



Young Researchers Barriers 2 Education 2019 - 2020

Young people trained in research skills carried out research to shape service development of local authorities and their partners.

2019- 2020 they researched the topic of barriers and enablers to education.

This is their full report and is screen reader friendly!



Funded by Southern Universities Network • Delivered by Participation People

Positive family influencers are just as important as exciting higher education opportunities to reduce barriers to education for young people.

In 2019/20 Southern Universities Network (SUN) Young Researchers designed and delivered a survey with 11-18 year olds (young people) across Hampshire, Isle of Wight, Bournemouth, Christchurch and Poole.

2,786 responded through the survey. We also ran 6 focus groups with 57 vulnerable young people to help give context to our data.

Young people told Young Researchers about:

1. The barriers to their education
2. Doing well at school
3. Family and social influencers to aspiring

SUN responded, pledging to improve their offer to young people by:

- Focussing on raising young people's self confidence through their programmes.
- Working with schools to deliver inspiring PSHE higher education and further education focussed events and activities.
- Supporting parents to get the right information to help advise their children.

Young Researchers are looking forward to hearing what other decision makers will do to respond to their findings throughout 2020.

Our "HEADLINE" findings include:

- 71% of young people told us that their families influence decisions about their future.



- 8% of young people said they don't get any help from their family to help them achieve in education.
- 15% of young people think that badly maintained schools have a negative impact on their learning.
- Being in trouble at school (25% of young people) had a continued negative impact on young people's education.
- Being from a vulnerable group negatively impacts young people's self confidence which, in turn, negatively impacts their education.
- 63% of young people from year groups 7-10 think group work is the most effective teaching method. 58% of young people from year groups 11-14 think good feedback is the most effective.
- 4% of young people told us that they were not motivated to learn. Young Researchers wonder how teachers would answer, "do you feel motivated to teach?" And if there would be a correlation to how students felt.
- Younger young people told us that clubs and sports helped prepare them best for later life. Older young people told us work experience and part time work helped prepare them the best.

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Being a Young Researcher has changed how I see data and what I understand as unconscious bias. Working in a team has also challenged my perception of what is and isn't reality for young people across Hampshire. When does the next project start?"

Abi, female, 15

Who are SUN Young Researchers?

Are a group of young people, aged 13-18 from across Hampshire, Isle of Wight, Bournemouth, Christchurch and Poole; trained in: research, facilitation and presentation skills.

SUN Young Researchers is a project involving young people from Hampshire, Isle of Wight, Bournemouth, Christchurch and Poole, aged 11-18, SUN and Participation People.

The project began in 2018. Since then, young people have been asked to research the following topics:

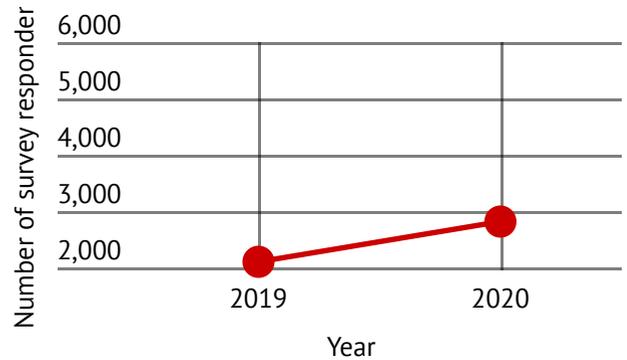
- Higher education
- Careers events
- Aspirations

This year, they were asked to investigate young people's habits, perceptions and lived experiences of:

1. Barriers to education
2. Enablers to education
3. Young people's influencers on decisions about their future

Young Researchers have learnt and improved on lots of skills throughout the project. Their top 10 this year were:

1. Confidence
2. Communication skills
3. Team work
4. Questioning skills
5. Data analysis
6. Presentation skills
7. Leadership
9. Speaking with different audiences
10. Problem solving



There was a lot of qualitative data to crunch this year; as Young Researchers delivered 6 focus groups with more vulnerable young people.

We have written this report to be young person friendly and hope student councils will use it to give their campaigns clout!

Since running the survey a few things have changed locally and nationally including, but not exclusive of:

- A new government, including new leadership of government departments.
- The UK is no longer part of Europe.
- Covid19 pandemic.
- A new focus on technical qualifications for young people.
- GCSE and A-Level exam cancellations and changes to grading.

Who are Participation People?

Simply, we empower and enable young people to improve services they use.

Participation People believe services improve when you work creatively with the people who use them!

We care about IMPACT and the difference made to peoples' everyday lives.

We want to help everyone:

- Improve service performance.
- Be responsive and agile to the changing needs of young people.
- Increase or repurpose resources to effectively meet the needs of young people.
- Improve service reputation.
- Improve satisfaction of services with children, young people and families.

”
We can be confident in the knowledge that young people's voices are truly shaping the future of our service design.”

Sue Regan, Early Help Group Leader,
Royal Borough of Greenwich



We are **playful in practice** and **serious about solutions**.

Our values are central to how we do our work:

- Have fun!
- Empower young people to develop a strong voice.
- Work with services to develop actionable plans.
- Challenge the views and perceptions of all those engaged.
- Build projects that are self-sustaining through building capacity, training and funding.



Method

"Teamwork makes the dream work"

Participation People and Young Researchers worked together to listen to and value young people's voices, aged 11-18 across South of England.

Methodology

The Young Researchers designed and delivered a county wide survey and series of focus groups with young people across Hampshire, Isle of Wight, Bournemouth, Christchurch and Poole.

28 young people aged 13-18 were recruited from: Richard Taunton Sixth Form College, Barton Perveril College, Crookhorn College, UTC Portsmouth, Southdowns, Poole Grammar School, Redbridge Community School, Bournemouth and Poole College, Itchen Sixth Form College, Peter Symonds, Castle View Academy, Parkstone Grammar, Admiral Lord Nelson School, South Down School, Portchester Community School, Mountbatten Secondary School, Crestwood Community School, The Henry Cort Community College and St Anne's Catholic School.

Every school and college were written to and invited to take part. Young Researchers applied for the position and were invited to a taster day. They were put through a rigorous accredited training and induction programme to:

1. Learn skills needed for the project.
2. Understand the research topics.
3. Run desk top research.
4. Design the survey.
5. Design and facilitate focus groups.
6. Promote the survey.
7. Analyse data and write the report.
8. Present to Decision Makers.
9. Co-produce their findings with decision makers.
10. Improve services with young people.



This method has been developed over 7 years in partnership with professional researchers, SUN, Dorset Council and Participation People.

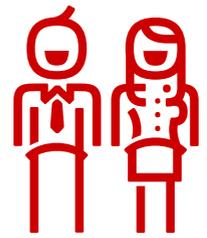
This year, we recruited a diverse group of Young Researchers, with very different experiences of education and support needs. We ran more focus groups than in previous years, targeting vulnerable young people. We changed our approach for 3 reasons:

- To ensure those hardest to reach could have a voice.
- Mitigate unconscious bias risks to the project.
- Investigate how family and culture influences young people's choices for their further education path.

Their data will inform decision making across Councils, NHS, Police and Schools. We are very excited to hear what decision makers think about our findings and how they will use it. Young Researchers will help us make sure that decision makers:

1. Respond
2. Make action plans
3. Follow up on what they promised

Population data



Who took part? Read on...

We had a very high response from year 7 and 8. We put this down to many of the Young Researchers being a similar age and able to influence their Head of Year to roll out the survey in form tutor time. Thank you Young Researcher's Heads of Year!

A high number of respondents on pupil premium replied, which is brilliant. We have used this data and compared it with young people who aren't on pupil premium to check they aren't getting a poorer service.

We had a few silly answers to our survey too. Young people wrote swear words, star wars references or skipped answering the question. We cleaned those up.

We also compared and contrasted respondent answers from the following categories:

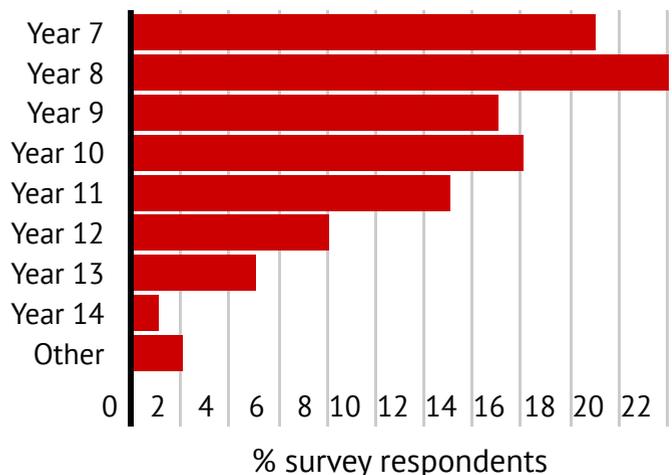
- Aged 15 and under
- Aged 16 and over
- Living rurally compared to living in an urban setting
- Pupil premium
- In care or have experiences of being in care
- Male and female answers
- Learning difficulty or disability

We do this to check our findings across different groups were the same AND come up with recommendations where groups are negatively affected.

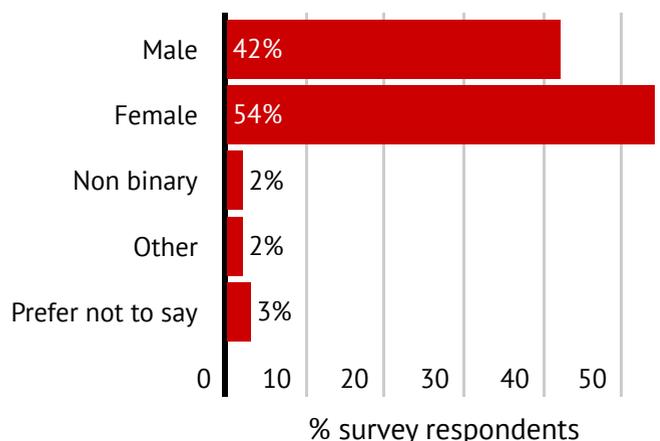
Table showing the number of responses from pupils receiving pupil premium.

Do you receive pupil premium OR free school meals?	%
Yes	12%
No	79%
Not sure	9%

Graph showing % survey respondents by age



Graph showing % survey respondents by gender



*Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.

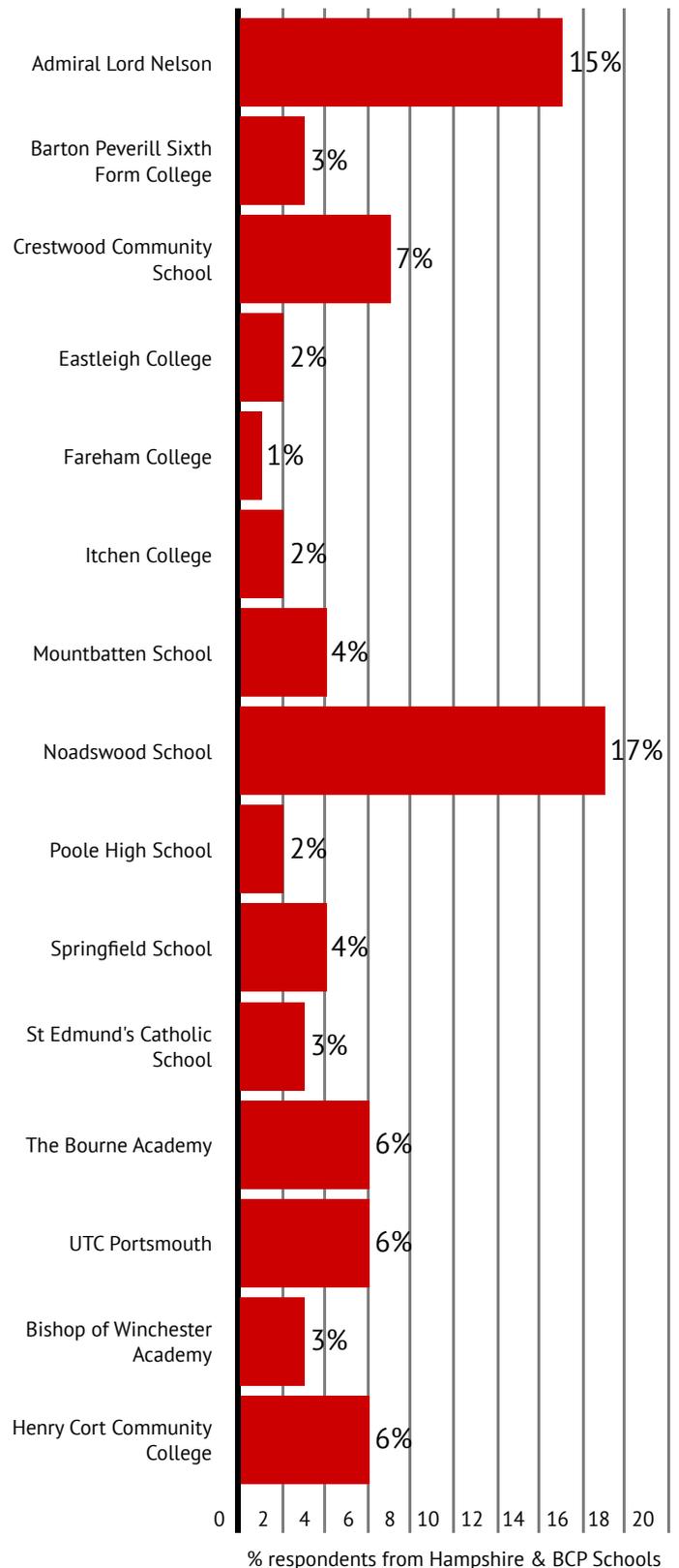
Who answered our questions?

We asked young people in Schools, Colleges, Learning Centres and Youth Clubs to make sure as many people as possible could take part and have their say!

2,736 young people completed the survey; which is more than last year. However, this year, we expanded the survey reach to include young people from Bournemouth, Christchurch and Poole.

We were thrilled to have:

- 18 education settings taking part. We have included learner settings who had 1% or more learners respond to our survey in the graphs on this page.
- 42% : 54% : 5% percentage split of male: female: non binary, prefer not to say/ other respondents.
- A good geographical spread of respondents; with 28% living rurally and 67% living in an urban setting e.g. town.
- A good age range of respondents.
- 12% of young people responded who access Pupil Premium and or free school meals (9% weren't sure).
- 35% young people responding with a special educational need, disability or long term health condition.
- 9% of young people from a military family.
- 12% of young people who don't live with one or more of their birth parents.
- 439 young people who have experience of being in care.
- 202 young carers.
- 66 asylum seekers.
- 242 young people who said they were from a military family.



Who answered our questions?

Continued...

Postcode analysis

2,672 postcode entries were analysed of which 877 were discounted due to missing information needed for analysis. The final total of analysed postcodes was 1,839.

Survey respondent type	% of total	Number of responses
Non-target student	45%	827
Outreach Hub student	36%	661
UniConnect target student	19%	351
Total	100%	1,839

A full breakdown using multiple-widening participation measures are as follows.

Please note that POLAR 4 has been used here as University Widening Participation teams are required to use this targeting measure for their Access and Participation Plans*. The HEAT database returns three Indices of Deprivation indicators for each postcode: IMD (index of multiple deprivation), EST (education, skills and training deprivation) and IDACI (income deprivation affecting children).



The average observed young participation rate into Higher Education across all analysed postcodes is 17%. The most current young participation rate for England, based upon National Statistics** is 50.2%. Please note the methods to arrive at the average for young participation rates differ to National Statistics.

NB: Where comparative percentages do not add up to 100% this is for 3 reasons:

1. Young people skipped the question.
2. There were "other" options that have not been expressed on this list. We have included comments young people left in our findings summaries.
3. We have rounded percentages up / down.

*Please note that POLAR 4 Quintile 1 & 2 learners also include UniConnect target learners. This results in a different total from the table above which specifically outlines UniConnect target learners and Outreach Hub learners.

**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843542/Publication_HEIPR_1718.pdf

Survey

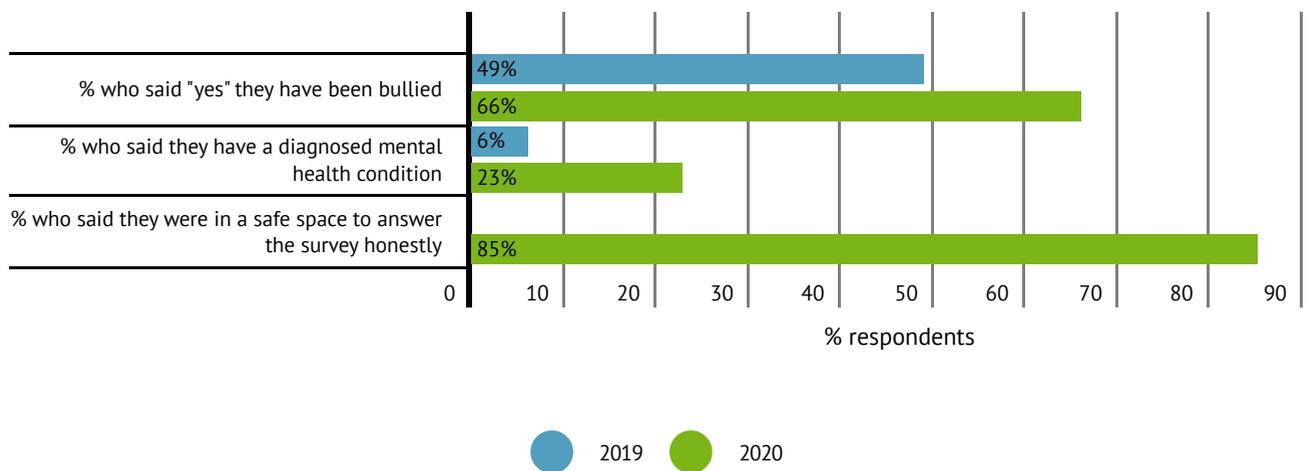
2,736 young people aged 11-18 answered a short survey. The survey had a 92% completion rate and took on average 9 minutes to complete.

Baseline questions

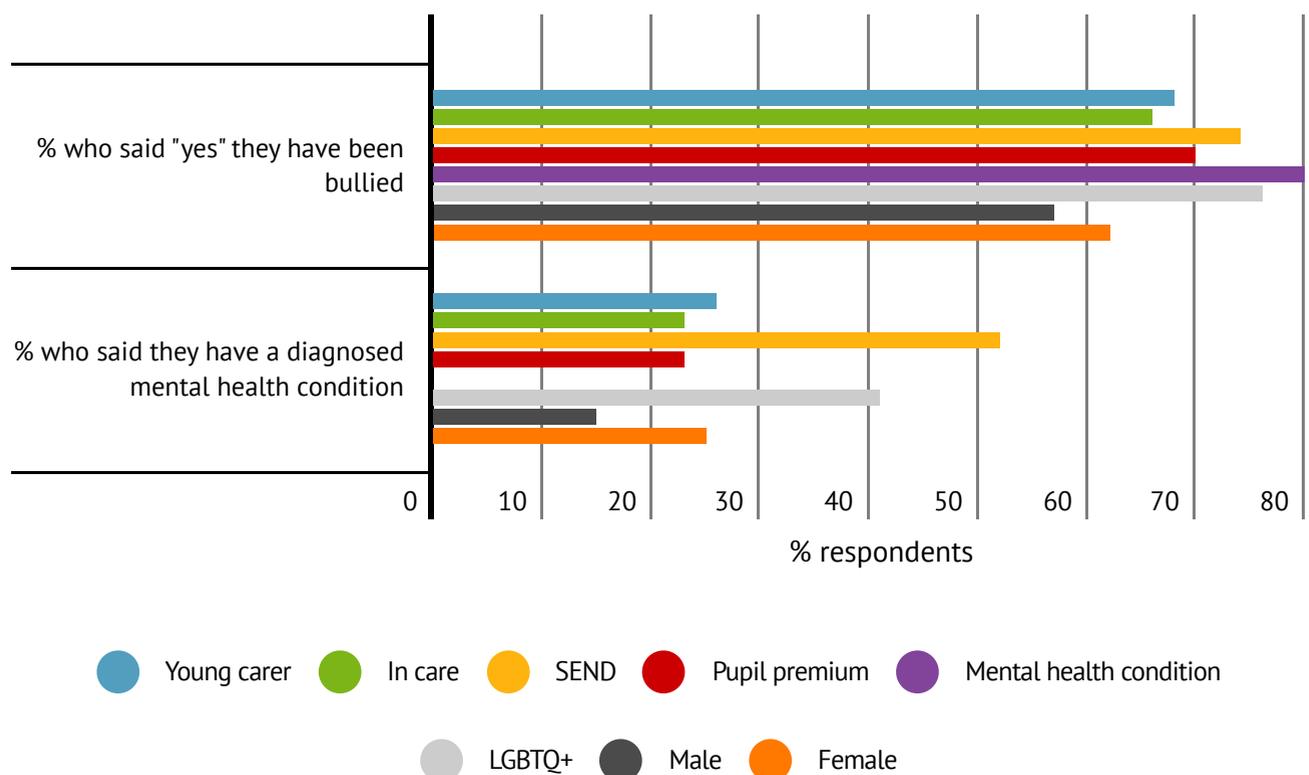
Tracking issues over time

For every survey Participation People run with young people we ask 3 baseline questions. This helps us look at and track these issues over time. It also helps us identify trends and help our partners plan for the future. This is what young people told us...

Respondents answering the question "have you been bullied?"; and "do you have a diagnosed mental health condition?"; and "are you in a safe space to answer this survey?"



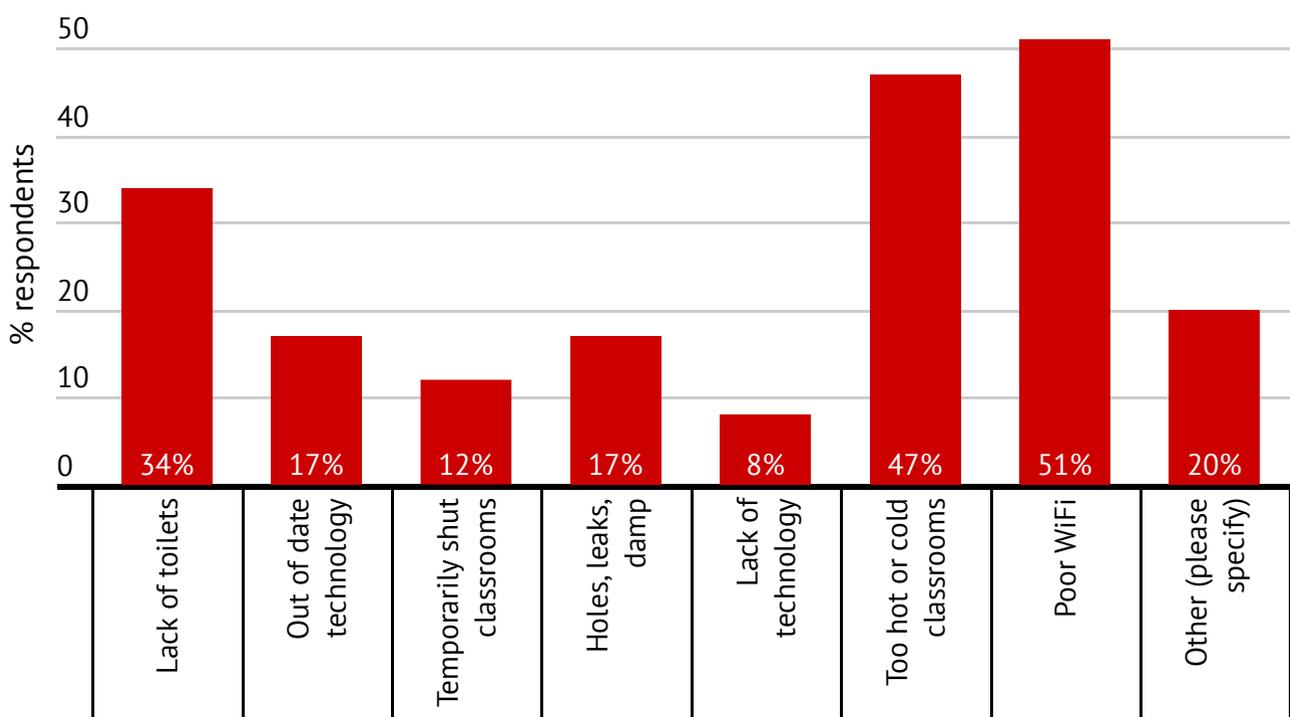
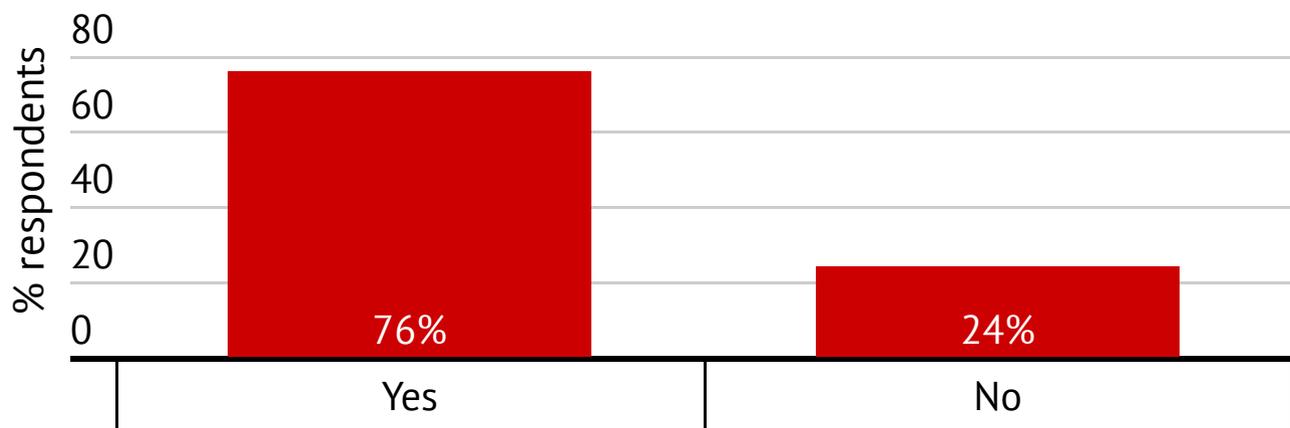
Respondents answering the question "have you been bullied?"; and "do you have a diagnosed mental health condition?" according to vulnerability.



Well maintained schools

Young Researchers wanted to find out what might affect young people wanting to learn.

Graph showing respondents answers to the question, "is your school well maintained and looked after?"



There were 65 comments to this question. These have been summarised on the next page. *Read on.*

Well maintained schools

Continued...

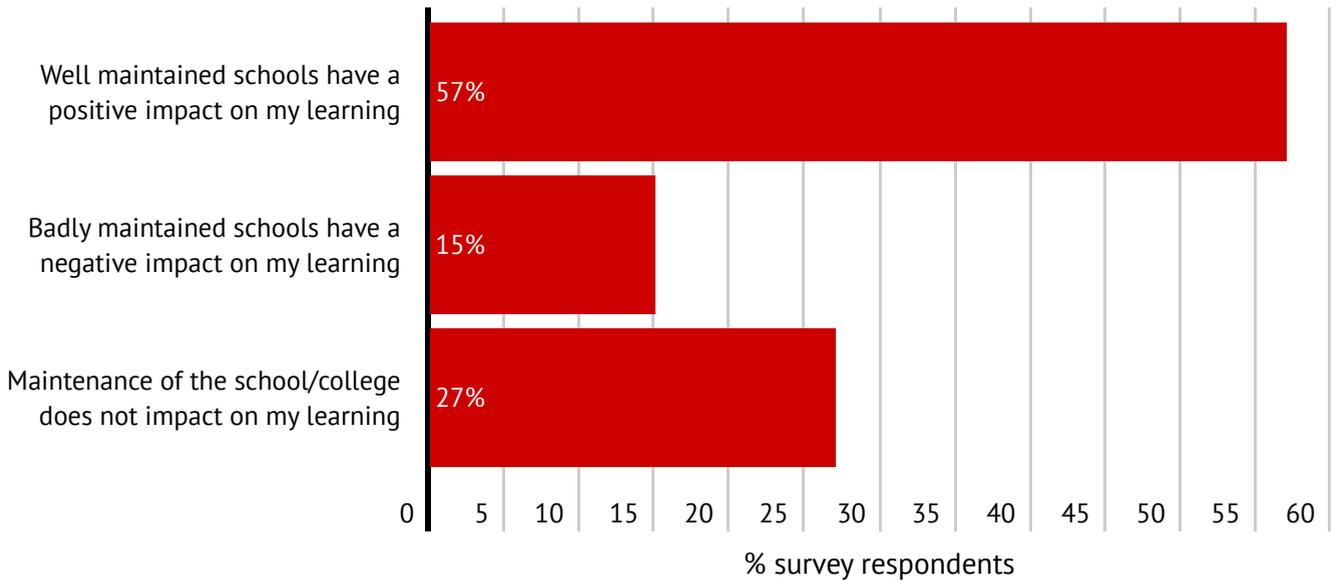
Young people's comments answering, "other, please specify".

- The community card system is extremely unfair and so is isolation. Isolation damages the student psychologically.
- No doors in bathroom lock.
- Open circuits/ loose wires.
- Small classrooms.
- Gum everywhere.
- Lack of toilet paper.
- No doors on entrance to toilet, lack of privacy.
- Rude drawings on the toilet walls.
- Not a lot of vegetarian foods.
- Full of dust, broken windows and doors.
- Rubbish everywhere.
- Disgusting toilets.
- Cold school overall leaking roofs.
- Classrooms have been shut, which means everyone crowding into the hall, causing more problems.
- Roof is trashed and toilets are always messy.
- Maths department is very hot and the stairs are terrible when exiting classrooms and entering.
- Barely any teachers to cover the lessons.
- Toilets are unclean, broken and disgusting. Flaky paint, chewing gum everywhere. High canteen prices.
- No where to go at lunch and break when its bad weather.
- Pupils in the school are not respectful of the environment.
- Lack of changing rooms.
- Not enough to do at break.
- Not allowed to eat in classrooms at break and lunchtime which causes overcrowding in the hall. Some departments are more equipped than others and have better / worse access to technology.
- Sometimes not enough resources such as textbooks.
- Our boilers constantly break.
- Rubbish equipment and lack of water fountains.
- Whole roof is literally gonna collapse.
- A non functioning roof, toilets without locks, no mirrors in toilets (male), roof has made half of the halls blocked from access for 3 months.
- No printers in the class anymore which has become a nuisance.
- Our school is usually very cold.
- The WiFi doesn't work on my phone so when we are required to access websites in school I have to waste my mobile data.
- Not enough seating areas for break and lunch time.
- There's poo on the walls (boys toilets)
- Don't let you be yourself.
- Can't handle students a lot of the time.
- Toilets are disgusting.
- Pupils not putting rubbish in the bins.
- Lack of water fountains and plastic all over the place.
- Ongoing building work that disrupts learning because of the noise.
- There is food all over the floor.

