

# **Youth Cohort Study & Longitudinal Study of Young People in England:**

## **The Activities and Experiences of 17 year olds: England 2008**

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## Introduction

### 1.1 Background to the Data

This statistical bulletin is based on the responses of young people to two studies: the Youth Cohort Study (YCS) and the Longitudinal Study of Young People in England (LSYPE). The responses for both the surveys come from the same “cohort” of young people, that is, they refer to young people who were in Year 11 (age 15/16) in 2005/06. Both surveys are longitudinal and the same person is interviewed multiple times over several years. This means that if the same question is asked more than once, it is possible to track changes in behaviour over time. Similarly, one can look at a behaviour or attitude in one year and observe whether it predicts behaviour or outcomes years later.

LSYPE respondents were first interviewed in the spring of 2004 and interviews have taken place annually (again in the spring/summer) since then, resulting in a total of five interviews or ‘waves’ each. For the first four waves the young person’s parents or guardians were also interviewed. YCS respondents were first interviewed in the spring/summer of 2007 at the age of 16/17 and again in 2008 when they were 17/18 giving a total of two interviews.

Many of the LSYPE and YCS questions are the same which means it is possible to combine the responses that young people gave at age 16/17 (in spring/summer 2007) and at 17/18 (in spring/summer 2008). The benefit for analyses based on combined responses is the increased precision that a larger sample size brings and the ability to disaggregate further.

There are two main purposes of this Bulletin which are as follows:

To build upon the analyses published last June in the Statistical Bulletin: [Youth Cohort Study and the Longitudinal Study of Young People in England: The Activities and Experiences of 16 year olds: England 2007](#) and to build on a regular Statistical First Release (SFR) on the attainment and activities of 17 year olds, previously based entirely on earlier cohorts of the YCS, and last updated for 2005: [Youth Cohort Study: The Activities and Experiences of 17 Year Olds: England and Wales 2005](#).

The second purpose of this bulletin is to illustrate some of the ways in which the surveys can be used to provide more detailed descriptions of the behaviours, experiences, and attitudes both of young people and their families. Hopefully, this will act as a spur to further thinking about using analysis of the data to influence policy development. The main focus of this Bulletin is on LSYPE/YCS data for when respondents were age 17/18 (LSYPE Wave 5 and YCS Cohort 13, sweep 2). However, alongside this in some analyses responses for previous LSYPE or YCS surveys are used as follows:

- LSYPE Wave 4, YCS Cohort 13, sweep 1, when the respondents were age 16/17 (2007);
- LSYPE Wave 3, when the respondents were age 15/16 (2006);
- LSYPE Wave 2, when the respondents were age 14/15 (2005) and;
- LSYPE Wave 1, when the respondents were age 13/14 (2004)

Further details about the YCS and LSYPE studies are given in the **Notes to Editors** section in Appendix A.

## 1.2 Bulletin Structure

The main body of the Bulletin can be found in Chapters 2 to 6. Each chapter aims to show what the surveys can contribute - but by no means exhaustively - to our understanding of the Departmental Strategic Objectives (DSOs).

Topic areas in this Bulletin are cut across each of the DSOs. To help navigation the table below shows how each chapter of the Bulletin relates to each DSO.

<b>Departmental Strategic Objectives (DSOs)</b>	<b>Chapters of Bulletin</b>
DSO 1 – Secure the Health and Wellbeing of Young People	Chapter 2 – Health and Wellbeing
DSO 2 – Safeguard the Young and Vulnerable	Chapter 3 – Safeguard the Young and Vulnerable
DSO 3 – Achieve World Class Standards	Chapter 4 – Educational Achievement
DSO 4 – Narrow the Gap	Chapter 4 – Educational Achievement; Chapter 5 – Ensure Young people are Participating and; Chapter 6 Keep Children and Young People on the Path to Success
DSO 5 – Ensure Young People are Participating and achieving their potential to 18 and beyond	Chapter 5 – Ensure Young People are Participating
DSO 6 – Keep Children and Young People on the Path to Success	Chapter 6 – Keep Children and Young People on the Path to Success

## 1.3 Academic Attainment

All of the academic attainment data reported in this Bulletin are obtained from the National Pupil Database (NPD). This is the administrative data source that underpins Primary and Secondary School Achievement and Attainment Tables, and also National Statistics on the achievements of young people.

Respondents to LSYPE and YCS Cohort 13 would have taken their GCSEs in summer 2006 (the 2005/06 academic year) and this data for LSYPE and YCS respondents was published in last year's Statistical Bulletin (as referenced above). GCE/VCE Applied A Levels would have been taken by respondents to LSYPE and YCS Cohort 13 in summer 2008 (the 2007/08 academic year) at around the time of their last interview. The bulletin production team has the Key Stage 5 data available for respondents much earlier than in previous years and so in the spirit of making data available as early as possible, has taken the decision to publish a basic breakdown of Key Stage 5 data as an annex to this Statistical Bulletin.

The following publications should be regarded as the authoritative source of

information for the academic results of the cohort described in this Bulletin:

[DCSF: Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2008 \(Provisional\)](#)

[DCSF: GCE/VCE A/AS and Equivalent Examination Results in England, 2007/08 \(Provisional\)](#)

[DCSF: Attainment by Pupil Characteristics, in England 2007/08](#)

The attainment analyses produced in this Bulletin are based on matching data from the NPD to survey data from the YCS and the LSYPE. The combined sample size of the two studies in the latest surveys is just over 16,700.

Although the sample is relatively large, and was selected to be representative of the cohort of young people as a whole, one should expect small differences between aggregate statistics produced here and those based on results from the entire cohort as per the National Statistics publications in the links above.

## **1.4 Post-16 Participation and Main Activity**

Analyses reporting the post-16 (i.e. post-compulsory schooling) activities in the Bulletin are all based on YCS and LSYPE survey responses to questions asking young people about their current activity.

The official statistics on the main activity of the cohort of young people represented in this Bulletin are published in a National Statistics Statistical First Release (SFR) [Participation in Education, Training and Employment by 16-18 Year Olds in England](#). The official statistics are based on administrative data which collate the enrolments of young people recorded on a number of separate databases for Schools, Further Education institutions, Work-Based Learning providers and Higher Education institutions. This is coupled with data on employment from the Labour Force Survey (LFS).

The publication in the link above should be regarded as the authoritative source of information on the activity status of the cohort represented in this Bulletin – the relevant figures being those for age (academic) 17 in 2007.

