

Inclusion and diversity in UK ELT: English UK's 2021 survey results

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INTRODUCTION

FOREWORD

While many respondents describe a positive, inclusive and fair UK ELT sector, English UK's first inclusion and diversity survey shows that there is work to be done in our industry.

A POSITIVE PICTURE

95% of survey respondents agree or strongly agree that people of all cultures, backgrounds and ages are respected and valued at their ELT organisation. 93% agree that overt or extreme racism is, or would be, addressed in their workplace.

Three quarters of respondents report rarely or never experiencing nor witnessing racism or discrimination in the UK ELT sector, and no one describes any form of discrimination as frequent in their workplace.

WORK TO BE DONE

Yet, the survey also revealed that over one in ten respondents have witnessed or experienced racism, at least sometimes, at their organisation, rising to almost one in four experiencing racism in the sector.

One in five respondents report sometimes, often or frequently experiencing or witnessing some form of discrimination in UK ELT – especially native speakerism, sexism and classism.

While the majority describe a positive working experience, one in ten respondents do not agree* that they feel safe at work. And more than one in five do not agree that staff are treated equally.

27% to 40% of respondents report unfairness at work – whether it's favouritism, biased treatment, unfair salaries or in recruitment. Almost half of respondents think the UK ELT sector is “cliquey.”

A DIVIDED EXPERIENCE

While one third of survey respondents think racism is ‘on the agenda’ in the sector, almost just as many disagree. Respondents are almost equally divided on whether they have heard or seen racist or prejudiced language, opinions or behaviour working in UK ELT.

What's more, black people and people of colour surveyed report experiencing or witnessing racism more than white people surveyed; more women report sexism than men; more people living with a disability, impairment or longterm illness report ableism; more lesbian, gay or bisexual people report heterosexism (homophobia); and more religious people report anti-muslim racism (islamophobia) or other religious discrimination.**

Most of these groups report more negative experiences than their counterparts too, such as feeling less respected or able to be themselves, and show less confidence that racism and discrimination are, or would be, properly addressed.

It is clear that, while many find UK ELT positive and supportive, this is not everyone's experience. Some of our UK ELT colleagues experience isolation and face exclusion, prejudice and discrimination.

TAKING ACTION

English UK has made inclusivity one of its core values for the first time. We look forward to working with our members and UK ELT colleagues to put diversity and inclusion at the heart of our sector.

This report details responses to our first diversity and inclusion survey, with important insights into the specific challenges UK ELT faces, invaluable feedback on our antiracism action plan and thoughtful suggestions and input on our next steps. Many thanks to everyone who contributed.

* In this report, respondents who 'do not agree' includes those who answered 'strongly disagree', 'disagree' or 'neither agree nor disagree'.

** Please note, these groups include a diversity of people and experiences. However, the small survey sample size does not allow us to distinguish respondents further in this instance.

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INTRODUCTION

PRELIMINARY NOTES

This report outlines the results of English UK's first diversity and inclusion survey.

Part of English UK's antiracism action plan, the survey was created to help start a conversation and gather first insights into racism and discrimination in UK ELT.

The survey was open from 14 July to 15 August 2021. This report was written on behalf of English UK. English UK does not have access to individual responses nor participant details.

LIMITATIONS

Self-selected participation

The survey was hosted online and open to all to give everyone working in UK ELT the opportunity to contribute and share their views.

As such, respondents were self-selecting and the sample will not reliably represent the ages, ethnicities, genders etc. of people working in the UK ELT sector. There is, at least, a bias towards those who are sufficiently interested in the topic to take the time to respond.

The most frequently reported demographics among respondents are: aged 35-54; white; woman; heterosexual; a 'native' English speaker; not living with a disability, impairment or long-term illness; working full time; educated to postgraduate level; in a managerial or leadership role; and working at their organisation for over five years.*

English UK will explore more representative approaches for future data collection.

Sample size

This survey provides valuable insights into experiences and perceptions of racism and discrimination in UK ELT, as well as welcome input on English UK's first antiracism action plan.

However, the small sample size (129 responses) reduces how confident we can be that these results represent the sector, estimated at 19,300 direct employees of UK ELT centres before the pandemic.**

Based on this figure, our results have a significant margin of error. For example, if 75% of respondents agree with a statement, this suggests 66% to 84% of ELT workers more generally might agree.

English UK will endeavour to increase the sample size of future surveys for improved reliability.

Complex concepts

This survey covers difficult subject matter. And, as several respondents commented, varying degrees of familiarity with different types, forms and expressions of discrimination will impact responses.

For instance, covert and structural prejudices can be harder to recognise, especially as discrimination is often understood as loud and violent views accompanied by specific language and behaviour.

LANGUAGE

This report refers to 'black people and people of colour' because we feel this best reflects the diversity of people affected by racism and who do not benefit from white privilege in the UK.

This is intended as political language that reflects social structures, institutions and systems of discrimination and oppression.

Language around race changes over time and with individual preference. We will continue to review and update our language as appropriate.

* See the appendix starting on page 23 for a full overview of respondent demographics.

** As estimated by English UK and Bonard in December 2017.

OVERVIEW

A POSITIVE PICTURE OF UK ELT

Overall, the picture of UK ELT organisations in this survey is positive – most respondents are not very or not at all concerned about racism or other forms of discrimination at their ELT organisations (86% and 81% respectively).

75% of survey respondents report rarely or never experiencing or witnessing different forms of discrimination in UK ELT. And no one describes any form of discrimination as frequent in their workplace.

Less than one third of respondents think discrimination is not 'on the agenda' in UK ELT, and over two thirds think discrimination and prejudice are taken seriously in the sector.

Almost all respondents agree that people of all cultures, backgrounds and ages are respected and valued at their ELT organisation. 90% feel safe and 85% do not feel left out of activities or information.

Respondents show confidence in their organisations, with 93% agreeing that extreme racism would be addressed; 84% that appropriate action would be taken; and 80% feel that their organisation is committed to antiracism.

The majority of survey respondents are also positive about evaluation, promotion and recruitment at their workplace – 82% agree that their work and ideas are recognised and credited; 74% think recruitment is fair and transparent; and 78% do not think being their authentic self is a disadvantage to their career.

Nonetheless, all of these results also show that there are people who do experience isolation and exclusion; who do not have confidence in their organisation; and do see a problem with racism and discrimination in UK ELT.



Agree that 'people of all cultures, backgrounds and ages are respected and valued' at their work.



Agree that 'overt' or 'extreme' racism is or would be addressed at their ELT organisation.



Agree that they 'feel safe' in their workplace.



Agree that their ELT organisation is 'committed to inclusion and fairness.'

OVERVIEW

WORK TO BE DONE

Almost half of survey respondents are at least somewhat concerned about racism or xenophobia in UK ELT. And only slightly fewer are concerned about other forms of discrimination in the sector.

Just one third of respondents are confident that racism and discrimination are 'on the agenda' in UK ELT or that prejudice is taken seriously.

One in three think 'minor' instances of discrimination or prejudice are or would be ignored, and more have heard or seen racist or prejudiced language, opinions or behaviour while working in UK ELT.

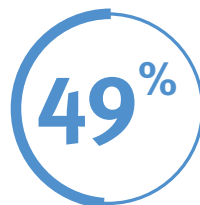
Almost half of those surveyed agree that 'native' English speakers are more respected in the sector, and say they have often been asked for a more 'British' homestay host, teacher or other member of staff. Native speakerism is reported as the most common form of discrimination in UK ELT in this survey, followed by sexism and classism.

In the workplace, 15% of respondents do not agree that their opinions are listened to and valued, and 19% do not agree that they can be themselves.

Over a quarter of respondents do not think staff are equally encouraged and supported to develop their skills and experience. 40% of respondents do not think salaries are fair.

What's more, black people and people of colour; lesbian, gay or bisexual people; women; people living with a disability, impairment or longterm illness; and 'non-native' English speakers, report more negative experiences and discrimination in response to questions in this survey.

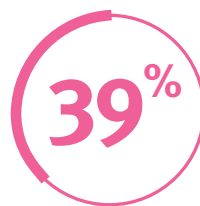
The next section will explore this divided experience of UK ELT in more detail.



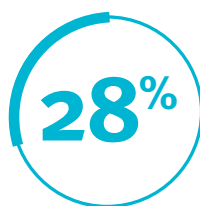
Are 'somewhat', 'very' or 'extremely' concerned about racism or xenophobia in UK ELT.



Are 'somewhat', 'very' or 'extremely' concerned about other types of discrimination in UK ELT.



Have 'heard or seen prejudiced language, opinions or behaviour working in UK ELT'.



Agree that racism is not 'on the agenda' in UK ELT.

IN FOCUS

A DIVIDED EXPERIENCE

Our survey asked respondents to rate how much they agree with a range of statements to gather their observations, feelings and opinions about UK ELT organisations and the wider sector with regards to inclusion and discrimination.

