate** in Scotland in 2019 for those classed as disabled under the Equality Act 2010 was **49%** compared to **82%** for non-disabled people, giving an employment rate gap<sup>6</sup> of 33 percentage points. The disability employment gap is lower for women (28 percentage points) than men (38 percentage points). In addition, the disability employment gap is lower for young people and increases with age, with the gap being highest for those aged 50 to 64 years, for both women and men ([Scottish Government 2020d](#)).

Labour market outcomes vary according to disability. The employment rate for people with a **learning disability** is particularly low. [McTier et al \(2016\)](#) highlight that in Scotland the employment rate for people with a learning disability is in the range of 7% to 25%. UK figures from the Labour Force Survey ([ONS, 2019](#)) show differences in employment rate by disability:

- Disabled people with disfigurements, skin conditions or allergies are most likely to be in work at **72%**. Those with severe or specific learning difficulties are least likely to be in work at **18%**.
- For all disabled people in work in 2019, more than half had musculoskeletal or mental health as their main impairment.
- More than one in five working disabled people cited a mental health condition as their main cause of disability.

<sup>6</sup> The disability employment gap is the difference between the employment rates of disabled people and non-disabled people.

Disabled people are more likely to work part time than non-disabled – **34%** compared to **23%**. In addition, disabled people are less likely to work in higher managerial positions – **26%** compared to **32%** ([ONS, 2019](#)).

Disabled people are more likely than non-disabled people to work in low-pay occupations – **37%** compared to **29%** in 2016/17 ([EHRC, 2018b](#)) and disabled people tend to be paid less than non-disabled people. For example, in 2016/17, the median hourly earnings for disabled people was £9.89 compared with £11.63 for non-disabled people, representing a disability pay gap of 15% ([EHRC, 2018b](#)).

In the workplace it has been highlighted that there is an increased need for flexibility in working patterns by disabled people and that relatively inflexible employers drive disabled people into part-time work ([Longhi, 2017](#)).

## Gender

Women's experience and participation in the labour market differs to that of men.

For apprenticeships in Scotland, men comprise the majority of MAs. For Modern Apprenticeships, the figures for Q3 2020/21 show that **38%** of starts were female and **62%** male ([SDS Modern Apprenticeship statistics Q3, 2020/21](#)). [The SDS Apprenticeship Equality Action Plan 2020](#) highlights that the uptake of apprenticeships tends to reflect the demographics of the wider workforce in each sector. For example, in the biggest occupational grouping of construction, 2% of apprentices are female. However, the number of female starts in construction and engineering are the highest in six years.

## Impact of the COVID-19 pandemic on disabled individuals



Disabled people have a higher share of employment in shut down sectors including distribution, hotels and restaurants. Previous recessions have had a disproportionate negative impact on the labour market outcomes of disabled people.

Disabled workers are significantly more likely than non-disabled workers to have been temporarily away from work or working fewer hours during lockdown. Longitudinal analysis finds that disabled people were less likely to have returned to working normally in the third quarter of 2020 ([IES, 2020](#)).

The negative impact of COVID-19 on mental health and wellbeing has been felt most by individuals with existing conditions and those who face inequalities. Mental health in the UK worsened by 8% on average as a result of the pandemic and by much more for young adults and for women. New mental health problems have developed because of the pandemic and **two thirds** of adults have reported that existing mental health problems have worsened. Frontline workers are more likely to report their mental health has declined.

It has been suggested that if more jobs and education continue to be available at either a partly or fully work-at-home basis, this may make them more viable for some disabled people.

Women are less likely to be in employment than men with an employment rate in 2019 of **72%** compared to **77%** for men. Women are less likely to be **unemployed** – 4.2% compared to **4.9%** for men. Women are more likely to work part time with **41%** of women working part time compared to **12%** of men ([Scottish Government 2020d](#)).

## Impact of COVID-19 pandemic on apprenticeships

The [Q3 2020/21](#) statistics highlight that the COVID-19 pandemic has had a significant impact on MA starts. For example, following a long period of consistent and sustained growth in MAs over the last decade, the number of MA starts for 2020/21 is around 50% lower than 2019/20. Evidence suggests that young people, women, ethnic minorities and disabled people are likely to see the biggest negative impacts.

The **occupational segregation** of both men and women in certain kinds of jobs and in different levels of employment remains a key labour market issue. Women tend to be disproportionately affected by occupational segregation, impacting on their potential pay and career progression. [Close the Gap \(2018\)](#) argue gender segregation is a 'cradle to labour market' problem, ingrained in the education and skills pipeline, starting in early years and resulting in women's concentration in undervalued, stereotypically female low-paid jobs and sectors such as care, cleaning and admin. [Close the Gap \(2018\)](#) state that efforts to reduce occupational segregation have been overwhelmingly focused on increasing the number of girls and women in STEM but there has been no work to address the inherent undervaluation of female-dominated work, such as care.

Women in Scotland are underrepresented at higher levels and men are overrepresented in positions of authority and influence ([Engender, 2020](#)). For example, in Scotland women account for 4% of CEOs in top businesses, 36% of public body executives; 32% of university principles; 13% of senior police officers and 0% of CEOs of Scotland based FTSE 100 and 250 companies. [Engender \(2020\)](#) highlight that the underrepresentation of women means that women's views and perspective are therefore not being taken into account at higher levels.