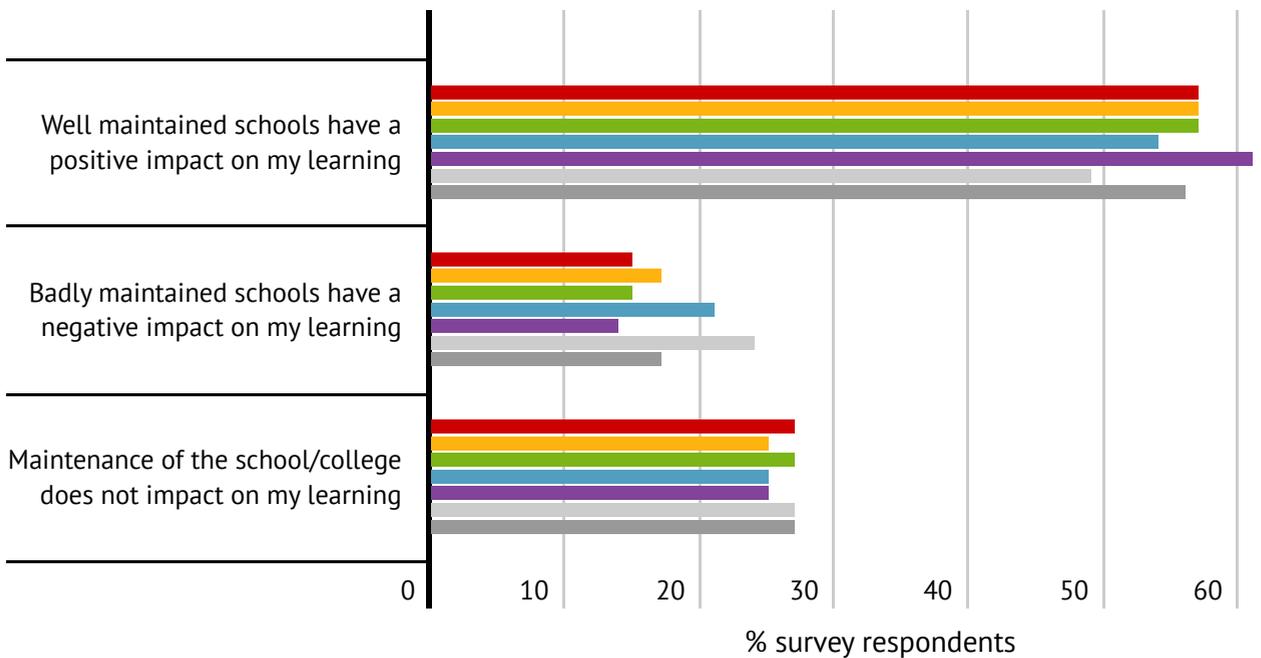
Well maintained schools

Continued...

Graph showing respondents answers to the question, "how do you think the maintenance of your school/college impacts on your learning?" Participants could tick multiple options.



Graph showing respondents answers to the question, "how do you think the maintenance of your school/college impacts on your learning?" according to vulnerability. Participants could tick multiple options.

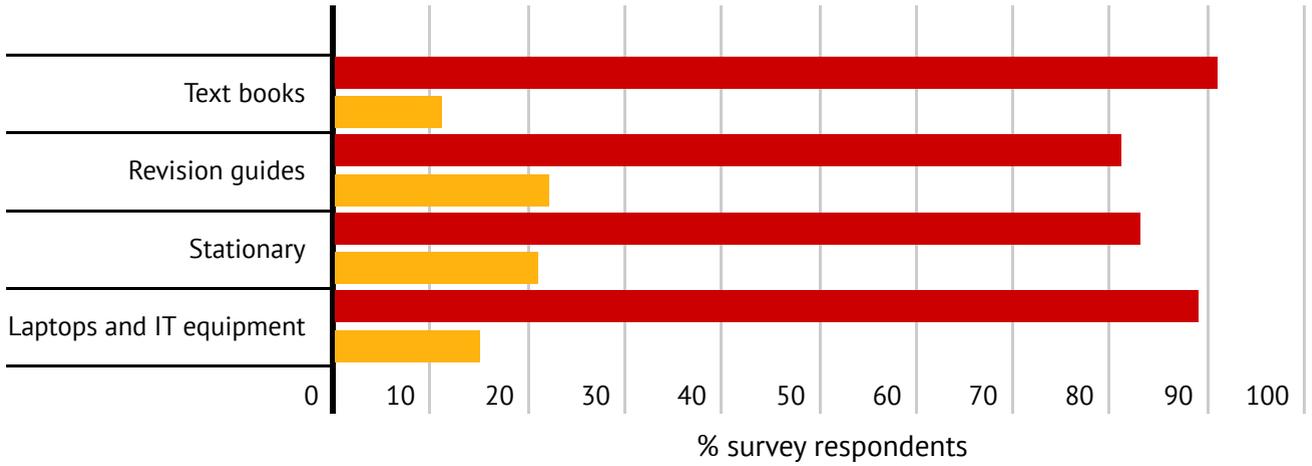


- Baseline
- Young carer
- In Care
- SEND
- Pupil Premium
- Mental Health
- Military Family

Well maintained schools

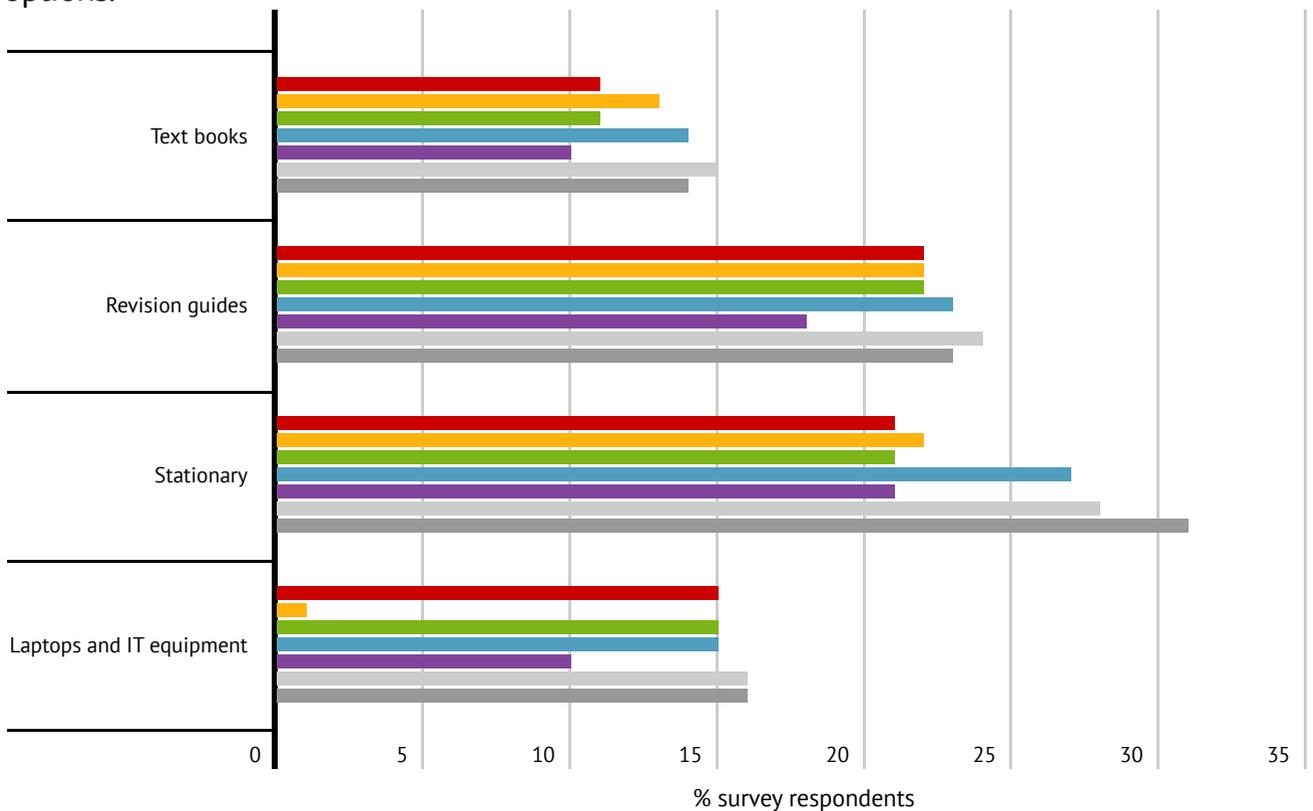
Continued...

Graph showing respondents answers to the question, "can you access equipment and facilities to help you study effectively?" Participants could tick multiple options.



● Yes ● No

Graph showing respondents answers to the question, "I can't access equipment and facilities to help me study effectively?" according to vulnerability. Participants could tick multiple options.

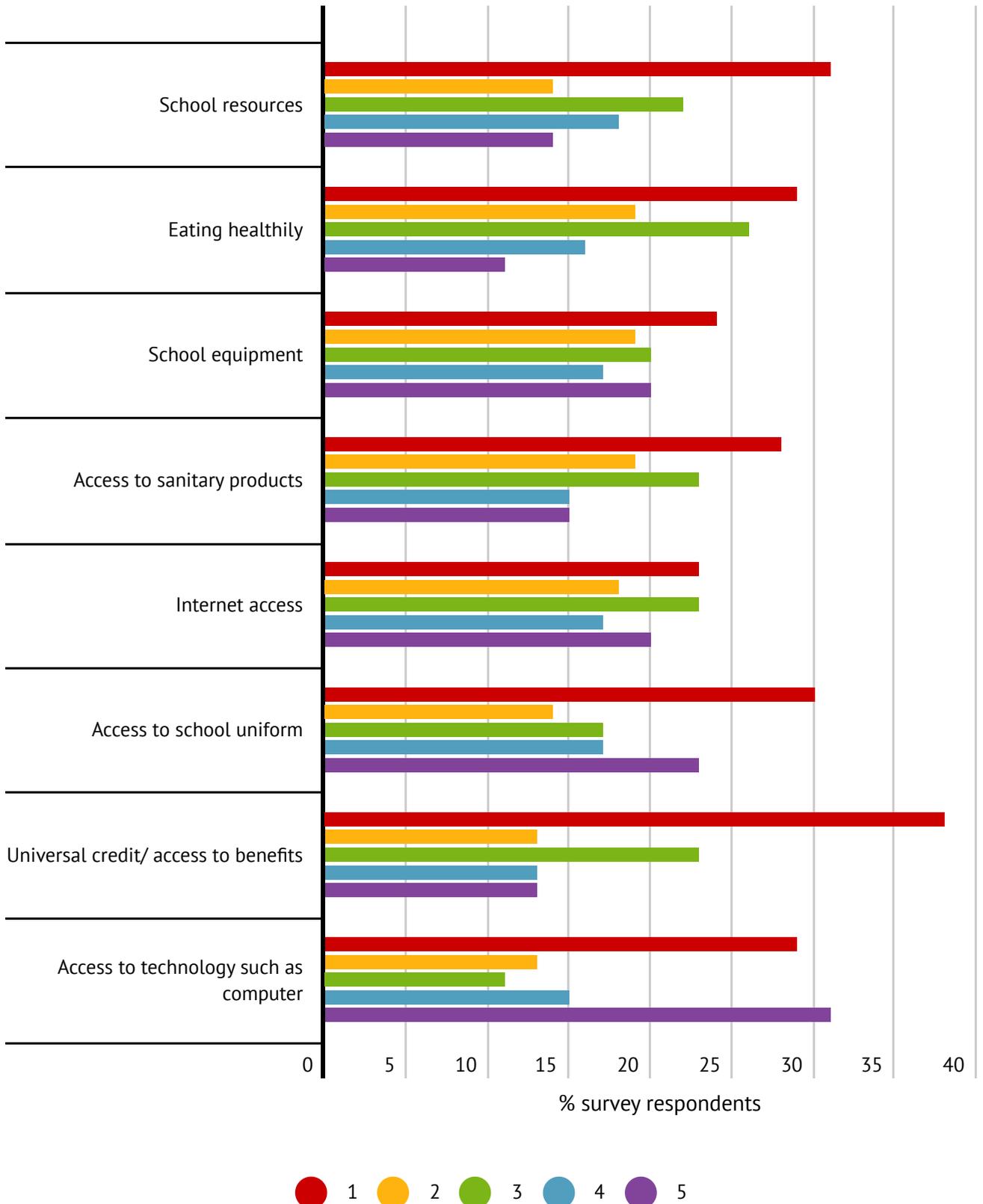


● Baseline ● Young Carer ● In Care ● SEND ● Pupil Premium ● Mental Health ● Military Family

Well maintained schools

Continued...

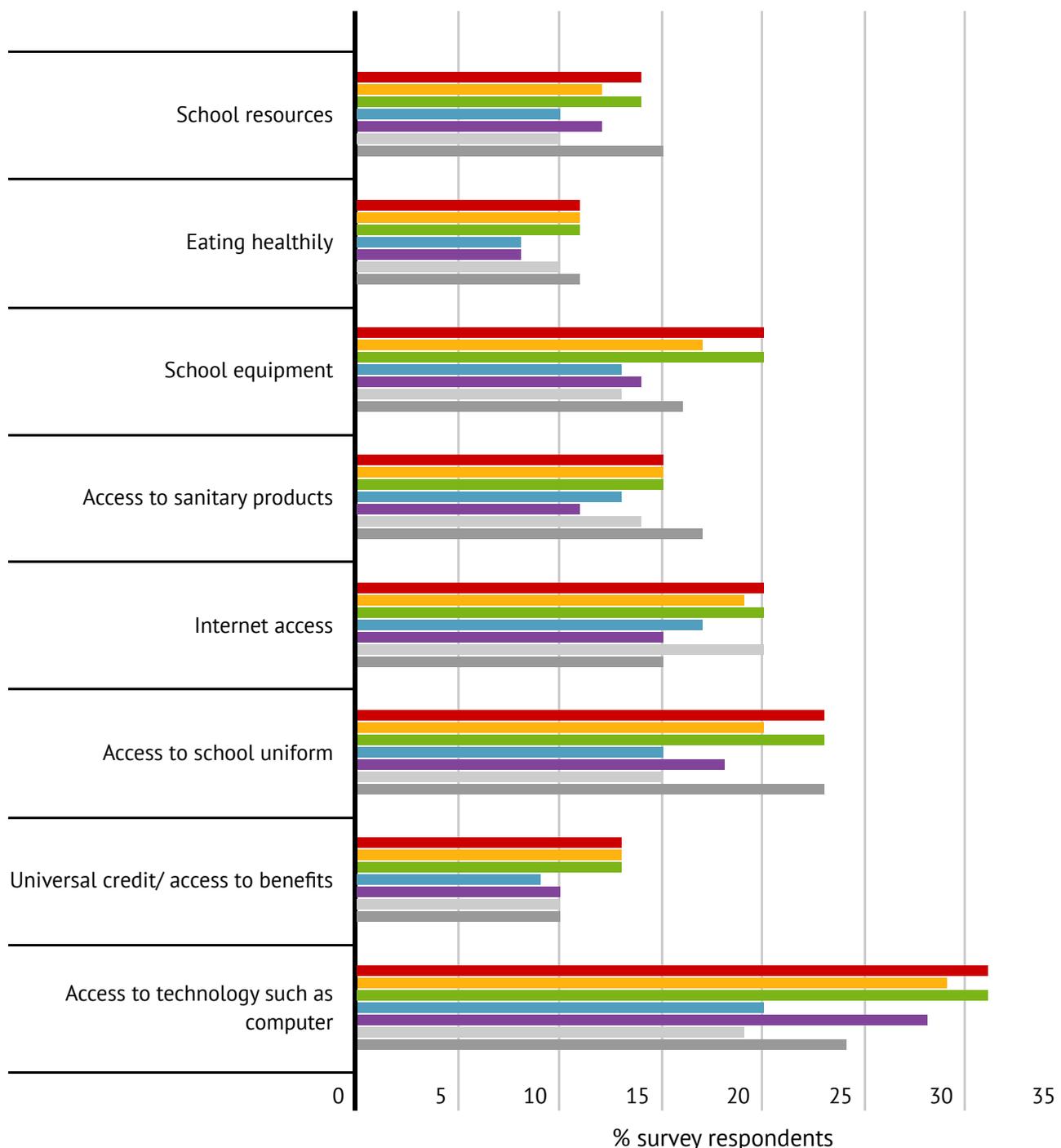
Graph showing respondents answers to the question, "on a scale of 1 - 5, with 1 being not at all and 5 being the highest, have any of the following had a negative impact on your education?" Participants could tick multiple options.



Well maintained schools

Continued...

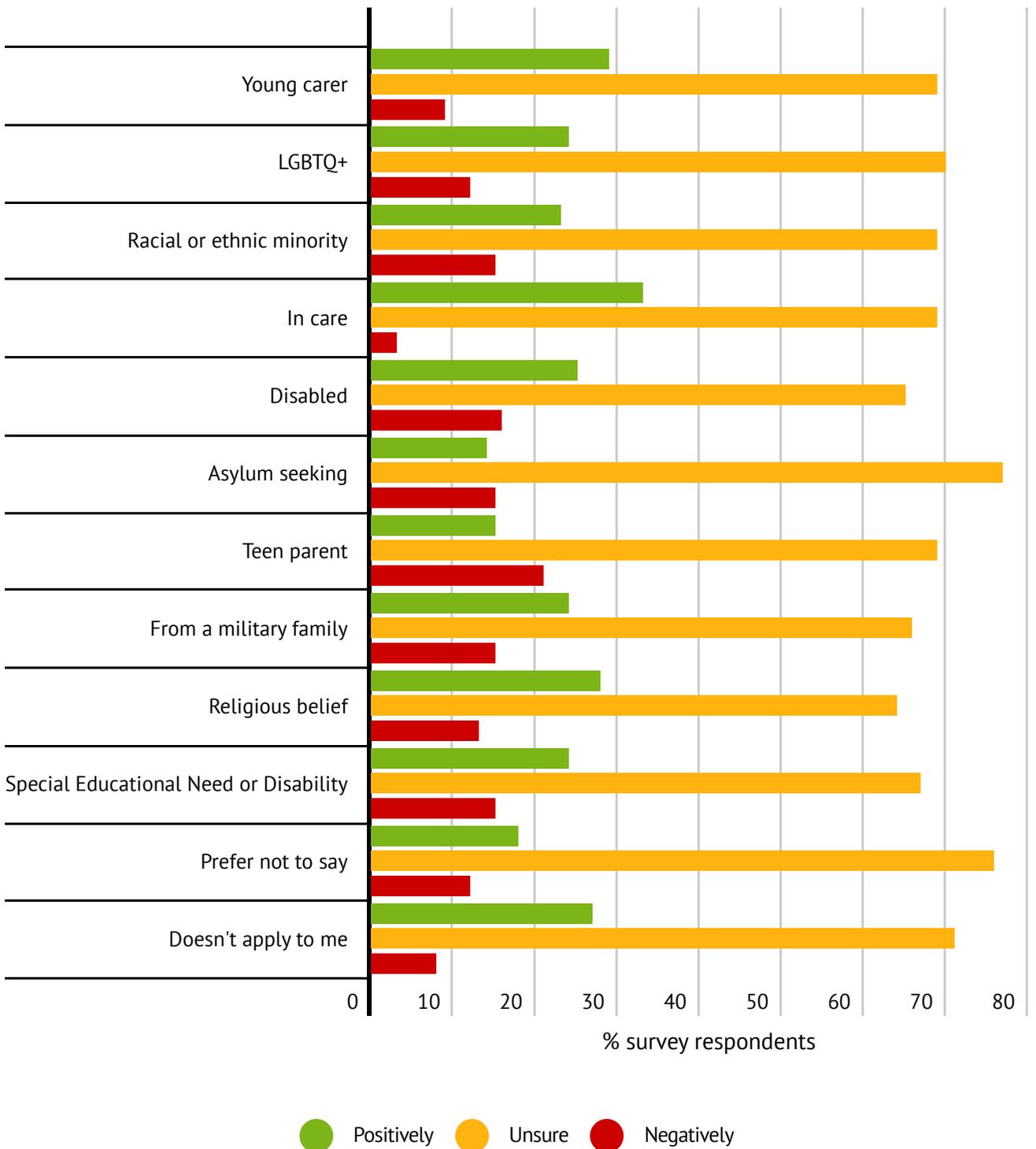
Graph showing respondents answers to the question, "what has had the most negative impact on your education?" according to vulnerability. Participants could tick multiple options.



Family, Culture and Social Barriers

Young Researchers wanted to look at how different vulnerabilities impacted young people's aspirations in education.

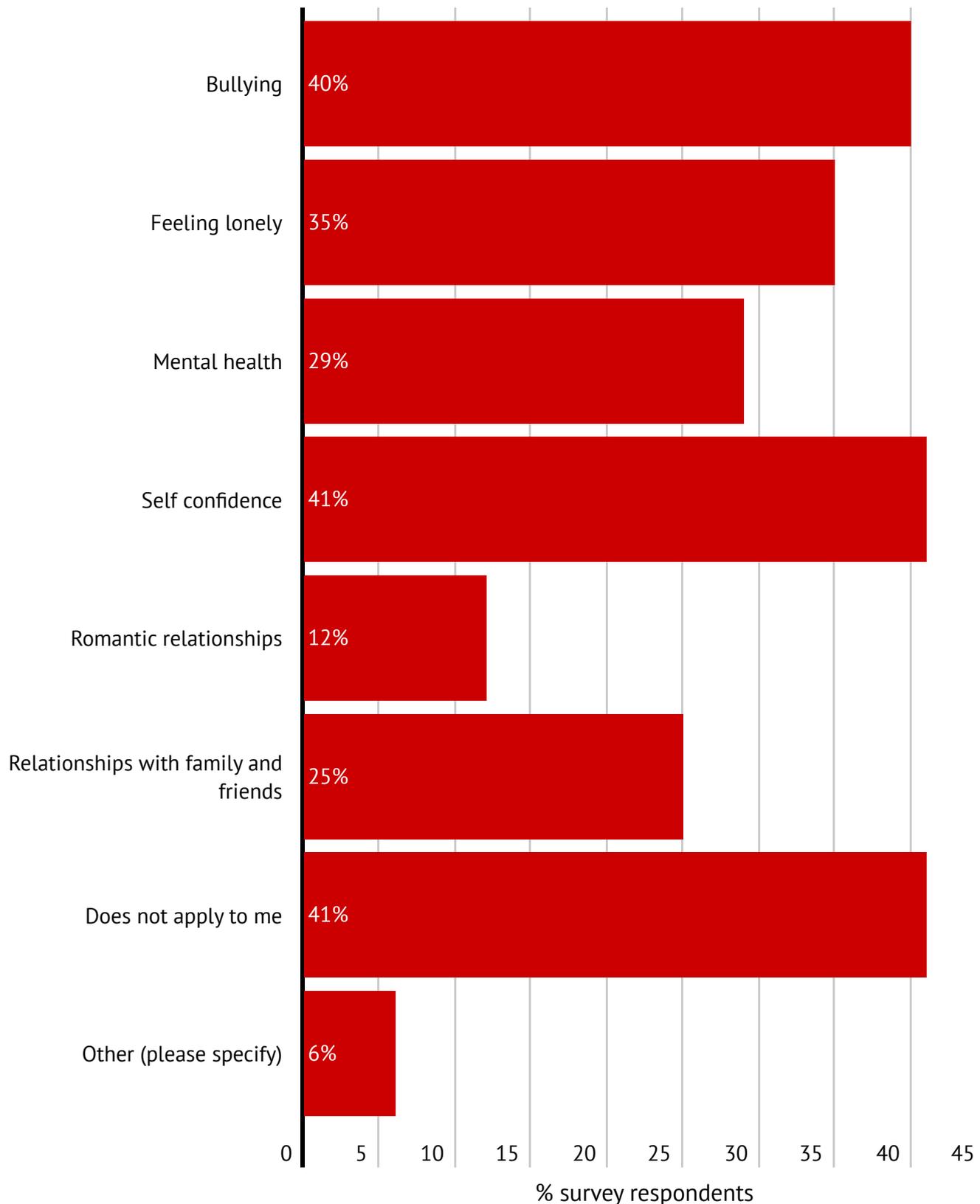
Graph showing respondents answers to the question, "do you identify with any of the following groups? If so, does it affect your education?" Participants could tick multiple options.



Family, Culture and Social Barriers

Continued...

Graph showing respondents answers to the question, "if one or more of the above negatively affects your education how does it affect it?" Participants could tick multiple options.



Family, Culture and Social Barriers

Continued...

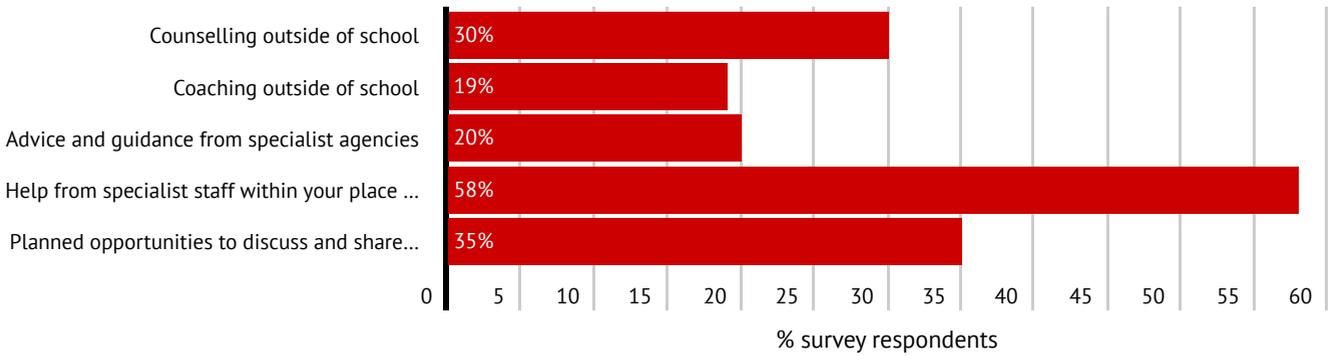
88 young people responded with comments to "other, please specify". This is a summary of what they said:

- I hate the learning and writing.
- Bullied for my haircut.
- I'm shy and quiet but this does not effect me.
- Depression and some anxiety.
- Self-harm sometimes.
- Not bullying but constant comments on it.
- Unsuitable topic of homework.
- Getting into trouble.
- Teachers give no support.
- Sexuality.
- I don't know I hang out with a lot of people but I still feel alone.
- They don't do anything if you getting bullied.
- I don't talk about my mental health as I feel I can't trust anyone...
- Mandatory attendance of extra curricular activities forcing more unneeded work and attention.
- It can stop me from working as well as i could be since i cannot think straight most of the time.
- Disruptive classmates.
- Teachers are prejudice and most often pretend to be OK with religion but sometimes are non-christian.
- Diabetes.
- Freedom of speech.
- Depression LGBTQ stress.
- I wouldn't class this as bullying but sometimes i get racist comments about me and my family being foreign.
- School offers no support to us with regards to mental health. It effects me every day, not being able to concentrate in lessons and feeling bad but no help is offered.
- Don't have many friends and feel lonely at school sometimes.
- Bad relationships with teachers.
- I am so so sad. I have lived with a mentally ill sibling and have lost someone to cancer yesterday I have seen things that have broke me and the way my sister has treated me has broke me.
- Being gay.

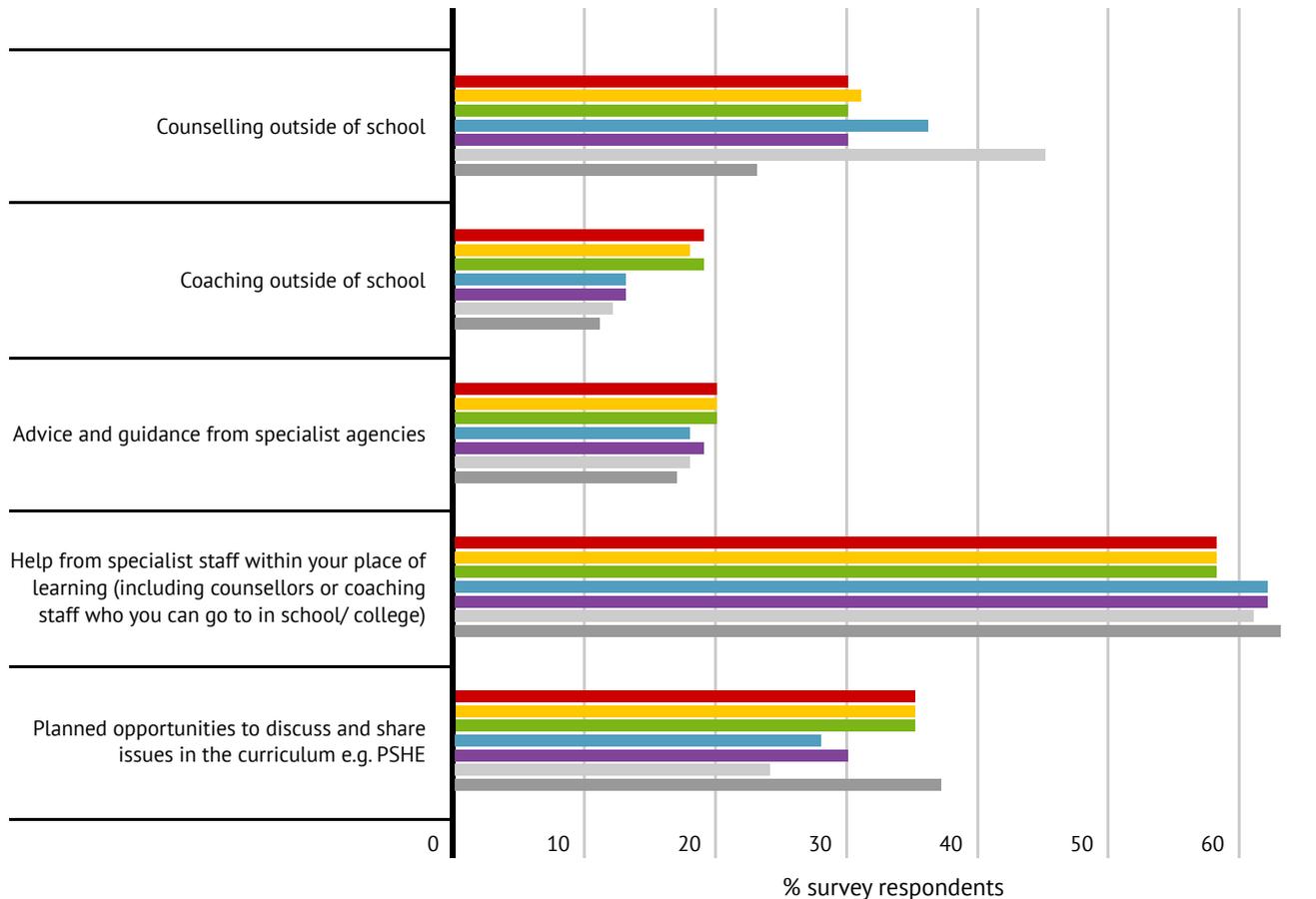
Family, Culture and Social Barriers

Continued...

Graph showing respondents answers to the question, "can you give examples of the support available to you when dealing with negative experiences?" Participants could tick multiple options.