Aggregate statistics in the SFR referred to above should be expected, on average, to record higher rates of participation in full-time education than comparable figures in this Bulletin. Whilst different data sources will produce slightly different estimates, we would expect a **systematic** difference as the participation SFR records activity at the end of 2007 whereas this Bulletin asks about main activity circa May 2008. It is expected that more young people leave full-time education in the intervening five months than enrol on courses and so estimates of those in full-time education will tend to be lower here than the participation SFR National Statistics.

The following text box explains the main activity categories which are used at various points in this publication.

<b>Box 1.4.1 – Explanation of main activity definitions</b>	
FTED	Full Time Education
Job With Training	In work and has done some kind of training in the last 4 weeks preceding the interview, either at a college, an employer-owned training centre, or on the employer's premises
Job Without Training	In work and has not participated in any of the above forms of training in the last 4 weeks preceding the interview
GST	Government Supported Training - this consists mainly of Apprenticeships, but also Entry to Employment and other training courses
NEET	Not in Education, Employment or Training

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## 2. Health and Wellbeing

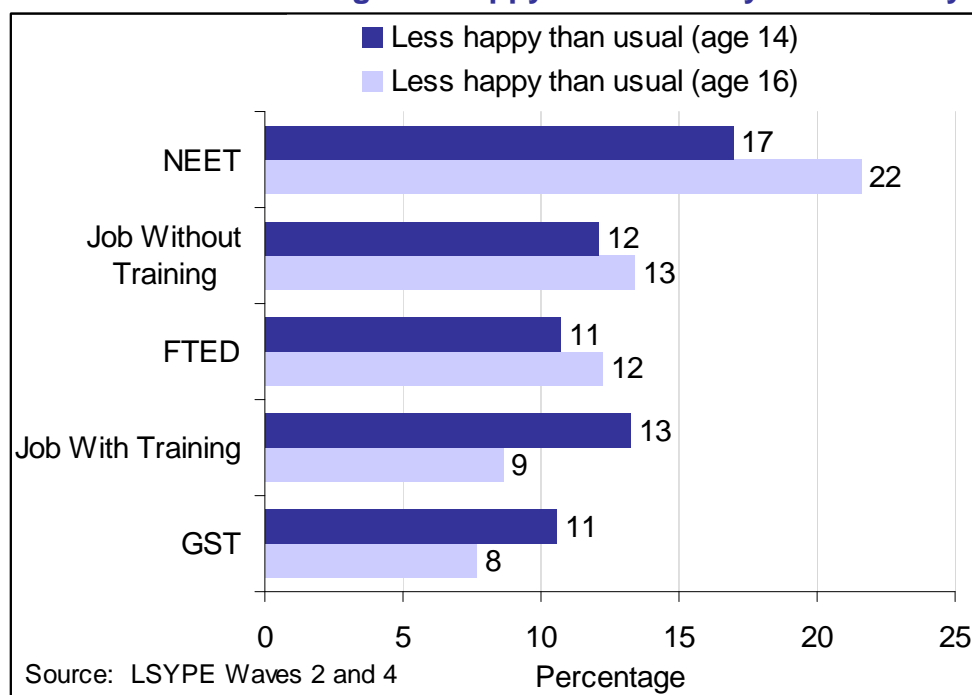
### 2.1. Young People's Health and Happiness

At the age of 14, and then again at age 16, LSYPE respondents were asked a standard question set focussing on aspects of their general health and wellbeing, including stress, happiness, loss of sleep, and the ability to make decisions (amongst others). At the age of 14 the same group of young people reported overall better health (97% considered their health to be generally good or very good) than at age 16 (92% good or very good).

#### Happiness and main activity at 16

The chart below shows how the proportion of young people feeling less happy than usual changed from the age of 14, when all of the respondents were in compulsory education, to 16, according to their main activity at 16.

**Chart 2.1.1: Whether feeling less happy than usual by main activity at 16**



Young people who were NEET at 16 were the most likely to report feeling less happy than usual at 14, while they were still in school (17%), suggesting that some of the factors associated with feelings of unhappiness were also associated with an increased likelihood of becoming NEET. However, the degree to which they reported being unhappy was even more marked at 16 compared to the rest of the cohort (22%) suggesting that actually being NEET was detrimental to their overall happiness.

By contrast, the two groups whose outlook improved from 14 to 16 were those who moved into employment with training or in Government Supported Training courses at 16. There was little change in the outlook of young people who remained in full-time education or who entered employment without training at the age of 16.

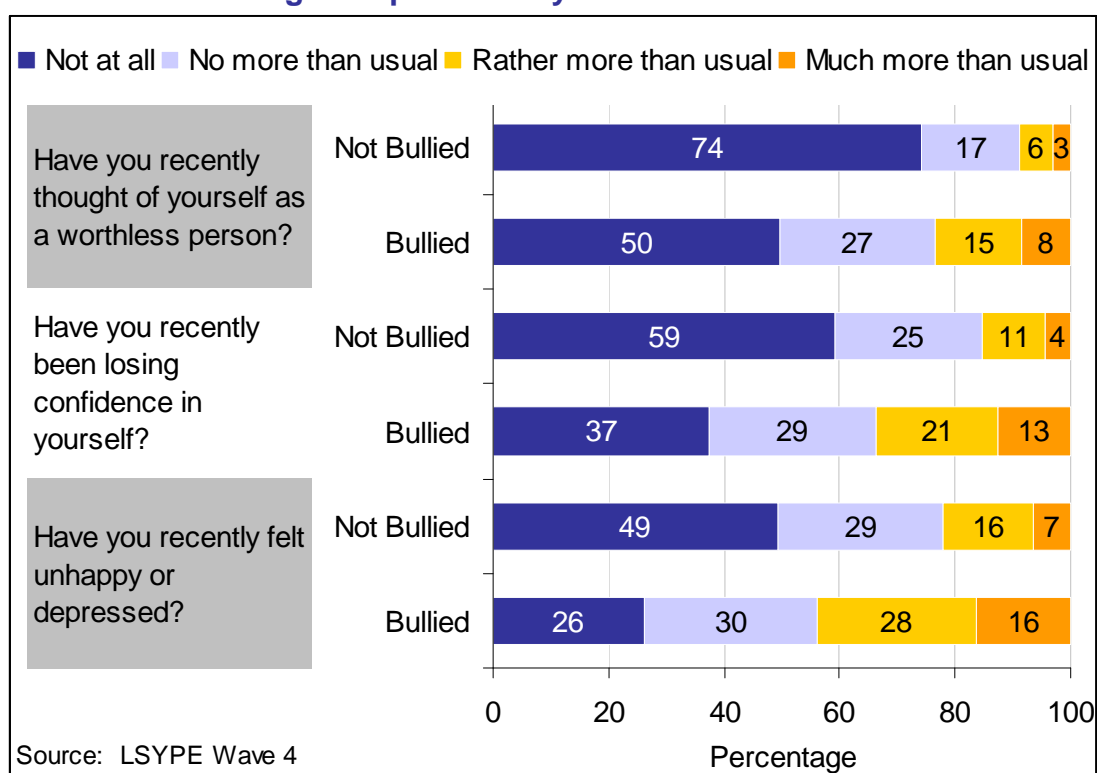


## Bullying and depression

LSYPE asked respondents detailed questions about being bullied during compulsory education; these were reported in some detail in the previous LSYPE and YCS Bulletin. Similar questions were asked of respondents at the age of 16 when some young people had left school; hence some respondents may be referring to bullying which had occurred in the workplace or elsewhere.