The following section summarises responses to these questions, organised by the type or focus of discrimination.

A full list of survey questions and responses can be found in the appendix.

A DIVIDED EXPERIENCE

RACE AND ETHNICITY

While almost three quarters of all respondents report rarely or never witnessing nor experiencing racism in UK ELT, almost twice as many black respondents and respondents of colour describe racism as occurring sometimes, often or frequently than white respondents.

85% of black people and people of colour surveyed agree that their organisation is committed to antiracism. 77% do not think 'subtle' instances of racism are or would be ignored.

Yet, respondents in this group are less confident than white respondents that: overt racism would be addressed; appropriate action would be taken; and that all staff are treated equally in their workplace. They are also less confident that racist incidents are or would be taken seriously in the UK ELT sector.

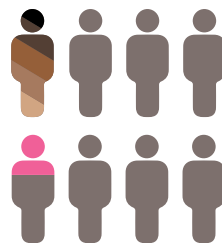
More than half of black people and people of colour surveyed agree or are unsure if there is favouritism at work. They are also less likely to say their organisation has transparent pay bands or career ladders than white people surveyed.

More black people and people of colour feel they cannot be themselves at work; that they often feel like 'the only one'; and that their opinions are not listened to and valued, nor their work and ideas recognised and credited.

This group reports feeling less comfortable talking about racism and less confident in senior team members as role models for inclusive behaviour.

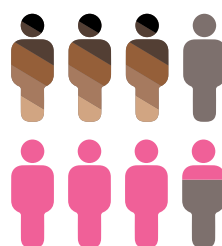
In this survey, more black people and people of colour do not think racism and discrimination are addressed directly in their school's curriculum than white people. And almost twice as many black people and people of colour think textbook characters and situations are stereotyped.

A third of black people and people of colour surveyed say racist incidents among students are common – three times more than white people surveyed.



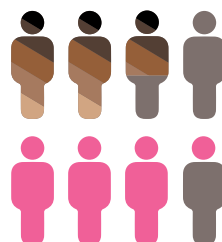
'I often feel like the only one.'

25% of black people and people of colour agree.
11% of white people agree.



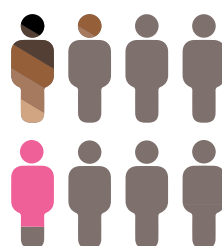
'My opinions are listened to and valued.'

77% of black people and people of colour agree.
85% of white people agree.



'My work is recognised and credited.'

62% of black people and people of colour agree.
82% of white people agree.



'There is bias/favouritism in my organisation.'

31% of black people and people of colour agree.
21% of white people agree.

A DIVIDED EXPERIENCE

NATIVE SPEAKERISM

Native speakerism is the most common type of discrimination in UK ELT, according to English UK's first inclusion and diversity survey.

Half of both 'native' and 'non-native' English speakers surveyed say that they have witnessed or experienced native speakerism sometimes or more in the UK ELT sector. 10% of respondents describe it as frequent.

Almost half of respondents (63% of 'non-native' and 47% of 'native' speakers) agree that 'native' English speakers are more respected in UK ELT. 45% are often asked for more 'British' hosts or staff.

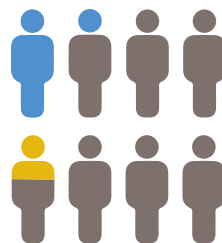
Native speakerism is a recurring topic in free text comments too, including reports that some centres exclusively hire 'native' English speakers.

In this survey, more 'non-native' English speakers feel left out; unsafe; like 'the only one'; and that their work is not credited nor their opinions valued. Almost three times as many 'non-native' speakers think being authentic is a disadvantage to their career.

Almost half of 'non-native' English speakers surveyed think teachers, hosts and other ELT workers are racialised and stereotyped. They are more likely to think there is bias in their organisation; that staff are not treated equally; and that recruitment or pay are not fair and transparent.

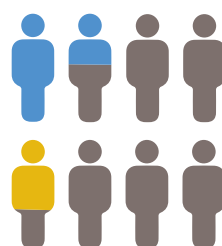
'Native' English speakers surveyed are more confident than their counterparts that racism and racist incidents are taken seriously in UK ELT; that prejudice is or would be addressed in their organisation; and in senior team members as role models of inclusive behaviour.

While both groups feel equally confident talking about racism and other prejudice with colleagues, 'non-native' English speakers are less confident about the language to use around racism. This group is also less sure how to report discrimination.



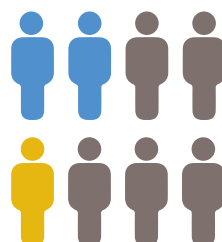
'Being my authentic self is a disadvantage to my career.'

28% of 'non-native' speakers and 10% of 'native' speakers agree.



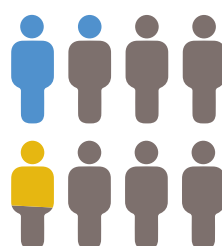
'My work/ ideas are recognised and credited.'

37% of 'non-native' speakers and 16% of 'native' speakers do not agree.



'Teachers, hosts and ELT workers are racialised and stereotyped.'

47% of 'non-native' speakers and 27% of 'native' speakers agree.



'I have heard or seen prejudiced language, opinions or behaviour.'

30% of 'non-native' speakers and 16% of 'native' speakers agree.

A DIVIDED EXPERIENCE

CLASS AND STATUS

Classism was reported as the third most common form of discrimination in English UK's first inclusion and diversity survey, after native speakerism and sexism. 32% of respondents describe it as happening sometimes, often or frequently.

Free text responses also note classism as an important issue in UK ELT. Some respondents describe a strong divide between types of staff within UK ELT organisations, as well as personal and structural snobbery towards homestay hosts.

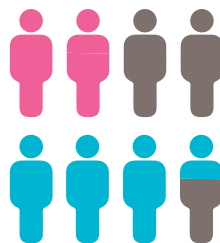
More non-leadership staff* surveyed do not agree that: all kinds of people are equally respected; staff are treated equally; their organisation is committed to inclusion; or that appropriate action would be taken to address discrimination in their workplace. They also feel less listened to.

Whereas, more owners, managers and directors surveyed agree that recruitment is fair and transparent, and that salaries are fair, than the officers, teachers and administrative staff surveyed.

Less than two thirds of all survey respondents agree that their senior team members actively role-model inclusivity.

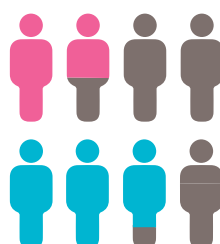
More respondents without further or higher education think 'being themselves' is a disadvantage to their career, and do not think adjustments are made to support and include all team members.

Non-leadership staff surveyed are more concerned about, and more likely to report having heard or seen, racism and other discrimination, but are less confident talking about it and reporting it.



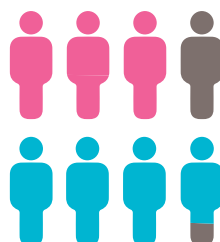
'Recruitment is fair and transparent.'

51% in non-leadership roles and 86% in leadership roles agree.



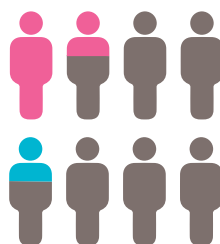
'Salaries are fair.'

41% in non-leadership roles and 70% in leadership roles agree.



'My organisation is committed to inclusion & fairness.'

74% in non-leadership roles and 94% in leadership roles agree.



'Being my authentic self is a disadvantage to my career.'

40% of people without FE/ HE and 12% with FE/ HE agree.

* For the purpose of this survey, leadership roles include managers, department heads, directors and owners. Non-leadership roles include administration, officers, teachers and teaching support.

A DIVIDED EXPERIENCE

GENDER

Sexism is the second most common type of discrimination reported in English UK's inclusion and diversity survey, after native speakerism. 36% of all respondents, and almost half of women surveyed, say sexism happens sometimes, often or frequently. It is also described as a serious problem in comments.

More than twice as many women than men surveyed say sexism occurs in their workplace and in the wider UK ELT sector. More women feel like they cannot be themselves; consider being their authentic self a disadvantage to their career; and feel their work is not credited nor their opinions valued.

In this survey, more women than men are concerned about discrimination both in their organisations and in the wider UK ELT industry.

A quarter of women respondents believe there is bias or favouritism in their workplace, and almost two thirds do not agree that staff are treated equally. They are also less confident that their organisation is committed to inclusion and that 'minor' prejudices wouldn't be ignored to avoid conflict.

Fewer women than men surveyed think staff are equally encouraged in their professional development. And fewer say their organisation has: transparent and fair salaries; fair recruitment and advancement; flexible working; and reasonable adjustments.

17% of women surveyed say roles and jobs in UK ELT are strongly gendered. And almost three times as many women than men surveyed think textbook characters and example situations are stereotyped.