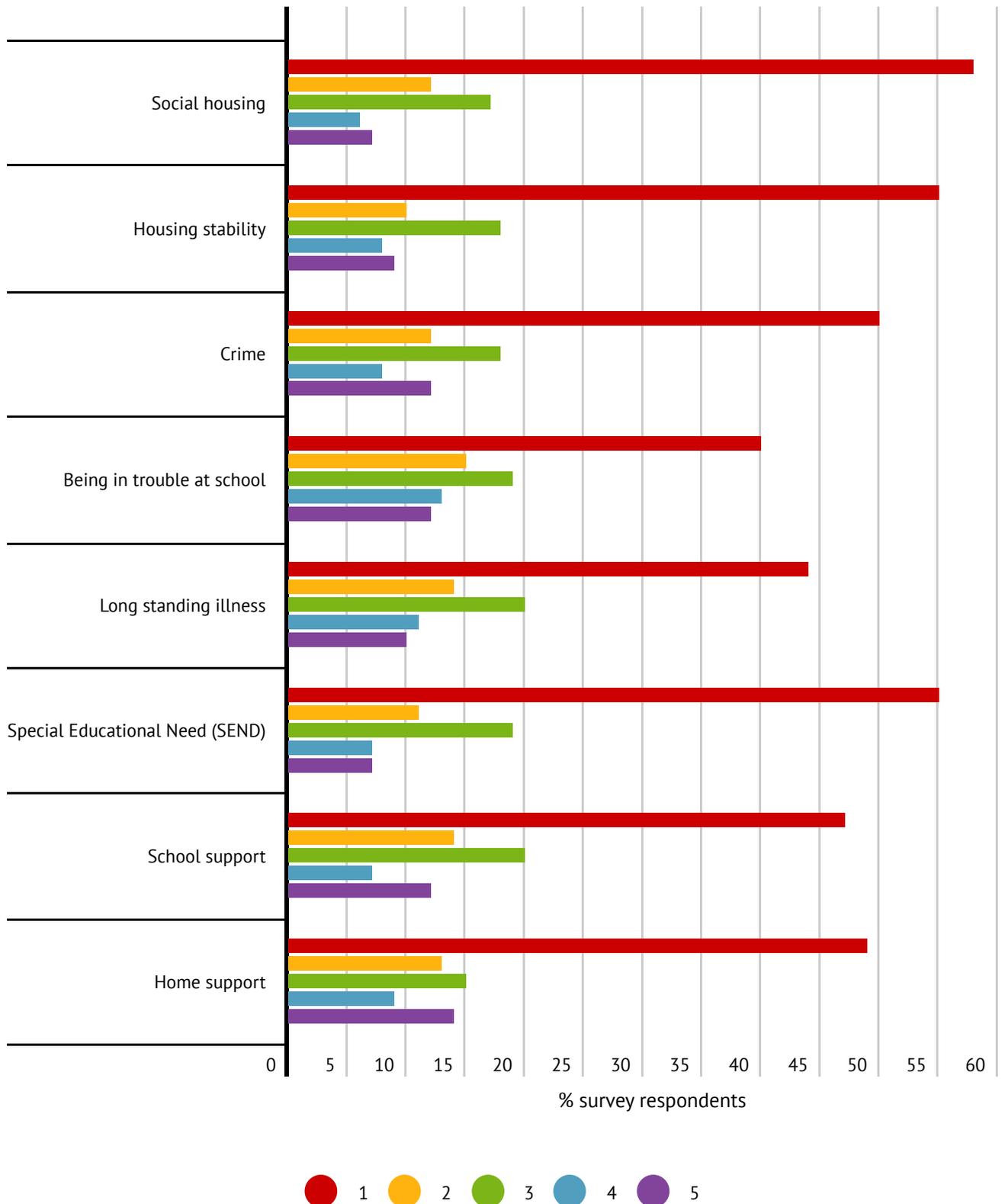
Graph showing respondents answers to the question, "can you give examples of the support available to you when dealing with negative experiences?" according to vulnerabilities. Participants could tick multiple options.



Family, Culture and Social Barriers

Continued...

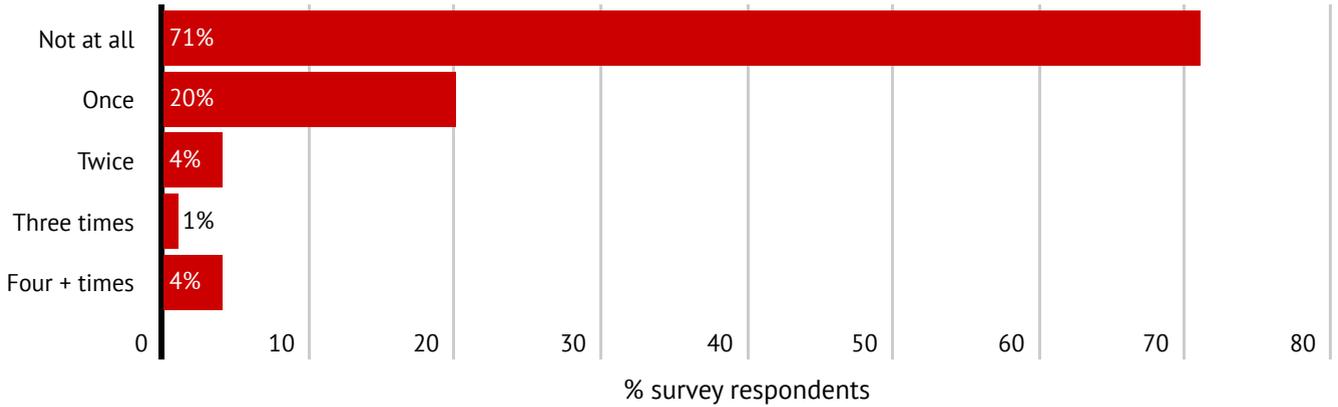
Graph showing respondents answers to the question, "on a scale of 1 - 5, with 1 being not at all and 5 being the highest, do any of the following have a negative affect on your learning?"



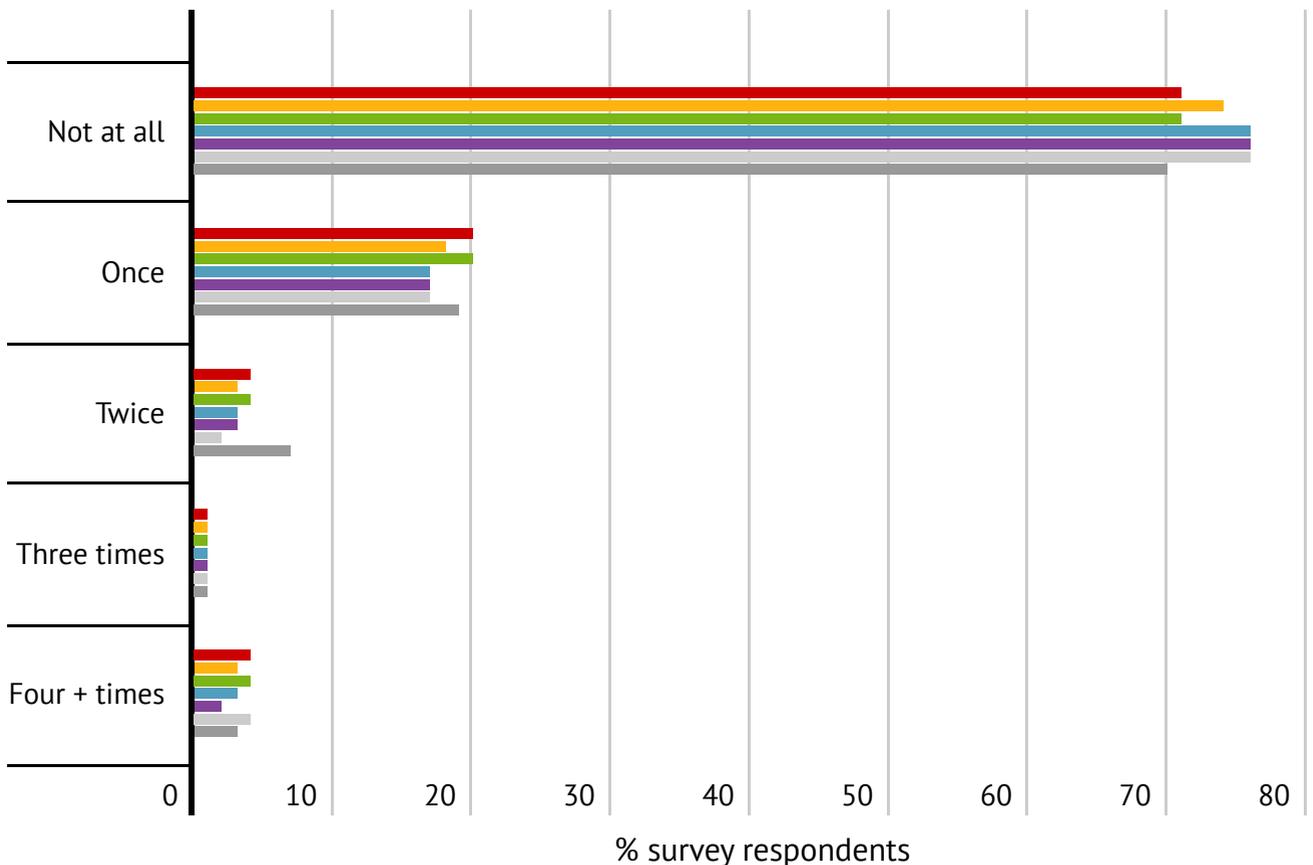
Family, Culture and Social Barriers

Continued...

Graph showing respondents answers to the question, "how often have you moved in the last year?"



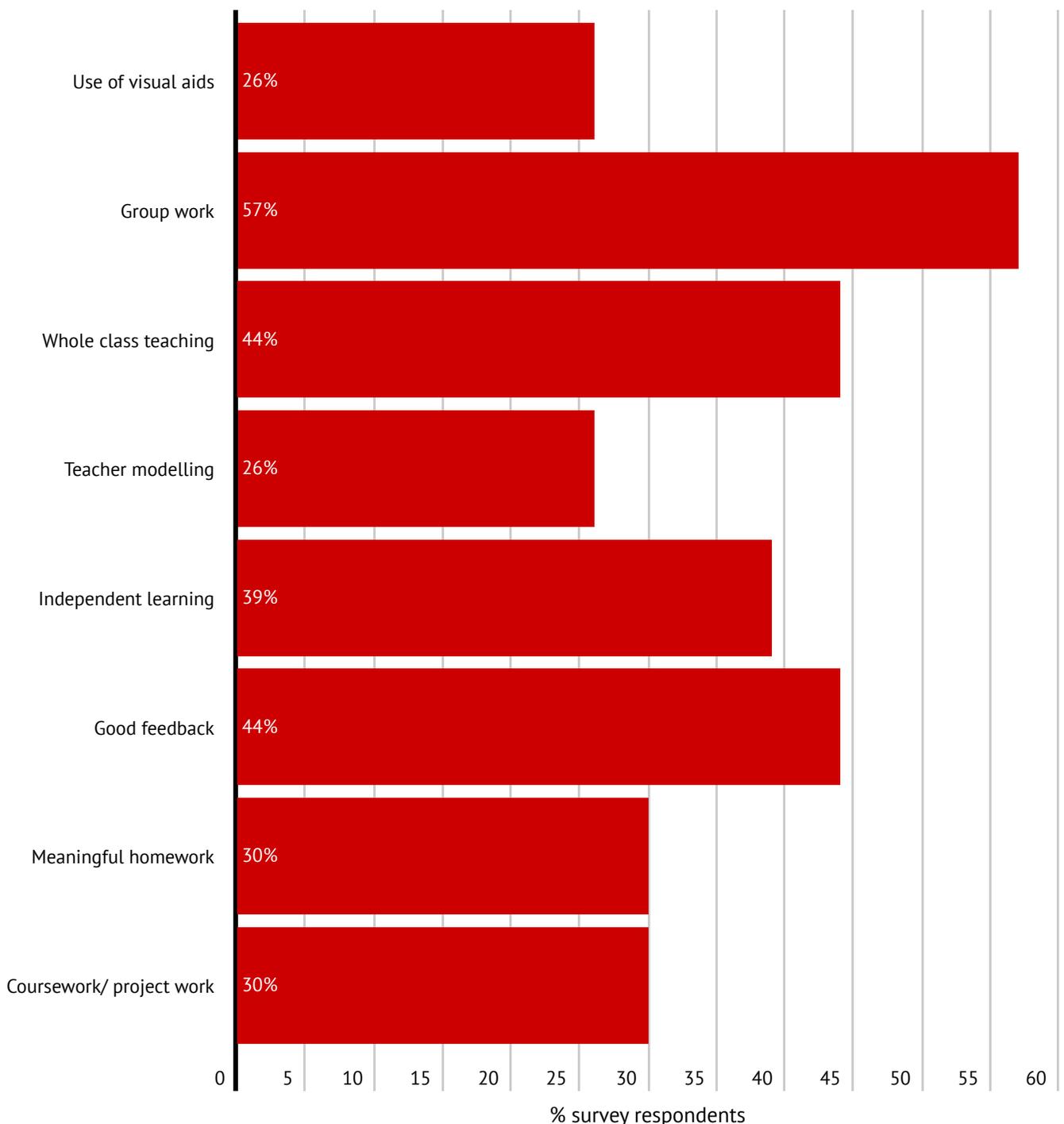
Graph showing respondents answers to the question, "how often have you moved in the last year?" according to vulnerabilities.



Teaching

Young Researchers wanted to find out how different teaching styles and methods affected how motivated young people were to learn.

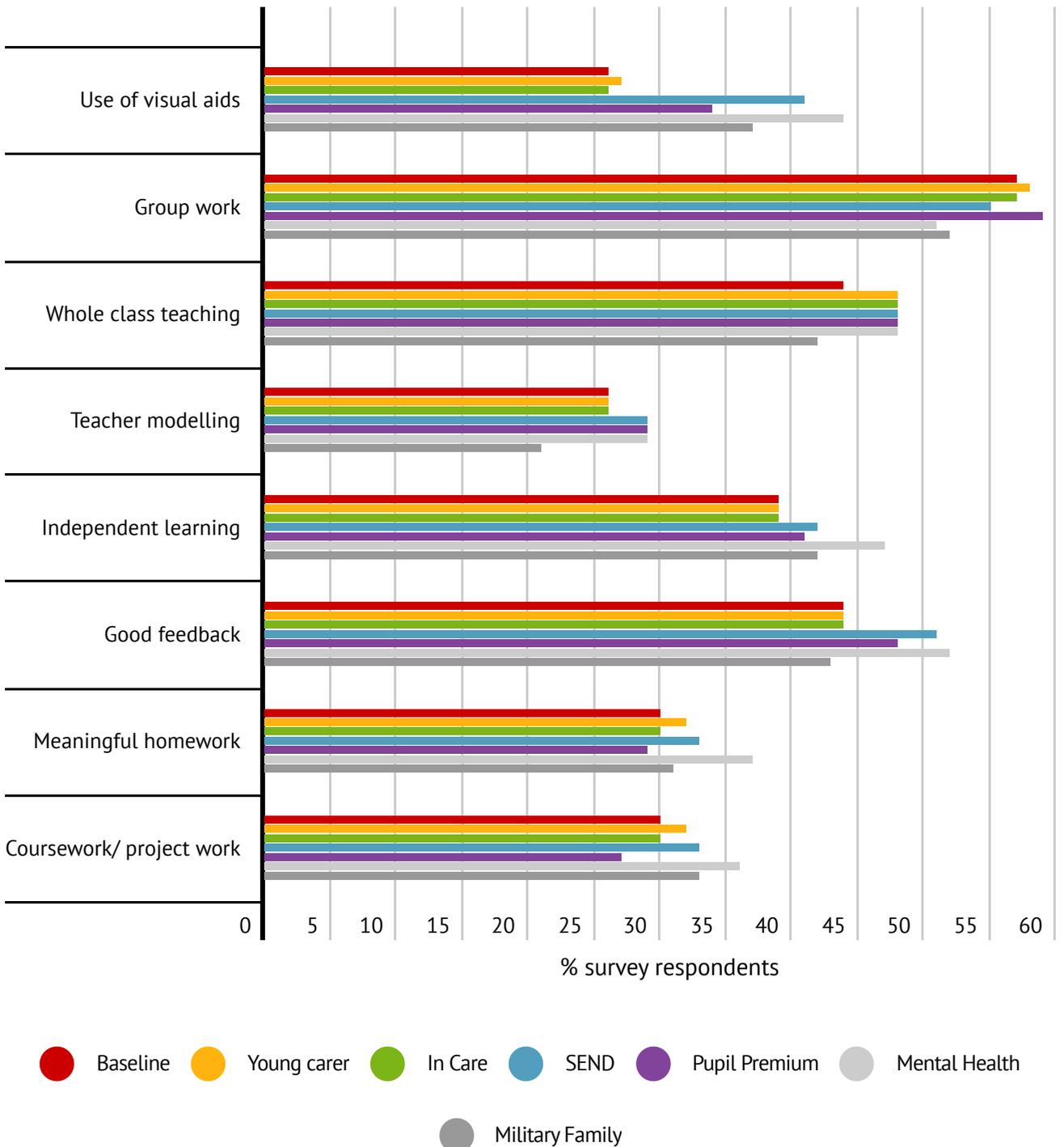
Graph showing respondents answers to the question, "what do you think are the most effective methods teachers use to ensure that all young people are challenged and enjoy learning?" Participants could tick multiple options.



Teaching

Young Researchers wanted to find out how different teaching styles and methods affected how motivated young people were to learn.

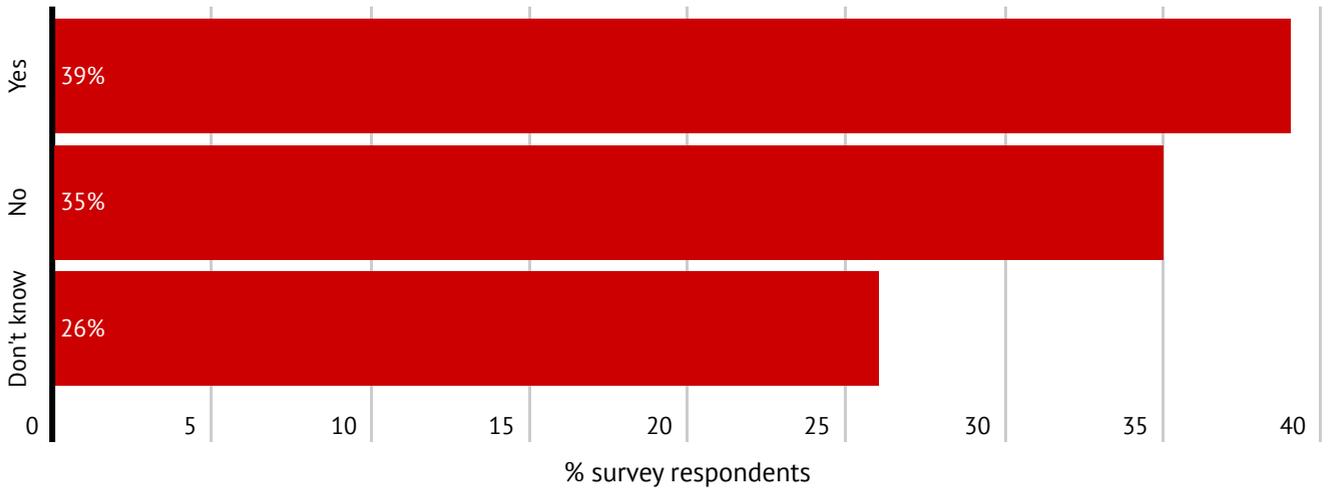
Graph showing respondents answers to the question, "what do you think are the most effective methods teachers use to ensure that all young people are challenged and enjoy learning?" Participants could tick multiple options. Graph according to vulnerabilities.



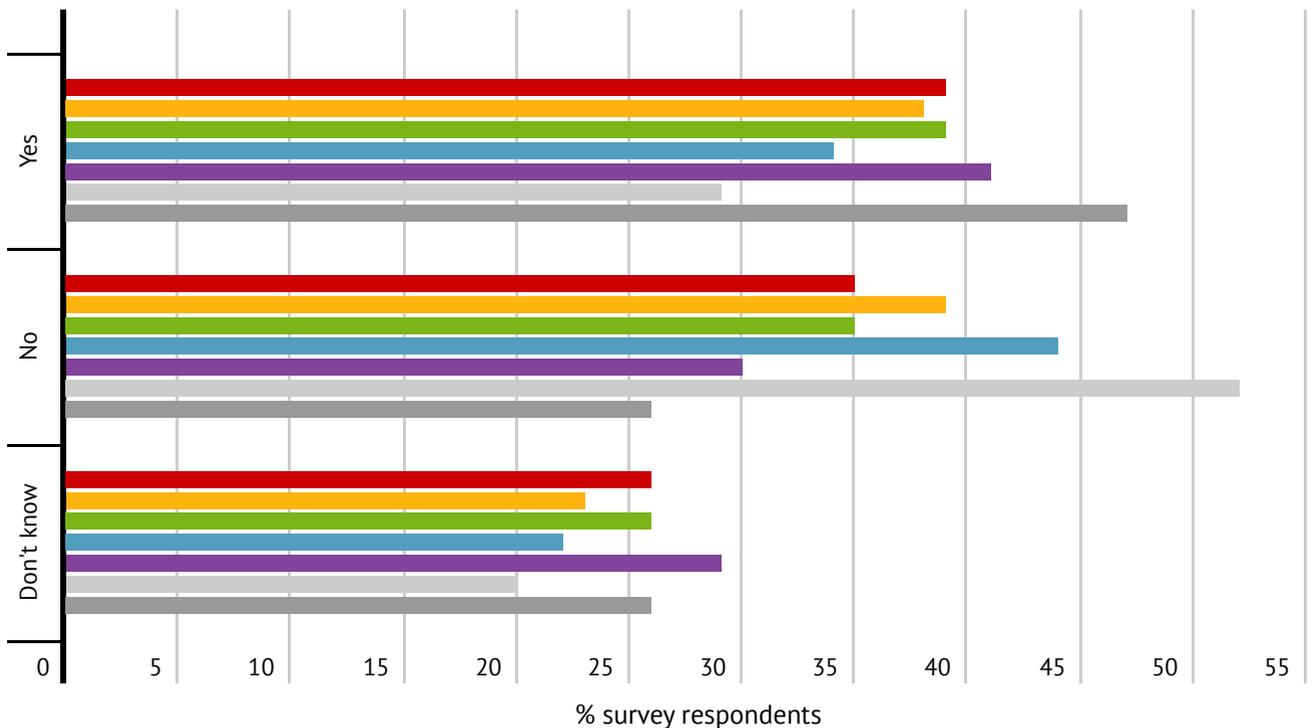
Teaching

Continued...

Graph showing respondents answers to the question, "do you think that teachers understand that students have different ways of learning?"



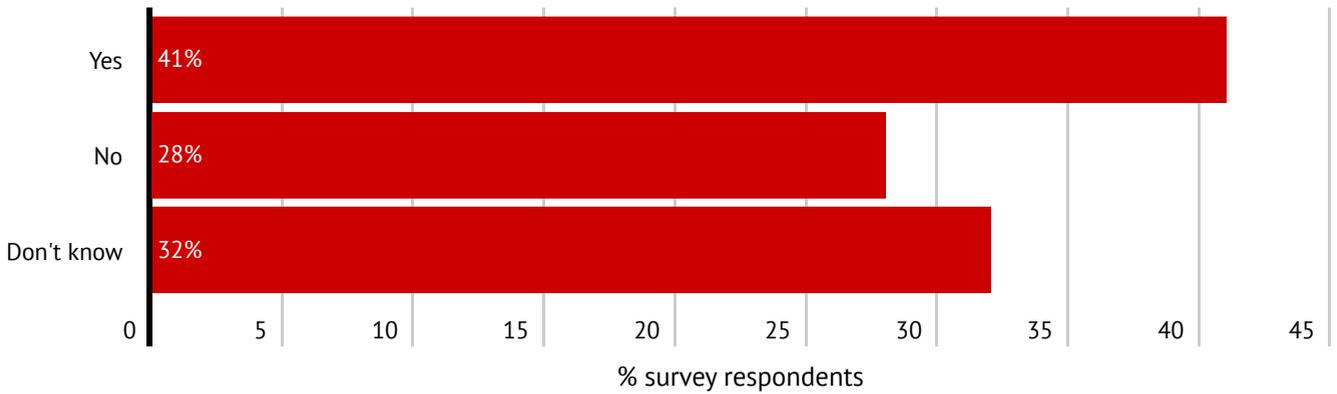
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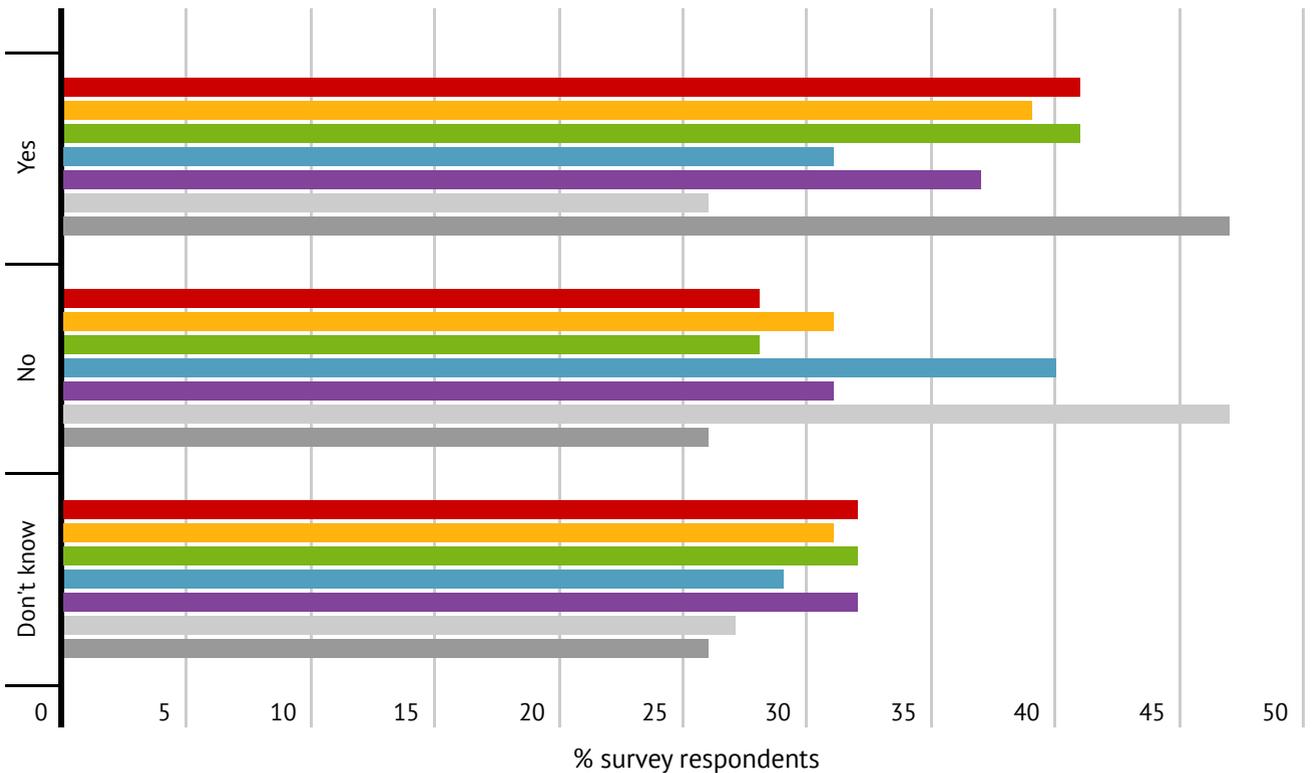
Teaching

Continued...

Graph showing respondents answers to the question, "do you think teachers know when: students are not at their best; what to do; and where to go to get support?"



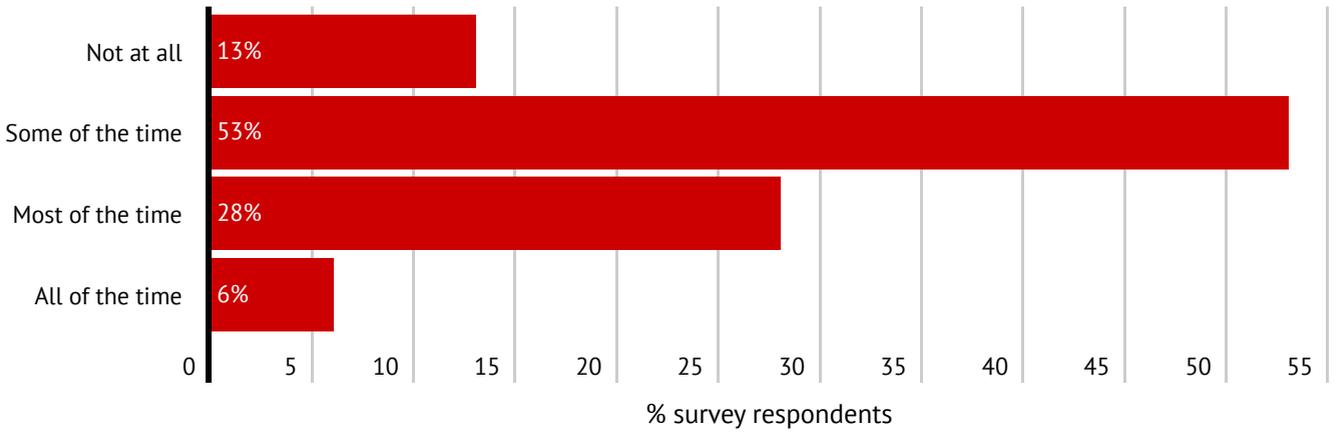
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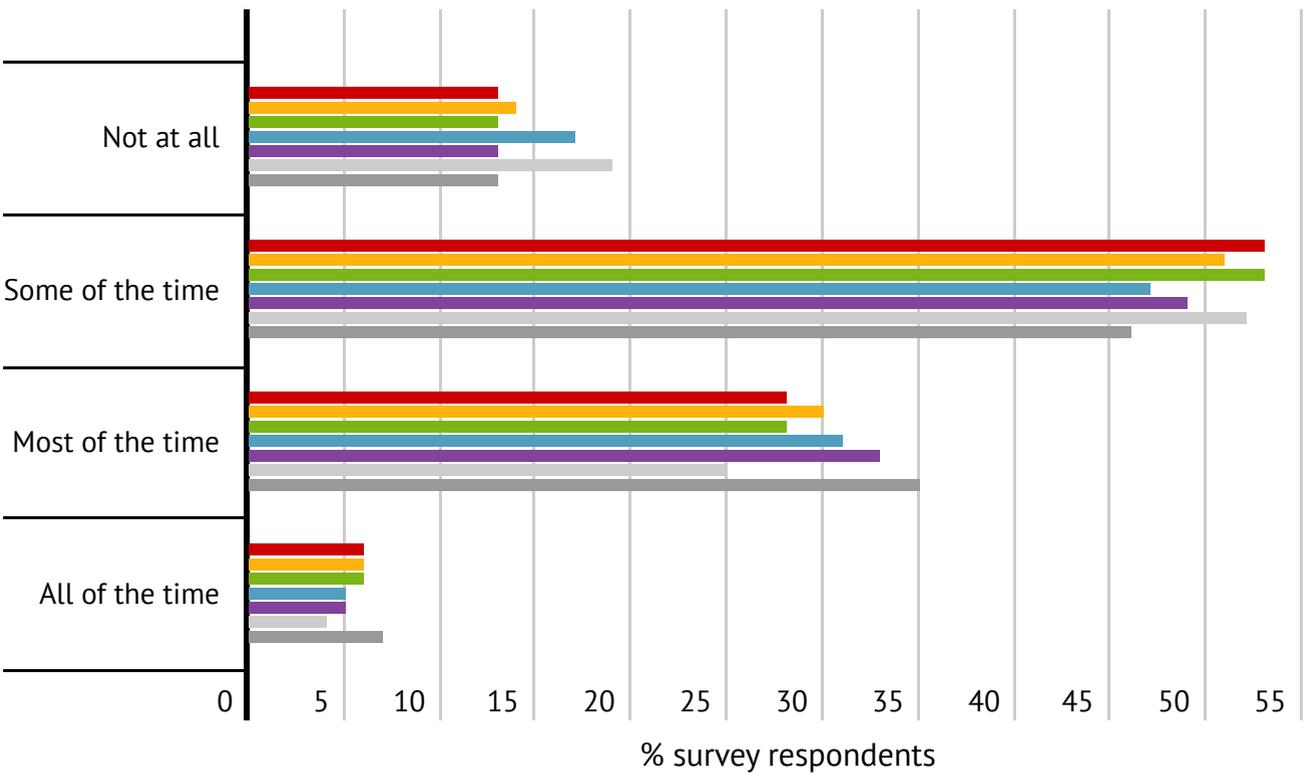
Teaching

Continued...

