

YOUTH VOICE CENSUS



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2022 REPORT

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CEO FOREWORD

It will come as no surprise for many of you reading this that our lead findings this year focus on the mental health crisis, unfairness and the fact that young people are still unprepared for the world they find themselves in.

This was not the story I wanted to write. I wanted to be able to share that after five years of the census we had collectively managed to shift the dial on young people's experiences and that we are seeing the positive impact of so much of the good work that is happening across the education to employment space. I wanted to share that young people had new confidence in themselves and their futures.

But that is not the story of the 2022 Youth Voice Census. Instead, it is a worsening picture of where young people are and where they fit into society today. The system is broken.

There can be no doubt that we are now in the midst of an escalating mental health emergency. Young people are feeling debilitated by the mental health challenges they are experiencing, and cannot get the help they need. They are focused more on endurance, and carrying a seemingly eternal burden, than on progress. The impact of COVID-19, the cost of living crisis, and the uncertainty of political tensions (here and abroad) come on top of the pressure cooker that young people live in, with anxiety relating to education success, social pressures, and making the right decisions about their futures. And that is when everything is fair. Some young people have additional anxieties caused by events outside their control.

Young people with protected characteristics feel these challenges even more acutely. If you are 'different' in the UK, you are likely to experience further disadvantages. Young people on free school meals, or are Black, Asian or of an ethnic minority, with disabilities or who are LGBTQ+ face even more barriers in the systems around them than their peers.



Laura-Jane Rawlings

If this data was not enough, our findings also reveal that we have now 17 years of cohorts telling us that they feel unprepared for their futures and fear that they do not have the adequate work experience, life skills or practical job hunting skills that they need to progress.

Yet, given our knowledge of this, as a nation we are still not changing our systems to account for these experiences and the individual complexities that we know to exist. The system of education, welfare, employment, health and community at large continue to do what they have always done.

The huge data set we have gathered this year is a clear and stark warning that we have to be more ambitious for our young people and we have to act now. Our collective vision should be a fairer, equal and quality journey for all young people, whatever their starting point.

There is a role for all of us, educators, employers, policy makers and those of us working around these systems. At Youth Employment UK we have been

cont...



building the solutions with young people themselves and I am committed to the role we have as an expert player in the system.

I am also committed to the work of our partners and network, who have growing evidence of what works and what is needed to drive change. We know that when young people find good quality work and opportunities they thrive. It is my commitment as a response to this year's Youth Voice Census that Youth Employment UK will utilise and build on this evidence base with our work to support young people with the skills and careers resources they need, to support employers in developing the best youth employment practice and to support policy makers who really hold the system in their hands.

They say it takes a village to raise a child. This must also mean a village can fail a child. Well, fellow readers, we are the village – and it's time to choose our roles.

Laura-Jane Rawlings,
Chief Executive Officer,
Youth Employment UK

YOUTH EMPLOYMENT UK

is an independent, not for profit social enterprise founded in 2012 to tackle youth unemployment.

As experts on youth employment and unemployment, we are ideally placed to understand the complex landscape facing young people, employers and policy makers.

We are actively tackling youth unemployment by:

- Giving young people a voice on the youth employment issues that affect them.
- Supporting young people with the skills and careers support they need to progress.
- Supporting employers to develop and be recognised for their youth friendly employment practice.
- Connecting young people to Youth Friendly Employers.
- Providing expert insight across all youth employment policy areas.

FOREWORD

The 2022 data paints an interesting and concerning picture for us as a sector. It spotlights the fact that it is still not 'job done' when it comes to improving careers information available to young people. In fact, it spotlights that collectively, we need to do far better.

Despite all the excellent work that we see happening in schools and colleges across the country, it is worrying that only 1 in 4 (25.6%) of young people in education stated that they had heard about apprenticeships five times or more. This is still too low, and we must be more ambitious in tackling this if we want to continue to encourage more young people to see apprenticeships as a credible and viable option for them.

We need to understand more about what's holding young people back from wanting to undertake an apprenticeship, and continue to find more ways to inspire, motivate and inform them of the many benefits that an apprenticeship can bring. It is concerning to see a 7% drop in the levels of interest from the 2021 survey, with this year's data showing that only 1 in 5 (21.4%) of young people in education right now, are likely or very likely to undertake an apprenticeship.

This year's survey does celebrate that when the system works – it really does work well. For those on an apprenticeship, the vast majority find it a very positive and enjoyable experience. They are well supported, and value being able to learn and earn, gaining crucial workplace skills and experiences.

However, this year's survey shows that there is more to concern us than to celebrate. Collectively, we must reflect on the entire picture of what the survey is telling us and ensure that the action we take brings together a more unified and accessible journey for all young people.

Anna Morrison CBE,
Director, Amazing Apprenticeships



Anna Morrison CBE

AMAZING APPRENTICESHIPS

is a leading organisation in the education sector, working with more than 4,500 schools, colleges and employers, tackling misconceptions and promoting the benefits of apprenticeships and technical education.

As experts on apprenticeships and technical education, we influence the way that apprenticeships are perceived and drive forward innovative and creative work in England, to ensure that more individuals and businesses can access the benefits of apprenticeships.

We have already brought about a huge culture change amongst schools in the way that apprenticeships are perceived and promoted to students... but there is always more to do.



FOREWORD

Edge is proud to once again support Youth Employment UK's Youth Voice Census. As we emerge from a difficult couple of years, the aftermath of the pandemic and disruptions to young people's education and job opportunities, we must ensure we continue to listen to the opinions and issues raised by these young people.

This year's results highlight once again that we are facing a growing mental health crisis. Despite lockdowns now being behind us, young people across all ages continue to feel the impact of loneliness and lack of social connections. They are suffering from the burden of high-stakes exams with 49.1% of young people agreeing that exams impact their mental health negatively. They also feel under-prepared for the world of work. We must ensure that our educational institutions are nurturing, collaborative environments where young people feel empowered to build strong relationships with both their peers and teachers. Our young learners need to be supported to develop a greater sense of confidence, and transferable skills such as team-working, leadership and collaboration so that they thrive in life and work.

This question around confidence extends to how young people feel about their next steps into the workplace. Edge has long been advocating for schools, colleges and universities to develop closer links with employers to ensure young people are better prepared for the world of work. Initiatives such as teacher externships provide an opportunity to build deep and sustained relationships with employers. Integrating engaging pedagogies such as project-based learning, allows students



Olly Newton

to collaborate with employers on authentic projects and contribute to students' personal growth. But this is largely not happening.

This year's Census paints a bleak picture. So we must act quickly to make critical changes to the education system to ensure we better support our young people into a successful and happier future.

THE EDGE FOUNDATION

is an independent, politically impartial education foundation and our mission is all around making education relevant to the twenty-first century.

We want all young people to be equipped with the skills that today's global, digital economy demands and believe this can be achieved through a broad and balanced curriculum, high quality training, engaging real world learning and rich relationships between education and employers. Educational policy should be shaped by the people it impacts the most, which is why it is crucial that more young people have their say in order to engage, campaign, and respond to the current issues facing them.

Olly Newton,
Executive Director, Edge Foundation

EXECUTIVE SUMMARY

The past three years have been traumatic for young people, COVID-19 and its continuing aftermath has acted both as a catalyst and as a suppressant for some of the biggest issues facing young people: accelerating social, emotional and mental health challenges and contributing to the growing fears and feelings of isolation from age 11 all the way to age 30. At the same time we have seen a stall in careers education and work experience, skill development, work prospects and promotions. With a lack of necessary support networks and a safe routine, young people are worried and immobilised with fear.

What we will see is, that for the most part, these findings are the result of the systems around young people struggling under pressure – or, in some cases, failing altogether. Most frustrating for young people, though, is that the things holding them back are things that are widely out of their control; where they live and what they can access locally is playing a key role in this.

In addition, the very essence of who they are – their gender, sexual orientation, race and ethnicity, socio-economic group, carer and care leaver status – play a part in what they have available to them locally, their safety, their aspirations and their direct access to quality work. 'Difference' is a disadvantage hindering their progress and futures.

The mental health challenges of young people have been well documented this year. These findings show just how deeply entrenched anxiety and uncertainty is for young people of all ages. Loneliness and worry about being able to make friends and build relationships is leaving young people dejected and with worryingly low self belief, motivation and confidence.

It is perhaps unsurprising, then, that young people do not feel prepared for their futures. There's a mismatch between the skills they believe employers want and the skills they believe they have. In addition, young people are less likely than previous

years to believe they can write a CV, pass an interview or feel confident that they are prepared to start employment.

Young people want and need more career advice, work experience and skill development opportunities, starting young and continuing long past Key Stage 4. In addition, they want better information and the tools to manage finances, look after themselves outside of education, better career management support in work, and accessible support for their mental health and wellbeing.

We were keen to explore what stops young people applying for opportunities. Low pay and being frequently met with entry level roles with person and qualification requirements that weren't attainable for them are the biggest factors. There is still a very real sense that there 'are no jobs for me here', even as we see an ongoing participation crisis.

Accessing quality work locally is a problem repeated this year. Travel and location are becoming bigger problems for young people finding and keeping work. When young people are in good quality work they can be themselves, they believe they are building useful skills for the future and they are happy in their work environment. However, fair pay, access to training and support and opportunities for promotion are scoring lower than previous years.

These findings on their own are stark but put against the backdrop of a cost of living crisis, and growing economic and political uncertainty, we must all do more or see things get even worse in ways that will be even harder to rectify.

INTRODUCTION

The Youth Voice Census is the biggest collection of youth voice and insight in the UK. It provides a unique understanding of the experiences young people are having in the systems around them, how they are doing right now and how they are feeling about their future.

Now in its 5th year the Youth Voice Census provides us with a repository of information for young people in education or training, looking for work, in work or those currently not engaging with these systems. It gives invaluable insight into how young people feel about a number of issues including where they live, the ongoing impacts of COVID-19 and gives them the space to share their insight into what could work more effectively for them.

This information provides us the chance to explore how the things young people can not

control (including their race and ethnicity, gender, sexual orientation, Free School Meal status, Care experience and more) are impacting what they are receiving today and their perceptions of how these factors will affect their future.

This year 4,083 young people completed the Youth Voice Census, our largest number of responses to date. Young people were more vocal than ever before, using our free text commentary boxes to share their views; good and bad, ideas and plans for the future too. We increased the age range for this year from 14 - 24 year olds to 11 - 30 year olds to reflect the additional services Youth Employment UK offers but also to acknowledge the challenges young people are facing from 11 and up to 30.



METHODOLOGY

The 2022 Youth Voice Census was open from 31st March to 31st May, this year's question set was expanded to include the voices of young people aged 11 - 30 (from a target age range of 14 - 24 in previous years).

The survey structure had a core question set for all respondents; the results to these questions were weighted and reflect young people aged 11 - 30 in England.

In addition to this core question set we included short, non-required question sets allowing us to explore areas such as T Levels and Kickstart in

more detail. Whilst some of the supplementary questions were not able to be weighted we have included them to showcase how young people in our network are experiencing these areas right now.

This year we have supplemented the quantitative Census responses with a series of in-person qualitative interviews. Supported by Nando's we visited restaurants in Birmingham, Corby, Darlington, Liverpool, London and Newcastle.

* Responses have been rounded up to the nearest decimal place as such not all answer sets will add up to 100%.



KEY FINDINGS

1. MENTAL HEALTH EMERGENCY

Young people are in crisis – and that well-documented mental health crisis is escalating in its severity. Young people are anxious, worried, depressed and feeling that their lives are out of control right now, with compounded fears for their future.

Whilst we expect and account for some level of concern and discomfort around key transition points, this year's Youth Voice Census findings are a warning that young people are absolutely overwhelmed by these moments and choices, more than ever before and at an even greater scale. The additional stressors of COVID-19, the cost of living and the uncertain political landscape here and further afield are building such high levels of anxiety and fear in our young people that even a small step forward or decision point can be debilitating.

28.5% of young people told us that they had 'social, emotional and mental health challenges, in addition throughout the free text commentary boxes, young people continued to link back to their feelings of anxiety and mental health challenges more than we have seen before.

LONELINESS & FRIENDSHIPS

Young people told us that they were lonely and had concerns about making and keeping friends at every age and stage. Social connections had been lost during the pandemic and young people were worried about being able to build relationships.

SELF BELIEF IS AT AN ALL-TIME LOW

Young people were at least 10% more likely to state that they are 'not confident' or 'not confident at all' in their self belief and related skills than all other skills, with 36.6% of those in education scoring this way and 29.8% of those out of education.

IN EDUCATION

The effects of COVID-19 are staying with young people; 52% of those in education feel that their education has been disrupted 'a lot' or a 'great deal'. 49.1% of respondents thought that exams and assessments impact their mental health negatively, and those with protected characteristics feel this more acutely.

BARRIERS TO WORK

51% of young people looking for work thought their anxiety was the biggest barrier to accessing work, 32% thought anxiety was their biggest barrier.

For those looking for work COVID-19 had the biggest impact on their mental health with over half (52.6%) stating that their mental health had been impacted 'a lot' or 'a great deal' and 42.1% saying that their motivation to apply for opportunities has been impacted 'a lot' or a great deal'.

Young people currently in work told us their biggest barrier to accessing work had been anxiety (52%).

2. DIFFERENCE IS THE DISADVANTAGE

Being young is seen as a disadvantage by all respondents but there is more nuance and concern as we explore the experience of young people with protected characteristics, carers and care leavers.

Overall young people with protected characteristics, carers and care leavers were more greatly impacted by change and uncertainty. At every stage of their journey, and when we explore the ongoing impacts of COVID-19 these young people were always more likely to feel that they have been (or will be) impacted most negatively. Self belief, confidence and staying positive scores were more likely to be at least 10% lower too.

THERE ARE NOT ENOUGH SPACES & PLACES FOR YOUNG PEOPLE TO BE THEMSELVES:

IN THEIR LOCAL AREA:

Young people with protected characteristics, carers and care leavers were around 20% less likely to feel safe in their local community and the most likely to feel 'very unsafe' in their local area. The biggest concerns were from those with English as a second language for whom only 24% felt safe where they lived, and for transgender and unsure/questioning respondents, there was a lot of fear about being able to go out alone in their local area.

IN EDUCATION

Black, Black British, Caribbean or African respondents were over three times more likely to say they did not feel welcome in their secondary school.

Those with additional needs were 22% less likely to feel welcome in their secondary and straight or heterosexual respondents felt 20% more supported than other groups.

SPACE & PLACES:

- Groups with protected characteristics are less likely to have quiet places to study.
- 18.9% of young people in work and who are required to work from home do not have the space to do so, a further 8.1% do not have the required internet or data to work from home.

LOOKING FOR WORK

Young people with protected characteristics, carers and care leavers were less likely to be confident that there are quality jobs available to them. With an average difference of 15%. We see the largest differences for transgender respondents (by 25%) and for Black, Black British, Caribbean or African respondents who were at least 10% more likely than any other race or ethnicity to not be confident in accessing quality work.

3. UNPREPARED FOR THE FUTURE

Whilst so much has changed in recent years the challenges young people are facing around preparing for their future have remained the same.

Young people who are still in school and those who are looking for work are looking for the same types of help and support, despite a potential 19-year age gap. Critically this type of support has been consistently called out for and yet we are seeing very little to no evidence that call is being answered.

WORK EXPERIENCE

- Young people in work cited one of their biggest barriers to accessing work for them had been work experience (45.2%)
- Over half of young people think their biggest barrier to work will be a lack of work experience with only 36% of young people in education today having access to work experience.

JOB PREPARATION

Confidence in applying for work and passing interview and selection processes is down this year.

- 44.6% think they could write a CV.
- 38.7% could prepare for assessment centres.
- 46.9% could prepare for an interview.
- 41.5% feel confident they are prepared to start employment.

SKILLS FOR LIFE AND WORK: THE BIG MISMATCH

When we asked young people in education what skills they thought were important for work they said that all the skills listed would be important to employers. This is different to previous years where most respondents selected just a few skills, choosing all skills, signals a lack of confidence in understanding the skills they need for their futures.

For those aged 19 plus 57% thought they understood the skills employers were looking for, they rated listening, communication, self management, motivation and teamwork as the most important skills employers look for. They rated themselves most confident in listening, digital skills, literacy skills, problem solving and organisation.

Young people aren't feeling prepared for life outside of education; they do not feel that they have the tools to manage finances, look after themselves or support their mental health and wellbeing.

4. QUALITY WORK: EMPLOYERS & OPPORTUNITIES

Accessing quality work locally is a problem repeated this year, travel and location are becoming bigger issues for young people finding and keeping work.

When young people are in good quality work they can be themselves, they believe they are building useful skills for the future and they are happy in their job.

What do young people want from an employer?

- Paying fairly, offering training and development and having a good reputation were the three most important qualities young people looked for from employers.

What stops young people applying for jobs?

- Low pay and being frequently met with entry level roles with person and qualification requirements that were attainable for them are the biggest factors that stop young people applying for opportunities.

For those currently in work:

- 56.3% of young people think they are paid fairly for the work that they do.
- 59.9% agree that they have been given enough training to do their job well.
- 50.4% rated their induction as good.

There is more to do in supporting employers to be more youth friendly both in how they recruit young people and in how they retain them too. We have to start with an understanding of where young people are right now, be transparent about the jobs being recruited for and understand where better line management training and support can ensure young people, and the businesses they support, thrive.

OUR NEXT STEPS

Our focus over the next five years:

	CHAMPION	CHANGE	CONNECT
Young People	<p>Champion young people by:</p> <ul style="list-style-type: none"> • Providing the spaces for them to have their voices heard on youth employment issues. • Bringing young people to the table, putting them front and centre of the youth un/employment conversations. 	<p>Change the level of confidence young people have in their futures by:</p> <ul style="list-style-type: none"> • Being the place all young people can learn about and build their skills for employment. • Inspiring young people about the world of work. • Driving change with young people side by side co-creating services locally and nationally. 	<p>Connect young people to:</p> <ul style="list-style-type: none"> • Quality opportunities to learn, earn and grow. • Services designed for them. • Support each other.
Employers & Places	<p>Champion employers and the spaces young people live in by:</p> <ul style="list-style-type: none"> • Promoting best practice behaviours in youth employment. • Recognising and rewarding employers who are making a difference. • Advocating for employers and the challenges they face. 	<p>Lead the way in changing employers and spaces:</p> <ul style="list-style-type: none"> • Increase and measure quality early careers, work experience and employment opportunities. • Leading a youth-friendly approach to youth employment in places across the UK. 	<p>Connect employers and places to:</p> <ul style="list-style-type: none"> • Young Professionals and early talent pipelines. • A community of best practice and support. • To policy experts and key insight.
Policy	<p>To champion good youth employment policy by:</p> <ul style="list-style-type: none"> • Leading the way in youth led research and employer insight. • Sharing our expertise on youth employment and unemployment locally and nationally. 	<p>Drive real change by:</p> <ul style="list-style-type: none"> • Levelling the playing field for young people. • Bringing the Youth Unemployment rate down to be the same as the all age rate. 	<p>To connect youth voices and employer voices into policy and make youth employment policy accessible for all.</p>

ONGOING IMPACTS OF COVID-19

For each age and stage we asked a set of questions to measure any ongoing impacts of COVID-19. Each question set made clear that we were looking for the impacts and information from the previous 12 months.

This question set has been weighted.

Key Findings:

Through every age and stage we found that young people with protected characteristics, carers and those with experience of the care system felt the impacts and changes of COVID-19 more acutely.

When asked, almost without exception, these groups were most likely to use the most negative of option responses. What is interesting though, is that beneath the high-level impact question. When we asked young people follow-up questions about impact it wasn't always these groups that had the most instances of missing school, work or losing jobs but, when they did, the impact was most severe for them.

DISRUPTION:

- 52% of young people in education were disrupted 'a lot' or 'a great deal'.
- 31.8% of young people in work said they had been disrupted 'a lot' or 'a great deal'.
- 27.8% of young people had a quiet place to do their work. Care leavers, registered carers, those eligible for free school meals, non-binary, unsure/questioning and transgender respondents are least likely to have space.

LOOKING FOR WORK:

- Over a third of young people who were looking for work had been looking for 12 months or more (36.8%). Boys, straight or heterosexual, those eligible for free school meals, those with additional needs and White respondents were the most likely to be looking for this long.
- Young people struggled to find opportunities locally to them, they found it too competitive, the roles were looking for too much experience or did not pay well enough.

MENTAL HEALTH:

- Compared to last year the number of young people who selected that their job hunt overall and their motivation to apply for opportunities was impacted 'a great deal' is up 5ppts.

IN EDUCATION

This question set was asked for young people currently in education up until the university level and to every young person who had been in education in the 12 months prior to the Youth Voice Census going live.

How much has your learning been disrupted?

This question expressly talked about the last 12 months.



Over half of young people are still feeling the effects of COVID-19 on their education; 52% of young people thought their learning had been disrupted 'a lot' or 'a great deal'.

The biggest disparities in disruption were for young people:

- **with additional needs;** who were 20% more likely to score 'a lot' or 'a great deal' (59.8%).
- **with carer responsibility;** registered carers were 21% more likely to score 'a lot' or 'a great deal' (62.5%).
- **who are LGBTQ+;** 30% straight and heterosexual respondents were half as likely to score 'a lot' or 'a great deal' (29.9%) compared to an average of 60% for all other groups.
- **who are transgender or non-binary;** who were at least 12% more likely to score 'a lot' or 'a great deal'.

In addition, we saw those young people who received free school meals, those with care experience and Black, Black British, Caribbean or African and Asian and Asian British respondents were 10% more likely to score 'a lot' or 'a great deal'.

Can you tell us a bit more about your answer?

I didn't do my actual GCSEs so I missed a lot of learning and support.	I didn't find that online learning was that disruptive and continued to learn through the pandemic.
Lack of interaction with teaching staff during Jan-March 2021 lockdown made learning difficult to understand. Unsupported break from school in March 2020 was traumatic. Lack of support with exams was initially disappointing, having never sat public exams before.	Often it is easier to understand the learning in class when you are able to partake in discussions with your peers and with the teacher as it solidifies your knowledge. During online learning, it is difficult to ask questions about topics you do not understand (seeing as teachers cannot check your work or help you understand where you need correcting). Furthermore, the PowerPoint presentations set for online work were sometimes lacking in content.
They expect you to have a laptop or PC to do the work. We don't.	The last 2 years have just felt very unpredictable. Before lockdown, I used to dance, swim and be part of a choir and I stopped all those and didn't go back to them. I've lost my motivation and lust for life and I think the teachers are the same.

Most frequently mentioned was that the lack of interaction with teachers and fellow students during the lockdowns made learning difficult. The unpredictability of lockdown and remote learning had a negative impact on their studies and mental health.

Respondents also talked about disruption to exams, particularly for GCSE and A-Level which were replaced with teacher-assessed grades. There was a mixed experience among young people with regard to remote and home learning, some students struggled and felt that the content provided was poor, whilst others felt their school had done well to provide learning material during lockdowns.

Young people also mentioned that this isolation had an impact on their mental health, often citing that they missed the support usually provided by teachers and other staff in schools/colleges.

Thinking about accessing school work, lessons and homework during the last year: (by device we mean laptop, tablet or desktop computer)

	Yes	No	Unsure
Have you been able to attend school?	89.4%	6.2%	4.3%
Do you have access to a digital device?	97%	1.5%	1.4%
Do you have access to the internet or data?	97.2%	1.6%	1.2%
Do you share a device/devices in your household?	37%	58.6%	4.4%
Did you have your own device?	90.9%	7.9%	1.1%
Were you provided with a device? (From your school, college or university)	20.1%	76.6%	3.3%
Do you have a quiet place to work?	72.2%	18.5%	9.4%

Whilst there is little movement on most of these numbers on last year's figures there are two points of movement;

1. Young people were 6ppts more likely to be sharing a device.
2. There is a 5ppts increase in the number of young people who were provided with a device.

Able to attend school:

- Young people with English as a second language, those eligible for free school meals and those with additional needs were 6% less likely to be able to attend school.
- White respondents were 10% more likely to have been able to attend school than all other groups (91%).

A quiet place to work:

- Young people eligible for free school meals were 14% less likely to have a quiet place to study.
- Non-binary, unsure/questioning and transgender respondents were at least 10% less likely to have a quiet place to work.
- Care leavers were least likely to have a quiet place to work (60% compared to 72% of those with no experience of the care system and 77.8% of those currently in care).
- 62.% of registered carers did not have a quiet place to work compared to 64% of unregistered carers and 73.6% of those with no experience of being a carer.

Support

Whilst we tended to see young people with protected characteristics, care leavers and those with caring responsibilities being most likely to share devices, these groups were also most likely to have been provided with a device by their school, college or university.

The data highlights that:

- Young people with additional needs were 20% more likely to have been provided with a device.
- Those with additional needs were 9% more likely to have been provided with a device.
- Respondents with English as a second language were 7% more likely to have been provided with a device.
- Young people currently in care were most likely to have been provided with a device (30.5% compared to 28% of care leavers and 19% of those with no experience of the care system).
- Registered and unregistered carers were most likely to have been provided with a device 31% for both groups compared to 18.9% for those with no experience of being a carer.
- White respondents were also least likely to have been provided with a device from their school 17.3% at least 5% lower than other groups.

How many people share your device with you?



Who is sharing?

The biggest disparities are for those who share a device with four people or more:

- Gay or lesbian respondents were at least 9% more likely to share a device with four people or more than other groups.
- Respondents who selected Other ethnic group and Black, Black British, Caribbean or African respondents were at least 10% more likely with four people or more than other ethnic groups.
- Young people with additional needs are 7% more likely to have to share a device with four people or more.
- Young people with English as a second language were twice as likely to have to share a device with four people or more.

Can you complete your lessons and work set with:

	Yes	No	N/A
The device/s you have available to you	93.7%	4.2%	2.1%
The internet connection available to you	94.4%	4.2%	1.4%
The data you have available to you	88.5%	6.5%	5%

Devices:

- Transgender young people and carers were at least 10% less likely to be able to complete the work with the device available to them.
- Black, Black British, Caribbean or African respondents were at least 6% less likely than all other groups to be able to complete their school work with the devices available to them (88.9%).
- Those eligible for free school meals were 5% less likely to be able to complete their school work with the devices made available.
- Young people with additional needs are 7% more likely to have to share a device with four people or more
- Young people with English as a second language were twice as likely to have to share a device with four people or more.

Internet & data

- Gay or lesbian, bi or transgender respondents were twice as likely to not be able to complete work with the data available to them (10% compared to 5% for other groups).
- Those eligible for free school meals are 8% less likely to be able to complete their school work with the data made available to them.
- Young people with additional needs are 9% less likely to be able to complete their school work with the data made available to them (82.4%).
- Carers are 10% less likely to be able to complete their school work with the data made available to them.

JOURNEY TO WORK

This question set was asked for young people who were not in education, employment or training and who were looking for work and to those who were not looking for work but not in education, employment or training.

How long have you been looking for work?



Who is looking for work the longest?

- Boys are over twice as likely to be looking for work for 12 months or more (75%).
- 60% of straight or heterosexual respondents had been looking for work for 12 months or more compared to 50% of transgender respondents and less than 10% of all other groups.
- 35.7% of White respondents had been looking for work for 12 months or more, this compares to between 15% and 22% for other groups.
- 42.9% of those eligible for free school meals had been looking for work 12 months or more compared to 33% of those not eligible.
- Respondents with additional needs were 9% more likely to be looking for work for 12 months or more.

What opportunities are you looking for?

Apprenticeship	58.8%
Traineeship	11.8%
Sector Based Work Academy Placement	11.8%
Graduate jobs	23.5%
Entry-level jobs	70.6%
Starting my own business	17.6%

Apprenticeships

- Around 70% of girls and boys are looking for an apprenticeship, for non-binary respondents this dropped to 50%.
- Those eligible for free school meals are 5% less likely to be looking for apprenticeships.
- Young people without additional needs were twice as likely to be looking for apprenticeships (66.7%).

Entry level roles

- Those who were non-binary, unsure/questioning or transgender are most likely to be looking for entry level jobs.
- Those eligible for free school meals are 25% less likely to be looking for entry level jobs.
- Young people with additional needs were 30% more likely to be looking at entry level jobs (83.3%).

Traineeships and sector based work academies

- 33% of boys were looking for Traineeships compared to 10% of girls.
- Young people eligible for free school meals are 12.5% less likely to be looking at sector based work academies.
- Young people with additional needs were 6% more likely to be looking for Traineeships and sector based work academies.

Graduate jobs

- Those eligible for free school meals are 11% less likely to be looking for graduate jobs.
- Young people without additional needs were twice as likely to be looking for graduate jobs (33%).

Starting your own business

Young people with additional needs and those who were eligible for free school meals are three times more likely to be looking at starting their own business.

Have you been able to find them?

Yes – I have applied	41.2%
Yes – I’m waiting to hear back	11.8%
Yes – I can find them but it is too competitive	17.6%
No – not the right pay	17.6%
No – there are no opportunities	17.6%
No – not the right location	35.3%
No – not the right level of experience	23.5%
No – not the right level of qualification(s)	17.6%
No – I haven’t heard back	23.5%
Unsure	5.9%
Other (please say):	17.6%

There are interesting differences in disparities in how young people who are looking for work are faring in their job hunt.

Too competitive

- Girls had found opportunities more readily but their biggest barrier here was opportunities being ‘too competitive’ with 30% suggesting so.
- Straight or heterosexual respondents were most likely to be applying but feeling that the market is ‘too competitive’.
- Asian and Asian British respondents and Black, Black British, Caribbean or African respondents were most likely to be applying but feeling that the market is ‘too competitive’.
- Young people without additional needs were most likely to think the landscape was ‘too competitive’.

No opportunities and nothing local

- Boys were the least positive of all genders; they were most likely to select ‘no’ options. 66.7% of boys suggest ‘that there were no opportunities’ (this is twice the rate than that of girls).
- LGBTQ+ groups were more likely to feel they couldn’t find ‘any opportunities at all’, in particular, that there were ‘no opportunities in the right location’.
- Young people with additional needs were most likely to say they ‘could not find opportunities’ or that they were ‘not in the right location’.

Experience and pay

- For White respondents the biggest barriers were ‘location’ and ‘levels of experience required’, for Mixed or multiple ethnic groups and those who selected Other ethnic group the biggest factor was ‘finding work at the right pay’.

Please tell us how much, if at all, COVID-19 has impacted;

	Not at all	A little	Somewhat	A lot	A great deal
Your job hunt overall	26.3%	10.5%	10.5%	21.1%	31.6%
Your motivation to apply for opportunities	15.8%	21.1%	21.1%	15.8%	26.3%
Your mental health	15.8%	5.3%	26.3%	15.8%	36.8%

Compared to last year the number of young people who selected that their job hunt overall and their motivation to apply for opportunities was impacted ‘a great deal’ is up 5ppts. The difference in impact for young people from different groups is laid out below.

Job hunting:

- Non-binary, White and Black, Black British, Caribbean or African respondents were most likely to select the more extreme option.
- Straight or heterosexual respondents and transgender respondents were most likely to feel their job hunt overall was impacted ‘a lot’ or ‘a great deal’ by around 30%.
- Young people eligible for free school meals and those with additional needs were at least 40% more likely to say their job hunt overall had been impacted ‘a lot’ or ‘a great deal’.

