



# **Chelmsford College Group**

## **Annual Equality Report**

**2021 2022**

**PART ONE**

**Learner outcomes Data**

## Part One

### Learner outcomes equality and diversity data for academic year 2021- 2022

- To inform the Corporation of academic performance by key equality and diversity data for the academic year 2021-22

#### 1.1 Whole College Performance Summary 2021-22

2021-2022	Achievement %	Retention %
All Ages	83.2	90.5
16-18	82.2	90.1
19+	89.4	92.8

#### 2. Gender Achievement Rate 2021-2022

2021/22 Success rate by age and sex

Dataset: 20th October 2022

Age	Gender	Data	18/19	19/20	20/21	21/22	Provider Group
16-18	Female	Leavers.	2570	2276	2334	2501	
		Achievement.	84.1	83.9	86.0	81.0	84
	Male	Leavers.	3154	3026	3102	3139	
		Achievement.	85.5	82.9	83.5	83.2	83
Total	Leavers.	5724	5302	5436	5640		
	Achievement.	84.9	83.3	84.6	82.2		

Age	Gender	Data	18/19	19/20	20/21	21/22	Provider Group
19+	Female	Leavers.	458	228	382	422	
		Achievement.	87.8	84.2	91.6	89.8	89.5
	Male	Leavers.	678	503	737	529	
		Achievement.	90.3	86.9	88.3	89.0	90.4
Total	Leavers.	1136	731	1119	951		
	Achievement.	89.3	86.0	89.5	89.4		

- One of the continuing gaps in learner performance has been the gender gap in the achievement rate.
  - In the 16-18 age group, the gender gap at Chelmsford College has reduced marginally from 2.5% between male and female learners, to 2.3% in favour of male learners, however this remains a notable gap.
    - In 2021/22 it was male learners who achieved at a higher rate than female learners as opposed to female learners outperforming male learners in 2020/21. This is a result of a drop of 5% in achievement rates for female learners.

2.2 The gender achievement rate gap between male and female learners aged 19+ decreased from 3.3% in favour of female learners in 2020/21 to 0.8% in 2021/22, with female learners again slightly outperforming male learners.

2.2.1 A 0.8% difference in achievement rates represents the lowest margin across the last 4 academic years whilst the number of male learners enrolled at the college remains higher than female enrolments.

## 2.4 Apprenticeship Achievement rates by Gender

Gender	Leavers 2020/21	Ach Rate 2020/21	Leavers 2021/22	Ach Rate 2021/22
F	64	73.4	53	79.2
M	72	59.7	58	56.9

2.4.1 In 2020/21, female apprentices continued to achieve at a higher rate than male apprentices with the gap in achievement of 13.7%. Female apprentices continued to outperform male apprentices in 2021/22 with the gap in achievement increasing to 22.3% This gap in achievement remains too high.

## 2.5 Attendance Rates by Gender

All Ages	2019/20	2020/21	2021/22
Female	86%	84.5%	82%
Male	85%	79.4%	83%
<b>Total</b>	85%	82%	82%

2.5.1 Overall attendance rates remained the same for 2021/22 as they were in 2020/21 at 82%

2.5.2 In 2021/22 attendance rates for male learners improved by 3.6% from 2020/21 whilst female attendance rate declined by 2.4%.

2.5.2 This attendance gap is evident at both 16-18 and 19+ cohorts in 2021/22.

Age	Male	Female	Gap
16-18	82.7	81.5	1.2
19+	84.9	83.5	1.4

### 3. Achievement Rate by Ethnicity 2021-22

3.1 The number of learners at Chelmsford College from ethnic heritage groups other than White British is growing but continues to be a relatively small percentage of the overall learner population which broadly reflects the diversity of the population in Chelmsford and mid-Essex.