The following chart shows how feelings of depression, loss of confidence and thoughts of worthlessness varied between those 16 year-olds who experienced some form of bullying in the past year and those who had not.

**Chart 2.1.2: Feeling of depression by whether bullied in last 12 months**

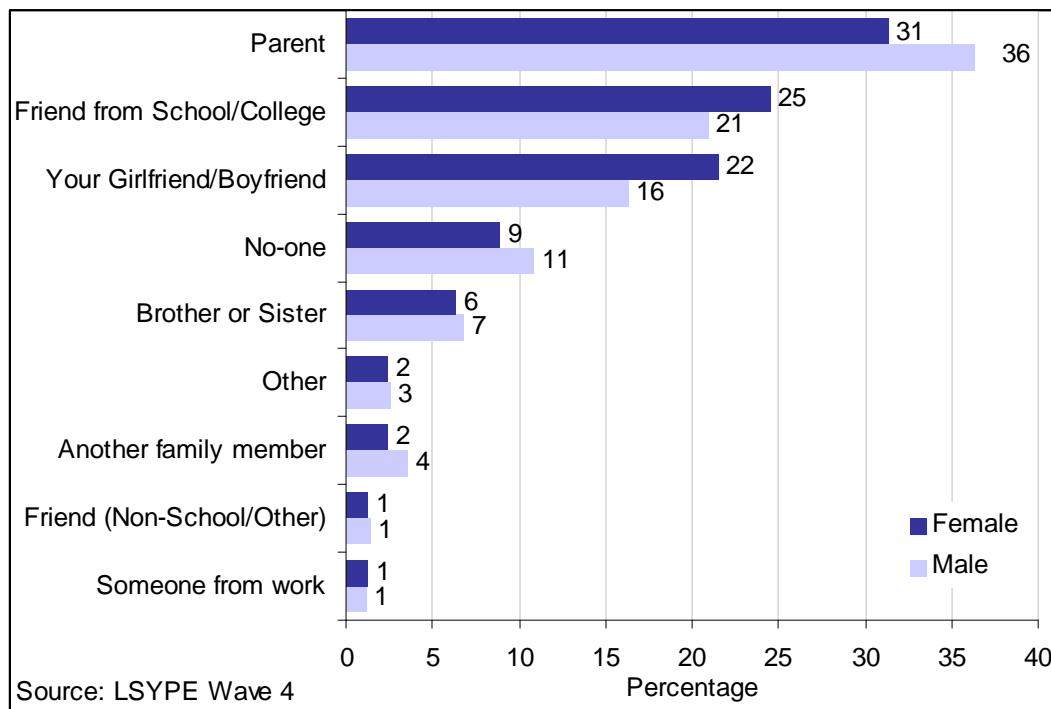


There is a very strong relationship between all three negative feelings and whether someone had been bullied in the last 12 months. 44% of those who had experienced bullying reported feeling more depressed than usual - double the proportion of those who hadn't experienced bullying (22%). Similarly, young people who had been bullied recently were more than twice as likely to report losing self confidence more than usual (34% compared with 15%) or feeling worthless more than usual (24% compared with 9%).

## Confiding problems

91% of females and 89% of males said that they felt they had someone who they could talk to about things that mattered to them. The chart below shows the person who young people were most likely to turn to.

**Chart 2.1.3: Who do young people talk to about things that matter to them by gender**



Young people were most likely to say that they would confide in a parent, with more males saying that this was the case (36%) than females (31%). To offset this, females were more likely to say they would confide in a friend from school or college (25% compared with 21%) or a girlfriend/boyfriend (22% compared with 16%).

Young people who reported having recently felt depressed reported some strikingly different results from those who did not, as shown in the chart below.

**Table 2.1.1: “Who are you most likely to tell your problems to?” by whether recently felt unhappy or depressed**

Who are you most likely to talk to about things that matter to you	Have you recently felt unhappy or depressed? (%)			
	Not at all	No more than usual	Rather more than usual	Much more than usual
<i>Weighted Base</i>	4,905	3,078	1,863	850
Parent	43	30	23	19
Friend from School/College	20	27	25	19
Your Girlfriend/Boyfriend	18	19	21	19
No-one	5	10	15	26
Brother or Sister	7	6	7	5
Other	2	3	3	5
Another family member	3	3	2	3
Friend (Non-School/Other)	1	1	2	1
Someone from work	1	1	1	1

Source: LSYPE Wave 4

Only 5% of young people who said they had not felt depressed at all recently said they had no-one to confide in about their problems. This compared with more than a quarter who reported being much more depressed than usual. Young people who reported feeling depressed were much less likely to say

they would confide in a parent; however the proportions who said they would confide in any of the other named people remained broadly similar. These findings suggest that young people feeling depressed and/or experiencing bullying are more likely to need someone other than a parent with whom they can discuss their problems.