Cissexism (transphobia) is considered one of the least common forms of discrimination in this survey, although 8% of respondents are unsure if they have experienced or witnessed cissexism. This is the highest rate of uncertainty among all the types of listed in this survey.*



'Staff are treated equally.'

69% of women and 87% of men agree.



'My organisation has transparent pay bands and/or career ladders.'

34% of women and 49% of men agree.



'Subtle prejudice is/ would be ignored to avoid conflict.'

25% of women and 9% of men agree.



'I have witnessed or experienced sexism in UK ELT.'

47% of women and 23% of men say sexism happens sometimes, often or frequently.

* Unfortunately the sample size of this survey was not large enough to offer insight into the specific experiences and views of transgender or non-binary people in UK ELT.

A DIVIDED EXPERIENCE

SEXUALITY

81% of all respondents report rarely or never witnessing or experiencing heterosexism (homophobia) in the UK ELT sector.

However, lesbian, gay or bisexual people in this survey report feeling: less listened to; more like they cannot be themselves; more like they are 'the only one'; and less safe.

Twice as many lesbian, gay or bisexual people surveyed, think that being their authentic self is a disadvantage to their career. Respondents in this group are also less confident than heterosexual people surveyed that all staff are treated equally, and that salaries and remunerations are fair.

Around twice as many lesbian, gay or bisexual people surveyed think textbook characters and situations are stereotyped. And fewer people in this group think teaching materials reflect a diversity of people and lives than heterosexual respondents.

More lesbian, gay or bisexual people surveyed, believe there is bias or favouritism in their organisation, and that 'minor' instances of prejudice are or would be ignored to avoid conflict.

Lesbian, gay or bisexual people surveyed report feeling more comfortable talking about prejudice and discrimination with colleagues than heterosexual people in this survey.



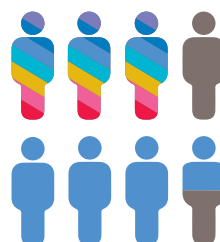
'I often feel like the only one.'

27% of lesbian, gay and bisexual people and 11% of heterosexual people agree.



'I cannot be myself.'

19% of lesbian, gay or bisexual people and 7% of heterosexual people agree.



'My opinions are listened to and valued.'

63% of lesbian, gay or bisexual people and 87% of heterosexual people agree.

A DIVIDED EXPERIENCE

DISABILITY, IMPAIRMENT & ILLNESS

82% of respondents report ableism as rarely or never occurring in UK ELT. However, three times as many respondents who are living with a disability, impairment or longterm illness, report ableism as happening sometimes or often in the UK ELT sector.

More respondents who are living with a disability, impairment or longterm illness, do not feel their opinions are listened to or that they can be themselves at work. And more respondents in this group often feel like 'the only one'.

Respondents living with a disability, impairment or longterm illness show less confidence: that 'minor' instances of prejudice are or would be addressed; that senior team members role-model inclusive behaviour; and that adjustments are made to include all team members in their workplace.

Fewer respondents in this group say their organisation has: transparent pay bands or career ladders; fair salaries; fair recruitment and advancement; or flexible working.

This group reports less confidence that English UK cares about all individuals working in UK ELT.

Respondents living with a disability, impairment or longterm illness also report sizeism as a more significant problem in the sector than their counterparts. 40% describe it as occurring sometimes or more – almost four times more than people without a disability, impairment or longterm illness in this survey.

Thinking about the student experience, one quarter of all respondents think people with specific or additional needs cannot access UK ELT.



'Subtle prejudice is/ would be ignored to avoid conflict.'

40% of people living with a disability, impairment or longterm illness and 17% of people without agree.



'My opinions are listened to and valued.'

60% of people living with a disability, impairment or longterm illness and 86% of people without agree.



'My organisation has fair recruitment and advancement.'

50% of people living with a disability, impairment or longterm illness and 70% of people without agree.

A DIVIDED EXPERIENCE

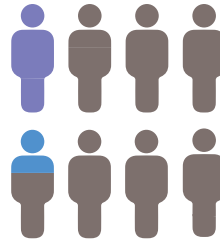
RELIGION

The least common types of discrimination reported in English UK's first inclusion and diversity survey, are anti-Semitism and 'other forms of religious discrimination'.

While all forms of religious discrimination were ranked as low in UK ELT workplaces, anti-Muslim racism (islamophobia) is considered more frequent in the wider UK ELT sector, with 25% of all respondents saying it occurs sometimes or often.

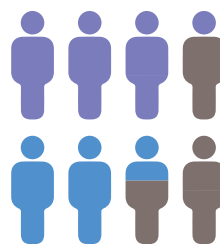
Twice as many religious respondents than respondents with no religion, report anti-Muslim racism, with one quarter saying it happens sometimes or often. They also report more 'other religious discrimination'.

Anti-Semitism is reported as occurring never or rarely by 88% of respondents.



'Anti-Muslim racism occurs sometimes or often in UK ELT.'

25% of religious people and 10% of people with no religion agree.



'Recruitment is fair and transparent.'

80% of religious people and 68% of people with no religion agree.

TAKING ACTION

YOUR IDEAS

Our survey asked for feedback and ideas that will help guide English UK's member support and services, and organisational action towards a more inclusive sector.

This included questions about events and materials, English UK's antiracism action plan, as well as about barriers to change.

The following section summarises responses to these questions, along with further thoughts and comments from survey respondents.

TAKING ACTION

AT ENGLISH UK

While responses are positive about English UK, there is also uncertainty around our work and antiracist commitment.

We need to improve practice, spark new conversations, make our values clear, and strive for real change in our sector.

Survey respondents suggest...

TAKE REAL ACTION AND LEAD THE UK ELT SECTOR BY EXAMPLE

The most frequent comment from respondents could be summarised as ‘do the work’.

Comments include both encouragement not to give up and to lead by example, as well as cautions not to lose momentum and to take real, meaningful action that addresses the roots of racism and discrimination in UK ELT. Both the importance and challenge of this project were widely recognised.

Over two thirds of respondents are unsure if English UK’s antiracism is performative, with less confidence among black people and people of colour. This may suggest respondents are ‘waiting to see’ if English UK will act or that there is low confidence in English UK taking meaningful action.

BE LOUD AND CLEAR

The second most frequent topic in respondent comments is that English UK must be vocal and clear about its values and conviction.

Respondents emphasise strong, explicit and frequent messaging that addresses discrimination head on to raise awareness and shift narratives across the UK ELT sector.

LISTEN

Comments elaborating on the action English UK should take emphasise being inclusive and attentive to UK ELT colleagues, especially those who experience racism and discrimination. They also suggest a specialised forum or group may help.

AMPLIFY

Respondents suggest showcasing black people and people of colour in UK ELT as much as possible on English UK channels, from featured stories about UK ELT workers and speakers at events, to guest articles and social media shares.

This should be complemented by sessions and materials that directly discuss and inform readers about racism and discrimination.

Further, respondents suggest that UK ELT needs to hear a greater diversity of voices in general, sharing different experiences and perspectives. Creating new spaces and forums is suggested to help people share their views and concerns.

REVIEW MATERIALS AND MESSAGING

Over half of respondents agree that English UK’s materials reflect a diversity of people and lives, and that English UK’s messaging, promotion and visual identity are inclusive.

However, less than half of lesbian, gay or bisexual people, people living with a disability, impairment or longterm illness, and ‘non-native’ English speakers surveyed agree with both statements.

Respondents’ comments discuss the importance of breaking down stereotypes through visuals, language and messaging, especially noting the need to challenge the stereotype of a white, middle class, RP English speaker and teacher.

TAKING ACTION

AT ENGLISH UK CONT.

ENSURE ENGLISH UK EVENTS ARE DIVERSE, SAFE AND INCLUSIVE

Inclusion and diversity

Just over half of respondents think English UK's trainers and speakers at English UK events are diverse. Notably, while over half of white people surveyed agree, only one third of black people and people of colour surveyed agree.

Likewise, fewer women, lesbian, gay or bisexual people, and people living with a disability, impairment or longterm illness, agree that English UK's trainers and speakers are diverse.

Respondents say English UK needs to diversify events in an extensive way: from speakers to topics to suppliers, as well as giving black people and people of colour a stronger presence and louder voice across English UK platforms.

Safety

While most survey respondents agree that English UK events are a safe space, one quarter of survey respondents do not (21% are unsure/ neutral and 4% of respondents disagree).

Of those who do not agree, more respondents are women; lesbian, gay or bisexual; living with a disability, impairment or longterm illness; 'non-native' English speakers; and/or working in a non-leadership role.

Sexist harassment at events is also highlighted as a serious problem in respondent comments.

TAKING ACTION

SUPPORTING MEMBERS

86% or more respondents think the actions suggested* in the survey would be at least somewhat helpful to their ELT organisation, and many shared additional ideas...