2021/22 Qualification Success Rates by Ethnicity (16-18)

Dataset: 20th October 2022

Age	ETHNICITY	Data	19/20	20/21	21/22	Provider Group
16-18	African	Leavers.	70	82	86	
		Achievement.	94.3	75.6	86.0	82.3
	Any other Asian Background	Leavers.	26	19	21	
		Achievement.	88.5	78.9	90.5	84.3
	Any other Black / African / Caribbean background	Leavers.	15	41	34	
		Achievement.	100.0	87.8	88.2	79.8
	Any other ethnic group	Leavers.	30	23	30	
		Achievement.	83.3	100.0	76.7	81.5
	Any other Mixed / multiple ethnic background	Leavers.	28	52	57	
		Achievement.	85.7	92.3	87.7	78.8
	Any other White Background	Leavers.	110	163	171	
		Achievement.	82.7	82.8	86.0	
	Arab	Leavers.			2	
		Achievement.			100.0	
	Bangladeshi	Leavers.	20	26	25	
		Achievement.	65.0	96.2	84.0	82.4
	Caribbean	Leavers.	18	15	25	
		Achievement.	83.3	86.7	72.0	76.3
	Chinese	Leavers.	2	5	6	
		Achievement.	100.0	80.0	100.0	88.4
	English / Welsh / Scottish / Northern Irish / British	Leavers.	4782	4753	4893	
		Achievement.	83.3	84.6	81.8	81.4
	Gypsy or Irish Traveller	Leavers.	11	7	12	
		Achievement.	90.9	85.7	100.0	71.1
	Indian	Leavers.	10	14	17	
		Achievement.	100.0	78.6	88.2	86.4
	Irish	Leavers.	4	1	12	
		Achievement.	25.0	100.0	83.3	76.4
	Not known / Not provided	Leavers.	22	27	28	
		Achievement.	95.5	100.0	78.6	
	Pakistani	Leavers.	13	20	30	
		Achievement.	84.6	85.0	86.7	82.5
	White and Asian	Leavers.	58	53	55	
		Achievement.	84.5	73.6	89.1	81.8
White and Black African	Leavers.	28	44	32		
	Achievement.	64.3	81.8	87.5	79.3	
White and Black Caribbean	Leavers.	55	91	104		
	Achievement.	72.7	89.0	77.9	76.0	
Total	Leavers.	5302	5436	5640		
	Achievement.	83.3	84.6	82.2		

### 3.2 **16-18 Achievement Rates by ethnicity**

In 2021/22 the achievement gap between learners identifying themselves as English/Welsh/Scottish/Northern Irish/British, and other ethnic heritage groups have increased to 2.9% in favour of other ethnic heritage groups. In 2019/20 the achievement gap was negligible at 0.2%.

	2019/20	2020/21	2021/22
E/W/S/NI/B	83.3	84.6	81.8
Other Ethnic Heritage Groups	83.5	84.8	84.7
All	83.3	84.6	82.2

3.3 In addition to White British, the achievement rates of learners aged 16-18 who identify themselves as coming from the following ethnic heritage groups were below the college norm of 82.2% in 2021/22.

Ethnic Heritage Group	Number of Leavers	Achievement Rate %
Not provided	28	78.6
White/Black Caribbean	104	77.9
Other	30	76.7
Caribbean	25	72.0

3.4 The single largest self-identified ethnic heritage group that achieved below the college norm in 2021/22 is White/Black Caribbean with 104 leavers who were collectively 4.3% below the college rate.

### 3.5 19+ Achievement Rates by ethnicity

2021/22 Qualification Success Rates by Ethnicity (19+)

Dataset: 20th October 2022

Age	ETHNICITY	Data	19/20	20/21	21/22	Provider Group
19+	African	Leavers.	13	21	20	
		Achievement.	92.3	90.5	90.0	85.3
	Any other Asian Background	Leavers.	8	8	10	
		Achievement.	75.0	87.5	100.0	87.7
	Any other Black / African / Caribbean background	Leavers.	3	2	7	
		Achievement.	66.7	100.0	85.7	85.4
	Any other ethnic group	Leavers.	5	8	2	
		Achievement.	80.0	87.5	100.0	87.5
	Any other Mixed / multiple ethnic background	Leavers.	12	116	95	
		Achievement.	75.0	98.3	94.7	84.6
	Any other White Background	Leavers.	34	119	96	
		Achievement.	82.4	96.6	95.8	88.7
	Arab	Leavers.		6	5	
		Achievement.		83.3	100.0	89.2
	Bangladeshi	Leavers.	2	8	2	
		Achievement.	50.0	25.0	50.0	90.4
	Caribbean	Leavers.	7	12	10	
		Achievement.	85.7	91.7	100.0	85.9
	Chinese	Leavers.	1		3	
		Achievement.	100.0		100.0	88.9
	English / Welsh / Scottish / Northern Irish / British	Leavers.	613	710	576	
		Achievement.	86.8	86.6	85.1	88.4
	Gypsy or Irish Traveller	Leavers.	3	12	14	
		Achievement.	100.0	91.7	100.0	85.9
	Indian	Leavers.	8	13	4	
		Achievement.	87.5	84.6	100.0	88.3
	Irish	Leavers.	5	11	23	
		Achievement.	60.0	100.0	95.7	88.8
	Not known / Not provided	Leavers.	7	21	15	
		Achievement.	100.0	100.0	93.3	85.7
	Pakistani	Leavers.	3	6	7	
		Achievement.	100.0	83.3	100.0	87.2
	White and Asian	Leavers.	3	27	22	
		Achievement.	66.7	100.0	100.0	86.3
	White and Black African	Leavers.		9	10	
		Achievement.		100.0	100.0	84.6
White and Black Caribbean	Leavers.	4	10	30		
	Achievement.	75.0	90.0	100.0	84.0	
Total	Leavers.	731	1119	951		
	Achievement.	86.0	89.5	89.4		

