Young Researchers Post-Covid 19 Barriers 2 Education

In 2019-20 Dorset and SUN Young Researchers conducted research into young people's Barriers to Education in Dorset, Bournemouth, Christchurch, Poole and Hampshire. Following the Covid-19 pandemic and subsequent lock-down, the young researchers wanted to see what affect the pandemic had on young people in Dorset and Hampshire, accessing the education and opportunities they wanted to.

This is their full report and is screen reader friendly!

Funded by Dorset Council and Southern Universities Network • Delivered by Participation People

Executive Summary

Young People across Dorset, Bournemouth, Christchurch, Poole and Hampshire are facing unprecedented uncertainty in the wake of COVID-19. They told us that lockdown and home learning have had a negative effect and impacted future choices of many young people.

Following on from our 2020 report Barriers to Education, Dorset's and SUN Young Researchers designed and delivered a survey focussed particularly for 14-18 year olds across Southern England. 1263 young people across Dorset, Bournemouth, Christchurch, Poole and Hampshire answered the survey! Young people told SUN's Young Researchers about:

1. Young people's mental health
2. Covid-19's impact on making future choices
3. Covid-19's impact on motivation of young people
4. Extra support and guidance needed when making decisions about the future

Young Researcher "HEADLINE" findings include:

- 72% of young people said that anxiety and stress had negatively impacted their decisions about their future.
- This is an increase from the 38% of young people who said anxiety and stress had negatively impacted their learning in a previous study.
- Anxiety and stress had more of a negative effect on girls (72%) compared to boys regarding making decisions about their futures (60%)
- The most popular next steps for young people were still sixth form and University.
- Young people told us that those who were already certain what they wanted to do in the future had not changed their minds, but those unsure about what they want to do in the future had seen a dip in motivation due to current uncertainty.
- 27% of young people said they were not motivated to make decisions about their future because of recent events.
- 45% of young people with a diagnosed mental health condition were not motivated to make decisions about their future because of recent events.
- The number of young people with a mental health condition wanting to go to University dropped from 56% pre-Covid, to 47% currently.
- 88% of young people said they can rely on their parents or carers to support them when making decisions about their future.
- 48% of young people said they always receive enough support from their family to make decisions about their future, a 6% fall from the pre-Covid survey.
- The biggest barrier that young people faced in planning their education was not knowing what opportunities were available (61%) followed by cost (41%).
- 50% of young people didn't have opportunities to speak about future choices in their place of learning.

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Being a Young Researcher has changed the way I look at data. It has made me realise the importance of ideas and wording being accessible to all young people.

Manon, Young Researcher, 2019 -2020

Participation People

Who are the SUN Young Researchers?

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

SUN Young Researchers is a project involving young people from Dorset, Bournemouth, Christchurch, Poole and Hampshire aged 11-18, Participation People, Southern Universities Network and Dorset Council.
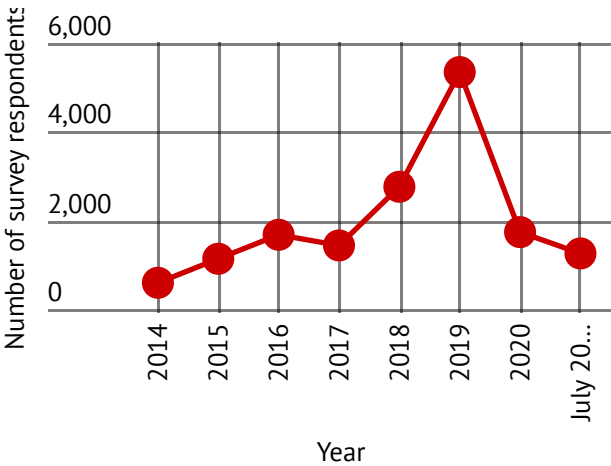
The project began in 2012. Since then, young people have been asked to research the following topics:

- Life skills
- Health and happiness
- Feeling safe and bullying
- Employment and careers
- Aspirations, volunteering and social isolation
- Mental health, emotional wellness and healthy relationships

This year, they were asked to investigate young people's habits, perceptions and lived experiences of: barriers to education and enablers to education. And how these changed post-Covid

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

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

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

- Changes to Covid-19 and social distancing restrictions.
- 2020 exam results have been awarded according to teachers predicted grades.
- The furlough scheme has come to an end leading to an increase in unemployment, particularly for those aged 16-24 who are more likely to work in the hospitality sector.

Participation People

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.

"

Working with Participation People has opened so many doors for me; and made me aware of what I can do to help my own community."

Hanna Baxter, Care Leaver

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.

"

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

Participation People

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 Dorset, Bournemouth, Christchurch, Poole and Hampshire.

Participation People

Methodology

The Young Researchers designed and delivered a region wide survey across Dorset, Bournemouth, Christchurch, Poole and Hampshire.

23 young people aged 13-18 were recruited from across Dorset, Bournemouth, Christchurch, Poole and Hampshire.

The young researchers carried on immediately from their report on barriers to education from earlier in the year. They put their rigorous accredited training and induction programme to further use. The training includes:

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. Create a feedback loop for Decision Makers to share with young people what has changed as a result of using this data.
10. Feedback to young people what has changed.
11. Co-produce their findings with decision makers.
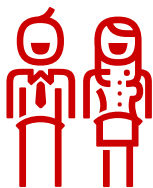12. Challenge, influence and negotiate.

This method has been developed over 7 years in partnership with professional researchers, Dorset Council and Southern Universities Network (SUN).

This year, we recruited a diverse group of Young Researchers, with very different experiences of education and support needs.

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

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

Participation People

Population data

Who took part? Read on...

We had a very high response from years 10 and 12. This is opposed to the responses from our previous survey where most of the responses were from years 8 and 9. This survey was slightly different to the last as for this survey we looked specifically at 14-18 year olds as opposed to all secondary years in the last survey. We think years 10 and 12 may have responded highest as they are the years that are more uncertain about their future.

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.

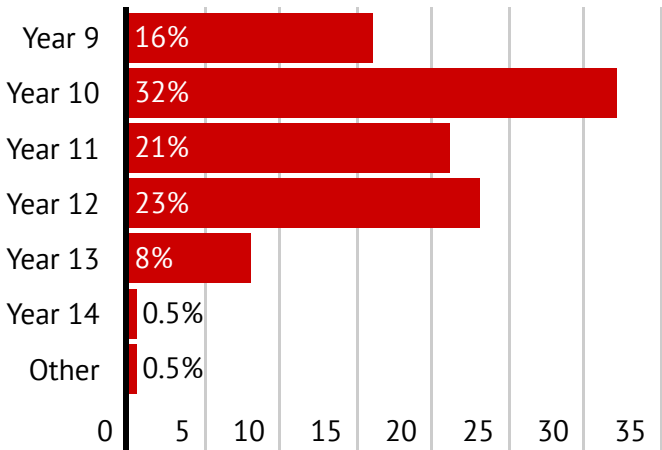We also compared and contrasted respondent answers from the following categories:

- Diagnosed mental health condition
- 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.
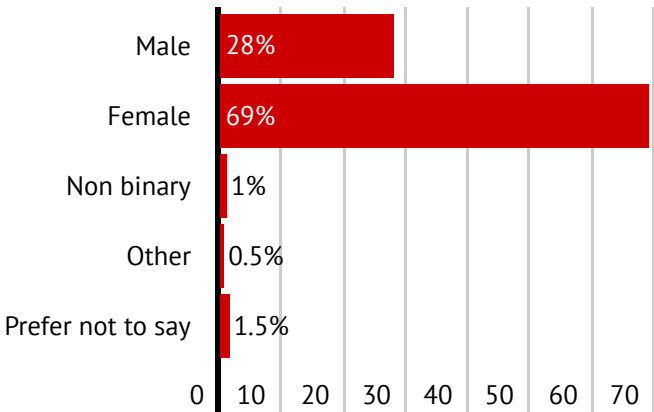
Table showing the number of responses from pupils receiving pupil premium.

Do you receive pupil premium OR free school meals?	%
Yes	12%
No	83%
Not sure	5%

Graph showing % survey respondents by age

Year	%
Year 9	16%
Year 10	32%
Year 11	21%
Year 12	23%
Year 13	8%
Year 14	0.5%
Other	0.5%

Graph showing % survey respondents by gender

Gender	%
Male	28%
Female	69%
Non binary	1%
Other	0.5%
Prefer not to say	1.5%

*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.

Participation People
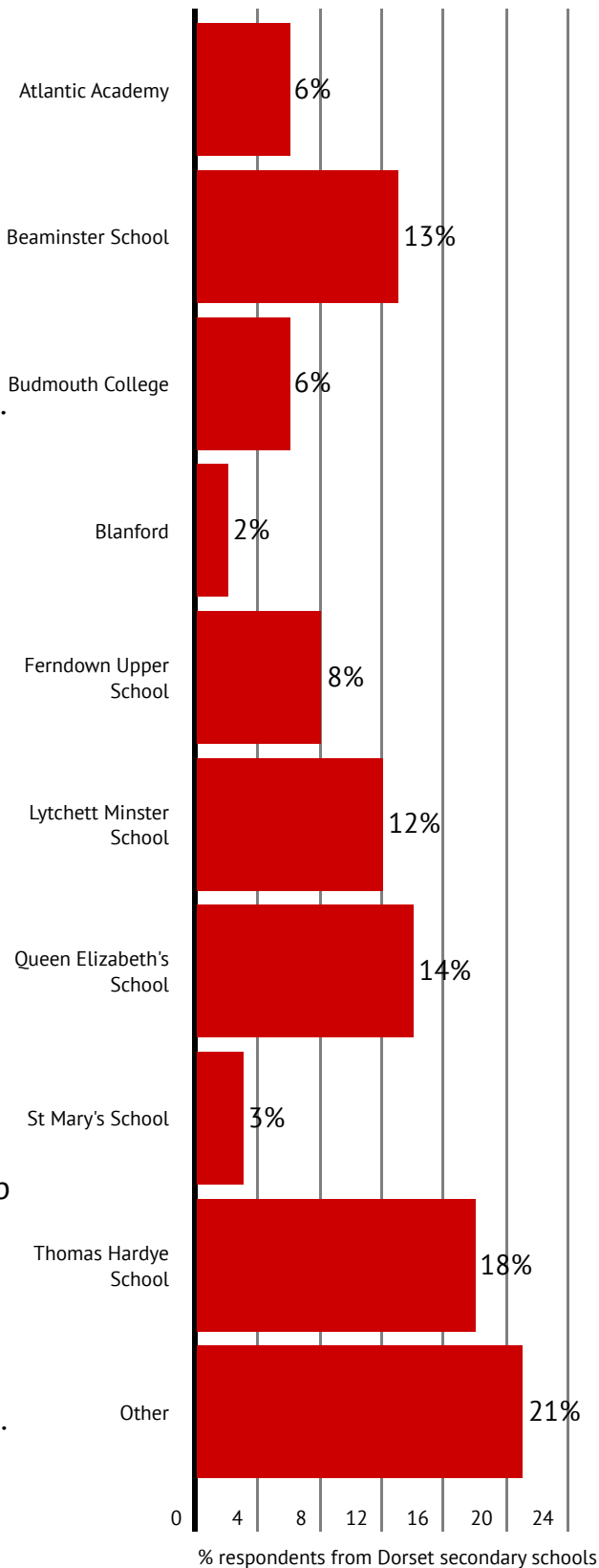
Who answered our questions?

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!

1263 young people completed the survey. The following gives you a brief overview of who answered our questions:

- A good distribution between schools and learning centres across Dorset, Bournemouth, Christchurch, Poole and Hampshire.
- 28% : 69% : 3% percentage split, male: female: non binary, prefer not to say/ other respondents.
- 75%: 16%: 9% percentage split on straight: gay, lesbian or bisexual: questioning, other, prefer not to say.
- 36% of respondents had a disability.
- A good geographical spread of respondents; with 49% living rurally and 51% living in an urban setting e.g. town.
- 12% of young people responded who access Pupil Premium and or free school meals (5% weren't sure).
- 15% of young people have a diagnosed mental health condition.
- 4% of young people from a military family.
- 6% of young people who don't live with one or more of their birth parents.

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 where appropriate.
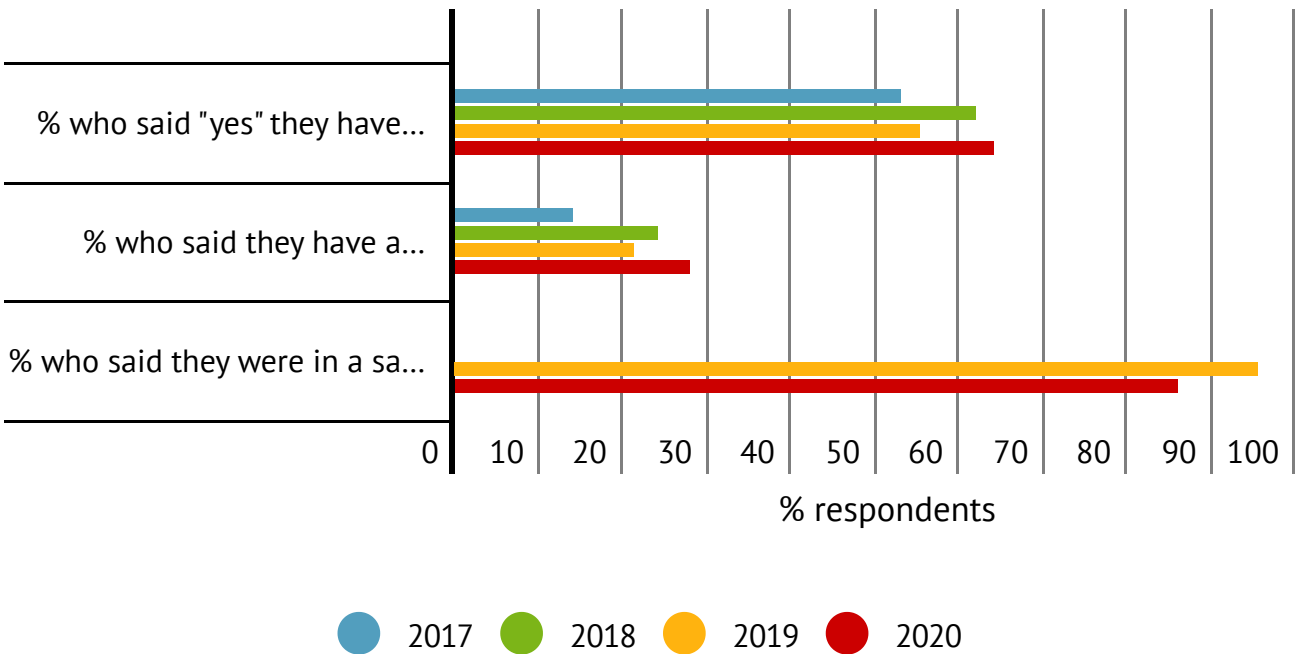3. We have rounded percentages up / down.

Atlantic Academy — 6%
Beaminster School — 13%
Budmouth College — 6%
Blanford — 2%
Ferndown Upper School — 8%
Lytchett Minster School — 12%
Queen Elizabeth's School — 14%
St Mary's School — 3%
Thomas Hardye School — 18%
Other — 21%

% respondents from Dorset secondary schools

Survey

1,263 young people aged 11-18 answered a short survey. The survey had a 87% completion rate and took an average 9 minutes to complete.

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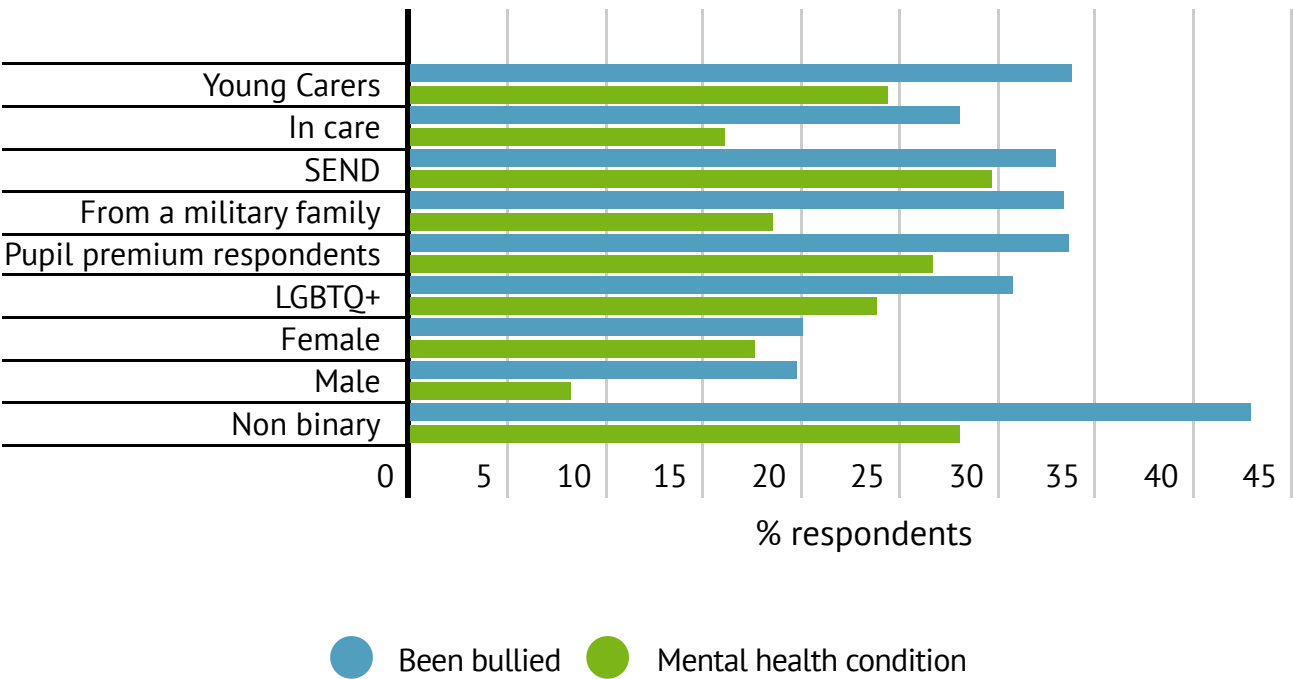
Baseline questions