Women are affected by low pay and the **gender pay gap**. Overall, women can expect to earn significantly less than men over their entire careers. The gender pay gap in Scotland for full-time workers in 2018 was at **5.7%** and the pay gap for all employees, full-time and part-time, was **15%** ([Scottish Parliament SPICE briefing, 2019](#)). This is lower than the UK figure of 17.9%. Women's low pay is the interplay of a number complex factors including concentration in low paid and low skilled sectors; underrepresentation in senior management and leadership roles; overrepresentation in part time work; underrepresentation in higher paid STEM sectors; being more likely to take on caring responsibilities; and being less likely to work overtime ([Scottish Parliament Spice briefing, 2018](#))

A survey carried out by Equate ([Equate, 2020](#)) on intersectional discrimination in STEM identified multiple discriminations facing women. Findings from this survey highlighted that women with caring responsibilities; BME women; LGBT, and disabled women felt less confident in reporting discrimination and felt less satisfied with their employers' efforts on inclusion.

## Gender reassignment

Evidence is limited on the experience of work for trans workers.

No data is currently available on MAs and gender reassignment. This information is now being collected internally and will be available in the future.

A survey conducted by [Stonewall \(2020\)](#) of LGBT workers reported that trans workers are more likely to experience harassment and discrimination than the wider LGBT population, with 39% reporting negative comments or conduct from colleagues and 6% reporting being physically attacked in the workplace.

## Impact of COVID-19 pandemic on gender



Women are overrepresented in **locked-down sectors**, such as hospitality, accommodation, and food services, compared with men. These are the sectors most likely to be impacted by job losses due to their uncertainty to recover. Women are also more likely to be employed in **critical sectors**, such as health care.

Women are more likely to work part-time, less likely to be in secure employment, earn less on average than men and are less likely to be eligible for sick pay. Hence, a reduction in income due to job losses or furloughing may be particularly harmful.

**Women** are more likely to provide unpaid care, impacting their ability to do paid work. This has been exacerbated during the lockdown with women in the UK typically providing at least **50%** more childcare.

**Working from home** is possible in female-dominated sectors, like education, whereas it is not possible for male-dominated sectors like construction.

Changes in social norms, employment flexibility and home working may result in improved equality in gender roles in the home. For example, it has been reported that childcare roles are likely reversed in households where the mother works in a critical sector, or where the father was unable to work due to working in a sector that had been shut down.

Stonewall (2018) found that trans individuals faced a significant amount of harassment, discrimination and violence. For instance,

- **12%** of transgender respondents have been physically attacked by customers or colleagues in the past year because of their gender identity.
- **21%** of trans people said that they would not report transphobic harassment or bullying in the workplace.
- **31%** of non-binary and **18%** of transgender people said that they did not feel comfortable wearing clothes that represented their gender identity at work.
- **18%** of trans respondents reported not being called by the correct name and pronoun at work. This heightened level of discrimination leads in turn to over half of trans respondents not feeling comfortable identifying as such in the workplace.

Survey research from the [CIPD \(2021\)](#) of 193 trans workers highlights that **55%** of trans workers said they had experienced conflict at work in the last 12 months; higher than heterosexual and LGB+ workers. A separate survey of 193 trans workers highlighted that **26%** were not open about their gender identity at work ([CIPD, 2021](#)).

The benefits of employing and supporting trans employees are highlighted by [Stonewall \(2016\)](#). For example, changing gender roles can require the use of a range of transferable skills including communication and negotiation, confidence to make difficult decisions, organisational skills and innovative approaches to problem solving. Supporting a trans employee demonstrates an organisation's commitment to equality and diversity which can help attract and retain skilled workers. It also enhances the reputation of the organisation with trans customers, clients and service users.

## Poverty

Those living in the most deprived areas are less likely to be in employment. The **employment rate** for the 20% most deprived areas in Scotland in 2018 was **63%** compared to **79%** for the least deprived ([Scottish Government 2020d](#)). Over time, the 20% most deprived areas of Scotland have consistently had the lowest employment rates ([Scottish Government 2020d](#)).

In-work poverty, where adults receive a wage but not enough to keep them out of poverty, has been rising in the last decade ([JRF, 2021](#)). It should be noted:

- Most of those in poverty live in working households.
- In-work poverty is associated with low pay; part time work; self-employment; temporary and insecure work. Low paid workers are more likely to have lower levels of qualifications; more likely to work part-time; less likely to have a permanent contract; tend to be younger; and more likely to be in the elementary, sales and customer service, or caring, leisure and other service occupations.
- In Scotland, it is estimated the proportion of workers in in-work poverty is **10%**. Workers in the food and wholesale and retail face the highest in work poverty rates by industry ([JRF, 2020](#)).

### Poverty and the impact of the COVID-19 pandemic



- COVID-19 has had a differential impact on the labour market with the impact of the crisis are being felt more heavily by **low paid workers** – exacerbating their precarious position in the labour market.
- Those in some of the most critical roles – social care, deliveries, warehouses – are those likely to have **less secure forms of work**, characterised by unpredictable hours and pay and few protections for times of sickness or emergencies.
- **Fluctuating incomes and few benefits** to rely on in times of crisis causes stress. Tight budgets are even harder to manage, and it is much harder to move out of poverty.
- One of the emerging findings of the impact of the COVID-19 crisis is that **earnings losses and unemployment** have been more likely to affect those with less secure work arrangements.