3.5.1 In 2020/21 the achievement gap between learners identifying themselves as English/Welsh/Scottish/Northern Irish/British and other ethnic heritage groups was 7.8% in favour of other ethnic heritage groups. This gap has significantly increased to 10.9% with an overall decrease of 15% in the number of 19+ leavers from 2020/21.

	2019/20 %	2020/21 %	2021/22%
E/W/S/NI/B	86.8	86.6	85.1
Other Ethnic Heritage Groups	82.2	94.4	96.0
All	86.0	89.5	89.4

3.6 The achievement rates of learners aged 19+ who identify themselves as coming from the following ethnic heritage groups were below the 19+ college norm in 2021/2022:

Ethnic Heritage Group	Number of Leavers	Achievement Rate %
Any other Black / African / Caribbean background	7	85.7
Bangladeshi	2	50.0

3.6.1 It should be noted that one of these groups, Bangladeshi, although the numbers of leavers is small, also appeared in the below the college norm table in 2019/20 & 2020/21

3.7 The judgement of the college is that overall, in the 16-18 and 19+ age groups, students from other ethnic heritage groups are continuing to achieve at a higher rate than those from an English/Welsh/Scottish/Northern Irish/British heritage.

3.8 Apprenticeship achievement rate by ethnic group

Ethnicity	Leavers	Ach Rate
E/W/S/NI/B	110	68.2
Other ethnic Heritage Group	1	0

3.9 The number of apprentice leavers from other ethnic heritage groups continues to be statistically very small at only one which has declined from seven in 2020/21. The one apprentice failed to achieve their apprenticeship resulting in an outcome rate of 0%

## 4. Learning Difficulty and Disability

2021/22 Success rate by age and difficulties and disabilities

Dataset: 20th October 2022

Age	LLDD	Data	19/20	20/21	21/22	Provider Group
16-18	LLDD - Yes	Leavers.	94	167	434	
		Achievement.	85.1	87.4	79.0	77.2
	LLDD - No	Leavers.	5208	5269	5206	
		Achievement.	83.3	84.5	82.5	79.7
	LLDD - Unknown	Leavers.				
		Achievement.				80.2
Total	Leavers.		5302	5436	5640	
	Achievement.		83.3	84.6	82.2	

Age	LLDD	Data	19/20	20/21	21/22	Provider Group
19+	LLDD - Yes	Leavers.	186	225	206	
		Achievement.	84.9	83.1	86.9	
	LLDD - No	Leavers.	539	889	742	
		Achievement.	86.5	91.0	90.0	86.8
	LLDD - Unknown	Leavers.	6	5	3	
		Achievement.	83.3	100.0	100.0	83
Total	Leavers.		731	1119	951	
	Achievement.		86.0	89.5	89.4	

### 4.1 16-18 Achievement Rate by learning difficulty and disability

In the three years up to but not including 2021/22, 16–18-year-old learners who declared a learning difficulty and disability achieved at a higher rate than those who did not. In 2021/22 the difference in achievement rate changed to 3% in favour of learners who did not declare a difficulty or disability. In 2021/22 there was a significant increase in number of learners who declared a learning difficulty or disability from 167 in 2020/21 to 434 in 2021/22.