Tracking issues over time

For every survey Participation People run with young people we ask 4 baseline questions. This helps us look at and track these issues over time. It also helps us identify trends and helps decision makers 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?"
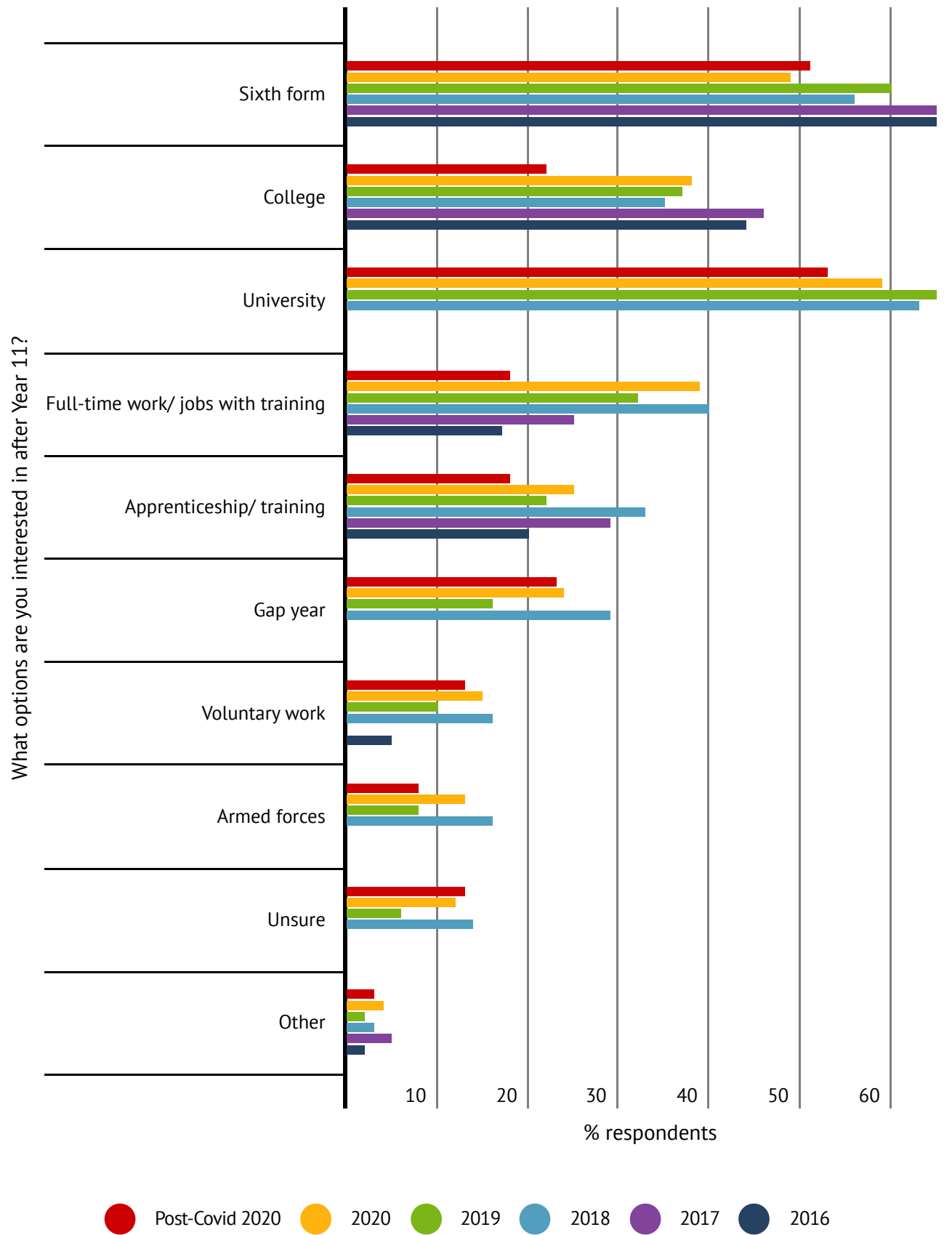

Legend: 2017, 2018, 2019, 2020

Respondents answering the question, "have you been bullied?" And "do you have a mental health condition?" broken down by vulnerability

Legend: Been bullied, Mental health condition
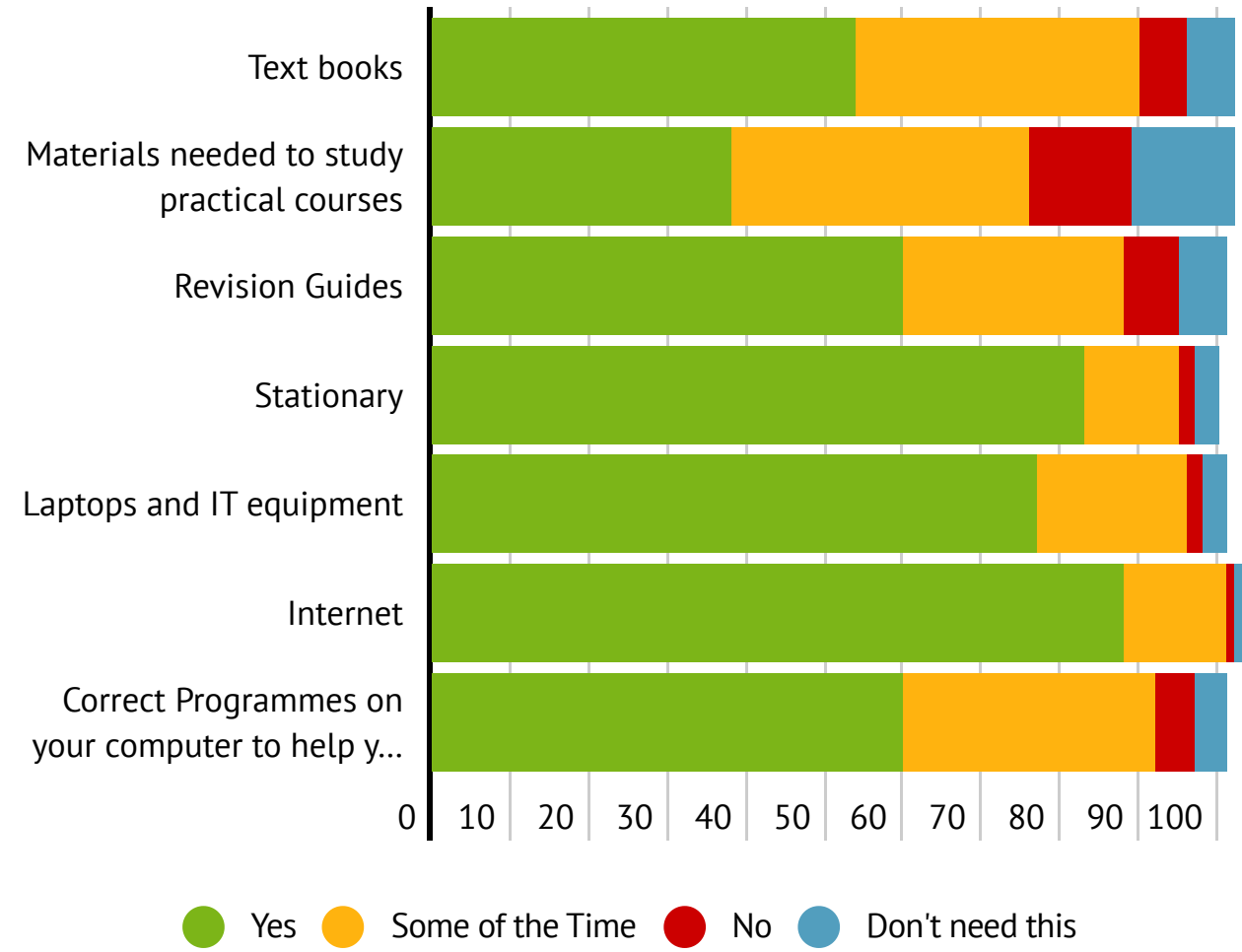
Participation People

Baseline questions

Continued...

Respondents answering the questions, "what options are you interested in after Year 11?"

Legend: Post-Covid 2020, 2020, 2019, 2018, 2017, 2016

Access to School equipment and facilities for studying.

Young Researchers wanted to find out if students could access all the equipment and resources they needed to study effectively.

Can you access equipment and facilities to help you study effectively? (tick all that apply)

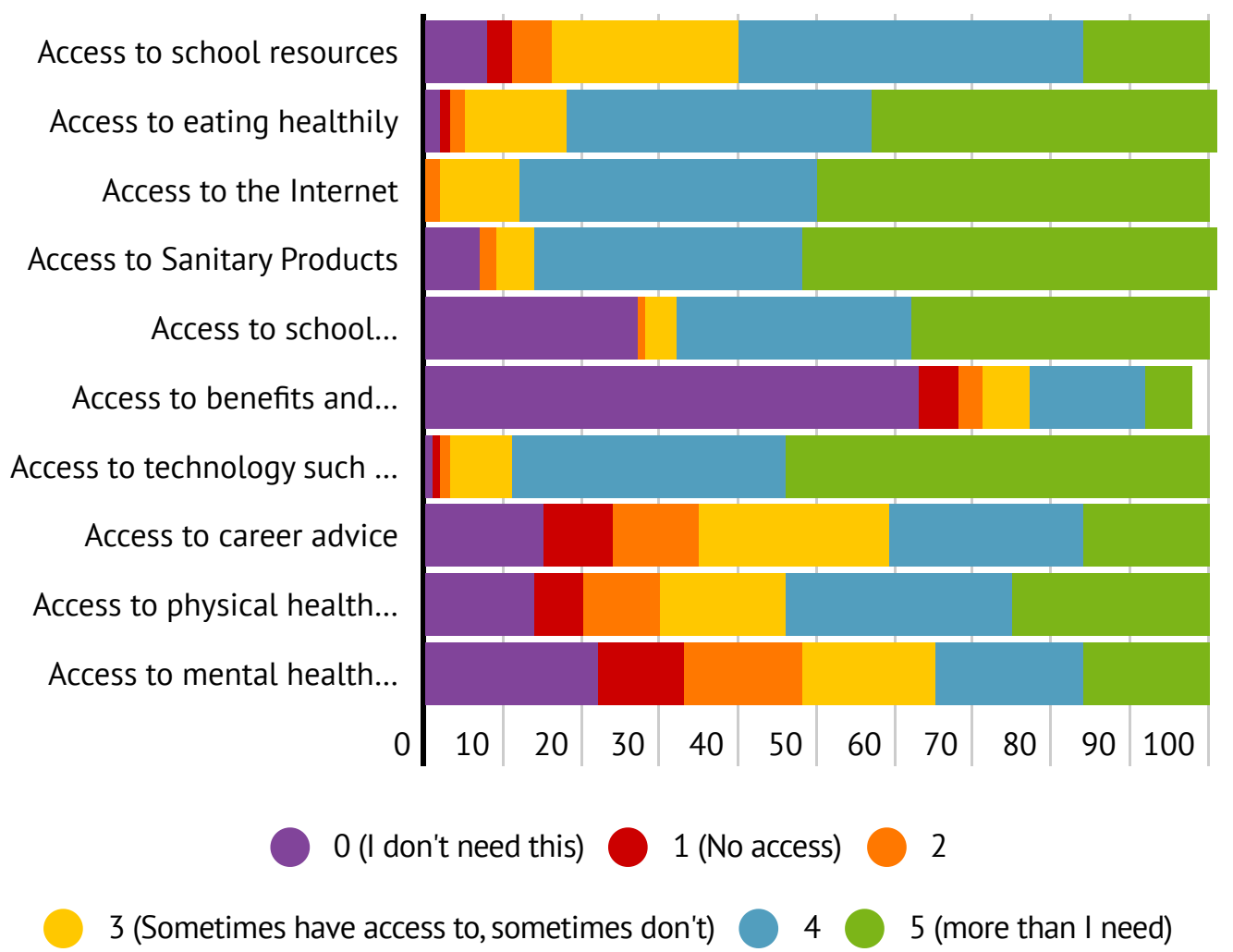Legend: ● Yes ● Some of the Time ● No ● Don't need this

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

- For resistant materials we can't access a software at school due to its price
- A quiet place to work unable
- Face to face support with teachers for drama performances
- A quite place can sometimes be difficult to find as the library used to be used as a classroom
- I don't have a laptop or a computer
- Printer
- Microsoft office was given to us
- Most of the teachers don't give out stationary

Participation People

Access to School equipment and facilities for studying.

Continued...

Graph showing respondents answers to the question, 'On a scale of 1 - 5, with 1 being "I don't have access" and 5 "I have more than I need of this"; have any of the following had an impact on you during the Covid-19 lockdown? (tick all that apply)'.

Legend:
- 0 (I don't need this)
- 1 (No access)
- 2
- 3 (Sometimes have access to, sometimes don't)
- 4
- 5 (more than I need)

Participation People

The impact of Covid-19 on future decisions

The Young Researchers wanted to know what Covid-19 has changed about the future plans of young people.

Respondents were asked "how has Covid-19 impacted decisions about your future?" Here are some of their answers.

- Not at all
- Sat down and finally decided what I wanna be when I'm older
- Fine
- Staying at home
- It hasn't impacted or changed my decisions
- i don't know?
- It's made me feel unsure about the future because anything could happen that can change everything
- I'm unsure of what is going to be available to me as I progress
- Made me rethink lots of past and future decisions made
- I'm not sure I haven't thought of it's impact however I don't believe it has changed much, apart from not as much working therefor could struggle with gcses
- It has not really effected my decisions other than the fact that we didn't do work experience
- It hasn't
- No difference
- made me more aware that as a country we are economy dependant and everything i do impacts the economy
- i planned on getting a job this year and my provisional license...now i cant due to covid
- I dont think it really has that much, apart from being more aware of physical and mental health and how important it is.
- In terms of university, and the year in which I will be looking to attend, there will be much higher competition for places given people this year may chose to defer. This has meant I am now considering deferring a few years for my course because I am worried I may not get into my preferred choice of university.
- it hasn't really changed much for me, i think the only thing that's really changed is my expectations for the future.
- It's made me question going to university because the social aspect will be greatly reduced I believe even in two years time which makes it a very expensive experience when it lacks the highlights. Secondly, work experience has been reduced so I haven't tried to get work experience so I haven't been inspired by a career or been able to rule something out. Open university may be more likely to be what I do or I may try to find a job where I can learn/ get the training required on the job.
- Covid 19 took away time of revision i could have done for my GCSE exams. This means i might not have done as well as i would if i did have the time to revise. This means i might not be able to get on my chosen A-level courses.
- Not much support or guidance on career options
- made me rethink about what i want to do and what would please my family

Participation People

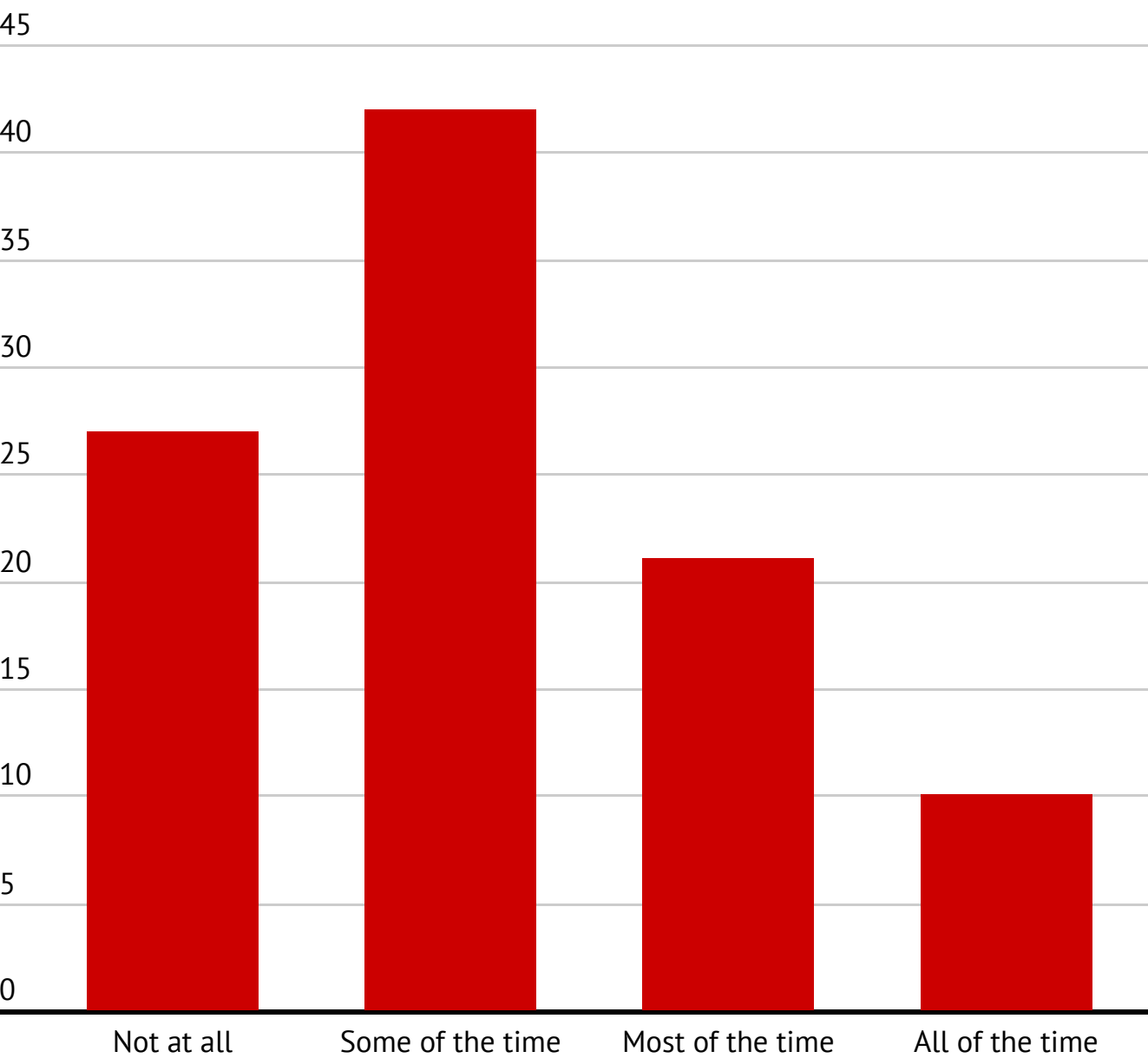# The impact of Covid-19 on future decisions
Continued...

- It hasn't much, I'm just going to be more curious with future job opportunities
- I lack a significant amount of career guidance as I am transitioning from lower to upper sixth. Decisions about university have been delayed and I haven't been able to properly consider my options or visit and potential universities. I am also worried I will not be able to meet my target grades with so little teaching support this year and lack of resources for practical coursework subjects.
- dunno no one has spoke to me about what is happening
- May affect my grades which could stop my career
- Never got the apprenticeship I wanted due to Covid-19 as company doesn't car share
- Thinking about delaying university
- It has made me more nervous about trying new things which would detract from my school studies because there is more pressure to do well in my A-Levels to make up for any inaccuracies in the GCSE results I achieve so that I can go to a good university.
- I'm uncertain about how anything will work, and am concerned for my generation's opportunities because of how impacted our education has been.
- It has made me less confident for GCSEs
- I haven't been able to work because my mum is chronic asthmatic so I haven't been able to save up money in preparation for university.
- bit concerned about online uni, really want to move away from here so may have to give up applying to the uni i want if they are online for 2021-2022
- Yes I don't want to go to University anymore.

- I may have had more opportunities before but employers will think twice now due to my pre existing condition
- Makes it harder due to lack of support from teachers and guidance so has been hard to get help from people other than my family
- Badly, unsure on what to do and lack motivation
- It has made me think about whether or not the job I want in the future would financially support me through another crisis like the pandemic
- Tbh it's kinda made me more anxious to do anything, my anxiety was bad before but now I don't really wanna leave my house and when I try too I have panic attacks but it's not because of the virus it's because I haven't been out in so long
- I was meant to be working but lost my job?
- I feel as if i won't be taken seriously because i did not take GCSE's properly and my grades may be dragged down because of what they are based off.
- It has made it hard for me stay motivated and has put me behind in my subjects. I feel that I have so much to do when lock down is over and it worries me.
- Unsure about security of future employment in the arts sector
- I have thought about going to different colleges as I am unsure if the college courses will all be online
- I'm an overseas student, so I had to leave England.
- I can't attend open days for universities (at least not at the moment) and I feel like university applications will be rushed when I go into year 13

Participation People

The impact of Covid-19 on future decisions

Continued...

Graph showing respondents answers to the question, "With recent events, do you feel motivated to make decisions about your future?"

	Not at all	Some of the time	Most of the time	All of the time
Value	26	41	20.5	10

Participation People

The impact of Covid-19 on future decisions

Continued...