PROVIDE TRAINING, TOOLS & GUIDANCE

Training for ELT staff is ranked the second most helpful action by survey respondents (joint with training for agents), with some noting the importance of regular refreshers and providing free training to avoid barriers to access.

Survey responses and comments suggest several specific areas of support:

Understanding racism and discrimination

While most respondents are confident that they can identify racist or prejudiced language and behaviour, one in ten respondents are not.

And, as respondents note, it is likely that some UK ELT colleagues will not (always) recognise (all types of) discrimination, especially more 'subtle', covert or structural instances. Therefore, they suggest, everyone would benefit from training and information about identifying racism and discrimination.

As noted above, respondents are strongly divided on whether there is racist language, opinions or behaviour in UK ELT – 40% agree they have seen or heard it, 42% disagree.

Handling racism and discrimination

One quarter of teachers surveyed say they feel equipped to teach antiracism in the classroom and half feel confident that they could address discrimination and racism among students.

In both cases, older and white respondents are less confident than their counterparts.

Discussing racism and discrimination

Respondents note the value and importance of open communication in their comments and suggestions.

And, while 77% of those surveyed feel comfortable talking about racism with colleagues, this leaves almost one in four who are unsure or do not feel comfortable having those discussions.

In this survey, almost twice as many black people and people of colour, and more than twice as many people in non-leadership roles, do not feel comfortable talking about racism with colleagues.

Non-leadership staff, women and 'non-native' English speakers surveyed are less confident than their counterparts about what language to use when talking about racism and other discrimination.

Visual and messaging guides

While most respondents agree that their organisation's promotional materials (digital and/or print) reflect a diversity of people and lives (70%), fewer think they celebrate diversity (58%).

Black people and people of colour surveyed respond positively about their organisation's materials and language. Whereas women, 'non-native' English speakers and people living with a disability, impairment or longterm illness respond more negatively.

HR and policy templates and best practice

Over three quarters of respondents think templates and guidance for HR and policy would be helpful or very helpful for their organisation.

Comments note the importance of both providing tools and templates, as well as facilitating common policies across the UK ELT industry for a unified approach that leaves no one behind.

* See question 40 on page 30 for full list of actions evaluated by survey respondents.

TAKING ACTION

SUPPORTING MEMBERS CONT.

SUPPORT THE CREATION OF ANTIRACIST, INCLUSIVE TEACHING MATERIALS

77% of teaching staff and 88% of black people and people of colour surveyed think antiracist, inclusive ELT materials and lesson plans would be helpful.

Almost half of teachers surveyed do not think racism and discrimination are addressed directly in their school's curriculum. As do more black people and people of colour, and 'non-native' English speakers, than their counterparts in this survey.

Around twice as many black people and people of colour, women, and lesbian, gay or bisexual people surveyed think textbook characters and situations are stereotyped. Likewise, more white people, men and heterosexual people think teaching materials do reflect a diversity of people and lives.

In this survey, one third of black people and people of colour describe racist incidents among students as common – three times more than white people surveyed.

INTRODUCE ANTIRACIST MEMBERSHIP REQUIREMENTS

Including antiracism and discrimination requirements in English UK's membership rules is considered helpful by 87% of respondents.

75% of black people and people of colour, and 71% of 'non-native' English speakers surveyed, think rule changes would be helpful or very helpful, as opposed to 56% and 58% of white people and 'native' English speakers respectively.

Firm and explicit anti-discrimination rules, for example against advertising for 'native' English speaking teachers, zero tolerance on discrimination and making antiracism part of membership criteria, are also suggested in free text comments.

PUSH FOR CLARITY ON REPORTING AND GRIEVANCE PROCEDURES

Among those surveyed, newer staff, teachers and non-leadership staff report more uncertainty about how to report racism and about whether there are disciplinary and grievance procedures in place at their organisation.

Fewer non-leadership staff; black people and people of colour; 'non-native' English speakers; and women surveyed say they know how to report discrimination or harassment at their workplace than their counterparts.

ENCOURAGE CLEARLY COMMUNICATED INTERNAL POLICIES & PROCEDURES

In this survey, black people and people of colour; women; 'non-native' English speakers; younger people; newer and non-leadership staff; and people living with a disability, impairment or longterm illness, are less sure than their counterparts whether there are policies and procedures to address discrimination at their organisation.

For example, while 83% of white people surveyed believe their organisation has a zero tolerance policy on discrimination and harassment, only 69% of black people and people of colour surveyed do.

Similarly, while 91% of leadership staff say there is a zero tolerance policy at their organisation, 64% of non-leadership staff do.

TAKING ACTION

BUILDING A BETTER INDUSTRY

Respondents were positive about suggested actions to help shift perceptions and practice across the wider industry, contributing further ideas and emphasising positive messaging...

PROMOTE UK ELT AS A CAREER FOR ALL

Respondents think English UK should not only better support black people and people of colour currently working in UK ELT, but also encourage more people from this group to join the sector.

To achieve this, they suggest open days at schools and universities; working with career guides; promoting ELT as an exciting and interesting career choice; and breaking stereotypes of ELT as for 'grammar nerds' or that 'good teachers speak RP'.

DELIVER POSITIVE CAMPAIGNS AND UPDATE UK ELT PROMOTION

Respondents suggest English UK could help change the sector's promotional narrative by pro-actively celebrating diversity and inclusivity in the UK and UK ELT. This is considered an important selling point of UK ELT and one that should become a central promotional message.

PROFESSIONAL SUPPORT NETWORKS

Around a quarter of respondents are part of a professional support network and almost half of those who aren't, are interested in joining one.

Half of 'non-native' English speakers surveyed, who are not already in a group, are interested in joining one. Non-leadership staff are also more interested in joining a group than their counterparts.

75% of black people and people of colour surveyed think a network specifically for black people and people of colour in UK ELT would be helpful.

ADDRESS DISCRIMINATION IN PARTNERS

Agent-facing activities are a popular area of action, and respondents describe racism, homophobia and native speakerism from both students and agents in their comments. They also note the difficulty of challenging views that may be tied to cultural and religious values; the importance of protecting staff; and fears of upsetting clients and losing revenue, should they refuse prejudiced requests.

Agent- and student-facing materials

Survey respondents say producing agent-facing materials would be the most helpful action from English UK, with 85% saying they would be helpful. Many comments report problematic expectations and preferences for 'British', meaning white and 'native' English speaking, hosts or teachers.

Training for agents

Training for agents was the second most popular action (joint with training for ELT providers) and frequently mentioned in general terms in comments.

New rules and guidelines

Updating rules for English UK partner agencies and providing guidance about discrimination were popular suggestions. Respondents add the need for clear expectations with real consequences, such as losing partner status or the right to attend events.

Working together

Many respondents stress the importance of working together with agents, noting it is a difficult but necessary part of addressing discrimination. Some respondents call for training on how to hold difficult conversations effectively, suggesting this would give UK ELT workers more confidence to raise concerns. A trained group that specialises in handling issues for members is also proposed.

TAKING ACTION

BARRIERS & CHALLENGES

Survey respondents identify a number of challenges and barriers that English UK is likely to face and must respond effectively to, in order to achieve positive change in UK ELT...

RACISM AND PREJUDICE

The most frequently mentioned barrier is racism and prejudice itself – respondents note the challenge of unconscious assumptions, ingrained attitudes, perceptions of cultural superiority, entrenched bias and unrecognised privilege.

Respondents note that prejudice exists across the UK, so will unavoidably be reflected in the UK ELT industry as a complexity of concerns, or lack thereof, across the sector.

A divide between those who want to speak out and those who would dismiss discrimination or the need for change, is expected to be a significant challenge.

What's more, some note that although the UK ELT industry may feel inclusive, culturally aware and sensitive, the sector's internationalism can make people complacent and less ready to reflect on biases and prejudices.

COMMERCIAL INTERESTS

The second most common barrier respondents predict is financial interests. Tied to the challenge of client beliefs and prejudices, some add that these will not be addressed for fear of losing revenue.

A difficult divide is noted between academic and business staff within UK ELT organisations. It is suggested that teaching staff are more likely to engage with anti-discrimination than business staff, who are closer to commercial concerns.

APATHY AND CONSERVATISM

Fighting against apathy and resistance to change is mentioned several times.

Gaining support and changing minds, especially among more senior or 'old school' staff in UK ELT, as well as among agents, is expected to be a particular challenge English UK will encounter.

LACK OF RESOURCES

Respondents fear that well-intentioned projects will lose momentum due to a lack of staff time or financial resourcing. Or that plans and goals may not be ambitious enough, in order to be more achievable with little time or money.

Specific barriers mentioned for English UK in this area include: not assigning enough resources for effective monitoring; not following through on plans or promises; a lack of time; and a lack of (financial) commitment or prioritisation.

Thank you to everyone who completed English UK's first inclusion and diversity survey for UK ELT. Your input is invaluable.