The largest gap in achievement can be seen in English and mathematics where the achievement rate for learners with a learning difficulty or disability is 53.5% against an achievement rate of 61.5% for learners who have not declared a learning difficulty or disability.

### 4.2 19+ Achievement Rate by learning difficulty or disability

Learners aged 19+ learners who declared a learning difficulty or disability continue to achieve at a higher rate than learner who did not declare a difficulty or disability. The achievement gap for 2021/22 is 3.1% in favour of those with a declared difficulty or disability.



#### 4.3 **Achievement Rates for learners identified as having High Needs**

For both 16 – 18 and 19+ learners who are identified as having High Needs achieved at a rate of 90.3% which suggests that learners with the greatest level of identified need benefit from the support provided.

#### 5.0 **Looked After Children (Children in care and care leavers)**

LAC	2020/21 Leavers	2020/21 Ach Rate %	2021/22 leavers	2021/22 Ach Rate %
Yes	59	78.0	48	81.3
No	6496	85.5	6543	83.3

5.2 Nationally, looked after children perform less well than the general college population at the same age range because their retention rate is significantly lower, and this is an acknowledged concern in the UK. The achievement rate for LAC of 81.3% for 2021/22 shows a continuing trend of improvement.

### **Learner outcomes Data Actions for 2022-23**

In response to the data, the following actions will be the focus for 2022-2023

- Establish an EDI committee to meet termly, starting in the spring term 2023.
- Review the format of the EDI report to Governors with the EDI committee at the first meeting.
- Within the EDI committee explore the finding of the most recent EDI report and develop and action plan to address the findings. Action plan to be in place by February half term.
- Action plan to address the following concerns identified within this report:
  - Achievement gap between male and female learners at 16-18 and amongst apprentices

- Achievement gap between E/W/S/NI/B learners and other ethnic heritage at 16 – 18, 19+ and apprentices
- Achievement gaps between learners who have a declared learning difficulty and disability and those who do not. In particular the disparity in English and mathematics achievement
- Achievement gaps between 'Looked after Children' and other learners.



# Chelmsford College Group

## Annual Equality Report

**2021/2022**

**PART TWO**

**Staff Data**

## Part Two Staff Equality and Diversity Data for Academic Year 2021/22

6 To inform the Corporation of key equality and diversity data relating to staff for the academic year 2021/22

### 7 Gender Analysis\*

Employment Group	Overall staffing %	Male %	Female %	Gender pay median index (male = 100%)
Part-time Leadership and Management				~
Full-time Leadership and Management	8.72%	46.67%	53.33%	100.00%
<b>Total Leadership and Management</b>	<b>8.72%</b>	<b>46.67%</b>	<b>53.33%</b>	<b>100.00%</b>
Part-time Teaching and Training	16.28%	12.80%	32.00%	95.08%
Full-time Teaching and Training	20.06%	31.20%	24.00%	98.27%
<b>Total Teaching and Training</b>	<b>36.34%</b>	<b>44.00%</b>	<b>56.00%</b>	<b>96.65%</b>
Part-time Learner & Learning Support	12.50%	8.89%	86.67%	98.45%
Full-time Learner & Learning Support	0.58%		4.44%	~
<b>Total Learner &amp; Learning Support</b>	<b>13.08%</b>	<b>8.89%</b>	<b>91.11%</b>	<b>98.45%</b>
Part-time Business Support	24.71%	6.43%	54.29%	100.00%
Full-time Business Support	15.99%	15.00%	24.29%	96.90%
<b>Total Business Support</b>	<b>40.70%</b>	<b>21.43%</b>	<b>78.57%</b>	<b>94.28%</b>
<b>Total Part-time staff</b>	<b>53.49%</b>	<b>8.43%</b>	<b>45.06%</b>	<b>67.86%</b>
<b>Total Full time staff</b>	<b>46.51%</b>	<b>21.80%</b>	<b>24.71%</b>	<b>91.81%</b>
<b>All staff</b>	<b>100.00%</b>	<b>30.23%</b>	<b>69.77%</b>	<b>70.01%</b>

\*excluding apprentices

7.1 The overall distribution of staff across the organisation is approximately two-thirds female and one third male and has remained largely unchanged over the last five years. There continues to be variances within the broad groupings of leadership, teaching, learning support and business support roles, and within part-time and full-time working arrangements. These have also remained broadly consistent with the proportions of male and

female staff employed one year ago. It compares favourably with the AoC<sup>1</sup> FE workforce figures which show a split of 64% female employees and 36% male.

