

Services for Asian People with Learning Disabilities

Report of a conference

**Monday 17 November 1997 at
Civic Centre, Oldham**

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Training & Development Team	TDT

Working with local services in Cheshire, Greater Manchester, Lancashire, Merseyside and South Cumbria in moving towards better futures for people with learning disabilities.

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Introduction

In recent years there has been growing concern within the ethnic minority communities, statutory and voluntary agencies and professionals working in the learning disability field. Research studies and much anecdotal evidence suggests that as with other ethnic minority communities, British Asians face substantial inequalities, discrimination and disadvantage. They are, for example, more likely than their white peers to: live in substandard housing; live in inner city areas; to be employed in semi-skilled jobs; and to be unemployed. They also experience discrimination in education, health and social services.

The recent Hester Adrian research report *Improving Services for Asian People with Learning Disabilities and Their Families* (Hatton et al 1996), revealed the extent of need for service supports amongst Asian people with learning disabilities and their carers, issues relating to the provision of support, and the current low levels of access to services. The research findings present service purchasing and providing agencies with a challenge, and give useful pointers to possible actions and

priorities. This conference aimed to use the research as a context for the exploration of practical service responses. There was an opportunity for debate and discussion around service responses, and sharing and exchanging examples of good practice. Some of these have been documented in this report for dissemination.

Mr Evans, Acting Director of Oldham Social Services Department, announced that Councillor Stan Skinkis, Chair of the North West Association of Social Services Authorities, had intended to offer the introduction to this conference. Unfortunately he was in hospital and unable to attend.

Welcoming the conference, Mr Evans stressed the need for action to follow up on research in this field:

“We should make sure no group becomes marginalised, it is all very well to secure funding for research, we need to be working pro-actively alongside each other to make things happen, for instance sharing opinions, ideas, experiences, that come together in order to provide appropriate services.”

Presentations

Services for Asian people with learning disabilities and their families

Presenter: Chris Hatton

This presentation was based upon research which took approximately twenty one months to complete and involved service users and potential service users, staff and Asian families.

Chris noted that despite the fact that around 1.5 million people from Asian communities live in the UK, we know very little about the needs of and service responses to Asian people with learning disabilities and their families. To find out more about these issues, the Mental Health Foundation funded the Hester Adrian Research Centre to:

- Explore the needs of Asian adults with learning disabilities and their carers in two Metropolitan Boughs in the North West of England.
- Work with local agencies to find ways to improve services.

Three general themes emerged.

1. Support needs of Asian families are high:

- The number of Asian people with learning disabilities is rising dramatically, with the number of Asian adults set to more than double over the next ten years.
- Asian families experience high levels of material deprivation in terms of inadequate housing, high levels of unemployment and poverty.
- Asian families report very few family members (either siblings in the household or extended family members) available to provide informal support.
- Only a minority of Asian carers speak or write English.

- Almost 80% of carers reported high levels of stress, and many reported additional health problems.

2. Service responses to Asian people with learning disabilities and their families are both inadequate and inappropriate:

- Substantial numbers of Asian families with a person with learning disabilities are not known to learning disability services.
- While carer awareness and uptake of general health services (GP, dentist etc.) is high, awareness and uptake of specialist services for people with learning disabilities is generally low, particularly residential and respite services.
- Both carers and users report that services rarely take into account cultural and religious needs in areas such as recognising religious festivals, diet, and intimate care tasks being performed by same sex workers.
- Both carers and users also report experiencing racism from other users and staff.

3. Users and carers provided ideas for improving services in the following main areas:

- **Improving communication between services and carers**, including: information in appropriate languages, formats and places to raise awareness;
- **More Asian staff with appropriate language skills throughout mainstream services** to enable communication to occur without having to use family members as interpreters.
- **Improving the cultural sensitivity of services**, including: more Asian staff throughout mainstream services to ensure the recognition of cultural needs; appropriate diet; recognition and celebration of cultural and religious festivals; same-sex staff for intimate care tasks.
- **Improving the flexibility of services**, particularly in the areas of respite and domiciliary care services, including the

involvement of other Asian families in these areas and more versatile service responses to enable carers to meet family commitments.