Motivation to apply:

- 100% of non-binary respondents stated that their motivation to apply for opportunities was impacted ‘a lot’ or ‘a great deal’ this compared 45.2% of girls and 25% of boys.
- 60% of Black, Black British, Caribbean or African respondents and respondents from Other ethnic group stated that their motivation to apply for opportunities was impacted by COVID-19 ‘a lot’ or ‘a great deal’ this compares to 50% of Asian or Asian British respondents, 35.8% of White respondents and 25% of respondents from Mixed or multiple ethnic groups.
- 62.5% of those not eligible for free school meals stated that their motivation to apply for opportunities has been impacted by COVID-19 ‘a lot’ or ‘a great deal’ compared to 14.3% of those eligible.
- 60% of young people with additional needs stated that their motivation to apply for opportunities has been impacted by COVID-19 ‘a lot’ or ‘a great deal’ compared to 14.3% of those without.

Mental health:

- 100% of non-binary respondents had the most extreme response stating that COVID-19 impacted their mental health ‘a great deal’ compared to 50% of boys and 27.3% of girls.
- 80% of Black, Black British, Caribbean or African respondents, respondents from Other ethnic group and respondents from Mixed or multiple ethnic groups said their mental health was impacted by COVID-19 ‘a lot’ or ‘a great deal’ at least 30% higher than all other race and ethnic groups.
- 62.5% of those not eligible for free school meals stated that their mental health has been impacted by COVID-19 ‘a lot’ or ‘a great deal’ compared to 14.3% of those eligible.
- 60% of those with additional needs stated that their mental health has been impacted by COVID-19 ‘a lot’ or ‘a great deal’ compared to 42.9% of those without.

Please tell us more about your answer?

<p>My school pressured everyone to go to university. I now have no idea what I enjoy because I was given no help or guidance at school in helping me figure that out. COVID-19 has meant that I have not been able to access the support that was available to me while I was at university, and after I left.</p>	<p>I have a great deal of social anxiety as a result and struggle to acclimatise to the office/hybrid working nature of most jobs, which are open to graduates/young professionals with little experience.</p>	<p>I already had severe mental health issues and was unable to work/attend college prior to the pandemic. It didn't make a huge difference to me really, however, it obviously didn't help matters either.</p>
<p>I had a baby during lockdown and the support network has been poor.</p>	<p>Having been a carer during my A levels and missing out on experiences. I feel at a huge disadvantage.</p>	<p>Stuck inside with no outlet like sport.</p>

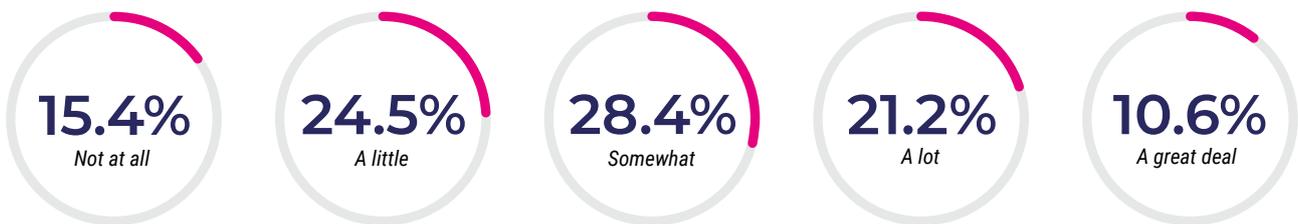
Young people told us that the pandemic exacerbated the challenges they were already facing whilst looking for work. Several respondents talked about the barriers they faced when looking for employment before the pandemic, such as ill mental health and being a caregiver, becoming more significant barriers during the pandemic.

For some of these young people, who were already isolated and distant from the labour market, further isolation from support networks made it more challenging for them to find work. Some respondents also talked about finding it challenging to adapt to the changing nature of work during the pandemic, such as remote work and hybrid work.

IN WORK

This question set was asked for young people who were currently working and for whom work was their main activity. As such this section does not capture young people who are working whilst studying.

How much has your work been disrupted?



31.8% of young people in work had been disrupted 'a lot' or 'a great deal'. We can see that young people in work were less likely to be impacted 'a lot' or 'a great deal' than those in education or training or those looking for work.

Who was impacted?

We can see that the impact was felt more acutely for certain groups.

- Non-binary respondents were at least 15% more likely to state that their work was disrupted 'a lot' or 'a great deal'.
- Black, Black British, Caribbean or African respondents were at least 10% more likely than all other groups to respond with 'a lot' or 'a great deal'.
- Those eligible for free school meals were 17% more likely to state that their work had been disrupted 'a lot' or 'a great deal'.

And who wasn't?

- There was no notable difference between young people with English as a second language.
- Asian or Asian British respondents were least likely to think their work had been disrupted 'a lot' or 'a great deal' at a rate that was at least 20% lower than all other racial and ethnic groups.



Please indicate if you have:

	Yes	No	Unsure
Had your working hours reduced	12.5%	82.5%	5%
Had your role or responsibilities changed	33.8%	60.2%	6%
Had your wages reduced	9%	85.9%	5%
Been required to work from home	70.1%	27.4%	2.5%
Been required to go back to your place of work for all of your working hours	31.2%	59.8%	9%
Had your training and learning disrupted	56%	39.5%	4.5%
Promotion prospects impacted	18.2%	56.6%	25.3%



Whilst we note the disparity in the overall impact of COVID-19 on different groups how work changed for young people had more nuance and layers.

Working hours reduced

- Non-binary respondents were 30% more likely to have had their working hours reduced.
- Bi or transgender respondents were twice as likely to have had their working hours reduced.
- Black, Black British, Caribbean or African and Mixed or multiple ethnic groups were 5% less likely to have had their working hours reduced.
- Young people with additional needs were 13% more likely to have had their working hours reduced.

Role or responsibility changes

- Non-binary and unsure/questioning respondents were at least 20% more likely to have had their role or responsibilities changed.
- Bi respondents were 10% more likely to have had their role or responsibilities changed.
- White and Mixed or multiple ethnic group respondents were at least twice as likely to have had their roles or responsibilities changed.
- Those not eligible for free school meals were 20% more likely to have their roles and responsibilities changed.

Learning or training disruption

- Mixed or multiple ethnic group respondents were at least 25% more likely to have had their training and learning disrupted.

Wages reduced

- Non-binary and unsure/questioning respondents were at least 20% more likely to have had their wages reduced.
- Mixed or multiple ethnic group respondents were at least 10% more likely to have had their wages reduced.

Promotion prospects

- Young people without additional needs were 13% more likely to think their promotion prospects have been impacted.

Required to go back to your place of work for all of your working hours

- Those with additional needs 9% more likely to have been required to go back to their place of work for full working hours.
- Respondents whose first language was English were 9% more likely to have been required to go back to their place of work for all of their working hours.

In addition, young people told us that they have:

- Lost jobs and opportunities, ranging from internships to being made redundant.
- Been told to go back to the office but not given any mental health support.

PLACE BASED

In this section young people shared with us insight into where they live, how safe they feel and what they can access.

We asked this set of questions to all young people and we have been able to weight the data accordingly.

Key Findings:

SAFETY:

- 58.7% of young people felt safe in their local area, a rise of 4ppts on last year's figures.
- We can see though that safety isn't a privilege for all, respondents who are transgender, eligible for free school meals, have English as a second language, care leavers and carers were all significantly more likely to feel 'unsafe' and 'very unsafe' in their local areas.
- Young people worried about knife crime, being attacked. Young women and those from the LGBTQ+ community felt threatened by physical or sexual violence.

JOBS & OPPORTUNITY:

- 14.2% of young people were 'confident' or 'extremely confident' they could find quality work where they lived.

ACCESS & SUPPORT:

- Black, Black British, Caribbean or African, young people in care, young people with English as a second language and those with additional needs respondents were twice or three times more likely to rate all factors of local transport as 'very poor'.
- Young people with protected characteristics were up to 20% less likely to think they had access to amenities, such as parks, libraries and entertainment locally.
- 25.7% of young people think they can access support for their mental health problems locally.

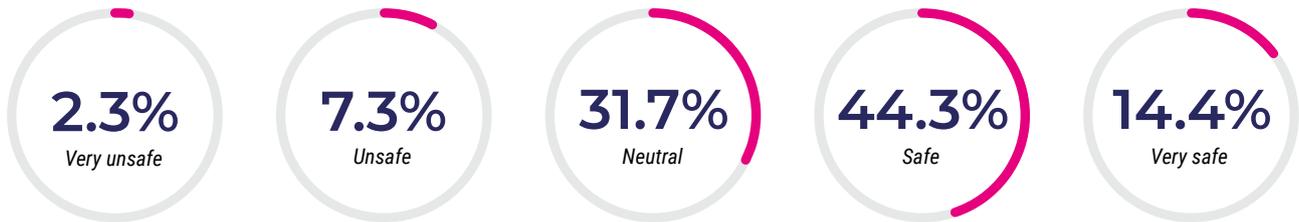
YOUTH VOICE:

- 19.3% of young people thought there were enough opportunities to share their voice on important issues:
 - Care leavers and registered carers were most likely to think they had opportunities to share their voice.

CONCERNS:

- Young people were worried about the future, in particular the lack of social, emotional and mental health support, the cost of living and their rights.

How safe do you feel in your local area?



58.7% of young people felt 'safe' or 'very safe' in their local area. Respondents were 4ppts more likely to suggest they felt 'safe' or 'very safe' in their local area compared to last year, those feeling 'unsafe' or 'very unsafe' was down by 1ppt too.

We do see clear differences in who feels safest.

Feeling safe

- Boys were at least 10% more likely to feel safe than all other gender groups, disparity peaks between boys and those unsure/questioning with boys feeling 30% more confident.
- Straight or heterosexual respondents were at least 15% more likely to feel 'safe' or 'very safe'.

Feeling unsafe

- Transgender respondents were most likely to feel 'unsafe' or 'very unsafe' by around 20ppts.
- Young people eligible for Free School Meals were twice as likely (14.4%) to feel 'very unsafe' or 'unsafe'.
- Young people with additional needs were 10% more likely to feel 'unsafe' or 'very unsafe'.
- 24.3% of respondents with English as a second language feel 'safe' or 'very safe' in their local area compared to 59.1% of respondents with English as their first language.
- Care leavers are the least likely to feel safe in their local area 18.1% felt 'very unsafe' or 'unsafe' compared to 12.1% of those currently in care and 9% of young people with no experience of the care system.
- Registered and unregistered carers were more likely to feel unsafe in their local area, 20.6% of unregistered carers felt 'very unsafe' or 'unsafe' compared to 16.3% of registered carers and 10% of those who were not carers.

What is the best thing about your local area?

The biggest references cover how quiet the local area is, having access to green space and access to other facilities, restaurants, shops, parks and transport are mentioned frequently.

There is a lot of talk about their friends being close by, knowing people in their local area, diversity is talked about for a small majority too.

Transgender or unsure/questioning respondents were more likely to say 'nothing' or offer a non-response to this question.

What, if any, are your biggest concerns about where you live?

Lack of opportunities and lack of role models.	The leftover drugs I find everywhere.	There are lots of groups of people that make me and maybe other individuals uneasy.
Presence of illegal substances around the area, particularly small helium inhalers. Some concerns around violent crime in surrounding areas also.	There's a lot of crime and often I feel unsafe. I don't go out at night-time as there's so few buses that go through the city during the evening. I've heard of a lot of people getting attacked near where I live.	

A vast majority of young people were concerned about their safety: concerns ranged from people hanging around in local areas in the evenings, being attacked, crime and in particular knife crime.

For those identifying as unsure/questioning or those using a different term to describe their gender they were more likely to reference safety and being attacked, physically or sexually.

There was a strand of respondents who mentioned the environment, litter and growing building work in their area. Car chases and lack of opportunities for young people and for jobs were frequently mentioned too.

Thinking about public transport (buses, trains etc.) in your local area, how would you rate:

	Very poor	Poor	Neutral	Good	Excellent	N/A
Availability	3.2%	8.5%	23.7%	43%	17%	4.7%
Safety	1.5%	5.9%	30.4%	43.5%	14.1%	4.6%
How often services run	3.4%	11.5%	25.1%	38.3%	16.4%	5.4%
Cost	5.9%	15.9%	37.9%	26.2%	7.4%	6.8%
Reliability	5.3%	14.2%	34.7%	31.9%	8.5%	5.3%

Whilst frequency of services tended to be equal for all groups those with protected characteristics, carers and those with care experience were most likely to score all factors 'poor' or 'very poor' than their peers.

Race and ethnicity

- Black, Black British, Caribbean or African respondents were twice or three times more likely to rate all factors as 'very poor'.
- Cost was the factor that brought out the highest rates of 'very poor' scoring with both White and Asian and Asian British respondents who were three times more likely to rate this as 'very poor' compared to all other questions.

Gender

- Transgender and non-binary respondents were at least 20% more likely to score services as ‘poor’ or ‘very poor’ than other gender groups.
- Non-binary, unsure/questioning and transgender respondents were at least 10% more likely to rate the reliability and cost of services as ‘poor’.

Young people with English as a second language were:

- 4% more likely to rate safety as very poor and twice as likely to rate cost as very poor apprenticeships (66.7%).

Young people with Care experience:

- Young people currently in care were the most likely to rate services as ‘very poor’: they were also twice as likely to rate the availability, safety and cost of services were ‘poor’ or ‘very poor’.
- Care leavers were most likely to rate the cost as ‘very poor’, 13.5% compared to 5.4% of young people currently in care and 5.8% of young people with no experience of the care system.

Young people with Additional needs were:

- Three times more likely to rate the availability, safety and how often services run as very poor. They were also twice as likely to rate the cost and reliability as ‘very poor’.

Young Carers (registered and unregistered) were:

- Five times more likely to rate the safety as ‘very poor’.
- Twice as likely to rate availability and availability of services as ‘poor’ or ‘very poor’.

Young people eligible for Free School Meals were:

- Twice as likely to rate the availability (4.2%), safety (2.6%) and reliability of transport 7% as ‘very poor’.

Please select which of these are available in your local area:

(Please state if they exist, we understand that they might not be open fully in the last year).

Parks	92.9%
Library	79.3%
Leisure facilities (gym, swimming pool)	78.3%
Entertainment (cinema)	58.2%

Sports facilities (football, rugby pitches, tennis courts)	74.9%
Youth club	39.4%
Local Youth Council	15.3%
Youth Hub	11.7%

Whilst we saw small differences across different data sets there were some wider disparities for:

Sports and leisure facilities

- Whilst 60%-63% of all other ethnic groups had access to sports facilities for White respondents this number rose to 77%.
- Young people eligible for free school meals were 8% less likely to have access to leisure facilities and 14% less likely to have access to sports facilities.
- Young people with additional needs were 13% more likely to have access to sports facilities.
- Young people with English as a second language were 15% less likely to have access to sports facilities.
- Young people currently in care were at least 20% less likely to have access to leisure facilities.
- Registered carers were almost 20% less likely to have access to leisure facilities.
- Young people with no care experience were 10% more likely to have access to sports facilities.

Libraries

- 81% of White respondents selected that there was a library close by this is at least 5% higher than all over groups but 10% than the number of Black, Black British, Caribbean or African respondents.
- Young people eligible for free school meals were 6% less likely to access to a library.

Youth Clubs & Youth Hubs

- Young people eligible for free school meals were 6% more likely to have access to a youth club and 6% less likely to have access to a Youth Hub.
- Young people with additional needs were 2% more likely to have access to a youth club (41%) and a Youth Hub (13.4%).
- Young people with English as a second language were 11.8% less likely to have access to a youth club (28.4%).
- Young people currently in care were at least 10% less likely to have access to a youth club (29.2% compared to 45.5% care leavers and 40.1% of those with no experience of the care system).
- 22.7% of care leavers have access to a youth hub compared to 11.4% of those with no experience of the care system and 15.6% of those currently in care.

Entertainment & Cinema

- Young people eligible for free school meals were 12.1% less likely to have access to entertainment.
- Young people currently in care were at least 12% less likely to have access to the cinema (41.7% compared to 54.5% of care leavers and 59.3% of those with no experience of care).
- Young people of with no care experience where 15% more likely to have access to entertainment (59.2% compared to 43.8% if registered carers and 46.9% of unregistered carers).

Parks

- Young people with English as a second language were 8% less likely to have access to parks.

Do you think there are enough opportunities to share your views on important issues in your local area?

19.3%

Yes

42%

No

38.7%

Unsure



Young people who were registered carers and care leavers were more likely than any other groups to respond positively to this question with 37.4% and 40.1% (respectively) scoring this way. We can see variations between other characteristics:

- Boys were most likely to think there are enough opportunities to share their voice with 23.5% replying 'yes', this compares to 17.5% of young women, 18.4% prefer not to say, 18.2% unsure/questioning, 9.2% for transgender respondents and 9% for those who are non-binary.
- Those who are non-binary or transgender were most likely to respond 'no' with over 55% scoring this way, at least 10% more than other genders.
- Straight or heterosexual respondents were most likely to respond 'yes' with 21.8% responding this way compared to 17.6% of those who prefer not to say, 15.2% of gay or lesbian respondents, 16% of bi respondents, 14.2% of those unsure/questioning, and 12.7% of transgender respondents.
- 33.3% of those who selected Other ethnic group thought there were enough opportunities to share their voice on local issues this compares to 27.5% of Asian or Asian British respondents, 20.7% of Mixed or multiple ethnic groups, 18.4% of White respondents and 15.6% of Black, Black British, Caribbean or African respondents.
- Care leavers were most likely to think there was enough opportunity to share their views 40.9% responded this way compared to 28.6% of those currently in care and 18.8% of those with experience of the care system.
- 37.4% of registered carers think there was enough opportunity to share their views compared to 19.7% of those young people with no experience of being a carer and 14.5% of unregistered carers.

How confident are you that there are quality jobs available in your local area?



14.2% of young people were 'confident' or 'extremely confident', up 5ppts on last year and 39.9% of young people were 'not confident' or 'not confident at all'.

Who is not so confident?

- 56.7% of respondents who selected Other ethnic group and Black, Black British, Caribbean or African respondents were 'not confident' or 'not confident at all' compared to 43.1% of Mixed or multiple ethnic groups, 38.3% of White respondents and 32.5% of Asian or Asian British respondents.
- 45.3% of students who were eligible for free school meals were 'not confident' or 'not confident at all' compared to 37.5% of students who were not eligible.
- 47% of young people with additional needs are 'not confident' or 'not confident at all' compared to 27% of young people without additional needs.
- 45.1% of young people with English as a second language are 'not confident' or 'not confident at all' compared to 39% of those without.
- 55.4% of transgender respondents were 'not confident' or 'not confident at all' compared to 52.6% of those unsure/questioning, 41.3% of those who are non-binary, 40.5% of young women and 34.9% of boys
- 53.3% of gay or lesbian respondents were 'not confident' or 'not confident at all' this compares to 50.1% of transgender respondents, 44% of bi respondents, 38.8% of those unsure/questioning, 36.9% of straight or heterosexual respondents and 28.7% of those who selected 'I prefer not to say'.

Who is confident?

- 17.2% of boys were ‘confident’ or ‘extremely confident’ compared to 13.6% of girls, 10.3% of those who are non-binary, 5.3% of those unsure/questioning, 9.3% of transgender respondents and 5.1% of those who prefer not to say.
- 17.6% of Asian or Asian British respondents were ‘confident’ or ‘extremely confident’ compared to 14.2% of White respondents, 13.8% of Mixed or multiple ethnic groups, 8.2% of Black, Black British, Caribbean or African respondents and 3.3% of those who selected Other ethnic group.

Locally I can access:

	N/A	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Childcare support	48.9%	1.3%	3.8%	26%	16%	4%
Support as a young carer	51.3%	2.6%	4%	28.6%	11.6%	1.9%
Support for my physical health problems	28.6%	3.3%	7.3%	25.3%	29.4%	5.9%
Support for my mental health problems	22.5%	11.2%	14.7%	26%	20.5%	5.2%
Support I need for substance abuse	53.2%	3.2%	4.7%	25.4%	10.4%	3.1%
Support as an ex-offender	56.6%	2.8%	4.7%	26.6%	7.1%	2.2%

Across all access points we found that those eligible for free school meals were twice as likely to strongly disagree on every factor than those not eligible. We saw the strongest variances across mental and physical health support.

Mental health support

- Boys and girls were most, and equally, likely to ‘agree’ that they can access support locally, they were 10pts more likely to score this way than unsure/questioning and transgender respondents (12.5%).
- 51.8% of those who were unsure/questioning ‘disagree’ or ‘strongly disagree’ that they could access support locally compared to 47.4% of those who are non-binary, 43.8% of transgender respondents’, 33.3% of those who prefer not to say, 28.1% of girls and 17.4% of boys.
- Black, Black British, Caribbean or African respondents and Mixed or multiple ethnic groups were twice as likely to ‘strongly disagree’ that they can get support for their mental health problems locally.
- Care leavers were at least 5% more likely to agree that they can access mental health support locally (28.6% compared to 23% of those currently in care and 20% of those with no experience of care).
- Those with no experience of being a carer were most likely to agree that they can access support for their mental health problems (21.2% compared to 15% of unregistered carers and 14% of registered carers).

Physical health support:

- 24% of young people with additional needs would ‘agree’ that they can access support for their physical health problems compared to 30.7% of young people without additional needs.
- Care leavers were at least 9% more likely to be able to get support for the physical health problems locally (40% compared to 31.5% of those currently in care and 29% of those with no experience of the care system).
- Unregistered carers were 7% more likely to ‘agree’ that they can get support for their physical health problems.

If you are accessing support locally, where are you accessing it?

	School/education provider	Parents	Employer	Jobcentre Plus	Probation Officer	NHS	Private provider
Childcare support	31.4%	44.7%	1.4%	2.4%	0.8%	13%	6.4%
Support as a young carer	31.7%	40.4%	2.8%	4.5%	1.3%	12.8%	6.5%
Support for physical health problems	13.9%	22.7%	1.2%	0.9%	0.9%	56.1%	4.3%
Support for mental health problems	25.2%	28.4%	1.7%	0.9%	1.1%	33.3%	9.3%
Support for substance abuse	20.9%	32%	1.3%	1.6%	6.6%	29.8%	7.7%
Support as an ex-offender	21.1%	30.9%	1.7%	4%	19.7%	13.8%	8.7%

We see parents most commonly taking the role as main supporter here with school/education providers following closely for mental health support. The NHS is providing the majority of support for physical, mental health problems and substance abuse.

- For those with additional needs we saw that they were 8% more likely to be getting support for all issues from their parents over other sources.
- Young people with English as a second language were least likely to be using their parents as a support network.
- Registered carers were least likely to be seeking support from their parents. Whilst, on average 30% of unregistered carers and those with no experience of being a carer were being supported by their parents for mental health, physical health and substance abuse only half of registered carers were.

Who is using private providers?

- Gay or lesbian, bi and transgender respondents are twice as likely to be using private providers for their mental health problems than other gender groups.
- 23% of care leavers were using private providers for support with their mental health problems compared to 5.6% of those currently in care and 9.3% of those with no experience of the care system.

Registered carers were around 20% more likely to be getting support from a private provider for physical health problems, mental health problems and substance abuse.

Mental health support

- Young people with additional needs were 8% more likely to be getting support for their mental health from the NHS.

What are you looking forward to in the next 12 months?

Lots of talk of summer holidays, being able to be more free this summer and establishing and building on friendships again.

There was talk of completing apprenticeships, being promoted and lots of excitement about finishing the academic year and moving on to what was next.

<p>Just getting back to usual and becoming a more confident person.</p>	<p>I am looking forward to the end of KS4 at school, because I do not feel that a lot of the subjects I have to take benefit me. I would like to be able to study what I am interested in and I am looking forward to that.</p>	<p>Seeing my friends in person more, I haven't been leaving the house much at all and I went to the park today which was great so my friends and I have already organised another outing.</p>
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Is there anything you are worried about or not looking forward to in the next 12 months?

<p>GCSEs, I'm worried that I might not achieve as high grades as I want.</p>	<p>The lack of social and emotional support I have heard of for students taking GCSE exams, especially with the disruption that has been caused by COVID.</p>	<p>No longer being able to access CAMHS as I am worried that I will no longer be supported with my mental health after my 18th birthday.</p>
<p>The pricing increases for electricity and food, etc. and what this impact will have within my household and for friends and family.</p>	<p>I'm always worried about money. The cost of living is a huge concern. Plus work is extremely stressful at the moment and if it continues like this I'm going to have to leave – not relishing that prospect.</p>	<p>The fact that my rights as a bisexual transgender person are constantly under attack are definitely worrying me. The fact that nothing is being done to support people like me worries me. The fact that I very much could be identified and assaulted also worries me.</p>

For those still in education: Concerns about exams and workload at school were prominent, many responses also expressed worries about the impact of missed learning time on their eventual grades. Respondents also expressed concerns around their employment prospects and transitioning from education to the labour market.

For those in work and looking for work: Many responses also identified the rising cost of living as a worry for the next 12 months with answers identifying rising rents, house prices and energy bills as something which was concerning them.

All young people: Across every age and stage young people expressed worries about mental health and the support that would be available to them over the next 12 months.

A significant number of responses identified concerns around women's rights, sexism, transphobia and homophobia.

PREPARING FOR YOUR FUTURE

In this section we ask young people still in education (including university) and those aged 18 and under to share their views and experiences on education, careers, exams and assessments, choices available and work experience.

Key Findings:

TRANSITION TO SECONDARY SCHOOL

- 55.8% of young people had support from their primary school and 62.8% support from their secondary school.
- 73.1% felt welcome in their secondary school with Black, Black British, Caribbean or African respondents, transgender and those with additional needs feeling the least welcome.
- Young people felt that more emotional support, mentors and support to handle bullies would support the transition.

CAREERS EDUCATION IN SECONDARY SCHOOL

- All careers activities are down in schools this year. In addition we see gender, sexual orientation, race and ethnicity, additional needs and eligibility for free school meals all factors in access.
- 29.7% of young people rated the career advice they had received in secondary school so far as 'good' or 'excellent'.
- Whilst young people still rely on the people around them for careers support we saw a reduction in those suggesting careers advisors from 3rd place to 5th after parents/guardians, teachers, friends and relatives.
- Parent/guardians, relatives, teachers and careers and employability websites are the most useful sources of careers advice.
- Young people do not think that youth workers (64%), National Careers Service (61.1%), mentor (57.5%) and apps (50.3%) are applicable to them.

cont...

SKILLS

- 34.4% of young people thought they understood the skills employers are looking for.
- Overall young people were most confident in their listening, creativity and literacy skills and least confident in self belief, staying positive and in their confidence.
- Young people with protected characteristics were most likely to have significantly lower self belief scores than their peers.
- The network around young people are helping them develop employability skills, with parents (78.3%), teachers (76.8%), and careers advisors (4.8%) being the most popular.
- Young people want to start developing their employability skills between the ages of 12 and 14.
- 31.2% of young people 'agree' or 'strongly agree' that their school supported them sufficiently to develop the skills they need for the future.

CHOICES

- 83.2% of young people had apprenticeships discussed with them once or more in secondary school.
- Traineeships, T Levels and accessing Jobcentre Plus provision was never discussed with 66%, 72.1% and 87%.
- There is disparity in choice still with:
 - » Young people with additional needs, those eligible for free school meals, boys, Black, Black British, Caribbean or African respondents most likely to hear about vocational routes.
 - » Young people without additional needs, girls, those without additional needs most likely to hear about academic routes.
- 5.6% of young people were 'likely' or 'very likely' to apply to a T Level.
- 29.3% of young people were 'likely' or 'very likely' to apply for an apprenticeship.

EXAMS & ASSESSMENTS

- 81.2% of young people had undertaken a formal assessment in the last year.
- Boys, those eligible for free school meals and those with additional needs were most likely to have undertaken multiple choice exams.
- 49.1% of young people stated that exams and assessments impact their mental health negatively.

WORK EXPERIENCE IN SECONDARY SCHOOL

- 36% of young people had access to work experience in secondary school.
- 59.1% received one instance of work experience during secondary school.
- Work experience was 9% more likely to be in person this year.
- Young people see the value in work experience with 69.3% of those that undertook work experience rated it as 'good' or 'excellent'.
 - » Young people with additional needs and those eligible for free school meals were among the most likely to score favourably.
- Black, Black British, Caribbean or African respondents were most likely to agree that work experience helped you build useful skills and understand what it is like to be in work.
- Young people want work experience to start at 14 and 15 years of age and want more variety of opportunities and more instances of work experience.

cont...



COLLEGE OR SIXTH FORM

- 58.7% of young people rate their time in college or sixth form as 'good' or 'excellent'.
- 39% of young people are currently working alongside studying with a further 29.9% actively looking for opportunities.
- 42.5% of young people felt that college or sixth form was 'helpful' or 'very helpful' in preparing them for their next step.

UNIVERSITY

- 60% of young people at university had a job.
- 53.2% felt their university was 'helpful' or 'very helpful' in preparing them for their next step.
- 80% rated their course content as 'good' or 'very good'.
- 31.5% rated the value for money as 'good' or 'very good'.
- Young people in university where, on the whole, getting less careers support than previous years, in addition there was a 6ppts decrease in access to work experience.
- 81.3% had never had access to financial planning management and 67.7% had not had any access to mental health training.
- Young people rated one-to-one careers sessions, careers advisors, skills workshops and mentors as the 'helpful' or extremely helpful'.

TRANSITION TO SECONDARY SCHOOL

To capture the experiences of the youngest age range, this year we asked young people aged 11 - 13 questions around their move to secondary school.

Thinking about when you moved to secondary school please answer the following questions:

	Yes	No	Unsure
Was support available from your primary school to prepare you for the move	55.8%	27%	17.2%
Was support available from your secondary to prepare you for the move	62.6%	17.2%	20.2%
Did you feel welcome in your secondary school	73.1%	10.5%	16.4%

Just over half of young people had support from their primary school before transitioning to secondary school. Whilst a majority felt supported we did see differences in how different groups experienced this time.

Support from primary school

- Transgender respondents were 30% and non-binary respondents were 20% less likely to respond yes than all other genders.
- Young people with additional needs were 10% less likely to say that they had support from primary school.
- Black, Black British, Caribbean or African respondents were at least 8% less likely to respond yes than all other race and ethnic groups.

Support from secondary school

- Those eligible for free school meals were 5% less likely to have support available from their secondary school.
- Young people with additional needs were 20% less likely to say that they had support from secondary school.
- Asian or Asian British respondents were most likely to say they had support from secondary school to prepare, 72.5% felt this way compared to 62.8% of White respondents, 52% Black, Black British, Caribbean or African respondents and 50% of Mixed or multiple ethnic groups and Other ethnic group.