English UK's mission to promote, represent and support UK ELT providers so they can give students the best possible learning experience, is only possible if our industry is free of racism and discrimination.

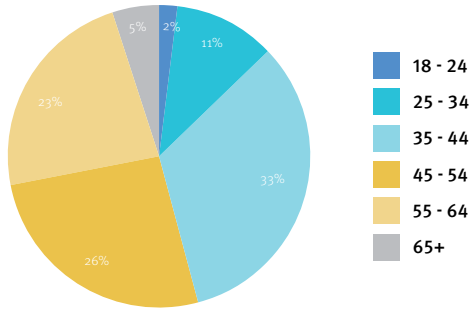
The challenge is great, but if we work together, supporting and encouraging one another, we can make real positive changes in every part of UK ELT.

If you have any questions or comments about the English UK antiracism plan or this report, or if you are interested in joining the antiracism action team, please do not hesitate to contact English UK:
info@englishuk.com +44 20 7608 7960

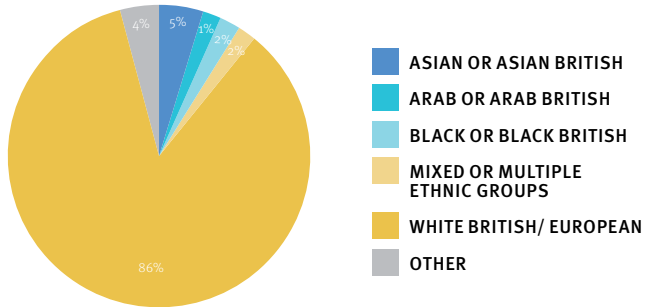
APPENDIX

DEMOGRAPHICS

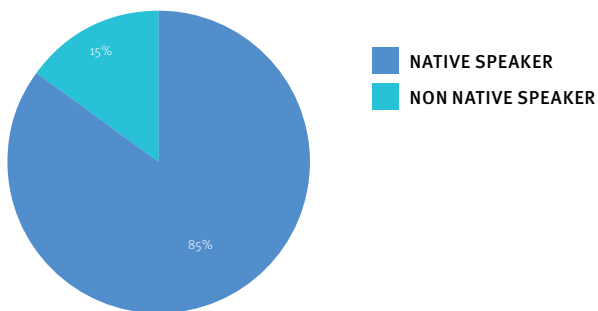
Q1 WHAT IS YOUR AGE BRACKET?



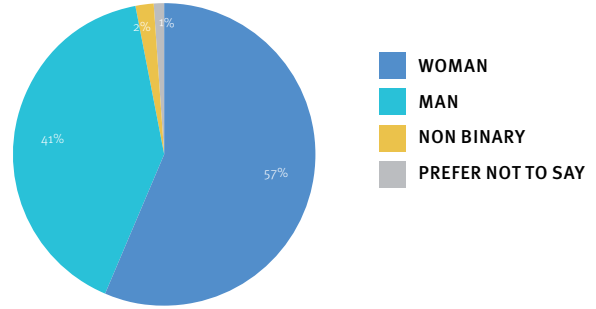
Q2 WHAT IS YOUR RACIAL OR ETHNIC IDENTITY?



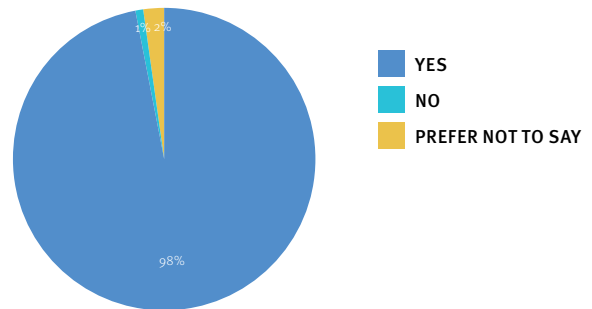
Q3 HAVE YOU SPOKEN ENGLISH FROM EARLY CHILDHOOD? I.E. ARE YOU A 'NATIVE' SPEAKER OF ENGLISH?



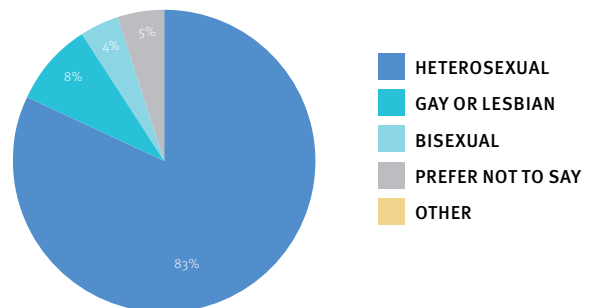
Q4 WHAT IS YOUR GENDER IDENTITY?



Q5 DO YOU IDENTIFY WITH THE GENDER YOU WERE ASSIGNED AT BIRTH?



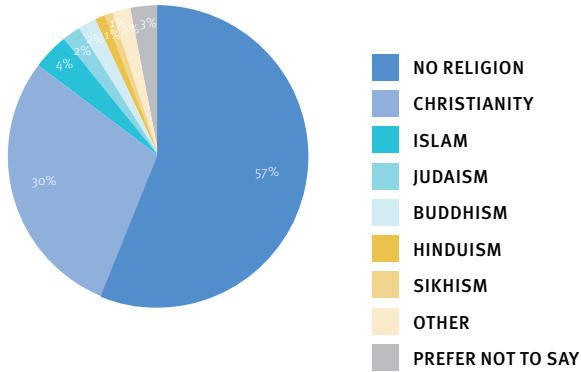
Q6 WHAT IS YOUR SEXUALITY?



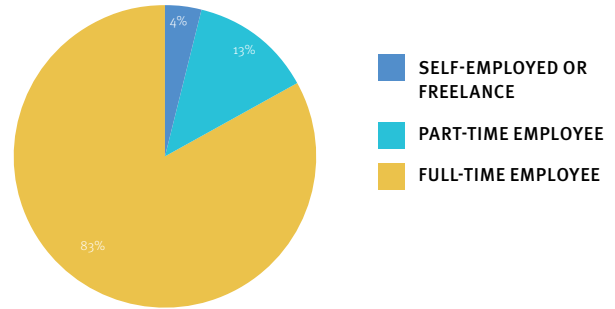
APPENDIX

DEMOGRAPHICS CONT.

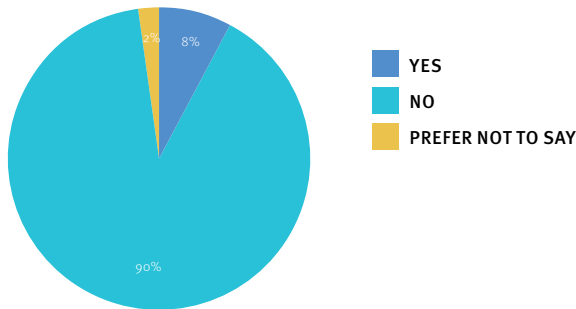
Q7 WHAT IS YOUR RELIGION?



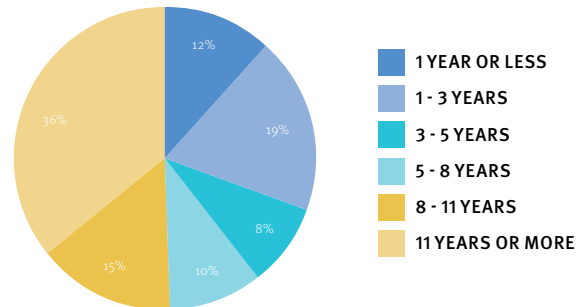
Q10 WHAT IS YOUR EMPLOYMENT TYPE?



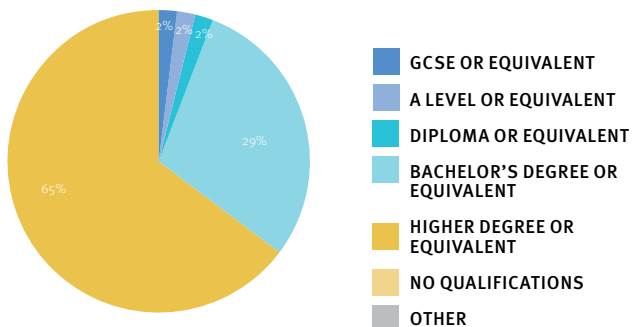
Q8 WOULD YOU DESCRIBE YOURSELF AS HAVING A DISABILITY, IMPAIRMENT OR LONG TERM ILLNESS?