In general, Asian carers and users do not want specialised services for Asian people, an integrated approach that serves the cultural needs of all people is preferred

Some conclusions of the project were:

- The myth of the extended family, lending support with problems affecting the family is misguided. By subscribing to this myth, learning disabilities service providers are in danger of absolving themselves from the responsibility of providing more appropriate services. Professionals must assume their responsibility and start working out solutions to the very real problems which exist within the Asian communities.
- There is a great need to raise awareness of learning disabilities. Many members of the Asian communities do not have access to basic material on learning disabilities, since it is predominantly written in English. The communities, therefore, need to be better informed about how to recognise learning disabilities and where to seek help.
- The needs and aspirations of Asian users and carers are not static. In particular. There are likely to be significant differences between 'first' and 'second' generation immigrants.

(The project team have written three main research report - details in appendix ?.)

Sharing the news with Asian families

Presenter: Robina Shah

Robina has developed a good practice guide, a product of a service development project funded by the Mental Health Foundation Learning Disabilities Committee. The project was set up in response to the absence of training materials and good practice guidelines which focused specifically on disclosure of a diagnosis of a child's impairment to Asian

parents. This was referred to in this presentation as *Sharing the News*.

The guide and the accompanying training pack builds upon this existing work and offers in depth information about the way in which Asian parents should be told about their child's impairment. By encouraging discussion about ethnicity, doctors and nurses in particular, as well as other allied professionals will feel much more confident sharing the news to Asian parents.

Some of the key issues raised by families were:

- that the way they were told is itself a cause of major distress to them. In many cases, as in this one, it is identified as the principal source of distress.
- this illustrates professional avoidance of the need to inform parents as sensitively, simply, accurately, honestly and quickly as possible about their child.
- the frustration at the loss of valuable time early in a child's life, when parents need to feel that they are doing everything possible for their child, is also emphasised

Robina suggested that it is evident from this research that parents want to have clear explanations about their child's disability, however incomplete. Parents recognise that explanations are not always possible and wished that professionals would say so, rather than not say anything at all.

The good practice guide seeks to draw attention not only to the continuing fact of parents distress in this situation, but also to reinforce the valuable lessons already established in earlier research.

The guide proposes key principles which emerge from the discussions about how parents should be told by shedding light on the needs of Asian parents. Most importantly it details the need to respect the child and the parents by devising explicit guidelines for all those professionals involved with the diagnosis and disclosure of a child's impairment.

The main principles are as follows:

- to establish what your starting point is
- sharing the news requires realistic planning

- sharing the news should be done in an environment which is non threatening and comfortable
- allow parents time to ask questions
- professionals need to be aware of assumptions
- respect parent's reactions
- information should be culturally accessible
- practical advice and follow up

Consistent themes emerged from the research findings, the main key themes were the “*lack of communication*”, parents felt isolated, did not understand the message, there was a delay in information and for many they were denied information. Hence the context within which the news was broken was seen as very unsatisfactory.

Robina concluded:

“it is quite sad we have not moved on. Good intentions are not enough it is time for pro-active action”.

(The Mental Health Foundation will publish information in 1998, including the outcomes from Robina's research, the Training Pack and the Good Practice Guide.)

A practical service development approach, Oldham Social Services

Presenters: Martin Routledge, Nizakat Khan, Nasima Ahmed

The presenters noted that Oldham Social Services were attempting to take a practical service development approach in responding to the needs of Asian people with learning disabilities and their families.

Building upon some earlier work, and using Joint Finance funding, a small project team were appointed to undertake research and development work in respect of Asian people with learning disabilities and their families. The project was titled the *Ethnic Minority Outreach Project (Learning Disabilities)*. The central aims of the project were to identify the needs of Asian people and their families,

current service supports, and service development requirements. The project had an action focus, allowing for the two half time workers (from Bangladeshi and Pakistani communities), to provide immediate advice and consultancy to service providers as well as identify issues requiring longer term attention from the Learning Disability Section management team.

The project focused its work upon three broad groups:

- existing users of service
- non-users of service
- projected users of service.

This focus enabled the team to:

- work with existing users and service providers in order to identify important service deficiencies and seek to redress these alongside care significant unmet need
- identify the scale of non-use of service by those eligible for services, the reasons for non-use and make recommendations to meet significant unmet need
- provide planning information on the service requirements of the increasing population of young people who will be coming through the transition from schools and children's services to those for adults. In addition project workers were able to provide invaluable support to care managers and families currently in the process of transition.