Feeling welcome

- 78.8% of boys felt welcome in their secondary school, 5% more than girls, 18% more than those unsure/questioning, 50% more than non-binary respondents and 60% more than transgender respondents.
- Young people with additional needs were 22% less likely to feel welcome in secondary school.
- Black, Black British, Caribbean or African respondents were over three times more likely to say they did not feel welcomed by their secondary school than any other group.
- 80.8% of straight or heterosexual felt welcomed by their secondary school compared to 62.5% of bi or lesbian respondents, 57.4% of those unsure/questioning, 54.5% of bi respondents and 55% of transgender respondents.

How did you feel about your move to secondary school? Were you excited, scared, nervous?

<p>A lot was going on outside of school so it put a lot of pressure on me. I didn't really talk to anyone about it but I still was a bit excited because it's a big change, but there was a lot of pressure.</p>	<p>I was really nervous about it and also really upset since I didn't get to spend the last year at primary school and it ended quite abruptly.</p>	<p>Moved to secondary school during lockdown so year 6 ended before I left. I could not attend open days because of COVID-19.</p>
<p>I was excited to meet new people and learn new things.</p>	<p>I was quite excited to leave my primary school.</p>	<p>Nervous and loss of confidence.</p>

A significant number of young people mentioned that they felt nervous and excited for the transition to secondary school. Many mentioned that they were worried about making friends, but also excited at the prospect of meeting new people. A lot of young people mentioned experiencing disruption in their last year of primary school and not being able to attend secondary school open days. For some young people this made the transition to secondary school more daunting.

What support (if any) do you think should be available when moving into secondary school? If you can, tell us who you think should provide the help.

<p>A teacher to support you if you are struggling.</p>	<p>Information about the school, your form, the classes and the activities/clubs.</p>	<p>Advice on bullying and how to best deal with it.</p>
<p>I think there should be support if people are struggling take them out in little groups and have a chat about what they are struggling with.</p>	<p>Teachers should make more of an effort to allow kids to make friends because I was really depressed and alone when I first joined school. I was alone whilst eating and in the playground. After a week friendships were made and I was left out and I felt scared to talk to any of the pastoral workers.</p>	<p>Emotional support if someone has something like social anxiety or they are just nervous and shy around other people or have trouble making new friends.</p>

Young people overwhelmingly referred to wanting mental health support when transitioning from primary to secondary school. They viewed it as a big change and having someone they could speak to about their feelings was important to them. Young people said they wanted support from teachers, pastoral care and friends when thinking about who they would like support from in their transition into secondary school. A number of responses also wanted to see support with meeting new people and making friends, particularly when moving to schools where they didn't know anyone.

CAREERS EDUCATION IN SECONDARY SCHOOL

This question set was asked to all 11 - 18 year olds.

Which of these did you or have you received in secondary school?

Face to face careers advice	38.6%
Careers lessons	38%
Interview with a careers advisor	32.2%
Employers visiting you in school	32.2%
Careers fairs	30.4%
Learning about careers in curriculum lessons	29.5%
Access to online careers and job information	29.4%
None	21.4%
Visits to college	16.8%
Interview sessions	16.6%

Apprentices visiting you in school	16.6%
Careers talks by employers	16.4%
CV workshops	15.6%
Mentor	15.2%
Enterprise activities	12.7%
Visits to employer sites	6%
Visits to careers shows like World Skills (The Skills Show) or The Big Bang	5.4%
Access to labour market information	4.5%
Other (please say):	4.4%
Visits to training providers	2.4%

All activities had lower scores this year compared to last year. Whilst we can see that some of this can be attributed to lowering the age range to include 11- 13 we do also see disparities for certain interactions.

Mentor

- Young people who were eligible for free school meals were more likely to recall having had access to a mentor by 8%.
- Young people with additional needs were more likely to recall having a mentor by 12%.

Online careers information

- Non-binary respondents over 17% more to recall accessing online careers and job information.
- Young people who were eligible for free school meals were more likely to recall having had access to online careers information by 7%.
- Transgender respondents were most likely to have access to online careers and job information at 50%, compared to gay or lesbian and bi respondents with 40% of each group selecting this, 24.1% of straight or heterosexual respondents and 28.9% of unsure/questioning.

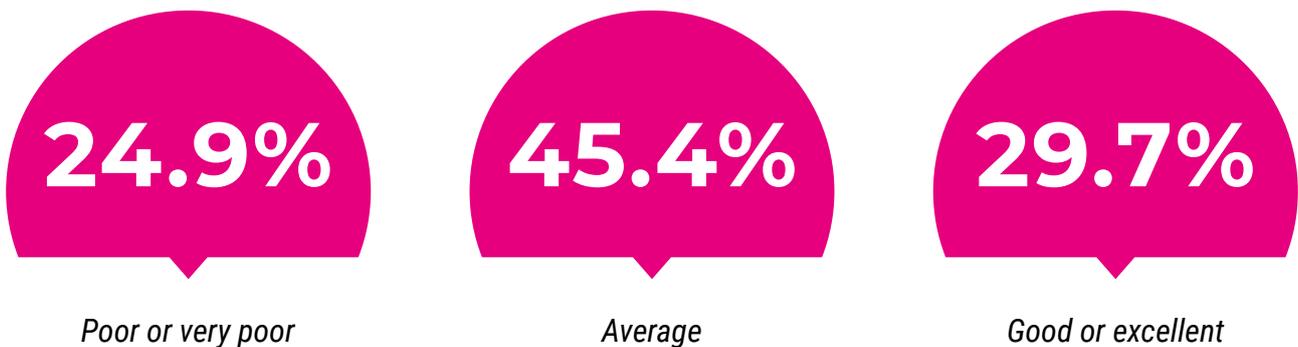
Whilst we are seeing less disparity in access than two years ago there are some points where protected characteristics have a bigger impact:

Gender: Transgender respondents have the lowest score for all activities except for enterprise activities (17.9%) which was the highest score of all groups.

Race and ethnicity: Asian and Asian British respondents were at least 8% more likely to recall having face to face careers advice.

Sexual orientation: Transgender respondents were most likely to have access to online careers and job information at 50%, compared to gay or lesbian and bi respondents with 40% of each group selecting this, 24.1% of straight or heterosexual respondents and 28.9% of unsure/questioning respondents.

How would you rate the careers education you have received so far in supporting you to make informed choices?



The number of respondents scoring 'good' or 'excellent' has grown by 1.2ppts and the number of young people scoring 'poor' or 'very poor' has reduced by 3ppts compared to last year's Youth Voice Census results.

Who thinks it's poor?

- Transgender respondents most likely to rate the career education received as 'poor' or 'very poor' (42.8%) compared to 33.4% of non-binary respondents, 27.3% of girls, 27.8% of those unsure/questioning and 20.7% of boys.
- Young people with additional needs were 4% more likely to rate careers education as 'poor' or 'very poor' (28.7%).
- White respondents were most likely to rate careers education received as 'poor' or 'very poor' (26.5%) compared to 25.8% of Mixed or multiple ethnic groups, 23% of Black, Black British, Caribbean or African respondents and 16.9% of Asian and Asian British.
- Gay or lesbian respondents were most likely to rate careers education received as 'poor' or 'very poor' (38.6%) compared to 36.3% of transgender respondents, 34.2% of unsure/questioning and 20.8% of straight or heterosexual.

Who do you go to for career support?

Parents/guardians	73%
Teachers	45.3%
Friends	33.1%
Relatives	23.6%
Careers Advisor	22.9%
Social media	18.3%
Family friends	17.3%
Siblings	16.4%

Careers and employability websites	13%
Online forums	11.2%
Other people I know who are employed	9.3%
Other (please say):	6.4%
Employers	5%
National Careers Service	4.5%
Mentor	4.1%
Jobcentre Plus	1.9%

All groups rate their parents/guardians as the number one source of information and for a majority teachers come second and either friends or careers advisors placing third.

However, there are important variations in this for certain groups.

- Transgender, non-binary, gay or lesbian and those who prefer not to say to describe their sexuality were most likely to use social media, online forums and websites. These groups were also less likely to select 'careers advisor' than any other group.
- Those without additional needs were 10% less likely to rate careers advisors.
- Those who were not eligible for free school meals were 12% less likely to rate parents.
- For Black, Black British, Caribbean or African respondents and 16.9% of Asian and Asian British respondents they were at least 8% less likely than all other groups to list careers advisor (12.5%).

How useful have you found the following when looking for careers support?

	N/A	Not useful or useless	OK	Useful or extremely useful
Parents/guardians/carers	10.8%	9.2%	27.3%	52.7%
Teachers	12.9%	18.1%	33.8%	35.2%
Friends	18.7%	19.9%	34.7%	26.6%
Careers advisor	37.1%	14.3%	21.1%	27.5%
Careers and employability websites	34.2%	13.3%	26.9%	25.7%
Social media	29.1%	20.4%	26.6%	23.9%
Online forums	42.6%	17.8%	24.1%	15.6%
Mentor	57.5%	12.5%	19.1%	10.9%
Youth worker	64%	12.5%	16.1%	7.8%
National Careers Service	61.1%	11.3%	17.3%	10.3%
People I know who are employed	38%	9.8%	25.1%	27%
Siblings or other relatives	34.7%	12.5%	23.9%	28.9%
Apps	50.3%	15.9%	20.4%	13.4%

Parents and guardians

- Boys are most likely to find parents/guardians/carers 'useful' or 'very useful'.
- Non-binary respondents were over 15% more likely to rate their parents as 'not useful' than all other groups with 23.3% scoring this way.
- Young people who were not eligible for free school meals were 10% more likely to rate their parents as 'useful' or 'extremely useful' (55.7%).
- Young people with additional needs were four times as likely to rate their parents as 'useless'.
- Black, Black British, Caribbean or African respondents were at least 17% more likely to rate their parents/guardians/carers as 'extremely useful'.
- Straight or heterosexual respondents were at least 10% more likely to rate parents/guardians/carers as 'extremely useful'.

Teachers

- Boys and girls were three times as likely to rate their teachers as 'extremely useful'.
- Straight or heterosexual respondents were at least 10% more likely to rate teachers as 'useful' or 'extremely useful'.

Friends

- Girls were most likely to rate their friends as 'useful' or 'extremely useful' with 37.7% scoring this way (over 10% more than other groups).

Careers Advisors

- Transgender respondents were most likely to rate careers advisors as 'useless' 18.5% scored this way compared to 10% of non-binary respondents and around 5.5% of all other groups.
- White and Mixed or multiple ethnic groups were most likely to say that a careers advisor (39.4% and 43.4%) was not applicable to them.
- Gay or lesbian respondents 10% more likely to rate careers advisors as 'useless' or 'not useful'.

Mentors

- Transgender respondents were most likely to rate mentors as 'useless' or 'not useful' 22.2% scored this way compared to an average of 10% of all other groups.
- Young people with additional needs were three times as likely to rate mentors as 'extremely useful'.
- Black, Black British, Caribbean or African respondents were twice as likely to rate mentors as 'extremely useful'.

Apps

- Transgender respondents were most likely to score apps as 'useless', 23.1% scored this way.

Careers and Employability Websites

- Non-binary respondents were most likely to rate careers and employability websites as 'useful' 31.7% scored this way compared to around 17% for all other groups.

Online forums

- Unsure/questioning respondents were most likely to rate online forums as 'useful', 20% scored this way compared to an average of 11% of all other groups.

Social Media

- Black, Black British, Caribbean or African respondents were at least 7% more likely to rate social media as 'extremely useful'.

National Careers Service

- 74% of transgender respondents who use another term thought the National Careers Service was not applicable to them compared to 71% of those unsure/questioning, 69% of gay or lesbians, 65% of bi respondents and 56% of straight or heterosexual respondents.

SKILLS

How confident are you in the following skills?

	Not very confident or not confident at all	Neutral	Confident or very confident
Communication	18.6%	27.3%	54.1%
- Listening	7.6%	22.4%	70%
- Presenting	43.1%	23.7%	33.2%
Teamwork	12.6%	25%	62.3%
- Leadership	24.6%	25.8%	49.6%
Problem Solving	10.3%	27.2%	62.4%
Self Belief	36.6%	29.9%	33.5%
- Resilience	15.7%	34.6%	49.7%
- Staying Positive	30.5%	32.3%	37.2%
- Confidence	31%	26.6%	42.5%
- Motivation	29.4%	31.2%	39.4%
Self Management	22.3%	34.6%	43.1%
- Initiative	15.1%	36.5%	49.2%
- Organisation	19.1%	30.2%	50.7%
- Accountability	12%	37.7%	50.3%
- Aiming high	15.8%	27.7%	56.5%
Digital skills	12.3%	28.2%	59.6%
Numeracy skills	16.7%	23.9%	59.5%
Literacy skills	10.2%	24.4%	65.4%
Creativity	10.2%	22.3%	67.5%

Additional responses that young people choose to write included frequent references to kindness, sport, general life skills and imagination.



Overall young people were most confident in their listening, creativity and literacy skills. They were not as confident in their presenting, self belief and staying positive skills.

Self belief

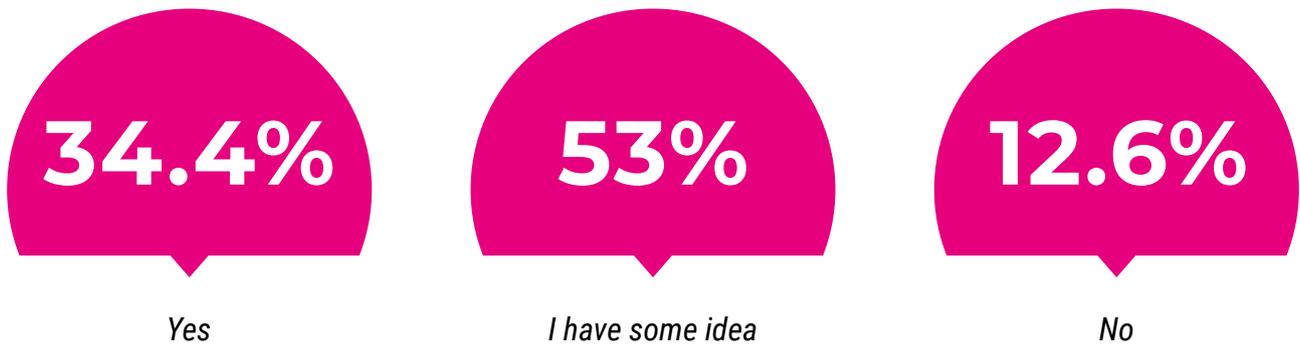
We see a reduction this year in almost all skills that sit underneath the 'self belief' section, although resilience hasn't reduced by as much as other options. The Youth Voice Census didn't measure self belief last year and so whilst we can not compare year on year we can see that those with protected characteristics were most likely to have significantly lower self belief scores than their peers.

- Young people with additional needs were 10% more likely to 'not feel confident at all' in their self belief.
- Only boys and girls scored themselves as 'very confident' in self belief for all other genders the response rate was 0%.
- Non-binary, unsure/questioning and transgender respondents were at least 30% more likely to be 'not confident' or 'not confident at all' in self belief.
- Young people who were eligible for free school meals were 6% more likely to feel 'not very confident' or 'not confident at all' in self belief.
- Black, Black British, Caribbean or African, Mixed or multiple ethnic groups and White respondents were at least 10% more likely to be 'not confident at all' in self belief.
- Mixed or multiple ethnic groups were at least 9% more likely to be 'not confident at all' at staying positive, the next closest racial group was White respondents at 13% with all other groups scoring below 8%.

Who is confident and who is not?

- Young people who were not eligible for free school meals were around 10% more likely to be 'confident' in all skills.
- Young people with additional needs were at least 14% less likely to be 'confident' in all skills, for listening, numeracy and literacy this raises to 20%.
- 60% of straight or heterosexual respondents were 'confident' or 'very confident' in their communication skills which is 20% higher than other groups.
- Boys were three times more likely and girls two times more likely than other genders to rate their staying positive skills as 'very confident'. Boys and girls were also 20% more likely to be 'confident' or 'very confident' in motivation than other genders.
- Non-binary, unsure/questioning and transgender respondents were more likely to be 'confident' in their digital, literacy and creativity skills by at least 6%.
- Boys and girls were 20% more likely to be 'confident' or 'very confident' in motivation.
- Boys were at least 18% more likely to be 'confident' in their communication skills.

Do you think you understand what skills employers are looking for?



- 37.6% of boys think they understand the skills employers are looking for compared to 33.8% of girls and those unsure/questioning, 23.1% of transgender respondents and 20% of non-binary respondents.
- Asian and Asian British respondents were most likely to think they understand the skills employers are looking for with 43.1% compared to 34.3% of White respondents, 33.3% of Black, Black British, Caribbean or African respondents, 25.5% of Mixed or multiple ethnic groups and 23.5% of those from Other ethnic group.

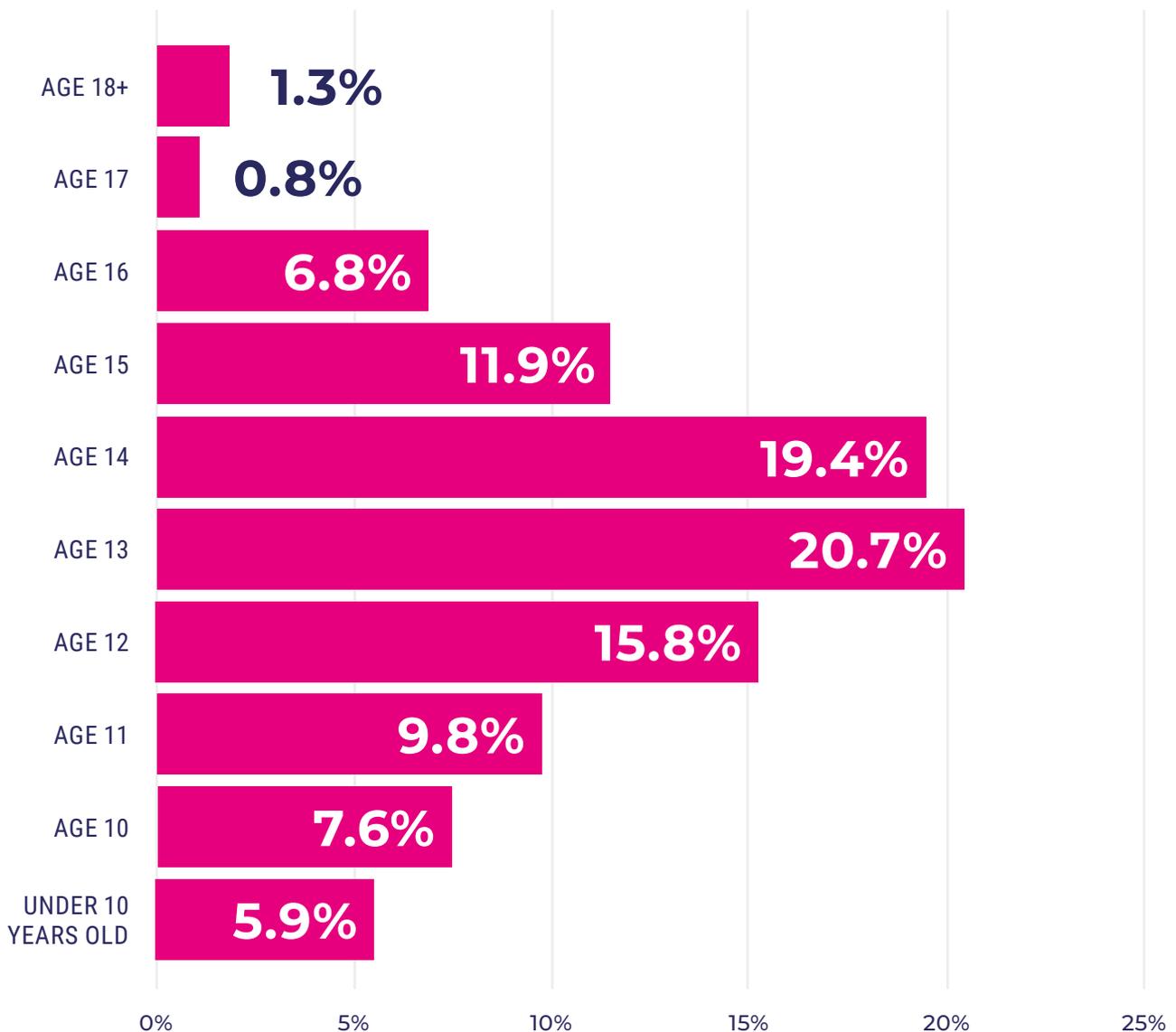
Who do you think is responsible for supporting you to develop employability skills?

Parents/guardians	78.3%	Siblings	13.4%
Teachers	76.8%	Family friends	13.1%
Careers advisor	42.8%	Jobcentre Plus	10%
Relatives	20.1%	Other people I know who are employed	8.7%
Careers and employability websites	19.6%	Social media	7.6%
Friends	18.8%	Online forums	6.5%
National Careers Service	14.3%	Other	5.1%
Mentor	13.8%		

For all groups parents/guardians, teachers and careers advisors were in the top three. There were some slight differences in the order.

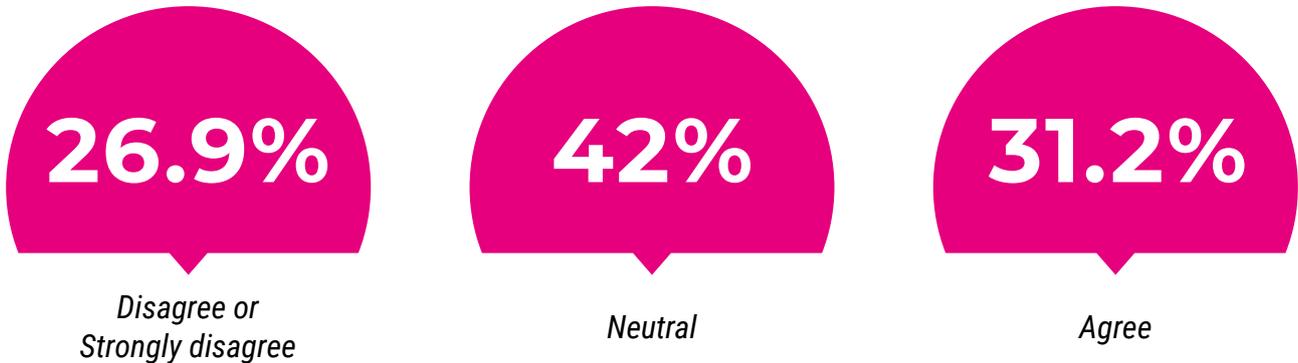
For most gender groups parents/guardians were the top selection but for non-binary and transgender respondents the first choice was teacher with parents/guardians coming second. This was seen again for young people with additional needs, those eligible for free school meals, Asian and Asian British respondents and those eligible for free school meals.

What age do you think young people should start learning about employability skills?



Young people tend to want employability skills learning to start between the ages of 12 - 14.

To what extent do you agree with this statement:
 “My school supported me sufficiently to develop the skills I need for the future”



- 39% of boys ‘agree’ or ‘strongly agree’ that their school supported them to develop the skills they need for the future this compares to 28.1% of girls, 18.5% of those unsure/questioning, 17.8% of non-binary respondents and 12% transgender respondents.
- Young people without additional needs were 6% more likely to ‘agree’ or ‘strongly agree’. Young people with additional needs were 14% more likely to ‘disagree’ or ‘strongly disagree’.
- Black, Black British, Caribbean or African respondents were most likely to ‘strongly disagree’ or ‘disagree’ with 30% of respondents scoring this way. This compares to 29% Mixed or multiple ethnic groups, 28% of White respondents, 20% of Asian and Asian British respondents and 17% those from Other ethnic group.

What support would you like to have seen more of from your school?

Teaching us life skills.	Helping us understand employability and helping us write CVs.	More career lessons and practice interviews.
Support with managing stress and other mental health concerns. Less pressure on academic achievement.	More support regarding things that aren't solely academic such as more creative aspects of the curriculum and pushing these skills/diversity as not everyone has academic skill but may be skilled in other aspects.	We missed out in work experience or a similar event which impacted us severely in development of our skills.

Young people would have liked to have received more careers advice and information whilst they were at school. Young people also wanted more support and information about the different routes into employment and further education. Young people also wanted more support with developing the skills to apply for jobs, many suggested help with creative CVs, interview practice and developing a better understanding of what employers might be looking for.

Young people called for more support with gaining work experience, many young people missed this opportunity due to COVID-19 restrictions and did not feel they had been given an adequate alternative. Young people mentioned they wanted more support and advice on dealing with stress and anxiety, particularly when it came to dealing with exam pressures and academic expectations. A number of respondents wanted to see schools better recognise creative skills and talents rather than focussing on academic achievement and academic subjects.

When thinking about employers, what, if anything, could they do to help young people develop their skills?

Give more opportunities to speak to employers. Make it clear what skills young people need to develop.	More career education workshops about interviews and what we can do to ensure we feel confident in our interview skills.	Be more willing to allow young people into their workplace, it is hard to get work experience now. Especially as no one wants to have to look after us and use things like COVID as an excuse.
Go into schools and explain what most employers would look for in an employee and skills that would be crucial for the job.	Provide classes on skills, give opportunities for discussion into the area to build awareness and help guide young people to resources that can develop their skills.	Employers need to learn how to actually listen and adapt to the needs of young people. They need to lay down the requirements for getting the job as clearly and thoroughly as possible. They need to be able to sit and help specific people or assign people to do that.

The most common responses to this question centred on young people wanting employers to offer clarity about the skills they were looking for and offering more work experience and skills workshops to young people. Most respondents wanted more information from employers about the skills they needed to develop and demonstrate to employers.

Numerous responses also identified offering more work experience as a way of helping young people develop their skills. Alongside this, some responses talked about employers holding workshops in schools and other places to help young people understand and develop the skills employers were looking for.

Do you have an idea of the career or types of job you would like to do long term?



- 72% of transgender respondents had an idea of the career or types of jobs they would like to do in the future this compares to 62% of non-binary respondents, 61% of those unsure/questioning 58% of boys and 53.2% of girls.

- Asian and British Asian respondents were most likely (62.4%) to have an idea of the type of jobs they would like to do compared to 56.4% of White respondents 50.9% of Mixed or multiple ethnic groups and 50% of Black, Black British, Caribbean or African and Other ethnic group respondents.

CHOICES

How often were the following options discussed with you in school?

	Never	Once	Twice	Three times	Four times	Five times
Traineeships	66%	17.4%	8.1%	3.8%	0.8%	3.9%
Apprenticeships	16.8%	16%	17.4%	17.2%	7.1%	25.6%
Going to university	15.6%	13.6%	10.5%	9.7%	5.7%	44.8%
Starting your own business	58.9%	17.2%	10%	5.9%	2.7%	5.5%
Getting a job	12.6%	11.2%	11.3%	14.9%	8%	42%
Joining a sixth form	18.5%	8.4%	8.6%	11%	8.5%	44.9%
A levels	13%	8.8%	10.1%	11.2%	8%	49%
T Levels	72.1%	11.5%	6.4%	4.3%	2.4%	3.3%
Attending college	14.5%	8.8%	12.5%	15.7%	9.6%	39%
How to access Jobcentre Plus provisions	87%	4.5%	3%	2%	1.2%	2.3%

We see a slight percentage increase in the number of respondents who selected that they had 'never' received any discussion on all options except for 'Joining a sixth form' which has reduced by 6ppts.

Overall we continue to see trends that young people with certain characteristics recognise more academic or vocational qualifications and can recall these interactions more favourably.

Academic routes

- Young people who were not eligible for free school meals were 15% more likely to have heard about doing A levels, and joining a sixth form than those eligible for free school meals, they were also 9% more likely to hear about going to university too.
- Young people with additional needs were 10% more likely to have had going to university and A levels discussed with them five times or more.
- 20% of boys and transgender respondents had never had going to university discussed with them.
- Boys were 7% less likely to have had A levels discussed with them five times or more (43%).
- Black, Black British, Caribbean or African respondents were at least 12% more likely to have heard about 'going to university' five times or more (60%).

Vocational routes

- T Level scores were pretty even except non-binary students were twice as likely to have heard about them five times or more (6.5%).
- The rate of hearing about apprenticeships five times or more was over 20% for all groups, for transgender respondents this raises to 38.5%, 30.4% for unsure/questioning and 28.3% for boys.
- Young people who are eligible for free school meals were 6% more likely to have heard about T Levels once or more.

Getting a job and starting your own business

- Over 50% of boys, non-binary and transgender respondents had getting a job discussed with them five times or more (10ppts higher than other groups).
- 60% of White respondents had never heard about starting their own business which is at least 6% higher than other groups.
- White and Mixed or multiple ethnic groups were at least 10% more likely to have heard about getting a job five times or more (43%).
- Young people who were eligible for free school meals were 6% more likely to have been told about how to access job centre provision.
- White and Mixed or multiple ethnic groups were at least 10% more likely to have heard about getting a job five times or more.

Please indicate how likely you are to:

	Unlikely or very unlikely	Neutral	Likely or very likely	Don't know
Apply for a T Level course	63.9%	12.5%	5.6%	18.1%
Apply for an apprenticeship	42.1%	21.4%	29.3%	7.3%
Apply to university	16.7%	14.4%	65%	3.9%
Start your own business	46.9%	24.5%	21.1%	7.5%

Overall the scores on last year are roughly the same, we see more young people feeling most likely to apply for university, a growing number considering applying for apprenticeships and around a fifth unsure of T Levels.

T Level

- Non-binary students were 6% more likely to say they were 'very unlikely' to apply. Respondents who were unsure/questioning were three times as likely to say they were both 'likely' or 'very likely' to apply.
- Those eligible for free school meals were 4% more 'likely' or 'very likely' to apply for a T Level.
- Twice as many young people with additional needs are 'very likely' to apply for a T Level.
- White and Black, Black British, Caribbean or African respondents were 'very unlikely' to apply to a T Level course (51.9% and 48%) compared to 40% of Asian and British Asian, 42% of Mixed or multiple ethnic groups and 30% of Other ethnic group respondents.

Apprenticeships

- Boys were twice as likely to be ‘very likely’ to apply for an apprenticeship than other genders.
- Non-binary and transgender respondents were at least 12% more likely to say they were ‘very unlikely’ to apply (32.2% and 42.9%).
- Those eligible for free school meals are 5% more ‘likely’ or ‘very likely’ to apply for an apprenticeship.
- Black, Black British, Caribbean or African respondents were at least 15% more likely to select that they were ‘very unlikely’ to apply for an apprenticeship.

University

- Those not eligible are 13% more ‘likely’ or ‘very likely’ to apply for university (54.9%).
- 60% of Black, Black British, Caribbean or African respondents were ‘very likely’ to apply to university, at least 12% higher than other groups.

Starting your own business

- Overall we say young people who were transgender, non-binary, boys, those eligible for free school meals and White respondents were most likely to consider starting their own business.

What else could your school have done to support you to progress?

Discussed various other options away from university. I had to independently apply and take part in interviews for my degree apprenticeships, and I believe it would be a really good route for people to be aware of for the future.	Offer a broader range of subjects and teach us skills we need as adults like taxes, buying/renting a house, how to get a job, job interviews.	Focus on non-academic activities.
Focus more on mental health and well-being and general life skills rather than just pushing academic pathways.	They could help me with support by providing me with a greater insight into other options rather than A levels for Post-16.	Anything else other than talk constantly about only their own sixth form and going to university.