- The burden of in-work poverty falls disproportionately on the shoulders of young people. **53%** of 18-24 year-olds in Scotland earned less than the 'living wage' in 2016, compared to **20%** of all adults (Scot Gov, 2017).
- Those in working poverty are more likely to be women, non-white, living in the private rental sector and to have children, compared to both the general population and all those in poverty. In addition ethnic minority households account for **4%** of the general population, but they make up **7%** of all people in poverty and **10%** of all people in working poverty ([Scottish Government Communities Analysis Division, 2019](#)).

## Pregnancy and maternity

**Pregnancy** can have a negative impact on labour market participation in terms of discrimination, loss of pay, loss of status and a lack of career progression.

Being a teenage mother can be linked to poor labour market outcomes (Scottish Government Social Research, 2017). Young mothers have a particularly high risk of poverty and severe poverty compared to all adults. Analysis of data from the Growing up in Scotland (GUS) study found that compared to mothers aged 25 and over, those aged under 20 were less likely to be employed (**21%** vs. **83%**), and more likely to be in the lowest income quintile (**72%** vs. **12%**) and to live in the most deprived areas ([Scottish Government, 2014](#)).

Lone parents are at the most risk of in-work poverty ([JRF, 2021](#)). They are also more likely to be women, work in low paid sectors, work fewer hours and be restricted by childcare and transport.

Evidence suggests that starting a family can have negative long-term consequences on women's labour market participation. Women with children are more likely to suffer significant pay penalties; have their career progression halted; withdraw from full-time work to care for children; stay at the same level of job for several years; and choose more flexible working patterns ([Government Equalities Office, 2019](#)).

Evidence presented by the Women's Employment Summit, (2014) for Scotland notes that women returning from maternity leave and looking after young families are often seeking part-time work which may be in low-skilled employment with little training or prospects of progression. In addition, limited high-skilled part-time opportunities means women may have to "downgrade" their employment to jobs where their skills are not fully used.

Supporting pregnant women and those on maternity leave is seen as benefiting organisations as it increases staff retention; creates better morale among employees and is seen as the responsibility of employers to support staff ([BIS and EHRC, 2015](#)).

No data is currently available on apprenticeships and pregnancy and maternity. This information is now being collected internally and will be available in the future.

## Race

The Scottish Government **Race Equality Framework** states that despite high attainment at school and rates of entry into further and higher education after school, statistically, ethnic minority people are not receiving the labour market advantages which should be expected from their positive educational outcomes (also see [EHRC 2018a](#)).

Minority ethnic people are underrepresented in Modern Apprenticeships. Data for Q3 2020/21 shows that **2.7%** of MA starts self-identified as being from a Mixed or Multiple; Asian; African; Caribbean or Black; or Other ethnic group ([SDS Modern Apprenticeship statistics Q3, 2020/21](#)). This shows an increase from **1.6%** in 2015/16.

Minority ethnic people are less likely to be in employment. In Scotland the employment rate for the ethnic minority population in 2019 aged 16-64 was **59%** compared to the white population with an employment rate of **76%** ([Scottish Government 2020d](#)). Employment rates are lower across all ethnic groups and especially for women. For example the economic activity of Bangladeshi women is under **50%** ([Fraser of Allander Institute, 2020](#)).

## Impact of COVID-19 pandemic on minority ethnic groups

Evidence highlights a disproportionate economic impact from the lockdown on minority ethnic people, compounding existing social inequalities. Even before the pandemic minority ethnic individuals were more likely to be **unemployed or employed in precarious work** than their white counterparts.

Minority ethnic workers are more likely to work in some 'shut down' sectors, particularly hospitality, and less likely to have savings to rely on ([SG, 2020c](#)). In addition, larger proportions of minority ethnic individuals, particularly Pakistani men, are self-employed and will likely forego income during lockdown.

Workers from Mixed or Black backgrounds were slightly more likely than White workers to have been temporarily away from work or working reduced hours. Asian workers are overall less likely to not be working normally. Within the overall Asian population, workers from Pakistani backgrounds were more likely than White workers to have not been working normally ([IES, 2020](#)).

Minority ethnic people comprise significant portions of several key sectors who have continued to work throughout the pandemic. For example, BAME workers comprise 18% of the NHS staff and around 41% of all UK doctors. As key workers in hospitals, they have faced a disproportionate exposure to those infected with COVID-19 and were among the first fatalities.

Employment rates vary across ethnic groups. In Scotland Pakistani and Bangladeshi groups have the lowest employment rates at **49%** ([CRER, 2020](#)). UK data shows that in the UK the Pakistani and Bangladeshi employment rate is **54%** compared to **73%** for Indians and white British (Khan, 2020).

Minority ethnic people are overrepresented in certain sectors (see [Khan, 2020](#), [EHRC, 2018b](#)). They are proportionately more likely to work in the Accommodation and Food Services sector than the white population, which is predominantly a low paid sector ([Fraser of Allander Institute, 2020](#)). In addition, minority ethnic people are underrepresented in managerial and senior positions in business ([McGregor-Smith Review, 2017](#)).