Graph showing respondents answers to the question, "do you feel motivated to learn in lessons?"



Graph showing respondents answers to the question, "do you feel motivated to learn in lessons?" According to vulnerabilities.

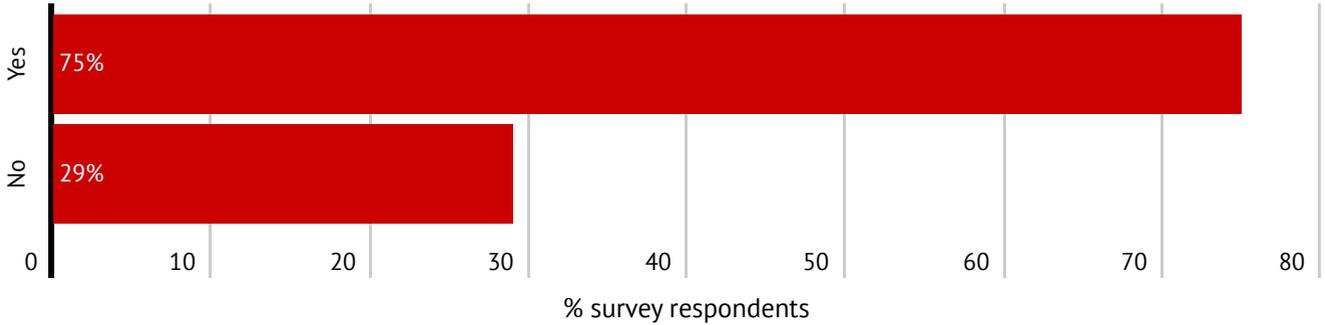


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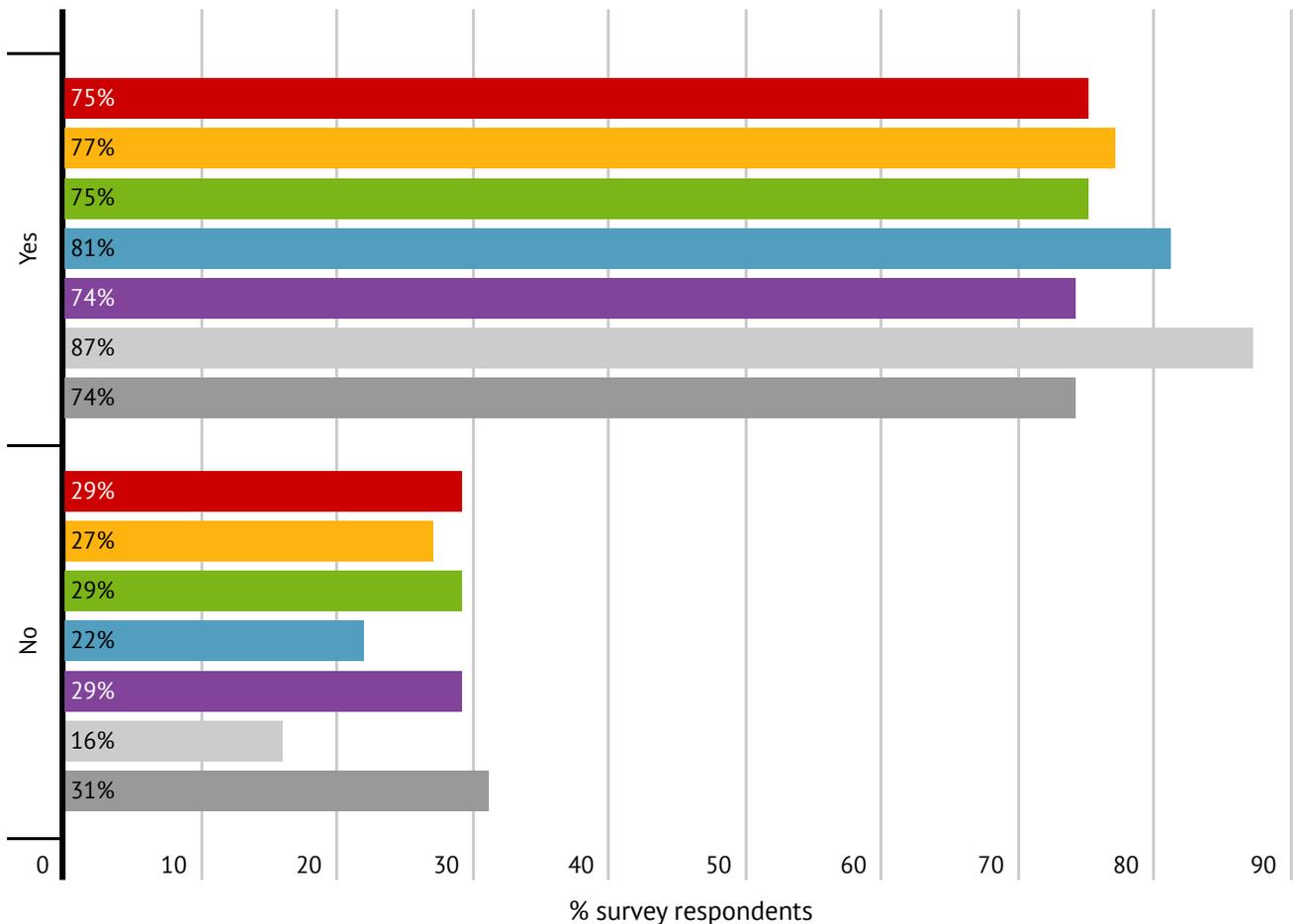
Teaching

Continued...

Graph showing respondents answers to the question, "do you think teachers favour certain students / have favourites?"



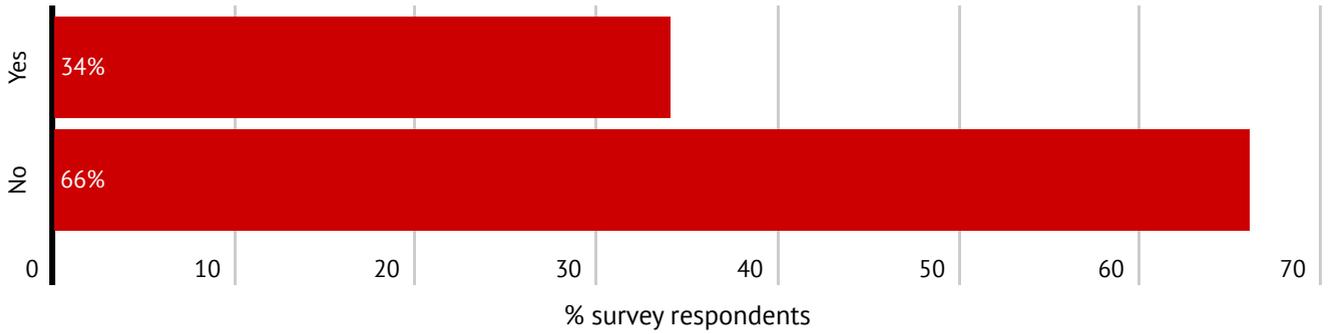
Graph showing respondents answers to the question, "do you think teachers favour certain students / have favourites?" According to vulnerabilities.



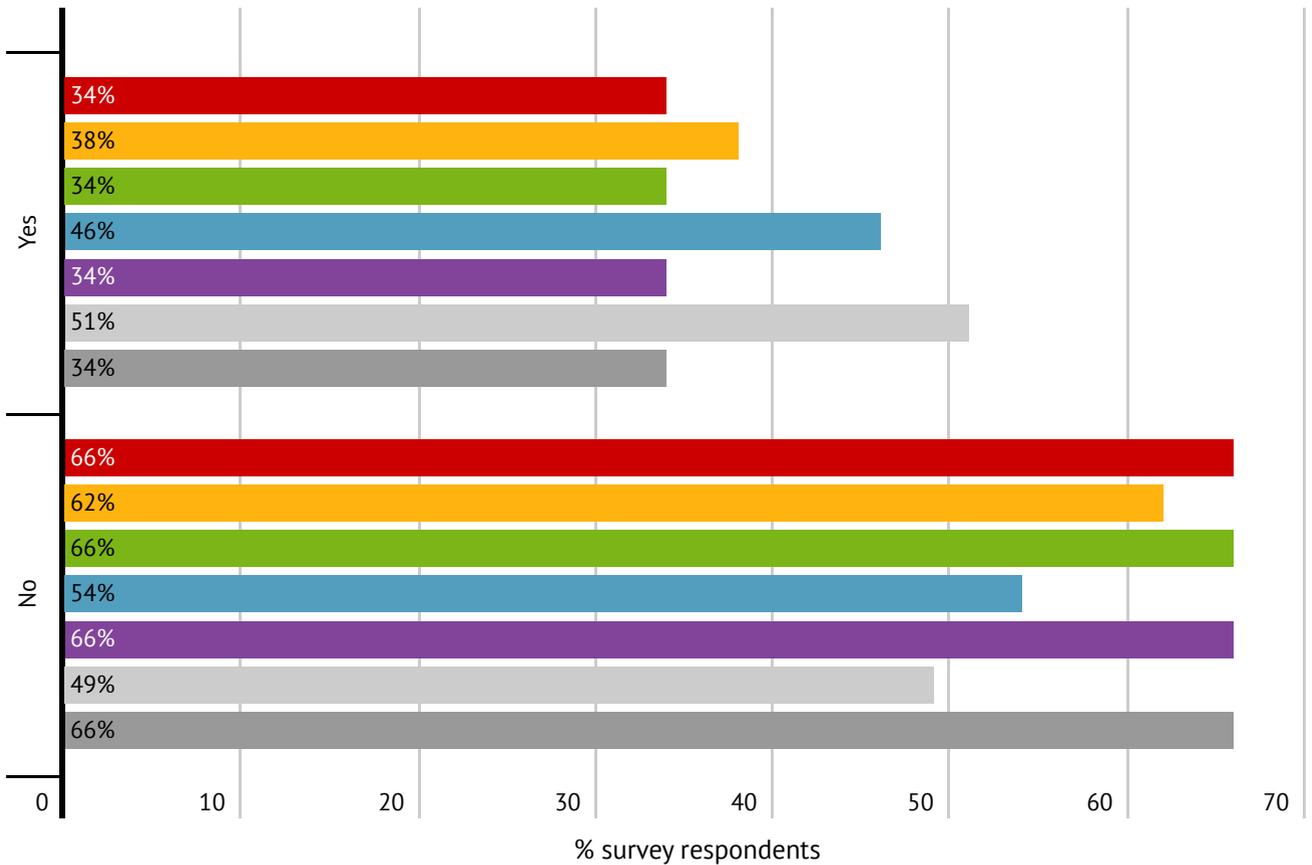
Teaching

Continued...

Graph showing respondents answers to the question, "do you feel you need additional support to help to learn?"



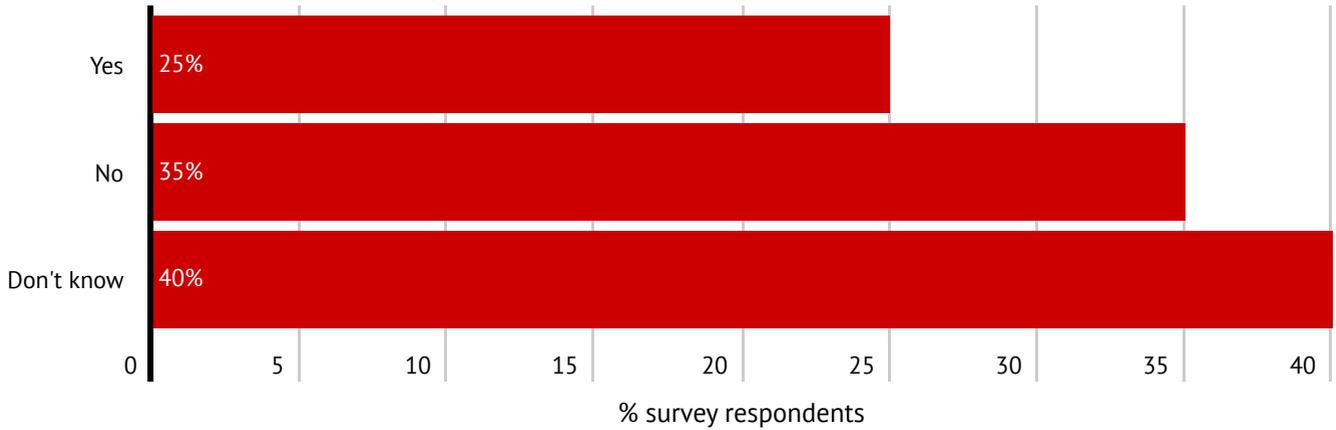
Graph showing respondents answers to the question, "do you feel you need additional support to help to learn?" According to vulnerability.



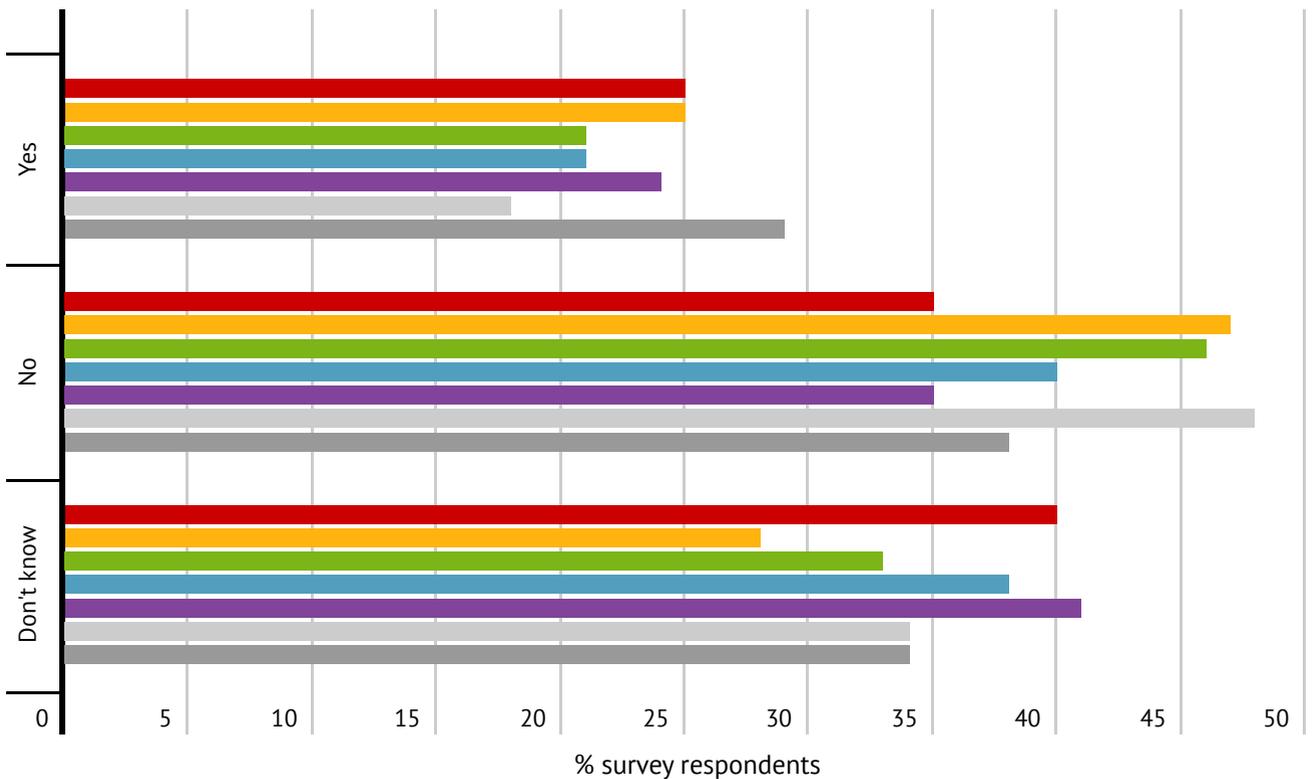
Teaching

Continued...

Graph showing respondents answers to the question, "if you answered yes, do you feel you get the support you need?"



Graph showing respondents answers to the question, "if you answered yes, do you feel you get the support you need?"

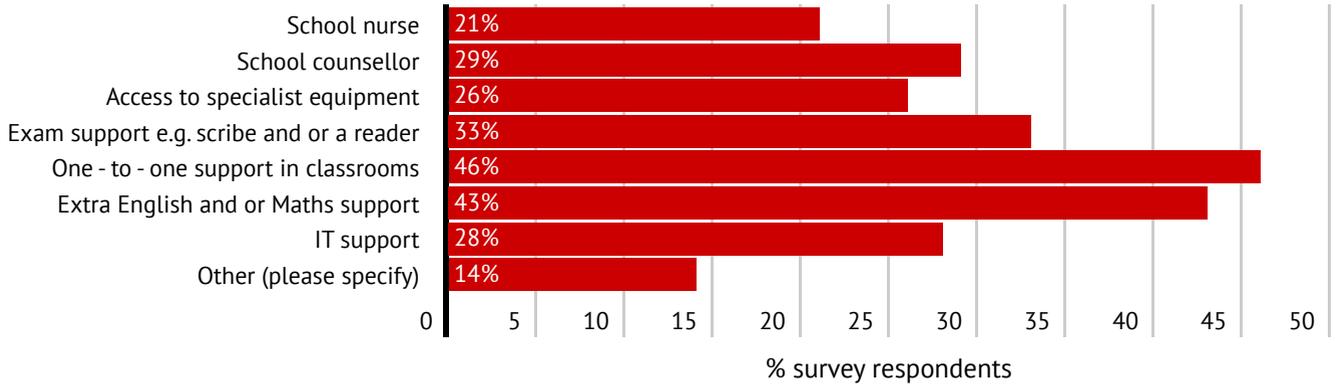


- Baseline
- Young carer
- In Care
- SEND
- Pupil Premium
- Mental Health
- Military Family

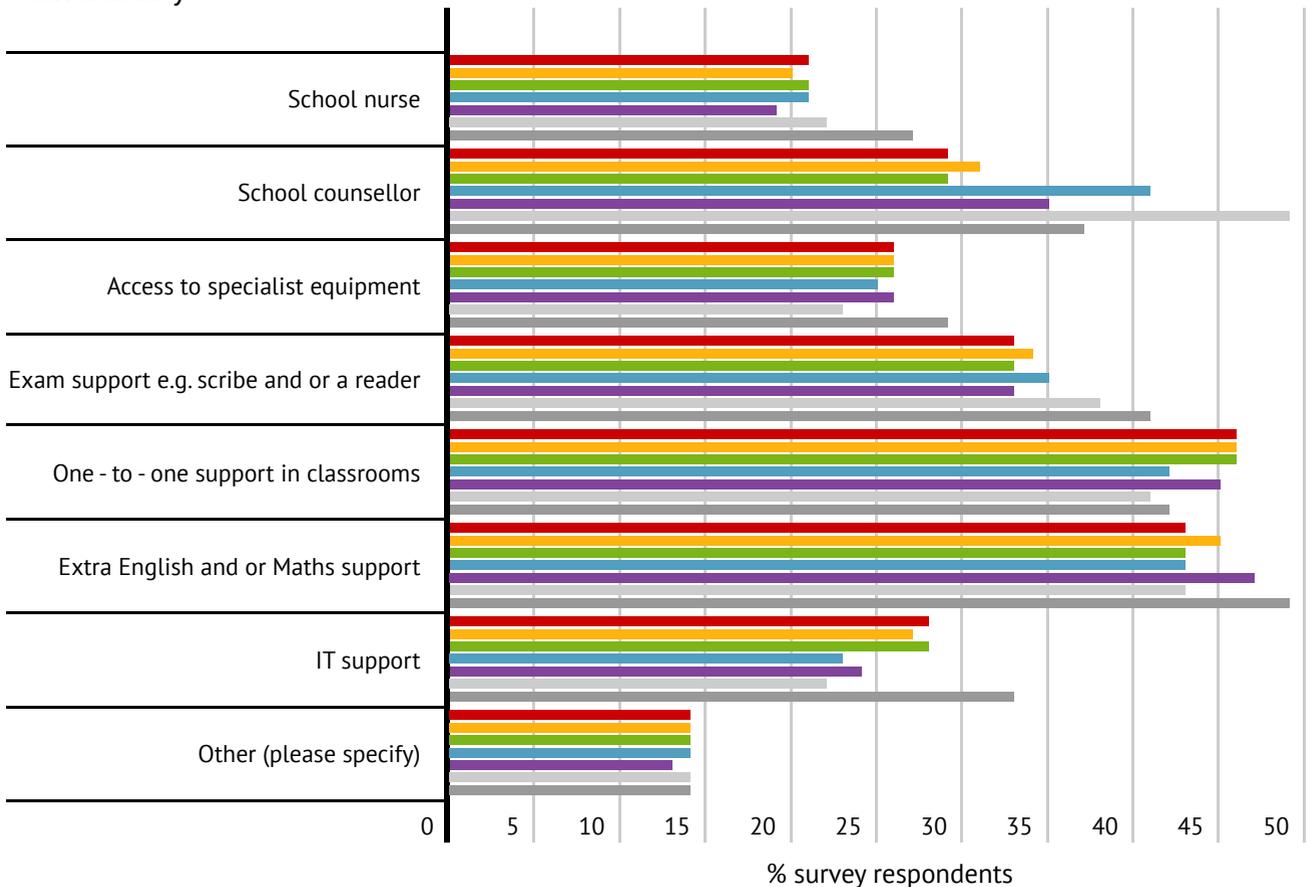
Teaching

Continued...

Graph showing respondents answers to the question, "what kind of support can you get to help you with your learning? Participants could tick multiple options.



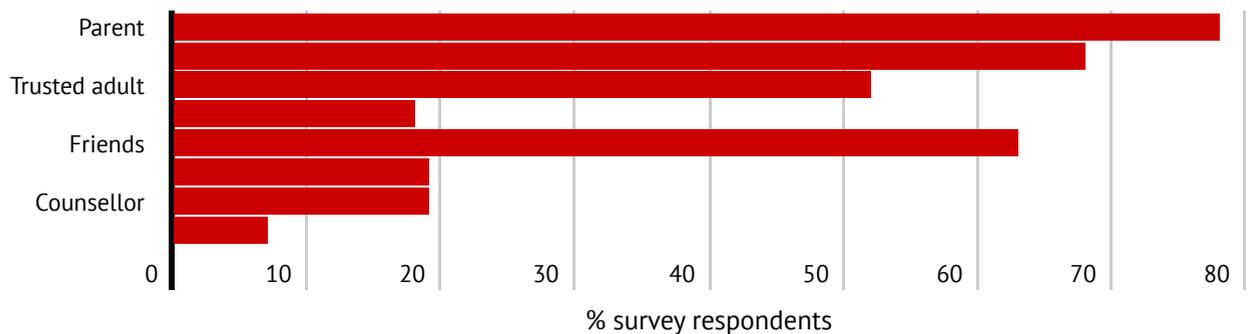
Graph showing respondents answers to the question, "what kind of support can you get to help you with your learning? Participants could tick multiple options, according to vulnerability.



Teaching

Continued...

Graph showing respondents answers to the question, "who can you ask for support?"
Participants could tick multiple options.



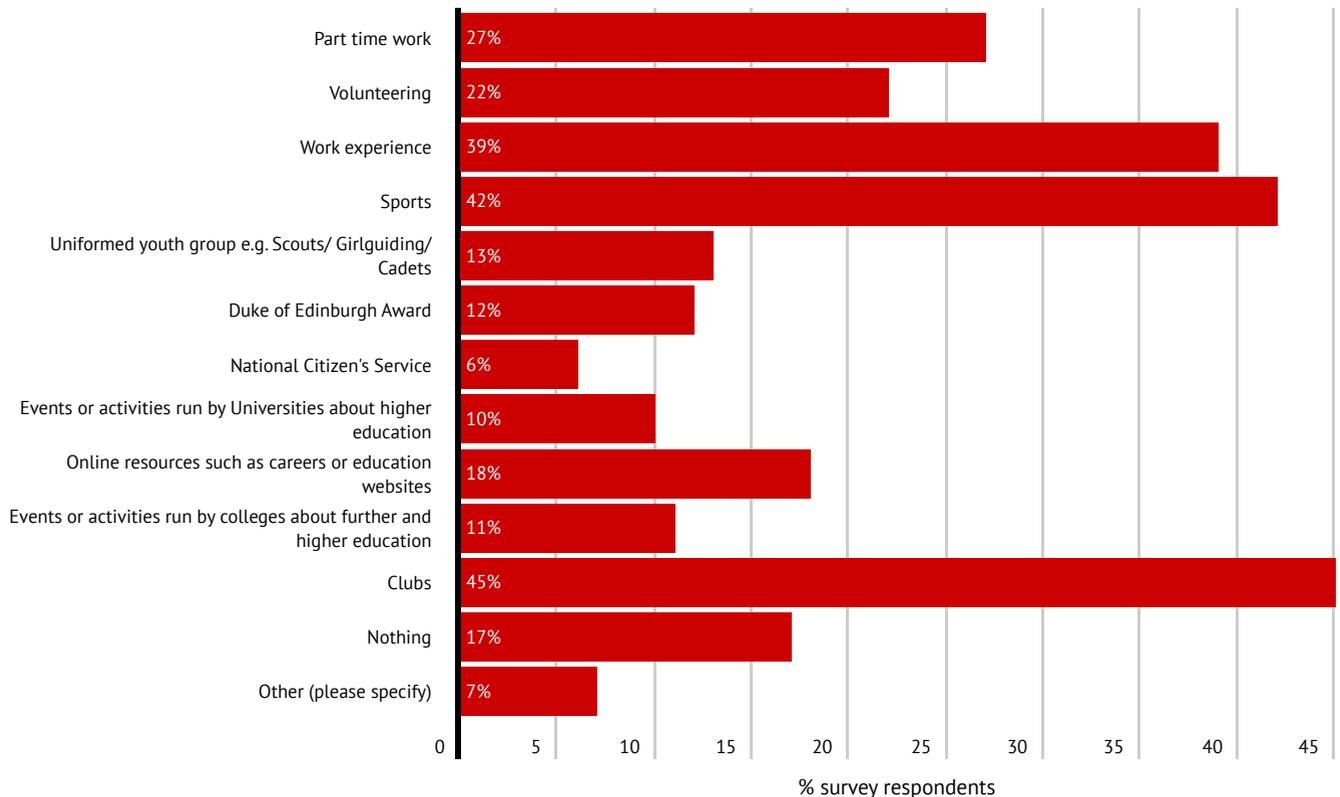
126 young people left comments to "other, please specify" answer. This is a summary of what they said:

- No-one.
- Not sure.
- Doctor I can trust.
- An animal.
- I'm quite an enclosed person and go to my parents sometimes but really rarely.
- Anyone you can 100% trust.
- God.
- YOS worker.
- My sisters and brother / family.
- No one else. Need help daily just for chat about life's struggles nobody has time.
- Siblings.
- Don't trust teachers.
- I watch You tube videos on topics I don't get.
- People you actually trust.
- House leader, tutor.
- Therapist if needed.
- Sorry I can't answer this one either to shy and scared to ask for support on life.
- Childline.
- In my shopping centre we have a tutoring agency.
- Don't talk to people about how I feel on inside, if I do it's in a jokey way so no one actually thinks it's that bad.
- No one last time I did that it all got out even though I said to the person I was speaking to I want to keep it confidential.
- Foster carer (didn't know if it counted as trusted adult so put both).
- I could ask any, but choose not to. I am an independent learner and figure out everything myself.

Opportunities outside of school

Young Researchers wanted to know how other activities can help enable young people progress in education.

Graph showing respondents answers to the question, "what opportunities do you have beyond school to prepare you for later life?" Participants could tick multiple options.



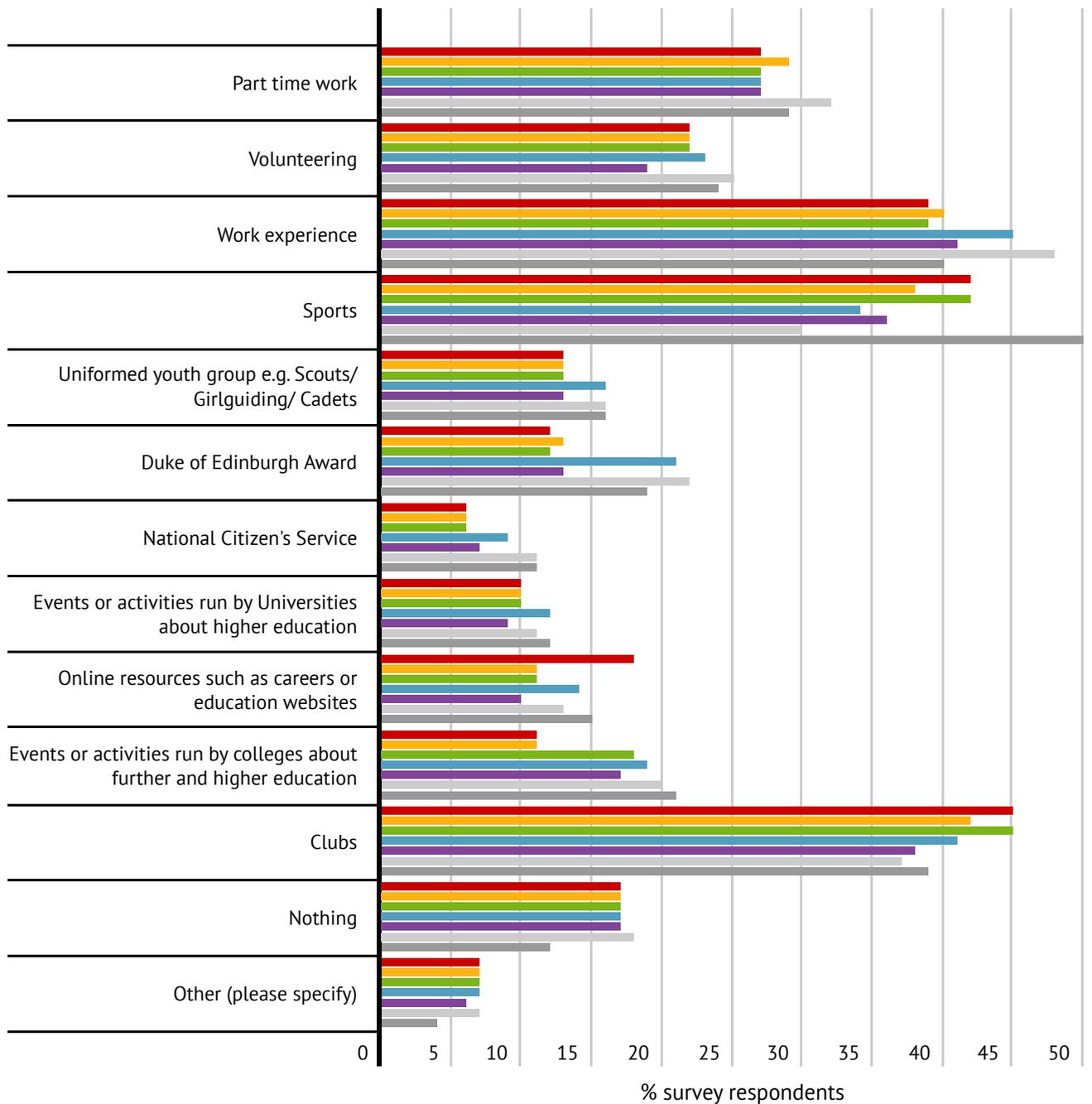
106 young people left comments to "other, please specify" answer. This is a summary of what they said:

- Don't know
- Musical theatre.
- Piano.
- Dance.
- I don't do activities outside of school
- I want to work in crime law so i watch YouTube videos on crimes and how they were committed and solved.
- Military.
- I did guides and brownies but I stopped.
- Some people might choose playing video games as an option so then they can do what ever they want to do.
- And looking after my family.
- CV.
- Working.
- Looking for a part time job.
- Careers centre for support in our decisions.
- 2 RYA's in sailing, 2 BCU qualifications

Opportunities outside of school

Young Researchers wanted to know how other activities can help enable young people progress in education.