In undertaking this work, the project team have:

- assisted in assessment and service design: provided training and consultancy for staff teams
- supported a carers group
- offered direct support of various kinds to individuals and families
- assisted in preparation of service information including two videos
- researched non-use via liaison with schools, service staff and others
- linked with services and research projects regionally and nationally

- analysed current service deficiencies and made recommendations to managers.

As mentioned above, the findings from the research project on the needs of people with learning disabilities from Asian communities undertaken by the Hester Adrian Research Centre, were strongly mirrored in the Oldham findings. The Oldham project team report (March 1997), offered direction for service development. In brief, some of the findings were:

- Only about half of the approximately 30 families apparently eligible to use learning disability services were in fact making such use. Some of these people did not come into use of learning disability services on leaving school, others started use but dropped out.
- Non-use did not seem to relate to low need for support. Initial information seemed to show that fears about cultural or religious suitability of service underlay much non-use. As reported by the HARC study, families were receiving little support from others, dispelling myths about communities providing adequate substitute informal care.
- Satisfaction amongst current *users* of service varied, with some feeling that significant shifts towards the meeting of cultural and religious needs was needed.
- The project team came to the view that a continuum of services was needed. In the short term this might mean some new service options, (for example women's only activities) and options focused within Asian community settings. Resulting from consultations, however, the team were keen not to encourage misconceptions about "separate" services for Asian users. It must be acknowledged, that at current state of development of services and relationships, some families are very concerned about the appropriateness of existing services. This does not mean, however, that some of those services will not be used in future when confidence has built up and some barriers to use removed.
- An increasing percentage of school leavers with learning disabilities are from Asian communities, making support in transition

and the development of service options that will better meet the needs of these people a high priority.

This information, though of concern, has been of great use to the Learning Disability Service, confirming anecdotal evidence that there is much work to be done in order to make services appropriately accessible to people from all the communities of Oldham.

In addition to the development and support activities during the period of the project, the team produced a detailed report which made a number of recommendations and identified priorities for action. The Section Management Team have produced an action plan and work has started to deliver on the plan.

In brief, areas covered within the plan include:

- Training issues - cultural and beliefs, practical issues (diet, personal care etc). Training at induction, targeted at staff teams, and managers.
- Policy and guidelines - eventually these will cover a range of areas of practice, with early priorities being guidelines relating to personal care and diet, food preparation.
- Service planing system - this will require and guide specific services and establishments in taking action to ensure maximum accessibility, and allow for monitoring of progress.
- Care management development - arrangements to ensure allocation, appropriate service design and tracking of use of service.
- Plans for the development of short term support services - identified as an early priority. This includes making the existing services more accessible and a proposal to target the proposed new adult placement day time support pilot via focused recruitment.
- Means to improve access to duty and crisis support services offered within the LDS
- Interpreters - exploring ways to improve use of interpreting services.

- Information provision - developing various forms and media to ensure that people from Asian communities are aware of services and how to access them. To date a video has been produced and is currently being prepared for dissemination.
- Other specific service developments. The work of the project team demonstrated that though measures to improve accessibility and suitability of *existing* services are vital we are likely to need to *extend* the range of service options. Use of redeployed existing resources and STG has allowed service developments which seem likely to begin to meet the needs identified.

Conclusions and the way forward

Managers and workers are keen to remove barriers, we have developed a steering group to take our Action Plan forward. As pointed out by Chris Hatton, action planning must be developed by organisations, with an emphasis on 'action'.

We are facing many exciting new challenges, and we have a lot to learn, we need to recruit people from all communities beyond pilots and experts. We need to move away beyond the common tendency for organisations to employ a couple of people from Asian communities who end up doing everything in an organisation.

It is vital to engage and negotiate with other departments and agencies beyond learning disability services

It is not all about resources. We should not allow ourselves to get stuck on this issue of resources but rather pro-actively change the way we use them.

Ethnic Minority Advocacy Partnership (EMAP)

Presenters: Anthony Berry & Gulam Patel

EMAP originated from the report *We Don't Cook Yam, Plantain and Dumplings*. That report said people from ethnic minority groups with a learning difficulty are not getting services that are responsive to their cultural

needs. Among the range of recommendations of the report, the need for work to be done in the community to identify unmet needs and to support black and ethnic minority people to demand culturally appropriate services was a priority. EMAP is set up to progress the task of developing individually appropriate services through networking and partnership in the Southwark community. The project is funded for three years to March 1999.