We asked respondents to tell us more about their answers. This is a summary of what they said:

- I've had time to try out new things and get new hobbies
- I want a good education and an ordinary life, i don't really care what my life is like
- I have already planned what I want to do in the future and have know since I was 3. I planned the mini goals to reach the main one when I was 11
- I'm worried about the future because I have no idea what it's going to be like - especially after Covid
- I just feel there is no point at the moment and like we are stuck in an endless anomie.
- Although current events have shown the importance of having a plan for my future, because I am unsure on what I want to do I often struggle to make decisions which decreases my motivation.
- At the moment I'm pretty much focused on getting the work I'm set completed
- Well I just don't feel motivated enough to do anything productive or anything to do with my life. I don't have the energy to make decisions and would much rather not have a future at all.
- There are a lot of things that i have thought about starting to do as i have had more time to think and be at home, for example i want to start making music
- Already have a job
- I don't know

- I have a lot of my future planned already
- it allows time to think about how my ideal career path wouldve been effected
- I used to feel really motivated but right now i just dont feel the bigger picture
- It is difficult to envisage what will happen in the future, whether our exams will take place, whether universities and apprenticeships will be operating in the same way and therefore although I am looking to plan my future, there are a number of barriers that make me question whether it is necessary to do so. I also worry having missed so much school time whther I will get the grades I need to attend my university of choice which impacts a lot of my motivation.Sometimes a job excites me but then there are either too many or no jobs which I'm interested in. Unfortunately, big employers often only put available jobs on their website and not all the jobs they employ for so you can't see all that's out there.
- My anxiety is through the roof I don't wanna leave the house it's that bad
- I don't really feel motivated to do much of anything l, but I do it for my parent.
- I am starting to question my decision as I feel very stressed
- Sometimes I don't feel like doing anything productive because it doesn't feel like there is a need to because of the pandemic and the whole world coming to a stop
- You have to be a lot more independent in these times

Participation People
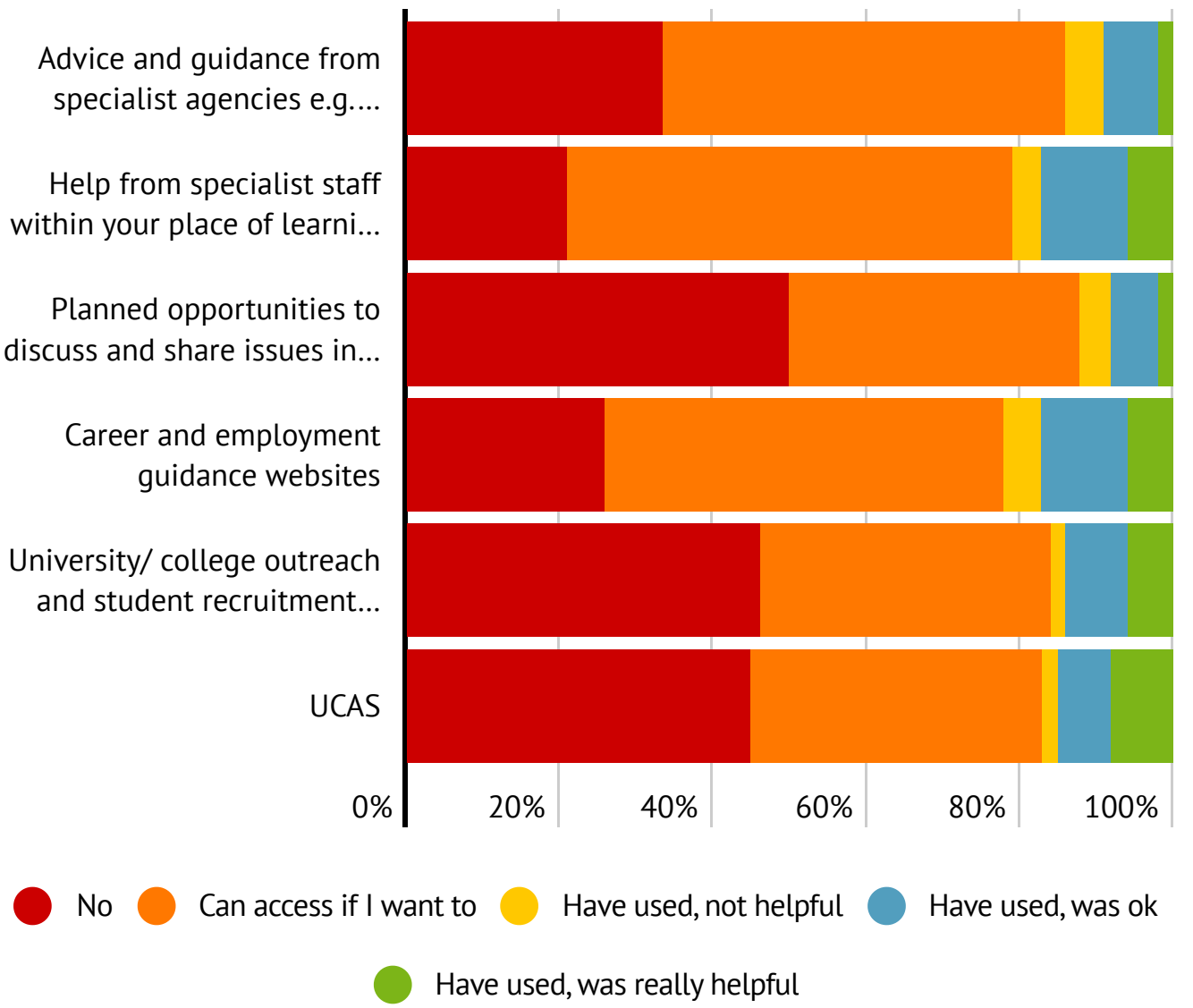
The impact of Covid-19 on future decisions

Continued...

- Don't have a clear mindset on this situation rn
- I'm just very uncertain about my future. This time has made me think and I have realised I don't actually know what I want to do
- i feel like it could all go wrong or chose the wrong thing
- Loneliness makes my depression much worse and my depression makes me self sabotage so I don't do anything that might help my future
- It is hard to stay motivated without being surrounded with people at the same stage as you/people to advise and guide your decisions. The unknown of the pandemic also makes it difficult to make decisions regarding planning for the future.
- It all feels so overwhelming with no support available at home
- Procrastination
- It's just now all very stressful
- I have no clue at all what I want to do in the future. I don't feel like teachers are aware of my struggles with this.
- Work opportunities have decreased further
- Not motivated, money worry for uni, etc

Participation People

The impact of Covid-19 on future decisions
Continued...

Graph showing respondents answers to the question, "Is support still available to help you make decisions about your future during Covid-19 lockdown? If so, have you used it and how good was it? (Tick all that apply)"
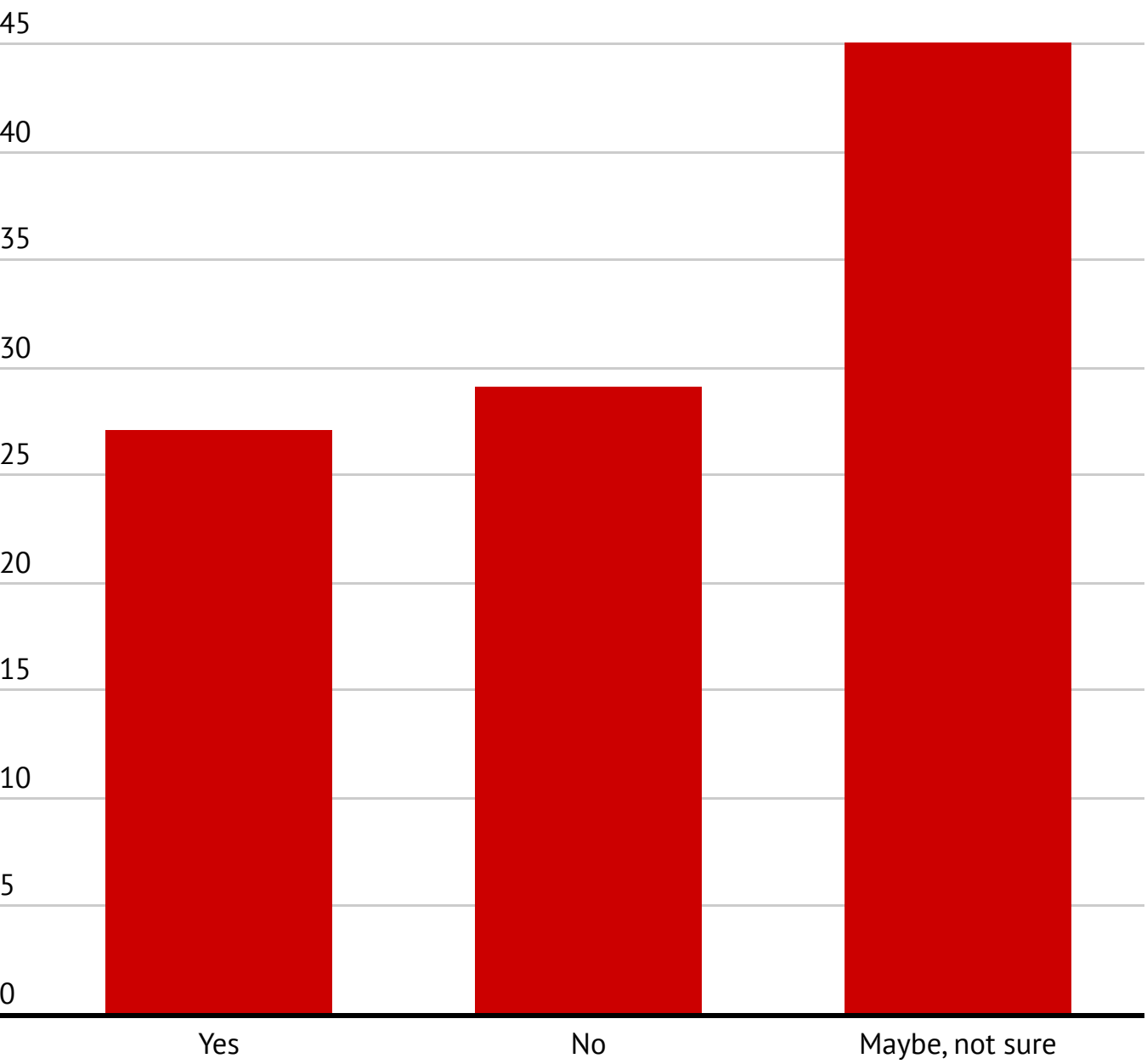

Legend:
- No (red)
- Can access if I want to (orange)
- Have used, not helpful (yellow)
- Have used, was ok (blue)
- Have used, was really helpful (green)

Participation People
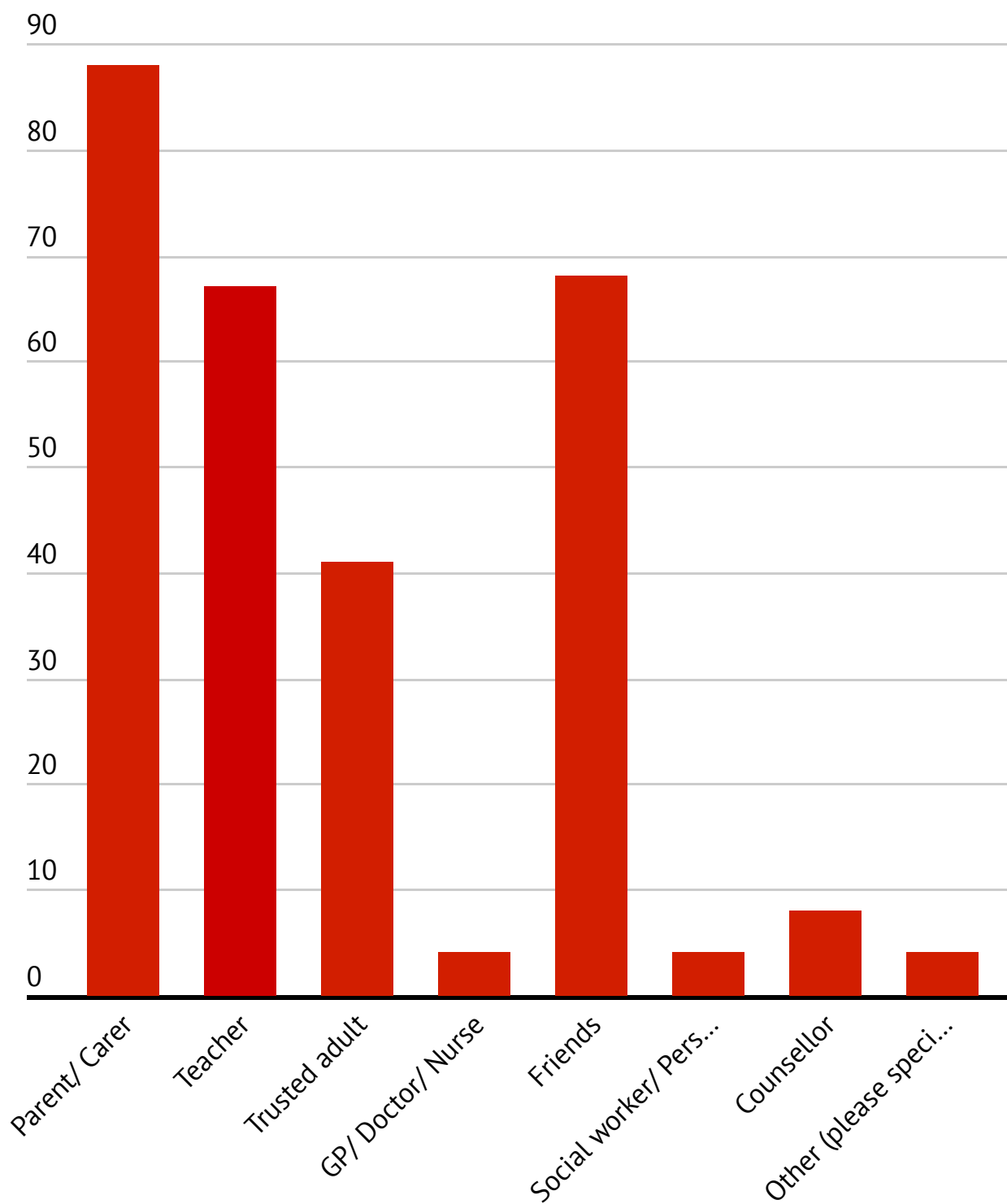
The impact of Covid-19 on future decisions

Continued...

Graph showing respondents answers to the question, "Do you feel you need additional support to make decisions about your future?"

Participation People

The impact of Covid-19 on future decisions

Continued...

Graph showing respondents answers to the question, "Who can you ask for support to make decisions about your future? (tick all that apply)".

Participation People

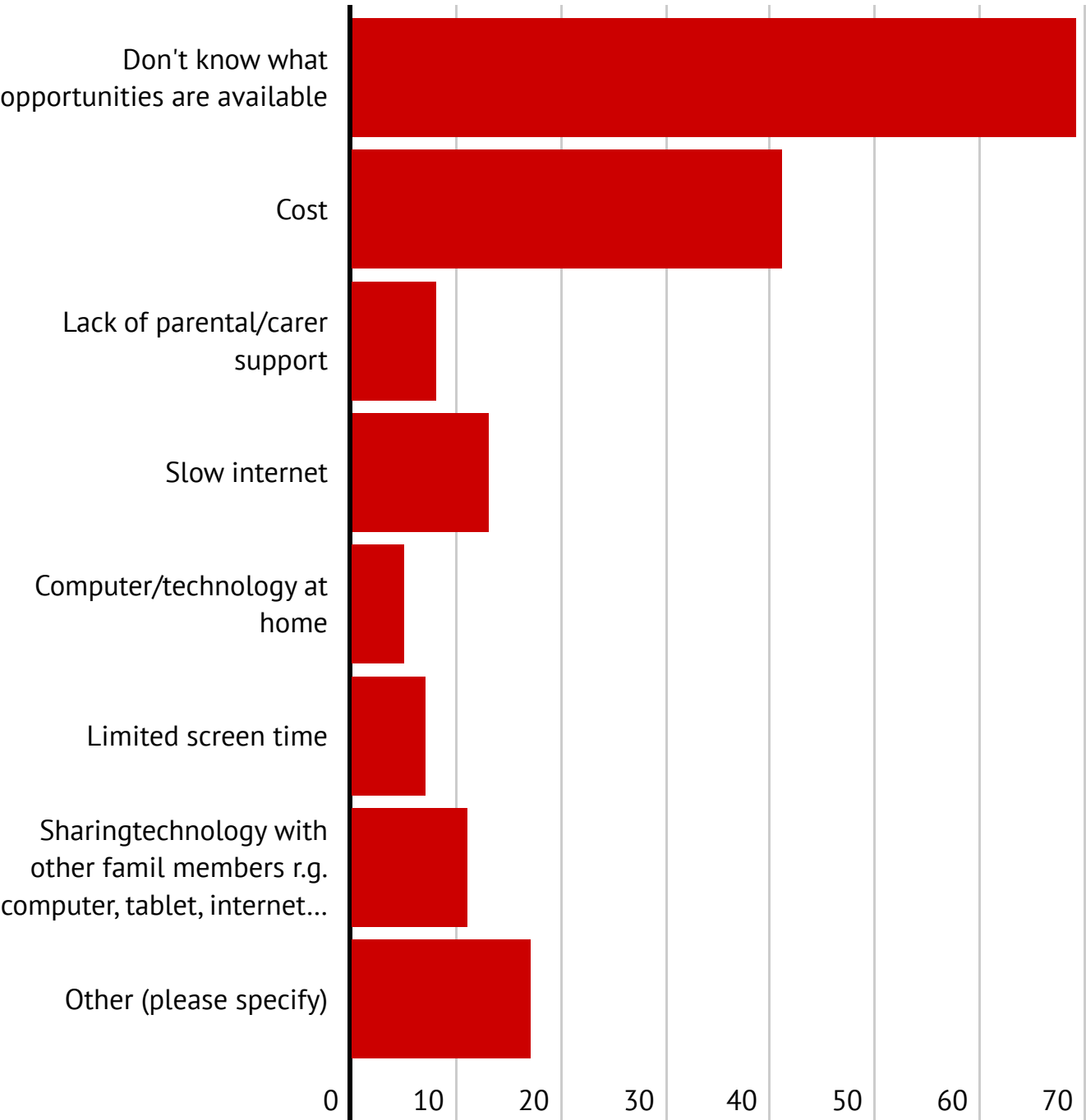# The impact of Covid-19 on future decisions

Continued...

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

- Family
- Boyfriend
- Therapist
- No one will talk
- My acting and theatre teacher outside of school
- Boyfriend's family
- Coaches
- Antonia!!!
- I don't know
- Careers advisor at school.
- My older siblings
- You make the decision
- I don't know my cat?
- No one my sister
- SOME friends
- I don't know
- Sibling
- Dance teacher
- I don't know
- Universities
- My tutor
- Work experience colleagues
- People in the industry I want to go into
- none

Participation People

The impact of Covid-19 on future decisions

Continued...

Graph showing respondents answers to the question, "What barriers do you face today, when planning for your future?"

Participation People

The impact of Covid-19 on future decisions

Continued...

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

- Not sure
- Afraid of moving
- just not knowing exactly what I want to do
- There are so many opportunities out there, I need to do more research into what I would like to do
- None
- and teachers.
- Not being able to do my work experience and not being able to visit universities.
- The coronavirus restrictions such as social distancing and limited social contact makes it hard to plan for your future let alone pluck up the courage to do things you would normally take for granted such as going to shops.
- I dont really face many barriers
- I have Aspergers and not everything works for me - I struggle to understand sometimes and it makes me feel very alienated.
- Unknown grades and 6th form placement
- Becoming unsure on what I want to do
- Disability support
- Chronic illness
- My ability to do well to get the grades to get into the course
- An enormous workload from teachers who do not seem to have considered some of their students mental health and/or state that has been affected by the COVID-19 Pandemic.
- Nothing

- Distance from my family
- little job opportunities
- Conflict with parents and family about future decisions
- Lack of work experience
- GCSE results.
- Don't know how to get an apprenticeship. and if I can just do it online.
- Not wanting get out of bed because I think my mentally health in decreasing
- None, I just struggle to make decisions without thinking about them for a long time.
- i am 14
- covid 19
- not sure when things will be available again
- trouble with understanding come work
- Not quite at the stage yet to be planing my future
- Cancelled work experience, cancelled placements, cancelled university open days etc
- Lack of information from universities
- Finding time outside of work set by school for extra-academic wider reading etc.
- being unable to know whether events or volunteering opportunists will be on.
- Where I will get into uni
- Will the current effect my course at University as it is a practical course and is difficult to teach online
- Universities not opening. Theatres not opening
- I cannot sit and concentrate for long with screens and reading is very hard. The sites waffle a lot

Participation People

The impact of Covid-19 on future decisions

Continued...