Minority ethnic people are more likely to be in low paid work and living in poverty due to lower wages, higher unemployment and higher levels of part time work, they are also more likely to be self-employed ([CRER, 2020](#); [Khan, 2020](#)). In Scotland in 2019 the ethnicity pay gap was **10.3%** ([ONS, 2019](#)). Again, there are differences by ethnic group. White British people, White Irish people and Indian people were more likely to work in high-pay occupations in 2016/17, while Black people and those in the Other White group were more likely to work in low-pay occupations ([EHRC, 2018b](#)).

In the workplace, results from the [Scottish Household Survey](#) show minority ethnic people are more likely to have experienced discrimination. **17%** of minority ethnic respondents said they had experienced discrimination in the last 12 months compared to **8%** of white respondents.

Recruitment processes can also make it harder for some minority ethnic people to enter the workplace as there may be an under-recognition among employers of minority ethnic employees' skills and experience, reducing their chances of employment or further progression when in work ([Hudson et al., 2013](#)). Progression for minority ethnic people can be restricted if progression is through informal networks, if there is a lack of minority ethnic role models or mentors at higher levels within organisations who might provide support and advice, or if there is a gap between equality and diversity policies and practice in the workplace ([Hudson et al., 2013](#)).

Furthermore, [Khan \(2020\)](#) highlights research that found that people with Asian or African sounding names were less likely to get job interviews.

For Gypsy/Travellers, [The Traveller Movement \(2017\)](#) reported that discrimination in employment manifested itself in a number of ways, including discrimination in recruitment and career progression, losing a job after revealing their identity, and hiding ethnicity.

Recent research published by [Close the Gap \(2019\)](#) highlights the complex intersection of inequalities faced by BME women in the labour market. Their research highlights that many BME women face racial discrimination and bias in the labour market which negatively impact on their outcomes. They found that BME women are more likely to face microaggressions from colleagues that include being treated as less intelligent and stereotypical assumptions about the positions they hold. In addition, [CRER \(2020\)](#) highlight that BME women in Scotland continue to face barriers in accessing the labour market, including racist and sexist attitudes and discrimination.

## Religion or Belief

Limited evidence is available on the relationship between employment and religion or belief. However, evidence does suggest that **Muslim workers** are at a disadvantage. For example in the UK:

- Muslims have significantly lower median earnings (£9.19) than those of no religion or Christians (both £11.39). The pay gap between Muslims and those of no religion was as high as 19.3% ([EHRC, 2018b](#))

- Unemployment rates for Muslims are more than twice that of the general population (**13%** compared to **5%**) and 41% are economically inactive, compared to 22% of the general population.
- The disadvantage is greater still for Muslim women who represent **65%** of economically inactive Muslims. It is suggested the reasons behind this include discrimination and islamophobia, stereotyping, pressure from traditional families, a lack of tailored advice around higher education choices, and insufficient role models across education and employment (see [EHRC, 2018b](#) and [Women and Equalities Committee, 2016](#)).
- Research based on the Labour Force Survey data highlights that Muslim women in the UK are more likely to be unemployed or economically inactive ([Khattab and Hussein, 2017](#)). They also found that White-British Christian women had the highest employment levels at **68%** compared to first generation Muslim Bangaldeshi women at **15%**. This research notes that although Muslim women face disadvantages within the labour market, this varies by their migration status and ethnic background as well as the intersectional identities of Muslim women and the stereotypes that are linked with them.

No data is currently available on MAs and Religion or Belief. This information is now being collected internally and will be available in the future.

## Sexual Orientation

An evidence gap exists in relation to sexual orientation in work. However, survey and qualitative research do provide some insights.

Limited data is available about apprenticeships and sexual orientation. This information is now being collected internally and will be available in the future.

[Stonewall \(2020\)](#) highlight several challenges facing LGBT+ individuals at work including experiences of anti-LGBT+ abuse and language; gendered workplaces and those that are not LGBT+ inclusive; and poor mental health support at work. These issues were further compounded by limited job opportunities, which led to unsatisfying work, and little progression within job roles.

Evidence indicates that once in the workforce, barriers remain in the form of harassment and discrimination ([Hudson-Sharp and Metcalf, 2016](#)). [Stonewall \(2018\)](#) found that LGBT+ staff experience significant discrimination, harassment and violence in the workplace. For instance survey evidence identified that:

- **35%** of LGBT+ workers had hidden or disguised their sexuality in the past year because they were afraid of discrimination.
- **18%** of LGB people are not open about their sexuality in the workplace, compared to 38% of bisexual individuals who were not open about their sexuality in the workplace.
- **18%** LGBT+ staff have been the target of negative comments or conduct by work colleagues in the past year due to their LGBT status.

- **18%** of LGBT+ respondents who were looking for work said that they were discriminated against in the past year because of their sexual orientation or gender identity.
- **12%** of BAME LGBT+ workers had lost a job in the last year because of their LGBT+ status, compared to **4%** of white LGBT+ respondents.
- **10%** of BAME LGBT+ workers had been physically attacked because of their sexual orientation, compared to **3%** of white LGBT+ staff.

Research carried out by [CIPD \(2021\)](#) highlights that LGB+ workers report higher levels of workplace conflict than heterosexual workers – **49%** compared with **29%**. Their survey findings also highlighted that LGBT+ workers experience less job satisfaction and less psychological safety at work and are more likely to report that work has a negative impact on their health.

