

# Population, Language, Ethnicity and Socio-Economic Aspects of Education in London

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ESRC (Economic and Social Research Council)  
Understanding Population Trends and Processes (UPTAP)  
Grant No. RES-163-27-0024

This one year study, which finished in September 2009, originally started as the LERU initiative to produce the update of the study which has been for the last ten years the key reference on languages of London. Multilingual Capital: The languages of London children and their relevance to economic, social and political policies (2000), edited by P. Baker and J. Eversley, used pupil data from 1999 to identify and map languages of London. Currently, a team of editors and authors are working on turning the outcomes of the ESRC study into: Multilingual Capital – Ten years on. This joint IOE and CILT (National Centre for Languages) book will be available later this year.

## Abstract

Until very recently there has been no consistent source of data about the languages spoken by children in English schools. In 2007 a 'model' language question was inserted into the Annual School Census (ASC), but completion was only voluntary. The following year, 2008, represents the first year in which data is available for all schools.

Speaking a language other than English is variously seen as an asset or liability in education, an economic opportunity or major economic cost, an expression of multiculturalism or a threat to community cohesion. Various interventions have been directed at schools and other services

to meet the needs of speakers of different languages. However, while there is abundant evidence of differences in educational achievement associated with ethnicity and socio-economic group, hard evidence on the extent or impact of linguistic diversity is scarce. So too is any understanding of the interactions between language, ethnicity and social class, and the relative importance of these factors for education and other outcomes such as health and economic well being.

## Aims

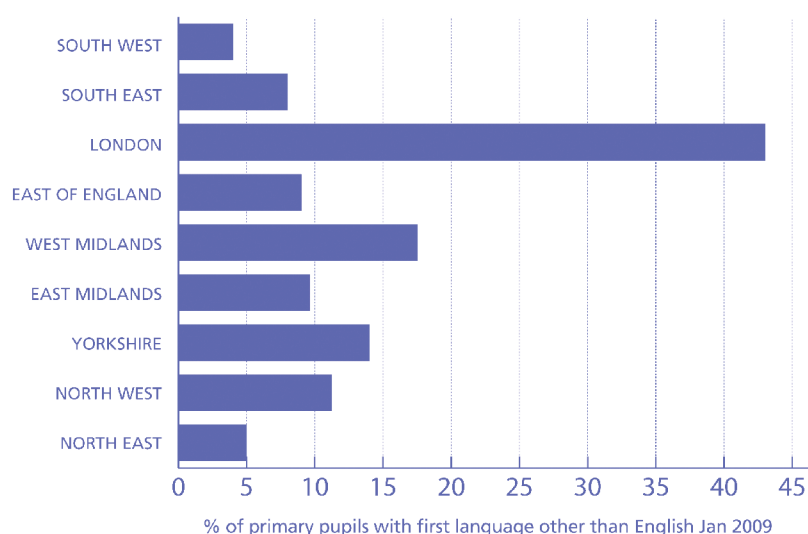
The main aim of the fellowship is to develop protocols and methods for matching the new ASC data on languages with other administrative datasets, specifically GP registers and local land and property gazettes in order to:

- Examine the convergence or divergence of ethnic and linguistic groups and their socio-economic characteristics (thus giving a richer understanding of population diversity and its implications for service planning)
- Investigate whether the addition of language as an indicator has the potential to significantly enhance our understanding of the relationship between socio-economic factors, ethnicity and education.
- Estimate the total populations speaking different languages within and across administrative boundaries

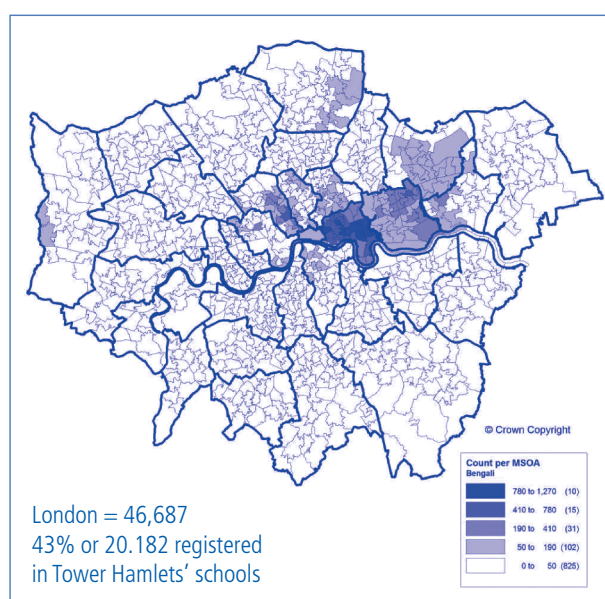
## Key outcomes

- A series of maps, such as the two below, showing the linguistic diversity of children in London
- A 'proof of concept study', with information and guidance for users on 'how to do it for themselves'.

## London comparative to other regions



## Bengali



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For further UPTAP information visit: <http://www.uptap.net/project42.html>