A significant number of responses felt that school could have provided more information about the various options available for post-16 and post-18 study. Many respondents said that A levels, college courses and universities were widely discussed but there was not as much information about alternative pathways such as T Levels or apprenticeships.

Respondents also felt that post-16 options should be more clearly linked with career pathways and employment opportunities. In addition young people wanted more support with developing ‘life-skills’ and developing positive mental health and wellbeing.

EXAMS & ASSESSMENTS

Have you taken part in any formal assessment this year?

(Formal assessments are things like exams, essays, presentations, group work).



- Young people who were not eligible for free school meals were 7% more likely to have undertaken a formal assessment.
- Young people without additional needs were 8% more likely to have had formal assessments.
- 96% of Black, Black British, Caribbean or African respondents had taken part in any formal assessments compared to 83.4% of White respondents, 76.9% of Other ethnic group, 77.4% of Mixed or multiple ethnic groups and 62.5% of Asian or Asian British.

What format did these assessments take? *Please select as many that apply:*

Exam – Essay question	61.2%	Presentation	5.2%
Exam – Multiple choice	17.5%	Project	3.9%
Essay	8.7%	Group Work	3.4%

Multiple choice exams

- Boys were 10% more likely to have undertaken multiple choice assessments than (25.3%).
- Those eligible for free school meals were 10% more likely to have undertaken multiple choice assessments (24.6%).
- Young people with additional needs were 11% more likely to have undertaken multiple choice exams.
- Black, Black British, Caribbean or African and White respondents were half as likely to have taken part in multiple choice exams (15%).

Written assessments

- Those not eligible for free school meals are 15% more likely to have undertaken written assessments (65.5%).

What (if any) are the benefits of assessments?

If you haven't done any recent assessments you can still answer the question.

Fair way to measure my knowledge/skills/ability	33.8%
Helps me understand what I know	19.8%
Getting a recognised qualification/certificate	15.6%

They prepare me for my future/next steps	12.4%
Employers expect you to have done assessments	6.5%
Other – Write in (required)	6.5%
I enjoy them	5.4%

Boys are most likely to think that assessments were a fair way to measure knowledge and ability at 39.7% this compares to 31.5% of girls, 27.3% of unsure/questioning respondents, 25% of non-binary respondents and 15% of transgender respondents. In addition young people without additional needs were 7% more likely to think that exams were 'a fair way to measure my knowledge/skills/ability'.

Transgender respondents are most likely to select that getting a recognised qualification/certificate as their highest response (30.8%).

What (if any) are the drawbacks of assessments?

If you haven't done any recent assessments you can still answer the question.

They impact my mental health negatively	49.1%
Unfair measure of my knowledge/skills/ability	26.7%
Other – Write in (required)	9.4%

They don't serve a purpose for my future/next steps	7.6%
The qualification/certificate is not recognised elsewhere	7.2%

The most common drawback of exams or assessment was the impact on mental health. This was an issue for:

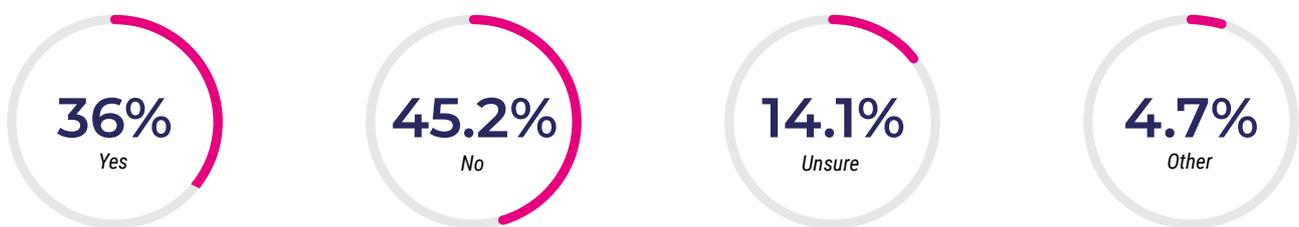
- 66.7% of transgender respondents', 55.6% of girls, 48.4% of non-binary respondents, 47.8% of those unsure/questioning and 38.5% of boys.
- Those not eligible for free school meals who were 6% more likely to suggest that assessments negatively affect their mental health (49.8%).
- For all race and ethnic groups (except Asian and British Asian respondents) the biggest drawback was the impact on mental health.

In addition:

- Young people who are eligible for free school meals were twice as likely to say that the qualification/certificate is not recognised elsewhere.
- For Asian and British Asian respondents the biggest drawback was the unfair measure of knowledge/skills/abilities by over 13%.

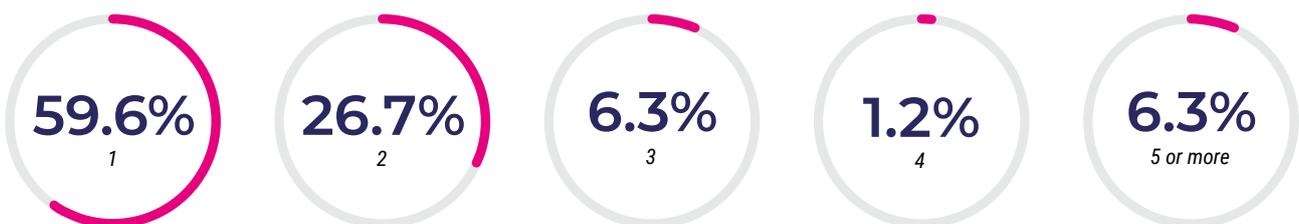
WORK EXPERIENCE IN SECONDARY SCHOOL

Did you have an option of work experience during your time in secondary education (Years 9 - 13)?



- Girls were most likely to have had access to work experience at 37.8% compared to 36.3% of boys, 35% of non-binary, 33.3% of unsure/questioning and 23% of transgender respondents.
- Those eligible for free school meals were 5% more likely to have had access to work experience (39.9%).
- Young people from Other ethnic group were half as likely to have had access to work experience (18.2%).

How many opportunities for work experience did you have?

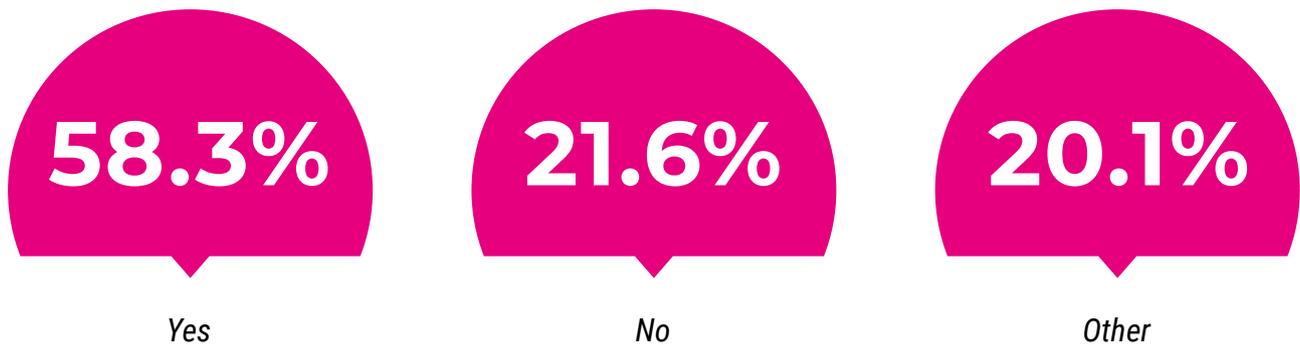


- 40% of girls and boys had one opportunity for work experience compared to 25% of those non-binary and 0% of other groups.
- White and Mixed or multiple ethnic group respondents were 10% more likely to have had one instance of work experience only (62%).

Did anyone help you find work experience?



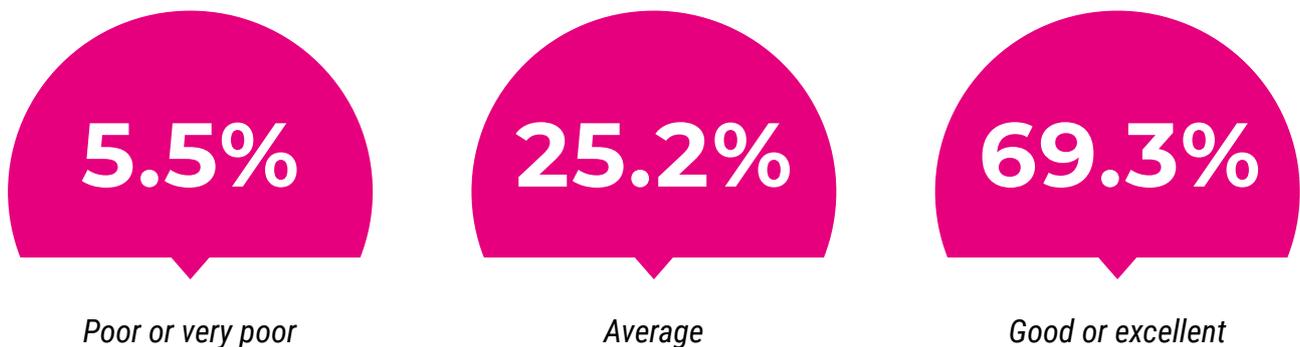
Did you undertake the work experience?



- Those not eligible for free school meals were 13% less likely to have undertaken the work experience (54.7%).
- Young people without additional needs were 10% more likely to have undertaken the work experience (68.3%).

- Black, Black British, Caribbean or African respondents were 17% less likely to have undertaken the work experience.

How would you rate this work experience?



- Those who are not eligible for free school meals were over 14% more likely to rate the experience as 'good' or 'excellent' (74.3%).
- Young people without additional needs were more likely to rate work experience as 'good' or 'very good' 76.2% compared to 53.6%.

Was the work experience offered virtual or in person?



- Black, Black British, Caribbean or African respondents and Other ethnic group respondents were at least 10% more likely to have undertaken work experience virtually (22.3% and 33.3%).

Tell us a bit more about how your virtual work experience was structured?

Please tick all that apply:

A week of online live sessions with an employer	33.3%
Pre-recorded online sessions	20%
A mixture of online live and pre-recorded sessions	20%
Project based work	26.7%

- Those not eligible for free school meals were five times more likely to have completed a week of online live sessions with an employer (37.9%) with those eligible for free school meals more 7% likely to have undertaken pre-recorded sessions 27% and 20% more likely to have completed a mixture of live and pre-recorded sessions (36.3%).
- Black, Black British, Caribbean or African respondents and Mixed or multiple ethnic groups were 20% more likely to have undertaken 'a week of online live sessions' at 50%.

What was good about your virtual work experience?

Very interactive and full of important knowledge one should know regarding the finance industry.	Helping us understand employability and helping us write CVs.	More career lessons and practice interviews.
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Respondents were largely positive about their virtual work experience. Most of the responses identified the interactive element of the virtual work experience as a positive, they also found the experience informative and interesting. Some respondents also liked that there was a certificate provided at the end of the virtual work experience.

What was not so good about your virtual work experience?

As it was pre-recorded, I couldn't talk directly to an employer or a qualified individual within the profession.	Probably won't be massively useful when it comes to personal statement/CV.	That I didn't get the hands-on experience or the atmosphere of a work environment due to the fact it was virtual.
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Respondents felt that the pre-recorded nature of virtual work experience meant they did not have the opportunity to ask questions that they had throughout the course. Some felt that they missed out on feeling the in-person atmosphere of a workplace environment.

A few respondents did not feel that the virtual work experience would be recognised as proper work experience or would be useful for their CV.

**To what extent do you agree with the following statement:
"Work experience helps you to..."**

	Disagree or strongly disagree	Neutral	Agree or strongly agree
Build useful skills	4.1%	20.9%	75.1%
Build networks and contacts	7.8%	29.4%	62.8%
Understand what it feels like to be at work	5.5%	18.9%	75.6%
Build experience that can help you get a job	5.6%	19.3%	75.2%
Make decisions and choices about your future	7%	24.2%	68.8%

Other popular responses were: building confidence, building a good CV and building skills in industry.

- Unsure/questioning respondents were most likely to agree or strongly agree that work experience helps you build contacts, understand what it is likely to work and make decisions about your future.
- Those not eligible for free school meals were 7% more likely to 'agree' or 'strongly agree' that work experience helps build networks and contacts (65.1%) and 9% more likely to 'agree' or 'strongly agree' that work experience helps to make decisions and choices about your future.
- Black, Black British, Caribbean or African respondents were most likely to 'strongly agree' that work experience helps build useful skills (by more than 8%), build networks and contacts 33% (by more than 9%), understand what it feels like to be at work 45.8% (by 20%), build experience to help you get the job 45.8% by more than 20%, make decisions about their future 47.8% (by more than 20%).

At what age do you think work experience should start in schools?

Age 11	3.7%
Age 12	2.8%
Age 13	12.7%
Age 14	27.9%
Age 15	33.7%

Age 16	15.4%
Age 17	2.1%
Age 18+	0.7%
I don't think work experience should start in school	1%

Race and ethnicity

Black, Black British, Caribbean or African respondents were most likely by 12% to think that work experience should start at age 13 (25%).

Why did you choose this age?

Students are mature enough to get experience, and there is still time to think things through before leaving school.	You don't want that pressure at too young an age, you should just worry about being a child while you are one.	I think kids should be exposed to this as young as possible to really prepare them for the real world.
It would be either year 10 or year 11 and just before they would be able to get a job. This would really help them to develop their skills in employability.	I was 15 when I did work experience, and it led to me getting a job as soon as I turned 16. Being 15 helps you begin to understand what working is like, close enough to the time you will actually start looking for employment.	

Many respondents identified the appropriate age of work experience being in KS4 as this was a time when they felt young people were mature enough to make the most of the experience and would start thinking about their future careers. Young people also felt that by 14 most young people would have picked their GCSE options and would be more focussed on the future.

A number of respondents felt that offering work experience at a younger age would not be appropriate as it may be too much pressure for younger students and could be overwhelming.



How could work experience in schools be improved?

<p>More aid in planning work experience, especially for a first go at getting work experience. With more support, we could find work experience in fields we actually care about and will help us in the future.</p>	<p>More opportunities for work experience during school, it could work out like this for example: 1 work experience week in year 9, 1 in year 10 and 1 in year 12.</p>	<p>Schools should have a system in place to find students work experience placements that relate to their future interest.</p>
<p>I think work experience should be longer than just a week as it is not enough time to understand everything because as soon as you start getting the hang of things and understanding it's over.</p>	<p>Companies, from all sectors, should be more involved in secondary schools to allow students to make a more informed choice.</p>	<p>We have had no opportunities for work experience, so literally anything would improve it.</p>

Young people would like greater support from schools and colleges in organising work experience placements, this included putting them in contact with employers and allowing time away from school to complete work experience.

Young people called for a greater number of opportunities for work experience throughout their time at secondary school. They would like to see work experience opportunities across a range of different sectors and industries, particularly creative sectors.

COLLEGE & SIXTH FORM

Is this your first course at college or sixth form?

71.7%

Yes

12%

No – I started a different course and have moved over

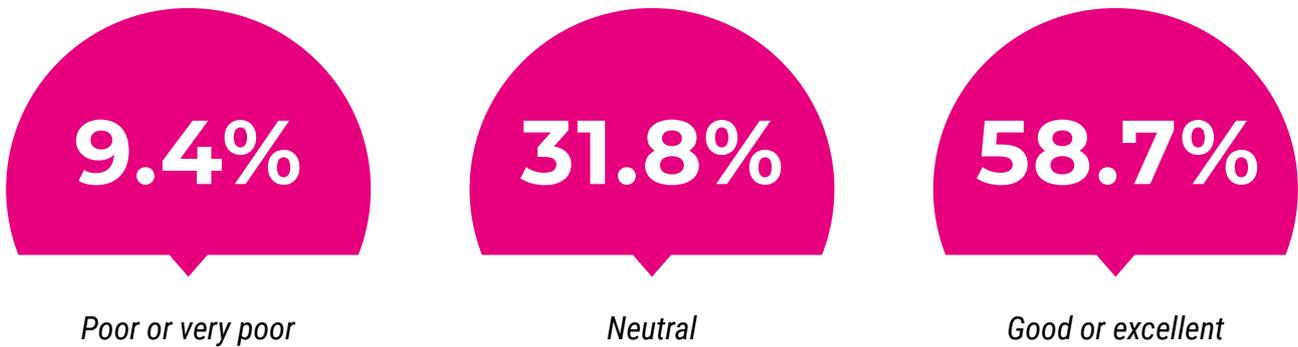
16.3%

No – I have completed other courses before

- Boys and young people eligible for free school meals were around 10% more likely than their peers to have completed other courses before starting their current course.
- Transgender and Black, Black British, Caribbean or African respondents were 16% more likely to have started a different course and moved over.



How would you rate your time at college or sixth form?



Good or excellent

- Young people without additional needs were 13% more likely to rate their time as ‘good’ or ‘excellent’ (59.2%)
- White respondents were most likely to rate their time as ‘good’ or ‘excellent’ 63% scored this way compared to 60% of those from Mixed or multiple ethnic groups, 45.4% of Asian or Asian British respondents, 40% of those from Other ethnic group and 36.4% of Black, Black British, Caribbean or African respondents.

Poor or very poor

- 9.2 of boys rated their time at college or sixth form as ‘poor’ or ‘very poor’ compared to 6.9% of girls, 13% of non-binary respondents, 22.2% if those unsure/questioning and 33% of transgender respondents.

What have you enjoyed most about studying at college or sixth form?

	Disliked or really disliked	OK	Enjoyed or really enjoyed	N/A
Having ownership of study/ more independent learning	7.8%	27.8%	61.6%	2.8%
Travel	17%	39.9%	26.4%	16.7%
Routine	7.6%	36.7%	52.3%	3.4%
Quality of teaching	9.7%	29.4%	58.8%	2.2%
Curriculum content	7.9%	33.9%	55%	3.2%
Choice of subjects	6.9%	27.9%	62%	3.1%
The size of and environment of the school/college	9.1%	30.2%	58.2%	2.5%
Remote learning	37.9%	24.4%	21.9%	15.9%

Additional responses included: making new friends and the difference in learning and relationships with teachers.

Really enjoyed

- 66.7% of transgender respondents ‘really enjoyed having ownership of study/more independent learning’ a rate of over double that of all other genders.
- Transgender and unsure/questioning respondents were at least 13% more likely to ‘really enjoy’ the choice of subjects.
- Those not eligible for free school meals were 8% more likely to ‘enjoy’ or ‘really enjoy’: having ownership of study/more independent learning, remote learning, the quality of teaching and the curriculum content.
- Young people without additional needs were 6% more likely to ‘enjoy’ having ownership of study/more independent learning and remote learning.
- White and Mixed or multiple ethnic groups were 15% more likely to ‘really enjoy’ having ownership of study/more independent learning.
- Respondents from Other ethnic group were twice as likely to have ‘really enjoyed’ travel (20%).

Disliked

- Transgender respondents were most likely to have ‘really disliked’ remote learning, 50% scored this way compared to an average of 35% for other groups.
- Young people without additional needs were 11% more likely to have ‘really disliked’ travel (12.5%).
- Black, Black British, Caribbean or African respondents were over 12% more likely to have ‘disliked’ the quality of teaching (44.4%).
- White respondents were most likely to have ‘disliked’ remote learning (16.1%) by at least 5%.

What was the biggest challenge or adjustment you had to make when starting college or sixth form?

	Not very challenging or not challenging at all	Neutral	Challenging or very challenging	N/A
Having ownership of study/more independent learning	34.3%	30.4%	30.8%	4.5%
Travel	39.2%	27.7%	18.9%	14.1%
Routine	42.6%	35.6%	17.7%	4.1%
Quality of teaching	39.8%	35.3%	18.9%	6.1%
Curriculum content	25.4%	34.4%	35.6%	4.5%
Choice of subjects	36%	38.6%	20.3%	5.1%
The size of and environment of the school/college	46.6%	31.1%	15.9%	6.5%
Remote learning	15.3%	26.9%	36.5%	21.2%
Course content is not relevant for the industry I want to join	22.2%	32.7%	17.6%	27.5%

Additional responses included: Making and keeping new friends and living residentially.



Challenging:

- Those not eligible for free school meals were 15% less likely to say that the curriculum content is ‘challenging’ or ‘very challenging’ (41.1%).
- Those eligible for free school meals were 8% more likely to say that the size and environment is ‘challenging’ or ‘very challenging’ (22.2%).
- Young people with additional needs were 5% more likely to find having ownership of study/more independent learning ‘very challenging’.
- Young people without additional needs were 17% more likely to find curriculum content ‘challenging’ or ‘very challenging’ (42%).
- White respondents were 7% more likely to rate remote learning as ‘very challenging’ (29.3%).

Did you (or do you plan to) undertake a job whilst you are at college or sixth form?

I am currently work alongside studying	39%
I am looking for work	29.9%
I am not looking for work and do not plan to whilst in college or sixth form	29.9%
I normally work alongside studying but the current restrictions mean I can not	1.3%

- Those eligible for free school meals were twice as likely to be looking for work (43.9%)
- Those who were not eligible for free school meals and those without additional needs were twice as likely to currently be working. Mixed or multiple ethnic group respondents were at least 17% more likely to be currently working alongside study (53.8%).

How often have you received the following at college or sixth form?

	Once	Twice	Three times	Four times	Five times or more
Careers lectures	39.8%	21.5%	13.7%	6%	19%
Access to careers advisors	40.5%	17.9%	12%	7.3%	22.3%
One-to-one sessions with careers advisors	54.8%	14.9%	11.9%	6.1%	12.3%
Online careers and employability services	43.1%	17.2%	17.6%	6.4%	15.7%
Mentoring	53.4%	11.6%	10.4%	4.8%	19.7%
Mental health training	57.9%	14.6%	11.7%	5.7%	10.1%
Financial planning management	59%	18%	10%	5.4%	7.5%
Skills workshops	51%	18.4%	13.4%	6.3%	10.9%
Employers visits	53%	18.5%	13.7%	6.4%	8.4%
Visits to employers	70.4%	8.4%	8.4%	7.1%	5.8%
Careers fairs	58.1%	17.3%	12.5%	5.6%	6.5%
Placements	63.8%	11.4%	8.7%	6.1%	10%
None	64.3%	6.4%	7.1%	5.7%	16.4%

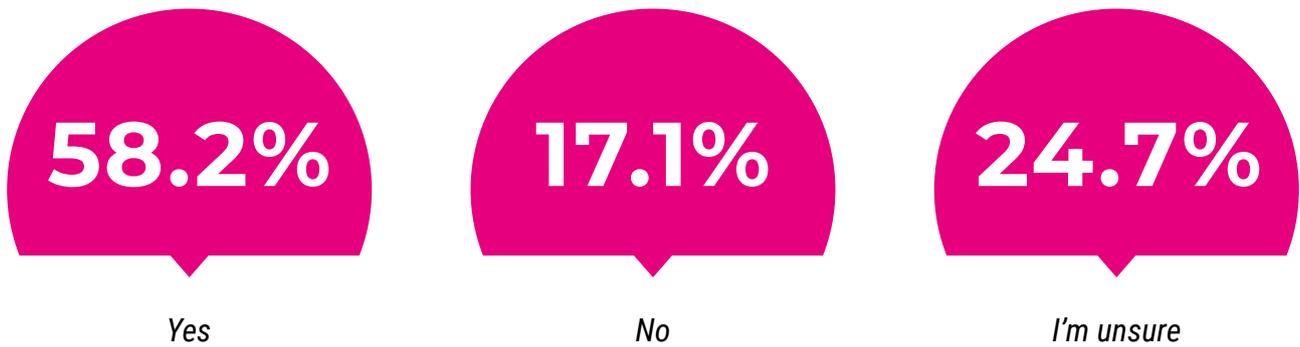
Once

- Transgender respondents were most likely to have only received all options 'once' with around 60% scoring this way across each measure.
- Young people with additional needs were most likely to receive all options only once at a rate of more than 12% (the exception to this is 'access to careers advisors').

Five times or more

- Unsure/questioning respondents were most likely to have received the majority of options five times or more.
- Young people with additional needs were 4% more likely to have had access to a careers advisor five times or more (26.5%).
- Young people who are eligible for free school meals are 4% more likely to have access to a careers advisors five times or more (24.7%)
- Those not eligible for free school meals were at least 6% more likely to receive careers lectures, one-to-one sessions with careers advisors and access to a mentor five times or more.
- Whilst for race and ethnic groups most aspects were equal White and Black, Black British, Caribbean or African respondents were 5% more likely to have had access to a careers advisor (25%).

Do you (or did you) know what you would like to do after college/sixth form?



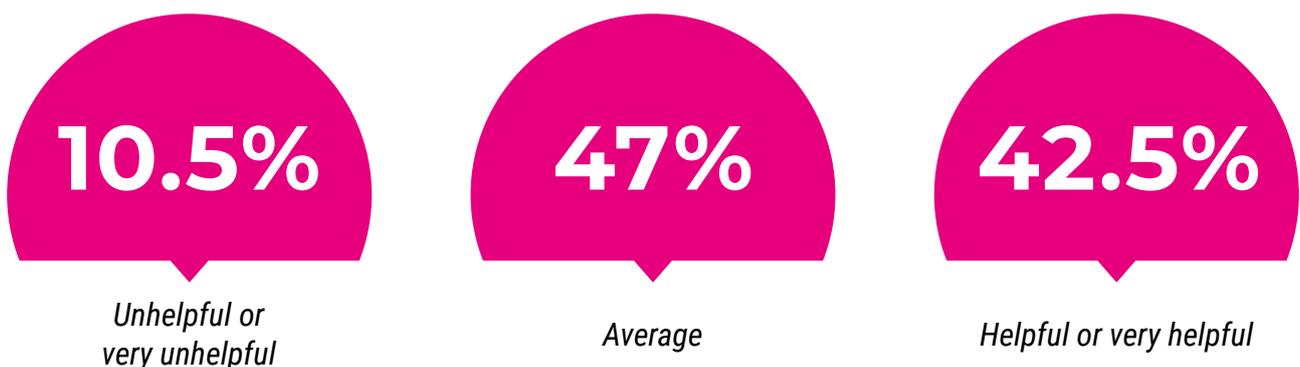
- 87.5% of those unsure/questioning respondents knew what they would like to do compared to 83% of transgender respondents, 78% of non-binary respondents, 58% of boys and 55% of girls.

If yes, please tell us more

University.	Degree Apprenticeship starting in September.	Owning my own bakery and pastry that cater for allergen free, vegan and vegetarian clients.
Progress to the level 4 of my current IT course.	After college I am starting work full time.	Attend university, doing an undergraduate degree in psychology before moving onto a postgraduate degree in the field.

The most common response for this question was attending university, with a number of respondents identifying the courses they would like to study. However, there were a number of different routes identified showing the range of options available to young people after further education. Very few respondents identified starting their own businesses or going straight into employment, the majority of responses focussed on further training of education.

How much has your time in college or sixth form helped prepare you for the next step?



- 18.6% of boys thought college and sixth form was ‘unhelpful’ or ‘very unhelpful’ at preparing them for their next step, compared to 11.9% of girls, 16.7% of non-binary respondents and 12.5% of those unsure/questioning.
- 50% of young people with additional needs said that college/sixth form was ‘helpful’ or ‘very helpful’ in preparing them for their next steps compared to 39.4% of those without additional needs.
- 44.4% of White respondents thought it was ‘helpful’ or ‘very helpful’ compared to 42.9% of Mixed or multiple ethnic groups, 40% of Black, Black British, Caribbean or African respondents and 36.2% of Asian and Asian British respondents.

What else could your college or sixth form have done to prepare you for your future career?

I didn't feel that the career support at my college was very good. It was difficult to know where to go if I had any questions.	More guidance for things such as insurance, finances and legal obligations when you leave school.	Not focus only on university being the only viable option after getting A levels – particularly for ‘high achievers’.
More life skills e.g. coping skills and mental health, financial management. Also more diverse information about post college options besides just university.	Taught more about less academic and/or more obscure careers, at careers events got more of a range of employers instead of just engineering and biology-related ones.	Let us do relevant work experience.

Young people felt that their college or sixth form could have provided a higher quality of careers advice and support including more information about the various routes available post-18, not just university.

They also felt that there should:

- Have been more support for developing wider life-skills around finances, budgeting and other practical skills.
- Be more opportunities for work experience.

UNIVERSITY

What year are you in?

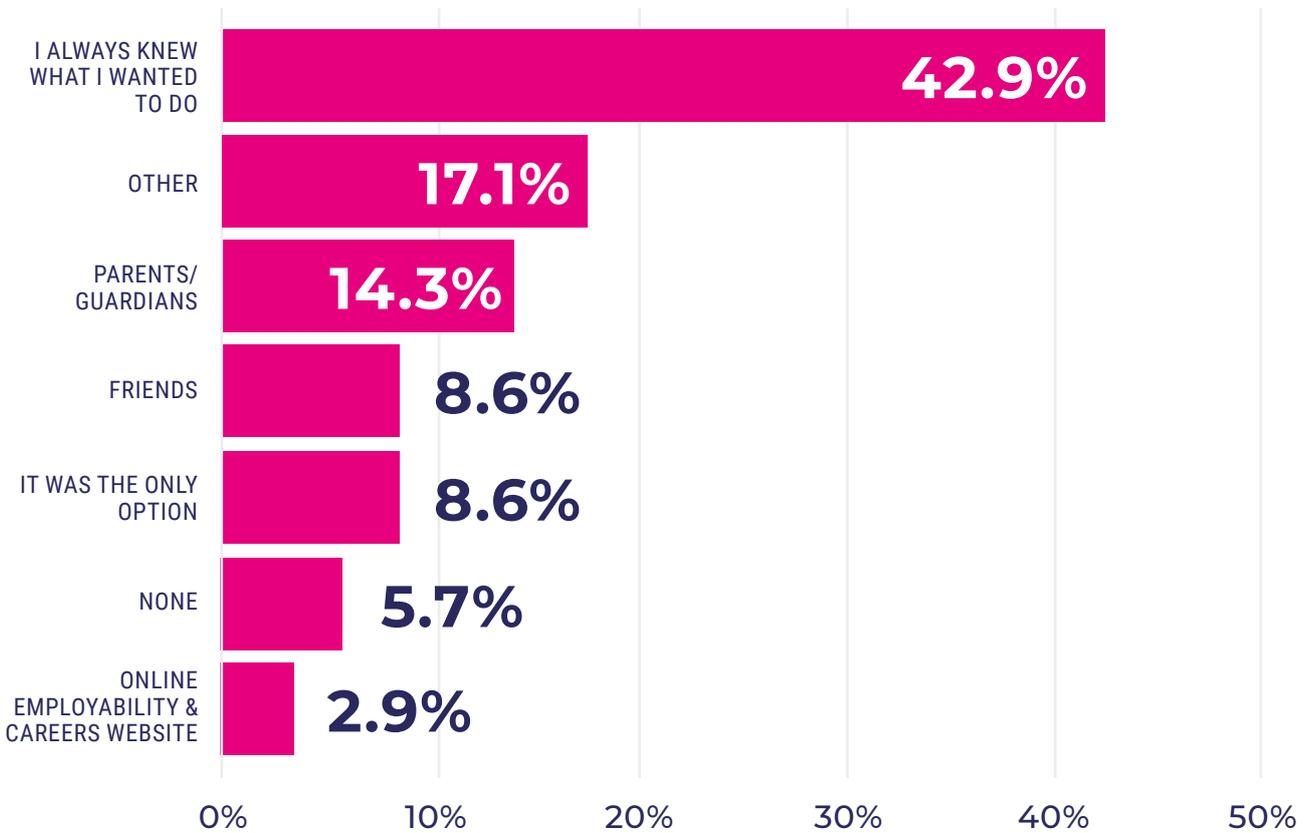
Year 1	37.1%
Year 2	14.3%
Year 3	25.7%

Year 4	14.3%
Year 5	5.7%
Year 6+	2.9%

Is this your first degree course?