## Veterans

Veterans can face several challenges in re-entering the labour market. Evidence highlights a veterans' employment gap in the UK, with working-age service leavers being nearly twice as likely to be unemployed than their civilian counterparts ([Royal British Legion 2016](#)).

Many veterans have lower levels of educational attainment and struggle to find employment due to:

- Difficulties with reading, writing and numeracy ([Scottish Veterans Commissioner 2016](#)).
  - Joining the Armed Forces at a young age, often as an alternative to pursuing higher education or gaining civilian employment opportunities ([Royal British Legion 2016](#)).
  - Recruitment from more deprived areas and exemption from meeting statutory minimum educational standards – up to 50% of army recruits have literacy and numeracy skills below standard expected of primary school leavers at age 11 ([Royal British Legion 2016](#)).
  - Further and higher education are seen as too expensive, challenging, and inaccessible, and these routes aren't encouraged by those advising veterans through the transition process ([Scottish Veterans Commissioner 2016](#)).
- Labour market barriers facing veterans include:
    - Unrealistic expectations of the job market, especially veterans leaving service at a senior level
    - False expectations of employment, salary, job hunting process and seniority level.
  - Struggling to cope with civilian life and lack of support: homelessness, drink or drug dependencies, mental health problems ([Scottish Veterans Commissioner 2016](#)).
  - Employer attitudes: subscribing to negative stereotypes of veterans, “mad, bad and sad” / damaged goods ([Royal British Legion 2016](#)).
  - Lack of experience in the civilian workplace and difficulty in translating veterans' skills and experience. For example:
    - Poor applications by veterans who don't know how to market their skills and demonstrate how they can be adapted to jobs 'beyond the wire' ([Scottish Veterans Commissioner 2016](#)).
    - Lack of employer understanding of military qualifications and attributes.

## Individuals with offending histories

Those with offending histories can face several barriers when trying to access employment and/or education. Pre-existing factors such as poor education, and limited skills and work experience are compounded by the fact that a prison record can severely inhibit ex-offenders acquiring meaningful and stable work post-release (Fitzgerald O'Reilly 2014). Further barriers include:

- Lack of qualifications and work readiness skills can cause ex-offenders to struggle in finding employment on release ([Prison Reform Trust 2020](#)).
- Low levels of confidence, self-esteem, and histories of drug and alcohol dependency can affect take-up of education opportunities ([Prison Reform Trust 2020](#)).
- Challenges in opening a bank account due to a lack of suitable ID or proof of a stable address are a barrier to entering paid work ([Prison Reform Trust 2020](#)).
- Similarly, insecure accommodation contributes to poor employment outcomes for ex-offenders ([Prison Reform Trust 2020](#)).

- (Self) Exclusion ([Kurtovic and Rovira 2017](#)): when ex-offenders foresee that criminal records will be asked for and expect a possible rejection as a result, they may decide not to apply for a certain role, or even to exclude themselves from the labour market and education/training entirely. In addition, ex-offenders from marginalised social backgrounds tend to withdraw from job entry processes because of accumulated stigmas. For example, being an ex-offender as well as from a BAME background.

For women the disclosure process has been shown to impact their confidence and discourage them from applying to roles they know they can do ([Prison Reform Trust 2020](#)). Jobs which require enhanced criminal background checks are most likely to be held by women (health and social work, education). In addition, women in prison (**49%**) are twice as likely as men (**23%**) to be identified as suffering from anxiety and depression, which can make re-entry more challenging ([Prison Reform Trust 2020](#)). Furthermore, 12% of women in prison had problems reading, 10% had difficulty writing, and 21% with numbers ([Scottish Prison Service \(2018\) Women in Custody Prison Survey 2017](#)).

## Fair Work

This section provides presents a summary of the evidence we have in relation to Fair Work. SDS is committed to Fair Work through the SDS Corporate Goals and Equality Outcomes. A number of the Fair Work dimensions have clear links to equality legislation; however, the dimensions of Fair work do extend beyond the boundaries of equality legislation with a key focus on job quality.

The [Fair Work Convention](#) was set up by the Scottish Government in 2015 and acts as an independent advisory body to Scottish Ministers. They aim to deliver Fair Work across Scotland, to develop a society in which Fair Work is a central focus and “drives success, wellbeing, and prosperity for individuals, businesses, organisations, and society”.

The [Fair Work framework](#) was published in 2016 and provides a framework for understanding Fair Work. Fair Work has five core dimensions:

- **Effective Voice** is about an open dialogue between organisations and colleagues to enable colleagues to have a voice which is heard and to enable the organisation to make decisions which are communicated to employees.
- **Opportunity** places value on the availability of opportunities for progression, training and development for employees and enables organisations to access and benefit from a rich and diverse workforce to drive creativity and innovation.
- **Security** is about secure employment for employees, to enable them to plan futures based on stability. For organisations, secure employment can reduce employee turnover and encourage employee commitment to the organisation
- **Fulfilment** at work broadly means that individuals can gain a sense of fulfilment from work, and that work aligns with their own values and skills. This is likely to increase commitment and innovation within the organisation.
- **Respect** means that all employees share mutual respect, irrespective of the responsibilities or position in the organisation.

Also central to Fair Work, is the idea that the responsibilities are balanced between the employer and employee and that the benefits of Fair Work are shared between the individual, the organisation and extend to wider society.