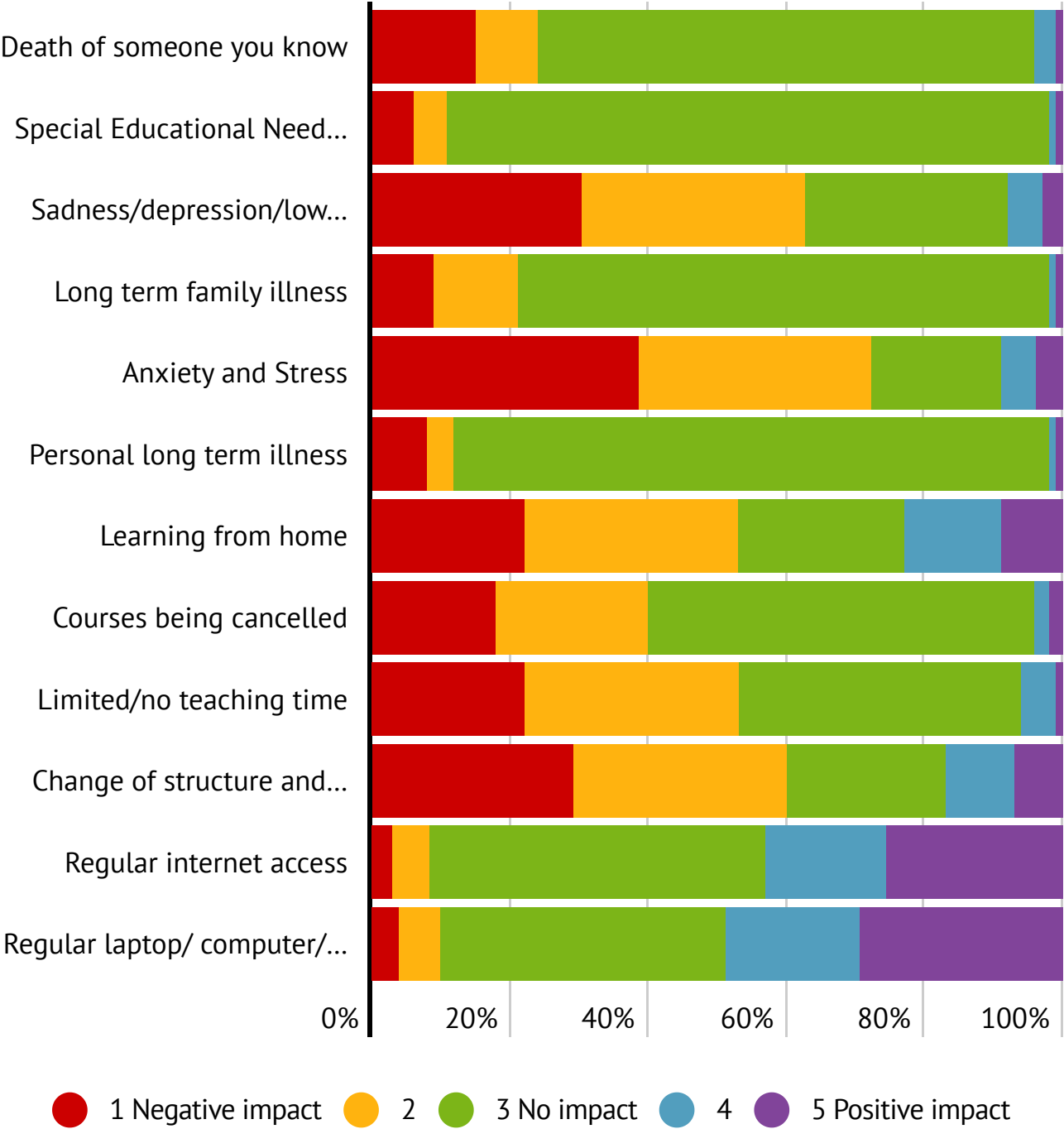Next we asked "What can be done to solve this?". 432 young people offered comments this is a summary of what they said:

- I need fibre broadband and understanding parents
- Just tell kids what there is
- which idiot in government decided sticking with 2004 era internet cables was a good idea?
- Don't know
- Nothing. I feel safe in my own home surrounded by people who love me and care for me. Our house has been through some interesting and difficult situations and I don't trust that any other house will be the same and won't cause any problems.
- Not much
- I could spend more time thinking about it and finding out what opportunities there are.
- I'm not sure, I guess more research and asking my teachers.
- One to one time with teachers
- More information shared with students
- I don't know do i...otherwise i would of done them before Covid...but now i really can't do anything even if i wanted to.
- Opportunity for everyone to sit down with a teacher for an hour or so, be it virtually or in the classroom, and research future plans and possibilities.
- My school could organise an event or I could talk to staff that are knowledgable about the area of study I would like to go into
- Unsure
- more info on available opportunities
- more information on website so we don't have to go searching for a job near us
- Just need to look around more and ask help from other people

- More guidance or maybe the school could provide laptops to students who are stuck at home with difficult use to technology
- Have fees brought down for Drama school's especially given some of the course will be run remotely
- Time teachers dedicate to helping us with uni applications and other similar things
- Get better staff that care for all in schools, not just the favourites
- A list and explanation of jobs available as a teenager/young adult, abroad and in the UK
- Have more guidance from school about university though I expect there will be more of that in year 12.
- Improved awareness at school about career opportunities, I feel like we should be thoroughly taught all about how to get a job, how salaries work, what is rent, all of these adult things you need to know in life
- Better user interfaces which cater to additional needs on websites controlled by universities and opportunity-offerers
- Bursaries
- Career/subject path specific guide of opportunities and recommendations. The redistribution of wealth from the 1% into public infrastructure, specifically education and health. An abundance of funding will indirectly reduce student costs.
- I don't know they're nothing people can do about me having no money and not having a laptop, just simply can't afford it my mum already works 2 jobs and I start on in September but there's nothing that can be done
- More information put out surrounding what's available at the moment for young people (e.g. volunteering).

Participation People

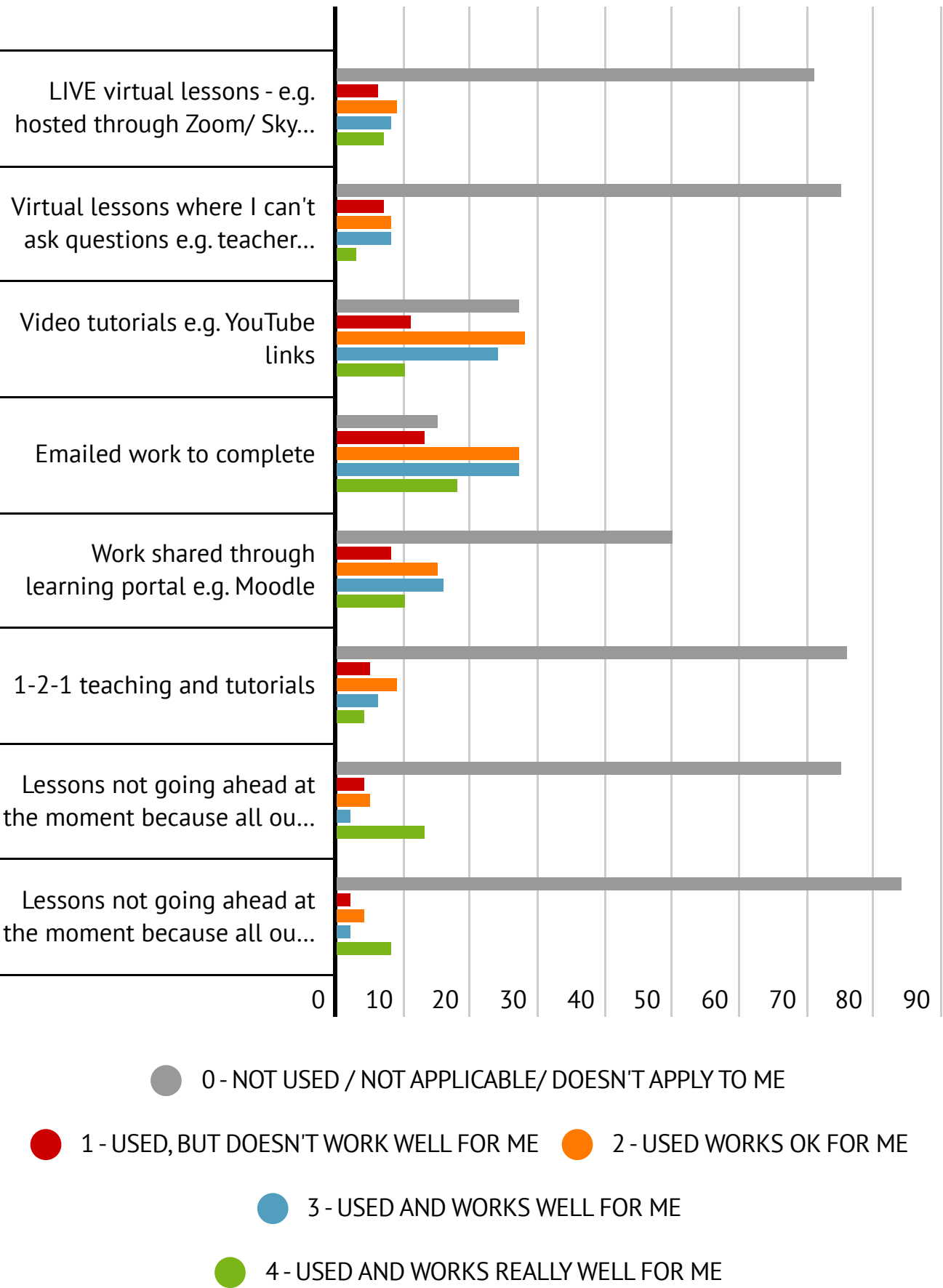# The impact of Covid-19 on future decisions

Continued...

Graph showing respondents answers to the question, "On a scale of 1 to 5, with 1 being negative and 5 being positive, how have the following impacted decisions about your future since Covid-19?"

Categories (top to bottom):
- Death of someone you know
- Special Educational Need...
- Sadness/depression/low...
- Long term family illness
- Anxiety and Stress
- Personal long term illness
- Learning from home
- Courses being cancelled
- Limited/no teaching time
- Change of structure and...
- Regular internet access
- Regular laptop/ computer/...

X-axis: 0%, 20%, 40%, 60%, 80%, 100%

Legend:
- 1 Negative impact
- 2
- 3 No impact
- 4
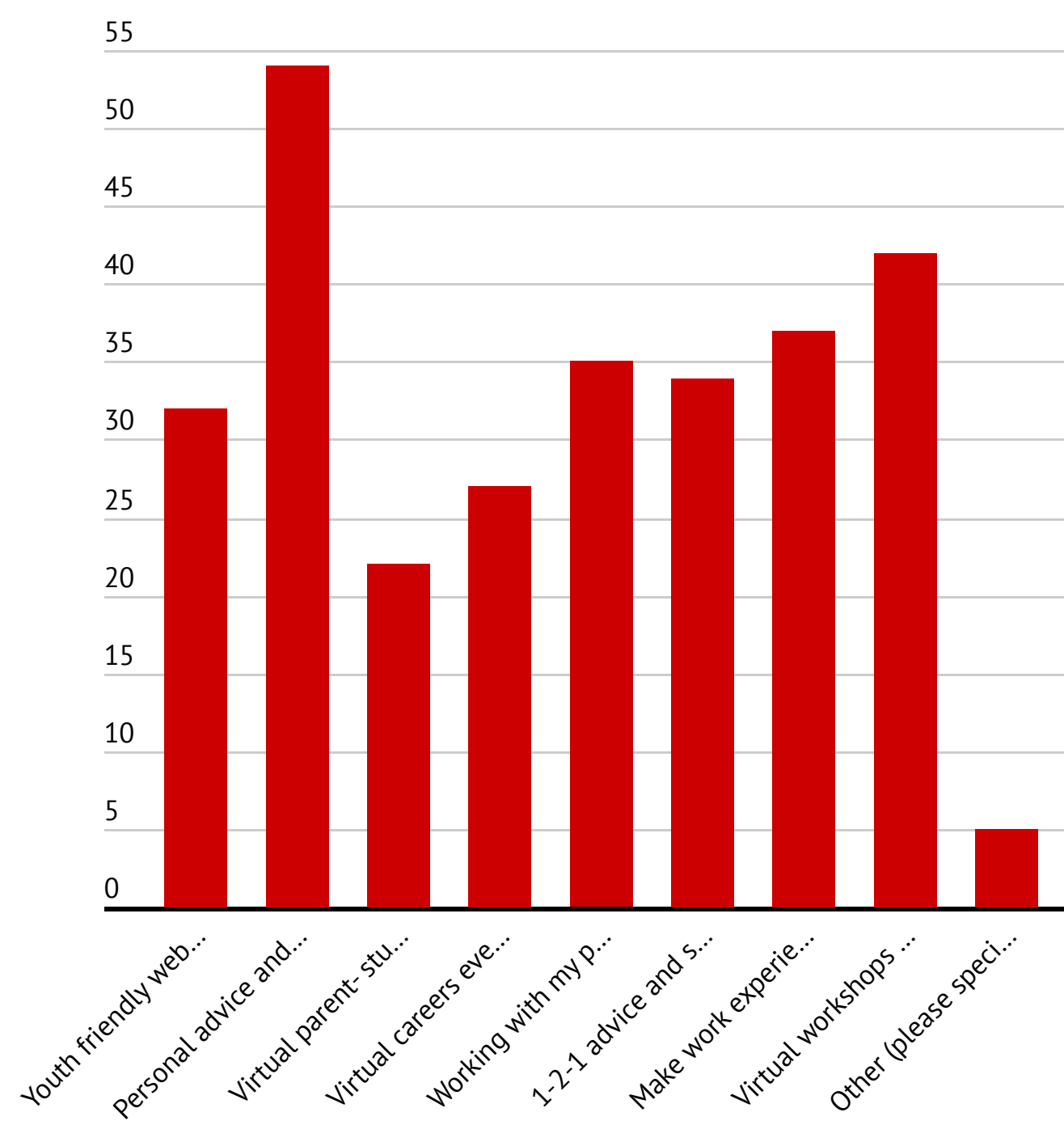- 5 Positive impact

Participation People

The impact of Covid-19 on learning

Graph showing respondents answers to the question, "From the following list, which methods are teachers using to teach you during Covid-19 lockdown? And how well are they working?"

- ⬤ 0 - NOT USED / NOT APPLICABLE/ DOESN'T APPLY TO ME
- 🔴 1 - USED, BUT DOESN'T WORK WELL FOR ME   🟠 2 - USED WORKS OK FOR ME
- 🔵 3 - USED AND WORKS WELL FOR ME
- 🟢 4 - USED AND WORKS REALLY WELL FOR ME

Participation People

What can be done to support young people in their studies and when making decisions about their future?

Graph showing respondents answers to the question, "How can decision makers better support you to make decisions about your future? (tick all that apply)"

Participation People

What can be done to support young people in their studies and when making decisions about their future?

Continued...

28 young people responded with comments to "other, please specify". This is a summary of what they said:
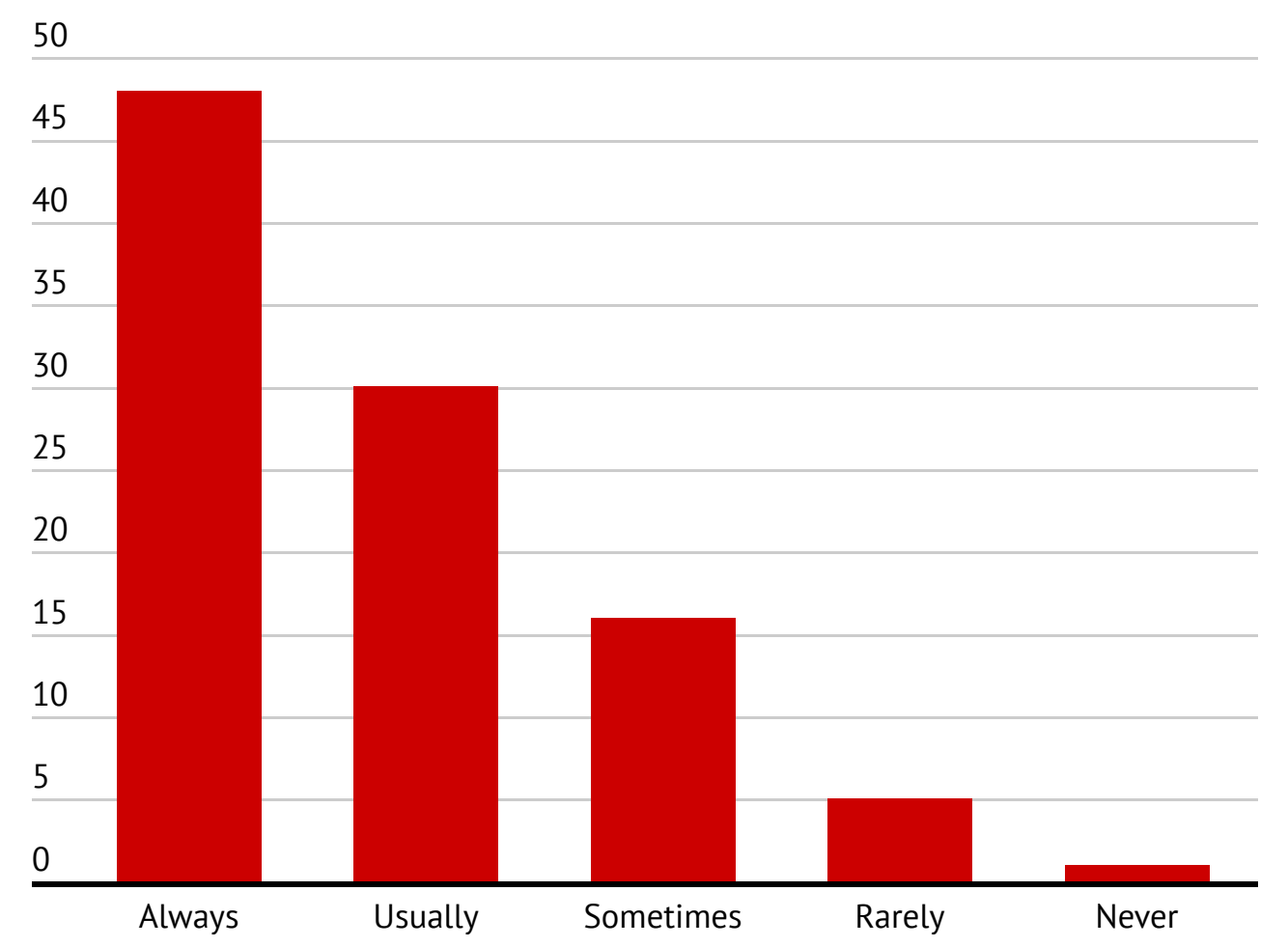
- Even without COVID we didn't have work experience so♀
- just want to know what it'll be like before I mess up my life
- Guide us in case covid-19 has affected our grades to a further extent
- I don't know
- Create zoom calls or that new google thing
- Virtual lessons where we can ask questions
- I don't know
- do facetime lessons
- Make the work a little bit easier
- stop sending so much work
- Virtual university open days
- Virtual workshops on more less talked about careers e.g. farming
- Be more open about the affect of resitting in the autumn on uni offers
- Already good
- Cancel 2021 GCSES
- Someone that has the same experience as me like wanting to join the military
- Online classes to better my knowledge in areas i want to study
- Would help if there was anything from the exam boards about my exams that I still haven't been informed about (year 12 exams)

- Including more than the typical/expected jobs.
- Being in school.