## 2.2 How Young People View Society

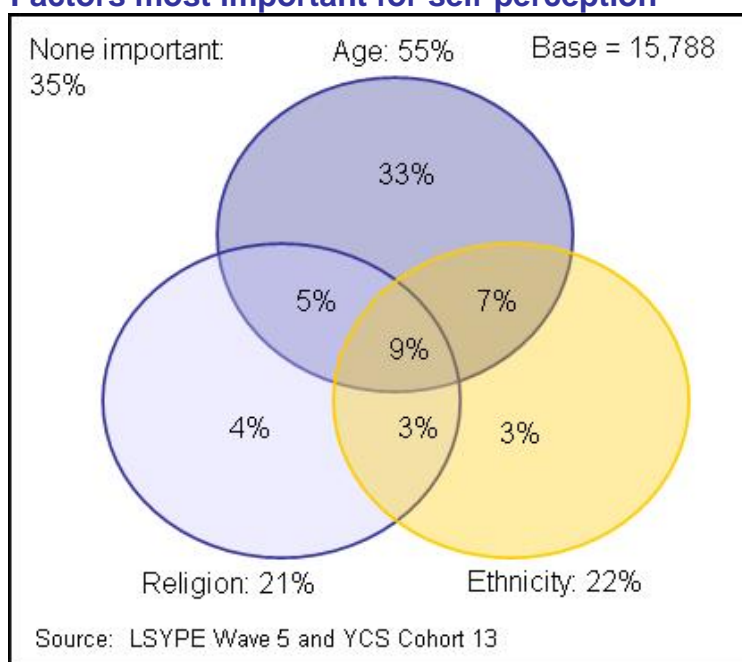
Britain in the 21<sup>st</sup> century is a diverse and changing society and issues that are important to young people are different from those of previous generations. To reflect this, young people in the LSYPE and YCS were asked a range of questions about how they identified themselves within society, and their perceptions of Britain today.

Similar questions are asked of a wider age range in the annual Citizenship Survey. The latest release of data from this survey is available via the Department for Communities and Local Government website: <http://www.communities.gov.uk/publications/communities/citizenshipsurveyq2200809>

### Importance of Age, Religion and Ethnicity in self-perception

Chart 2.2.1 below shows what proportion of young people thought that age, religion or ethnicity is important in how they see themselves.

**Chart 2.2.1: Factors most important for self-perception**



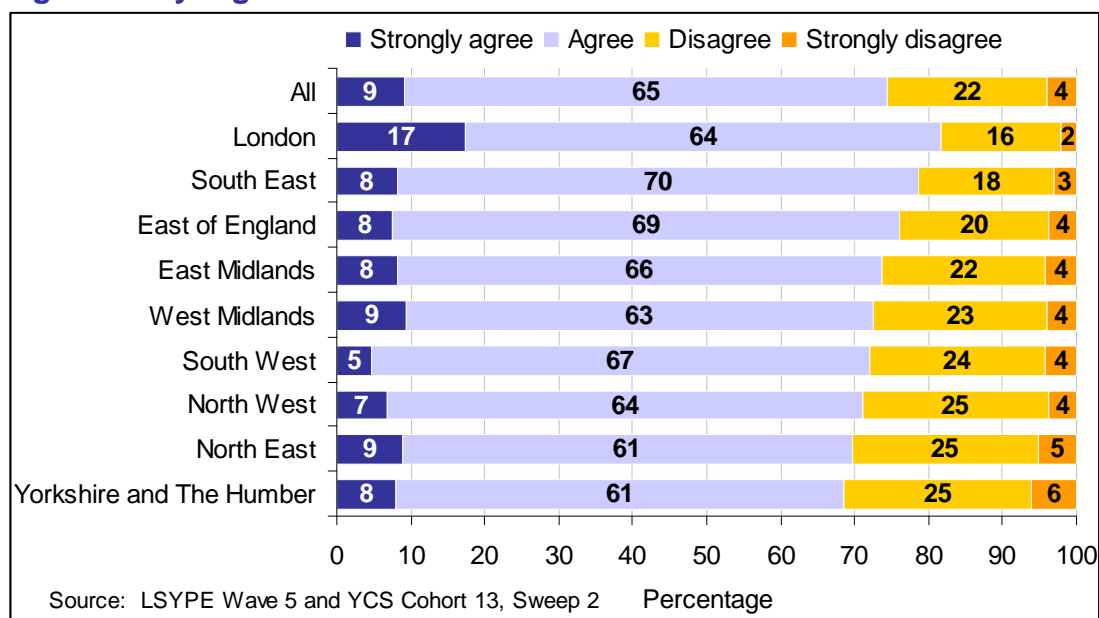
More than half of young people (55%) felt that their age was an important part of how they perceived themselves. It is also notable that for more than fifth of young people, ethnicity and religion were important aspects of how they viewed themselves (and both religion and ethnicity together were important for 12% of young people).

Very small numbers of young people identified themselves by only their religion or ethnicity, the majority of young people who saw these things as important also cited other factors.

## Diversity in the local community

Chart 2.2.2 shows the extent to which young people believed that people from different racial, ethnic and religious backgrounds mix well together in their local community, according to where they live.

**Chart 2.2.2: Agreement with statement: “My local area is a place where people from different racial, ethnic and religious backgrounds mix well together” by region**



Overall, 74% of young people agreed that people from different racial, ethnic and religious backgrounds get on well together in their local community.

Young people in London and the South East were most likely to think that people of different backgrounds mix well in their local area. In London, 82% agreed or strongly agreed that people of different backgrounds mix well in their community, compared to 68% in Yorkshire and The Humber.

## Young people’s feelings about Britain today

Table 2.2.1 below shows young people’s responses to various questions about how they see life in Britain today, split by gender.

**Table 2.2.1: Feelings about Britain today by gender**

Statement	Agreement (%)		
	Male	Female	All
It is easier now for people like me to get on and improve things for themselves than it was for my parents	77	80	78
Britain today is a place where people are usually treated fairly no matter what background they come from	59	51	55
These days the newspapers usually make young people out to be much worse than they actually are	78	77	78
There is too little respect for religion and religious values in Britain today	53	60	56
Being British is important to me	75	68	72
Britain is a free country where everyone's rights are respected no matter what their background	65	55	60
Young people today are often stopped by the police for no good reason	59	57	58

Source: LSYPE Wave 5 and YCS Cohort 13, Sweep 2

There is an overall feeling that young people can more easily get on and improve things than their parents before them, with almost four out of five young people agreeing with this statement.