Research carried out by the [CIPD \(2020\)](#) provides useful insights on job quality in Scotland. A key finding is that job quality is not universal. This research draws on findings from the Working Lives Scotland survey which is based on the five dimensions of the Fair Work framework. Key findings from this survey across employers in Scotland include:

**Respect:** It was found that over half of all employees have experienced a health-related non-physical condition, the majority of whom believe their job was a contributory factor. Half of employees reported going to work despite not feeling well enough to do so.

**Security:** There is good correlation between life satisfaction and pay levels as well as job security and pay levels. Public sector employees reported higher levels of job security.

**Opportunity:** It was found that career development opportunities differ by gender, age, sector and occupational class. Women are much less likely to report good prospects for career advancement. Disabled employees face challenges including higher levels of presenteeism and poorer relationships with managers.

**Fulfilment:** Over a third of employees report their workload as too high in a normal week. Employees in better-paid jobs report higher levels of job autonomy and job complexity. In addition, the findings highlighted a strong correlation between job satisfaction and meaningful work, with public sector employees more likely to feel they are in meaningful jobs.

**Voice:** Findings highlight significant differences between the public and private sectors and that while larger employers are more likely to put in place formal voice arrangements, they perform poorly in responding to feedback.

# Appendix 1. Data availability

This section outlines data availability across the protected characteristics. The lack of data on some protected characteristics is a major barrier to understanding their levels of participation and experience in the labour market.

The table below outlines the availability of administrative and survey data presented in this review and shows those areas where there is a lack of data.

**Table A1: Availability of administrative and social survey data across the protected characteristics**

	Age	Disability	Care experience	Gender	Gender reassignment	Poverty	Pregnancy and maternity	Race	Religion or belief	Sexual orientation
School pupils	✓	✓	✓	✓		✓		✓	✓	
Subject choice school	✓		✓	✓						
School attainment	✓	✓	✓	✓		✓		✓		
School qualifications	✓			✓		✓		✓		
College population	✓	✓	✓	✓		✓		✓		
Subject choice college	✓	✓		✓		✓		✓		
University population	✓	✓	✓	✓		✓		✓		
Subject choice university	✓	✓		✓		✓		✓		
Apprenticeships	✓	✓	✓	✓		✓		✓		
Employment	✓	✓		✓		✓		✓		
Unemployment	✓	✓		✓		✓		✓	✓	
Occupation	✓	✓		✓		✓		✓	✓	
Industry of employment	✓	✓		✓		✓		✓	✓	

## Age

Data breakdown by age is widely available.

## Care experience

Data on care experienced young people is available at school, college and university level and for apprenticeships. However, small sample sizes restrict the level of analysis. There is a gap in evidence on the labour market experiences of care experienced people as this information is not routinely collected.

## Disability

At the UK level, data is readily available on the employment rates and educational outcomes of disabled people from the Labour Force Survey, Annual Population Survey, 2011 Census and several other social surveys. Due to small sample sizes, there is less data at the Scottish level or for different groups of disabled people.

There is no single agreed objective measure of disability. Disability can be defined as those who are covered under the disability provision of the 2010 Equality Act, those on disability related benefits, and self-defined categorisations of disability as used in many social surveys.

The number of disabled people may be undercounted as individuals may choose not to disclose their disability. Furthermore, many people identified as having rights under the disability provisions of the Equality Act do not consider themselves to be disabled. Variations exist in when people are willing to disclose their condition. For example, students may be willing to disclose their disability while at

college or university to receive additional support but choose not to disclose to a subsequent employer.

## Gender

A wide range of data and evidence is available on gender from administrative data, social surveys and secondary research. However, there is often a lack of information on how gender interacts with other equality characteristics such as ethnicity or disability. Data availability may also be an issue where gender has not been considered in the analysis.

## Gender re-assignment

There is very little data that provides an accurate picture of the transgender population in Scotland or the UK, including those who have a nonbinary gender identity.

## Race

One of the key issues with understanding outcomes in relation to minority ethnic groups in Scotland is the lack of data. Small sample sizes mean that it is not always possible to provide a detailed breakdown for different ethnic groups. Broad analyses that compare BME groups with that of the White Scottish/UK population very often conceal wide variations within groups.

It should be noted that ethnicity in survey data is self-reported and in some cases individuals may not be willing to disclose their ethnicity or feel that the available categories do not reflect their ethnicity.

## Poverty

Data on poverty is widely available. However, there are variations in definitions of poverty as geographical, income and occupational measures are all commonly used.

## Pregnancy and maternity

Data is not routinely collected in administrative data in relation to pregnancy and maternity leading to gaps in evidence.

## Religion or Belief

The 2011 Census provides a useful source of information on religion or belief in Scotland. However, this is largely out of date and many other social surveys do not collect information on religion. Similarly, schools and colleges do not routinely collect information on religion.

## Sexual Orientation

Data availability is one of the key issues in relation to reporting on evidence for sexual orientation. Sexual orientation has been included in all major equality legislation for the past decade; however, there is a lack of evidence in relation to employment and education. What evidence does exist tends to be qualitative or from small scale surveys. It should be noted that even when surveys collect data on sexual orientation numbers may not be an accurate reflection of the population due to reluctance to disclose sexual orientation.

A question on sexual orientation is to be included in the 2022 census which will greatly improve understanding.