Which do you think was the biggest influence on you deciding to attend university?



Parents/guardians are down 10% as the biggest influencer on last year.

Why did you choose university over other routes?

(Such as an apprenticeship, vocational qualifications, getting job).

I wasn't ready to really leave education yet. All of the jobs I wanted to do would have required extra qualifications and being disabled meant that apprenticeships and other options weren't as open for me.	I was in full time employment but unable to get into the industry where I wanted. A degree was the only way to get into the industry.	It felt like if you got good grades it was the only "respected" option. I think social expectations and pressure.
I wanted to go to university to experience it, plus the only way to get the jobs I was interested in.	I enjoy learning a great deal of knowledge before practising it.	I fit best in academic environments and enjoy learning.

Many of the young people said that a degree was the only route available for them to get into the career/industry they wanted, such as teaching or the medical professions.

Respondents noted the social pressures and expectations on them to go to university and felt that it was the obvious next step after sixth form. Some respondents cited the joy of learning and education as reasons for wanting to continue in higher education and felt that a degree would enable them to continue learning at a higher and deeper level.

What do you enjoy about university?

	Disliked or really disliked	OK	Enjoyed or really enjoyed	N/A
Having ownership of study/ more independent learning	8.6%	31.4%	60%	0%
Travel	25.7%	28.6%	25.7%	20%
Routine	8.8%	35.3%	55.8%	0%
Change of teachers	13.9%	27.8%	52.8%	5.6%
Studying what I choose	2.8%	16.7%	77.8%	2.8%
The university environment	20%	22.9%	54.3%	2.9%
Value for money	50%	27.8%	16.6%	5.6%
Independent living	2.9%	22.9%	45.7%	28.6%
Good range of student support (e.g. mental health, careers)	27.8%	30.6%	33.3%	8.3%
Freedom to make my own choices	2.8%	25%	61.1%	11.1%
Students who share my interest in the topic	2.8%	22.2%	63.9%	11.1%

The number of young people who 'enjoyed' the routine of university has gone up 18ppts on last year, in addition those who 'enjoyed' or 'really enjoyed' the change of teachers is up 12ppts and value for money is up 11ppts on last year too.

The number of respondents who 'enjoyed' or 'really enjoyed' the freedom to make their own choices is down 19% on last year.

What are the biggest challenges you face?

	Not very challenging or not challenging at all	Neutral	Challenging or very challenging	N/A
Having ownership of study/ more independent learning	30.3%	15.2%	51.6%	3%
Financial issues	17.1%	20%	57.1%	5.7%
Debt accumulation	25.7%	11.4%	45.7%	17.1%
Travel	40%	22.9%	17.2%	20%
Routine	31.4%	31.4%	34.35	2.9%
Change of teachers	51.4%	22.9%	22.9%	2.9%
Not being able to study what I choose	28.6%	25.7%	17.2%	28.6%
The size and environment of university	51.4%	22.9%	20%	5.7%
Value for money	17.1%	22.9%	54.3%	5.7%
Overwhelming environment	30.3%	18.2%	48.5%	3%
Remote learning	11.5%	17.1%	60%	11.4%
None	5.9%	0%	5.9%	88.2%
Course content is not relevant for the industry I want to join	28.1%	21.9%	9.4%	40.6%

Additional options added were: coping with strikes and making and keeping friends.

There was a reduction of 20ppts on the number of young people who found financial issues challenging or very challenging compared to last year although debt accumulation remained the same.

The number of young people who rated remote learning as 'challenging' or 'very challenging' reduced by 13ppts on last year's figures.



Thinking more about your course in particular, how would you rate?

	Poor or very poor	Average	Good or very good
The course content overall	8.6%	11.4%	80%
The value for money of the course	31.4%	37.1%	31.5%
The course content against the prospectus (is it what you expected)	5.7%	25.7%	68.6%

In response to the number of young people who were concerned about the value for money of courses growing in the past two years we added this question.

Have you undertaken or do you plan to undertake a job whilst you are at university?

Yes	60%
No	17.1%
Have tried to find one but none are available or suitable	17.1%
My university doesn't allow it	5.7%

How often have you received, or did you receive, the following in university?

	Never	Once	Twice	Three times	Four times	Five times or more
Careers lectures	37.5%	12.5%	12.5%	12.5%	6.3%	18.8%
Access to careers advisors	37.5%	15.6%	15.6%	6.3%	6.3%	18.8%
One-to-one sessions with careers advisors	61.3%	22.6%	6.5%	0%	0%	9.7%
Online careers and employability services	28.1%	15.6%	15.6%	9.4%	3.1%	28.1%
Mentoring	45.2%	19.4%	9.7%	3.2%	0%	22.6%
Mental health training	67.7%	12.9%	12.9%	0%	0%	6.5%
Financial planning management	81.3%	12.5%	0%	0%	0%	6.3%
Skills workshops	32.3%	22.6%	12.9%	12.9%	3.2%	16.1%
Employers visits	45.2%	12.9%	9.7%	6.5%	9.7%	16.1%
Visits to employers	87.1%	3.2%	3.2%	3.2%	0%	3.2%
Careers fairs	35.5%	12.9%	16.1%	22.6%	0%	12.9%
Placements	41.9%	32.3%	9.7%	3.2%	0%	12.9%

Compared to last year's scores, young people in university were:

- 9ppts **more likely** to have had at least one careers lecture and were 6ppts points **more likely** to have had visits to employers.
- At least 6% **less likely** to have access to online careers and employability services, financial planning management and employers visiting them at university.
- The largest reductions in access were:
 - » 11% **less likely** to have mental health training.
 - » 12% **less likely** to have access to careers fairs.
 - » 20% **less likely** to have placements or skills workshops.

All other options remained equal.

If you have received or accessed the following whilst at university, how useful were they?

	Unhelpful or very unhelpful	OK	Helpful or extremely helpful	N/A
Careers lectures	16.7%	23.3%	20%	40%
Careers advisors	11%	16.7%	23.4%	50%
One-to-one sessions	6.6%	10%	40%	43.3%
Online services	16.7%	33.3%	30%	20%
Social media	20.7%	34.5%	20.6%	24.1%
Mentor	11%	16.7%	30%	43.3%
Skills workshops	11%	23.3%	23.3%	43.3%
Employers visits	6.6%	20%	13.3%	60%
Visits to employers	6.6%	6.7%	6.7%	80%
Careers fairs	20%	13.3%	13.3%	53.3%

Do you know what you would like to do after university?

I would like to go into academic research and teaching.	Haven't thought that far ahead yet.	Not yet.
Although on degree apprenticeship I'm still undecided. I want to change into the education side or get into apprenticeship delivery. Even involved in youth employment but have no idea what to do and how to do it.	I would like to work in the music industry. My dream is to be a songwriter, but I think I would also enjoy sync work. I know it would be tough to make this happen, but I will work as best I can.	Not really. There are certain jobs/fields I'm interested in – Civil Service, Environment, Consulting.

The responses show that young people are very split on knowing what they want to do after university. Some students have an exact idea of the sector and role they would like to go into whereas some do not and have not thought about their next step yet.

How much has your time in college or sixth form helped prepare you for the next step?



The number of young people who rated university ‘helpful or very helpful’ was up 16ppts on last year’s figures.

What else could your university have done to prepare you for your future career?

Given us less academic work so we have time to do extracurricular activities to gain experience. Tailor work to meet the career market more e.g. more hard skills like working with data, research. More access to work placements and internships.	Discussed progression routes, in regards to qualifications, job requirements and CPD – career pathways and potential directions.	I have never received any talks from the organisation I would like to work at. I’m not really sure where to start in order to get a job there.
More help finding job opportunities and work experience to make me stand out more.	More CV building and cover letter workshops.	More one-to-one support, my tutors didn’t feel very approachable.

University students mentioned that they wanted more careers advice and information to help them understand routes to employment better.

In addition, many students wanted:

- More experience in the workplace and mentioned work placements and internships could help with this.
- More one to one tailored careers advice with tutors.

Has there been any work experience, or a placement year, available to you whilst at university?

Yes – Work experience (in person)	19.4%
Yes – Virtual work experience	6.5%
Yes – Placement year	12.9%
No	51.6%
Unsure	9.7%

This year we see a 6ppts decrease in the number of university students who have access to work experience. There is also a decrease in the number of virtual work experience opportunities offered (by around 7ppts) which does not appear to have translated to more in person opportunities (which is up 2ppts on last year).

Has COVID-19 impacted any work experience or placement your university normally offers?



Was this work experience or placement:

Initiated or found by you	20%
A requirement of your course	70%
Part of an industrial placement year	10%

How would you rate this work experience?



JOURNEY TO WORK

In this section we ask young people, of age 19 plus, as well as those out of work and those looking for work about the skills they have, their confidence and how prepared they feel to navigate and access work.

Key Findings:

SKILLS

- 57% thought they understood the skills employers were looking for.
- Young people rated listening, communication, self management, motivation and teamwork as the most important skills for work.

But

- Rated their confidence as highest in listening, digital skills, literacy skills, problem solving and organisation.

READY FOR WORK

- 34.7% had any idea of the type of career or jobs they would like to do in the future, with 33.1% currently in the career they want.
- 65.4% were 'confident' or 'very confident' they had the right skills, in addition around 60% were 'confident' or 'very confident' they had relevant work experience and the right qualifications.
- 44.2% were 'confident' or 'very confident' that they had a good personal network.

SUPPORT

- Young people found parents/guardians, people they knew who were employed, friends, careers and employability websites and social media as the most useful for careers support.
- The most useful sources to finding jobs were: Employers own websites, Find a Job website and social media.

QUALITY WORK

- 28.7% thought employers were supportive of hiring young people.
- 51.5% were 'confident' or 'very confident' that they would be able to progress into a good job.
- Paying fairly, offering training and development and having a good reputation were the three most important qualities for young people.
- The top reasons young people have decided not to apply for opportunities are:
 1. That they do not pay well enough.
 2. Person specification having too many requirements.
 3. Qualification criteria is too high.

cont...



APPLYING FOR WORK

Confidence in applying for and going through a recruitment process was down on last year:

- 44.6% think they have the skills and knowledge to write a good CV.
- 38.7% think they have the skills and knowledge to attend an assessment centre.
- 46.9% think they have the skills and knowledge to attend an interview.
- 41.5% feel confident that they are prepared to start employment.

BARRIERS

- Lack of work experience, anxiety and mental health challenges were the biggest barriers young people thought they would have in finding a job.
- 26.5% would use Jobcentre Plus if they found themselves not in education, employment or training. 32.5% said no with 38.5% being unsure.
- 40% of young people not in education, employment or training had accessed Jobcentre Plus support.

SKILLS FOR LIFE & WORK

Do you have an idea of the career or types of job you would like to do long term?



- Transgender respondents were over 10% more likely to have an idea of the career or types of jobs they would like to do (52% scored this way), they were also half as likely to currently be in that role.
- Black, Black British, Caribbean or African respondents were most likely to suggest that they had an idea.
- Young people with additional needs were 6% more likely to suggest they had an idea.

Please share more about your answer here

I really like the design aspect in my job and would like to further that interest.	I'd love to be a teacher but I can't afford to take a break from full time work to retrain. Hopefully one day I will take the leap!	I work with young people supporting them through their journey into adulthood. It is challenging, but extremely rewarding!
I am interested in working in digital marketing which I have been doing for my own business for the last three years but the pandemic, Brexit and the high cost of living has meant my opportunities to make a living has been declining over time.	Currently gaining as much work experience as I can, shadowing and aiding colleagues – as I lacked the qualities employers were looking for previously. It seems that I am catching up on things that should have already been part of before completing education.	I am completely uncertain where to go from where I am now. I did not succeed at college or university due to the failings of my educators and the lack of support available. My confidence and self-belief have completely collapsed, and I do not know what I am capable of pursuing as a career.

A significant number of young people had a clear idea of their future careers, many wanted to develop in their current roles and build on existing skills.

However, there were a number who were still uncertain about their future career paths. Young people cited uncertainties about training/retraining and not feeling confident in pursuing a new career.

In addition, some respondents also talked about feeling trapped in their current roles which they were in due to circumstance rather than pursuing the career they really wanted.

How confident are you in the following?

	Not confident or not confident at all	Neutral	Confident or very confident
That you have the right skills	13.8%	20.8%	65.4%
That you have the relevant work experience	19%	20.8%	60.2%
That you have the right qualifications	13.8%	24.9%	61.2%
That you have a good personal network	30.9%	24.8%	44.2%

Skills

- Girls were 7% less likely than all other gender groups to think they have the right skills (43%).

Work experience

- Boys were at least 5% less likely to think they have relevant work experience (37.4%).

Qualifications

- Boys were at least 5% less likely to think they have right qualification (36%).

Personal network

- Non-binary respondents and girls were least likely to think they have a good personal network (26%).

Do you think you understand what skills employers are looking for?



Who was least likely to think they understand the skills employers are looking for?

Young people

- with additional needs were 16% less likely.
- eligible for free school meals were 6% less likely.
- who are non-binary or transgender were 10% less likely.

Disparities were biggest across race and ethnicity with only 16% of Black, Black British, Caribbean or African respondents understood the skills employers were looking for, at least 20% lower than all other groups.

How important do you think these skills are for work?

	Not important or not important at all	Neutral	Important or very important
Communication	0.6%	4.3%	95%
- Listening	0.6%	2.9%	96.5%
- Presenting	6.8%	22.1%	71.1%
Teamwork	1.3%	5.5%	93.1%
- Leadership	3.8%	20.3%	75.8%
Problem Solving	1.3%	8.1%	90.6%
Self Belief	2.6%	14.5%	82.9%
- Resilience	2.2%	8.7%	89.2%
- Staying Positive	4.2%	16.1%	79.7%
- Motivation	1.6%	7.7%	90.7%
Self Management	1.4%	7.8%	90.8%
- Initiative	2.3%	13.4%	84.4%
- Organisation	0.9%	9.7%	89.2%
- Accountability	3.5%	6.8%	89.7%
- Aiming High	6.5%	20.6%	72.9%
Digital Skills	1.6%	16.4%	82%
Literacy Skills	3.5%	14.4%	82.1%
Numeracy Skills	7.4%	19.2%	73.4%
Creativity	9.4%	30.5%	60.1%

Very few respondents rated any skills at all of low importance.

How confident are you in the following skills?

	Not confident at all or not very confident	Neutral	Confident or very confident
Communication	10.9%	16.5%	72.6%
- Listening	4.8%	10.9%	84.3%
- Presenting	27.9%	21.4%	50.8%
Teamwork	6.6%	17.1%	76.3%
- Leadership	23.7%	27.1%	49.2%
Problem Solving	5.6%	20.1%	74.3%
Self Belief	29.8%	27.6%	42.5%
- Resilience	13.8	22.4%	63.8%
- Staying Positive	20.8	32.3%	46.8%
- Confidence	28.3%	22.5%	49.3%
- Motivation	17.4%	25.3%	57.3%
Self Management	10.8%	20.1%	69.1%
- Initiative	7.9%	19.5%	72.6%
- Organisation	9.1%	17.9%	73%
- Accountability	8.9%	18.7%	72.4%
- Aiming High	9.6%	21%	69.4%
Digital Skills	8.1%	14.2%	77.8%
Literacy Skills	16.8%	19.2%	64%
Numeracy Skills	6.4%	18%	75.5%
Creativity	12.2%	23%	64.7%

Other responses included: social skills, life skills and money skills.

Young people with additional needs and those with additional needs were less likely to be confident across all skill sets. Those with additional needs by 15% and those eligible for free school meals by around 6%.

Boys are:

- At least 7% less likely to be 'confident' or 'very confident' in their literacy skills (33%).
- Twice as likely to be 'confident' in their presenting skills (40%).

Non-binary and transgender respondents are at least 10% less likely to be 'confident' or 'very confident' in their self belief and staying positive skills.

Girls were 10% more likely than all other genders to be 'confident' or 'very confident' in their motivation skills.

Black, Black British, Caribbean or African respondents are half as likely to be 'confident' in listening (19%) they were also:

- 20% more likely to be 'very unconfident' in presenting.
- 20% less likely to be 'confident' in their self belief and staying positive skills.

How useful have you found the following when looking for career support?

	N/A	Useless or not useful	OK	Useful or extremely useful
Parents/Guardians/Carers	9%	19.8%	23.5%	47.7%
Teachers	20.5%	32.7%	23.6%	23.3%
Friends	11.6%	17.5%	32.2%	38.8%
Careers advisor	30.6%	27.2%	18.4%	23.8%
Careers and employability websites	18.7%	18%	32.6%	30.7%
Social media	16.4%	24.6%	29.6%	29.5%
Online forums	37.3%	20%	23.2%	18.5%
Mentor	46.4%	10.9%	14.1%	27.6%
Youth worker	74.3%	10.1%	7.5%	7.2%
National Careers Service	66.7%	14.5%	12%	6.8%
People I know who are employed	20.6%	13.3%	22.2%	43.8%
Siblings or other relatives	28.4%	20.1%	21.7%	29.7%
Apps	48.5%	18.5%	17.2%	15.9%

Other responses included: LinkedIn and Workcoach.

Whilst most response rates remained equal or not statistically significant young people with additional needs were 5% more likely to rate teachers as 'useful' or 'extremely useful'.

Outside of the skills listed is there anything else you think employers are looking for when hiring young people?

Experience – which we cannot gain as they won't hire anyone without experience. So it is a never ending cycle of not having experience – as how are you supposed to gain experience if no one will hire you in the first place.	Willingness and interest in learning. They don't expect you to know everything about the job you are applying to but they want to see that you are ready and willing to learn and pick things up.	I think they are looking for young people who are flexible and not afraid of a challenge.
I think employers are looking for people that are charismatic and have confidence to express themselves. I think there is an unsaid criteria for a lot of roles which is personability and high confidence levels.	I think employers look for experience and qualifications over a statement of your skills.	Showing good character and a willingness to learn.

Young people identified a willingness to learn and enthusiasm for the role as key things that employers may be looking for when hiring young people. A number also felt that a positive personality and confidence was something that employers would look for when hiring young people. A significant number of young people suggested that work experience was just as important as skills for employers when hiring young people, with qualifications also being an important factor.

Thinking about skills, is there anything that you wish you had known more about before you left education?

Tax and financial management.	Routes into jobs. How to do a CV, interviews.	Public speaking and presentation skills.
House buying and more real life scenarios for things, i.e. financing agreements, rent, mortgages etc.	Social expectations of an office environment, networking and progression expectations.	I wish I knew more about the job application process and how to navigate an automated or anonymous recruitment process. I wish I knew about what skills I needed to practice and how to show examples of my experience. I wish I also had some practice doing relevant work based tasks like prioritising or managing others.

Young people want more financial education, so they can understand how to save, invest, pay taxes and not fall into debt. Young people want more experience using soft skills such as presenting and public speaking, which can be used in most job roles.

They also want more advice on how to build a CV and complete a job application whilst they are still in education.

APPLYING FOR WORK

When thinking about joining an organisation what are the most important qualities you would look for? Please select at least 3:

Employer pays fairly	86.1%
Offers training and development available	62.5%
Has a good reputation	61.5%
Has a good inclusion and diversity policy	45.1%
Flexibility to work from home	42.6%
Has people like me working there	42.3%
Looks like a fun place to work	37.9%
Has a good environmental policy	25.9%
Offers mentoring	21.1%
Allows me to travel for work	17%
Is a large employer	11%
Has a Good Youth Friendly Employment Badge or Mark	10.4%

- Reputation, inclusion and diversity, environmental policies, flexibility and 'having people that look like me' where had higher scores from the LGBTQ+ community.
- Girls were at least 10% more likely to score training and development opportunities as important over other groups.
- Black, Black British, Caribbean or African respondents were at least 15% more likely to have not applied because the person specification was too high.
- Young people with additional needs were most likely to state that they had not applied because the advert or job description was not well written or that the requirements were too high. For those without additional needs they were 8% more likely to state that the pay was not high enough.

If you have seen a job advert or description that you have decided not to apply for can you tell us why?

Does not pay well enough	30.6%
Person specification had too many requirements	19.7%
The role asked for higher qualifications than I currently hold	16.1%
Not well written – it was hard to understand	13.2%
Not flexible enough	7.9%
Too much office work	2.6%
It did not feel inclusive of young people	2.6%
Too much home working	2.3%
The employer website did not look good	1.6%
It did not feel inclusive of my gender	1.3%
It did not feel inclusive of my sexual identity	1.3%
The social media accounts did not look good	0.3%

When considering jobs and employment how do you feel about home working?

I need a role that would be work based all of the time	15.9%
I need a role that would be home based all of the time	9.2%
I would like a mixture of both work and home working	66.6%
The jobs I apply to have to be work based (engineering, manufacturing, police officer, etc.)	8.3%

Please tell us if you have applied for or undertaken any of the following opportunities since March 2021

	Applied for	Undertook
Work Experience in person	44.6%	55.4%
Work Experience online (Virtual)	48.2%	51.8%
Internship in person	51.9%	48.1%
Internship online (Virtual)	43.9%	56.1%
Mentoring in person	31.4%	68.6%
Mentoring online (Virtual)	24.4%	75.6%

Young people with additional needs and those eligible for free school meals were 20% more likely to have applied for work experience but 20% less likely to have undertaken it; there was a similar pattern for internships but with a difference of 10%.

Please tell us a little bit more about your experience: i.e. how good was the experience, was the application process competitive, etc.

Mentoring by the staff here at college was considerably positive.	It wasn't easy.	It was straightforward.
There have been no issues with any of the above. I would always prefer the 'in person' opportunities.	Negative, no one cared.	Yes it was good. It gave me more experience.

Work experience for university students was mixed. Some students felt supported in gaining work experience and felt that it had been a positive experience for them. Other students found the process of getting work experience more difficult and cited being given little support as one of the issues they faced.



How confident are you that you will be able to progress into a good job?



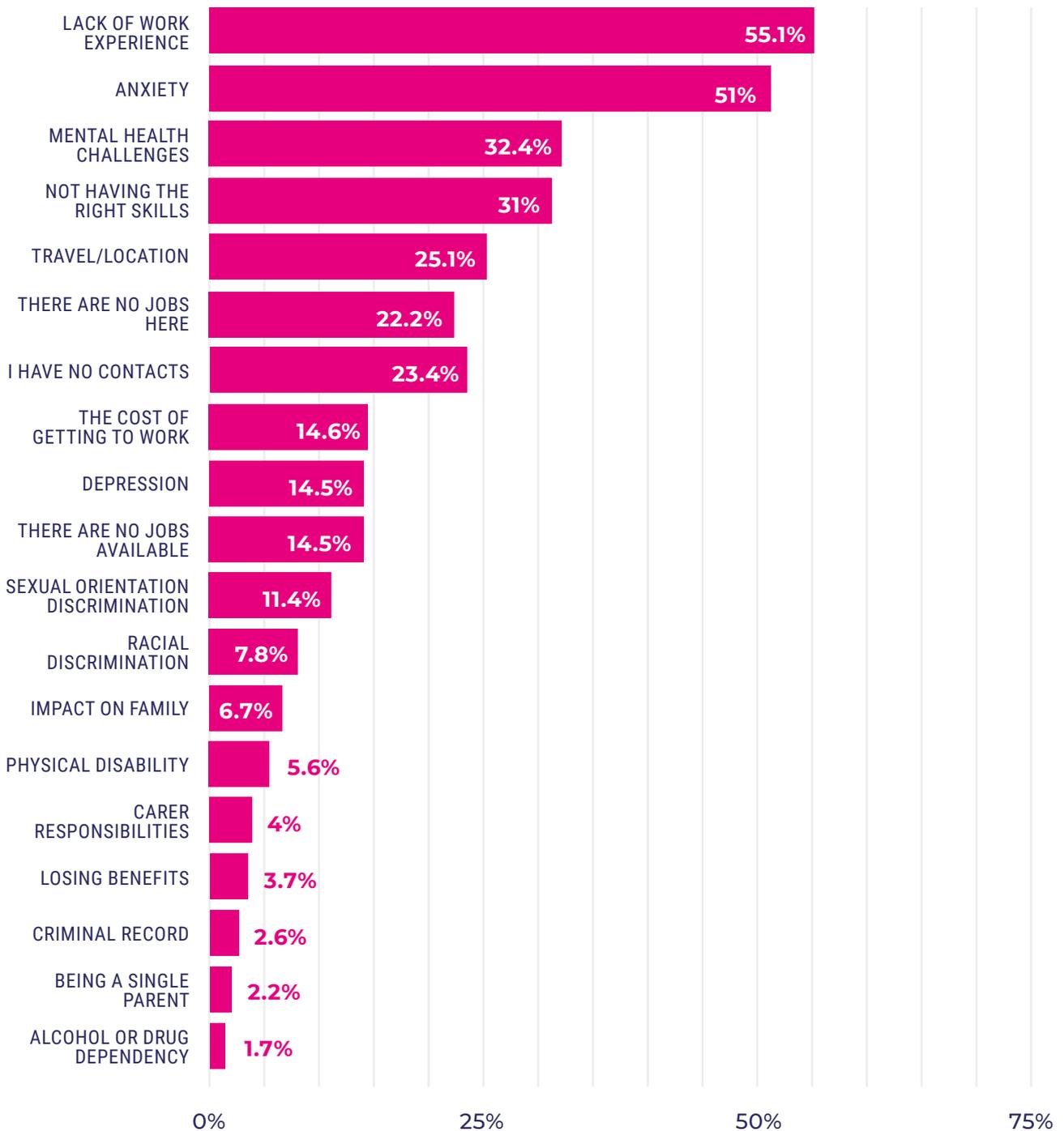
- Non-binary respondents were 20% less confident in being able to progress into a good job (35.4%).
- Young people eligible for free school meals were 10% less confident.
- 29% of young people with additional needs were not confident they would progress compared to 11% of those without additional needs.

Please indicate how confident you are with the following statements:

	Disagree or strongly disagree	Neutral	Agree or strongly agree
I have the skills and knowledge to write a good CV	24.7%	30.6%	44.6%
I have the skills and knowledge to write a good application form	21.9%	28.2%	49.8%
I have the skills and knowledge to write a good cover letter	28.4%	33.3%	38.3%
I have the skills and knowledge to prepare for and attend an interview	22.8%	30.3%	46.9%
I have the skills and knowledge to prepare for and attend an assessment centre	32.5%	34.7%	38.7%
I feel confident that I am prepared to start employment	28.7%	29.9%	41.5%

- Boys were 5% less likely than other groups to have the skills to write a good CV and complete a good application form.
- Black, Black British, Caribbean or African respondents were at least 10% less likely to be confident across all options, in addition, 54.6% 'disagree or strongly disagreed' that they had the right qualifications (at least double the percentage of all other groups).
- Young people with additional needs were 8% less likely to have the skills to attend an assessment centre.
- Young people eligible for free school meals were 8% less likely to agree with all options except for writing a cover letter where the response rate was equal.

When thinking about work and finding a job what, if any, do you think your barriers might be? (Respondents could select up to three choices)



- Boys were most likely to be worried about a lack of work experience, non-binary, unsure/questioning and transgender respondents were most likely to think that mental health and anxiety would be their biggest barrier.
- Young people not eligible for free school meals were 16% more likely to not apply to roles because the pay was not high enough.

What, if anything, would help you find a job now or in the future?

Help build self-confidence.	Work experience to show me what I will actually be dealing with.	Social networks and contacts, good experience and skills, academic qualifications.
Careers advice and to learn about the role opportunities available and how to get into the industry.	Support from the employer, mentoring, opportunity to speak to people working in roles I'm interested in.	Better transport links in the local area. Better access to organisations and workplaces through train travel, etc.

Young people want more work experience so they can become familiar with the workplace and the sector they are interested in. They saw having a network and contacts as important to them progressing in the future. Additionally, young people wanted support from employers and mentoring.

Careers advice was overwhelmingly mentioned as a way of helping them to gain employment. Transport was of concern to some who felt that if transport improved in their local area it would help them find a job in the future.

Thinking about training and employment, what opportunities would you like to see more of?

I would like to see more opportunities in the creative industry, I feel like it's a really hidden market.	Work experience.	More apprenticeships and advice for young persons undertaking an apprenticeship and what to expect.
I'd like to see more informal introductions from companies to anyone who is interested in potentially working there. You don't have to have already applied to a job, or applied in the past to join the webinar/presentation for example.	The chance to be fully trained in every aspect of a job before being expected to begin competent work and 'learn on the job'.	More work experience opportunities and speaking to managers of businesses to talk about what that job is.

Young people want more experience of speaking to managers from different sectors and gaining that exposure of what life is like in the workplace. Young people want more advice on how to get a job in a particular industry.

Training and development is important, they want to be trained fully in every aspect of a job role before being expected to do their job competently.

To what extent do you think employers want to hire young people?

Very unsupportive or unsupportive of hiring young people	26.5%
Neutral	44.8%
Supportive or very supportive of hiring young people	28.7%

- Young people with additional needs were 9% less likely to think employers were supportive of hiring young people.

If you did find yourself not in employment, education or training, do you think you would engage with the Jobcentre Plus?



Do you think there is enough information for young people to access employment and other opportunities? Tell us more about your answer.

No, young people are not told how to find jobs or even how to create a CV, they are just left to do whatever. Also, a lot of young people are too ashamed to go to the jobcentre for help.	No, a simple breakdown of jobs is missing. I don't understand industry specific job roles and have come across new job titles in my search.	I think there should be more work opportunities for people under 18 in order to gain more work experience for when they can properly enter the workforce. I think that young people are expected to already possess skills for the work environment before they enter the work environment which makes getting a job more difficult.
That depends on the school they attend and the people they know.	No, I think that the pandemic affected the quality of careers education being delivered in school.	No, often there is lack of job description and salary in job adverts, so you just apply to lots and hope you will gain more info if you pass the first stage.

From the above responses young people overwhelmingly feel that there is not enough information for young people to access employment and other resources. Young people mentioned that job descriptions are not clear or sometimes there is a lack of description of the job role.

Young people also said that the information they receive about careers can depend on what school they attend and who they know. In addition, young people recommended that work experience would be helpful to get an insight into what the workplace is like.

When considering jobs and employment how do you feel about home working?