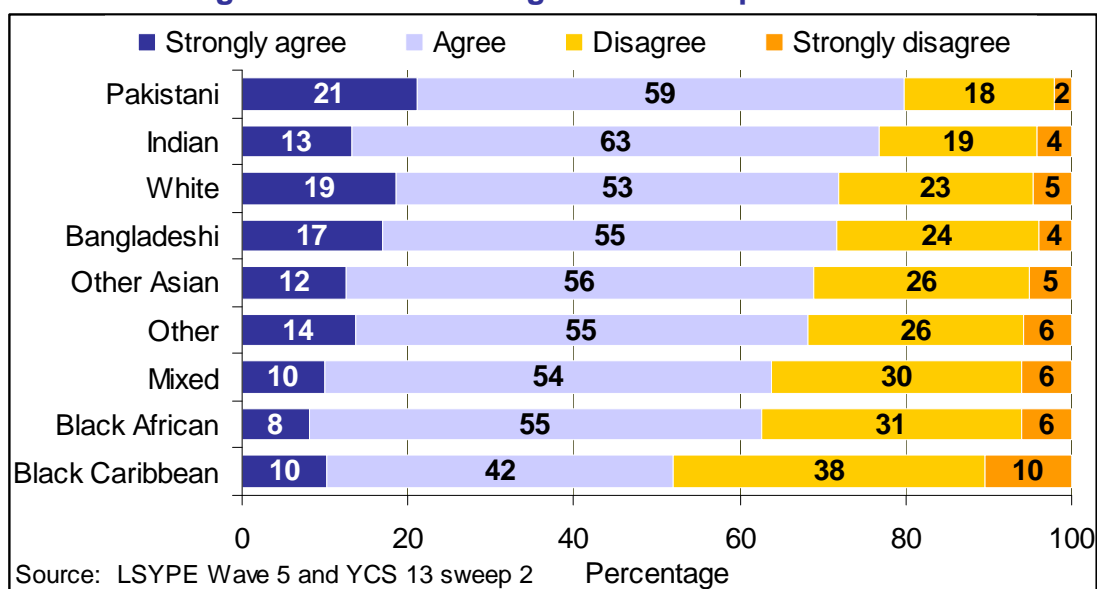
Males were more likely than females to see Britain as a fair and free society, evidenced by their feelings about respect for religious values, people's rights, and fair treatment; however they were slightly more likely to believe that young people are often stopped by the police for no good reason. Males were also more likely to state that being British was important to them.

Over three quarters of young people said that they thought that newspapers usually make young people out to be worse than they really are.

### **Feelings about Britain today by ethnicity**

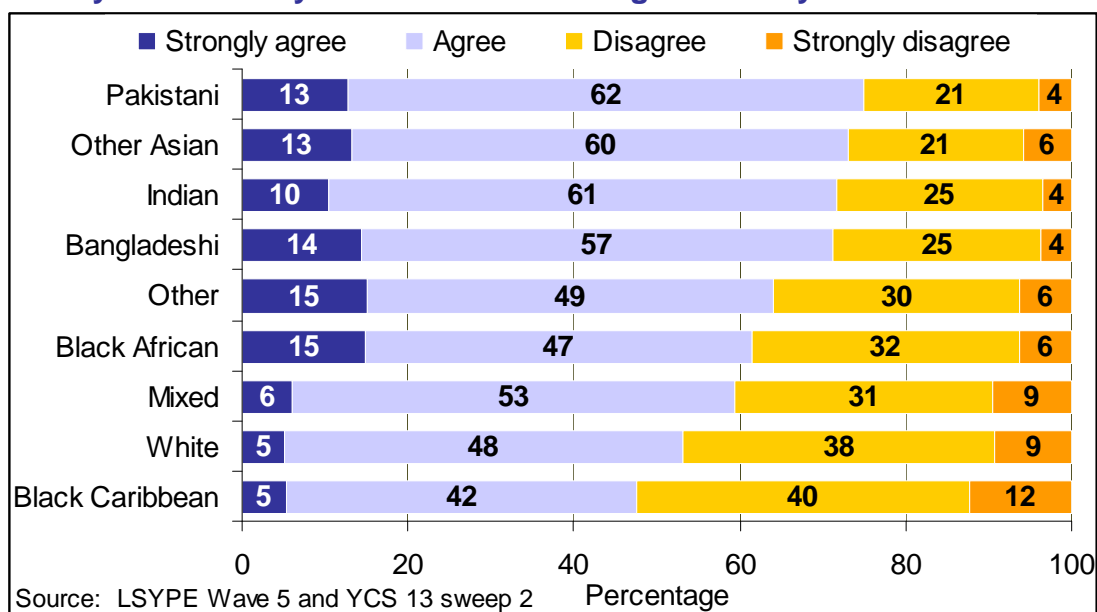
The feelings of young people towards Britain differ greatly by their ethnic background. The following charts illustrate the differences according to ethnicity for questions relating to identity, potential for getting on and improving things and perceptions of unfair treatment.

**Chart 2.2.3: Agreement with “Being British is important to me”**



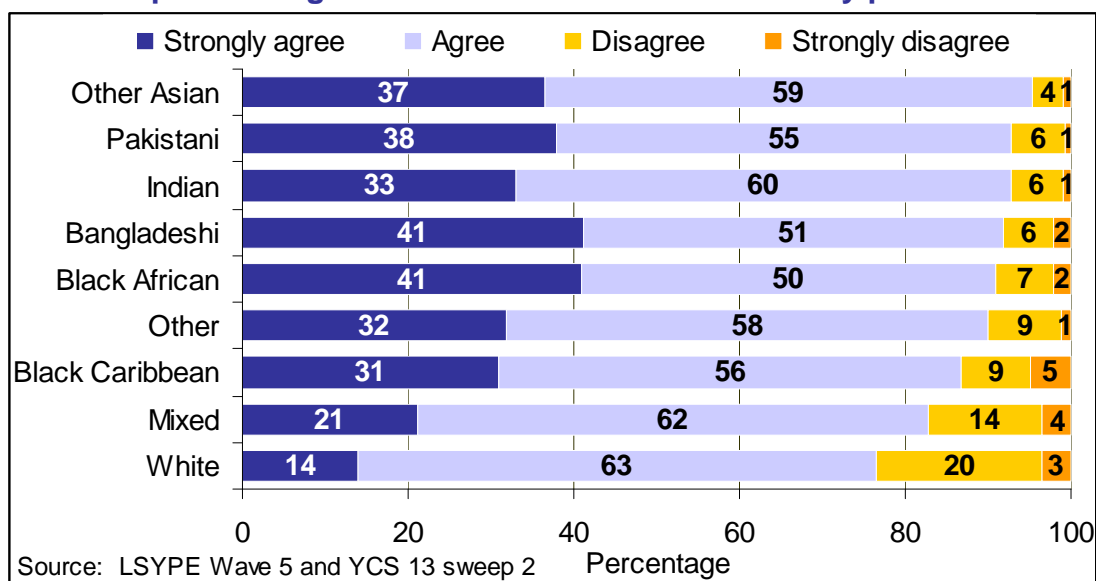
The groups that were most likely to report being British as important to them were Pakistani and Indian young people followed by White young people. Mixed Race, Black African and especially Black Caribbean young people were the least likely to report being British as important to them.