# References

- Bell, D., Blanchflower, D. (2011) Young people and the great recession, Oxford Review of Economic Policy, 27 (2), pp. 241-267.
- BIS and EHRC (2015) [Pregnancy and maternity related discrimination and disadvantage: Experiences of mothers](#), Department for Business, Innovation and Skills, and Equality and Human Rights Commission.
- Cassidy, T., Giles, M. & McLaughlin, M., 2014. Benefit finding and resilience in child caregivers, British Journal of Health Psychology, 19(3), pp. 606-618.
- CIPD (2020) [Working lives Scotland](#), CIPD.
- CIPD (2021) [Inclusion at work: Perspectives on LGBT+ working lives](#), CIPD.
- Close the Gap (2018) [The gender penalty: Exploring the causes and solutions to Scotland's gender pay gap](#), Close the Gap.
- Close the Gap (2019) [Still not visible: Research on black and minority ethnic women's experiences of employment in Scotland](#), Close the Gap.
- Commission for Fair Access (2019) [Disabled students at university a discussion paper](#), Scottish Government.
- Fair Access (2019) [Disabled students at university: a discussion paper](#), Scottish Government.
- Commissioner for Fair Access (2020) [Fair access to Higher Education: progress and challenges](#), Scottish Government.
- Connelly, R., Sullivan, A., and Jerrim, J., (2014) [Primary and Secondary Education and Poverty Review. York](#): Joseph Rowntree Foundation.
- CRER (2020) [Ethnicity and Poverty in Scotland 2020, analysis and reflect of the impact of COVID-19](#), CRER.
- Department for Work and Pensions (2014) Fuller Lives – a framework for action, Department for Work and Pensions.
- EHRC (2018a) [Is Scotland Fairer](#), Equality and Human Rights Commission.
- EHRC (2018b) [Is Britain Fairer](#), Equality and Human Rights Commission.

Engender (2020) [Sex and power in Scotland 2020](#), Engender.

Equate Scotland, (2020), [Women in STEM](#), Equate.

Fitzgerald, M., O'Reilly (2014) 'Opening doors or closing them?: the impact of incarceration on the education and employability of ex-offenders in Ireland', *The Howard Journal of Criminal Justice* 53(5), pp. 468-86.

Formby, E. (2015) [From freshers week to finals: Understanding LGBT+ perspectives on, and experiences of, higher education](#), Sheffield Hallam University.

Forson, C., Calveley, M., Smith, P., (2016) [Ethnic Minorities and Socio-Economically Disadvantaged Groups in Engineering: A Research Report](#), University of Hertfordshire.

Fraser of Allander Institute (2020) [Economic outcomes for minority ethnic groups in Scotland](#), Fraser of Allander Institute

Government Equalities Office (2019), [Employment Pathways and Occupational Change After Childbirth](#), Government Equalities Office.

Harrison, N., Baker, Z. & Stevenson, J. [Employment and further study outcomes for care-experienced graduates in the UK](#). High Educ (2020).

Hudson- Sharp and Medcalf (2016) [Inequality among lesbian, gay bisexual and transgender groups in the UK: a review of evidence](#), National Institute of Economic and Social Research.

Hudson, M., Netto, G., Sosenko, F., Noon, M., de Lima, P., Gilchrist, A. and Kamenou-Aigbekaen, N. (2013) [In-work poverty, ethnicity and workplace cultures](#), York: Joseph Rowntree Foundation.

Iannelli, C., and Klein, M., (2015) [Subject choice and inequalities in access to Higher Education: Comparing Scotland and Ireland](#). Edinburgh: AQMeN Research Briefing 7 (March 2015).

IES (2020) [The impacts of the coronavirus crisis on the labour market](#), Institute of Employment Studies.

IES (2021) [An unequal crisis: the impact of the pandemic on the youth labour market](#), Institute of Employment Studies.

IFS (2020) [COVID-19 and the career prospects of young people](#), Institute for Fiscal Studies.

JRF (2020) [Poverty in Scotland 2020](#), Joseph Rowntree Foundation.

JRF (2021) [UK Poverty 2020/21](#), Joseph Rowntree Foundation.

Khan, O. (2020) [The colour of money in Britain: how racial inequalities restrict a fair and resilient economy](#), the Runnymede Trust: London.

Khattab, N., and Hussein S., (2017), '[Can religious Affiliation explain the disadvantage of Muslim women in the British Labour Market?](#)' in Work Employment and Society 32:6 (1011-1028).

Kurtovic, E., and M. Rovira (2017) [Contrast between Spain and the Netherlands in the hidden obstacles to re-entry into the labour market due to a criminal record](#), European Journal of Criminology 14(5), pp. 505-21.

Learning and Work Institute (no date) [Policy Discussion Paper - Young Adult Carers: Education, Training And Employment](#)

LGBT Youth Scotland. (2017) [Life in Scotland for LGBT Young People](#).

Longhi, S., 2017. [The Disability Pay Gap](#). University of Essex: Equalities and Human Rights Commission. Available:

McGregor-Smith Review (2017) [Race in the workplace](#).

McTier, A., Macdougall, L., McGregor, A., Hirst, A., Rinne, S. (2016) [Mapping the Employability Landscape for People with Learning Disabilities in Scotland](#).