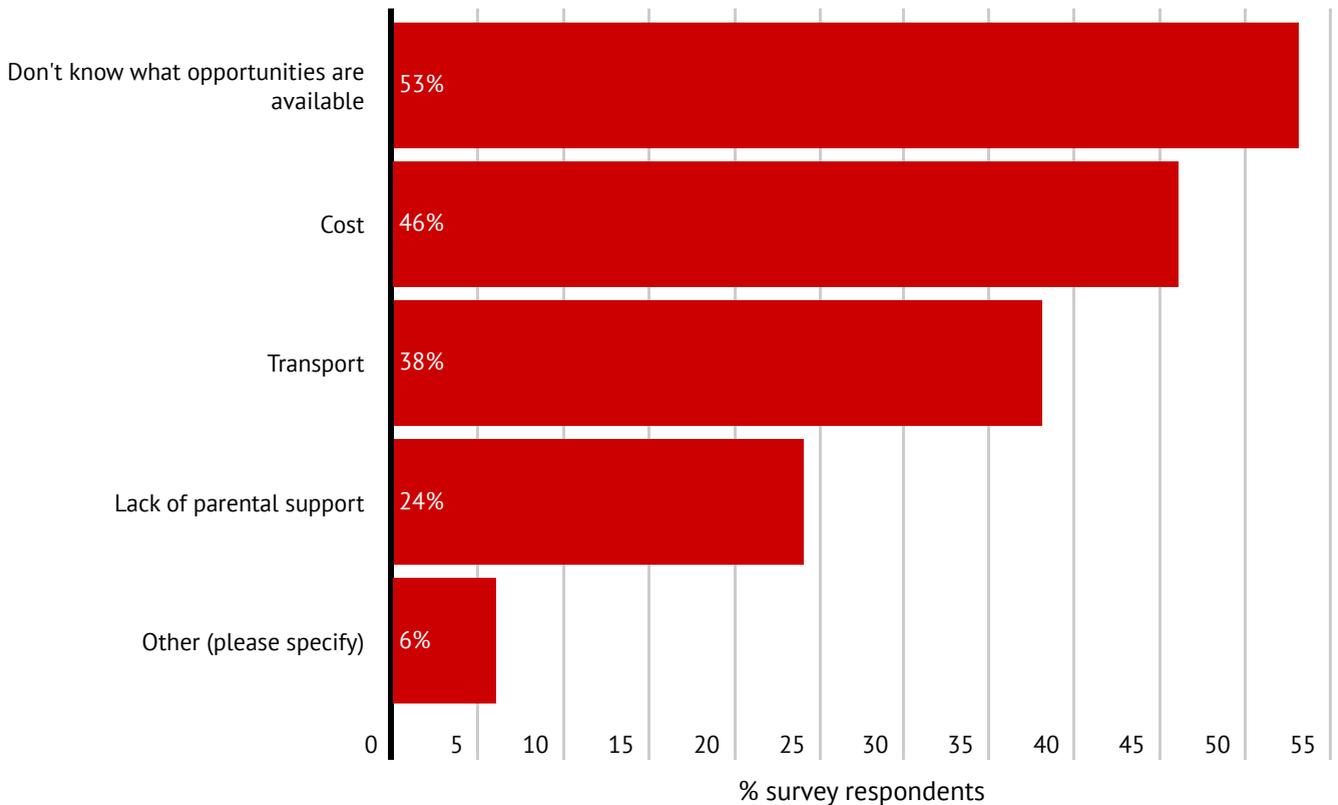
Graph showing respondents answers to the question, "what opportunities do you have beyond school to prepare you for later life?" Participants could tick multiple options, according to vulnerability.



Opportunities outside of school

Continued...

Graph showing respondents answers to the question, "what barriers do young people face accessing opportunities beyond school?" Participants could tick multiple options.



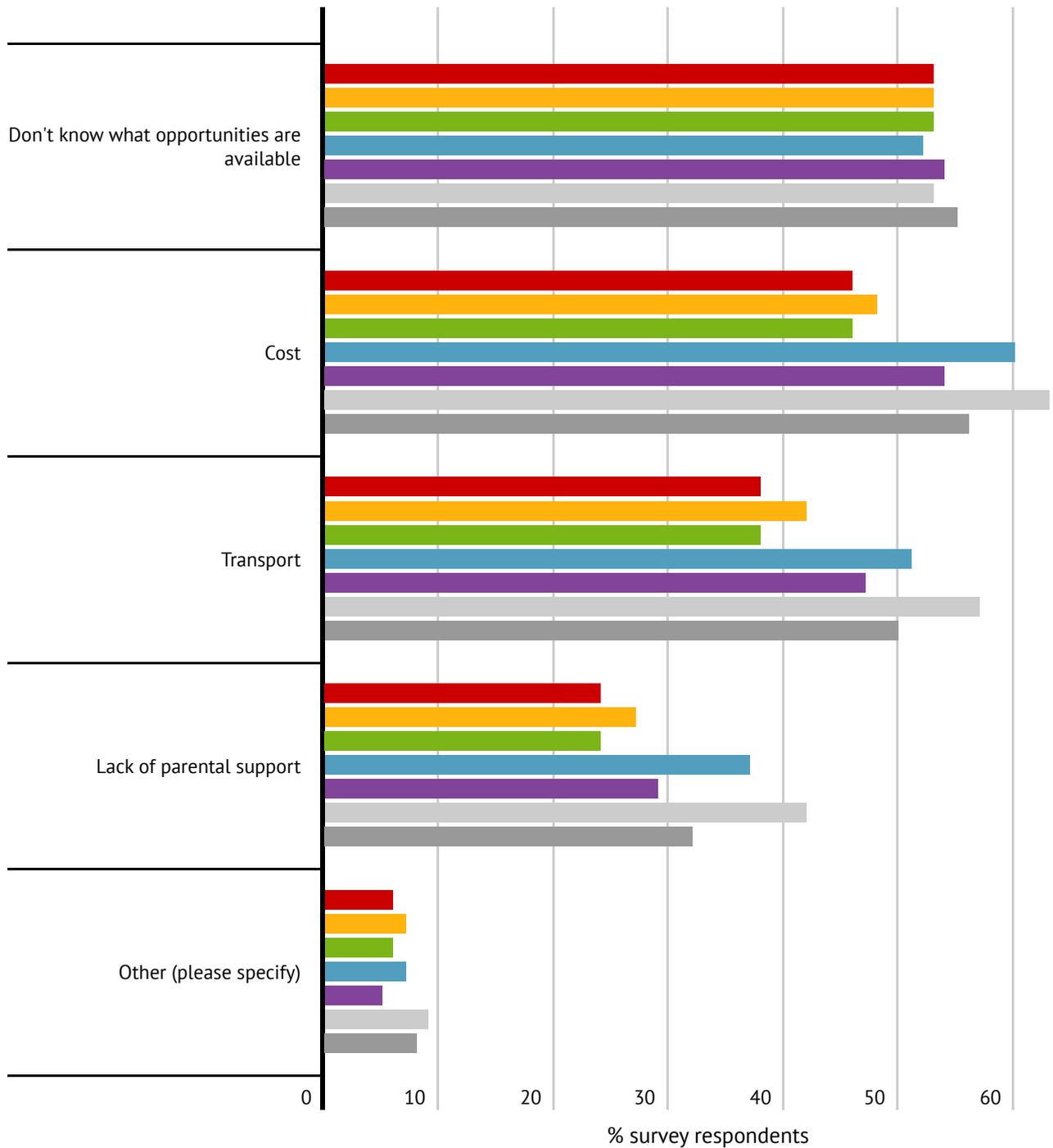
33 young people left comments to "other, please specify" answer. This is a summary of what they said:

- I am black I have no money or food.
- Self confidence.
- Pressure.
- Not having the proper support that they need.
- Smelling toes.
- Spare time.
- Nobody can see or realise that someone has mental health issues e.g. suicidal thought or self harm or depression.
- Abuse.
- Not being accepted or having difficulty going because they have to stay at home to take care of siblings or they just might not be allowed.
- How to cope mentally.
- Work and money issues with parents or mental health problems with themselves or family members.
- Lack of knowledge and understanding of how the working environment is supposed to work and where to go to get started.
- Lack of support from teachers.
- Chronic illness + Mental illness + disability (lack of accessibility, or simply unable to leave the house, find it difficult to socialise etc.)

Opportunities outside of school

Continued...

Graph showing respondents answers to the question, "what barriers do young people face accessing opportunities beyond school?" Participants could tick multiple options. According to vulnerability.



Opportunities outside of school

Continued...

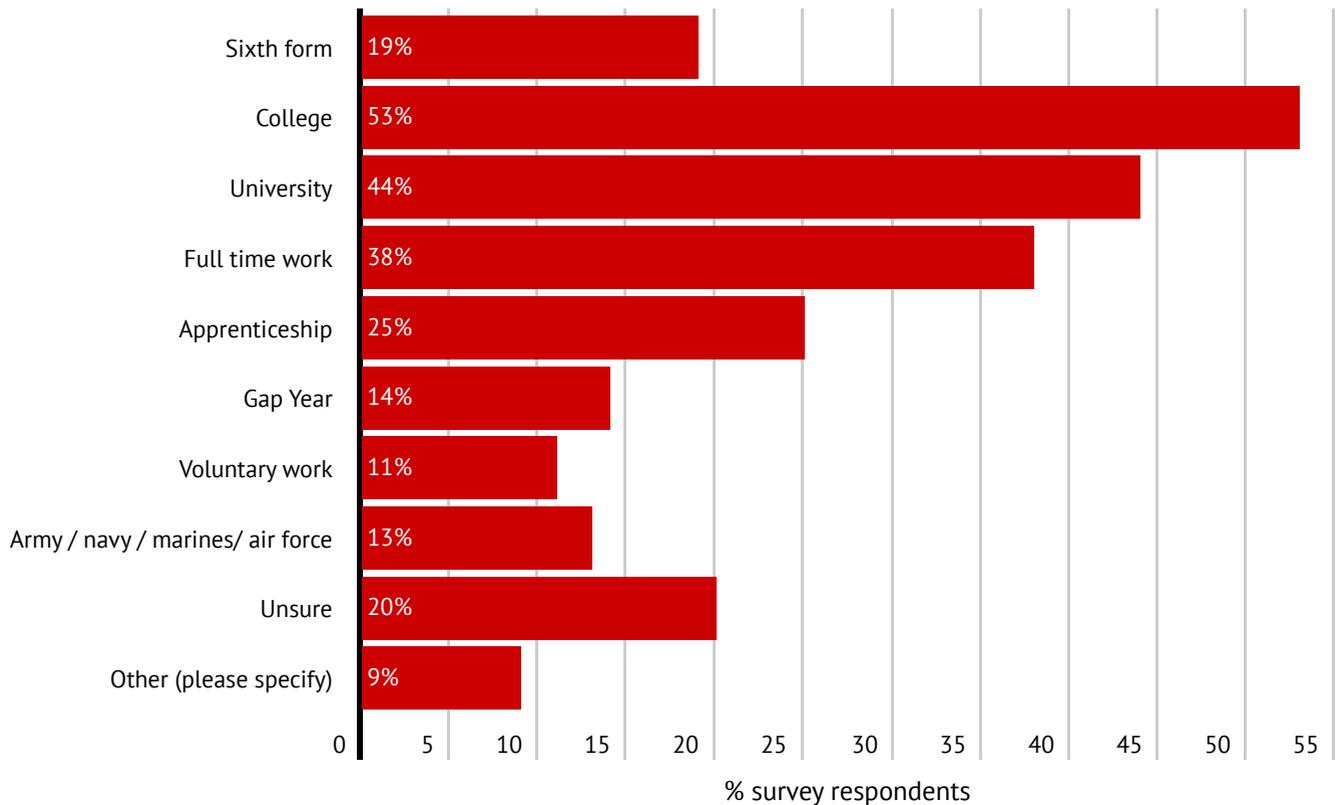
We asked young people what could be done to solve this. 1,521 young people left their comments and ideas. The following is a summary of what they said:

- Lower costs.
- Create more and better opportunities.
- Better parental support.
- More help from teachers.
- When they come to school that they get love and support from their teachers and friends even classmates.
- They could research about some opportunities online to help them understand more.
- Counsellors should be able to be available to anyone that needs help so they can be happier and even be able to have help from anyone if needed.
- Free transport , so a bus comes and collects people in the morning.
- Make things like public transport cheaper.
- A careers advisor/counsellor in school would be helpful.
- Give people factual information and show them all there options , and reduce costs in transport and other expenses students would have to pay.
- Helping them when they need it the most.
- Make the opportunities more noticeable.
- We can solve this by people being able to access extra support after school and to be able to trust an adult to help them learn in the best possible ways and so everyone gets the same experience as each other.
- Lower price of school uniform.
- Posters about what clubs and activities there are, and where they are.
- By making it more accessible for people
- Careers events for younger people
- Teachers could ask if they have a way to get home after clubs
- I have no idea what this question and the last is meant to mean
- Talking to someone who has their experience in working terms
- More TA's to listen and have a private chat with the student
- When at school a higher rate of adults giving them the chance to have a one on one chat.
- Send letters out and put flyers up, invite them to join more things and make these opportunities enjoyable so that they want to go there.
- Don't force people to do what they don't want to do.
- Help people get bus tickets paying half the price and letting parents know about what their children are capable of.
- I feel for education beyond school, people should be able to go to school without having a part time job along side it. It would be better if they were able to get it at a reasonable price for them.
- Give a discount for young people while they are at the place or a bus pass to get were they need to go.
- Free public transport for under 16's
- This can be supported by the school teaching young people what buses to take and how tom take and maybe get them a bus pass.

Future opportunities

Continued...

Graph showing respondents answers to the question, "what options are you interested in?" Participants could tick multiple options.



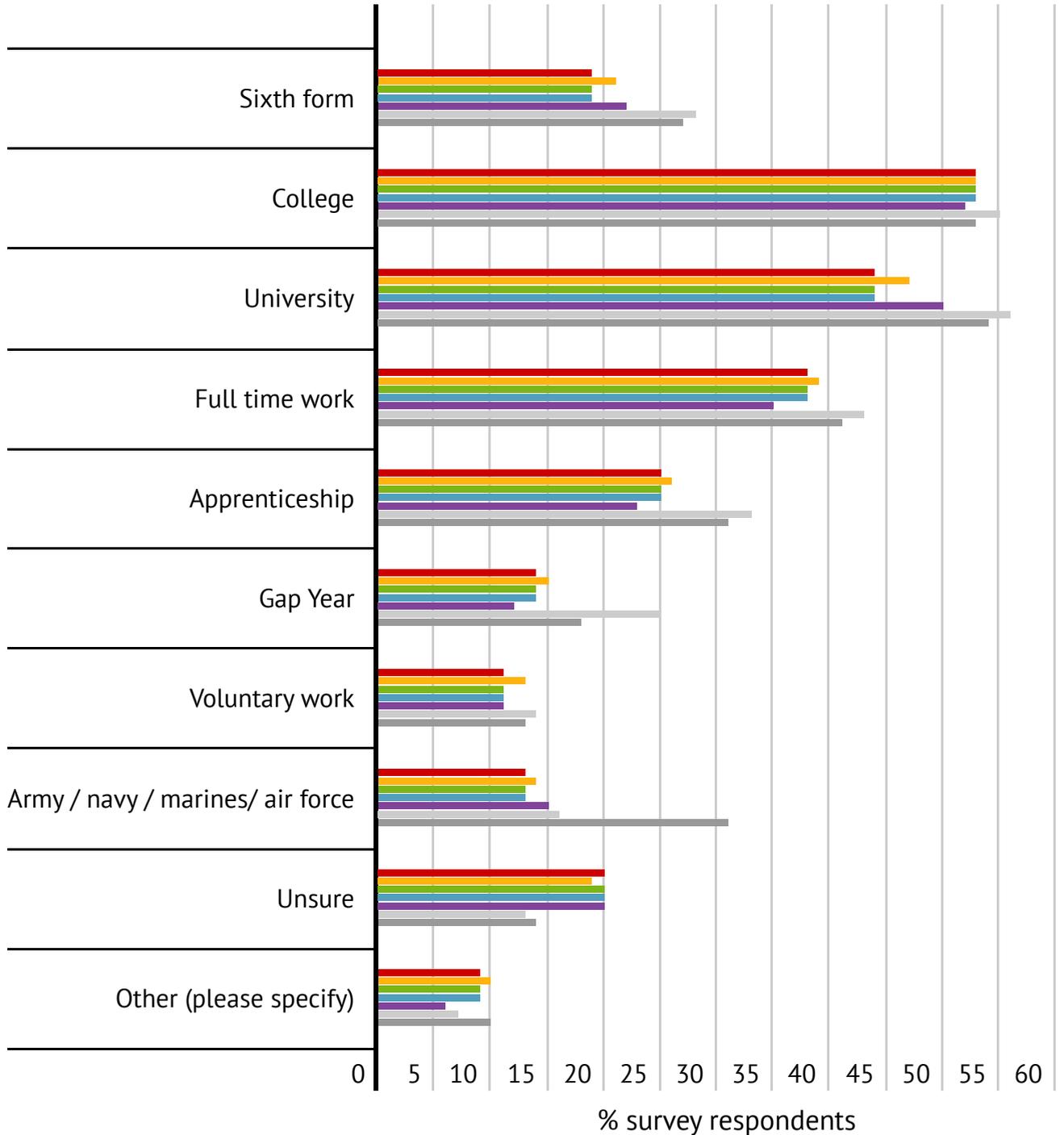
126 young people left comments to "other, please specify" answer. This is a summary of what they said:

- Working for myself.
- Dance teacher.
- Part time work.
- Beauty Therapy.
- Royal Auxiliary.
- Cage fighter.
- I'm not sure yet it's getting on my nerves that people keep asking me.
- Acting.
- Dance college.
- Just higher education in general to become successful in life.
- Footballer.
- I haven't chosen yet.
- Astronomer.
- RSPC - part time.
- A job I enjoy.
- Racing career.
- McDonald's
- International baccalaureate.
- X Factor.
- Doing work experience with animals.
- Something creative.
- I will join the army to find me dog. I miss you SPazzer xx
- Police Officer.
- Emergency Services.

Future opportunities

Continued...

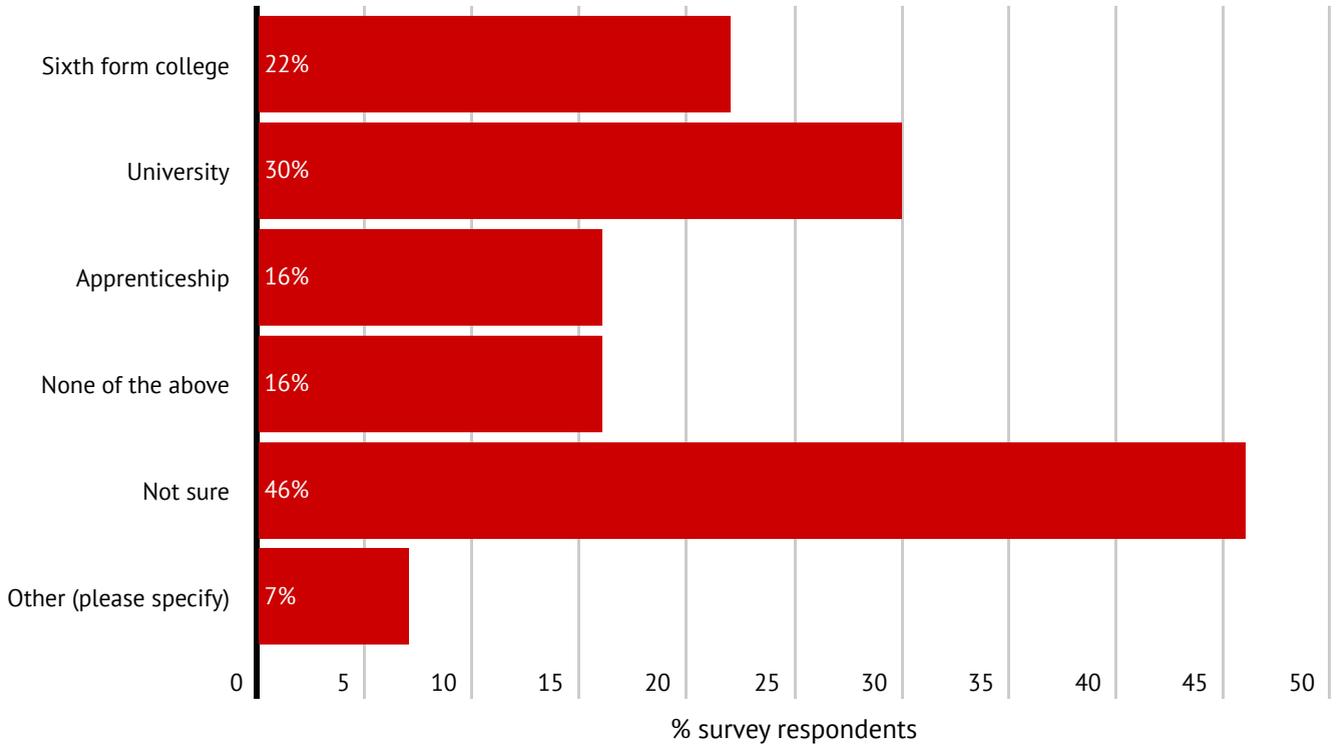
Graph showing respondents answers to the question, "what options are you interested in?"
Participants could tick multiple options.



Family influencers

Young Researchers wanted to know what might influence young people's education choices.

Graph showing respondents answers to the question, "did your parents/carers attend any of the following?" Participants could tick multiple options.



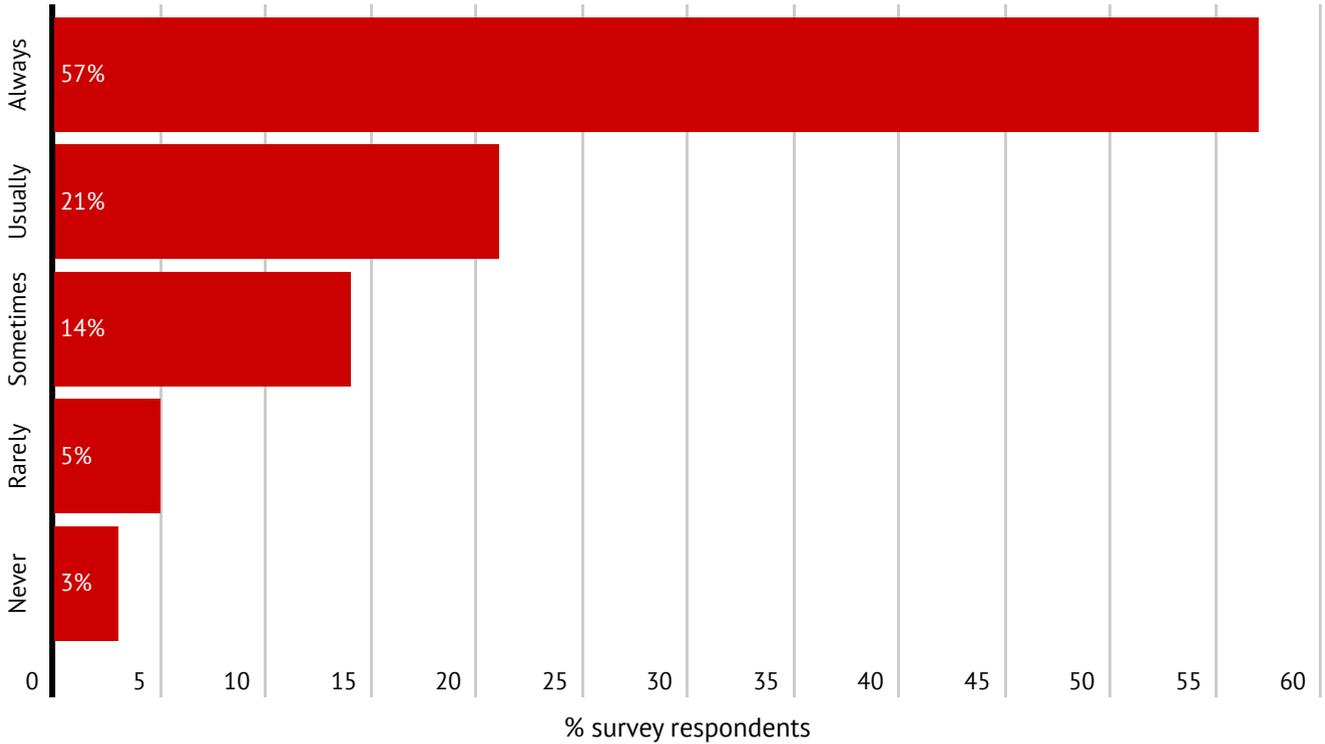
30 young people left comments to "other, please specify" answer. This is a summary of what they said:

- Don't know really it was much different back then apparently.
- Navy.
- I don't know much about my Dad.
- Marines.
- NNEB in childcare.
- My parents died.
- Both Oxford graduates.
- CIPD in HR management Level 5.
- Joined the armed forces as soon as he left school.

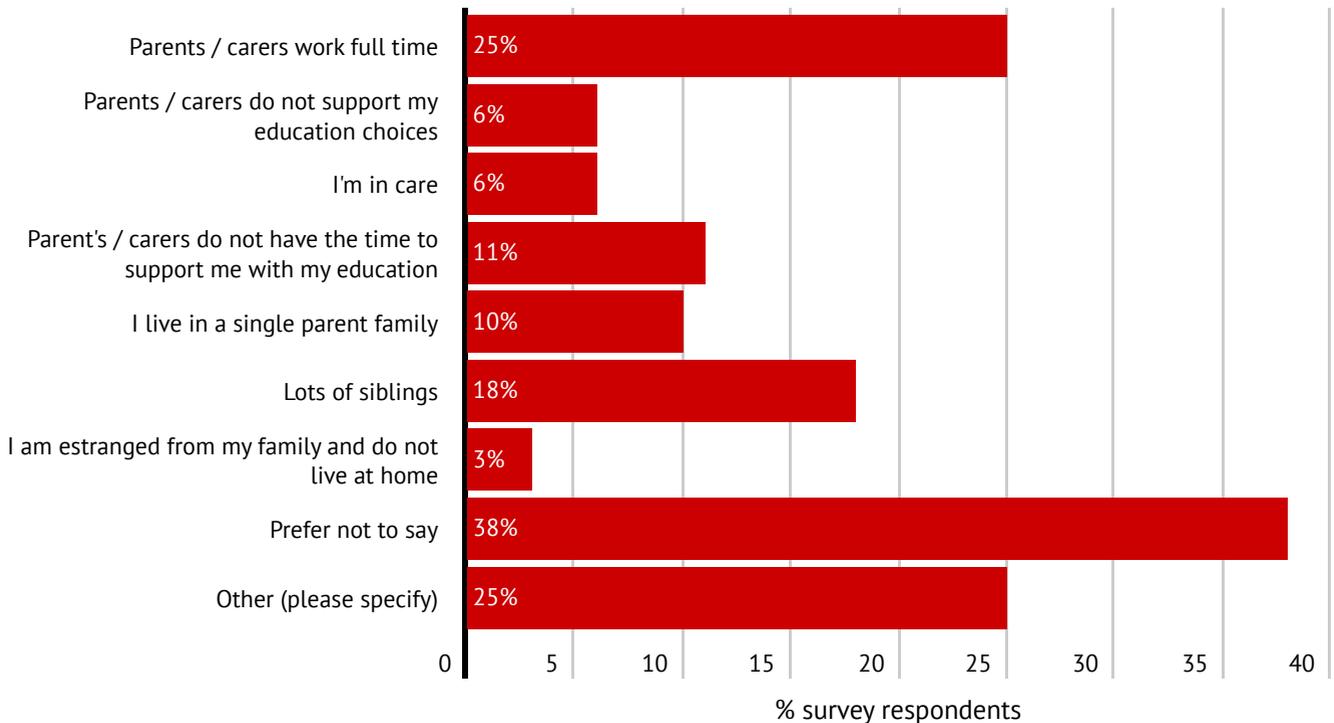
Family influencers

Continued...

Graph showing respondents answers to the question, "do you get enough support from your family to achieve in education?"



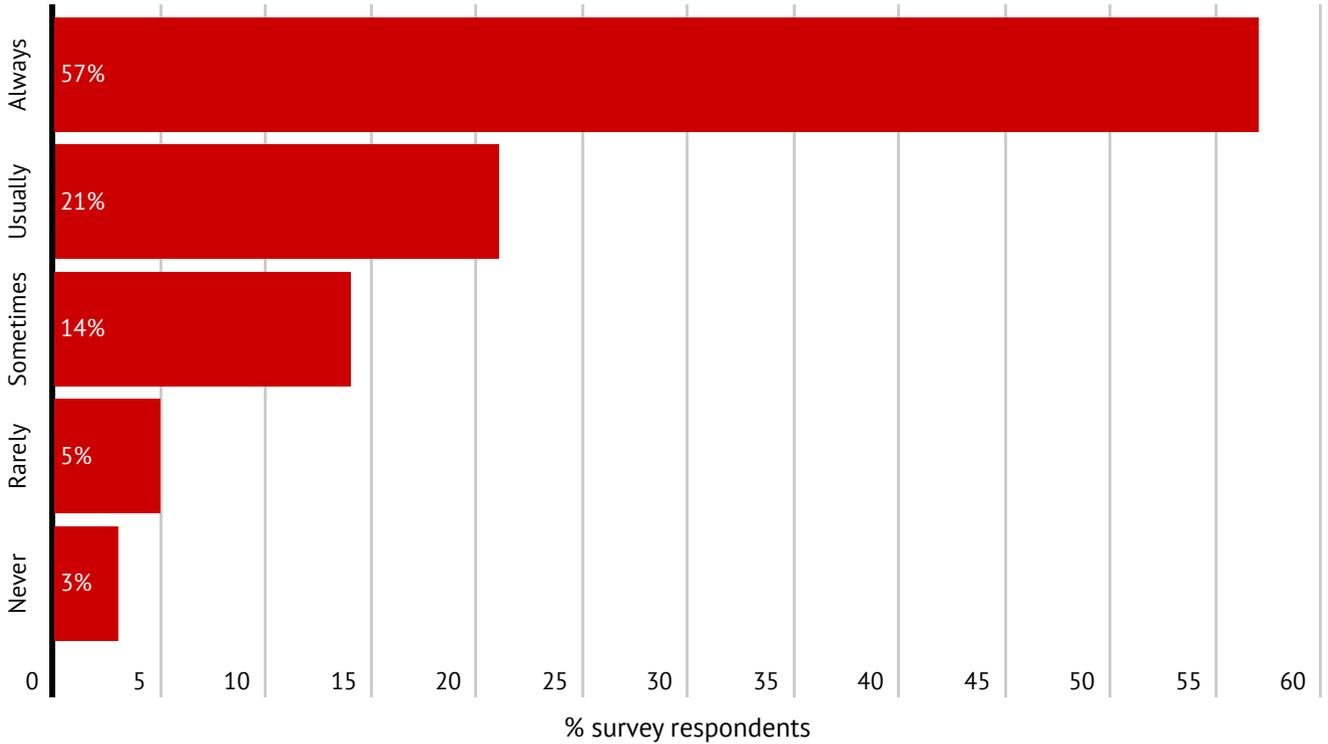
Graph showing respondents answers to the question, "if you answered 'rarely', 'sometimes' or 'never', why did you put that?" Participants could tick multiple options.