EMAP have five main outcomes to **deliver** that are as follows:

- Enabling 15-25 individuals access to services with respective cultural diversity.
- Setting up advocacy and support groups.
- Strengthening links between the black and ethnic minority voluntary and statutory sectors.
- Write a charter of good practise.
- Widely publish book of stories of how people's lives have been improved.

These outcomes cannot be achieved without commitment and action to change situations around for the target group. To enable this to happen, negative attitudes should be addressed and service providers should know that access to culturally sensitive services is not an option, but a fundamental right of all service users. Action to produce positive change in people's lives is the main aim of EMAP.

EMAP presentation was encapsulated in the following quote:

"Communities have very limited knowledge of what's available in terms of learning disabilities, due to certain barriers. Some even do not know what learning disabilities are, so a lot of work is Community Development, e.g. seeking and building partnerships with all concerned. Use of language with Social Services. No access to records due to confidentiality, and perceived threat to SS personnel. A frustration sets in because unnecessary demands from communities and unwillingness to co-operate on the part of statutory agencies as they do not see merits in what we are doing. Low morale of workers due to piecemeal funding hence no security of future employment. In a non-functional project like EMAP we could not offer any grass root level services. A lot of work is involved around making information available so people could be informed about their choices..."

Accurate assessment of Asian people with learning disability depends on clarity of communication and an understanding of the underlying cultural influences, learning disabilities has been the subject of immense stigma and discrimination which means that Asian people with learning disabilities suffer double discrimination associated with learning disabilities and race.

The Benefits of EMAP:

- To support people to experience change in their lives.
- Strengthen links with the community.
- Open up greater opportunities for people to access services.
- Help achieve the outcomes of the Community Care Plans for black and ethnic minority people.
- Provide a charter of good practice for everyone to use and fill the gap in knowledge.
- The advisory group. Project leader and community workers will be a source of advice and support.
- It will assist the JCCPG fulfil its strategic planning objectives for Black and ethnic minority people.

Gulam Patel - the Asian community worker role includes translating the action plans. The fact is there is a shrinkage of resources yet a increase in the diversity of community groups. We must optimise resources to link into existing services towards mainstream Social Services.

Networking is a key theme where there is work carried out towards similar objectives.

“If you don't know where you are going, you will never get there”.

Black Communities Initiative (BCI), Tameside Social Services

Presenter: Lina Patel

The BCI was established by the Customer Services Unit to redress the inequality in terms of Asian peoples' access to assessments and existing or new services.

The four main areas of work the BCI covers are as follows:

- An Education/Consultation strategy (Caring for People/Children)
- Making Black Carers Visible (Carers Network)
- Assessment & Care Planning (Co-workers/ethnic monitoring/aggregation of need)
- Developing appropriate Service Provision

Everybodys starting point tends to be service delivery, our has been from the assessment process, hence this presentation will focus on the Supported Assessments project i.e. the third main area of our work.

Improving the quality of Community Care assessments has been the key approach to improving services to Asian Communities.

The principles of the scheme are as follows:

The lead responsibility for the assessments remains firmly with the Assessors/Social workers.

The Co-workers were employed on a sessional basis after a period off induction and training and also offered supervision and access to team meetings to ensure quality of the work is monitored. This is also monitored through a joint meeting where a representative from the Assessment Team can be involved in the discussions in running the scheme.

The procedures of the scheme are available for use by the departmental staff which is available on request.

The procedures are as follows:

a) On Referral or Enquiry: Hard copies of referral are faxed or sent to BCI. and a request is made to BCI for a co-worker by Social workers/assessors.

From the referrals we are able to aggregate information. The co-worker allocated by the Development worker is based on ethnic origin

or language matching that of the client and the availability of co-worker.

b) Before Assessment or Review: Where possible a pre-assessment meeting or telephone conversation would take place between co-worker and assessor to share available information, discuss roles and prepare for assessment.

The co-workers participate in meetings and provide culturally specific information; provide language skills; an understanding of the Asian clients perceptions of the services.

c) During Assessment: the role of the assessor and co-worker need to be clear. The assessor takes the lead and is responsible for the assessment.