Participation People

What can be done to support young people in their studies and when making decisions about their future?
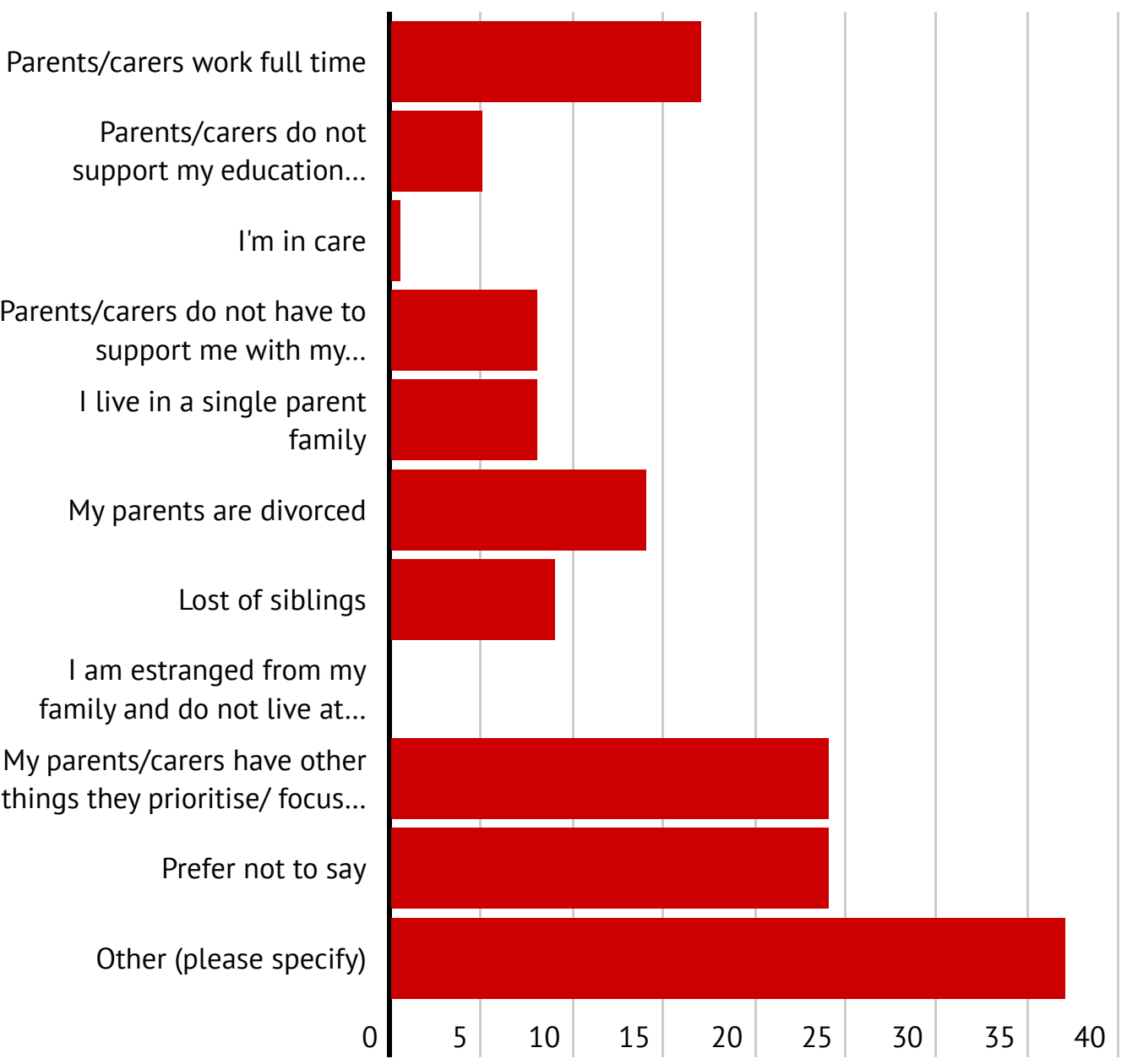
Continued...

Graph showing respondents answers to the question,"Do you get enough support from your family to make decisions about your future?'

Participation People

What can be done to support young people in their studies and when making decisions about their future?

Continued...

Graph showing respondents answers to the question, "If you answered 'rarely', 'sometimes' or 'never', why did you put that?" (to the question posed on the previous page)

Participation People

What can be done to support young people in their studies and when making decisions about their future?
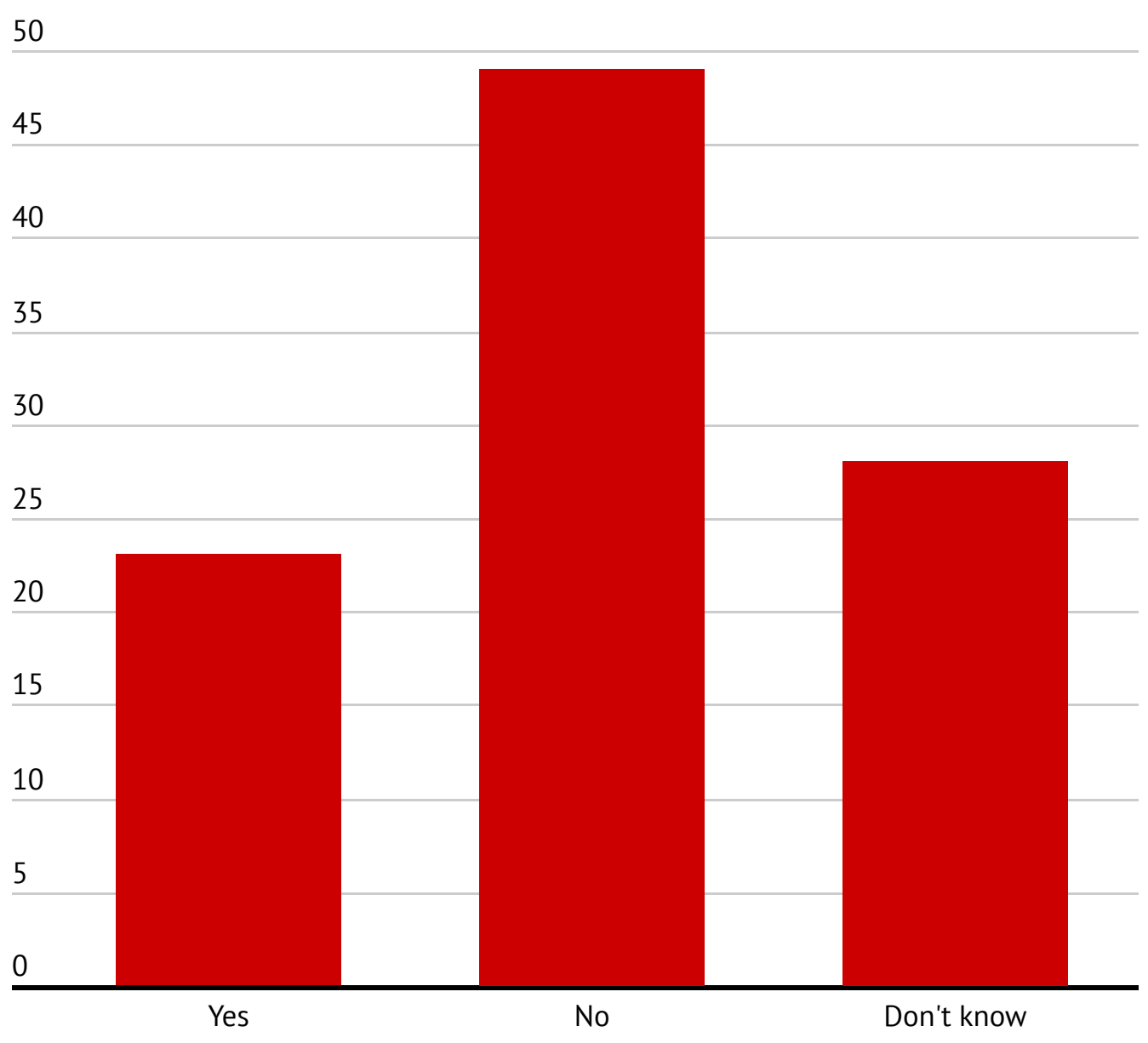
Continued...

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

- They give too much support and its annoying
- Not sure
- Sometimes i feel uncomfortable talking about the future because it makes me anxious, however sometimes i feel confident and know that i just need to start researching or learning to do the thing i want to do
- We just don't talk about it
- My mum has her own plans for my future
- Parents don't really talk about those type of things with me because they believe i'm capable when actually i'm unsure
- My parents don't agree with my 'life choices' since I came out as transgender. I have two disabled siblings who take priority right now.
- They want me to 'do what i want' even when i'm unsure and asking for a second opinion
- Tense relationship with parents/ carers
- Whenever i ask them what i could do they always say anything which doesn't help because anything is everything and i need to narrow it down
- Instead of helping me choose what I want its mainly what they think i would do which isn't best for me
- They just aren't interested in me. Or if they ask me what plans i have they laugh or make fun when I say I'm unsure or if i say something I'm interested in
- I don't know or care

- I don't really share much with my immediate family
- I don't usually ask for support.
- Don't need it
- My parents always support me
- I don't talk because nothing matters
- Because we don't talk about stuff like that
- Also my parent didn't go to university so she can't help with questions I have about it.
- I don't care enough to ask them
- They didn't go to university so don't understand the system or how hard it is to make a medical application
- We just don't talk about it/ not that close with parents

Participation People

What can be done to support young people in their studies and when making decisions about their future?
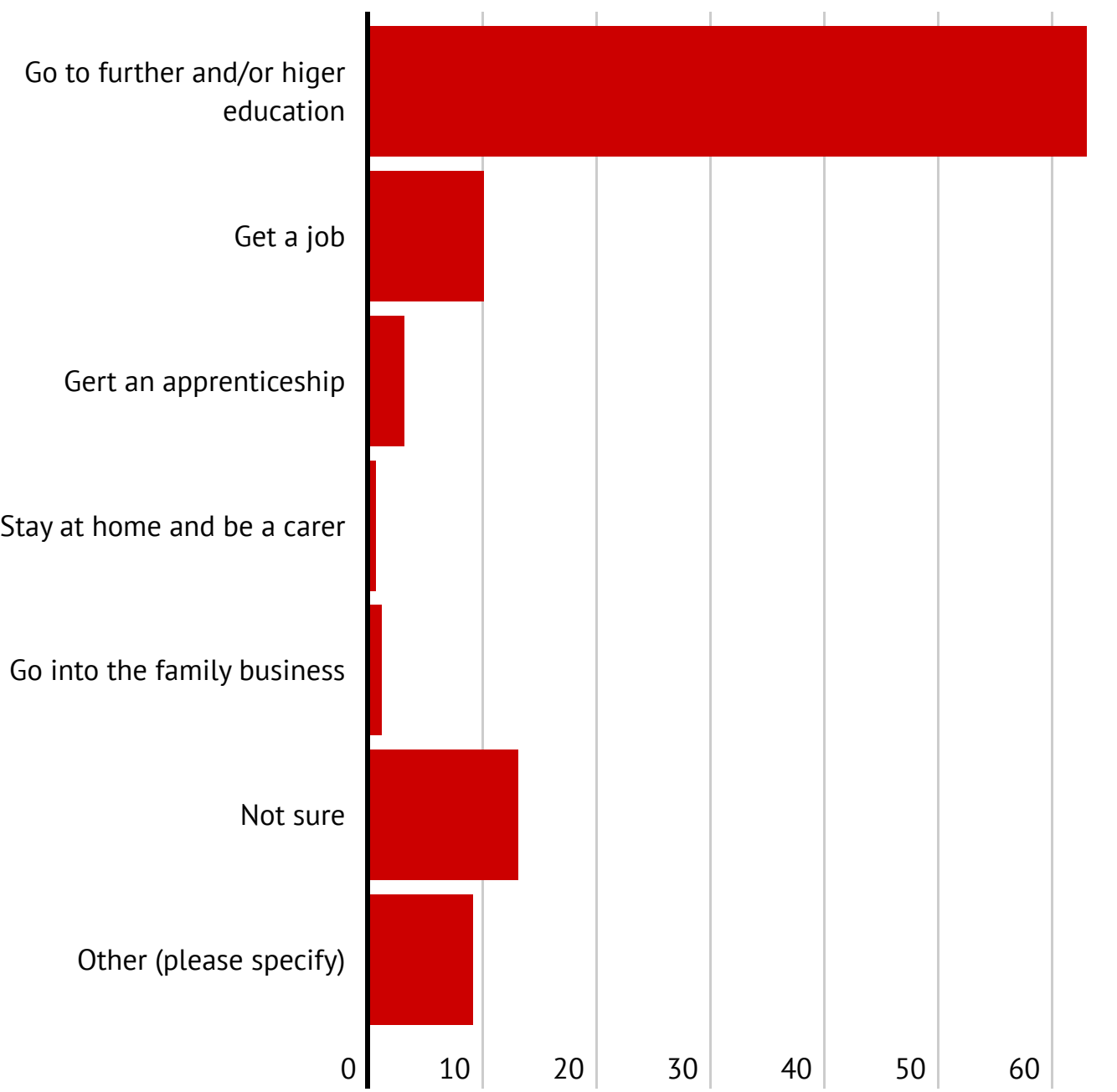
Continued...

Graph showing respondents answers to the question,"Do you feel your family influences your future choices now more than before Covid-19?".

Participation People

What can be done to support young people in their studies and when making decisions about their future?

Continued...

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

Participation People

What can be done to support young people in their studies and when making decisions about their future?
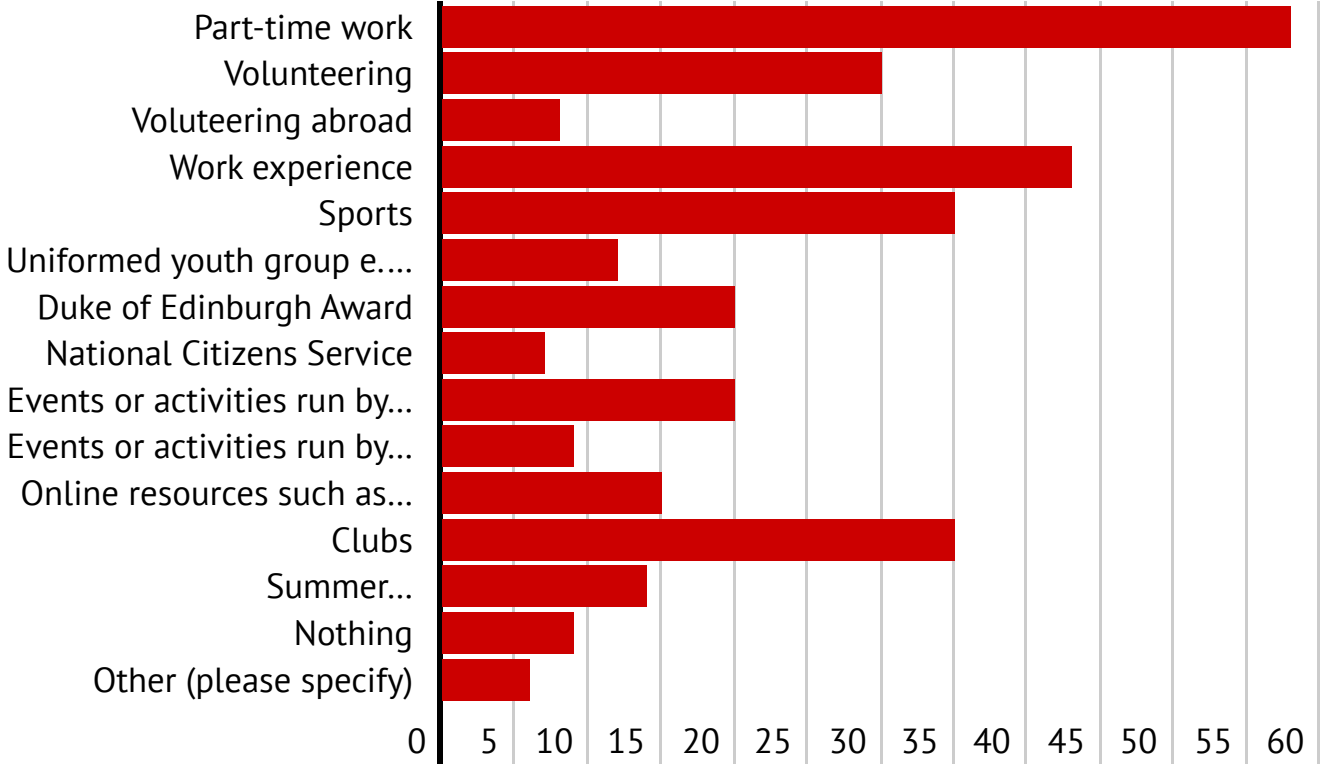
Continued...

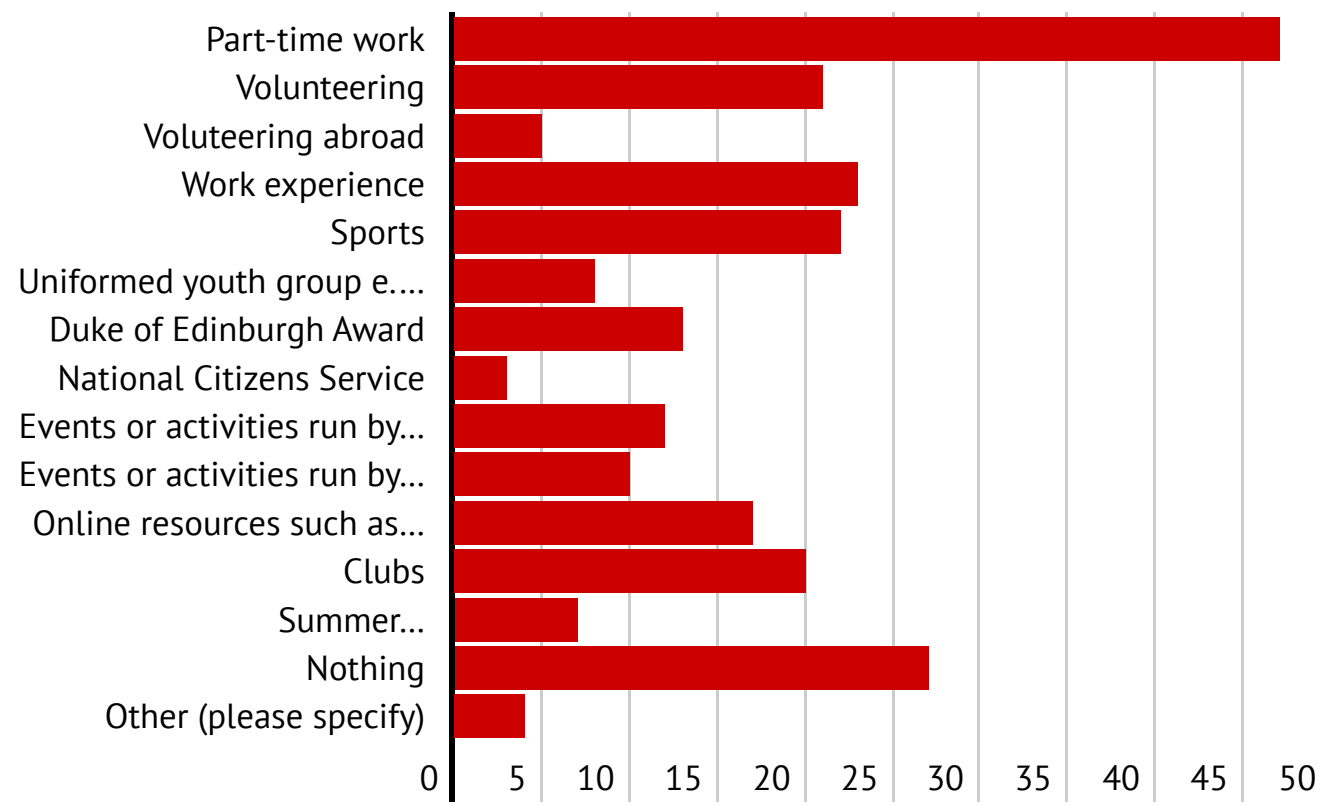55 young people responded with comments to "other, please specify". This is a summary of what they said:

- No they allow me to make my own decisions
- Whatever will make me happy
- Either get a job, work for myself or go to higher education. Depends what i end up wanting to do
- They don't mind as long as I am happy with my decision
- They are happy with what I want to do
- Live my dream!!!
- They don't mind, it's up to me!
- Go into the army as soon as possible
- They don't mind as long as I'm happy with what I'm doing
- Don't care as long as I'm happy and doing something
- They rarely input on what they want my future to entail because they support whatever I want
- Achieve my dreams and get a job
- They want me to do well get a job go into higher education and max skills
- My parents don't mind what I do it isn't there choice it is up to me
- Look i'm 14 years old i'm just trying to get through lockdown without having to worry about what i'm going to do when i'm 18
- Do whatever makes me happy as long as can be self sufficient
- They want me to do what I want
- They agree with me on going to college
- Do what I enjoy doing

- My father wants me to join the navy, my mother and stepfather believe i should do what i want to do (college) and to also get a job
- They don't have a preference
- Defer a year then go into Higher Education
- Do what I want. I am fortunate enough to live in a middle class family who has not been severely impacted by the virus therefore our situation hasn't really changed.
- Doesn't matter to them.