**Chart 2.2.4: Agreement with “Britain today is a place where people are usually treated fairly no matter what background they come from”**



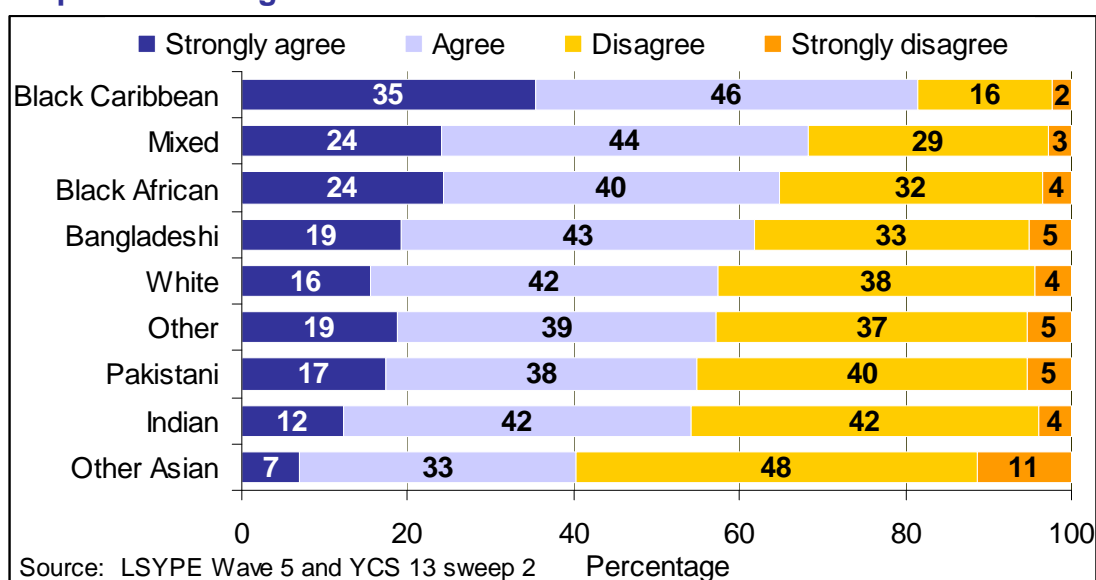
White and Black Caribbean young people were least likely to think that people in Britain were treated fairly irrespective of their background. Young people of Asian origin were much more likely to think that Britain is a fair society, with over 70% agreeing or strongly agreeing compared with 53% of White and 47% of Black Caribbean young people.

**Chart 2.2.5: Agreement with “It is easier now for people like me to get on and improve things for themselves than it was for my parents”**



Almost 90% of young people from ethnic minorities agreed or strongly agreed that it is easier for them to improve things than it was for their parents. This compared with 76% of White young people. The differences were mainly in the ‘strongly agree’ category, where for example, only 14% of White young people strongly agreeing compared with 41% for Bangladeshi and Black African young people. These findings probably reflect a view that it was difficult for previous generations from minority ethnic groups to get on and improve things and that this situation has improved relatively more for them than for White young people.

**Chart 2.2.6: Agreement with “Young people today are often stopped by the police for no good reason”**



There is wide variation in the proportion who thought that young people were often stopped and searched by the Police for no good reason. Notably, over 80% of Black Caribbean young people agreed or strongly agreed; this was far more than for any other ethnic group.

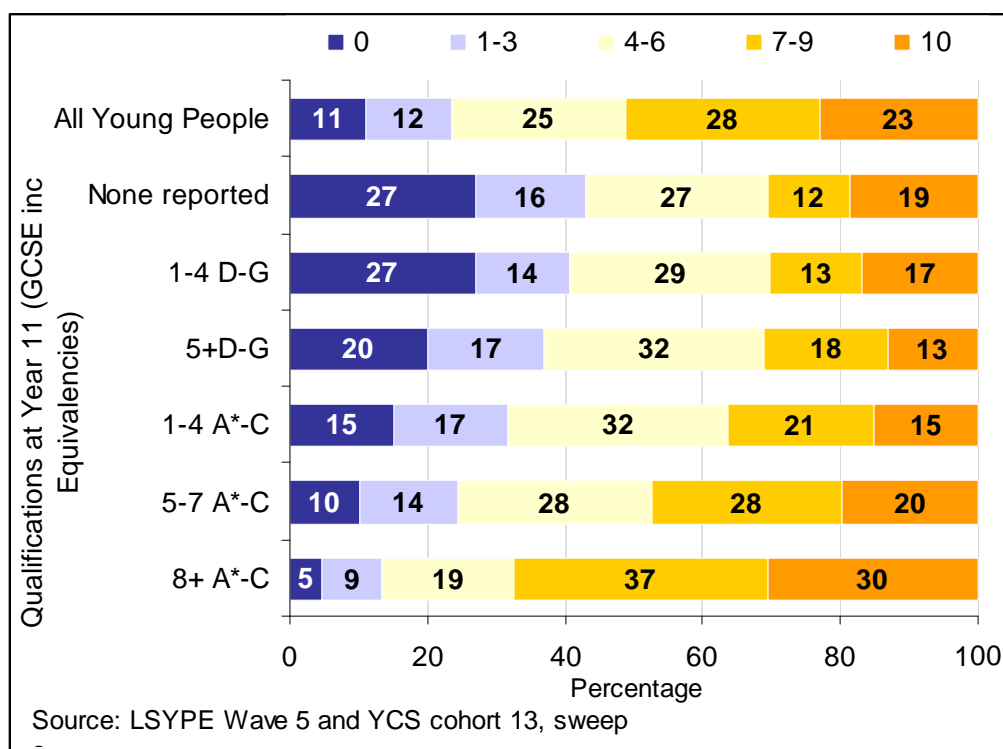
## Voting intentions

Concerns are often expressed about young people's disengagement from politics. LSYPE and YCS respondents will all be of voting age by the time of the next general election. At the age of 17/18, they were asked to rate their likelihood of voting in the next general election on a scale of zero to ten.

Approximately half (51%) of young people were strongly engaged with politics and cited a likelihood of voting of seven or more, Just under a quarter (23%) were certain they would vote. However, a similar proportion (24%) of young people were disengaged citing a likelihood of three or less, and around one in ten (11%) said that there was no chance of them voting in the next election.