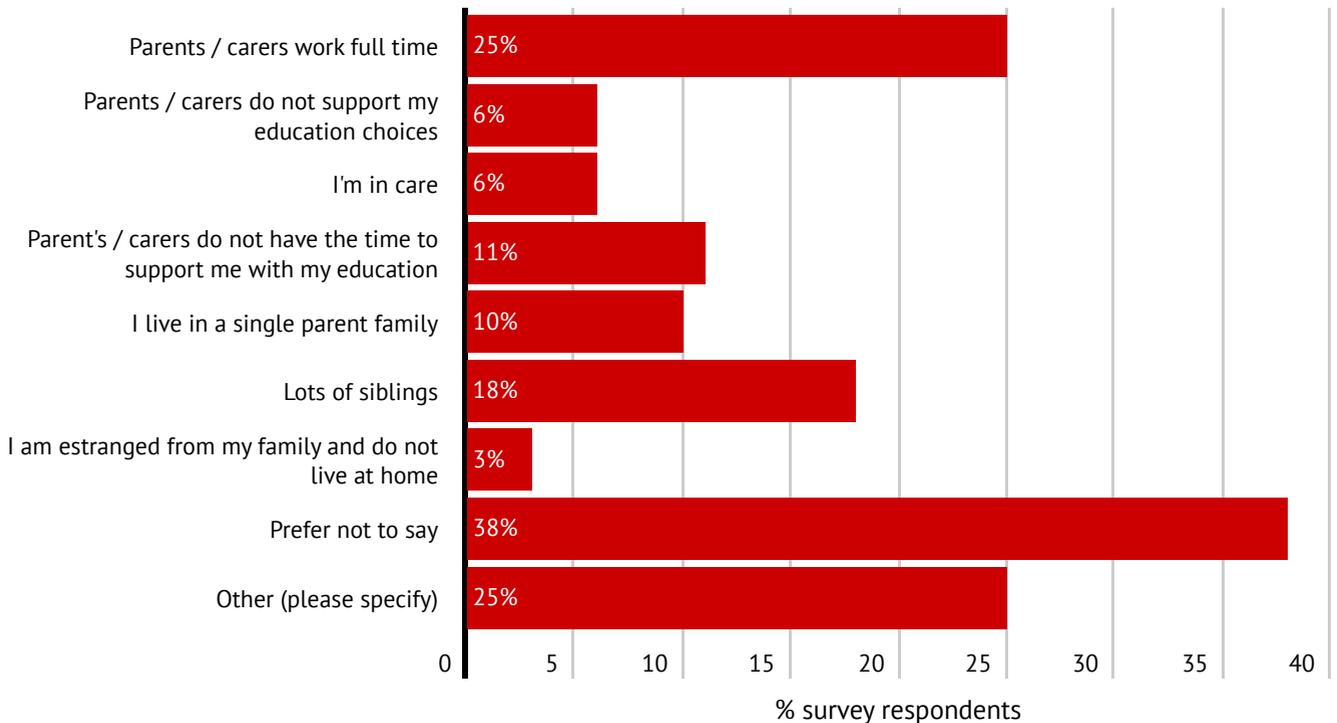
Family influencers

Continued...

Graph showing respondents answers to the question, "do you get enough support from your family to achieve in education?"



Graph showing respondents answers to the question, "if you answered 'rarely', 'sometimes' or 'never', why did you put that?" Participants could tick multiple options.



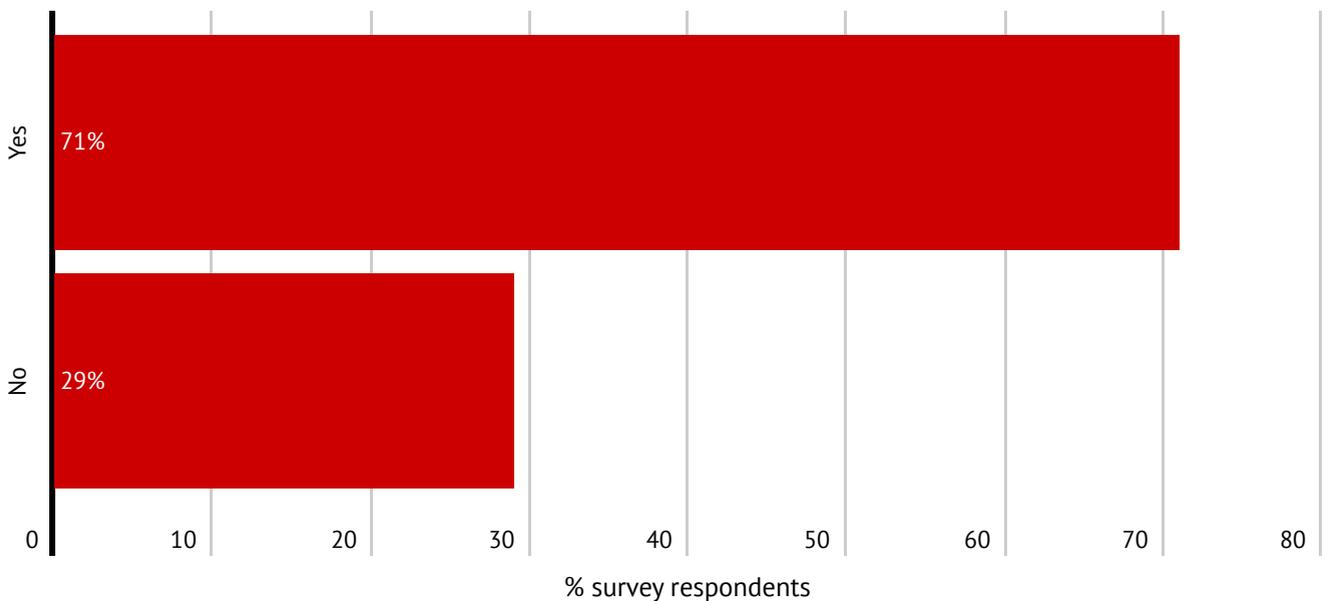
Family influencers

Continued...

27 young people left comments to "other, please specify" answer. This is a summary of what they said:

- They always help me
- Everything fine
- Living in a bad host family
- I've grown out of my family
- Would rather not be questioned and judged by people, it causes anxiety
- Dad's in the Navy so he's rarely home, mum works full time for a navy charity so is always busy
- None

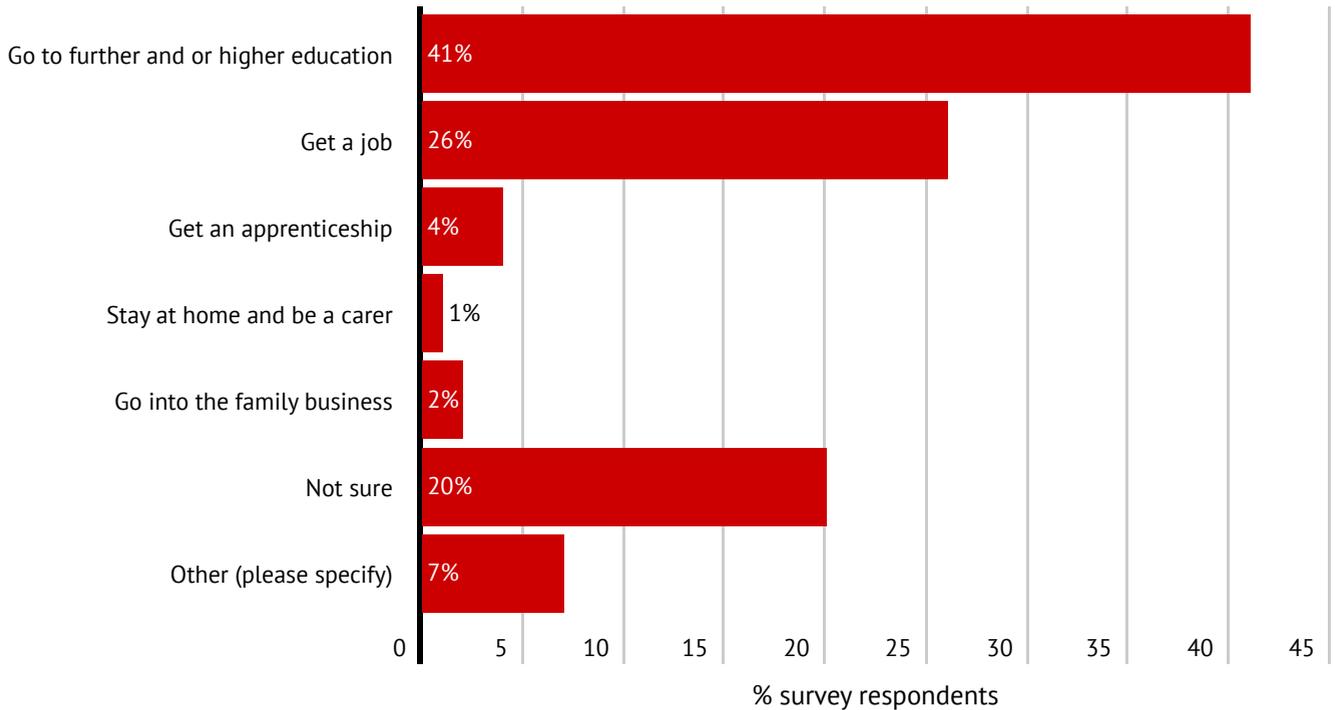
Graph showing respondents answers to the question, "do you feel your family influences your future choices?"



Family influencers

Continued...

Graph showing respondents answers to the question, "does your family or important adults who support you, want you to..."



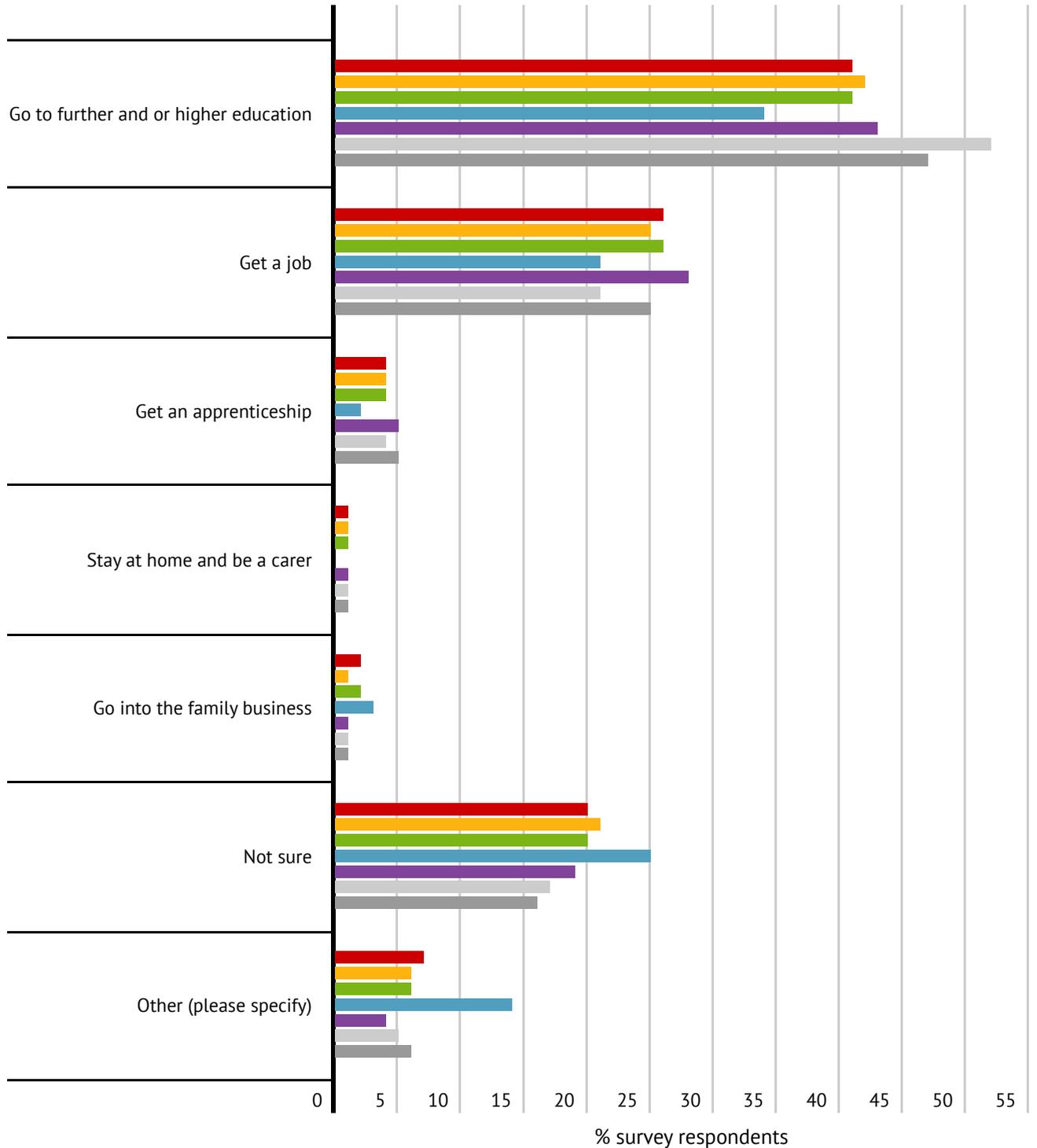
13 young people left comments to "other, please specify" answer. This is a summary of what they said:

- Do what I want to achieve
- Do what makes me happy and to get a good job in what i want to do
- Envisioning
- Armed forces
- Like me to be in the services not pressured
- They don't care
- Go to university and get a job
- Take the Sandhurst route.
- Follow what you want to do

Family influencers

Continued...

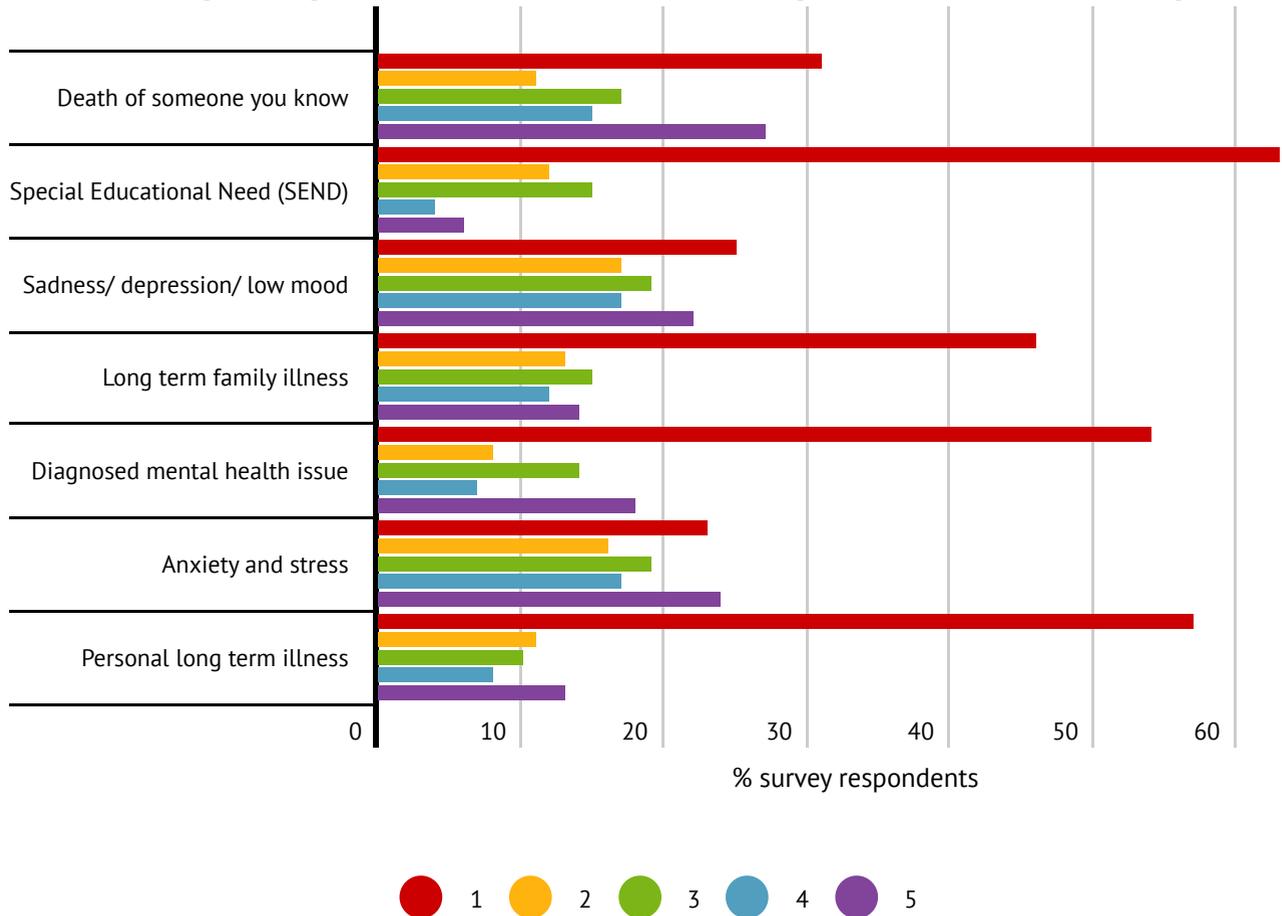
Graph showing respondents answers to the question, "does your family or important adults who support you, want you to..." According to vulnerabilities.



Family influencers

Continued...

Graph showing respondents answers to the question, "On a scale of 1 to 5, with 1 being not at all and 5 being the highest score, how have the following impacted on your learning?"



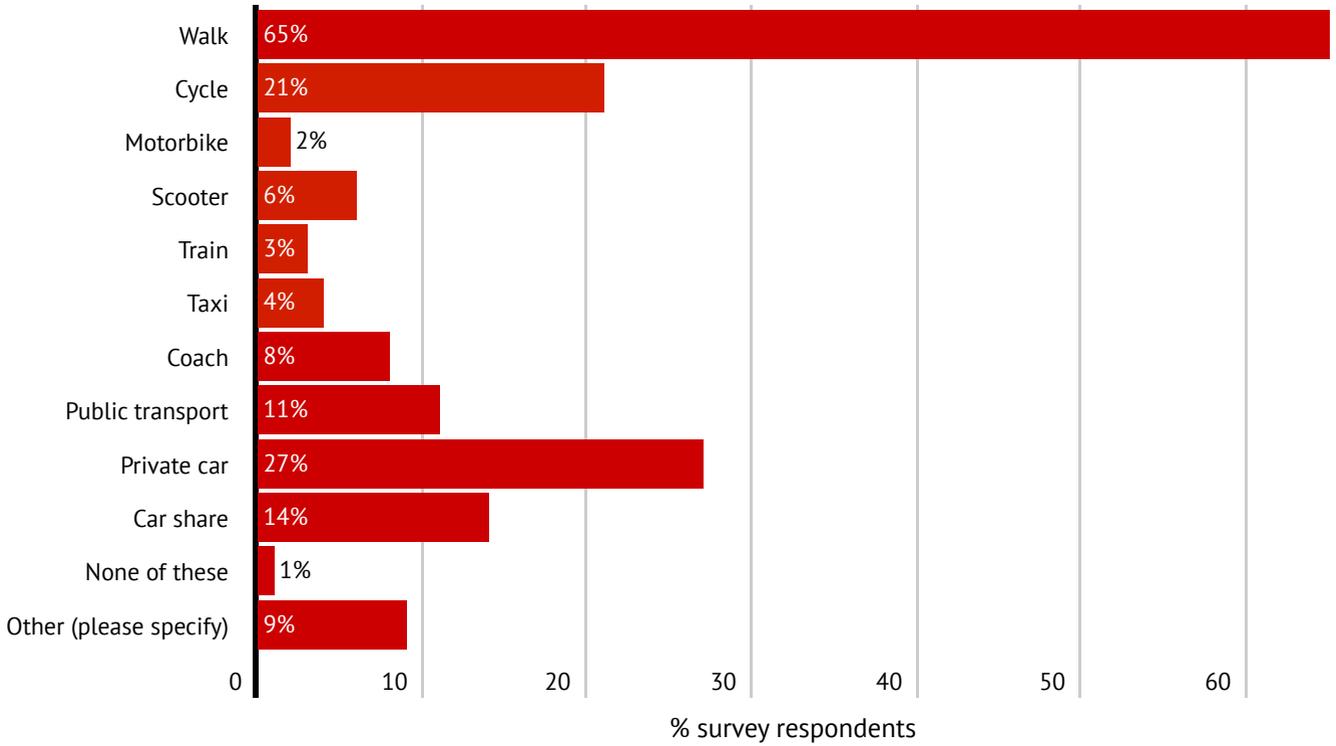
8 young people left comments to this question. Their comments summarised below:

- Family illness and relationship breakdowns
- I suffer from a small disability which sometimes prevents me from playing my favourite sport rugby
- Moving
- I'm sad, all the time
- Self harm

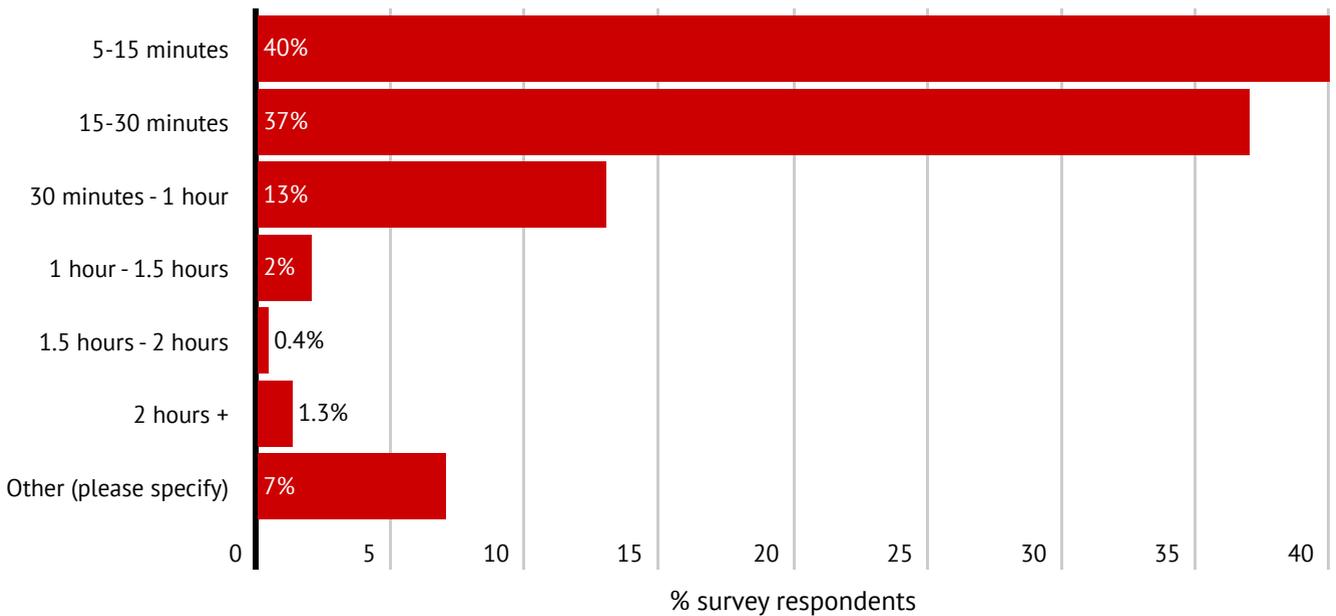
School Transport

Young Researchers wanted to explore how journeys to and from school affected learning

Graph showing respondents answers to the question, "how do you get to your place of learning?" Participants could tick multiple options.



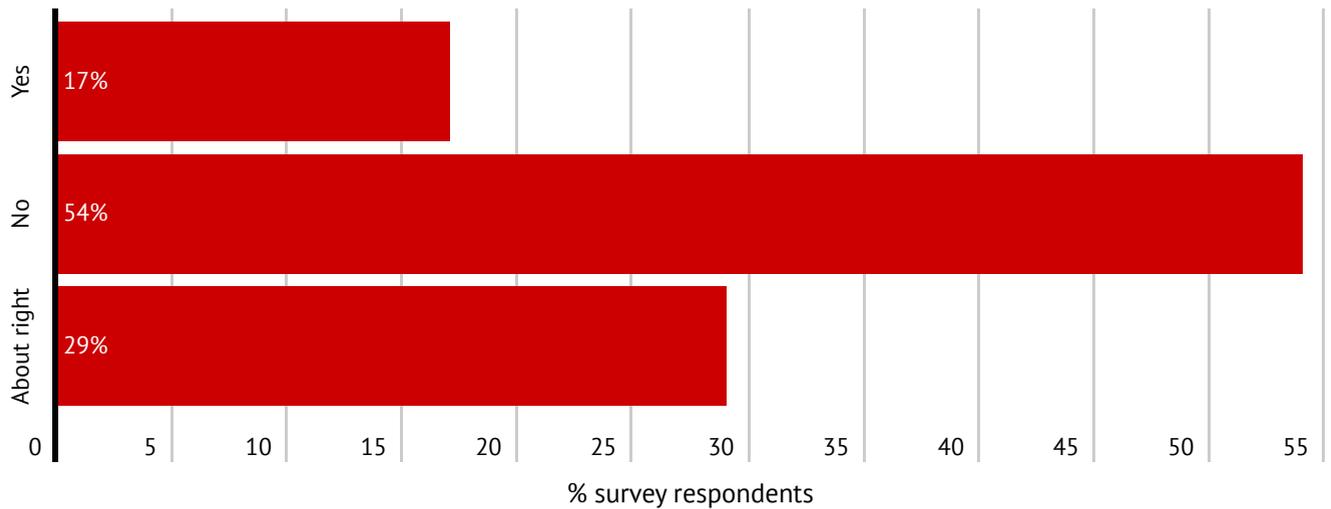
Graph showing respondents answers to the question, "how long, on average, does it take to travel one way to your place of learning?"



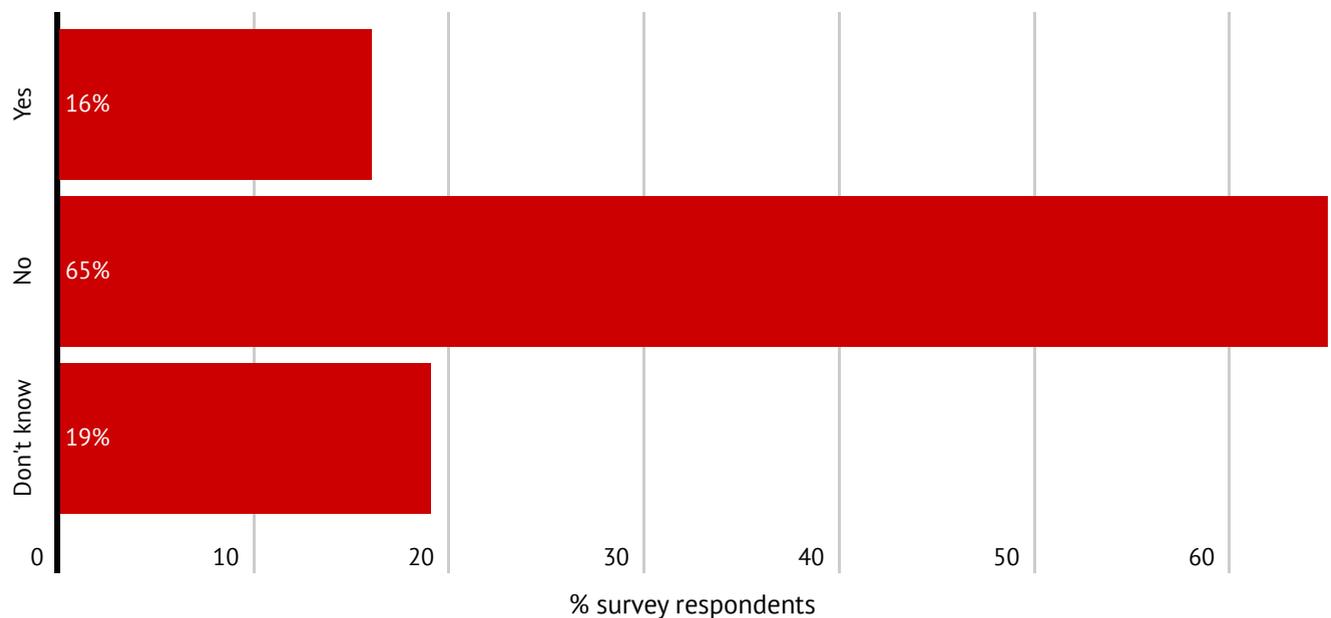
School Transport

Continued...

Graph showing respondents answers to the question, "do you feel it takes you too long to travel to your place of learning?"