Yes – I have been prevented from applying	1.5%
Yes – I have not been offered a role because of my criminal record	0.8%
No	47%
Other (please say):	1.3%
N/A	49.4%

Which of these sources do you use to find a job and which have been most useful?

	Useless or not very useful	OK	Useful or very useful	N/A
Newspapers	47.1%	11.3%	6.2%	35.3%
Personal networks	18.1%	25.3%	35.2%	21.4%
Social media	16.3%	25.3%	42.1%	16.3%
Employers own website	10.8%	22.2%	54.5%	12.5%
Find an apprenticeship website	16%	20.9%	29.4%	33.6%
Find a job website	12.1%	21.6%	51.5%	14.8%
LinkedIn	21.2%	20.7%	29.9%	28.1%
Apps	22.4%	19.2%	22.9%	35.6%

Other responses included: Volunteering and placements, contacts

Please indicate if you have ever:

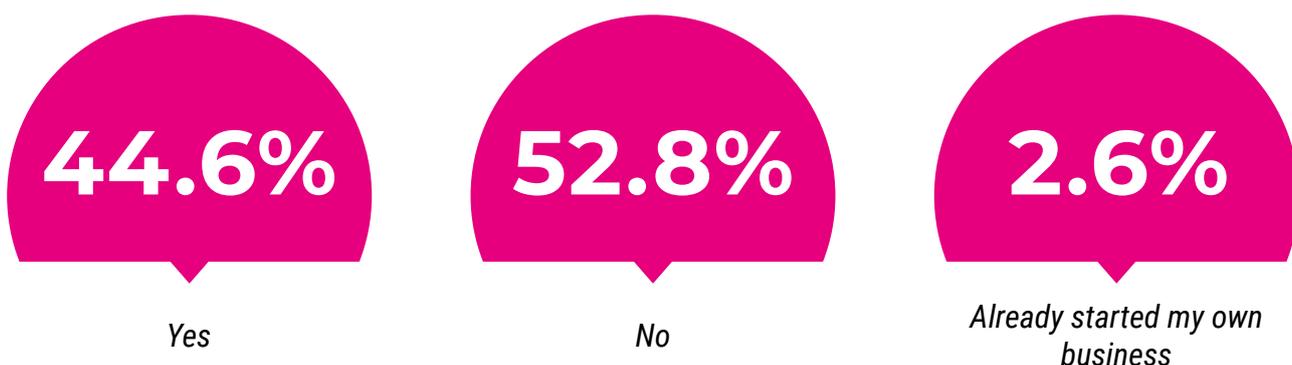
A zero-hour contract is employment with no minimum number of working hours in the contract. A short-term contract or gig role is employment on a short-term and payment by task basis. Cash in hand work are jobs where you do not have a employment contract, such as dog walking or a paper round.

	Been offered	Considered	Taken	N/A
A zero-hour contract	6.9%	7.3%	28.6%	57.3%
A short-term contract or gig role	4.7%	9.5%	21.7%	64%
Cash in hand work	4.6%	5.8%	28.6%	61%

Non-binary and unsure/questioning respondents were most likely to have taken a zero-hour contract.

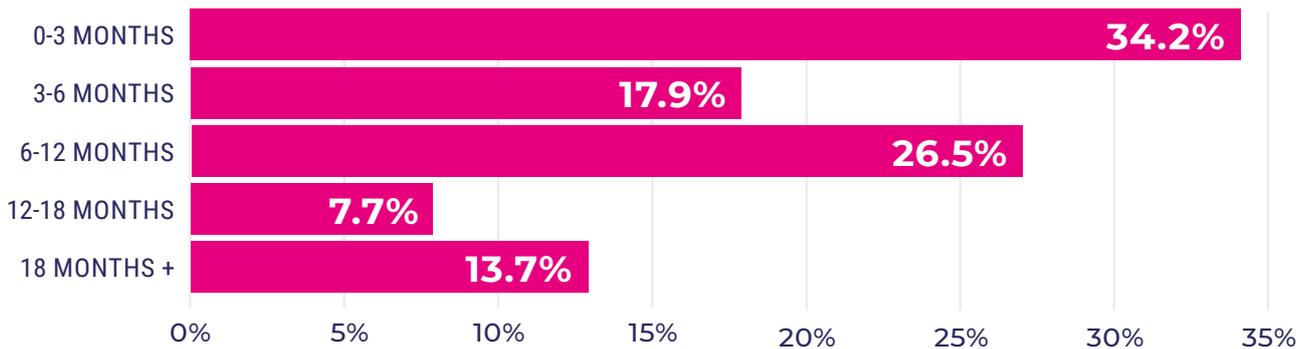
Girls were 10% more likely to have undertaken a short-term contract or gig economy role.

Is starting your own business something you have considered?



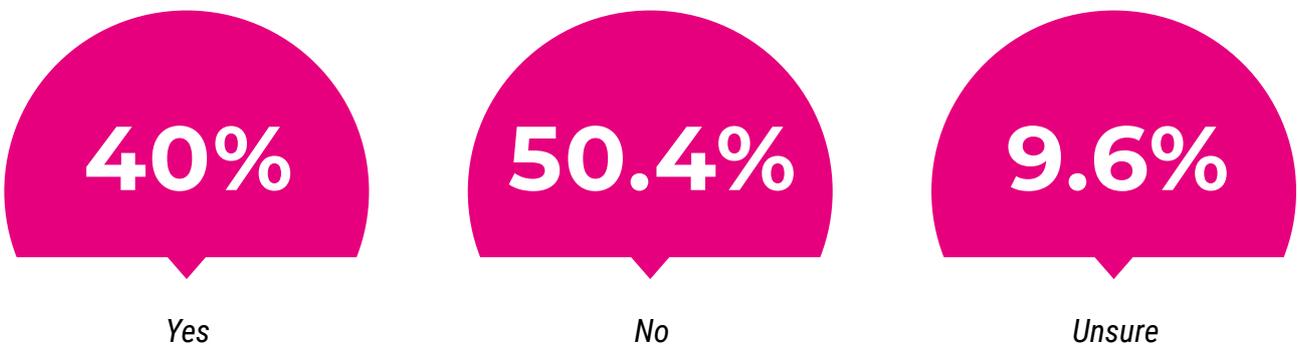
NEET

What is the longest period of time you have spent NEET?

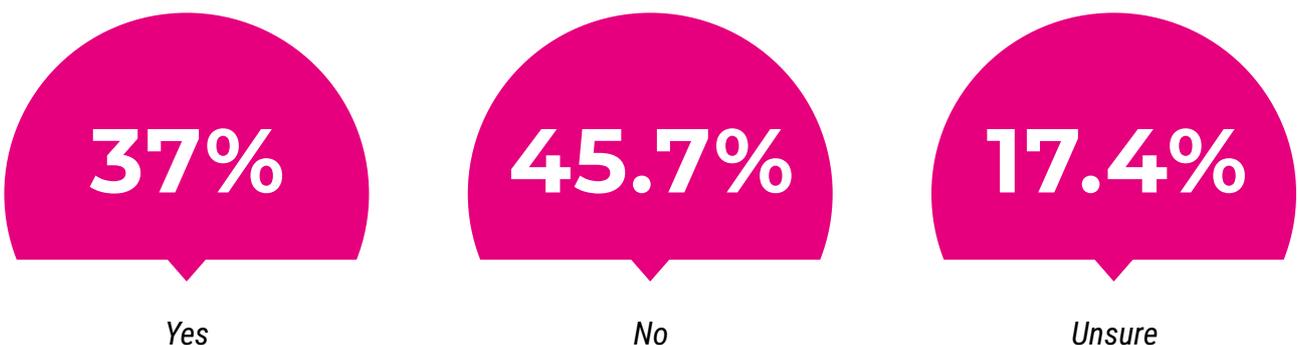


Black, Black British, Caribbean or African respondents were most likely to have been NEET for 12 - 18 months and in addition for 18 months or more.

Have you ever engaged or are you currently engaging with the Jobcentre Plus services?



Are you currently claiming Universal Credit, Jobseeker's Allowance or other out of work benefits?



Which services have you used?

Universal Credit	71.7%
Work coach	66.7%
Kickstart	43.3%
Careers advisor	28.3%
CV writing	26.7%
Job interview support	15%
Jobseeker’s Allowance	15%
How to apply for jobs	11.7%
Help finding an apprenticeship	11.7%
Jobs fairs	11.7%

Other (please say):	10%
Help finding work experience	10%
Help finding a Traineeship	8.3%
DWP jobs board	6.7%
Carers allowance	6.7%
Flexible Support Fund	5%
Childcare and support information	3.3%
Sector Based Work Academy	1.7%
Restart	1.7%

Do you think there are any gaps in the support that is available for those unemployed, and if so, what are those gaps?

I feel like the jump from being at school to being unemployed is jarring. If a young person drops out of college or school you should be following up with what they are doing and give them info/help them make plans for the future, rather than leaving them to their own devices. Once school is finished I feel you still have a responsibility to the young person.	There’s a lack of 1-2-1 support, job coaches are given about five minutes to read through each case. The meetings where we are summoned to the building are largely huge wastes of time and the information they require could be collected through a phone call.	There are gaps for those with undiagnosed mental health issues, it is very difficult to get the support because everywhere requires a phone call and for those who have anxiety around phone calls, it’s very hard to make the call and get the support needed.
There isn’t much for people if there aren’t any jobs for them. Some people do not have the skills to go into certain sectors and certain sectors are not available in the local area.	No careers advisors or Youth Hubs in my local area. There are also no Jobcentre job fairs in my local area, nor have I ever been informed of any.	Disabled people who have qualifications and are being underemployed are forced into lower paid jobs than they are qualified for.

Young people mentioned that there are gaps in support for those who are unemployed and have a disability and this results in them being forced into lower paid jobs or remaining unemployed. Some young people live in an area, which is far away from a job centre or youth hub so it is not accessible for them. In addition, young people mention not having enough one-on-one support, which is tailored to them.

If you are choosing not to engage with Jobcentre Plus services can you tell us why not?

Not applicable	37.3%
I can find work myself	29.9%
Parents are funding me	19.4%

Other (please say):	13.4%
I can get money other ways	9%
They just don't help	9%

Are there any other reasons you are choosing not to engage with Jobcentre Plus services?

I feel they would push me to take "any role", not the right role for me as an individual.	It is pretty much exclusively anxiety – I'd like to be able to email someone about it but there is no way to do so.	Not actively looking for work at the moment and also currently engaging with my local Youth Service's post-16 support.
My anxiety.	I don't know what Jobcentre Plus is.	I don't qualify as under 18! Can't claim.

Young people overwhelmingly said that one of the main reasons they are not choosing to engage with Jobcentre Plus is because of anxiety and other mental health conditions. In addition, some young people felt that at a jobcentre they may be forced into taking any job, rather than being provided with opportunities that are right for that person. People under 18 do not qualify for access to a jobcentre.

Some young people have not heard of a Jobcentre Plus.

What more could be done to support you to gain employment?

Better support for people with mental health difficulties.	A list of employers in my area who would employ me and support me.	Job Fairs, Careers Advice, and further training opportunities to learn a quality job would significantly help me gain employment.
More opportunities for entry level jobs that don't require lots of experience or access to experience that pays the living wage.	Discounts on travel, the cost of living is very high, more support from universal credit.	If after you gain employment, you still heard from your work coach once every month or two months depending on the situation to help support your transition into work.

Young people said that more opportunities for entry level jobs that don't require loads of experience would help them gain employment. In addition, young people want to be paid a living wage have access to discounted travel, especially as the cost of living is making it harder for young people to pay for necessities.

Young people recommended that a work coach contact them when they were in employment every month or every other month. This was so that they would be supported during the transition in to work.

IN WORK

In this section we explore how young people are doing in work.

Key Findings:

Young people want to work, ideally in quality work, and, when they do, they thrive. Given access to support and training and a place and space to be themselves they enjoy work.

YOUTH FRIENDLY EMPLOYMENT

- 71.4% were 'likely' or 'very likely' to rate their employer as Youth Friendly.
- 75.3% 'agree' or 'strongly agree' that they are happy in their current role.
- 86.3% of young people 'agree' or 'strongly agree' that they are building useful skills in their job.

WHAT CAN BE IMPROVED?

- 56.3% of young people 'agree' or 'strongly agree' that they are paid fairly for the work that they do.
- 59.9% 'agree' or 'strongly agree' that they are given enough training and support to do their job well.
- 21.4% rate their opportunities for promotion as 'poor' or 'very poor'.
- 50.4% rated their induction as 'good' or 'excellent'.
- 31.2% struggle with their wellbeing at work, up slightly on last year.
- Young people who were now in work talked about their previous challenges when applying for work being anxiety (52%), lack of work experience (45.2%) and travel and location (43.6%).

WORKING FROM HOME

- 18.9% of young people in work and who are required to work from home do not have the space to do so, a further 8.1% do not have the required internet or data to work from home.

APPRENTICESHIPS

Whilst apprenticeships continue to be one of the 'happiest' career routes for young people with.

- 74.3% felt their apprenticeship had prepared them for their next step.
- 81.4% felt that they had made the right career choice.
- 90.2% 'enjoyed' or 'really enjoyed' gaining skills on the job.
- 71.9% rated the accessibility or inclusiveness of the recruitment process 'good' or 'excellent'.
- 84.1% rate their apprenticeship as 'good' or 'excellent' overall.

cont...

There is room for improvement with:

ACCESS

- » 17.5% had support from their education provider to apply for their apprenticeship.
- » A third of apprentices rated the availability of apprenticeships near them as 'poor' or 'very poor'.

TRAINING PROVIDERS

- » Only 56.5% rated working with their training provider as 'enjoyable' or 'very enjoyable' with 20% rating them a 'difficult or 'very difficult challenge'.
- » 66.4% rated the support from their training provider as 'good' or 'excellent'.
- » 15.5% would not recommend their training provider to another young person.
- » 24.3% felt 'prepared' or 'very prepared' for their end point assessment.

TRAINEESHIPS & KICKSTART PLACEMENTS

Whilst the data for these programmes is not a representative view, young people who responded to the Youth Voice Census this year had good insight into these programmes.

TRAINEESHIPS

- 71.5% rated their Traineeship as 'good' or 'excellent'.
- 57.2% thought their Traineeship had been 'helpful' or 'very helpful' in preparing them for their next step.

KICKSTART

- 85.8% rated their Kickstart placement as 'good' or 'excellent'.
- 64.2% thought Kickstart had been 'helpful' or 'very helpful' in preparing them for their next step.



EMPLOYED

What best describes your job right now?



Where did you find out about this job?

I found it on a job board (Youth Employment UK, Indeed, Monster, GMFJ)	23.7%
I found it on the employers website	20%
Other – Write in	14.2%
Family friend shared it with me	8.5%
I got it through an apprenticeship	8.1%
A recruitment agent told me about it	7.5%
A family member told me about it	5.4%
I got it through a Kickstart placement	3.7%
A careers advisor shared it with me	2.7%
Through the Jobcentre	2.7%
Through an employability programme	1.4%
I heard about it through a careers fair	1%
The employer visited my school/college	1%

Other responses included: LinkedIn, Employers contacting directly and friends referring them

How much do you agree with these statements?

	Disagree or strongly disagree	Neutral	Agree or strongly agree
I am happy in my current role	12.2%	12.5%	75.3%
I am paid fairly for the work that I do	27.1%	16.6%	56.3%
I am overqualified for the job that I do	49.4%	29.7%	20.9%
I am satisfied with the job that I do	11.5%	20.1%	68.4%
I am given enough training and support to do my job well	16.9%	21.3%	59.9%
I struggle with my wellbeing at work	42%	26.8%	31.2%
I am building useful skills in my job	6.5%	7.2%	86.3%
I am given opportunities to undertake volunteering and social action	29.7%	22.2%	48.2%
My working environment is friendly and supportive	6.1%	11.6%	82.3%
I can be myself at work	14.9%	14.5%	70.7%

Happy in their role

- Boys and non-binary respondents were 7% less likely to 'agree or strongly agree' that they are happy in their role.
- Black, Black British, Caribbean or African respondents were 15% more likely to 'disagree' that they are happy in their current role.

Paid fairly

- Young people without additional needs were 6% more likely to think they are paid fairly.

Overqualified

- Young people who were eligible for free school meals are 7% more likely to 'strongly agree' that they were overqualified for the work that they do.
- Those with additional needs were 6% more likely to 'strongly agree' that they are overqualified for the job that they do.

Training and support

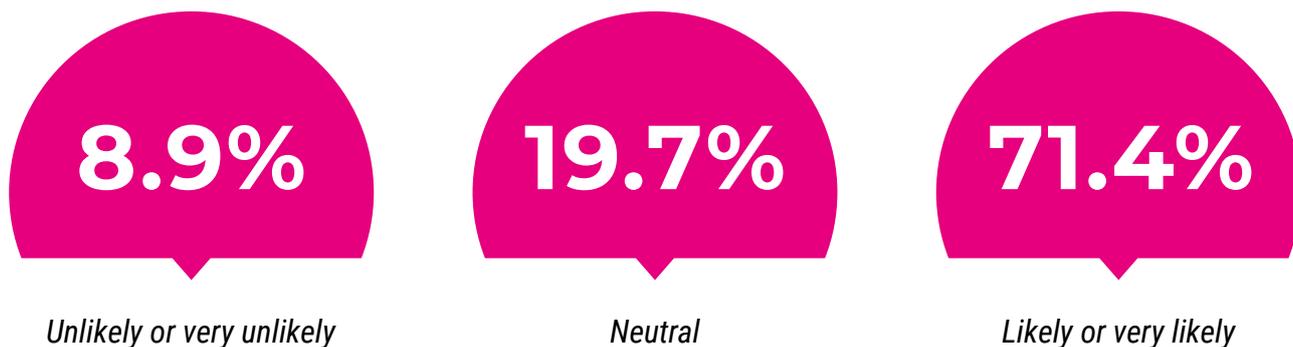
- Boys are 8% less likely to 'agree' or 'strongly agree' that they are given enough training and support to do my job well.
- White and Black, Black British, Caribbean or African respondents were 10% less likely to 'agree' or 'strongly agree' that they are given enough training and support to do their job well.

Wellbeing in work

- Non-binary respondents were 20% more likely to 'agree' or 'strongly agree' that they struggle with their well being in work
- White respondents were 10% more likely to 'agree' or 'strongly agree' that they struggle with their wellbeing at work
- Young people with additional needs were 10% more likely to 'agree' or 'strongly agree' that they struggle with their wellbeing at work
- Young people with additional needs were 13% less likely to feel like they could be themselves at work.



What best describes your job right now?



Tell us more about why you rated your employer this way:

They are flexible and listen to employees' needs.	I have worked in lots of different job roles but this one has given me the most flexibility and trust to do my job. I have been welcomed with open arms and everyone is very friendly and supportive.	There are multiple managers at this company that see youth as a massive disadvantage and already have a view that you know nothing and cannot work to their standard before meeting you.
Lack of progression, workload can be unbearable at times.	They understand that I am an apprentice and don't expect me to get everything right the first time. They challenge me which I like but are never upset if I get something wrong.	I do not have a very supportive boss, which makes work difficult, particularly as I've had time off. I work every day, 5 days a week approximately 12 hours, and I get paid less than most people I know.

The positive responses to this question identified employers as being supportive of their development and providing opportunities to progress in their roles.

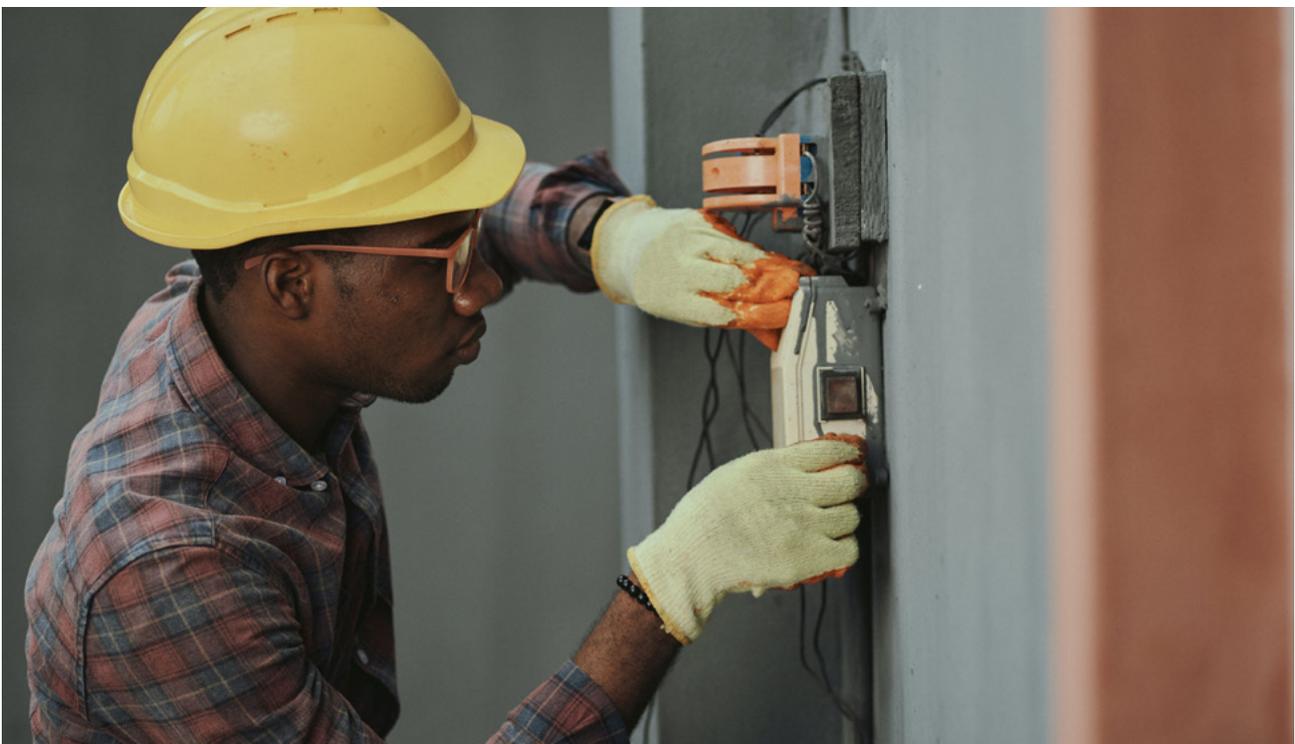
Negative responses identified a lack of support and trust from their employers as barriers to personal development.

Please rate your current job against the following factors:

	Poor or very poor	Average	Good or excellent
Interview process	4.5%	19.9%	75.7%
Access to a mentor	31.1%	22.1%	56.7%
Induction	19.9%	29.8%	50.4%
How you are managed	14%	20.9%	65.1%
Opportunities for further development	21.4%	17.6%	63%
Opportunities for promotion	29.3%	29%	41.7%
Support to understand the company's policies and procedures	10.3%	22.3%	67.3%

- Young people who were eligible for free school meals were 10% more likely to rate their opportunities for promotion as 'very poor'.
- Non-binary respondents were 10% less likely to rate how they are managed as 'good' or 'excellent'.

Does your employer currently require you to work from home?



Thinking about working from home, tell us how much you agree with the following statements?

	Disagree or strongly disagree	Neutral	Agree or strongly agree
I have space to work from home	18.9%	15.1%	66%
I have enough internet and data to do my job well from home	8.1%	10.7%	81.1%
I like working from home	15.3%	21.4%	63.3%
I would like to work from home more	32.2%	33.6%	34.2%
I would like to work in the office more	31.9%	45.9%	22.2%
I feel like I miss out on things when I work from home	37.7%	19.6%	42.8%
Working from home has impacted my well-being	31.5%	31.5%	37%
I can choose how often I work from home	29.9%	20.8%	49.2%

Wellbeing

- Young people with additional needs were 9% more likely to say their wellbeing has been impacted.
- 50% of Black and Mixed or multiple ethnic groups ‘agree’ or ‘strongly agree’ that their wellbeing has been impacted.

In addition,

Young people who were eligible for free school meals were:

- 28% less likely to have space to work from home.
- 15% less likely to have the internet and data to do the job well from home.
- 9% more likely to ‘agree or strongly agree’ that working from home has impacted their wellbeing.

Girls were most likely to have the space to work from home (46.2%), 9% more than boys and 20% more than non-binary, unsure/questioning and transgender respondents.

If you could choose how often would you work from home?

Two days a week or three days a week.	4 days per week.	2 days a week.
Only when I have calls all day and would disturb others in the office.	1 day a week.	None.

Most young people mentioned that they would like to work from home but when it came to the amount of days this differed. A small number of young people said they would prefer being in the office all the time and that in their role it could not be a possibility to work from home.

Did you face any barriers when you were applying for work? (Please choose at least 3).

Anxiety	52%
Lack of work experience	45.2%
Travel/location	43.6%
I have no contacts	34.4%
Mental health challenges	33.2%
Not having the right skills	31.2%
The cost of getting to work	30.4%
There are no jobs where I live	27.2%
Other	20%
Depression	19.2%
There are no jobs available	18.8%

Lack of flexibility from employer	8.8%
Impact on family	8.4%
Racial discrimination	6%
Sexual orientation discrimination	5.6%
Losing benefits	5.6%
Physical disability	4%
Carer responsibilities	4%
Being a single parent	1.6%
Criminal record	1.2%
Alcohol or drug dependency	1.2%

- Boys were most likely to be worried about a lack of work experience, non-binary, unsure/questioning and transgender respondents were most likely to think that mental health and anxiety would be their biggest barrier.

What, if anything, do you like about work?

Having a purpose, earning money.	I enjoy the opportunity for personal and skill development as well as the stability it brings me in terms of finance.	I love that my job is to help young people like myself find and get into work and we take down barriers that hinder young people through all walks of life.
The people and variety of work tasks within the role.	Social impact, responsibility interesting and varied, work life balance.	I love a challenge and keeping my brain active. I have a young family so it is important to me I am a good role model.

What young people liked most about work was the opportunity for development and progression, wanting to learn and grow new skills and apply them. They also like that they can earn their own money and want to be paid fairly for the work they do.

Respondents took the time to mention here that it is important to them that they feel they can progress in an organisation and that this is clear to them.

What, if anything, do you dislike about work?

Travel – have to travel 3 hours a day to work.	Sometimes finding it difficult to switch off, working late nights when you work from home.	Lack of career progression. Office politics. No social opportunities. Limited contract period.
Low salary and poor management.	I don't think my role pays me enough for what I do which can be demotivating at times.	The relentless pressure. The toll the stress takes on my mental health.

The responses to this question show young people are experiencing high levels of stress at work which is impacting their mental health.

Young people mentioned:

- Having to take on a lot of responsibility and meet tight deadlines, which stops them from switching off after work.
- Issues with pay and they felt they were not paid fairly for the work they were doing.
- That they disliked the commute to work, which was expensive and time consuming.

Furthermore, some young people mentioned they disliked the lack of opportunity to progress within their current organisation.

APPRENTICES

What apprenticeship level are you currently undertaking?

Level 2	7%
Level 3	40.8%
Level 4	9.9%

Level 5	4.2%
Level 6	16.9%
Level 7	21.1%

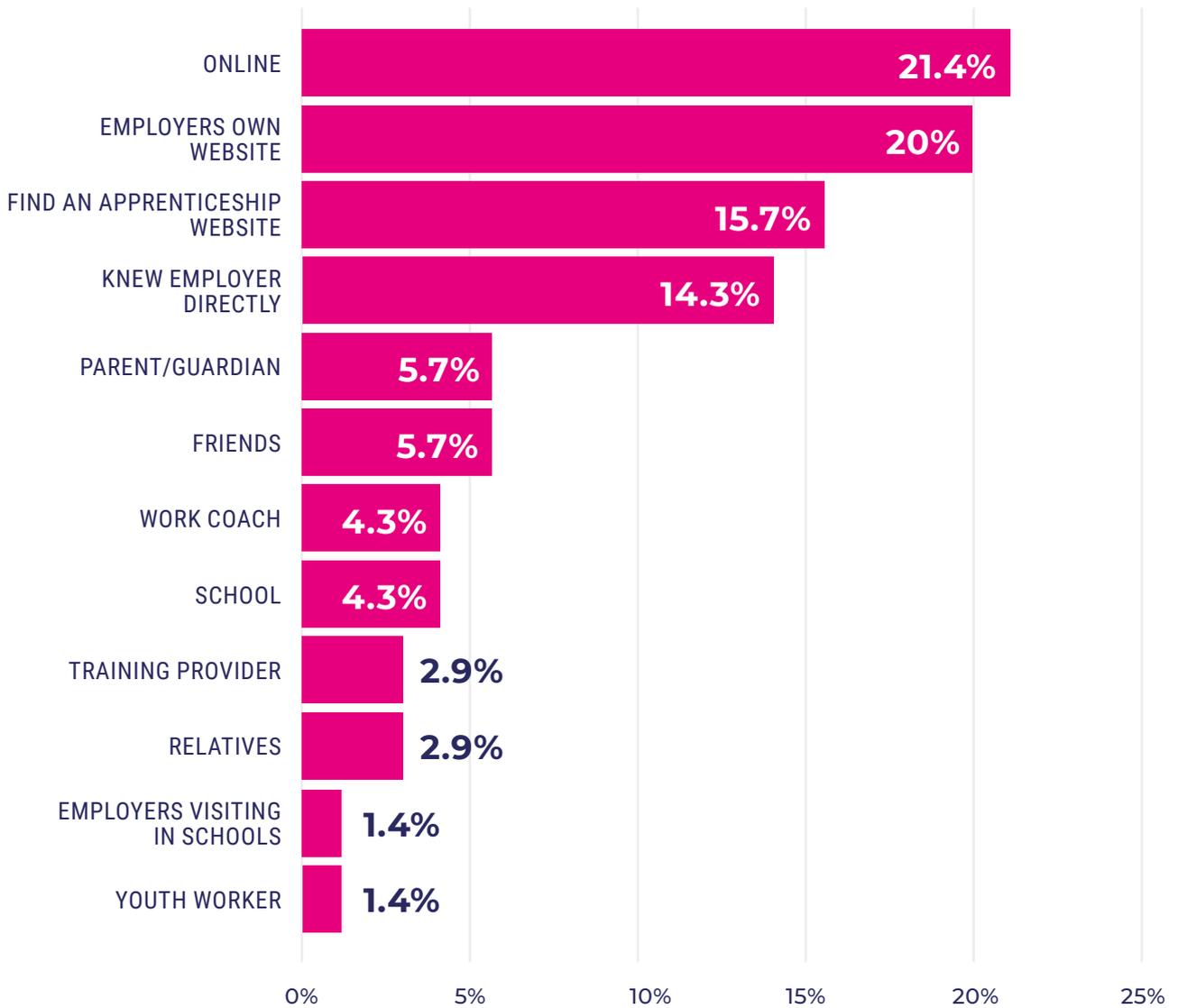
What year are you in?