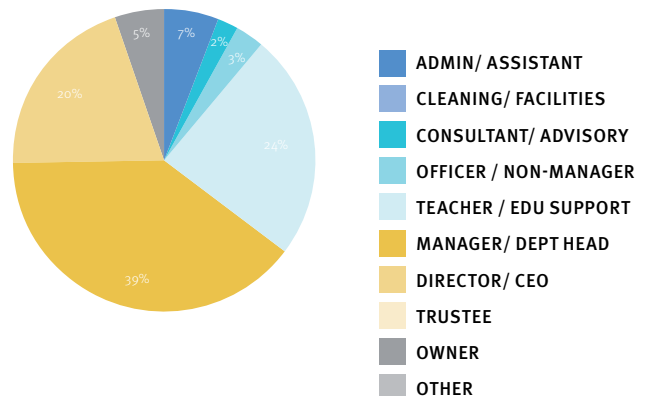
Q11 HOW LONG HAVE YOU WORKED AT/ WITH YOUR ORGANISATION?



Q9 WHAT LEVEL OF EDUCATION DO YOU HAVE OR ARE YOU WORKING TOWARDS?*



Q12 WHAT BEST DESCRIBES YOUR POSITION? **



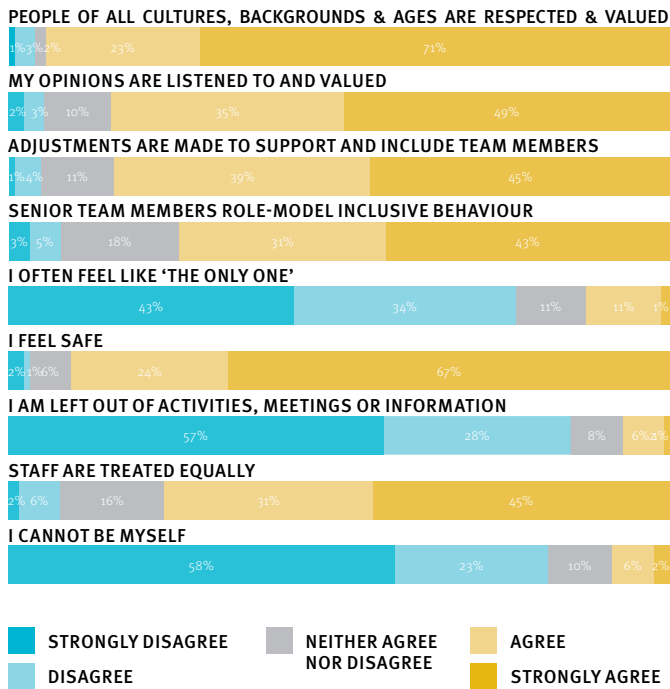
* Options in full: No qualifications / GCSE, O level, Level 1 or 2 diploma or NVQ, or equivalent / A Level, Scottish Highers, Welsh Baccalaureate, International Baccalaureate, Level 3 or 4 diploma or NVQ, advanced apprenticeships or equivalent / Foundation degree, diploma of higher education, Level 5 diploma or NVQ, higher apprenticeship or equivalent / Bachelor's Degree (BA or BSc), Level 6 diploma or NVQ, degree apprenticeship or equivalent / Higher degree (MA, Msc, PhD, PGCE or postgraduate diploma), Level 7 or 8 diploma or NVQ, or equivalent / Other

**Options in full: Administrative, secretarial or assistant / Cleaning, maintenance or facilities / Consultant, advisory or trainer/ Officer or non-managerial / Teacher, teaching support / Manager, department head / Director, chief executive / Trustee / Owner / Other

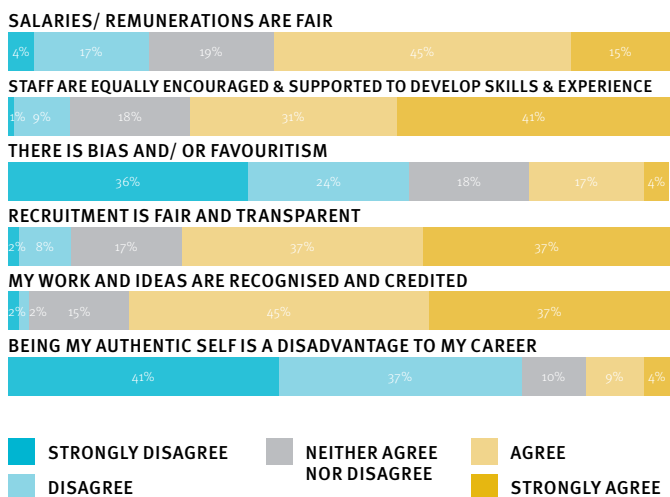
APPENDIX

ELT WORKPLACES

Q13 THINKING ABOUT THE WORKING ENVIRONMENT AND ATMOSPHERE, HOW MUCH DO YOU AGREE WITH THE FOLLOWING ABOUT YOUR ORGANISATION?

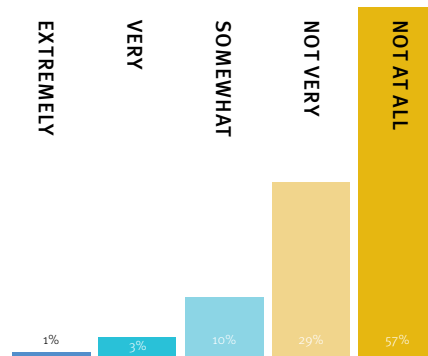


Q14 THINKING ABOUT EVALUATION, PROMOTION AND RECRUITMENT, HOW MUCH DO YOU AGREE WITH THE FOLLOWING ABOUT YOUR ORGANISATION?



Q15 ARE YOU A PART OF A PROFESSIONAL SUPPORT NETWORK? E.G. A UNION, WOMEN'S GROUP, LGBTQ+ IN ELT, A PROFESSIONAL NETWORK OR A MENTORING SYSTEM. (FREE TEXT)

Q16 ARE YOU CONCERNED ABOUT RACISM OR XENOPHOBIA AT YOUR ORGANISATION?



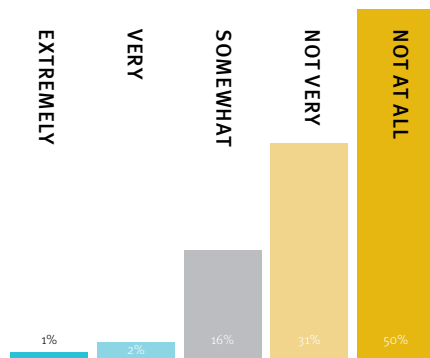
Q17 THINKING ABOUT RACISM AND XENOPHOBIA, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENTS ABOUT YOUR ORGANISATION?



APPENDIX

ELT WORKPLACES CONT.

Q18 ARE YOU CONCERNED ABOUT GENDERED, HOMOPHOBIC, TRANSPHOBIC, ABLEIST, AGEIST, RELIGIOUS OR OTHER DISCRIMINATION AT YOUR ORGANISATION?



Q19 THINKING ABOUT PREJUDICE AND DISCRIMINATION, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENTS ABOUT YOUR ORGANISATION?

MY ORGANISATION IS COMMITTED TO INCLUSION AND FAIRNESS



I FEEL COMFORTABLE TALKING ABOUT PREJUDICE AND DISCRIMINATION WITH COLLEAGUES



I KNOW HOW TO REPORT DISCRIMINATION OR HARASSMENT



'SUBTLE' OR 'MINOR' INSTANCES OF PREJUDICE ARE/WOULD BE IGNORED TO AVOID CONFLICT



APPROPRIATE ACTION IS/ WOULD BE TAKEN TO ADDRESS DISCRIMINATION OR HARASSMENT



I HAVE HEARD OR SEEN PREJUDICED LANGUAGE, OPINIONS OR BEHAVIOUR



I DON'T KNOW WHAT LANGUAGE TO USE WHEN TALKING ABOUT PREJUDICE AND DISCRIMINATION



'OVERT' OR 'EXTREME' PREJUDICE OR DISCRIMINATION IS/WOULD BE ADDRESSED



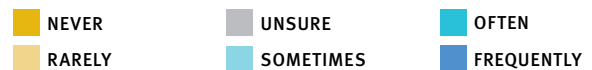
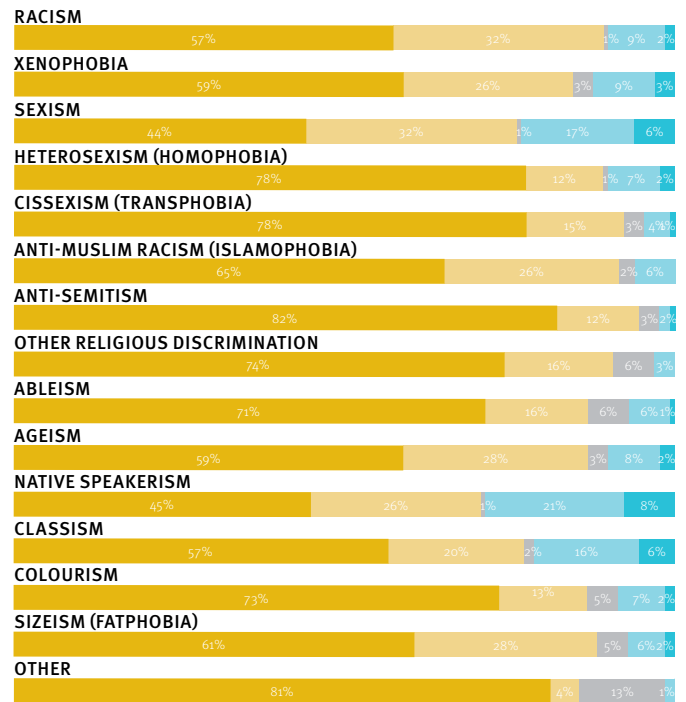
I AM CONFIDENT THAT I COULD IDENTIFY PREJUDICED LANGUAGE, OPINIONS OR BEHAVIOUR



MY ORGANISATION PREFERS TO HIRE NATIVE ENGLISH SPEAKERS



Q20 THINKING ABOUT STEREOTYPING, BIASED OR UNFAIR TREATMENT OF ANY KIND, HAVE YOU EXPERIENCED OR WITNESSED DISCRIMINATION AT YOUR ORGANISATION?