Ministry of Defence and The Rt Hon Tobias Ellwood MP (2019) [New figures reveal increase in ex-service personnel employment rates](#)

Ministry of Defence (2019) [British Army soldiers' skills mapped to the Scottish qualifications framework, GOV.UK](#).

Naylor, R., Smith, J., and Telhaj, S., (2015) [Graduate Returns, Degree Class Premia and Higher Education Expansion in the UK](#). London School of Economics: CEP Discussion Paper No. 1392 (Nov 2015).

NUS (2016) Pride and prejudice in education: An exploration of experiences and perceptions of sexual orientation and gender identity among post school education learners and staff, National Union of Students.

O'Neill, L., Harrison, N., Fowler, N. & Connelly, G. (2019). [Being a student with care experience is very daunting': Findings from a survey of care experienced students in Scottish colleges and universities](#): Glasgow: CELCIS.

Office for National Statistics (2019) [Disability and Employment, UK: 2019](#).

Playford, C. J., Gayle, V., Connelly, R., and Murray, S., (2016) Parental socioeconomic influences on filial educational outcomes in Scotland: patterns of school-level educational performance using administrative data. *Contemporary Social Science* 11(2-3): 183-202.

Prison Reform Trust (2020) [Working it out: improving employment opportunities for women with criminal convictions](#), Prison Reform Trust.

Royal British Legion (2016) [Deployment to employment: exploring the veteran employment gap in the UK](#), Royal British Legion.

Sahoo, R. & Suar, D.,( 2010). Influence of social environment on young carers, assistance and consequences of caregiving. *Psychological Studies*, 55(4), pp. 323-329.

Scottish Funding Council (2020) [Report on widening access 2018-19](#), Scottish Funding Council.

Scottish Government (2014) [The experiences of mothers aged under 20: analysis of data from the Growing up in Scotland Study](#), Scottish Government.

Scottish Government (2017) Young carers: Review of research and data

Scottish Government (2018) [The Scottish Attainment Challenge](#), Scottish Government.

Scottish Government (2019) [Pregnancy and parenthood in young people: second progress report](#), Scottish Government.

Scottish Government, (2020a), [Summary Statistics for Attainment and Initial Leaver Destinations](#), Scottish Government.

Scottish Government (2020b) [Looked after children: educational outcomes 2018-19](#), Scottish Government.

Scottish Government (2020c) [The impacts of COVID-19 on Equality in Scotland](#), Scottish Government.

Scottish Government (2020d) [Scotland's labour market: people, place and regions – statistics from the annual population survey 2019](#), Scottish Government.

Scottish Government Communities Analysis Division (2019) [What do we know about in-work poverty in Scotland](#), Scottish Government.

Scottish Government Social Research (2017) [The life chance of young people in Scotland: evidence review](#), Scottish Government Social Research.

Scottish Government, (2017) Poverty and Income Inequality in Scotland: 2015/16.

Scottish Parliament SPICE briefing (2019) [The gender pay gap facts and figures 2018](#), The Scottish Parliament.

Scottish Veterans Commissioner (2016) [The veterans community: employability, skills & learning](#), Scottish Government.

Sempik, J., and Becker, S (2014) Young Adult Carers and Employment Young Carers International The University of Nottingham

Sempik, J., and Becker, S (2014) Young Adult Carers and Employment Young Carers International The University of Nottingham

SFC (2018) [Scottish Funding Council report on widening access](#), Scottish Funding Council.

SFC (2020) [College Statistics 2018-19](#), Scottish Funding Council.

SFC (2020b) [Report on widening access 2018-19](#), Scottish Funding Council.

Skills Development Scotland (2019) [Apprenticeship Equality Action Plan](#)

Sosu, E. M., Smith, L. N., McKendry, S., Santoro, N., and Ellis, S., (2016), Widening Access to Higher Education for Students from Economically Disadvantaged Backgrounds: What Works and Why? University of Strathclyde.

SQA (2019) [Attainment Statistics](#) 2019, Scottish Qualifications Authority.

Stonewall (2017) [Stonewall school report](#) (2017), Stonewall.

Stonewall (2017b) [LGBT in Britain trans report](#), Stonewall.

Stonewall (2018), [LGBT In Britain in Work](#), Stonewall.

Stonewall (2020), [Shut Out](#), Stonewall

The Traveller Movement (2017) [The last acceptable form of racism? The pervasive discrimination and prejudice experienced by Gypsy, Roma and Traveller communities](#), The Traveller Movement.

UK Engineering (2020) [Engineering UK report](#), UK Engineering.

UKCGE (2019) [Access and participation of black, Asian and minority ethnicities in UK postgraduate research](#). Policy Briefing.

Watt, G., Onyema, I., Edginton, E., and Whitehead, R. (2017) Coping is difficult, but I feel proud, Perspectives on mental health and wellbeing of young carers

Women and Equalities Committee (2016) [Employment opportunities for Muslims in the UK](#), House of Commons.

[Women's Employment Summit Evidence Paper 2014](#).

Zwysen, W and Longhi, S (2016) [Labour market disadvantage of ethnic minority British graduates: university choice, parental background or neighbourhood?](#) Institute for Social and Economic Research, University of Essex.

**Skills Development Scotland**

1st Floor, Monteith House  
11 George Square  
Glasgow G2 1DY

[www.sds.co.uk](http://www.sds.co.uk)



**Cover image:** Apprentices at BAE Systems