The co-worker ensures the service user understands what is being said by offering language skills and supports the social worker in understanding any cultural factors.

d) After Assessment: further discussions between assessors and co-worker may be needed to write up the assessment, copy of the assessment is sent to the BCI and service users/carer.

The co-worker may also make recordings, this is so we can aggregate unmet need and support our service development strategy.

e) Care Plan: Assessors and care co-ordination team writes and implements the plan, of which a copy is sent to service user and BCI. The co-workers can if appropriate help to identify solutions from community group or spot purchaser..

Hence the scheme aims to support social workers/assessors to deliver Community Care Assessments more effectively and confidently to the Asian Communities, i.e. to the Bangladeshi, Chinese, Gujarati and Pakistani Communities of Tameside.

It also aims to gather and aggregate information about unmet need within the Asian Communities to support the development of local provision.

BCI aim to do this by providing:

Culturally specific information to an assessment.

Language Skills - we were not necessarily looking for qualified interpreters, in the sense that community care knowledge and a knowledge of spoken everyday language was more important in a support role for both the assessor and the client.

An understanding of the Asian communities perceptions of services and the ability to identify innovative, acceptable ways of delivering existing and new services.

Four months into the scheme being established an early evaluation of the scheme was carried out to look at the impact of the co-workers on Community Care assessments. This report has been drafted and will be available from March 1998. However some findings have been selected for this presentation.

In every case the language used by the service user and the co-worker were the same, 36% being in Gurjarti. Two assessors responded that they did not know which language was being used.

When asked why they choose to use the co-workers scheme, the main reason assessors gave was that using co-worker would improve communication with the service user and should led to a more effective assessment of the service users needs. Nearly 50% also said that it would help them in understanding and respecting the service users culture.

Nearly all assessors felt very positive about the scheme on first contact. Most highlighted how quick to respond the scheme was, though one had a problem.

Pre-briefing sessions were felt useful and a breakdown of this is included in the report.

All assessors felt their respective co-workers to be professional with good communication skills, one extended also to the complex issues round confidentiality in a risk assessment.

60% of assessors felt that the co-workers presence did effect the assessment interview (15 out of 25), only one assessor felt the co-worker did not affect the process, almost all assessors felt the presence of the co-workers had a positive effect on the interview.

All assessors felt the service users welcomed the presence of the co-workers and the service

users were glad to be able to communicate and get their needs across. Direct communication as opposed to via family.

Co-workers comments are also included in the report which will be available from the BCI at a cost of £3.00 from March 1998.

The presentation rounded off with a snapshot account of future work in terms of service developments It was stressed that having access to multi-lingual staff lies at the root of how an organisation has to change to ensure ethno-sensitive services can truly be provided.

Notes from some of the afternoon workshops

Ethnic Minority Advocacy Partnership (EMAP) for people with learning difficulties

Presenters: Anthony Berry & Gulam Patel

The workshop focused on how to how to deliver culturally sensitive services.

The following agenda was presented and summarised as follows:

What is culture: Culture encompasses food, custom, Language, religion, beliefs, dress and history.

Policies & Procedures: Need to check the service standards are appropriate to delivering culturally sensitive services. The policies and procedures should have a cultural dimension.

Training issues: Staff training should include cultural and religious issues, training should be reviewed periodically, need to monitor to assess whether they have transferred the knowledge and a commitment from management is vital.

Recruitment & retention: Staff should reflect the communities aimed to serve.

Clients should have access: To someone who speaks their first language.

Consultation: People are frustrated when people do not feedback to them, pre-meetings should be arranged with the support of interpreters and translation when required.

Informed Choice: Expand their experiences, use people from the clients own background, offer variety and monitor the value of the activity .

Positive Images: More black people should be portrayed as role models, negative images should be minimised.

Communication: Recruitment of bi-lingual staff, liaison with interpreting units, use of video and tape.

Gender & Age: The same sex for personal care; there are differences between first and second generation; match sex of carers to staff.

Summary: Ensure staff understand the cultural needs of the clients. Use positive images; Never assume; Develop trust; Develop meaningful consultation.

The social conditions of Asian people with learning disabilities, and of people from ethnic communities, for example housing, employment, education, culture, religion must be considered in any assessment of health of these communities.

Manchester Council for Community Relations (MCCR) ONE TO-ONE for Asian families with disabled children

Facilitators: Z Haroon & A Ahmed

The project aims to support Asian families with disabled children. They offer counselling advice and information about various services including health, social services and benefits. Home visits are available, and they cater for all Asian languages. The service is completely confidential.