- 7.2 The proportion of male staff compared to female staff working on a part time basis remains significantly lower and has reduced since the previous report. Of those a high proportion are employed in teaching jobs.
- 7.3 We continue to apply a variety of flexible employment practices including part-time and term-time opportunities. Although the overall proportions of male and female staff working part-time and full-time have remained broadly unchanged over the last year, we have seen a swing back towards more full time working. 84.24% of all part-time staff are female, which is a slight decrease and moves closer to the national average within the FE sector of 72%. For full-time staff, the proportion of male and female staff is more closely matched; 53.13% of all full-time staff are female.
- 7.4 Overall, whilst the majority of part-time teachers are female, the split between part time and full time for both male and female teaching staff has remained broadly consistent. The proportion of male full-time teachers has now increased, as opposed to last year when it decreased slightly.
- 7.5 Learning support posts remain almost exclusively part-time, and significantly greater numbers of female staff are employed in these posts. Twice as many part-time staff as full-time staff work in business support posts, and three out of four business support staff are female. These proportions have remained largely unchanged over the last year.

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<sup>1</sup> AoC College Workforce Survey published November 2020.

## 8 Ethnicity Analysis

Employment Group	Overall staffing %	Black/minority ethnic group %	White British %	Not disclosed %
Part-time Leadership and Management				
Full-time Leadership and Management	8.72		100.00	
<b>Total Leadership and Management</b>	<b>8.72</b>		<b>100.00</b>	
Part-time Teaching and Training	16.28	8.80	33.60	2.40
Full-time Teaching and Training	20.06	7.20	47.20	0.80
<b>Total Teaching and Training</b>	<b>36.34</b>	<b>16.00</b>	<b>80.80</b>	<b>3.20</b>
Part-time Learner & Learning Support	12.50	8.89	84.44	2.22
Full-time Learner & Learning Support	0.58		4.44	
<b>Total Learner &amp; Learning Support</b>	<b>13.08</b>	<b>8.89</b>	<b>88.89</b>	<b>2.22</b>
Part-time Business Support	24.71	3.57	55.71	1.43
Full-time Business Support	15.99	4.29	33.57	1.43
<b>Total Business Support</b>	<b>40.70</b>	<b>7.86</b>	<b>89.29</b>	<b>2.86</b>
Part-time apprentices				
Full-time apprentices	1.16		100.00	
<b>Total apprentices</b>	<b>1.16</b>		<b>100.00</b>	
<b>Total Part-time staff</b>	<b>53.49</b>	<b>5.81</b>	<b>45.93</b>	<b>1.74</b>
<b>Total Full time staff</b>	<b>46.51</b>	<b>4.36</b>	<b>41.28</b>	<b>0.87</b>
<b>All staff</b>	<b>100.00</b>	<b>10.17</b>	<b>87.21</b>	<b>2.62</b>

8.1 The 2011 ONS Census data for the local area has been used as the benchmark for ethnicity comparison. However, it is probable that the local area has continued to become more diverse than the 9.7% of black or minority ethnic heritages reported in the survey. Within the College, the diversity of staff has fallen back for the second year running with 10.1% from black or minority ethnic groups compared with 11.7% from last year and 12.44% from the previous year.

8.2 The proportion of teachers from black or minority ethnic groups has now decreased and stands at 16%. This is still broadly consistent

with: the learner population; the local area; and with other sectors of education.

## 9 Disability Analysis

Employment Group	Overall staffing	Disability disclosed	No disability/ not disclosed
Part-time Leadership and Management			
Full-time Leadership and Management	30	1	29
<b>Total Leadership and Management</b>	<b>30</b>	<b>1</b>	<b>29</b>
Part-time Teaching and Training	56	2	54
Full-time Teaching and Training	69	4	65
<b>Total Teaching and Training</b>	<b>125</b>	<b>6</b>	<b>119</b>
Part-time Learner & Learning Support	43	1	42
Full-time Learner & Learning Support	2		2
<b>Total Learner &amp; Learning Support</b>	<b>45</b>	<b>1</b>	<b>44</b>
Part-time Business Support	85	3	82
Full-time Business Support	55	4	51
<b>Total Business Support</b>	<b>140</b>	<b>7</b>	<b>133</b>
Part-time Apprentices			
Full-time Apprentices	4	1	3
<b>Total Apprentices</b>	<b>4</b>	<b>1</b>	<b>3</b>
<b>Total Part-time Staff</b>	<b>184</b>	<b>6</b>	<b>178</b>
<b>Total Full time Staff</b>	<b>160</b>	<b>10</b>	<b>150</b>
<b>All Staff</b>	<b>344</b>	<b>16</b>	<b>328</b>