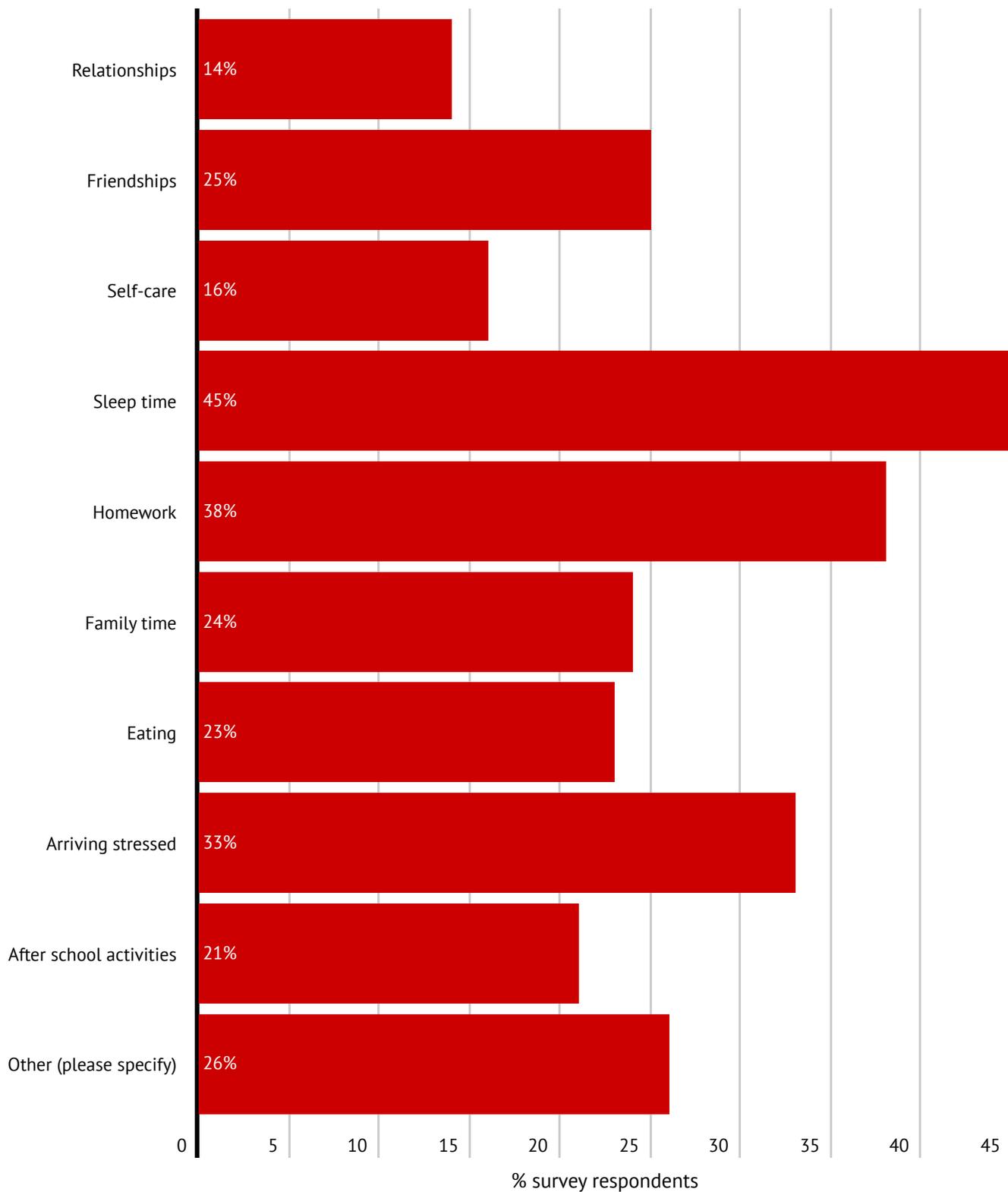
Graph showing respondents answers to the question, "does the length of travel to and from your place of learning negatively affect your life outside of education?"



School Transport

Continued...

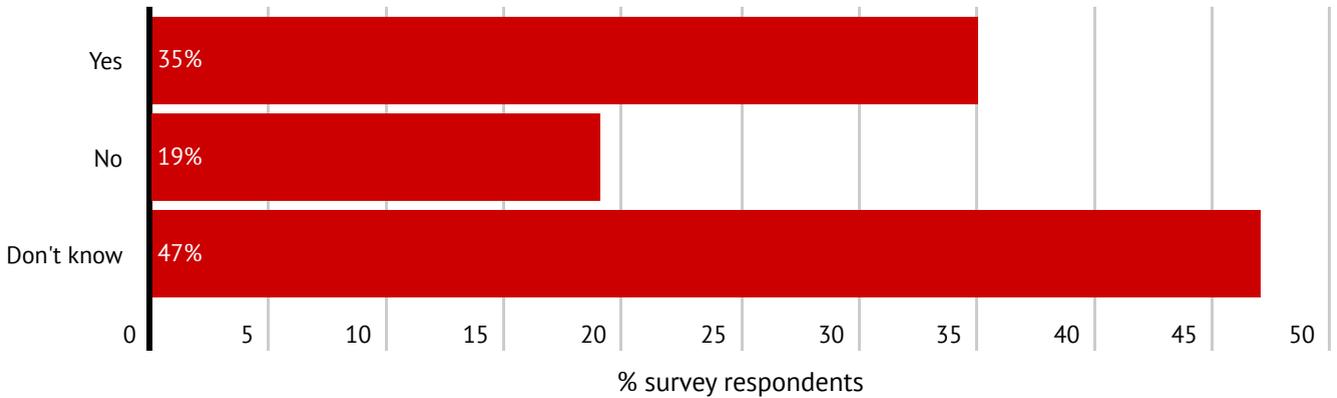
Graph showing respondents answers to the question, "if yes, what does it affect?"



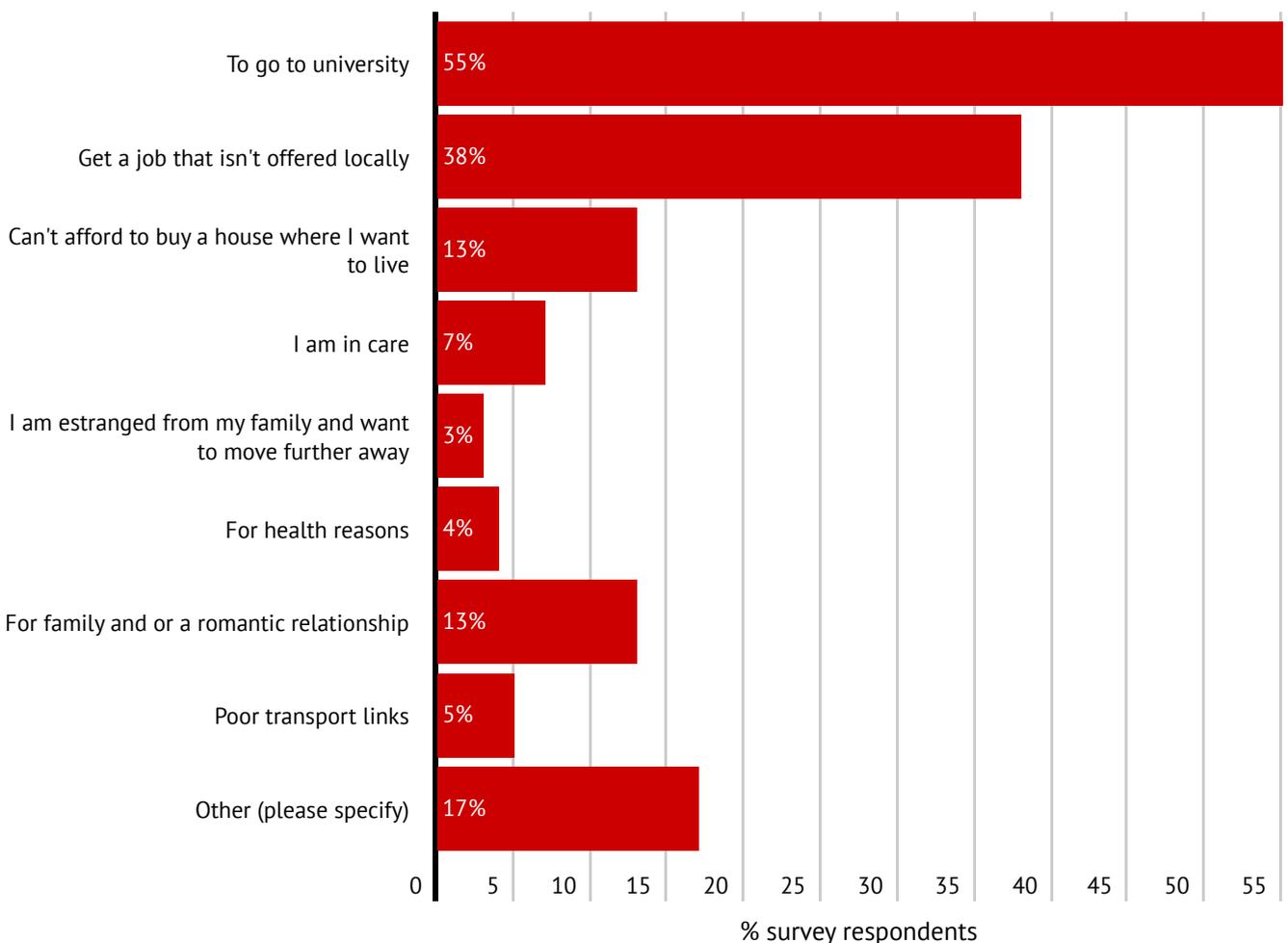
What's next after education?

Young Researchers wanted to find out about young people's plans after they complete education.

Graph showing respondents answers to the question, "do you plan to stay close to where you live now once you have finished education?"



Graph showing respondents answers to the question, "why might you leave the area you are in now?"



Focus Groups

12 focus groups, delivered to 76 young people to delve more into the detail or in adult speak, find out the "qualitative data".

Focus group methodology

We ran 6 focus groups across Dorset with 57 young people from a range of backgrounds and lived experiences.

A BIG thanks to youth centres, clubs, local charities and after school enrichment programmes that hosted our facilitation teams!

We worked with young people from

- Special educational needs and disabilities
- Young Carers
- Young people who's second language is English

The focus groups were run in the same way. Some led by Participation People team members, some led by Young Researchers.

We have consolidated feedback from focus groups through our data analysis pages too.

The following are summaries of what we learnt from young people...



I kinda feel like schools have been designed for teenagers 30 years ago. Adults don't get what we are about these days.

Male, 17, Hampshire School

Focus group summary

Agree / disagree statements

1. Students should be provided with free on-line textbooks - young people told us:

Most students agreed and the main point made was that textbooks can be easily damaged so an electronic version might be more cost-effective as they cannot be damaged easily. This was disputed with the fact that most students who can't afford textbooks, also can't afford an electronic device.

- "Free online textbooks mean you won't be wasting your time printing things, and spending lots of money buying them in the event you don't even use it."
- "It would save the trees."
- "Not everyone can afford to buy paper copies, especially if there's multiple books."
- "Online textbooks are more accessible and quicker to use."
- "All students should be provided with free online text books: Yes, very useful for travel and for people who can't afford text books or miss lessons."

Focus group summary

Agree / disagree statements

2. School uniform should be free - young people told us:

The overall answer was yes. Students said that companies won't make any profit (some people could lose their livelihood) and some people cannot afford any school uniform. Others stated that some schools don't have school uniform at all which they believed, got rid of the problem altogether.

A few students believed that some parts of uniform should be paid for by parents/students like shirts and trousers as they understand that the government/schools can't afford to give our free uniforms.

- "If everyone is being forced to wear it, at least make it free."
- "Not everyone can afford it—perhaps make it cheaper or free for certain less privileged groups"
- "Uniform is overpriced for what it really is."
- "It's a huge waste of money for it to then not fit—if you aren't going to make it cheaper at least make uniform more variant in sizes. (From personal experience, I had the smallest size skirt and it was still too big, and alterations take extra time and money we don't have.)"
- "Don't bother making it free, just change it to non-uniform because it's more comfortable than uniform."
- "Students are too worried about conforming to rules that schools make far too strict, more time is spent worrying about that than learning."
- "Again, the rules are too fussy, the point is lost."
- "Some students have sensory issues, making uniform difficult to wear. Staff are not accommodating, having sensory overload because you must tuck your shirt in or having to have the top button up making it tight around your neck is seen as misbehaving—the root cause is not addressed."
- "In some ways, it does prepare for employment, so you should expect to wear it. School isn't exactly a "trial run." You'd have to pay for clothes in general for work and such, so really, this isn't much different."
- "Someone suggested making non uniform acceptable for certain students, but it was then ruled out because other students would get upset about the divide."
- "Yes, especially as uniform is ridiculous amount of money and many students can't even afford lunches every day."

Focus group summary

Agree / disagree statements

3. Free school meals - young people told us:

This question brought up a debate as some students believed that not everyone should have free school meals and others did.

Most students agreed that it should be like it is now where there are categories that you should meet to get free school meals. They believed that the meals should be free but it depends on the price. If the meals are affordable then people should be paying for them but if it is impossible then they should be free. Some students also argued that if someone is paying for a private education then the meals should be part of that price.

- "Would this initiative work for every school? More money would be needed for certain schools, and more food, which would be hard to keep up with."
- "You should pay for the time and effort the people spent making it for you, it is their job after all so they should see the benefits of it. Though, they probably shouldn't do it just for that."
- "Entitled to free education, but not free meals? it's a basic human right, it doesn't make sense."

4. Transport - young people told us:

Students who can easily walk shouldn't be getting transport for free, but people who are like one of our participants who lives nearly 2 hours away and takes 2 buses to college should be allowed to have her bus fare free, even if she doesn't live in the school bus area.

Most students said that it can cost them from £20 pounds a week just to get to and from school. They believe that transport should be free because if they are already paying for other aspects of school then why should they pay high prices just to get there. Some also stated that if they don't want to go to school in the first place then why would they pay to get there.

- "We should encourage more healthy ways to get to school instead, like walking and cycling. It helps lower the carbon footprint and gets you exercise."
- "Some people wouldn't make use of it, because public transport isn't suited for everyone. Maybe money should be put in to make transport more accessible in other ways."
- "You can't rely on transport every day. Things get cancelled and routes change. Alternatives should be funded."
- "Certain people should get it for free, the same as it is currently for free school meals. Things like living a certain distance away or having low income."

Focus group summary

Agree / disagree statements

5. Every child should have access to one out of school activity - this is what young people told us:

- "It shouldn't be forced on people; enjoyment should be a priority. Won't get anything out of it if you hate it from the get-go."
- "Clubs need more variety before they're offered, not just what the school wants to host. Not everyone likes sport."
- "Certain clubs may make people look "superior", making other people look bad for not being able to do that club or liking something else."
- "Clubs should encourage individuality by offering more choice. There must be something for everyone."
- "Clubs need to be better advertised and managed, lots of them fall through the floor without people to keep them up."
- "Clubs need to be more accessible—some people can't make the club at certain times, they could be disabled and not able to do more physical clubs, or clubs with lots of people etc."
- "To see what clubs students, want to do, they should run surveys and use those results to inform suitable club options, it may increase the amount of people that go if they feel like they had a say."
- "Some clubs needed special permission to access them. What? Permission to enjoy your time at school? Permission to feel safe? Permission to socialise with your peers?"
- "There should be more groups for students that struggle emotionally. Some people rely on clubs for safety—e.g. children that struggle to make friends or find the crowds outside at lunchtime stressful would prefer a quieter space and a chance to make friends in a non-judgemental environment."
- "More sensory rooms should be offered in schools. They offer a safe place to wind down which certain students find helpful."
- "The option should be there but no one should be forced to do it if they don't want to."

Data analysis

What does this all mean to young people, to Dorset as a community and for Hampshire, Bournemouth, Christchurch and Poole's Education Strategy?

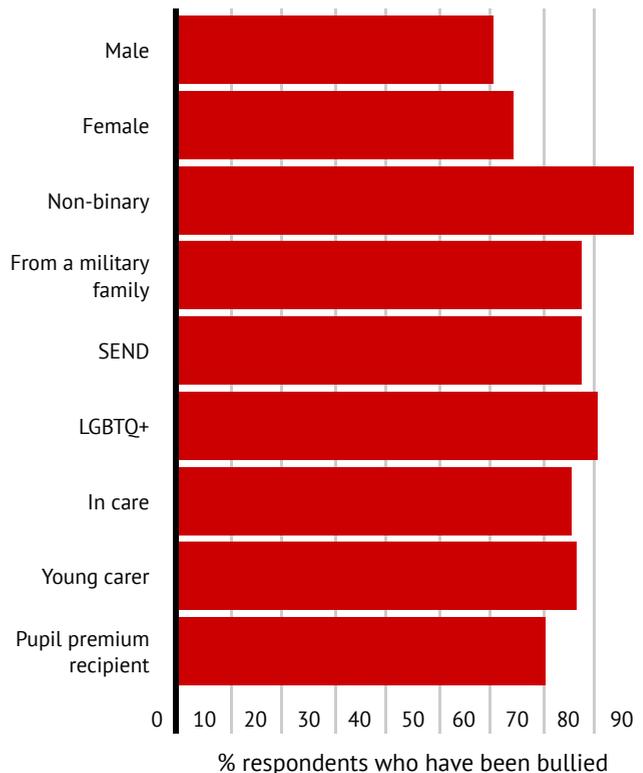
Read on...

Bullying and mental health and its impact on young people.

66% of young people aged 11-18 have been bullied.

The impact of being bullied is very real for young people. It impacts their mental health and emotional resilience. 23% of young people responding to our survey said they had a diagnosed mental health condition.

Understanding our survey respondent's emotional and mental health gives us a greater insight into young people's aspirations. It helps unpick individual and community blockers to social mobility, social isolation and aspirations for their professional careers.



Social mobility (Collins dictionary)

A person's ability to move to a different social class, usually from a lower to a higher social class.

In times of economic recession, there is less social mobility.



Finding 1

The emotional resilience and mental health of the young people who answered our survey appears to be lower than the national average.

We asked decision makers to work with young people to reduce bullying across all our schools, colleges and education providers; paying particular attention to young people from vulnerable groups and focus on building resilience and confidence.

Well maintained schools

78% of young people from year groups 7-10 think their school is well maintained and looked after compared to 76% of young people from year groups 11-13.

Year Group 7-10

76% of young people who live rurally think their school is well maintained vs 78% of young people who live in an urban setting.

80% of male respondents think their school is well maintained, compared to 77% of female respondents compared to 65% of young people who are non binary.

71% of young people with a special educational need or disability think their school is well maintained.

Year Group 11 - 14

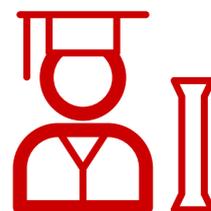
74% of young people who live rurally think their school is well maintained vs 75% of young people who live in an urban setting.

77% of male respondents think their school is well maintained, compared to 76% of female respondents compared to 55% of young people who are non binary.

69% of young people with a special educational need or disability think their school is well maintained.

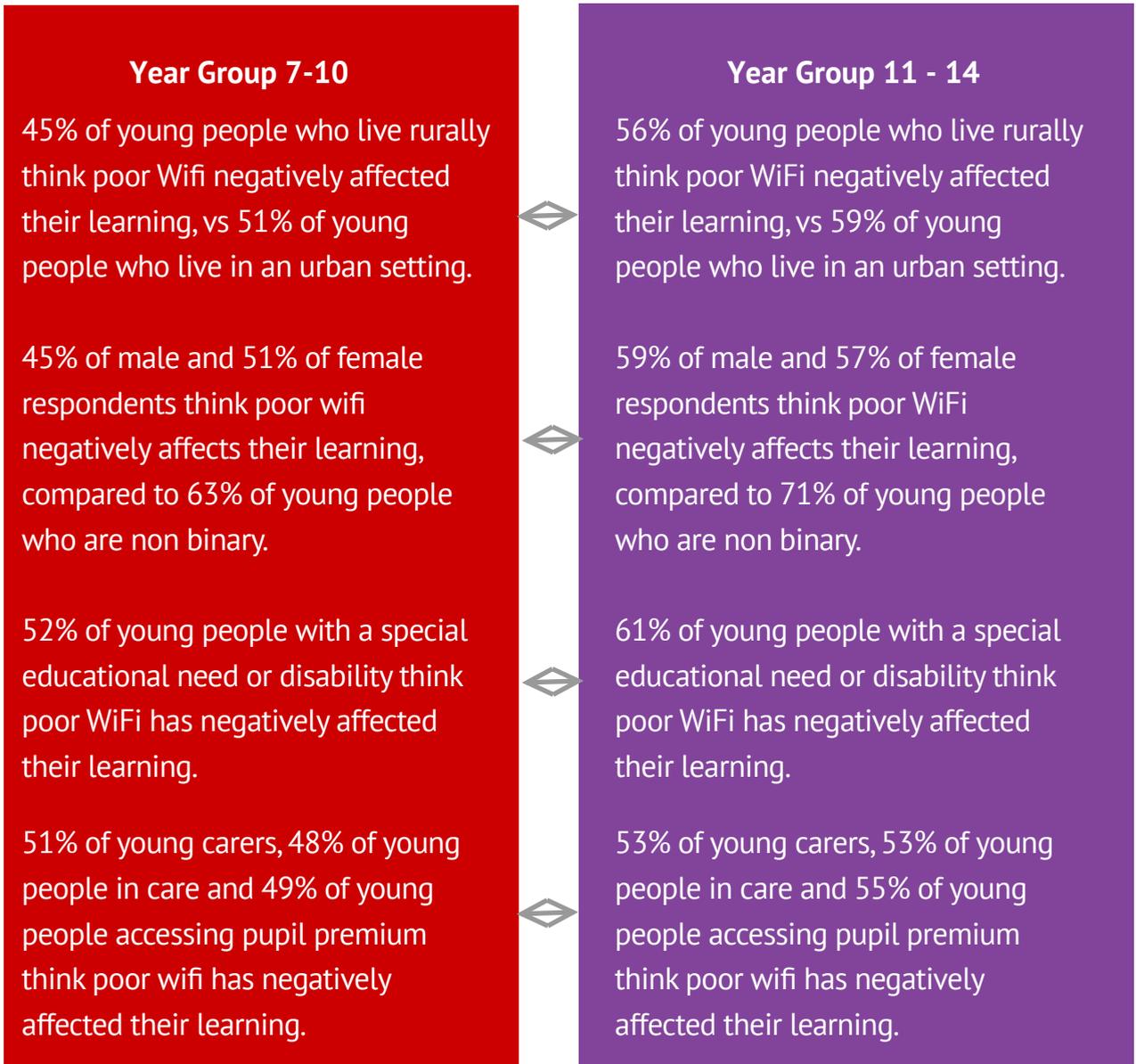
Finding 2

15% of young people think that badly maintained schools have a negative impact on their learning.



Access to resources to enable learning

49% of young people from year groups 7-10 think that poor wifi has negatively affected their learning compared to 58% of young people from year groups 11-14.



Finding 3

Poor WiFi negatively affects young people's learning. Young people across all age groups and demographics said that too hot and cold rooms also made it difficult to learn.



Vulnerable young people

48% of young people from year groups 7-10 think that lack of access to technology, such as a computer, has negatively affected their education.

Year Group 7-10

37% of young people with a special educational need or disability think access to technology, such as a computer has negatively affected their education.

47% of young carers, 50% of young people in care, 38% from a military family, and 48% of young people accessing pupil premium think lack of access to technology, such as a computer, has negatively affected their education.



Year Group 11 - 14

28% of young people with a special educational need or disability think access to technology, such as a computer has negatively affected their education.

33% of young carers, 36% of young people in care, 25% from a military family, and 30% of young people accessing pupil premium think lack of access to technology, such as a computer, has negatively affected their education.

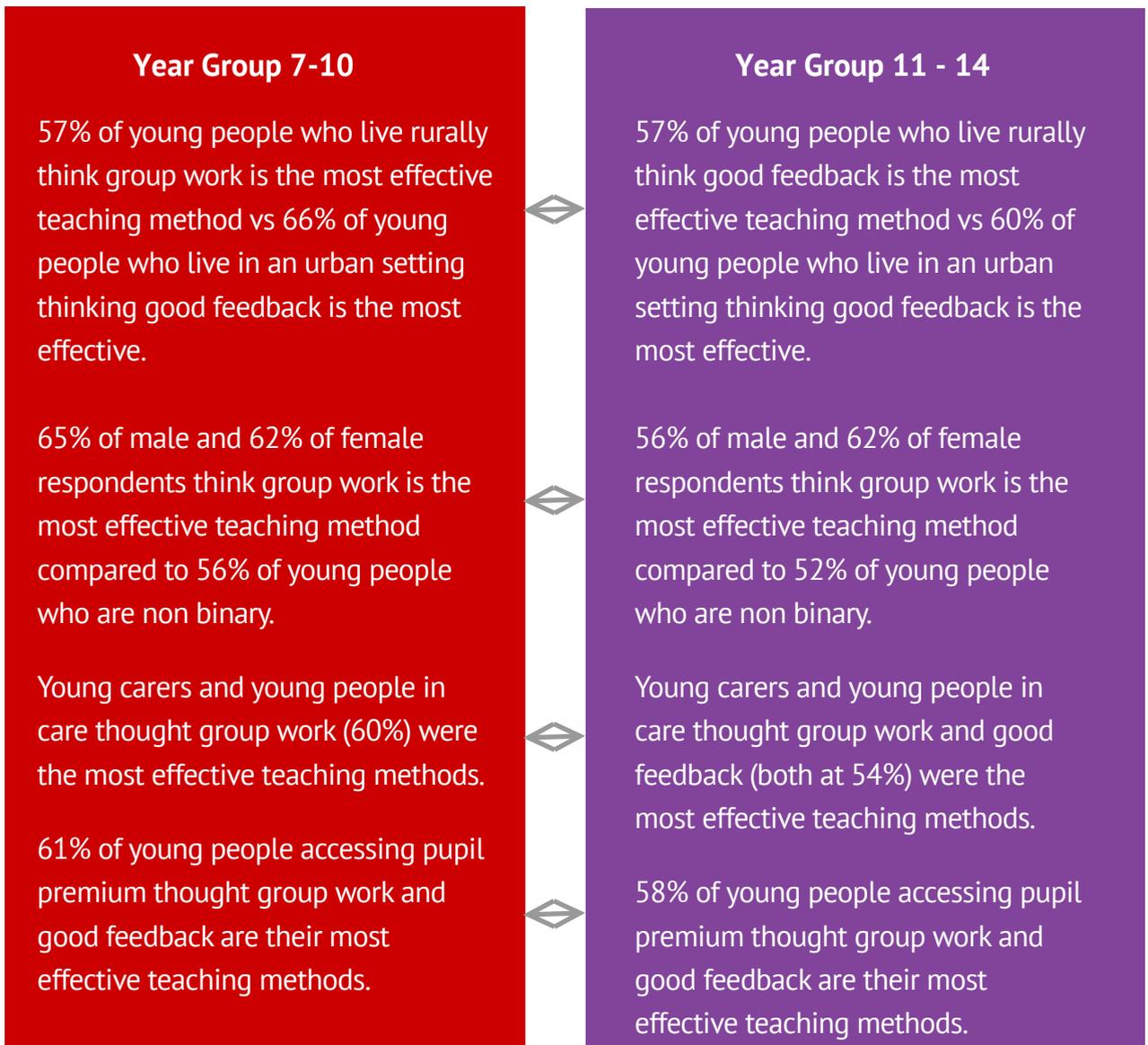
Finding 4

Young people from these groups told us that their vulnerabilities affected their education through lack of self confidence (39%), feeling lonely (25%), bullying (24%) and mental ill health (28%).



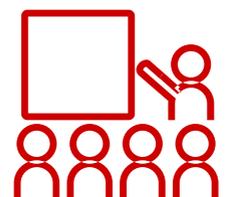
Effective teaching

63% of young people from year groups 7-10 think group work is the most effective teaching method. 58% of young people from year groups 11-14 think good feedback is the most effective.



Finding 5

Young people told us that their preferences for teaching methods changed. 36% of young people told us that they didn't think teachers understand that students have different ways of learning.



Motivated to learn

56% of young people from year groups 7-10 were not motivated or motivated some of the time to learn in lessons compared to 54% young people from year groups 11-14.

Year Group 7-10

57% of young people who live rurally were not motivated or motivated some of the time to learn vs 55% of young people who live in an urban setting.

53% of male and 57% of female respondents said they were not motivated to learn or were motivated some of the time compared to 68% of young people who are non binary.

64% young carers were not motivated or were motivated some of the time compared to 65% young people in care and 65% young people with a special educational need or disability.

64% of young people accessing pupil premium said they were not motivated or motivated some of the time to learn.

Year Group 11 - 14

54% of young people who live rurally were not motivated or motivated some of the time to learn vs 55% of young people who live in an urban setting.

50% of male and 56% of female respondents said they were not motivated to learn or were motivated some of the time compared to 67% of young people who are non binary.

63% young carers were not motivated or were motivated some of the time compared to 64% young people in care and 62% young people with a special educational need or disability.

57% of young people accessing pupil premium said they were not motivated or motivated some of the time to learn.

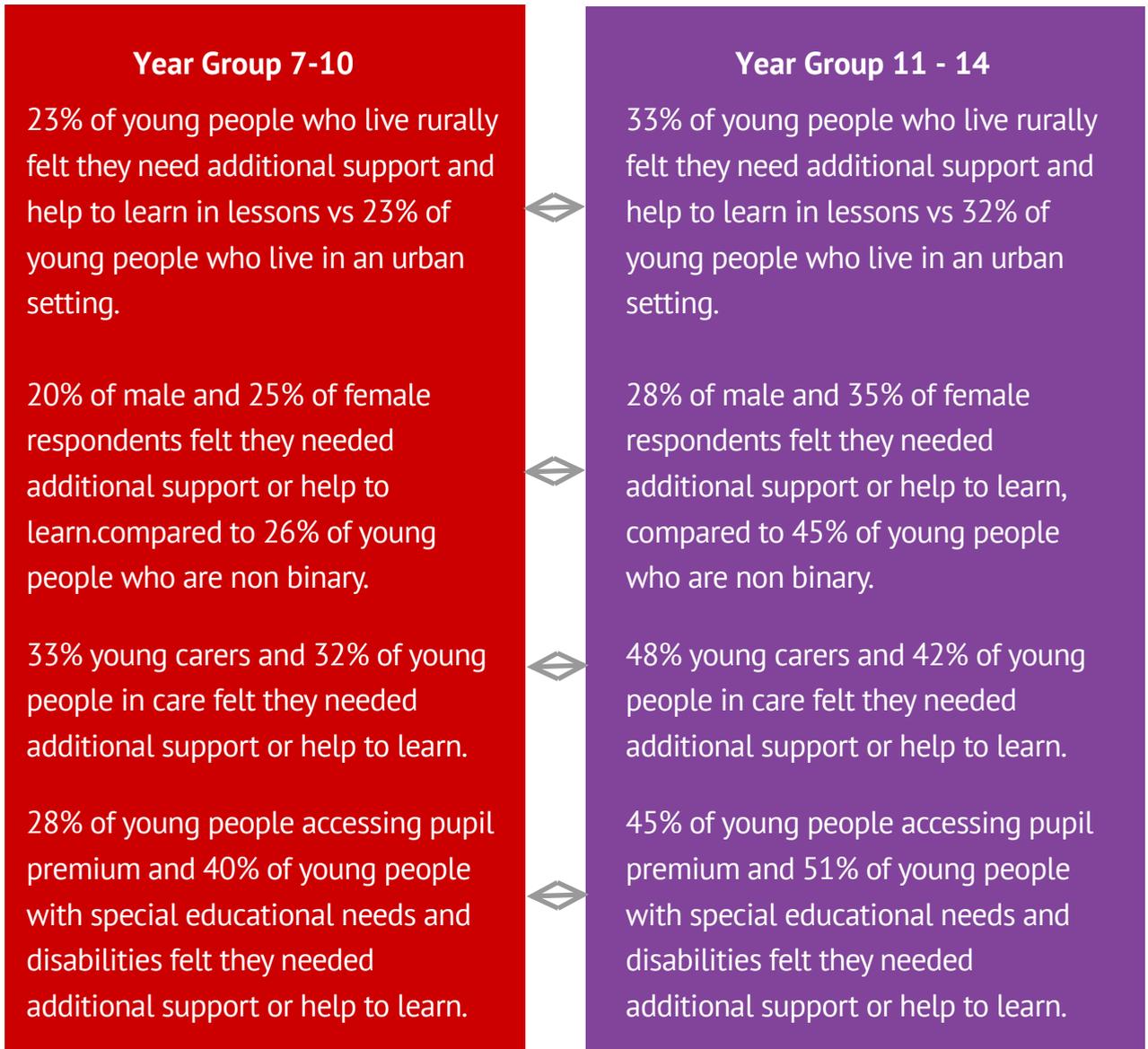
Finding 6

Young people told us that they were not motivated to learn. It was a very small percentage of young people who said they were always motivated to learn. This needs to be investigated... Young Researchers also wonder how teachers would answer, "do you feel motivated to teach?" And if there would be a correlation to how students felt.