The project has two paid support workers to work with Asian parents of children 0-19 with disabilities in Manchester. The project, is funded by the lottery is for 2 years, started in May 1997. To date 25 parents have become involved in the scheme. A variety of activities have arisen from the initial assessment of family needs: advocacy; emotional support e.g., in coming to terms with the diagnosis, giving information, liaison with services; helping parents to help themselves; setting up a self-help group for parents; contributing to policy making e.g. through identifying service deficiencies, helping parents tell professionals what is wrong with the system.

The issues that have emerged include: Building trust with mothers, fathers and other relatives e.g. mother in laws; getting mothers out of their homes to attend groups, helping parents to have their voice e.g., getting parents to challenge policy and provision, challenge stereotypes and myths e.g., ‘Asian parents don’t want respite care’, gender concerns, e.g., provision of respite care in Preston for girls only with women carers only.

Tameside Social Services Black Communities Initiative

Presenter & Facilitator; Lina Patel:

The Black Communities Initiative was established by the Customer Services Unit to address the inequality in terms of Asian people accessing Community Care Assessments, and improving our existing and new service provision to be ethno-sensitive.

The co-workers scheme has enabled us to address our third key objective, it aims to support Social Workers and Assessors to

deliver Community Care Assessments more effectively and confidently to the Asian Communities i.e. to the Bangladeshi, Chinese, Gujarati and Pakistani Communities of Tameside. It Also aims to gather and aggregate information on unmet need within the Asian Communities to support the development of local provision.

The Customer Services have implemented the scheme which involved recruiting (on a sessional basis) and training people from the Asian Communities who could offer the following during assessment:

- Appropriate language skills
- Culturally specific knowledge
- Identify and develop solutions.

The lead responsibility for the assessments remains firmly with the Assessor or Social worker.

Since the scheme we have had a independent evaluation report, stating the Assessors who have used the service provision that they have benefited by learning more about local communities and have delivered improved assessments.

List of speakers and participants

Speakers

A Ahmed
Manchester Council for Community Relations
(MCCR)

Nasima Ahmed
Learning Disability Services, Oldham Social
Services

Anthony Berry
Ethnic Minority Advocacy Partnership
(EMAP)

Z Haroon
Manchester Council for Community Relations
(MCCR)

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Hester Adrian Research Centre (HARC),
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Martin Routledge
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Phillipa Russell
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Robina Shah
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Candy Batty
John Binding
Judyth Booth
Priti Butler
Alan Calvert
Ged Cloherty
Alieu Conteh
Dot Curtin
Sue Dutton
Janet Godsil
Clive Groves
Stuart Hicks
Seezar Hussain
Lou Kennedy
Kundan Kothari
Lorraine Maxwell
Lyndsay Jane McCalla
Jennifer Mills
Gill Murphy
Abdul S Patel
Hamida Patel
Janet Phillips
Mahjabin Rahma
Sahena Rawat
Julie Royle
John Sargent
Ayla Suleman
Glen Walker
Lesley Wolfson

A note on terminology

The Asian community is the largest ethnic community in Britain. It comprises those who identify with or originate from India, Pakistan, Bangladesh and Sri Lanka. At the time of the 1991 Census, the Asian population in Great Britain was estimated at 1.5 million, which is 2.7% of the total population (Owen, 1992). The high concentration of Asians in certain areas of the country means that local population often constitutes a significant proportion, if not the majority of the local population. The common practice of referring to Asians as ‘minority’ can therefore be misleading.

The ethnic communities describes any group of people who share a common heritage which is distinct from that of the white British population.

Indigenous refers to the White British Population whose culture and heritage developed within Great Britain.

The term **black** has also been avoided because many Asians prefer to be identified by their culture or country of origin and do not feel represented by this term. It is, however, recognised that there are members of the Asian communities who identify with the wider political usage of the term.

The term **Asian** is used to refer to people who identify with, or whose countries or origin are in the Indian subcontinent, i.e. India, Pakistan, Bangladesh or Sri-Lanka. It does not include, for example, people of Chinese or Vietnamese origin. “Asian” does not imply a homogeneous group of people and acknowledge the wide variations in language, religion, culture and historical experiences.