Participation People

What impact has Covid-19 had on young people's plans?

Graph showing respondents answers to the question, "What plans did you have, before Covid-19, beyond school to prepare you for later life (tick all that apply)".

Graph showing respondents answers to the question, "What plans do you now have, following Covid-19, beyond school, to prepare you for later life (tick all that apply)".

Participation People

What impact has Covid-19 had on young people's plans?

Continued...

38 young people responded with comments to "other, please specify" about their plans pre-Covid-19. This is a summary of what they said:

- I am planning on completing the Gold Duke of Edinburgh Award (as I have already completed Bronze and Silver) but that would be completed before I leave Year 11.
- Camp international
- Having the best moments of my life abroad.
- Go collage next year
- But there is very little part time work near to home, even when i'm willing to travel.
- looking at dance schools and colleges
- I am doing St John ambulance
- I would of been continuing my job that I already have a work for on then weekends and through the summer.
- Driving lessons
- FESTIVALS!
- Shadowing people in my industry
- I haven't thought about it yet as i have two years left of school.
- Full time work, travel (broaden my experiences)
- Apprenticeship
- ccf
- My swimming teachers junior course when i am in year 9.
- College then universitiies
- Going on holiday and shopping with my friends.

26 young people responded with comments to "other, please specify". This is a summary of what they said:
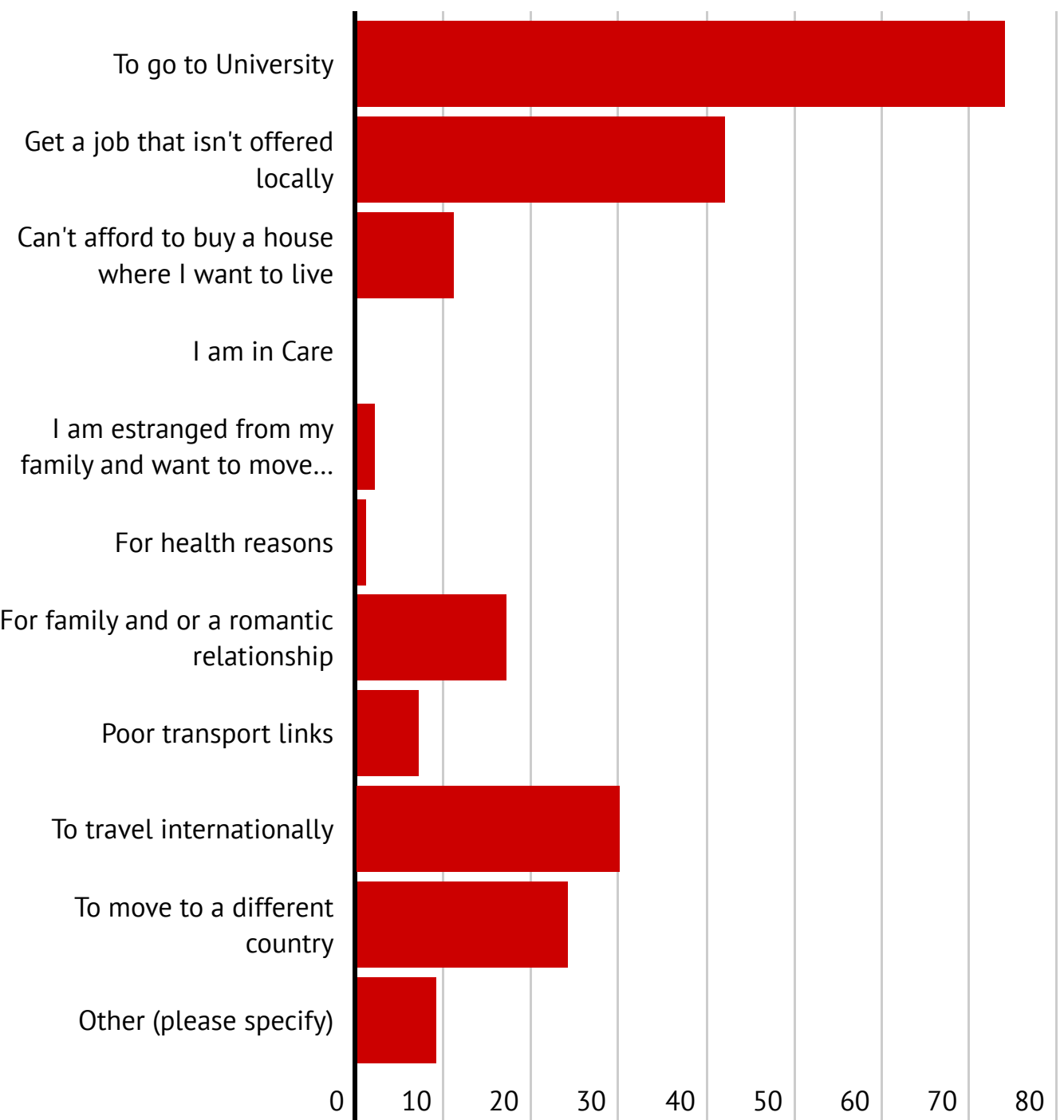
- I still intend on completing the Gold Duke of Edinburgh Award (I have already completed Bronze and Silver) but that would be completed before I leave Year 11.
- Furthering my training / Going to drama School
- None at all
- I cannot currently do any of these but when i am able to i will
- At the moment not fully sure about it as i haven't thought about it.
- Full time work
- Prepare for uni
- Most of the places i was looking at may not even re-open
- Unsure

Many of these responses were identical to the first responses.

Participation People

What impact has Covid-19 had on young people's plans?

Continued...

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

Participation People

What impact has Covid-19 had on young people's plans?

Continued...

55 young people responded with comments to "other, please specify". This is a summary of what they said:
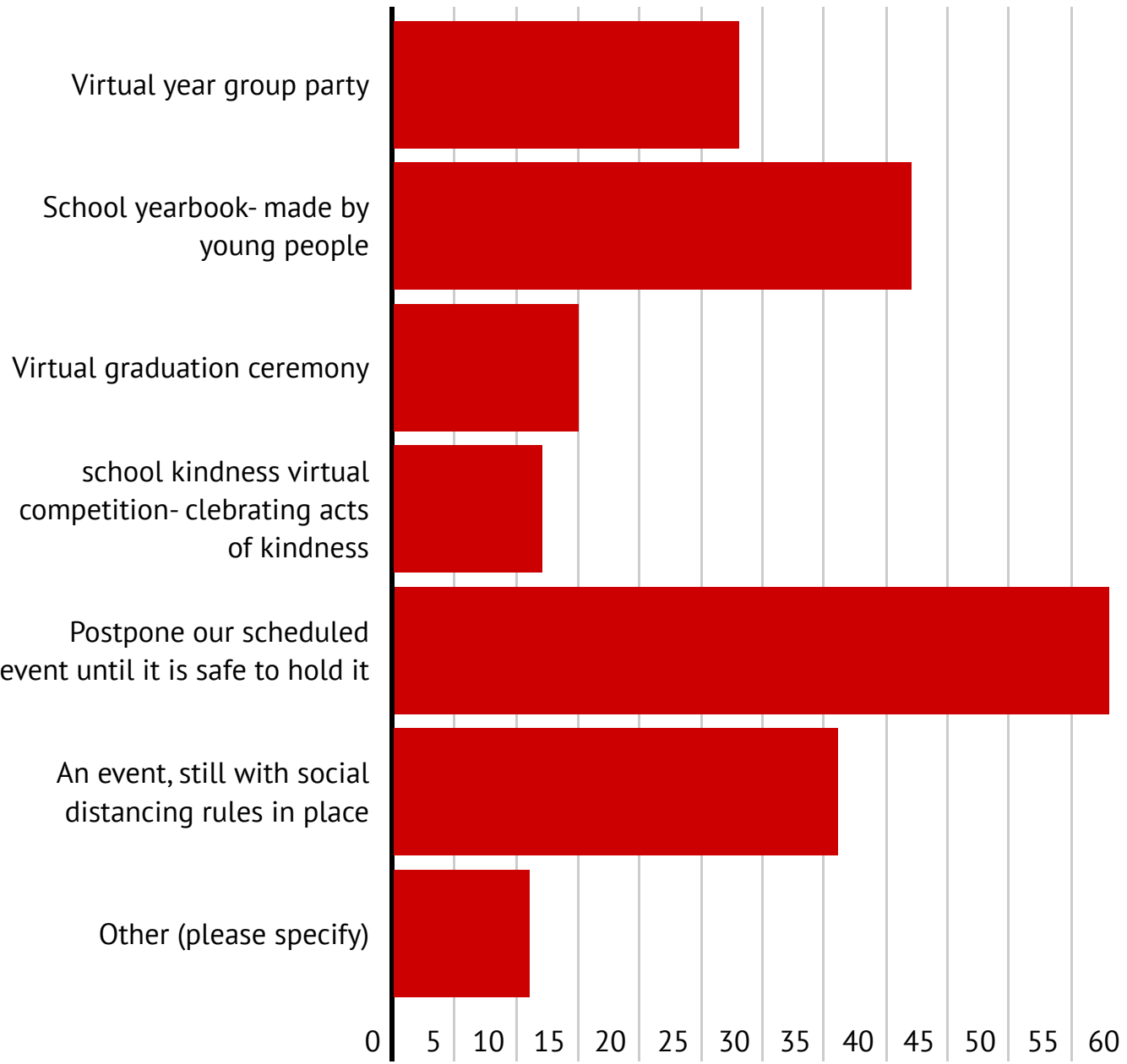
- This is a boring area, I want excitement in my life
- Travel over the world but come home again?
- I don't like where I live
- I want to live in a bigger city
- Parents planning on moving so I don't really get a choice
- I don't like it here
- To get away
- To get away from my family and find more opportunities in better places
- To go to college
- To pursue my dreams
- I hate Dorset
- If I ever left it would be for university but I doubt I will pass to go to university
- Attend university in another country
- I would prefer to be in the city where there are many opportunities
- I won't
- I'm sick of this area
- Volunteer/work abroad
- To join the armed forces
- You don't need to know
- I want to stay where I live
- I want to see new places
- Adventure the change of location
- There are better opportunities in a city in the line of work I want to go into
- Don't want to be close to family

- I live an hour from where I go to school
- I don't want to move
- I need a change of scenery, I am fed up with Dorset

Participation People

What impact has Covid-19 had on young people's plans?

Continued...

Graph showing respondents answers to the question, "How can decision makers help you feel like you have completed your school year (with Covid-19 and social distancing rules still in place)?".

Participation People

What impact has Covid-19 had on young people's plans?

Continued...

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

- Not sure
- Just say good job
- Would've like to actually take my GCSEs
- Prom
- Nothing
- I don't think these are particularly necessary. some of these suck, actually
- Being able to have a normal GCSE results day in person as ours has been cancelled and instead we will get emailed our results and having a Prom
- I don't really care
- I think we should still get our prom celebration so we are not singled out from previous years, we are having a leavers celebration at school though
- I'm not sure
- Yearbook!!
- it would be nice if the teachers actually told us we were done/ that they were proud of us etc
- Reports
- Doesn't apply to me
- Give us a longer holiday
- You can't, it's been misery. Yes we have tried but it's not a successful thing to be behind
- Personalised post card
- Just give us our exam results and let us leave now at this point. just let it be over stop dragging it out it makes it worse

- I don't know what any of these are
- Not having work anymore
- The usual summer holidays
- Make a memorable resource for us
- No
- I don't have an end of year celebration anyway
- Something that properly acknowledges the efforts of Year 11 and Year 13 students who are unable to sit exams.
- T- shirts or jumpers made with something on them to remind us of all of the effort we had put into the year and that we got through it.
- They can't
- Stop setting work
- Virtual events feel staged and irritating
- I don't think it will be possible
- I don't really mind
- Some form of results day and or Prom
- Have prom soon but test everyone before they enter so we don't need social distancing because no one gets the virus
- Anything! Very sad we didn't get to say goodbye
- Please do not make me do any of this
- Not hold anything
- Telling everyone and confirming it
- I don't view this as necessary as I'm in year 12, if I was in year 13 I would want a way to celebrate the end of the year

Participation People

Data analysis

What does this all mean to young people, to the community and for Education Strategy across Dorset, Bournemouth, Christchurch, Poole and Hampshire?

Read on...

Participation People

Teaching methods through Covid-19 and home learning

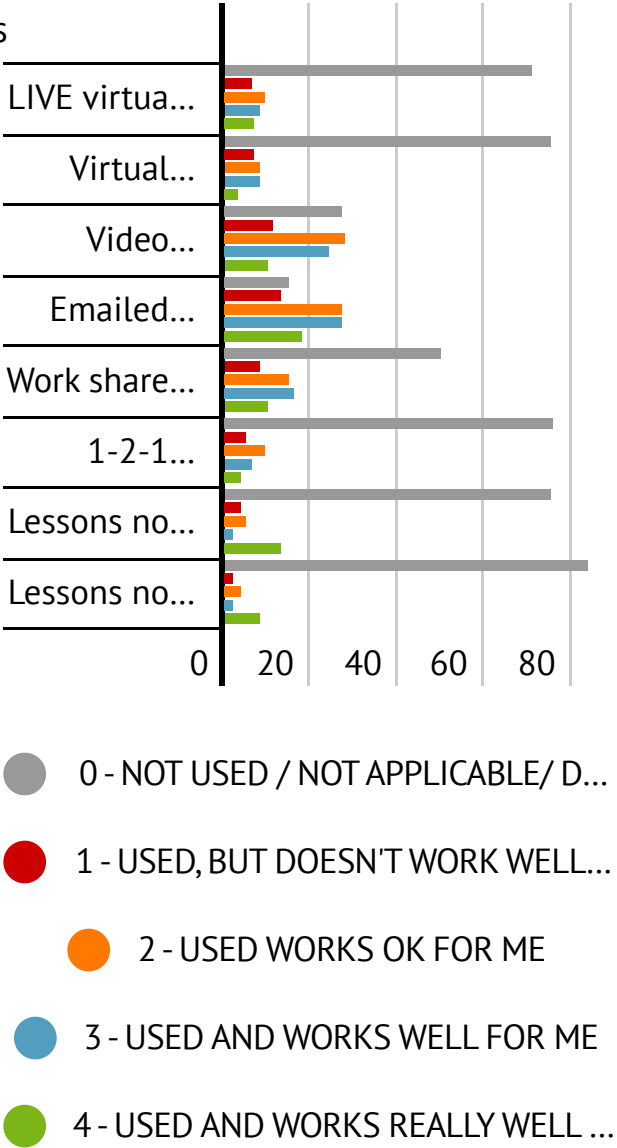## Most students were emailed work to complete at home by their teachers.

This worked to at least some extent for most students (85%) and really well for 21% of students who were taught in this way. Most students did not have any virtual lessons hosted by their teachers.

Boys were more likely to struggle with work that had to complete an return via email (21% of boys saying it didn't work for them compared to 13% of girls) Those students on pupil premium were even more likely to struggle with emailed work (22%).

Teachers also regularly sent video tutorials for students, this also worked quite well. Working to at least some extent for 84% of students who were taught in this way.

Where virtual lessons were put on, they were marginally less preferred to being emailed work, 79% saying they worked to some extent for them compared to 85% for emailed work.

Students are more or less on the fence about virtual learning and it was quite personal whether or not students got on well with it.

Chart categories (top to bottom): LIVE virtua..., Virtual..., Video..., Emailed..., Work share..., 1-2-1..., Lessons no..., Lessons no...

Legend:
- 0 - NOT USED / NOT APPLICABLE/ D...
- 1 - USED, BUT DOESN'T WORK WELL...
- 2 - USED WORKS OK FOR ME
- 3 - USED AND WORKS WELL FOR ME
- 4 - USED AND WORKS REALLY WELL ...

Participation People

Access to learning resources through Covid-19

Most students we surveyed had at least the same access to resources for learning as before lockdown.

Pre Covid-19 Lockdown

- 93% of students had access to text books
- 83% of students could access revision guides
- 82% had enough stationary
- 88% had access to laptops and other IT equipment to aid their studies

During Covid-19 Lockdown

For the post lockdown figures, responses where students answered "yes" or "some of the time have been grouped to aid comparison.

- 91% said they could access at least some text books
- 89% said they could access at least some revision guides
- 95% said they had at least some stationary at home
- 96% said they had at least some access to a laptop or other IT equipment*
- 76% had some access to materials needed to study for practical courses.

*This figure is not entirely surprising given that this survey was only accessible via the internet. And of those that had access to technology 9% did not have the correct programmes to study efficiently.

On the whole, most students could access the resources they needed to study at home. This is quite impressive given the sudden nature of the lock down. Well done schools!

Participation People

Mental health through Covid-19

72% of young people said that anxiety and stress had a negative effect on them and their future choices.

Lockdown and home learning had a negative effect on many young people and impacted their future choices. 72% of young people said that their anxiety and stress impacted their decisions about their future. This is up from the 38% who said that anxiety and stress had negatively impacted their learning in our previous survey.

This could be a result of a multitude of factors. Isolation and missing friends, limited contact with teachers, uncertainty about the future (at this time it was relatively unclear how exam results would be calculated). 53% of young people said that learning from home had negatively effected them and their ability to make future choices.

There was a drop in the number of respondents who said they had a mental health condition in this survey when compared to our last survey (28% to 15%). However we re-worded this question on the follow up survey to ask wether respondents had a *diagnosed* mental health condition as opposed to asking wether respondents had a mental health condition without the emphasis on the diagnosis. However it also possible that part of this drop could be attributed to fewer young people with mental health conditions interacting with this kind of survey over lock-down.

Anxiety and stress had more of a negative affect on girls compared to boys when it came to making decisions about their futures. 72% of girls said that anxiety and stress had a negative affect on decisions about their future whereas, this fell to 60% of boys. This was similar with sadness, depression and low mood, 68% of girls say sadness depression and low mood affected them compared to 52% of boys.

Participation
People

Mental health through Covid-19

Continued...

Young people were much less likely to be motivated to make decisions about their future if they had a diagnosed mental health condition. 27% of young people said they were not motivated to make decisions about their future because of recent events and this rose to 45% of those with a diagnosed mental health condition. We asked young people to tell us about their answers. The theme from these answers were largely around uncertainty and general low motivation for all activities, let alone making decisions about the future.

We also asked young people if they felt they needed more support to make decisions about their future, and more young people with mental health conditions felt they needed extra support, 36% compared to 27% without a mental health condition. And this was reflected in the following question around who they could rely on for support. Those with a mental health condition were 12% less likely to ask their parents for support about making decisions about their future, 8% less likely to ask a teacher and 7% less likely to ask a trusted adult.

Of those with a diagnosed mental health condition on 76% could rely on a parent or carer to support them with decisions about their future. 59% on a teacher and 61% on friends. Pre-Covid, 56% of those with a mental health condition wanted to go to University, post-Covid that figure fell to 47%.

Participation People

Impact of Covid-19 on making decisions about future choices.

Family influences

We asked young people whether they felt that their family influence decisions about their future more after and during Covid-19. 23% of the young people felt that this was the case. The young researchers attributed this to young people and their family spending more time together during lockdown.