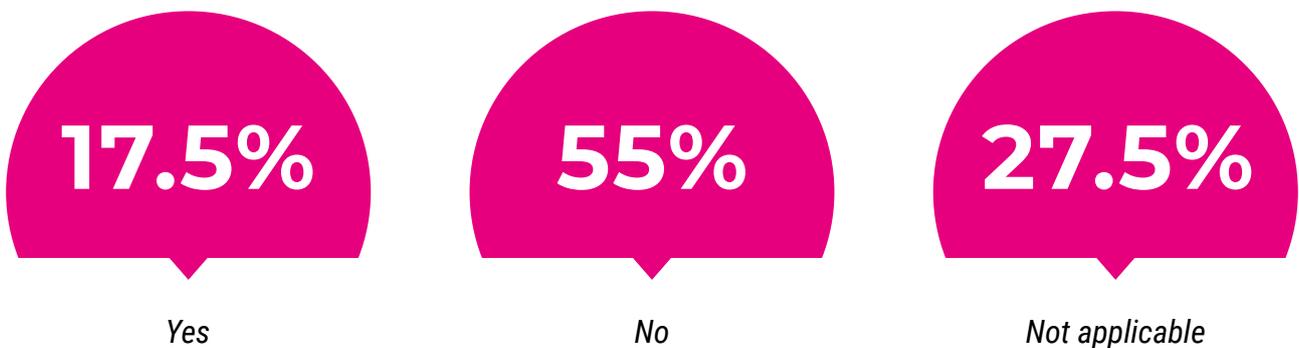
Is this your first apprenticeship?

Yes	85.9%
No – I started another apprenticeship but didn't finish it	2.8%
No – I have completed an apprenticeship before starting this one	11.3%

How did you find out about your apprenticeship?



Did your school, college or sixth form support you in your application/recruitment process?



What more could they have done to support you?

Shown me that apprenticeships are an option and helped me to apply.	Help us look for apprenticeships whilst in college.	Talked about apprenticeship opportunities, rather than just university.
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Most of the respondents would have liked more support in identifying and applying for apprenticeship roles. A number of responses felt that careers advice and guidance was focussed on university, with little support or information about apprenticeships.

What is or was your biggest motivation for starting an apprenticeship?

Earning and learning at the same time	52.1%
I felt it was the right thing for me	26.8%
It was the job I wanted	11.3%
Costs of university was too high	5.6%
My parents thought it was the best route me	4.2%

Why did you choose an apprenticeship over other routes?

(Such as going to university, vocational qualifications, getting job).

I had limited options as I had little-to-no work experience and had already tried the university route years ago. It was the best available option for me to get into this field.	Didn't like the university lifestyle, I wanted to be an engineer straight away without having to wait 3 years, I didn't want any student debt, I wanted to be earning money and living by myself.	I get a degree, but it's for free! – and I earn a salary, all learning expenses are covered such as travel, hotels etc. It's a great way to build experience and become an attractive employee for the future.
Didn't want the debt that comes with university, got me in directly with an employer I'm really interested in and a business area I'm interested in, work placements mean I have more experience than other people my age so I'm more likely to get the roles I'm after.	University was a scary idea, but also didn't have a clue what I wanted to do after A levels and there was no point going to study for 3 years and lose all that money if I didn't like it or didn't use.	I was looking for a career change and thought an apprenticeship would be the best opportunity for me to do this. An apprenticeship allows me to retrain in a new area whilst still earning enough to live on.

The most common reason given for choosing an apprenticeship over other routes was the ability to earn and learn whilst avoiding the debt associated with going to university. Respondents were also attracted to the experience they would gain of the workplace through an apprenticeship and felt that this would give them an advantage in their future career.

Some respondents also felt that it was the only option available to them, particularly if they were looking to retrain and pursue a new career whilst still having the ability to earn money.



Overall would you say that you feel that you have made the right career choice?



What have you enjoyed the most about doing your apprenticeship?

	Disliked or really disliked	OK	Enjoyed or really enjoyed	N/A
Travel	15.5%	43.7%	19.7%	21.1%
Routine	5.6%	25.4%	69%	0%
Work experience	2.8%	8.5%	88.7%	0%
Earning money and learning at the same time	1.4%	11.3%	87.3%	0%
Working with new people	4.2%	14.1%	81.7%	0%
Gaining skills on the job	1.4%	8.5%	90.2%	0%
Having a job	1.4%	11.4%	87.1%	0%
Adjusting to new way of working	2.3%	18.6%	71.4%	5.7%
Support from your training provider	11.6%	29%	56.5%	2.9%

What has been your biggest challenge?

	Not a very difficult or not a difficult challenge at all	Neutral	A difficult or very difficult challenge	N/A
Travel	45.7%	21.4%	18.6%	14.3%
Routine	60%	20%	18.6%	1.4%
Work experience	59.4%	24.6%	14.5%	1.4%
Earning money and learning at the same time	68.5%	18.6%	10%	2.9%
Working with new people	60%	24.3%	15.7%	0%
Gaining skills on the job	64.2%	25.7%	10%	0%
Having a job	69%	19.7%	9.9%	1.4%
Adjusting to new way of working	58.8%	19.1%	19.1%	2.9%
Support from your training provider	54.3%	21.4%	20%	4.3%
Course content is not relevant for the industry I want to join	56.5%	11.6%	7.2%	24.6%

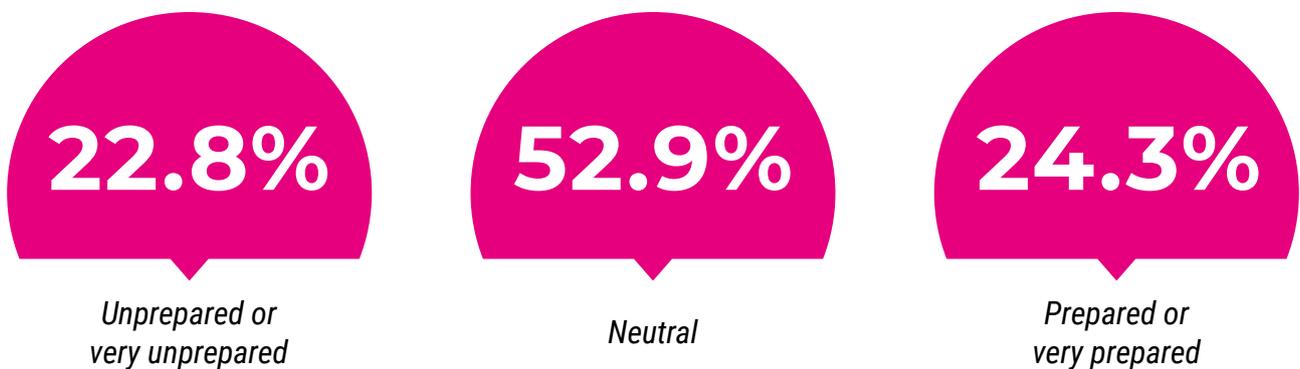
How would you rate your apprenticeship?

	Poor or very poor	Average	Good or excellent	N/A
Overall	5.8%	10.1%	84.1%	0%
20% off the job training	7.2%	24.6%	66.7%	1.4%
Support received	10.1%	21.7%	68.1%	0%
Salary	18.6%	32.9%	48.6%	0%
Progression	5.8%	21.7%	72.5%	0%
Support from training provider	18.8%	14.5%	66.4%	0%
Support from employer	11.5%	10.1%	78.3%	0%
Mentoring	13%	20.3%	63.8%	2.9%
Course content	5.7%	20.3%	73.9%	0%

Would you recommend your training provider to another young person looking for an apprenticeship?



How prepared do you feel for your End Point Assessment?



What support does your employer provide?

My employer is fantastic at being flexible around exams and time off to study. They cover the cost of travel to school and for exams.	My manager is excellent with support for my studies, he is happy for me to take extra time off for uni studies and supports my learning. He also supports me at work very well.	They provide me with plenty of time to get my coursework done, and have helped me build my skills to a point where I can do jobs without much support.
Support with putting what I learn into practice. Support with my workload and wellbeing. Support with the tools I need for the apprenticeship.	My managers are eager to talk to college tutors and arrange for me to be in situations where I can display and evidence qualities for the course.	1 to 1s, training plan review and aligning work to training requirements.

The overwhelming majority of respondents were very positive about the support provided by their employers. The majority of them cited support provided for study, flexibility to attend college/university and 1:1 meetings as the main types of support provided. A majority of responses also said that employers had helped them apply their studies on the job well and had helped provide evidence needed to support their work towards their qualifications.

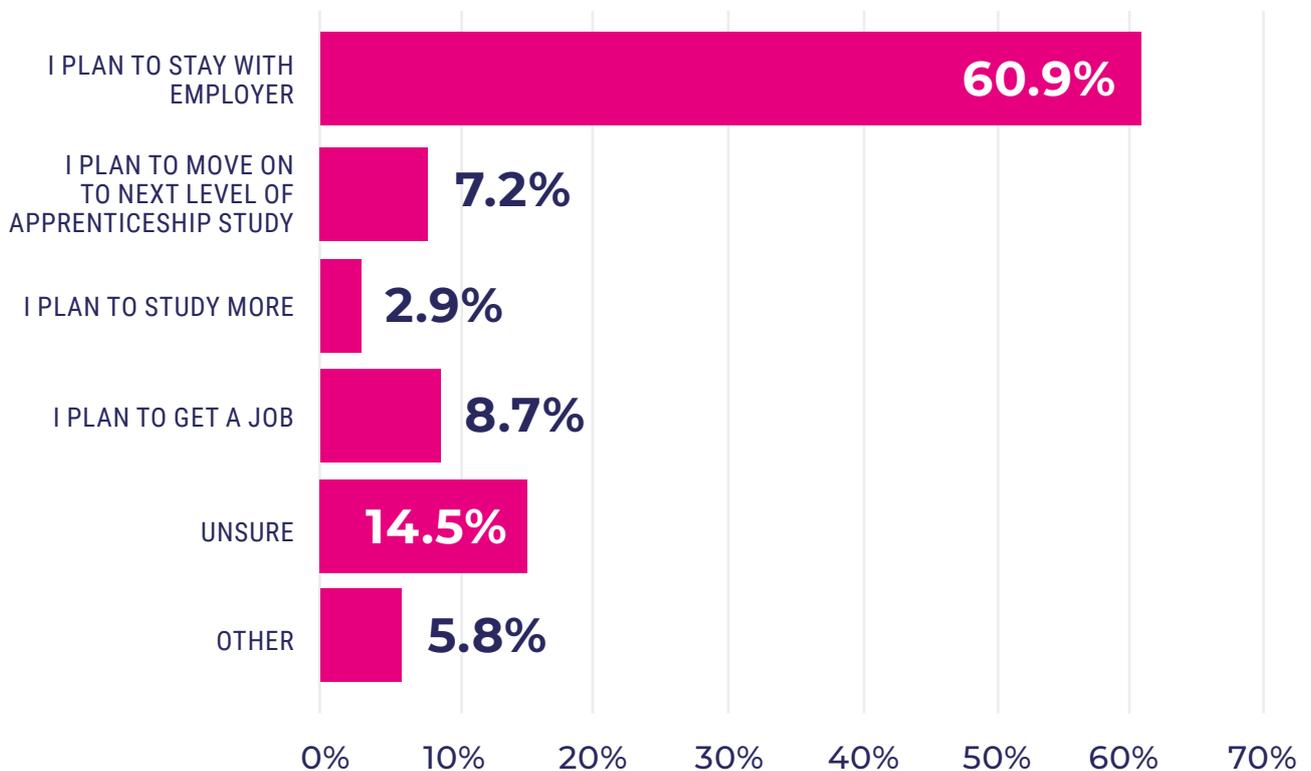
What, if any, extra support would help you in your apprenticeship?

Support from the university would be great. There is no communication between the university and my company which means my company is left in the dark about our workload and our course content. The university should also be more open to feedback from us students, I feel that we are not taken seriously at all and have a very poor learning experience because of this.	Anyone at the company to show interest in the college part of my apprenticeship. Work has only been about work and I have been left to do college work in my own time and adjust to working in construction on my own.
It would be nice to know that you could get a maintenance loan if you needed one. Just like the university students.	A bit more time to complete the portfolio work as I feel this is underestimated at the time it takes to complete.

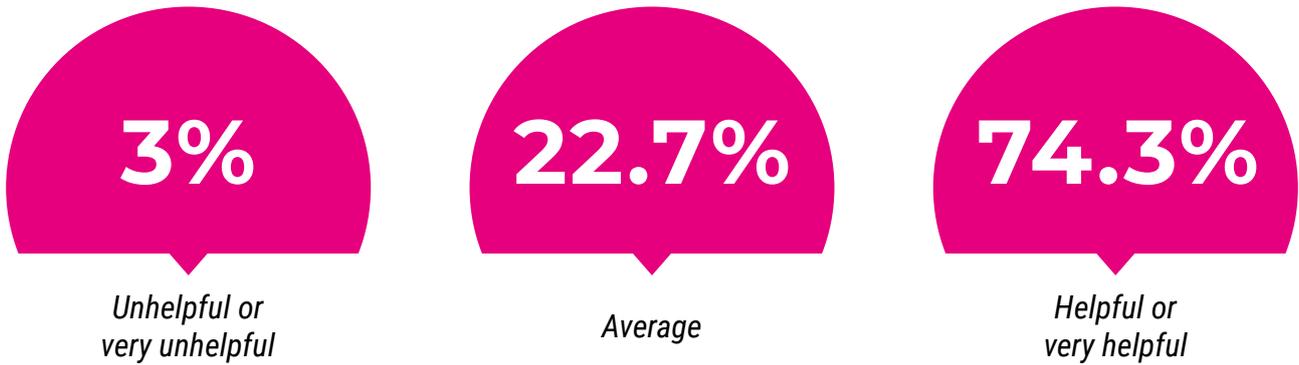
Young people felt that there could have been better communication between their employers and their training providers, particularly around workload and expectations for end point assessments. Respondents also felt that there could be more understanding from their employers on the deadlines they were facing at college or university and could have done more to ease the workload during these times.

Some felt that their employers did not know enough about the courses they were completing at college or university and could have been more engaged in the apprenticeship programme. Young people also felt there could be greater financial support from employers during their apprenticeship.

Do you know what you will do after you complete your apprenticeship?



How much has your apprenticeship prepared you for your next step?



Are you part of any formal or informal apprenticeship networks?



What is the most useful thing about having an apprentice network?

Seeing other apprentice's experiences and knowing what should be expected.	To share ideas with other apprentices and to help and support one another if needed. To meet with someone who is in the same position as you. And also to learn from them.	Networking and opportunities.
It's great to make contact with other young people, especially those in schools to continue breaking down myths around apprenticeships.	It's just been nice to know that there are other people doing the same thing as me – have done some Q&A teams meetings as well.	Get support and advice from other apprentices.

Respondents felt that an apprentice network allowed them to connect with other apprentices and build their networks, seek support from peers going through similar experiences and find new opportunities. Many respondents also felt that it helped them understand what they may expect from their apprenticeship and enabled them to reach out and support other people thinking about joining an apprenticeship.

What else could your apprenticeship have done to prepare you for your future career?

Update course content to match industry standards.	Be more open about the course content and progression opportunities, let us into the workplace more often so we can speak to teams, communicate more with the training provider, give us more independence (we are treated like children).	Have parts that are not just focused on the role, i.e. have access to ways of learning about taxes or NI as these are things people need to know throughout their careers but do not get taught at school.
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Respondents felt that some of the course content could have been more up to date and in line with current industry standards. Some respondents wanted clearer guidance on their career progression after they had completed their apprenticeship and would have liked greater support in seeking employment at the end of their course if the opportunity to stay on with their employer was not available. More generally, young people would have liked further support with understanding working life more generally, particularly with regard to finances such as tax, national insurance and pensions.

What, if any, careers advice/professional development have you received whilst on your apprenticeship?

I feel like I know how to be a more professional person, my apprenticeship has allowed me to grow and mature as a person. I know a lot more about the internal process of a business.	No career advice at all. Professional development has only occurred through my personal interest in developing myself for the future.	I don't believe I have received any.
Good mentorship and teaching me good habits that will help me in any working environment. (i.e. – planning out a working day, prioritising tasks, client interaction, sales, diary management, etc.)	Lots of advice, I've had the head of management accounts, director of commercial finance and the chief executive as my personal mentors.	Spoke to a couple of teams about skills, not much other than that.

There was a mix of experiences from young people when it came to careers advice and professional development during their apprenticeships. The positive responses felt they had received lots of opportunities for professional development, often provided and funded by their employers. More negative experiences felt that their employers offered little in the way of professional development and did not feel they had received good careers advice or support from their training providers.

TRAINEESHIP

This data did not get enough respondents for us to weight the data. The response rate was eight young people as such we haven't featured the demographic data but we do keep it on file to build our learning.

How did you find out about your Traineeship?

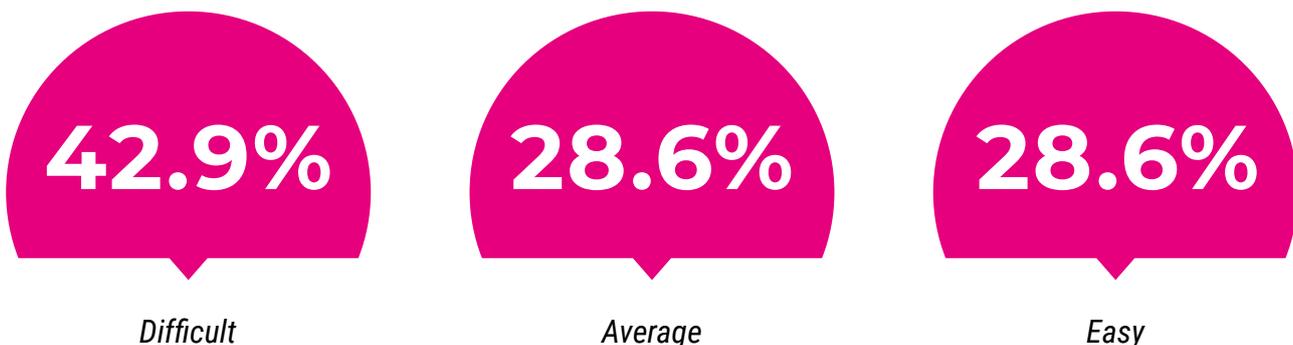
Further education college	25%
Work coach	12.5%
Siblings	12.5%
Friends	12.5%

Training provider	12.5%
Other (please say):	12.5%
Online	12.5%

How would you rate your Traineeship?

	Poor or very poor	Average	Good or excellent
Your Traineeship overall	14.3%	14.3%	71.5%
Careers advice & information provided	0%	14.3%	85.7%
Support from employer	14.3%	0%	85.7%
Support from training provider	14.3%	14.3%	71.5%

How easy was it for you to find a Traineeship provider?



What have you enjoyed the most about doing your Traineeship?

	Disliked or really disliked	OK	Enjoyed or really enjoyed	N/A
Travel	0%	16.7%	66.6%	16.7%
Routine	0%	50%	50%	0%
Work experience	16.7%	16.7%	66.6%	0%
Gaining support with English and maths	0%	16.7%	66.6%	16.7%
Adjusting to new way of working	16.7%	16.7%	50%	16.7%

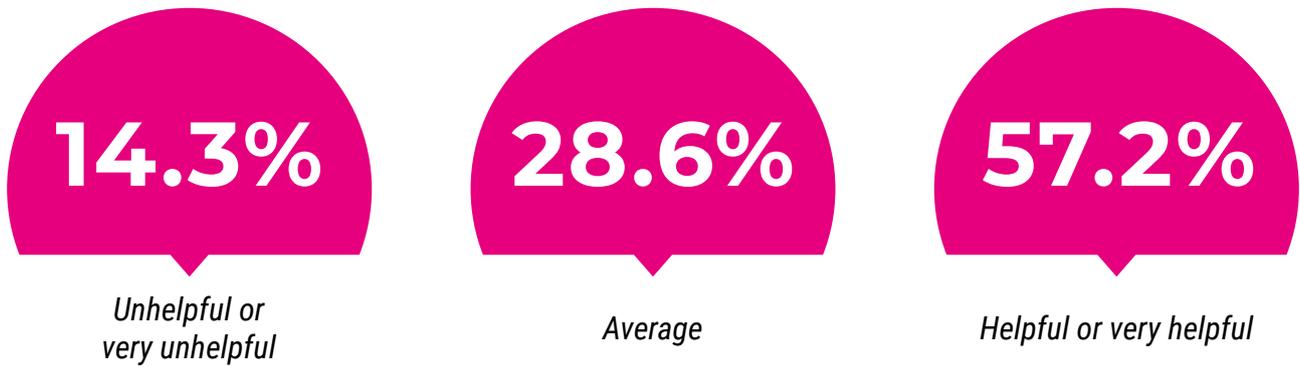
What has been your biggest challenge?

	Not a very difficult or not a difficult challenge at all	Neutral	A difficult or very difficult challenge	N/A
Travel	57.2%	14.3%	14.3%	14.3%
Routine	57.1%	28.6%	14.3%	0%
Work experience	57.2%	28.6%	14.3%	0%
Gaining support with English and maths	57.2%	14.3%	0%	28.6%
Adjusting to new way of working	50%	33.3%	16.7%	0%
Not relevant to the industry I want to join	50%	16.7%	16.7%	16.7%

What is next for you?



How much has your Traineeship helped prepare you for the next step?



What else could your Traineeship have done to prepare you for your next steps?

Give Traineeships to aged 16-19 and get students progressing into their Level 1 options.	I am now able to accept that constructive criticism is not always negative.	
Nothing. All is good. Can't complain.	It's enough support.	Help me to prepare me for a job.

KICKSTART

This data did not get enough respondents for us to weight this data. The response rate 14 young people as such we haven't featured the demographic data but we do keep it on file to build our learning.

How did you find out about your Kickstart placement?



How would you rate:

	Poor or very poor	Average	Good or excellent
Your Kickstart experience overall	14.3%	0%	85.8%
Careers advice and information provided	14.3%	21.4%	64.3%
Support from employer	14.3%	14.3%	71.4%
Support from work coach	21.4%	28.6%	50%

What have you enjoyed most about your Kickstart placement?

	Disliked or really disliked	OK	Enjoyed or really enjoyed	N/A
Travel	14.2%	35.7%	28.6%	21.4%
Routine	7.1%	21.4%	57.1%	14.3%
Work experience	14.3%	0%	85.7%	0%
Gaining support with English and maths	14.3%	0%	14.3%	71.4%
Adjusting to new way of working	14.3%	21.4%	50%	14.3%

What has been your biggest challenge?

	Not a very or not a difficult challenge at all	Neutral	A difficult or not a very difficult challenge	N/A
Travel	61.6%	30.8%	0%	7.7%
Routine	53.9%	23.1%	15.4%	7.7%
Work experience	46.2%	23.1%	23.1%	7.7%
Gaining support with English and maths	23.1%	7.7%	7.7%	61.5%
Adjusting to new way of working	30.8%	38.5%	23.1%	7.7%
Not relevant to the industry I want to join	14.2%	35.7%	7.1%	42.9%

What is next for you?



How much has your Kickstart placement helped prepare you for the next step?



What else could your Kickstart placement have done to prepare you for your next steps?

Actually train me to do the job they want me to do, give me support while working, help me with my CV and to gain transferable skills. I feel like I've just been thrown into the deep end and it's not a nice environment.	Talked about apprenticeship opportunities, rather than just university.	Increase salary to reflect industry standards.
They could have helped me to determine what my strengths are and suggest possible career paths. They could have helped me locate and contact alternative employers if they cannot employ me at the end of my placement.	My kickstart role has given me a lot of experience that I was lacking in receiving because of the pandemic. I feel more confident in the workplace.	Give me training and guidance.

Young people felt that they could have had more on the job training to help them develop in their roles more successfully. A number of respondents would have also liked greater support at the end of the program to help them into full-time employment and more advice on future career paths. A few respondents would have liked to see their wages be reflective of the industry standard.

VOLUNTEERING, SOCIAL ACTION & EXTRA-CURRICULAR

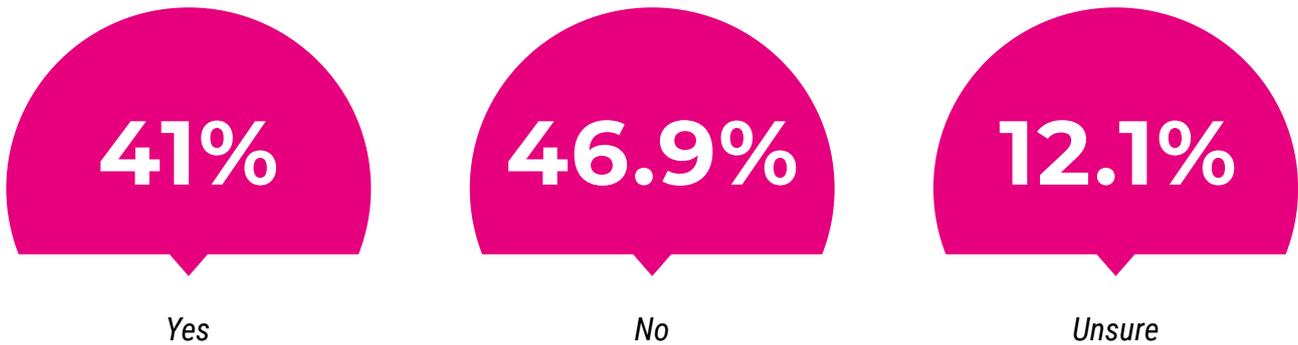
This question set was asked to all young people and is weighted.

Key Findings:

- 41% of young people knew what social action.
- Young people were:
 - » 2ppts less likely to undertake social action outside of education.
 - » 10ppts less likely to consider social action or volunteering.
- Most extra curricular and social action activities saw a reduction in participation on last year.
- 64.2% of young people thought taking part in social action or extra curricular activities were important or very important.
- Young people think that having more variety for social action and extra curricular activities, having them free to access and making them part of the curriculum would support more engagement.



Do you know what social action is?

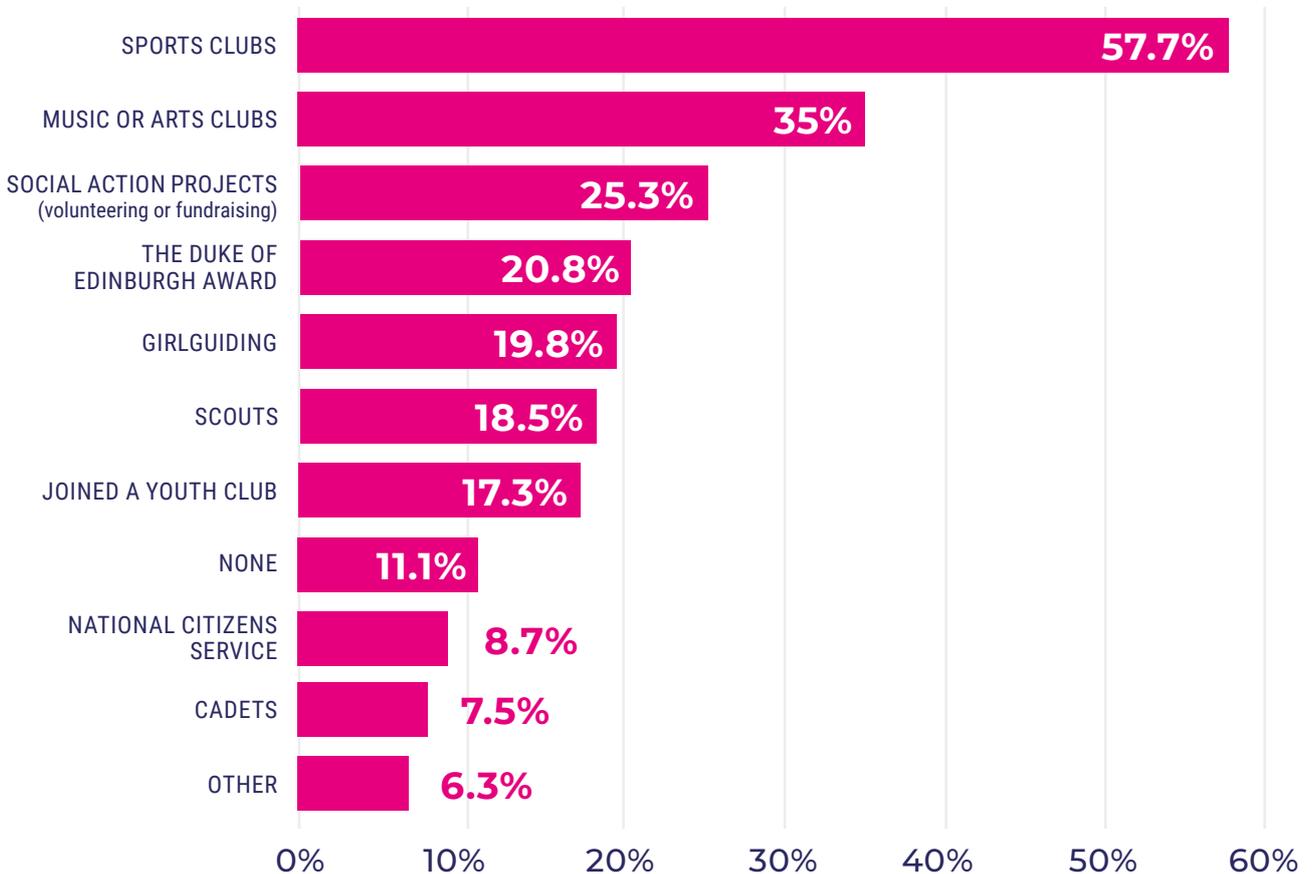


More likely

- Non-binary, unsure/questioning and transgender respondents were at least 12% more likely than boys and girls to know what social action was.
- Mixed or multiple ethnic groups were at least 12% more likely to know what social action.
- Care leavers were 8% more likely than those currently in care and those with no experience of the care system to know what social action is.

Registered and unregistered carers were at least 10% **less likely** to know what social action is.

Did you (or do you plan to) undertake a job whilst you are at college or sixth form?



Whilst most options reduced marginally we saw a 9ppts decrease in young people accessing The Duke of Edinburgh award this year, a 4% increase in access to scouts and 3% increase for sports clubs.