Learning support

23% of young people from year groups 7-10 felt they needed additional support or help to learn compared to 32% young people from year groups 11-14.



Finding 7

Young people with special educational needs and disabilities, young people in care, young carers and young people accessing pupil premium told us that they need additional support and help to learn.



Opportunities outside of school

Young people from year groups 7-10 told us that clubs (51%) and sports (46%) gave them opportunities to prepare them for later life compared to young people from year groups 11-14 who told us work experience (67%), clubs, sports and part time work (38%) helped prepare them for later life outside of school.

Year Group 7-10

Young people who live rurally thought clubs (52%), sports (50%) helped prepare them for later life; compared to young people who lived in a urban setting who thought clubs (51%), sports (45%) helped prepare them for later life.

Young carers (48%) and young people in care (49%) thought clubs helped prepare them for later life.

Young people with special educational needs thought clubs (44%) helped prepare them for later life. Young people accessing pupil premium thought clubs (42%) and sports (41%) helped prepare them for later life.

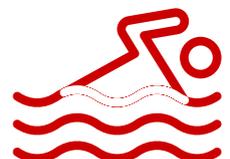
Year Group 11 - 14

Young people who live rurally thought work experience (64%), clubs and part time work (44%) helped prepare them for later life; compared to young people who lived in a urban setting who thought work experience (67%), clubs and part time work (36%) and sports (34%) helped prepare them for later life.

Young carers (64%) and young people in care (66%) thought work experience (64%) helped prepare them for later life. Young people with special educational needs thought work experience (64%) helped prepare them for later life. Young people accessing pupil premium thought work experience (60%) helped prepare them for later life.

Finding 8

Younger young people told us that clubs and sports helped prepare them best for later life. Older young people told us work experience and part time work helped prepare them the best.



Barriers to accessing opportunities

Young people from year groups 7-10 told us that **not knowing what opportunities are available (55%) and cost (48%)** are the biggest barriers when accessing opportunities outside of school.

Year Group 7-10

Young people who live rurally don't know opportunities are available (54%), cost (48%) and transport (42%) were the biggest barriers to accessing opportunities outside of school; compared to young people who lived in a urban setting who don't know what opportunities are available (55%), cost (49%) and transport (37%) were the biggest barriers.

Young carers don't know what opportunities are available (54%) and cost (40%) were the biggest barriers to accessing opportunities beyond school. Young people with special educational needs thought cost (50%) and not knowing what opportunities were available (49%) were the biggest barriers to accessing opportunities outside of school.

Year Group 11 - 14

Young people who live rurally thought cost (71%) and transport (63%) were the biggest barriers to accessing opportunities outside of school; compared to young people who lived in a urban setting who thought cost (72%) and transport (61%) were the biggest barriers.

Young carers thought cost (68%) and transport (61%) were the biggest barriers to accessing opportunities beyond school. Young people with special educational needs thought cost (71%) and transport (62%) were the biggest barriers to accessing opportunities outside of school.

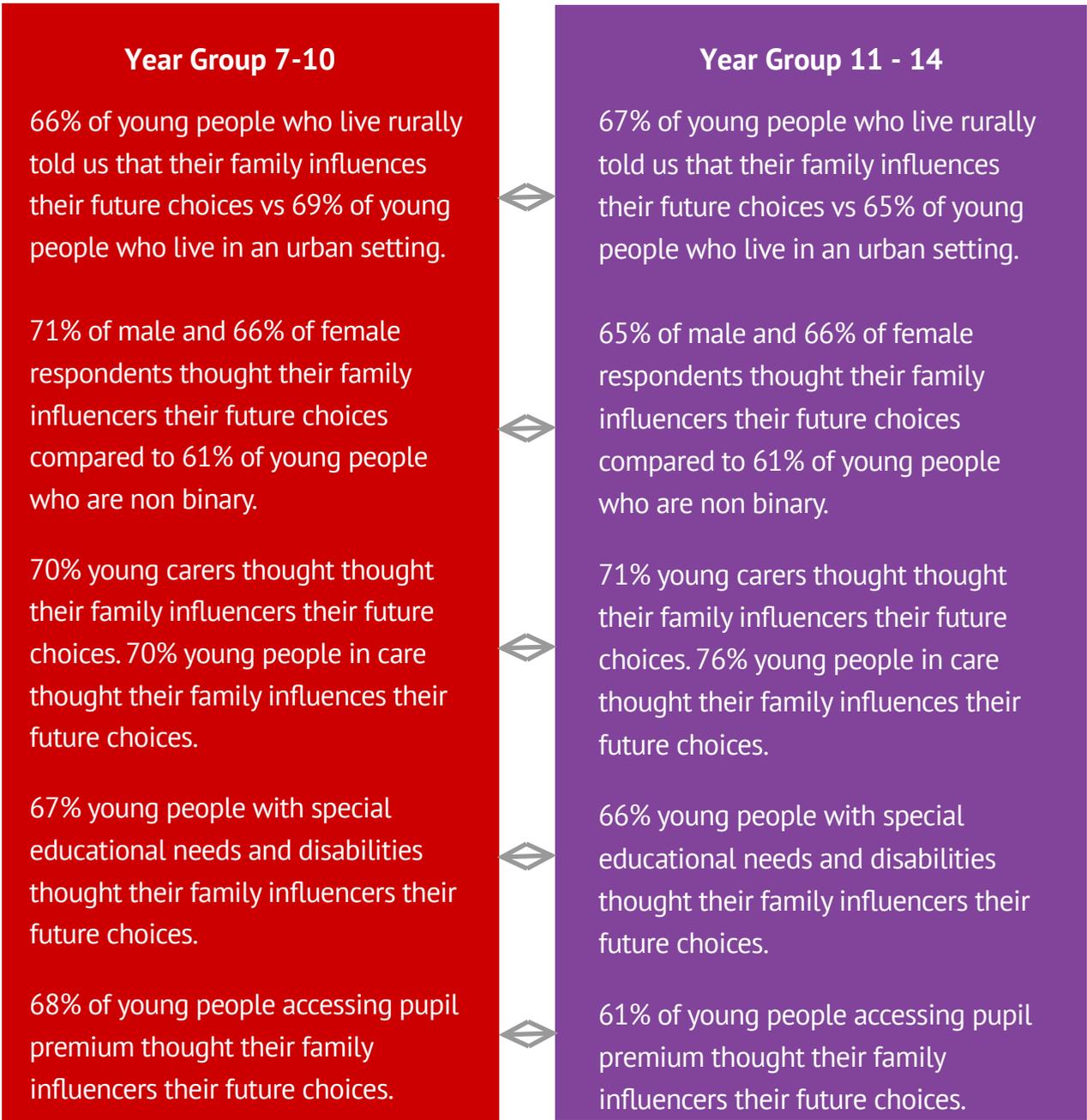
Finding 9

Not knowing what opportunities are available, cost and transport are the biggest barriers to young people accessing opportunities outside of school.



Family influencers

68% of young people from year groups 7-10 told us that their family influences their future choices compared to 65% young people from year groups 11-14.



Finding 10

Family are strong influencers when it comes to supporting young people with their future choices. Schools, young people and parents should work closely together to help young people make the best future choice for them.



Education barriers and influencers

33% of young people from year groups 7-10 said the death of someone they know and anxiety and stress impacted on their learning.

Year Group 7-10

32% of young people said the death of someone they know, anxiety and stress (31%) impacted on their learning vs 34% of young people who live in an urban setting saying anxiety and stress and 33% saying death of someone they know.

30% of male and 35% of female respondents said the death of someone they know impacted their learning compared to 52% of young people who are non binary who said sadness/ depression and low mood impacted their learning the most.

43% young carers and 43% young people in care said the death of someone they know impacted their learning. 52% of young people with special additional needs and disabilities said anxiety and stress and 47% said sadness, depression and low mood impacted their learning. 43% of young people accessing pupil premium said the death of someone they know impacted their learning.

Year Group 11 - 14

42% of young people said anxiety and stress as well as sadness, depression and low mood (39%) impacted on their learning vs 45% of young people who live in an urban setting saying anxiety and stress and 41% saying sadness, depression and low mood.

28% of male and 54% of female respondents said anxiety and stress impacted their learning compared to 50% of young people who are non binary said anxiety and stress as well as sadness, depression and low mood (45%) impacted their learning.

52% young carers and 48% young people in care said anxiety and stress impacted their learning. 62% of young people with special additional needs and disabilities said anxiety and stress impacted their learning. 49% of young people accessing pupil premium said sadness, depression and low mood. as well as anxiety and stress (48%).

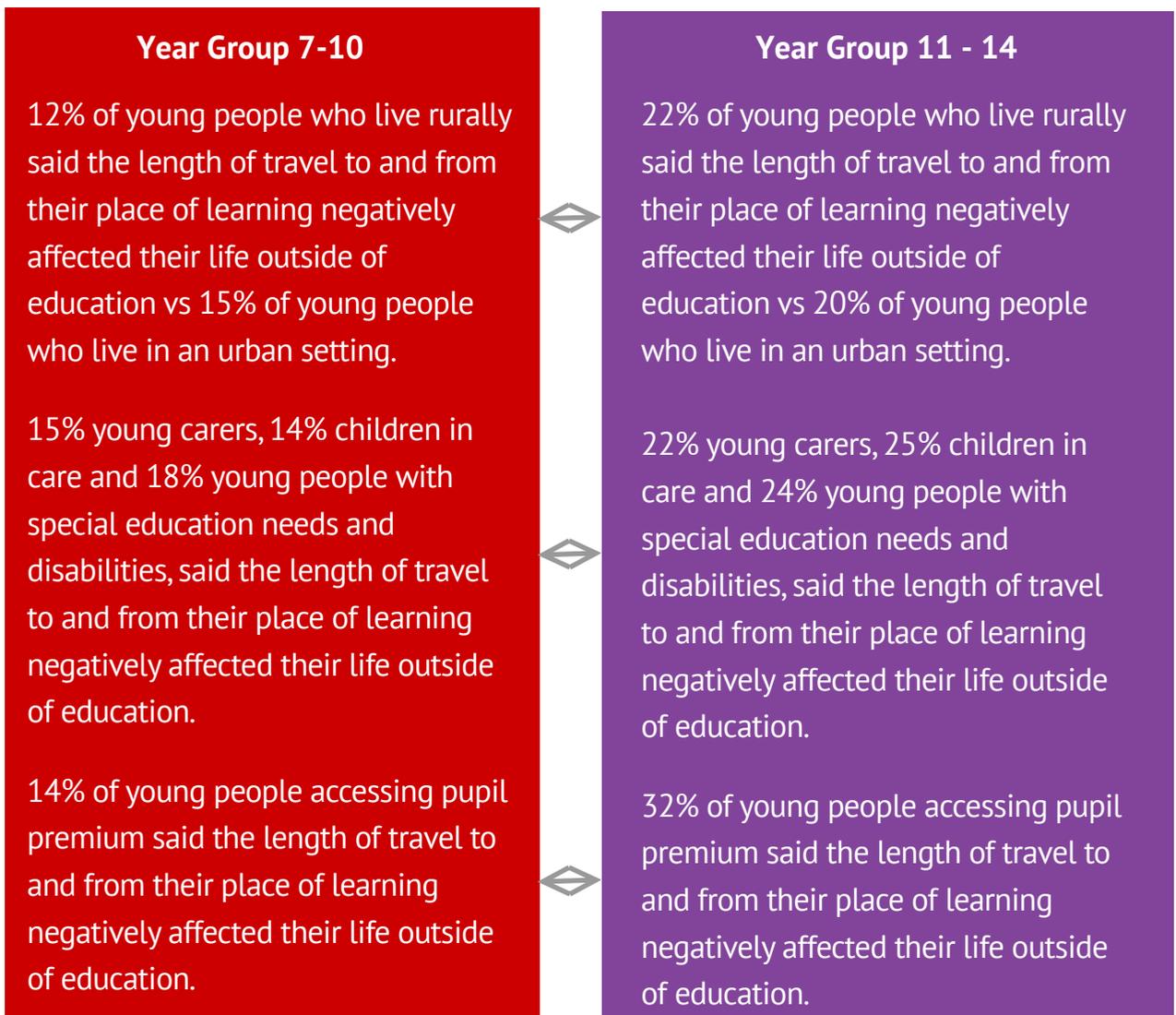
Finding 11

The death of someone young people know, anxiety and stress impact young people's learning the most.



Transport

12% of young people from year groups 7-10 said the length of travel to and from their place of learning negatively affected their life outside of education compared to 20% young people from year groups 11-14.



Finding 12

1 in 5 young people from year groups 11-14 told us that the length of their journey to and from their place of education negatively impacted their life outside of school. They told us it negatively affected their sleep, homework, arriving stressed and friendships.



Leaving?

Young people from year groups 11-14 said they would leave to go to University (67%) or get a job that isn't offered locally (47%).

Year Group 7-10

Young people who live rurally said they would leave where they live now to go to university (61%) compared to 66% of young people who live in an urban who would leave to go to University.

61% of male and 67% of female respondents would leave where they live now to go to University compared to 55% of young people who are non binary.

57% of young carers and 56% of young people in care would leave to go to University.

55% of young people with special educational needs and disabilities would leave to go to University. 54% of young people accessing pupil premium would leave Dorset to go to University.

Year Group 11 - 14

Young people who live rurally said they would leave where they live now to go to university (68%) and to get a job that isn't offered locally (47%) compared to 68% of young people who live in an urban who would leave to go to University.

62% of male and 72% of female respondents would leave where they live now to go to University compared to 62% of young people who are non binary.

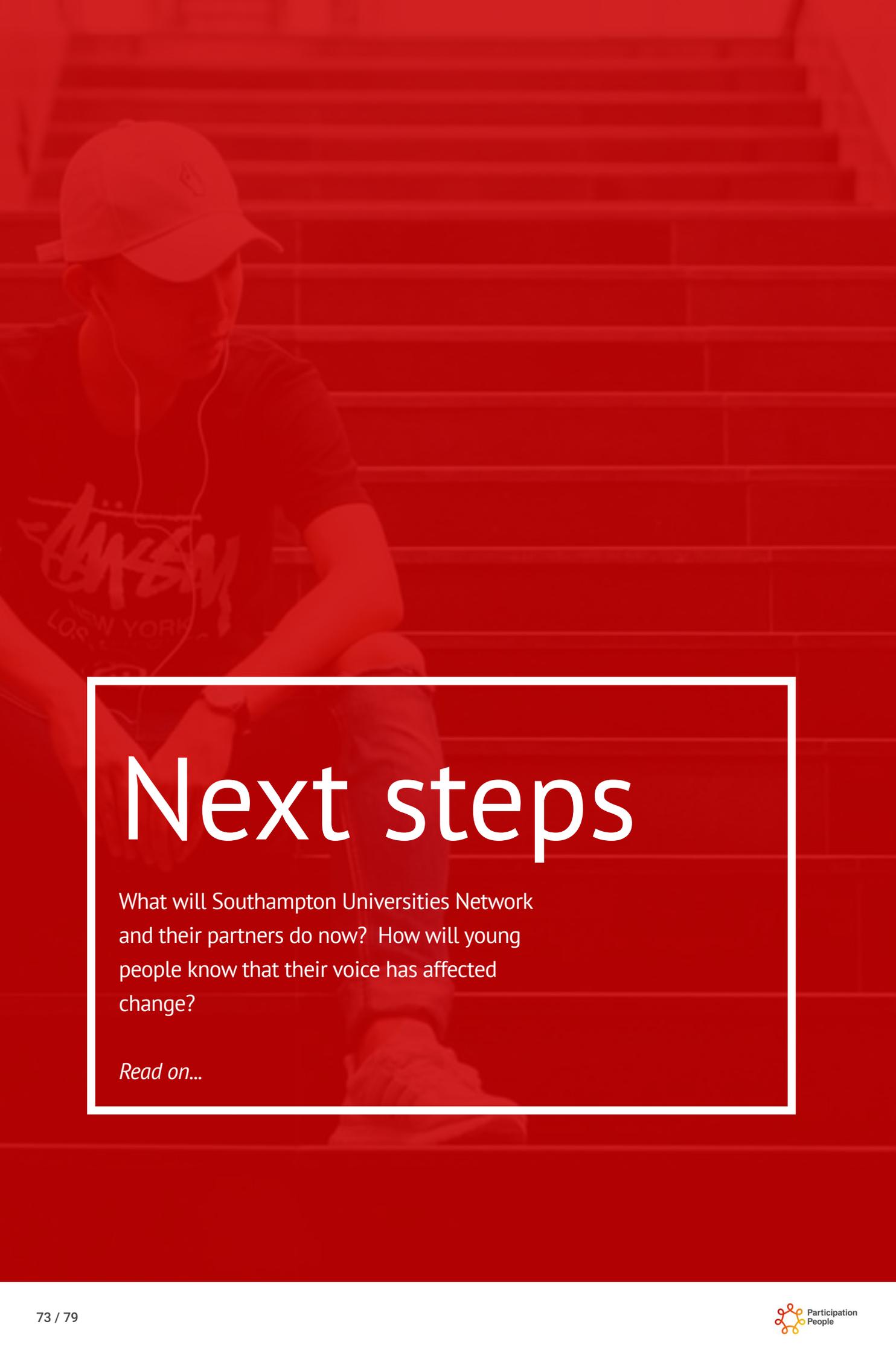
57% of young carers and 55% of young people in care would leave to go to University.

63% of young people with special educational needs and disabilities would leave to go to University. 56% of young people accessing pupil premium would leave Dorset to go to University.

Finding 13

Young people told us they would leave where they live now to go to University or to find a job they couldn't find locally. Young Carers, young people in care and those accessing pupil premium were less likely to move away for university.





Next steps

What will Southampton Universities Network and their partners do now? How will young people know that their voice has affected change?

Read on...

What will decision makers do with this data and how will young people know that their voice has affected change?

Listen, learn and inform

SUN are very grateful for such a fantastic response from young people across Hampshire, Isle of Wight, Bournemouth, Christchurch and Poole.

Decision maker Commitments

- <<insert April 2020>>

Like all decision making, change doesn't happen overnight!

Everything SUN does from today to 2025 will have the goal of supporting young people into higher and further education.



Equalities data

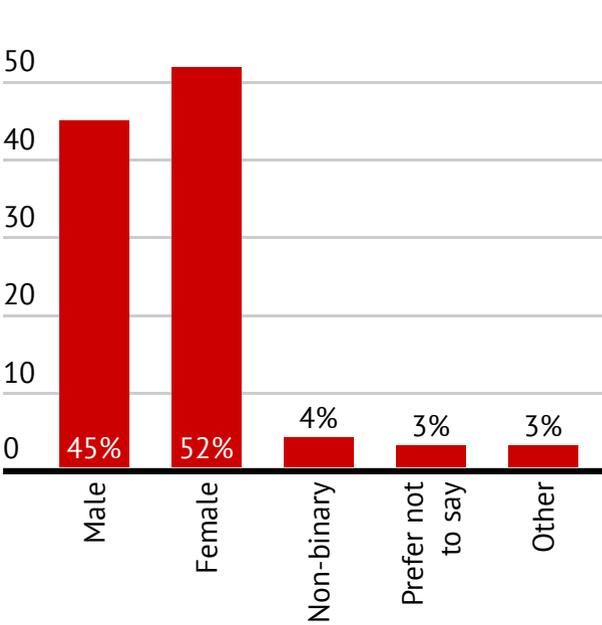
Who answered the survey questions?

Find out...

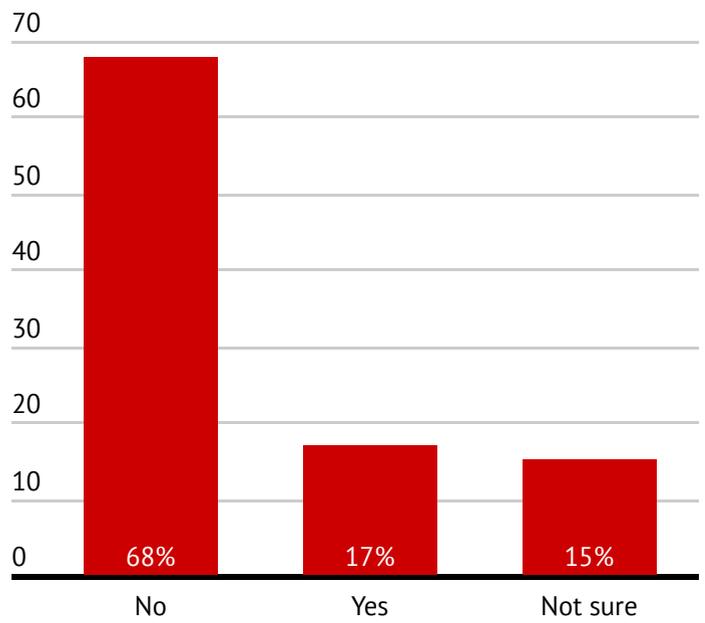
Equality

An in depth look at who answered our questions.

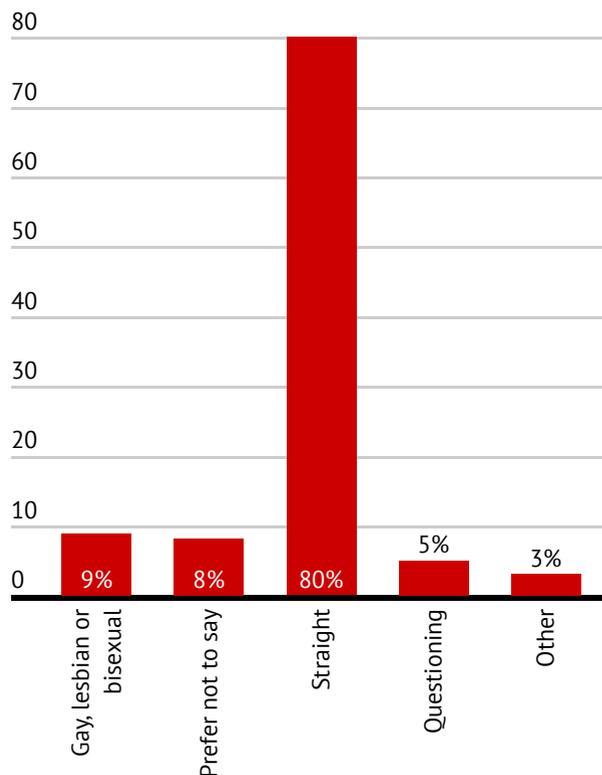
Graph showing number of survey respondents by gender



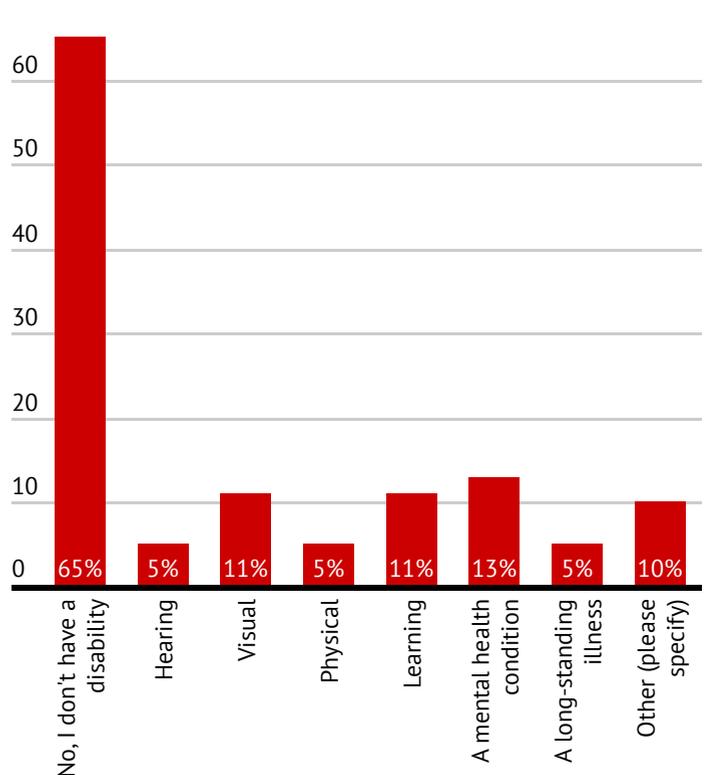
Graph showing number of survey respondents accessing pupil premium or free school meals



Graph showing number survey respondents by sexual orientation

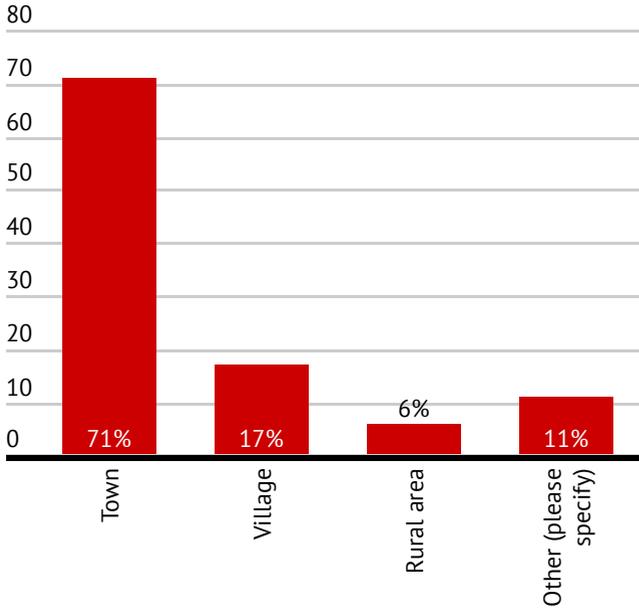


Graph showing number of survey respondents by learning difficulty or disability

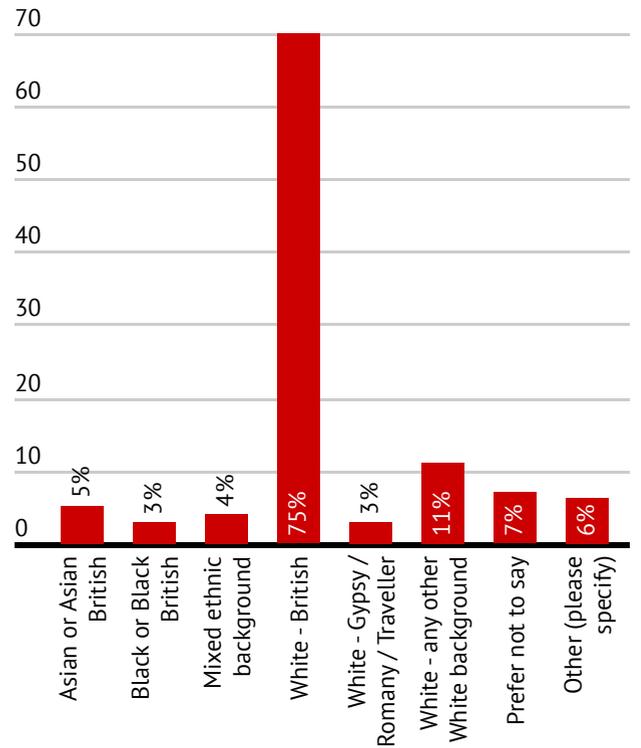


Equality

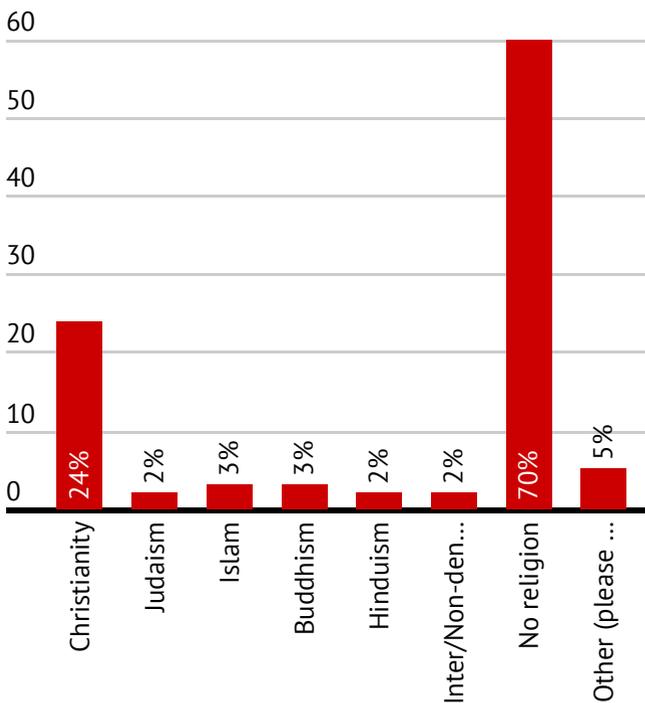
Graph showing number of survey respondents by type of area they live in.



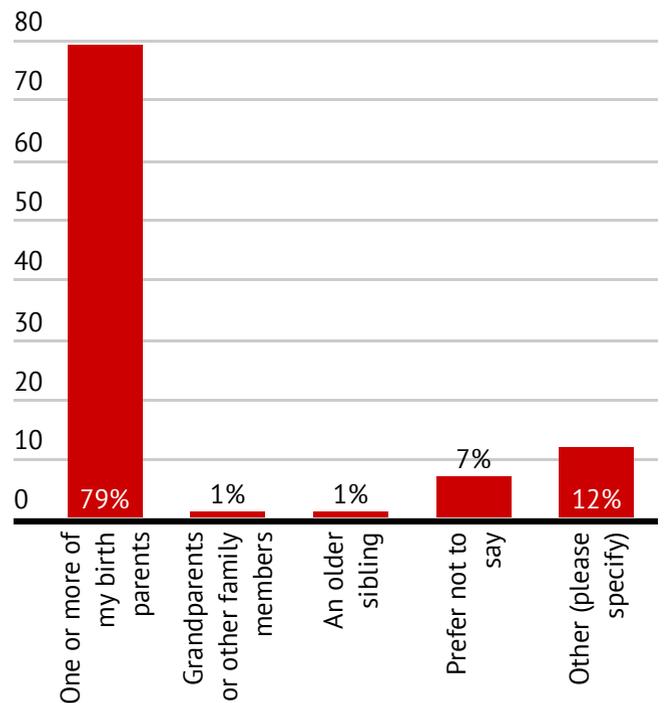
Graph showing number of survey respondents by race ethnicity.



Graph showing number of survey respondents by religion.



Graph showing number of survey respondents by who they live with.



Fair and Equal

HEALTH WARNING!

When we conduct research, the point is to draw conclusions about the population, rather than just our sample.

Weighting is used to adjust the results to bring them more in line with what is known about a population. Weighting has been used to correct for this discrepancy in some questions where it made a marked difference.

At times, we have weighted the data in this survey.

We have rounded up numbers to the nearest decimal report.

Where we have added extra narrative, this comes from survey comments from the open ended questions and information from the focus groups.

We wanted our report to change with: regular updates; actions agreed; and pledges from decision makers after presentations and meetings.

Where those of you are reading this through your browser, you are guaranteed to read the latest version! Congrats!

If you have downloaded this report, click here for the latest one:

<http://bit.ly/SUNBarriers2EducationREP20>

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