Overall 48% of young people say they always receive enough support from their family to make decisions about their future. This is a 6% fall from the pre-Covid survey. 22.4% of young people said they either sometimes, rarely or never get enough support from their family to make decisions about their future (this is not a significant increase from last year's survey). These differences could be due to the added stress on parents trying to make ends meet on furlough or having lost their jobs and having less time.
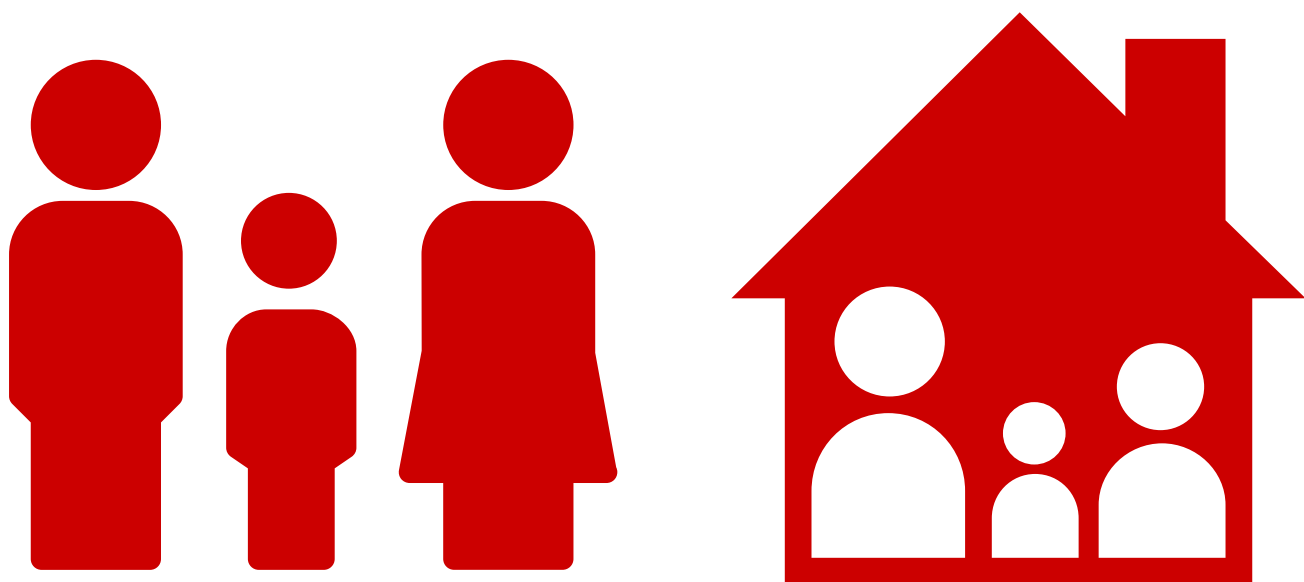
As a follow up question to this we asked what young people's parents or important adults who support them want them to do. We compared this to the data from the previous pre-Covid survey.   There was a significant increase in adults wanting young people to go to further or higher education, 47% to 63% post Covid-19. This is mirrored in a significant decrease in adults wanting the young people they care for to get a job from 24% to 10%.

The young researchers have speculated that there could be several reasons for this. One could be students having a better chance of meeting grade requirements without exams. A cynical young researcher suggested that parents may be wanting to ship their children off to university after being confined with them over lockdown! Another could be that the labour market looks less attractive at the moment and parents and carers would rather young people gain more qualifications to access jobs slightly easier.

Participation People

Impact of Covid-19 on making decisions about future choices.

Family influences, continued...

We delved in deeper into the data to find if any of these trends were bucked by groups of vulnerable young people. We found that there were no major differences for those on pupil premium or free school meals, or for those with a diagnosed mental health condition. But young people who identify as part of the LGBTQ+ community were less likely to say they get enough support from their parents when making decisions about their future. 38% compared to 51% of their straight peers. Parents of young people who belong to the LGBTQ+ are more likely to want their children to go to university or higher education, 70% compared to 61%. The young researchers are unclear why there are differences for the LGBTQ+ community, but found the findings intriguing.
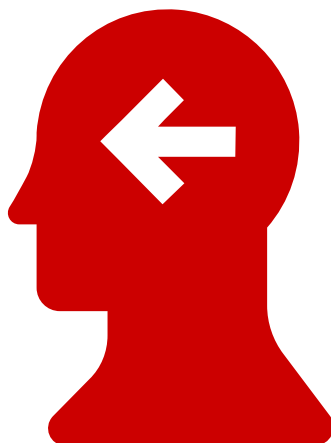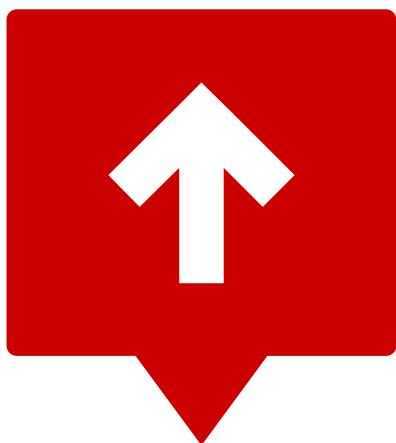
Participation People

Motivation to make decisions about the future.

After recent events, only 11% of young people are motivated to make decisions about their futures all the time.

27% said they were not motivated at all and 42% only some of the time. We asked young people to tell us about their answers. The common themes were those that were already certain on what they want to do in the future had not changed their minds. But for those who do not yet know what they want to do in the future, uncertainty about that future had caused the dip in motivation to make decisions about their future. Uncertainty with how exams and results would be calculated and as a result meeting requirements for courses. Uncertainty in the job market and the economy and uncertainty how many institutions will be offering courses also effected young people's decision making.

Those receiving free school meals or pupil premium were less likely to be motivated all the time. This was similar for those with a diagnosed mental health condition, but there was an alarming rise in the proportion of these respondents who were not motivated at all. A rise of 18%. These respondents' comments stress that uncertainty is a real worry for young people at the moment, particularly those with a diagnosed mental health condition. They also suggested that they were generally feeling over whelmed and had little motivation for anything in general.

Participation People

Extra support and guidance when making decisions about the future.

Lots of young people had no access to extra support and guidance over lockdown.

We asked young people if they could still access certain services or guidance over lockdown. 50% of young people didn't have opportunities to speak about future choices in their place of learning such as PSHE over lockdown. 46% couldn't get through to university or college outreach teams.

When young people could access guidance, many chose not to. This was the case for 52% of young people who chose not to access advice and guidance from specialist agencies, and the 58% who chose not to access their place of learning's careers service. This was similar to the case with UCAS guidance, 45% could not access and 38% could access it, but chose not to.

Guidance was less readily available to certain groups of young people. Those who receive pupil premium or free school meals were less likely to be able to access guidance and advice services. Conversely, LGBTQ+ young people could access guidance more easily.

We also asked young people what they thought decision makers could do to help support them when making decisions about their future. The most popular answer was personal advice and guidance at 54% of respondents. Virtual workshops to work on CVs were also very popular with young people at 42% of respondents.   These were the most popular for respondents receiving pupil premium or free school meals, they were also more likely to want decision makers to work with their parents to support their choices. Those with a diagnosed mental health condition were 11% more likely to want personal advice and guidance.

Participation People

Extra support and guidance when making decisions about the future.

Continued...

In addition, 71% of respondents said that they either definitely or maybe need extra support to make decisions about their future. This rose to 76% of young people receiving free school meals or pupil premium and rose further for those with a diagnosed mental health condition to 81%. These young people were 10% more likely to definitely need support to make decisions about their future. Young people who are part of the LGBTQ+ community were 5% likely to be unsure wether they need extra help.

We also asked young people who they could ask for support. 88% of young people said they can ask their parents for support (see pages 49 & 50). Further than parents, 67% of young people said they could ask a teacher for support when making decisions abut their future. 68% said they could ask their friends. There was then a significant drop before the next most popular option of another trusted adult at 41%.

Girls were more likely to ask friends for support than boys, 71% compared to 61%. But boys were 5% more likely to ask a trusted adult for support than girls.

Fewer LGBTQ+ young people could trust a teacher, 61% (6% lower than average); this drop was similar for those young people on pupil premium or free school meals, 60%. These young people were much less likely to ask their friends for support however, 56%, a drop of 12%. Young people with a mental health condition were less likely to ask anyone for support, 12% less likely to ask their parents, 8% less likely to ask friends and 8% less likely to ask a teacher than average.
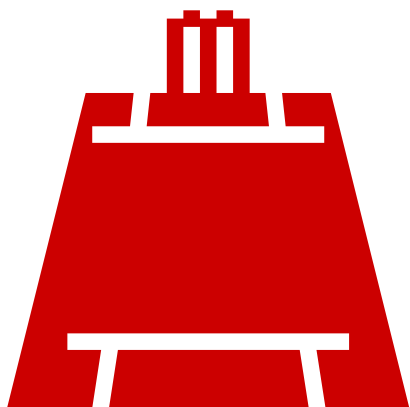
Participation People

Opportunities outside of school post-Covid

Young people can access fewer activities post-Covid

The opportunities, work and activities that young people access outside of school which help to prepare them for later life have been impacted significantly since the beginning of the pandemic. Before the pandemic 58% of respondents said they either had, or planned to get a part-time job to help prepare them for later-life. 43% said they had or planned work experience, 35% were members of clubs and 35% were members of sports teams.

Post-Covid, only 47% had or planned to get a part-time job. This fell to 23% saying they had work experience planned, 20% were or planned to be members of clubs and 22% planned to be members of sports clubs. This is reflected by an increase in young people not having anything planned, 9% up to 27% post-Covid (this jumped to 33% for those on pupil premium).

This could be due to fewer opportunities being available to young people and limited knowledge about what is available to them. This could also be linked to the 73% of young people saying that anxiety and stress have effected their decisions about their future. 37% of young people also said that they would like work experience to be offered virtually.

Participation People

What future choices options are young people interested in?

Young People are still most interested in sixth form and university, even after Covid.

We asked young people what future educational and employment options they were interested in before and after the Covid-19 lockdown. On the whole we young people have not really changed their minds on what they want to do in the future and that all the changes were fairly minor. Slightly fewer young people wanted to go to university, down 6% from 59% to 53%. There was a similar story for sixth forms, down 3% from 54% to 51%. Interestingly there was little change in the number of young people wanting to take a gap year. This was a little surprising as opportunities for travel have been greatly reduced this year, but the young researchers suggest that many young people will be taking gap years as the university experience will not be the same this year.

Boys were more likely to be interested in under taking an apprenticeship than girls, 27% compared to 15% (post-Covid comparison). Boys were also more likely to be interested in an apprenticeship than a college course, the opposite was true for girls. This perhaps reflects traditional gender stereotypes and that apprenticeships are widely perceived as being associated by male-dominated industries such as construction and engineering, where as college courses are often associated with more female-dominated service industries. Girls were more likely to want to have a gap year than boys, 27% compared to 13% (post-Covid comparison).
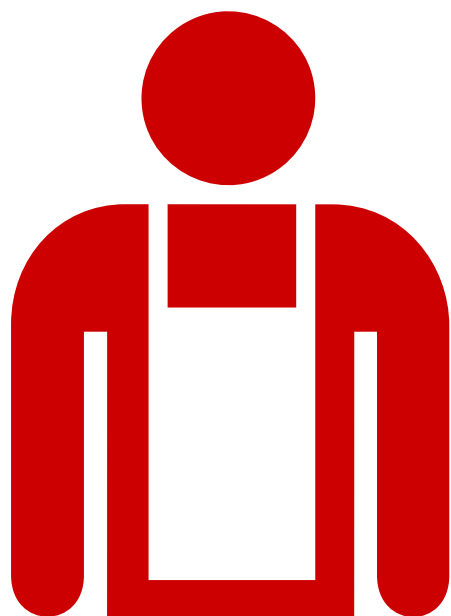
The changes in future plans before and after the lockdown were more pronounced in among specific group of young people however. Of those on free school meals or receiving pupil premium, 53% were interested in going to university before lockdown and this dropped to 44% post lockdown (a fall of 9%). There was a similar drop in those interested in sixth form from 59% to 50%. We assume this drop in interested may be linked to the associated costs of travel and accommodation.

Participation People

What future choices options are young people interested in?

Continued...

For those with a diagnosed mental health condition there were similar drops. Interest in university fell by 9%, 56% to 47%. And interest in attending sixth form fell by 10% from 50% to 40%. We think these drops might be because young people have been struggling with their mental health over lockdown and they are apprehensive to take on more stress and other pressures associated with further and higher education. The number of these young people answering unsure also rose from 5% to 16%.

Young people who are a part of the LGBTQ+ community were more likely to want to go to university than their straight peers, 68% compared to 59% pre-lockdown. On the whole these young people were slightly less likely to change their minds about their future choices because of the lockdown. Interest in university fell by 5%, sixth form by 2% and the other options remained the same.
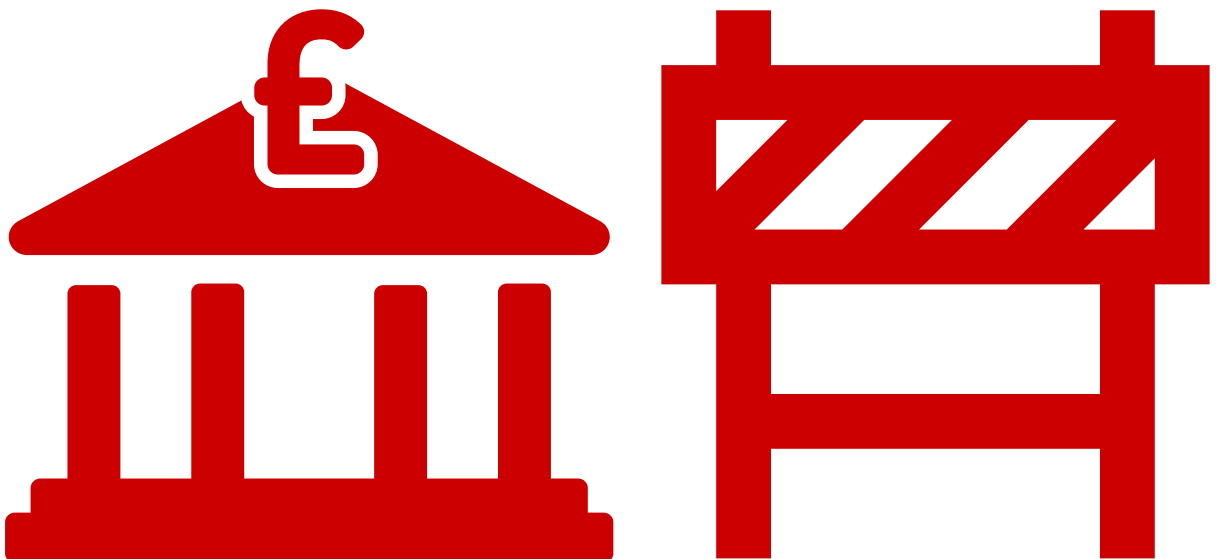
Participation People

Barriers to accessing opportunities

We asked young people what barrier they face when planning for their futures. 69% of them said they do not know what opportunities are available to them after school.

This is up from 52% on the previous survey. Albeit the wording of the question on this survey was different to the wording on the original survey. The previous survey was focussed on opportunities beyond school whereas the question on this survey was focussed on planning for the future.

The second biggest barrier that young people face is cost. This was the case for 41% of young people in Dorset, Bournemouth, Christchurch, Poole and Hampshire. This rose to 52% for those students who receive free school meals or pupil premium and to 56% for members of the LGBTQ+ community.

We asked young people after this question in this survey what could be done to solve this. Most young people suggested that they would like to attend careers events run by schools, talk to their teachers and careers specialists. This fits in with what we found in other parts of the survey where 54% of young people wanted decision makers to provide them with personal advice and guidance. Many young people on pupil premium or free school meals also stated that internet access was big issue for them.

Participation People

Moving away?

36% of young people say they don't intend to live near where they do now once they have finished their education.

10% fewer young people want to stay near by than when we asked in our original survey. Again the wording of this question was slightly different when we asked this time, on this survey we specified within 50km of where respondents live now where we did not specify a distance in the first survey.

We broke this question down by vulnerabilities. We found that 47% of those of a mental health condition said they planned to move away, an increase of 9%. Members of the LGBTQ+ community are 11% more likely to move away with 49% saying they planned to move away. And, although no more said they planned to move away, more respondents who received pupil premium or free school meals were unsure of where they would live.

We asked young people why they would move away from where they currently live as a follow up question on both surveys. To go university was by far the most popular option on both surveys, but this option increased in popularity by 9% in our latest survey! This is strange when slightly fewer young people said they were planning to go to university. The next most popular was to get a job that isn't offered locally at 42% which ranked the same on both surveys.

On the second survey we tweaked a few of the options according to the comments we had in the "other, please specify" section of the original survey. Two of these options that ranked highly and made it as options on the second survey were to travel internationally and to move abroad. On this survey, 29% of young people said they would travel internationally and 24% said they would leave where they live now to live abroad.

Other comments in the other please specify section were focussed around Dorset, Bournemouth, Christchurch, Poole and Hampshire being perceived by young people as a quiet and boring places to live.

Participation People

What does the data mean?

This year, Young Researchers didn't finalise this report until after hosting 4 co-production events, October 2020, with 40 decision makers from SUN, and local councils from Dorset, Bournemouth, Christchurch, Poole and Hampshire.

They wanted to explore what this data meant to decision makers, organisations and communities.

They have themed what they found out in the following pages.

Read on!

Participation People

What does the data mean to young people, to decision makers and to organisations?

Shock statistics!

We met with a range of decision makers from Dorset Council and Southern Universities Network to show them our data and discuss what it means to everyone. In this first session we went over some of the shock statistics from the survey data to introduce our research.

We asked decision makers how they thought young people responded to the questions on the survey. Observations and questions from decision makers include:

What percentage of young people said they could always rely on a parent or carer when making decisions about their future? (Answer: 88%)

- Who is the first go to person? Some young people don't know what they don't know, and they could do with someone helping them exploring the options.
- In terms of support for practical advice, parents and carers may not be the best port of call.
- Most decision makers were pleasantly surprised by this figure and thought in general it was a little lower.
- For the 12% who could not always rely on a parent, are there other trusted adults?
- Are teachers in the best place to give advice? And do teachers feel confident to give students guidance.

What percentage of young people think their parents have more influence over their future choices after the Covid-19 lockdown? (Answer: 21%)

- If you're all locked in together inevitably parents and young people will speak more often. And as a result young people may feel that their parents are more in control.
- Some parents may have engaged with their children more as they had more time over lockdown.
- As there is greater uncertainty, young people may want to know their parents think they should do.
- The survey came out at a point when there was greater exam uncertainty and students had less access to teachers for advice.

Participation People

What does the data mean to young people, to decision makers and to organisations?

Shock statistics! Continued...

49% of parents and carers wanted the young people they care for to go to university in our previous survey. what percentage do you think it was in this survey? (Answer 69%)

- Some went for a lower percentage of parents wanting their young people to go to university after lockdown. Higher education came in for a hard time in a value for money front and this may have effected parents.
- The popularity of university may have changed as lockdown went on.
- This year students loose lots from the university experience, the social experience, the first experience of living independently, in-person learning etc.
- When the answer was revealed it was the opposite to what many people said but nobody was especially surprised.
- SUN knew university admissions went up this year.
- It's a safer option. In times of crisis young people tend to hide in education and the public sector. Its a good time to be in education, its a bad time to leave education.

- What are we doing to help our young people leaving education?
- One of the young researchers cynically suggests that as parents have been locked in with their children they may want to get rid of them! "Some of us can be quite annoying!" But tensions within families could be behind this.
- The SUN data suggests that late applicants were more likely to apply to local universities. Also how many students who went away for university will stay away after Christmas with 95% of learning online.

What did young people say their biggest barrier to planning their future was? (Answer: not knowing what is available)

- Some thought that lack of access to technology may be barrier.
- No one is surprised that the biggest barrier is not knowing what opportunities are out there.
- SUN are conscious that not all of their opportunities get through to schools and colleges.
- One of the young researchers says she gets bombarded with ...

Participation People

What does the data mean to young people, to decision makers and to organisations?

Shock statistics! Continued...

...opportunities all the time and then not all of them are relevant.

- Could opportunities be targeted more effectively?
- Not knowing what opportunities are out there could be worsened by not knowing how the Covid situation will end?
- Digital fatigue has set in. And that means making online events are tricky to make engaging.
- Some studies have been done that suggest starting A-level teaching early, can help inform students teachers better.