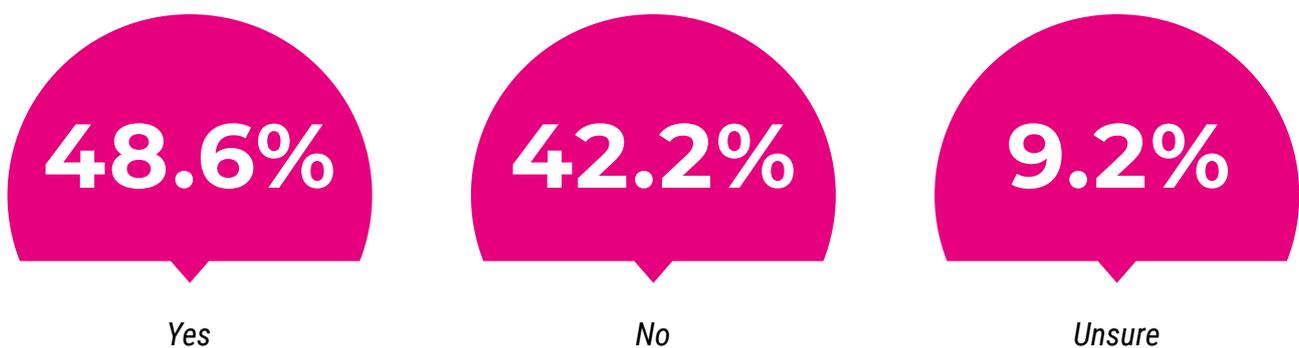
- Boys were more likely than any other gender to have undertaken sports clubs, scouts and to respond 'None'.
- Young people who were unsure/questioning were more likely than any other gender to have participated in music or arts clubs and joined a youth club. They were second most likely after girls to undertake girlguiding.
- Non-binary respondents were more likely than any other gender to undertake the Duke of Edinburgh award and social action projects (closely followed by transgender respondents). They were also second to unsure/questioning respondents in joining a youth club.
- Whilst Asian and Asian British respondents were least likely to have undertaken all other activities they were the most likely to have undertaken the National Citizen Service.
- Of all options Black, Black British, Caribbean or African respondents were most likely to have undertaken sports clubs, they were the least likely to have joined a youth club by at least 12ppts.
- Care leavers were 40% more likely to have joined a youth club.
- Young people with English as a second language were less likely to have undertaken all options with disparities of over 10% for girlguiding, youth clubs, and the Duke of Edinburgh Award.
- Young people who were eligible for free school meals were at least 5% less likely to have undertaken all options with the exceptions of cadets (4% more likely) and joining a youth club (5% more likely).
- Registered carers were least likely to have undertaken any activities by an average of 12% except for joining a youth club (30% more likely) and social action projects (6%).

Young people with additional needs were:

- 10% more likely to have undertaken social action projects.
- 7% more likely to have participated in music and arts clubs.
- 6% more likely to have joined a youth club.

They were 16% less likely to have undertaken sports clubs.

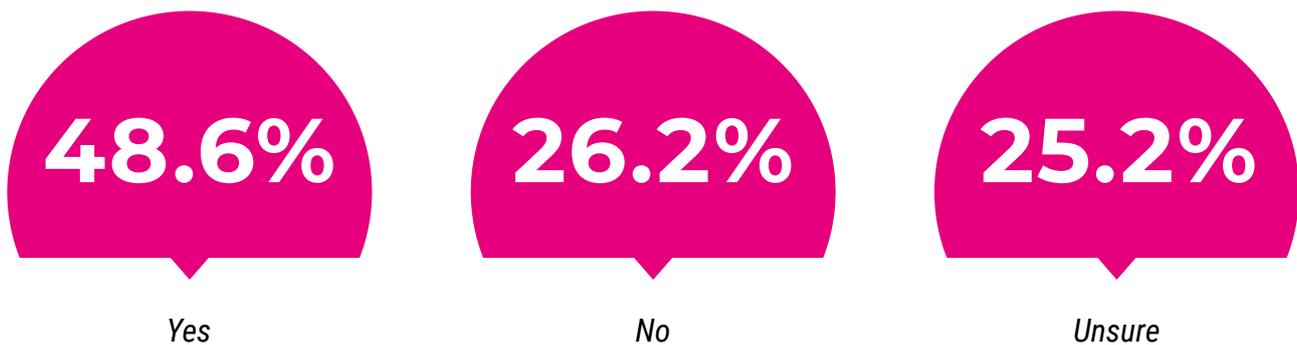
Outside of school, college, sixth form or university, have you ever taken part in social action (volunteering or fundraising)?



This year we see a 2ppts reduction in young people undertaking social action outside of education.

- Girls, non-binary and unsure/questioning respondents were at least 10% more likely than other genders to respond 'yes'.
- Mixed or multiple ethnic groups and White young people were most likely to respond 'yes' by an average of 8%.
- Black, Black British, Caribbean or African respondents were least likely to say 'yes' by at least 8%
- Young people who were not eligible for free school meals were 5% more likely to have taken part in social action outside of school, college, sixth form or university.
- Young people with English as a second language were 10% less likely to have undertaken social action outside of education.
- Registered carers were 14% less likely to have undertaken social action.
- Care leavers were at least 10% more likely to have undertaken social action than those with no experience of the care system, those currently in care were the least likely to have undertaken were the least likely, 30% less than care leavers, to have undertaken any social action whilst in education.

Is social action or volunteering something you would consider doing?



Young people were over 10ppts less likely to consider social action or volunteering this year.

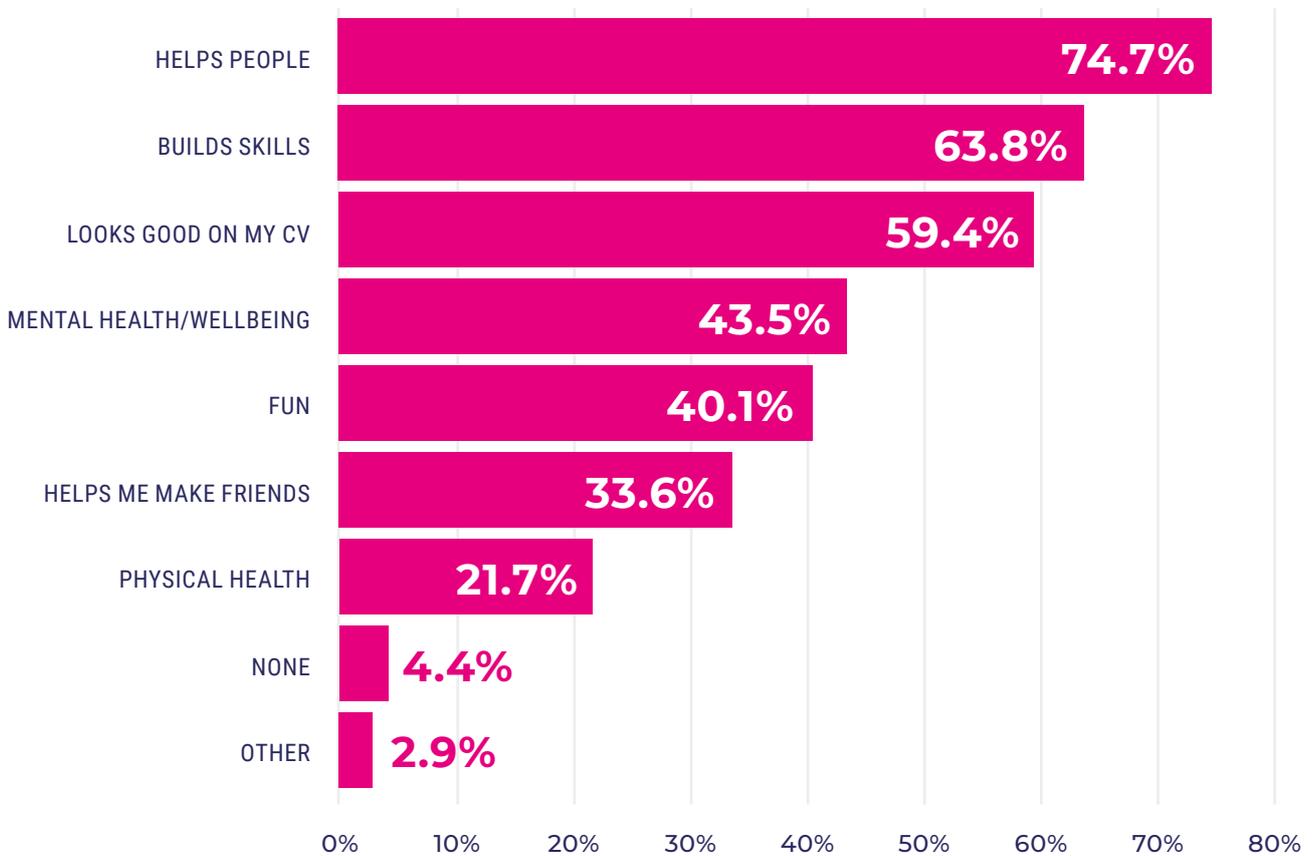
Who is considering social action or volunteering?

- Non-binary and transgender respondents were most likely to respond 'yes' to this question closely followed by girls and unsure/questioning respondents, boys were at least 20% less likely to respond this way.
- Unregistered carers were most likely to respond 'yes' by at least 20% more.

And who isn't?

- Black, Black British, Caribbean or African respondents were least likely to say 'yes' by at least 8%.
- Young people who were eligible for free school meals were 11% less likely to consider social action.
- Young people with English as a second language were 20% more likely to respond 'no'.

What do you think are the biggest benefits to social action/volunteering?
(You can answer this even if you haven't undertaken any social action).

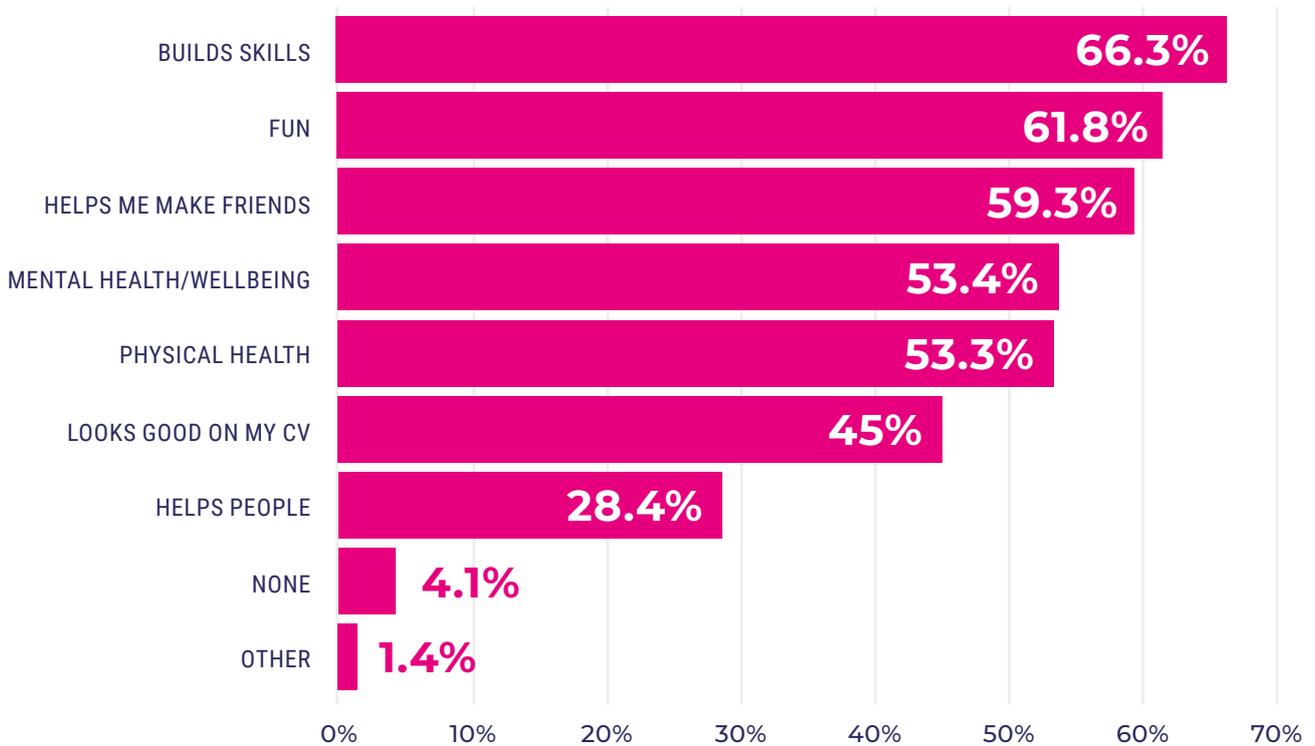


These figures are largely unchanged from last year.

Whilst overall young people tended to score in the same ways:

- Transgender respondents were 15% less likely to think that these activities looked good on their CV.
- Young people with additional needs were 5% more likely to say these activities support their mental health/wellbeing.
- Young people who are not eligible for free school meals were 12% more likely to think that helping people was the biggest benefit.
- Young people who are eligible for free school meals were most likely to score the biggest benefits as support for physical and mental health and wellbeing.
- Young people with English as a second language were more likely to score all options more favourable (with the exception of 'helps people') the biggest difference was in 'helps me make friends' with young people with English as second language scoring this more favourably by 10%.
- Young people currently in care were 10% more likely to respond with 'helps me make friends'.

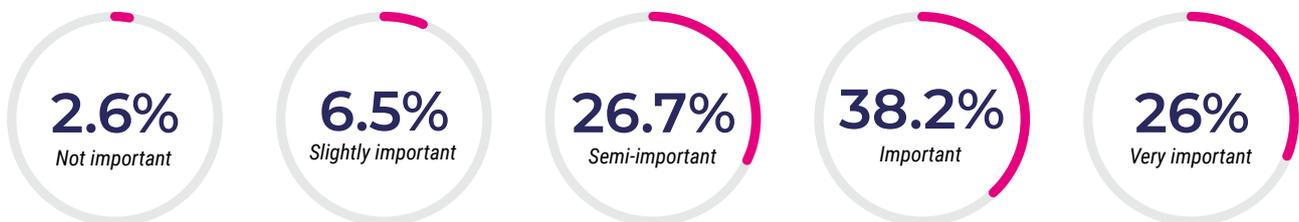
What are the biggest benefits to undertaking extra curricular activities (like sports clubs, cadets)? (You can answer this even if you haven't undertaken any extra curricular activities).



Overall we see a 5ppts reduction in young people thinking it 'looks good on my CV', 'builds skills', 'helps me make friends', 'physical health' compared to last year.

- Whilst overall young people tended to score in the same way as other genders they were 15% less likely to think that these activities looked helped their mental health/wellbeing.
- Young people without additional needs were 5% more likely to score each item higher with the exception of 'looks good on my CV', for this answer young people with additional needs were 5% more likely to score.

To what extent do you think it is important that young people take part in social action and extra curricular activities?



- Non-binary and unsure/questioning respondents were most likely to score 'important' or 'very important'.
- White and Black, Black British, Caribbean or African respondents were most likely to think that it was 'important' or 'very important'.
- Young people who were not eligible for free school meals were 9% more likely to score as 'important'.
- Care leavers were most likely to rate this as 'important' by more than 15%.
- Unregistered carers were most likely to rate as 'important' or 'very important' by at least 10%.

What more could be done to engage young people in social action and extra curricular projects?

It should be part of the school curriculum and also as part of Higher Education. So that from a young age, young people can get used to these activities and gain the basic skills in communication and teamwork.	Advertise opportunities more and explain benefits to themselves and others.	Make them free so that more people can do them.
Make sure they are offering opportunities to those from low income families and make sure that the opportunities are accessible to disabled young people as they often are not. Also ensure that there is a wide range of different activities within areas as they are often scattered and difficult to travel to which of course costs money.	Highlight the benefits to them for careers. Also encourage employers to specify social action as desirable experience.	A national curriculum that champions these activities. Accessibility to opportunities in the local area.

Young people believe more can be done to engage them in social action and extra curricular projects through advertisement. They recommended using advertisements to explain the benefits of extracurricular activities.

In addition, young people also suggested that the national curriculum should champion extra-curricular activities, so that young people aren't just gaining skills in the classroom. Furthermore, young people believe that they should be free to join so that they are accessible to everyone.

FINAL THOUGHTS FROM THIS YEAR'S RESPONDENTS

Is there anything else you would like to add?

<p>There is still a big disconnect between educational providers (schools, colleges, universities, and state-run services) and what employers want. There needs to be consistent engagement between the two, so young people know better how best to make the most informed decisions right for them and to adapt based on the ever-changing employment landscape (recently exacerbated by the recent COVID-19 pandemic).</p>	<p>There have been opportunities for organisations to help and support graduates and local young people but the lack of digital skills in those organisations has meant that these have been lost. The pandemic has shown what we can do online and we should not lose that. There should also be support for people who have needed access to the internet and for the internet to be secure, reliable and consistent across the country.</p>
<p>Remove wages based on age. Someone working at the same place is equal to someone else working at the same place, if anything the younger person may be more helpful or experienced than the older person so it's utterly disgraceful they get paid less with the cost of living being so high.</p>	<p>Accessibility is a huge issue in society. Everyone should be able to access anything they need and want.</p>
<p>Every place where kids are should have a youth club and a sports centre which is free.</p>	<p>We need to look after our environment more.</p>

Young people feel like there is a big disconnect between what they are taught in schools and what employers want. They insist that more needs to be done to improve accessibility, so that everyone can access what they need.

A number of young people suggested that the minimum wage should be raised and also that if they are doing the same work as someone who is older than them they should be paid the same.

Finally, young people mentioned the environment and more needs to be done to look after it.

YOUTH VOICE SESSIONS

Across June and July 2022, Youth Employment UK met with forty-four young people aged 16 - 30 in six locations (Birmingham, Corby, Darlington, London, Liverpool and Newcastle) to discuss their local area, their experience of education and their feelings about finding good employment locally.

The sessions, supported by Nando's, allowed us to explore how the national Youth Voice Census findings are playing out across the country. They provided valuable insight into the experiences of young people and revealed both the difference of their experiences but also the commonalities.

Summary:

Across all locations young people told us that they feel:

- Disconnected from opportunities.
- Let down by the careers education they had received at school.
- They had not had the opportunity to gain valuable work experience.

Even in those areas where young people recognise that local development to infrastructure is happening and opportunities are being offered, they do not feel that these opportunities are for them and could not see how they will benefit.

Young people have high aspirations for themselves but do not always feel empowered to work towards them or have the confidence that they will achieve them. Young people spoke about the difficulty they face when trying to access good quality work due to poor transport links or inflexible working hours.

The rising cost of living was also prevalent in our conversations with young people expressing growing concerns about the impact that rising prices is having on their lives and their ability to find good quality opportunities and employment.

BIRMINGHAM: LOCATION PROFILE

	BIRMINGHAM	ENGLAND
Population:	1,144,90	
Employment (January 2021- December 2021)		
Unemployment Rate:	6.4%	4.4%
NEET Rate (regional)	9.9%	10.5%
Education		
GCSE Maths and English 5+ (2019)	43%	43%
FSM	46.3%	23.7%
EAL	39.9%	17.2%
SEND (mainstream with SEND support)	11.9%	11.5%
End of KS4 Destinations		
Staying in Education	90%	87%
Staying in Apprenticeships	2%	4%
Staying in Employment	2%	3%
Not staying in Employment or Education	6%	5%
Unknown Destination	2%	1%

LIVING IN BIRMINGHAM

Young people in Birmingham are mainly positive about where they live. They talked about the diversity of the city as being a strength and felt it is an exciting place to live with, “always something to do,” and “never a dull moment.” Many are optimistic about the development and investment they were seeing in the city. However, they feel that the city has problems with income inequality and deprivation in certain areas, especially the inner city, which is a concern for them.



The rising cost of living is a key concern in Birmingham. Some of the young people talked about wanting to continue in education or training but are worried about the financial implications of this whilst trying to afford a place to live and other bills.

Some participants also feel that violence, crime and gang culture is a concern, especially for those with limited opportunities and those from lower-income areas.

STUDYING IN BIRMINGHAM

Younger participants were less positive about their educational experiences than the older participants in the discussion. Those most recently out of secondary education feel that school provided little advice or guidance around careers and identified a lack of work experience whilst at school as a problem. Older participants spoke positively about the range of educational institutions in the city, notably the three universities, as providing good opportunities for further education and higher education opportunities.

OPPORTUNITIES IN BIRMINGHAM

Young people recognise that there are opportunities in Birmingham for employment. Many made reference to the number of hospitality, travel and tourism opportunities. However, they perceived these opportunities as jobs for the short term and do not see them as long-term careers.

The overwhelming sense was that the opportunities available in the city are not for them. There is a clear disconnect between the opportunities they can see around them and the confidence they have in their own experience and skills to access those opportunities.

Young people also feel that the opportunities available are not spread evenly across the city. Some feel that the ‘better’ opportunities are concentrated in the city centre, whilst there are fewer opportunities further out.



CORBYP: LOCATION PROFILE

	CORBYP*	ENGLAND
Population:	359,500	
Employment (January 2021- December 2021)		
Unemployment Rate:	3.6%	4.4%
NEET Rate (regional)	11.5%	10.5%
Education		
GCSE Maths and English 5+ (2019)	41%	43%
FSM	21%	23.7%
EAL	13.3%	17.2%
SEND (mainstream with SEND support)	11%	11.5%
End of KS4 Destinations		
Staying in Education	86%	87%
Staying in Apprenticeships	4%	4%
Staying in Employment	4%	3%
Not staying in Employment or Education	5%	5%
Unknown Destination	1%	1%

* Note that these figures are for the Local Authority Northampton North – not Corby alone

LIVING IN CORBY

Young people do not feel that Corby has much to offer them. They spoke of having little to do to entertain themselves and feel that the town does not cater to the needs of young people. Young people also talked about the lack of good transport links and accessibility to other towns that had the services and facilities they want, leaving them feeling isolated and 'stuck' where they live.

They feel that living in Corby affects the way people view them, they feel that people who live outside of the town have negative perceptions about them and they are concerned that these stereotypes may impact their future opportunities. They also expressed concerns about personal safety and crime in their area, especially around knife crime and gang culture.



STUDYING IN CORBY

Many of the young people feel that their education has been significantly disrupted by COVID-19, and one young person said, "COVID-19 set us back."

Young people feel that the options available to study at GCSE and post-16 are limited and there are not enough opportunities for them to pursue the subjects and areas they want to. When discussing careers education many feel that it was non-existent in their school, one said, "[we had] literally no careers advice."

OPPORTUNITIES IN CORBY

Young people are pessimistic about the opportunities in the town for good employment, which they link with decent pay and the opportunity for progression. They feel that the majority of jobs available in their area are low-paid and often in the hospitality or retail sector and in warehouses. They do not feel that there are services available locally to help them find the types of jobs they want, one young person said, "I can barely think of any opportunities at all." Overwhelmingly, young people feel that good jobs and good opportunities are only available elsewhere in bigger towns and cities.



DARLINGTON: LOCATION PROFILE

	DARLINGTON	ENGLAND
Population:	107,800	
Employment (January 2021- December 2021)		
Unemployment Rate:	5.3%	4.4%
NEET Rate (regional)	11.7%	10.5%
Education		
GCSE Maths and English 5+ (2019)	42%	43%
FSM	29.9%	23.7%
EAL	5.7%	17.2%
SEND (mainstream with SEND support)	11.7%	11.5%
End of KS4 Destinations		
Staying in Education	84%	87%
Staying in Apprenticeships	5%	4%
Staying in Employment	5%	3%
Not staying in Employment or Education	6%	5%
Unknown Destination	0%	1%

LIVING IN DARLINGTON

Young people in Darlington spoke positively about the number of things available to do in the town. They feel that there are a number of activities available and talked about there being good facilities such as swimming, bowling and going to the cinema. Young people are also proud of the history and the landmarks around the town.

A number of young people feel that transport links in Darlington could be better, including the reliability of public transport, especially buses and the availability of cycle paths. They also feel that there is a lack of good career advice and guidance available where they live and do not feel that there are enough services available to young people.

They feel that there are not enough opportunities for them to share their voice on the issues that matter to them, and that there are no places to go if you are LGBTQ+.



STUDYING IN DARLINGTON

Young people feel that there are a lot of choices available to them when it comes to education including options for both vocational routes and academic routes at post-16. They also feel that they are in good reach of further education opportunities in nearby towns and cities such as Durham and Sunderland.

They feel that their experience of careers education is poor and has not adequately prepared them for the world of work. As a result, some young people we spoke to have low aspirations and are not fully aware of the range of opportunities and different employers available locally. They also spoke about a lack of work experience whilst at school and feel that this would disadvantage them when looking for employment in the future.

OPPORTUNITIES IN DARLINGTON

Young people feel that there are limited opportunities available to them and can't see a diverse offer of jobs and employers where they live. A number of young people talked about jobs in retail and hospitality, but do not recognise other opportunities which might be available in different industries in the town.

They also thought that employers are not enthusiastic about hiring young people and do not offer the types of employment they want. They spoke about wanting flexible hours and work which is more easily accessible by public transport.



LIVERPOOL: LOCATION PROFILE

	LIVERPOOL	ENGLAND
Population:	486,100	
Employment (January 2021- December 2021)		
Unemployment Rate:	5.6%	4.4%
NEET Rate (regional)	11.7%	10.5%
Education		
GCSE Maths and English 5+ (2019)	36%	43%
FSM	43.2%	23.7%
EAL	11.9%	17.2%
SEND (mainstream with SEND support)	14.5%	11.5%
End of KS4 Destinations		
Staying in Education	85%	87%
Staying in Apprenticeships	4%	4%
Staying in Employment	3%	3%
Not staying in Employment or Education	8%	5%
Unknown Destination	1%	1%

LIVING IN LIVERPOOL

In Liverpool, the young people we spoke to were very positive about the city and were proud to live there. They talked about the city's cultural diversity being a strength and take pride in its rich history. They are optimistic about the future, although they do not always feel that they can see opportunities for themselves or other young people.

They also discussed loneliness as a growing issue amongst their peers and feel that social isolation and mental health issues are increasing. They feel a sense of hopelessness about not knowing how best to support peers and do not feel that there are adequate services within the community or at schools to help.



STUDYING IN LIVERPOOL

Young people had good experiences of school and education, one participant felt fortunate to attend the school they did, although they recognise that this experience may not be shared by all.

Young people are concerned about the impacts of lost and disrupted learning they experienced through the pandemic. They feel that they have missed out on opportunities for self-development and work experience. They are also worried about the perceptions employers might have of the 'COVID-19 cohort' who had achieved their GCSE grades through teacher assessment rather than exams, they feel that their grades may not be recognised as their own achievements.

OPPORTUNITIES IN LIVERPOOL

Young people recognise that there are opportunities in Liverpool, however they feel that these are often limited and not always the types of opportunities young people want or need. They spoke of wanting jobs with more flexible hours and that were easily accessible by public transport, things that they do not see widely available for young people currently.

They feel that vocational routes into work such as apprenticeships and other vocational routes are not fully explained whilst at school with A-Levels and going to university being the main focus for schools when

discussing future opportunities. They said that this narrowed the options they feel are available to them.

Young people also talked about an 'experience deficit', believing that the missed opportunities for work experience and other enrichment activities has put them at a disadvantage in the labour market. They would like to see more opportunities to gain work experience and build up the skills they were unable to develop during the pandemic.



LONDON: LOCATION PROFILE

	LONDON	ENGLAND
Population:	8,799,800	
Employment (January 2021- December 2021)		
Unemployment Rate:	5.6%	4.4%
NEET Rate (regional)	11.7%	10.5%
Education		
Attainment 8 Average 2019	49.7%	46.8%
FSM Attainment 8	41.1%	35%
Non-FSM Attainment 8	51.6%	48.8%
SEND (statement/SEND support) Attainment 8	36.1%	32.6%
EAL Attainment 8 (inner London)	49.4%	48.3%
EAL Attainment 8 (outer London)	51%	48.3%
End of KS4 Destinations		
Staying in Education	91.9%	87%
Staying in Apprenticeships	1.3%	4%
Staying in Employment	1.4%	3%
Not staying in Employment or Education	No data	5%
Unknown Destination	No data	1%

LIVING IN LONDON

The young people we met talked about the stresses of growing up and living in London, they cited financial pressures, personal safety, and prejudice as their key concerns. They are worried about the rising cost of living, one participant told us that they are always thinking, “How am I going to get money today?” This constant concern adversely impacted their mental health and has left them unable to focus on finding employment or completing education and training courses.

They expressed concerns around their personal safety. They feel pressured into becoming involved in gang culture and fear reprisals. In addition, they spoke of mistrust in the police and authorities more generally, leaving them feeling isolated and unsupported in their community.

They also feel that young people face prejudice, especially those from more deprived parts of the city and those from ethnic minorities. They feel that employers do not want to hire ‘people like them’ and local services look down on them.



STUDYING IN LONDON

The young people we spoke to had difficult, complex and challenging experiences of education. They spoke about not being supported by their schools when facing difficult personal circumstances. This lack of support meant that their learning was often disrupted with periods of absence and exclusion with the young people feeling disengaged from education. They felt misunderstood by the education system and let down that more had not been done to help them achieve their potential. They spoke about careers education in schools being overwhelming and not tailored to their aspirations, talents and interests. They feel that their poor experiences of education has disadvantaged them and are worried about their future career prospects with their current level of qualifications.



OPPORTUNITIES IN LONDON

The young people recognise that London has many opportunities for young people, however they do not feel that these opportunities are open to them. They feel that their lack of formal qualifications, work experience, the way they speak, how they dress and where they come from make it difficult for them to make the most of the opportunities available.

They feel pessimistic about their future opportunities and would like to see individual, tailored support that recognises them as individuals and makes them feel like they are cared about.

NEWCASTLE: LOCATION PROFILE

	NEWCASTLE	ENGLAND
Population:	300,200	
Employment (January 2021- December 2021)		
Unemployment Rate:	7.6%	4.4%
NEET Rate (regional)	11.7%	10.5%
Education		
GCSE Maths and English 5+ (2019)	39%	43%
FSM	39.9%	23.7%
EAL	20.2%	17.2%
SEND (mainstream with SEND support)	12.7%	11.5%
End of KS4 Destinations		
Staying in Education	84%	87%
Staying in Apprenticeships	3%	4%
Staying in Employment	4%	3%
Not staying in Employment or Education	9%	5%
Unknown Destination	1%	1%

LIVING IN NEWCASTLE

Overall, the young people we spoke to are very positive about living and growing up in Newcastle. They are proud of the city's diversity and feel that there are lots of things to do. However, a number of young people feel that transport outside the city and to areas around the city (such as Gateshead and South Shields) is expensive and takes a long time. This is a concern when they are looking for employment opportunities. Some young people are worried about anti-social behaviour and crime in the city, particularly at the weekends and at night. They are also worried about the rising cost of living. One participant said 'everything's just getting more expensive' and they are concerned that this is affecting young people the most.



STUDYING IN NEWCASTLE

All young people felt that COVID-19 had negatively affected their education, especially for those close to completing courses. Young people feel they did not receive adequate careers education or advice and that they do not feel prepared for employment. One young person said, "they did not get us ready for the world of work." Where careers advice was available they do not feel that it was tailored to them or considered their interests, "careers education was not related to how I was as an individual and I didn't understand how it was going to help me in the long term." Some feel that there is a lack of belief and motivation from their teachers, "you feel like you are on your own and that nobody is going to believe in you." All of the young people want to see more support and guidance around careers education to help them into employment and to help them achieve their aspirations.

OPPORTUNITIES IN NEWCASTLE

Young people feel that they do not know what opportunities are available in Newcastle and are not confident in knowing where to go to find opportunities for employment, education or training. The young people we spoke to also lack confidence in applying for opportunities, one participant said, "I wouldn't have a clue how to apply."



Many of the participants talked about lacking confidence when engaging with employers, completing application forms, and attending interviews. They feel that employers will not want to hire young people due to their lack of experience and they also think that employers have negative perceptions of young people which puts them at a disadvantage when applying for jobs. Some young people had been in employment before but had lost their jobs during the pandemic, they are not confident in finding similar roles now and told us that losing their job has negatively impacted their mental health.



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