Q21 PLEASE PROVIDE DETAILS IF YOU THINK THIS WILL HELP US UNDERSTAND AND ADDRESS DISCRIMINATION AT YOUR ORGANISATION. YOU DO NOT NEED TO DISCLOSE ANY IDENTIFYING DETAILS. [FREE TEXT]

APPENDIX

ELT WORKPLACES CONT.

Q22 DOES YOUR ORGANISATION HAVE POLICIES OR PRACTICES FOR OR INCLUDING THE FOLLOWING?

EQUALITY, DIVERSITY AND INCLUSION (“EQUAL OPPORTUNITIES POLICY”)



DISCIPLINARY AND GRIEVANCE PROCEDURES



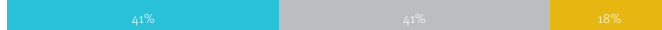
TRANSPARENT PAY BANDS/ CAREER LADDERS



FAIR RECRUITMENT AND ADVANCEMENT



GENDER PAY GAP REPORTING



FLEXIBLE WORKING AND REASONABLE ADJUSTMENTS



ZERO TOLERANCE POLICY ON DISCRIMINATION AND HARASSMENT



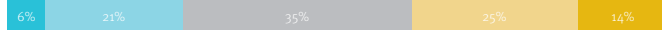
NO UNSURE YES

Q23 THINKING ABOUT TEACHING AND OTHER STUDENT FACING ACTIVITIES, HOW MUCH DO YOU AGREE WITH THESE STATEMENTS ABOUT YOUR ORGANISATION?

TEACHING MATERIALS REFLECT A DIVERSITY OF PEOPLE AND LIVES



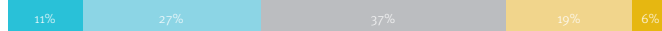
I FEEL EQUIPPED TO TEACH ANTIRACISM IN THE CLASSROOM



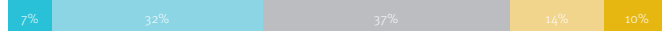
I FEEL CONFIDENT TO ADDRESS DISCRIMINATION AND RACISM AMONG STUDENTS



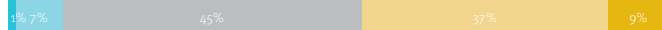
TEXTBOOK CHARACTERS AND EXAMPLE SITUATIONS ARE RACIALISED, GENDERED OR OTHERWISE STEREOTYPED



RACISM AND DISCRIMINATION ARE ADDRESSED DIRECTLY IN THE CURRICULUM



STUDENTS RESPOND WELL TO LESSONS/ MESSAGING ABOUT INCLUSION & DIVERSITY



RACIST INCIDENTS AMONG STUDENTS ARE COMMON



STRONGLY DISAGREE DISAGREE NEITHER AGREE NOR DISAGREE AGREE STRONGLY AGREE

Q24 THINKING ABOUT PROMOTING COURSES, STUDENT RECRUITMENT AND WORKING WITH AGENTS, ETOS AND OTHER PARTNERS, HOW MUCH DO YOU AGREE WITH THESE STATEMENTS ABOUT YOUR ORGANISATION?

PROMOTIONAL MATERIALS REFLECT A DIVERSITY OF PEOPLE AND LIVES



LANGUAGE IS INCLUSIVE



PROMOTIONAL MATERIALS CELEBRATE DIVERSITY IN THE UK



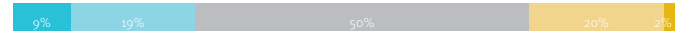
STUDENT BEHAVIOUR, PREFERENCES OR NEEDS ARE STEREOTYPED



WE ARE OFTEN ASKED FOR A MORE 'BRITISH' HOMESTAY HOST, TEACHER OR OTHER STAFF



AGENT BEHAVIOUR, PREFERENCES OR NEEDS ARE STEREOTYPED

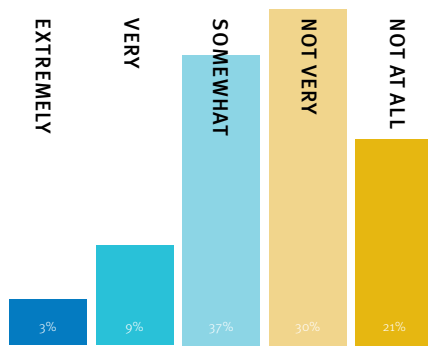


Q25 DO YOU HAVE ANY FURTHER THOUGHTS OR COMMENTS ABOUT EXPERIENCING OR WITNESSING RACISM OR DISCRIMINATION AT YOUR ORGANISATION? [FREE TEXT]

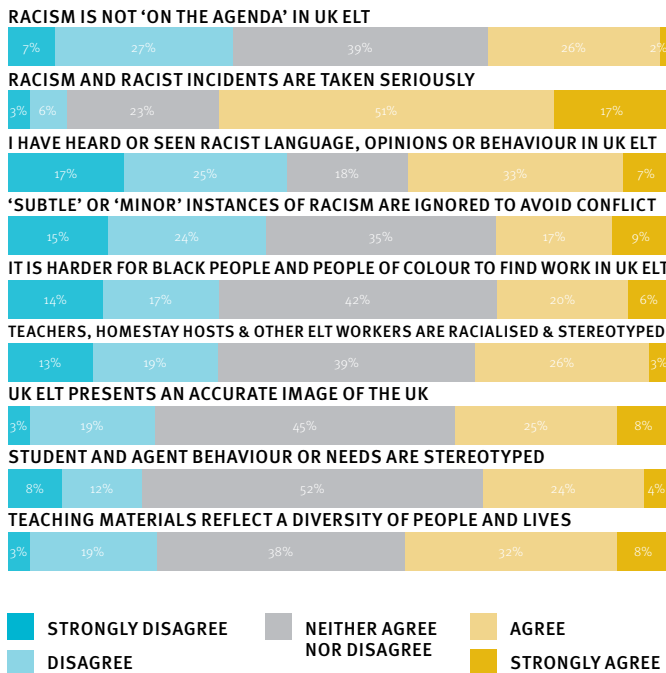
APPENDIX

UK ELT SECTOR

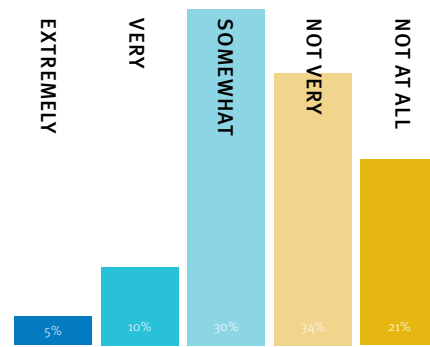
Q26 ARE YOU CONCERNED ABOUT RACISM OR XENOPHOBIA IN THE WIDER UK ELT INDUSTRY?



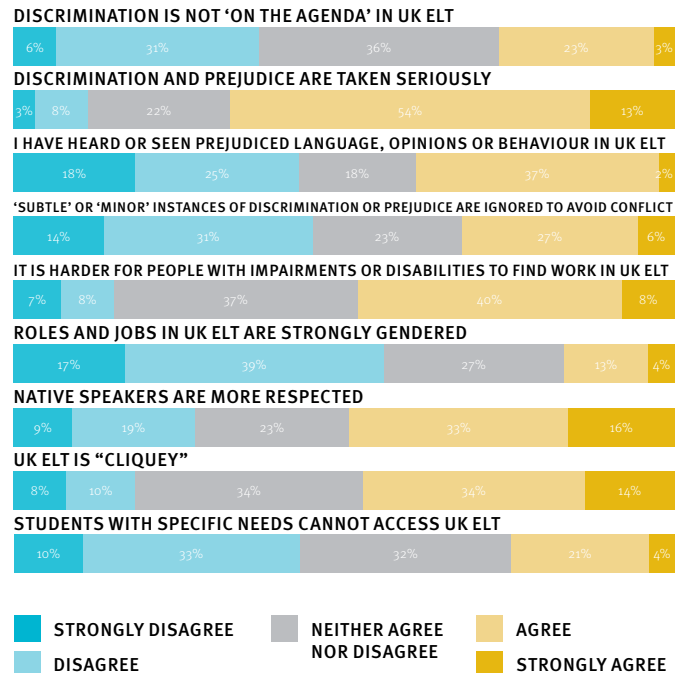
Q27 THINKING ABOUT RACISM AND XENOPHOBIA, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENTS ABOUT THE UK ELT INDUSTRY?