What percentage of young people said stress and anxiety negative effect decisions about their future? (Answer: 88%)

- Anxiety was high but did it have a negative effect?
- Students need more support not only in decisions but wellbeing too
- Lower stigma around mental health may mean more reporting anxiety and stress, which is a positive as they're more likely to deal with it effectively or seek help.
- Anxiety is fairly typical response to the pandemic. It's negative impact is the

...worrying bit.

- More work needs to do more around coping. Everyone feels anxiety so it's a wellbeing issue. And up-skill more staff in schools and people who work around young people.
- A young researcher shares her experience as a young autistic person. Its very difficult for these young people, especially those transitioning from one environment to the other at the moment. For example this young researcher could not go and visit her chosen universities to help ease the transition coming up.

What percentage of young people said change in structure and routine had a negative impact decision about future. (Answer: 58%)

- One of the young researchers suggests that nobody can say they were not effected by the change in routine and lockdown.
- Another said their plans for the summer were badly effected.
- Some young people really struggled.

Participation People

What does the data mean to young people, to decision makers and to organisations?

Education and resources over lockdown.

In this session we dug a little deeper into the survey details. We followed a similar format to the first meeting where we asked decision makers how they thought young people responded to our questions, then we discussed how young people actually did respond to the questions.

How did YR experience using the tech, how was it different to how you are taught normally school sixth form or college?

- In year 11 so did not have lessons or work being set often – enjoying getting through things on my own than sit through lessons, get through things much faster.
- You cannot really substitute a lesson with zoom/teams.
- Teaching does not translate well virtually, not structured enough.
- A lot of people were emailed work or moved over to teams or google classrooms because they already had a lot of those materials and worksheets, but it seemed low effort – but also kind of understand that.
- When teachers got round to doing life lessons it is quite different and instructional, hard to say do this task as you have to combine zoom etc.
- A lot of teachers struggle to use the laptops they are given.

- Noticed that being back in school the amount of time spent socialising within lessons, ignoring break times and talking about work & helping each other is lost on zoom calls, as you cannot have one to one conversation.
- Was in year 11 so did not have any lessons – literally just cut off, brother did and was motivated but he had done his work in 1.5 hours.
- If I don't know how to do something, I will push it back and back and lack of communication between teachers makes it worse.
- Only had BTEC coursework to do so there was not really a lot more they could do besides email.

Would you say body language plays a part in that you can't see people, you're not encouraged to join in?

- Yes we have a Maths teacher who talks at us and he sometimes get things wrong, if you're in the...

Participation People

What does the data mean to young people, to decision makers and to organisations?

Education and resources over lockdown, continued...

...classroom you can see other people's reactions but on zoom you think am I the only one confused by this as there are no cues from anyone else.

- Didn't do virtual classes but have outside with PP and even with people I'm comfortable with virtually I am a lot quieter than I would be in person – worried that I'm going to interrupt people as you can't see/tell when they want to speak.
- As an autistic young person I cannot keep up with people's body language anyway and on zoom, I don't know if I should speak – also don't want to show people my bedroom and feel pressure to put camera on.

With SUN we do a lot of online resources & change our workshops virtually – what advice could you give to deliver this the most effective way and the support we try & give?

- Variety of opportunity not just emailing one week and virtual classes the next it was a variety of different teaching methods to adapt to educational needs of the groups.
- Life skills building up teamwork, confidence skills and presentation...

...skills that got lost in the virtual lockdown space and thinking about how you can pull that back into teaching practice.

- There was a lot of upset and anger about some teachers being really lazy and YP taking on the brunt of lockdown - not getting the same support which has caused a bit of a rift/lack of trust.

Which of the following negatively impacted young people's future choices THE MOST during lockdown?

- Anxiety and stress (71%).
- Sadness/depression/low mood (63%).
- Change of structure and routine (learning at school and now at home) (58%).
- Limited/no teaching time (55%).
- Learning from home (54%).

Comments on the above:

- Not surprised, as it's added to mental health issues, being stuck at home with families etc.
- Having to adapt without having teachers around.
- No guidance, you a lot of time to think as you can't go anywhere.

Participation People

What does the data mean to young people, to decision makers and to organisations?

Education and resources over lockdown, continued...

If we had to do this again what could we do to reduce anxiety/stress/ low mood & help students through that?
- Raise awareness of counselling services.
- Teachers being understanding and not putting pressure on students.
- Access to the technology for example if just one computer in the house and it's slow it can make a simple task very difficult.

If you think teachers were supported to have difficult conversations with their students about mental health and emotional wellbeing, do you think that could open the space for YP to talk about stuff that they aren't able or is there a middle?
- In theory a good idea but not sure how would go about that.

General conversation
- Nice to see that YR have been thinking about their teachers & their families.
- Had to train teachers very quickly into using online methods.

- In the view of having another lockdown the biggest barrier for schools was the cost, we had to invest in visualisers and go to a charity to get IT equipment and finding the time for that training.
- The lockdown took away all the best parts of teaching for the teachers for example questioning which you cannot do online.
- The expectation was that we were still able to maintain the engagement with schools and students which they didn't appreciate the complexity of it.

Participation People

What does the data mean to young people, to decision makers and to organisations?

Making informed future decisions.

Could young people could access support to make decisions about their future during lockdown?

- On the whole they could access services if they wanted to (see data on page 20).
- Professionals were happy to see young people were able access services.
- Most respondents said that careers services were "Okay" rather than really helpful. Professionals wonder why this may be, could be due to online delivery?
- On of the young researchers shares her experience of accessing a careers appoint from her school during lockdown. She felt it was too broad and the information could be found quite easily online with a bit of research. Although she did say that if someone had no idea what they wanted to do next, an appointment like that would be useful.
- Young people who accessed UCAS services and help with UCAS applications found it more helpful than other services, perhaps because the information is a bit more black and white.

How can decision makers better support young people to make decisions about their future? (The most popular response was personal advice and guidance).

- That makes sense, advice being personal is important.
- A young researcher shares that she finds conferences and virtual work experience to ask questions of professionals really helpful. It is nice to be able to talk to someone and ask questions of people who do specific jobs.
- There is a bit of a divide between those young people who will and will not engage online. One of the young researchers points out that the young researchers who are present are a little biased as they are actively engaging over online calls.
- Big careers events costs lots of money, they're also difficult to run online.
- Do schools have budget to put on services like virtual workshops to improve CVs or 1-2-1 advice and support?
- Lots of young people put value in these services which is encouraging.

Participation People

What does the data mean to young people, to decision makers and to organisations?

Making informed future choices, continued...

What barriers do young people face today when planning for their future? (answer: young people don't know what opportunities are available)

- Not entirely surprising.
- Travel cost a big one, particularly for Dorset, if you have to travel to Weymouth or even Bournemouth its expensive and long, the same can be said for north Hampshire. In addition from many places you need a car to access an opportunity.
- One of the young researchers said that some internet search engine optimisation could be useful. If you google something to find opportunities it can be overwhelming seeing so many (often irrelevant) opportunities.
- A one stop shop could also be useful. Sometimes the wealth of resources is scary when you don't have any idea what you want to do.
- The website 'Flying Start' is being launched in Dorset. This holds plenty of opportunities, apprenticeships, college courses etc.

Have young people changed their minds about what they want to do in the future after Covid-19?

(Answer: not much has changed)

- Surprise that little has changed, especially as there's no increase i apprenticeships.
- There was little change in gap years, interesting as there are fewer opportunities for travel. Although the university experience is very different at the moment.
- Is education seen as being safer than the job market?
- There is some evidence in Dorset Council's data collection that more young people are seeking work as parents have lost jobs.

Does your family or adults who care for you want you to...? (Answer: vast majority want the young person they care for to fo to further or higher education)

- There was some surprise at encouragement towards jobs rather than apprenticeships. Is this because of the continued negative publicity about apprenticeships. Is this because there were fewer available?
- Young people could be encouraged towards jobs rather than apprenticeships as parents have lost...

Participation People

What does the data mean to young people, to decision makers and to organisations?

Making informed future choices, continued...

...their jobs, and the extra income may be needed in the household.

- There could also be fewer apprenticeships available due the economic situation.
- There is also a view that apprenticeships can be low quality, that can be accessed with low grades. But in reality there are may high quality apprenticeships that have tough entry requirements that are very well paid.

We asked young people if they identify with any of these groups and if so how does it affect decisions about their future?

- The mental health stats are on the one hand encouraging as it suggests that 22% of young people have learned to cope with problems they have experienced in the past.
- Although 33% said that their mental health still negatively effects their mental health. CAMHS are only commissioned for 35% of the youth population.
- A young researcher says that only 14% LGBTQ+ young people say being a member of the LGBTQ+ community negatively affected them.

- Being in care is the only category where unsure is less than positively or negatively. This is not entirely surprising, as these young people have no where to go back to from university during holidays for example.
- We need to help out our care leavers to increase their confidence and perception of their own competence.

Participation People

Next steps

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

Read on...

Participation People

What will decision makers in Dorset, Bournemouth, Christchurch, Poole and Hampshire do with this data and how will young people know that their voice has affected change?

Listen, learn and inform

Dorset Council and SUN are very grateful for such a fantastic response from young people across Dorset.

Decision makers' Commitments

- <<insert November - January 2020-2021>>

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

Everything Dorset Council does from today to 2025 will have the goal of making Dorset the place young people want to live, study and work.

Participation People

What have individual decision makers promised to do, to help reduce young people's barriers to education?

Participation People

Equalities data

Who answered the survey questions?

Find out...

Participation People

Equality
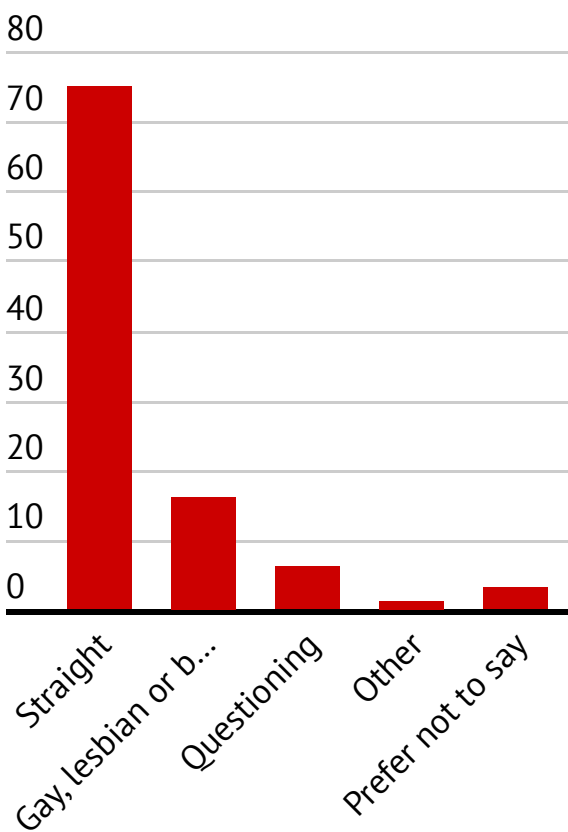
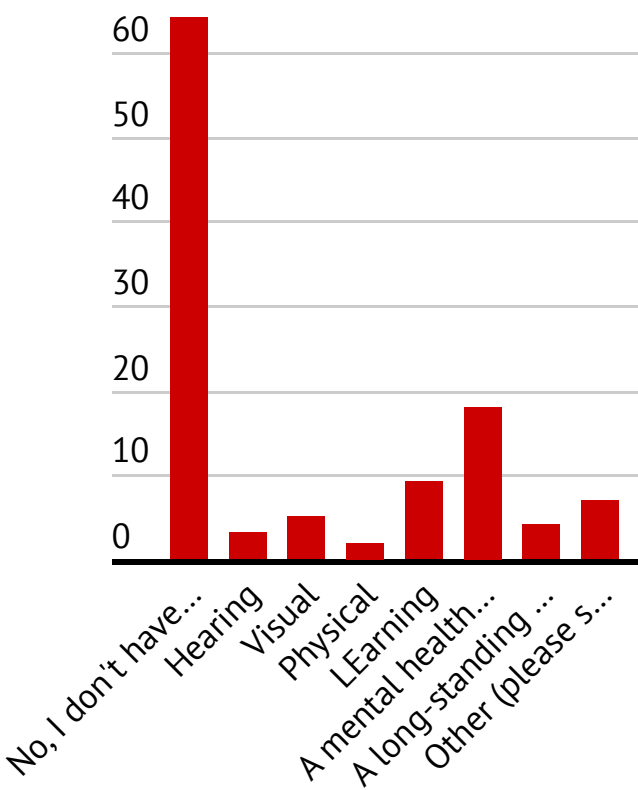## An in depth look at who answered our questions.

Graph showing number of survey respondents by gender

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

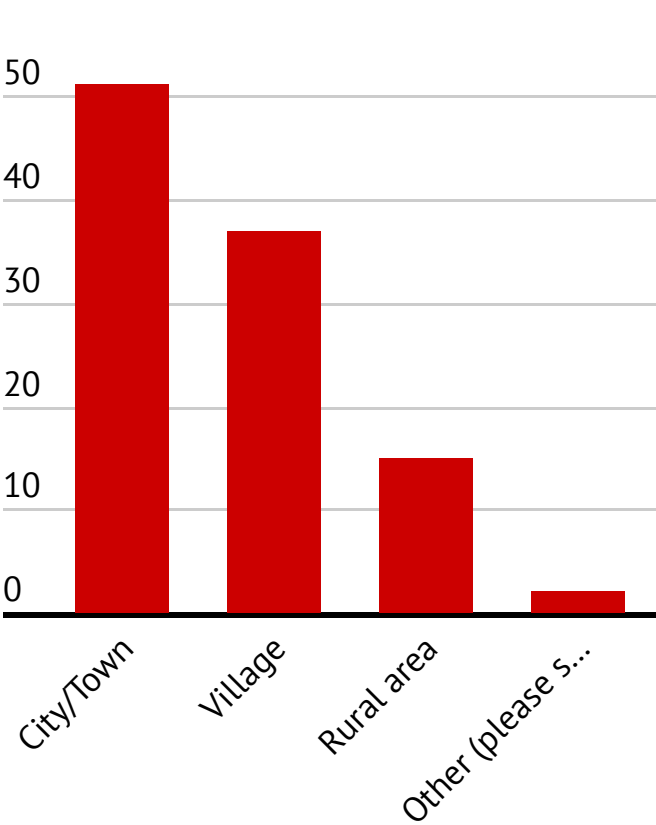Graph showing number survey respondents by sexual orientation

Graph showing number of survey respondents by learning difficulty or disability
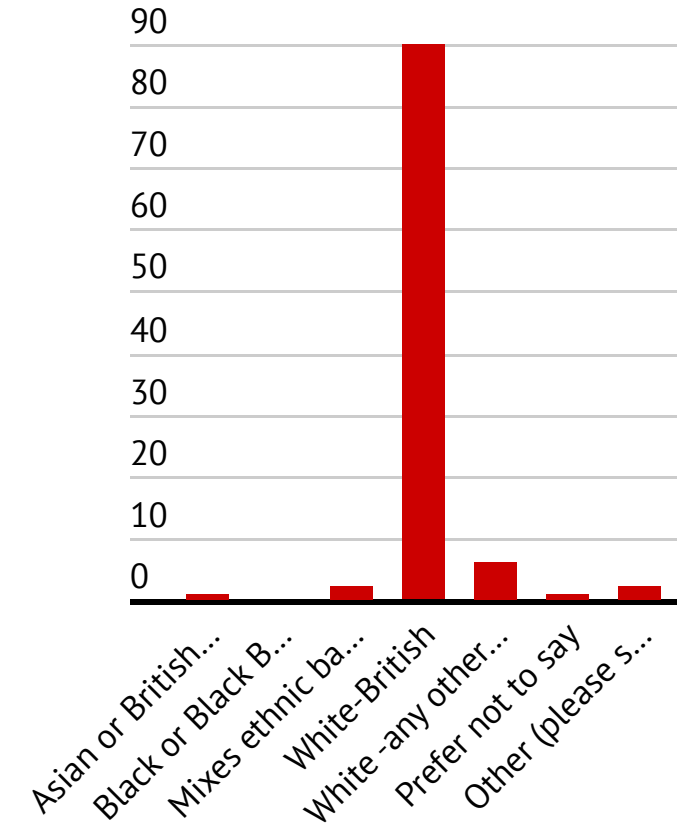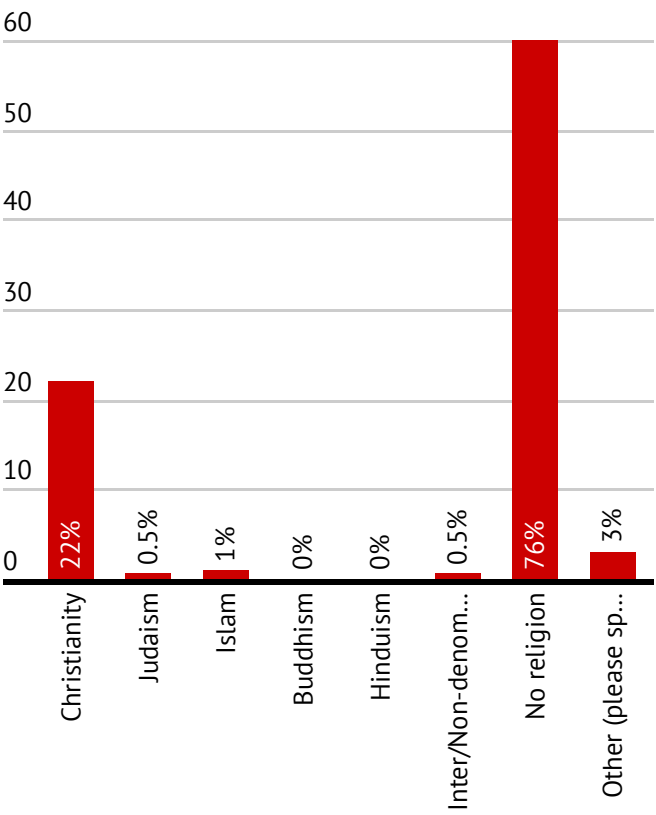
Participation People

Equality

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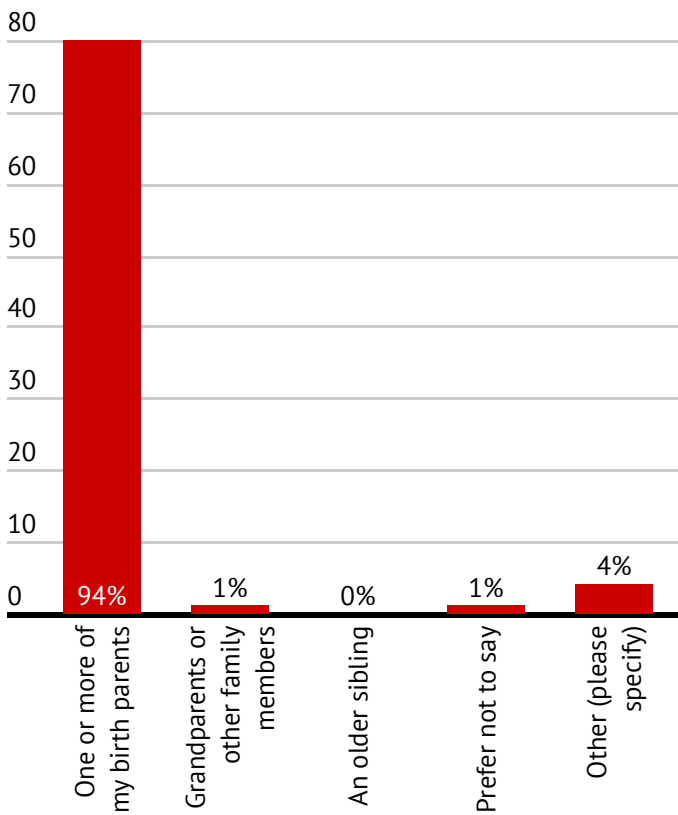

Graph showing number of survey respondents by race ethnicity.

Graph showing number of survey respondents by religion.

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

Participation People

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:

Participation People

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