- 9.1 Overall, we continue to employ a greater proportion of staff with a declared disability than across the further education sector as a whole. There has been a 33% increase in the number of staff employed with a disclosed disability.
- 9.2 We consult with all staff at least annually to monitor and update disability disclosures and determine if any reasonable adjustments are required.

## 10 Age Analysis

Employment Group	Overall staff	<25 %	25-29 %	30-34 %	35-39 %	40-44 %	45-49 %	50-54 %	55-59 %	60+ %
Part-time Leadership and Management										
Full-time Leadership and Management	30	3.33			10.00	6.67	3.33	30.00	23.33	23.33
Total Leadership and Management	30	3.33			10.00	6.67	3.33	30.00	23.33	23.33
Part-time Teaching and Training	56		2.40	1.60	5.60	6.40	4.80	6.40	4.80	12.80
Full-time Teaching and Training	69		6.40	8.00	5.60	8.80	5.60	4.00	10.40	6.40
Total Teaching and Training	125		8.80	9.60	11.20	15.20	10.40	10.40	15.20	19.20
Part-time Learner & Learning Support	43	4.44	6.67	4.44	2.22	4.44	8.89	20.00	22.22	22.22
Full-time Learner & Learning Support	2							2.22	2.22	
Total Learner & Learning Support	45	4.44	6.67	4.44	2.22	4.44	8.89	22.22	24.44	22.22
Part-time Business Support	85	5.71	1.43	4.29	7.14	2.86	5.00	11.43	8.57	14.29
Full-time Business Support	55	8.57	4.29	2.14	2.86	1.43	4.29	4.29	4.29	7.14
Total Business Support	140	14.29	5.71	6.43	10.00	4.29	9.29	15.71	12.86	21.43
Part-time apprentices										
Full-time apprentices	4	75.00	25.00							
Total apprentices	4	75.00	25.00							
Total Part-time staff	184	2.91	2.33	2.91	5.23	4.07	4.94	9.59	8.14	13.37
Total Full time staff	160	4.65	4.36	3.78	4.07	4.36	4.07	6.10	7.85	7.27
All staff	344	7.56	6.69	6.69	9.30	8.43	9.01	15.70	15.99	20.64



- 10.1 The distribution of age within the College is broadly consistent with that reported within the FE sector as a whole, with the majority of staff aged 45 and over and the highest proportion of staff employed in the 60+ age group.
- 10.2 In general, there are higher numbers of older staff employed in part-time posts. In the 60+ age range, two thirds of those employed are in part-time posts. These figures have slightly increased from last year.
- 10.3 We no longer apply any planned retirement age and whilst some members of staff choose to retire on reaching normal occupational pension age or earlier, others continue working well beyond this age.

## **11 Other Protected Characteristics**

- 11.1 Following staff consultations, in 2012 we commenced collecting data on sexual orientation and religion/belief in addition to our existing equality data. In 2013, this data was published in summary form due to the relatively small number of disclosures that had been made. Over the succeeding years we have encouraged all staff to disclose this data, although there remains a small proportion of employees who have, to date, chosen not to make a declaration. Whilst it is difficult to draw any conclusions from the data, we are however able to use these declarations on an individual basis, to ensure that we are supporting all members of staff, and to encourage members of staff with these protected characteristics to assist us in promoting continuous improvement.

## 11.2 Religion and Belief

Group	Proportion of staff (%)	Local Population (%)
Buddhist	0.58	0.3
Christian	45.64	61.9
Hindu	0.87	0.7
Muslim	1.16	1.2
Other	3.49	7.9
No religion	40.12	27.6
Not declared	8.14	

## 11.3 Sexual Orientation

Group	Proportion of staff (%)
Bisexual	1.74
Gay/Lesbian	1.74
Heterosexual	86.63
Not declared	9.88