Q28 ARE YOU CONCERNED ABOUT GENDERED, HOMOPHOBIC, TRANSPHOBIC, ABLEIST, AGEIST, RELIGIOUS OR OTHER DISCRIMINATION IN THE WIDER UK ELT INDUSTRY?



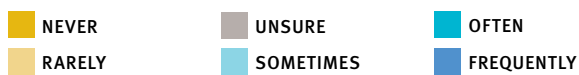
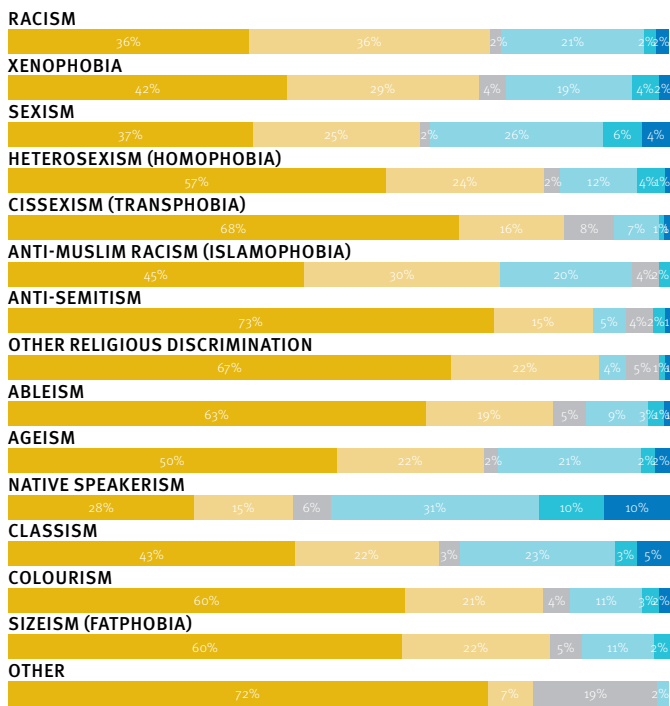
Q29 THINKING ABOUT DISCRIMINATION, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENTS ABOUT THE UK ELT INDUSTRY?



APPENDIX

UK ELT SECTOR CONT.

Q30 THINKING ABOUT STEREOTYPING, BIASED OR UNFAIR TREATMENT OF ANY KIND, HAVE YOU EXPERIENCED OR WITNESSED DISCRIMINATION IN UK ELT?



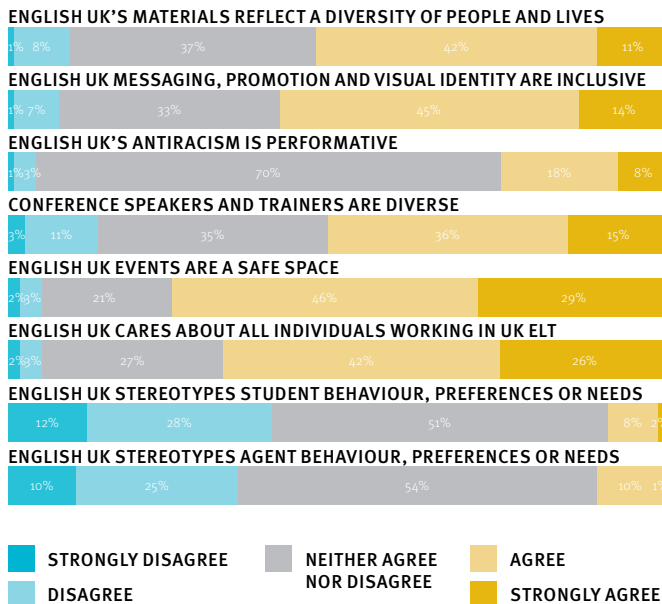
Q31 PLEASE PROVIDE DETAILS IF YOU THINK THIS WILL HELP US UNDERSTAND AND ADDRESS DISCRIMINATION IN UK ELT. YOU DO NOT NEED TO DISCLOSE ANY IDENTIFYING DETAILS. [FREE TEXT]

Q32 DO YOU HAVE ANY FURTHER THOUGHTS OR COMMENTS ABOUT EXPERIENCING OR WITNESSING RACISM OR DISCRIMINATION IN THE UK ELT INDUSTRY? [FREE TEXT]

APPENDIX

ENGLISH UK

Q33 THINKING ABOUT ENGLISH UK'S PROJECTS, EVENTS, COMMUNICATIONS AND PRACTICES AS AN ORGANISATION AND IN UK ELT INDUSTRY BODY, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENTS ABOUT ENGLISH UK?



Q34 DO YOU HAVE ANY FURTHER THOUGHTS OR COMMENTS ABOUT RACISM OR DISCRIMINATION IN ENGLISH UK PROJECTS, EVENTS, COMMUNICATIONS AND PRACTICES? [FREE TEXT]

Q35 HOW CAN ENGLISH UK HELP END RACISM AND DISCRIMINATION IN UK ELT? [FREE TEXT]

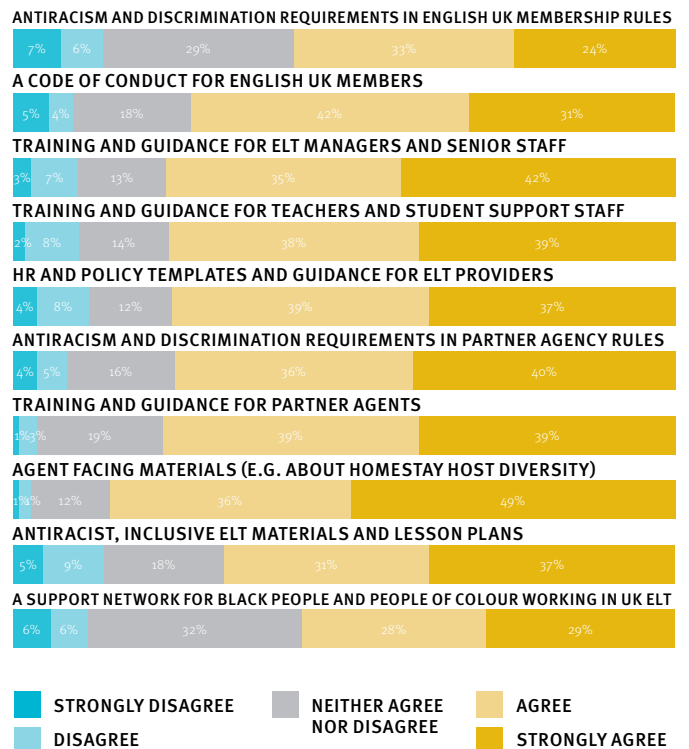
Q36 HOW CAN WE SUPPORT BLACK ELT PROFESSIONALS AND ELT PROFESSIONALS OF COLOUR? [FREE TEXT]

Q37 HOW CAN ENGLISH UK AMPLIFY VOICES OF BLACK PEOPLE AND PEOPLE OF COLOUR IN UK ELT? [FREE TEXT]

Q38 HOW CAN WE ADDRESS RACISM AND DISCRIMINATION IF IT OCCURS IN PARTNERS AND AGENTS? [FREE TEXT]

Q39 WHAT BARRIERS OR CHALLENGES DO YOU THINK WE WILL ENCOUNTER? [FREE TEXT]

Q40 ENGLISH UK EXISTS TO SUPPORT ITS MEMBERS AND THE UK ELT INDUSTRY. WE WANT TO HELP MEMBERS ADDRESS RACISM AND DISCRIMINATION TO CREATE A MORE INCLUSIVE, SAFER AND FAIRER INDUSTRY TO EVERYONE.



Q41 PLEASE LET US KNOW ANY OTHER ACTION THAT YOU WOULD FIND HELPFUL. [FREE TEXT]

Q42 WHAT DO WE NEED TO DO TO MAKE OUR ANTIRACISM AND ANTI-DISCRIMINATION WORK SUCCESSFUL? [FREE TEXT]

Q43 WHO SHOULD WE BE WORKING WITH? [FREE TEXT]

Q44 WHAT DO YOU THINK WILL BE THE GREATEST CHALLENGES OR BARRIERS TO SUCCESS? [FREE TEXT]

Q45-48 PERSONAL DETAILS, PRIZE DRAW AND ANTIRACISM GROUP INTEREST [FREE TEXT]



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