

KALEIDOSCOPE

IN LIVERPOOL

ISSUES WITH MIXED ETHNIC DATA COLLECTION AND ANALYSIS IN BRITAIN

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THE 'MIXED' ETHNIC CATEGORY

Introduced in 2001, the 'Mixed' ethnic category is now one of the five 'high-level' ethnic groups.

ASIAN

Bangladeshi, Chinese, Indian, Pakistani, Other Asian

BLACK

African, Caribbean, Other Black

MIXED

White and Asian, White and Black African, White and Black Caribbean, Other Mixed or Multiple ethnic groups

WHITE

Irish, Gypsy or Irish Traveller, Roma, Other White

OTHER

Arab, Any other ethnic group

Prior to this, the 'Mixed' category was in the 'Other' group

ISSUES WITH THE 'MIXED' CATEGORY

The 'Mixed' category contains anyone who self-identifies as having a mixed ethnic identity, but this can overlook several factors

It assumes all mixed ethnic lived experiences are the same

The data is so varied the results often end up in the middle of statistics

Does not include mixed people who hold a mixed heritage but choose a monoethnic box

The data is often regarded as too complex to analyse properly

Therefore, we need new methods to gather data on the 'Mixed' ethnic category, and new methods for data analysis of quantitative (e.g., survey statistics) and qualitative (e.g., interviews) data

EVIDENCE OF URGENCY

RESEARCH

Mixed ethnic groups are significantly under researched in the UK and globally because they do not fit the **GOLD STANDARD** of research methods

MENTAL HEALTH

Mixed groups are **TWICE** as likely to be diagnosed with serious mental illness and access to mental healthcare through more negative pathways such as the criminal justice system

EDUCATION

Every year, mixed ethnic students hold the **LOWEST** satisfaction rates with their university courses, and experience daily challenges of explaining who they are

DISCRIMINATION

Mixed ethnic groups have reported experiencing significant racial discrimination, particularly Black mixed groups, as well as instances of **MONORACISM**

POTENTIAL SOLUTIONS

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Toward a critical multiracial theory in education

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ABSTRACT

This manuscript lays the foundation for a critical multiracial theory (MultiCrit) in education. The author uses extant literature and their own research that focused on multiraciality on the college campus to explore how CRT can move toward MultiCrit, which is well-positioned to frame multiracial students' experiences with race in education.

ARTICLE HISTORY

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KEYWORDS

Multiracial students;
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theory; race

Introduction

Throughout the spring of 2014, I conducted 30 qualitative interviews with 10 multiracial women undergraduate students attending a predominantly white institution (PWI) in the Midwest (Harris, 2015). The goal of this research was to explore participants' racialized experiences on campus in an attempt to expand the minimal knowledge that exists about multiracial students in college (Museus, Lambe Sariñana, Yee, & Robinson, *in press*; Osei-Kofi, 2012). I approached the study with a critical perspective so that racist structures could be interrogated and interrupted and so that the role race played in the lives of multiracial students was fully explored. Therefore, I decided that critical race theory (CRT) was the most appropriate framework in which to ground the study. CRT is a useful analytical tool with which to view race and root out oppressive structures that uphold racism and racial inequity in education (DeCuir & Dixon, 2004; Dixon & Rossseau, 2006; Ladson-Billings & Tate, 1995).

While I was secure in my decision to employ CRT as a framework, I was slightly unsure CRT, higher education, and multiraciality would connect well. This is because CRT is rarely, if ever, used in higher education to explore multiracial students' racial realities. From reading previous literature, I knew that CRT was well suited to explore monoracial students' experiences with race in higher education (see Castagno, 2005; Muhammad, 2009; Taylor, 1999; Yosso, Smith, Ceja, & Solórzano, 2009), but I found no research that confirmed CRT can and should be used to frame the racialized experiences of multiracial

MultiCrit is a method of data collection and analysis that frames multiracial students' experiences with race in education

(Im)possible categorisation? Using multiple correspondence analysis on 'mixed' ethnic categories in UK higher education

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ABSTRACT

Despite the growing number of mixed ethnic populations in higher education in the UK, there is a lack of information about their complex multiethnic experiences. This paper aims to address the issue of racial categorisation from an intersectional multiethnic perspective, enhancing our understanding of mixed ethnic concerns and showcasing the richness of the various hidden subcategories. We adopt a mixed methods approach to multiethnic analysis, using Multiple Correspondence Analysis (MCA) to analyse a subsample of postgraduate-educated individuals ($N = 3,650$) from the Evidence for Equality National Survey (EVENS). We thematically compare these findings with insights from nine interviews with self-identified mixed ethnic postgraduate researchers and early career researchers. We show that the prevailing norm of monoracism in British society has overlooked the mixed ethnic category in both quantitative and qualitative research. Therefore, we advocate for more inclusive multiethnic approaches that accurately represent the complex nuances within all identities, particularly mixed ethnic identities.

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KEYWORDS

Mixed ethnic categories;
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research; higher education;
multiple correspondence
analysis; mixed methods

Introduction

After being invited to develop a module intended to address the awarding gap between Black and White students, two mixed ethnic educators-one of whom is the author of this article – asked their institution who would be eligible to participate in these sessions. The response was that only Black students would be included, while Black mixed ethnic students were excluded on the grounds that they did not adequately represent Black students. After hearing students' experiences of being denied access to ethnicity-based student societies and Black Asian and Minority Ethnic spaces, the same team applied for funding to develop a project designed to increase mixed ethnic students' sense of belonging, which was subsequently denied as apparently 'mixed ethnic students did not face any significant issues as their awarding gap was relatively low'. This anecdotal evidence illustrates the difficulties for mixed ethnic researchers and students to access resources and support in higher education, highlighting two misconceptions: First,

Multiple Correspondence Analysis is a method that considers 'race' but also other intersectional identity factors into one datapoint

NEXT STEPS

WE HAVE THE INFORMATION, NOW WE HAVE TO ACT

1

POLICY

Implement mixed ethnic policies that consider the nuanced experiences of mixed ethnic populations, using pre-existing methods

2

PACKAGE

Package resources we already have such as research articles, researchers, charity groups and mixed ethnic therapists in one place for people to explore. This could be a website.

3

PLATFORM

Fund projects to create new data analysis methods or use pre-existing ones and use governmental influence to platform their importance.