The level of a young person's attainment is strongly associated with their likelihood to vote as shown in Chart 2.2.7 below:

**Chart 2.2.7: Likelihood of voting in the next general election (0-10) by academic attainment**

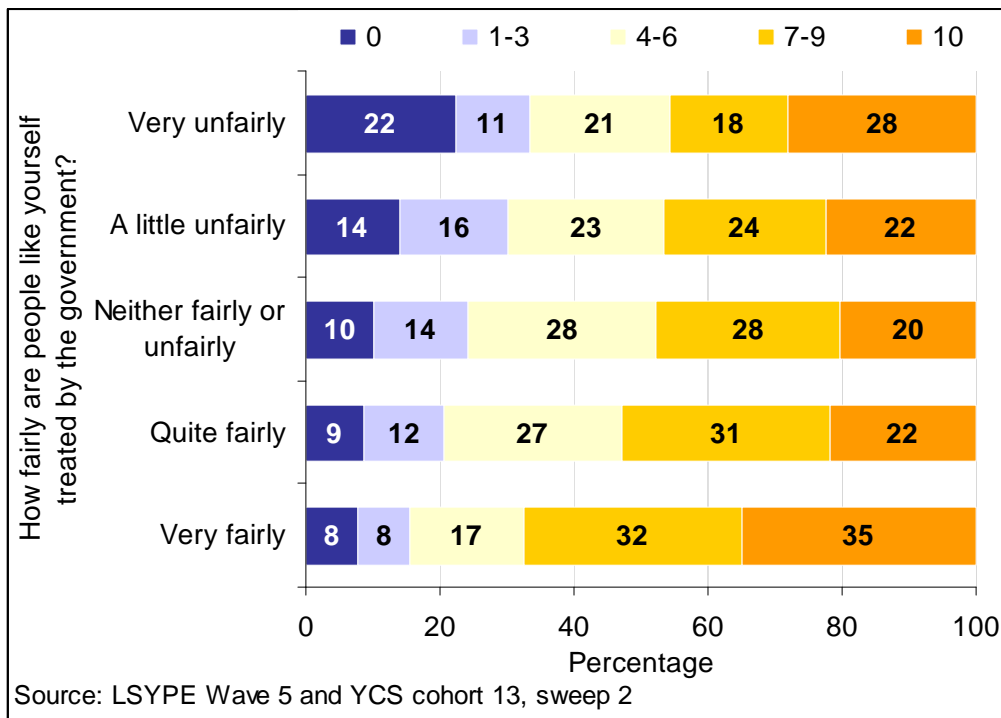


The differences according to academic attainment are striking and show that those with poorer attainment are also more likely to be disengaged from the political system. Out of all young people who had 1-4 GCSEs at grades D-G or fewer, 27% stated that they definitely would not vote in the next general election. This compares to only 5% of young people with 8+ GCSEs at grades A\*-C.

It is also possible to consider whether voting behaviour of young people is associated with how fairly they feel that people like themselves are being treated by the government. Chart 2.2.8 demonstrates this.



**Chart 2.2.8: Likelihood of voting in the next General Election (0-10) by how fairly the young person feels people like themselves are treated by government**



The group most likely to vote are those who feel that people like them are treated very fairly by the Government with 35% certain to vote (10 out of 10) and 67% rating their chances of voting as 7 or higher. A much higher proportion of young people who feel they are unfairly treated have no intention of voting (0 out of 10) than people who feel they are fairly treated.

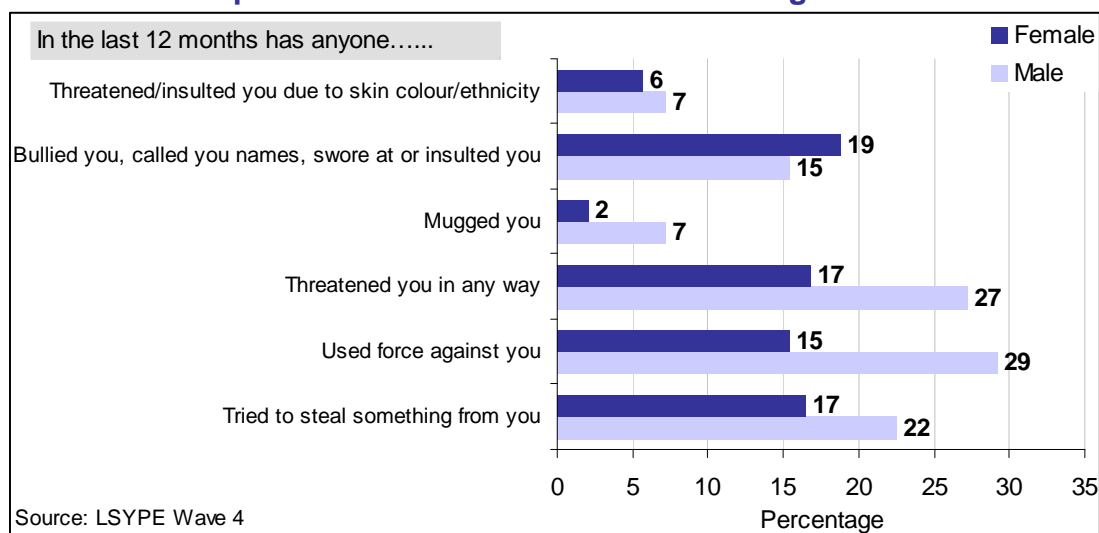
The groups that feel unfairly treated consist of large numbers of young people with no intention to vote at all, and also large numbers who say that they are certain to vote. This possibly highlights two types of young person, those whose feelings of being treated unfairly cause disengagement with the political system and those whose feelings of being unfairly treated encourage them to vote.

### 3. Safeguard the Young and Vulnerable

#### 3.1 Violence and Bullying

At the age of 16, young people were asked whether they had experienced various types of bullying, threatening behaviour, or violence in the 12 months preceding their interview. Chart 3.1.1 summarises the responses:

**Chart 3.1.1: Experiences of violence and threatening behaviour**



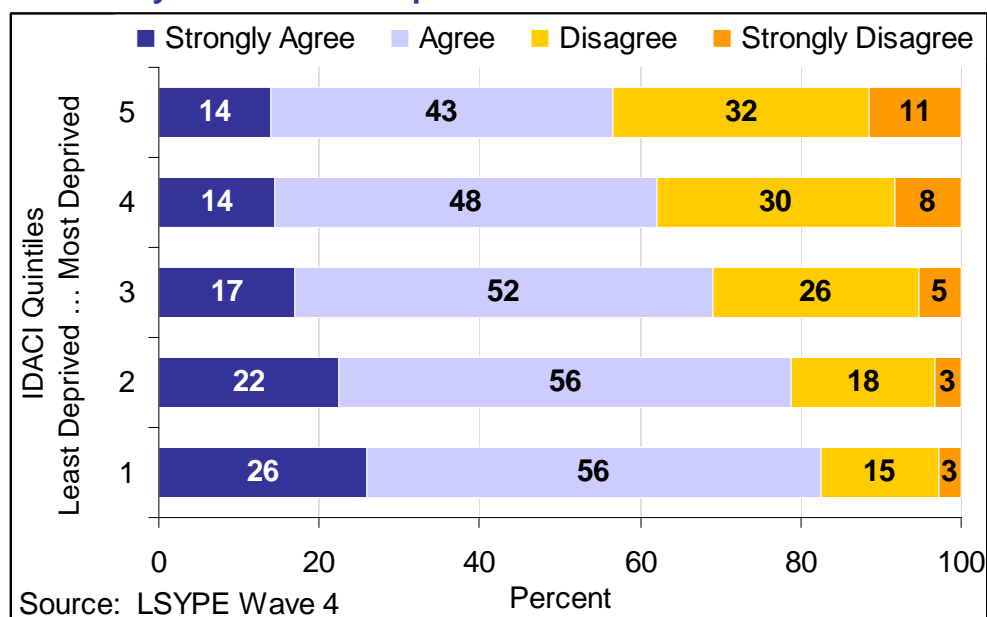
More than one in five young people had been threatened, or had force used against them in the past 12 months. Males were much more likely to have experienced threats or violence, while the gender gap was less marked for experiences of attempted robbery or racist bullying. Females reported more verbal bullying than males.

The biggest gender gap was for mugging, where only 2% of females reported being victims, compared with 7% of males.

#### Perceptions of safety

It is important for young people to feel safe in their surroundings. At the age of 16, young people were asked whether they thought it was safe to be out and about on the streets. The Chart 3.1.2 shows how this perception varies according to deprivation in the young person's local area; here this is measured by the Income Deprivation Affecting Children Index (IDACI).

**Chart 3.1.2 – Agreement with statement “It is safe to be out and about on the streets” by area income deprivation**



There is a clear gradient in the perception of safety amongst young people according to the type of area in which they live. Only 57% of young people in the most deprived fifth agreed that it was safe to be out and about on the streets compared with 82% of young people from the least deprived fifth.

While young people living in more deprived areas are less likely to believe it is safe to be out and about on the streets, this is not necessarily related to how much violence or threatening behaviour they have themselves experienced, as shown in the Table 3.1.1.

**Table 3.1.1 – Experiences of violence and threatening behaviour according to area income deprivation**

In the last 12 months has someone..... (%)	IDACI quintiles				
	Least Deprived	2	3	4	Most Deprived
Tried to steal something from you	19	18	19	20	19
Used force against you	23	22	23	23	20
Threatened you in any way	22	22	22	24	20
Mugged you	5	4	4	4	5
Bullied you, called you names, swore at or insulted you	18	17	18	17	14
Threatened/insulted you due to skin colour/ethnicity	5	5	6	7	9

Source: LSYPE Wave 4

In general there is little variation in the proportions of people experiencing the different types of violence or threatening behaviour according to the income deprivation in the area where they live. There is a significant increase in threats and insults due to skin colour or ethnicity although this is likely to be due to larger numbers of ethnic minorities living in deprived areas.

## Young people carrying knives

Knife crime amongst young people is a major concern and has received considerable media attention. At the age of 16, LSYPE respondents were asked whether they had carried a knife in the last year when out of the house. The Table 3.1.2 shows the main reasons given by young people for carrying knives, and how it varies by gender.

**Table 3.1.2 – Percentage having carried a knife by reasons and gender**

	Male (%)	Female (%)	Total (%)
<i>Weighted Base</i>	5,704	5,626	11,330
Yes - To protect myself	4.5	1.1	2.8
Yes - To threaten or cause harm to others	0.3	*	0.2
Yes - In case I get into a fight	0.8	0.1	0.5
Yes - Another Reason	2.7	0.9	1.8
Yes - No reason given	0.2	*	0.2
Yes - Total	8.5	2.2	5.4
No	91.5	97.8	94.6

Source: LSYPE Wave 4

Overall, just over 1 in 20 of young people reported having carried a knife in the last year; over half of these said that this was for protection. Very small numbers stated explicitly that they carried knives in case they got into a fight, or to cause harm to others. Males were around four times more likely to have carried a knife than females.

As protection was the main reason that young people cited for carrying knives, it is interesting to look at whether having carried a knife is related to a young person's feeling of safety when they are out and about on the streets.

**Table 3.1.3 – Percentage having carried a knife by agreement with the statement "It is safe to be out and about on the streets" and gender**

Those reporting carrying a knife in the last 12 months		Agreement with "It is safe to be out and about on the streets."			
		Strongly agree	Agree	Disagree	Strongly disagree
Males	<i>Weighted Base (%)</i>	1,294 8.3	2,856 6.0	1,123 11.4	281 20.3
Females	<i>Weighted Base (%)</i>	877 2.9	2,860 1.6	1,399 3.1	310 3.2
All	<i>Weighted Base (%)</i>	2,171 6.1	5,716 3.8	2,523 6.8	591 11.4

Source: LSYPE Wave 4

Males who disagreed that it was safe to be out and about on the streets in their area were more likely to have reported carrying a knife than those who agreed. This was not the case with females however, for whom the percentage reporting having carried a knife was very similar irrespective of their perception of safety.

## 3.2 Caring Responsibilities

### Respondents who have their own children and childcare

By age 17, 3% of LSYPE and YCS respondents had children of their own, compared with 1% at age 16. Of those respondents that had children of their own 88% had their children living in the same household as them and just over two fifths (41%) had a partner living with them.

The Care to Learn Allowance was introduced to enable teenage parents to continue with, or return to, learning after the birth of their children by assisting with the costs of childcare and associated travel (see information Box 3.2.1). At age 17, 46% of LSYPE and YCS respondents who had their own children had heard of the Care to Learn Allowance; and almost a third (32%) of those that had heard of Care to Learn had applied for it (see Table 3.2.1).

**Table 3.2.1 Care to Learn Allowance**

	Weighted Base	Percentages	
		Yes	No
Have heard of Care to Learn Allowance	370	46	54
Have applied for Care to Learn Allowance	172	32	68

Source: LSYPE Wave 5 and YCS, Cohort 13, sweep 2

#### **Box 3.2.1 Care to Learn Allowance**

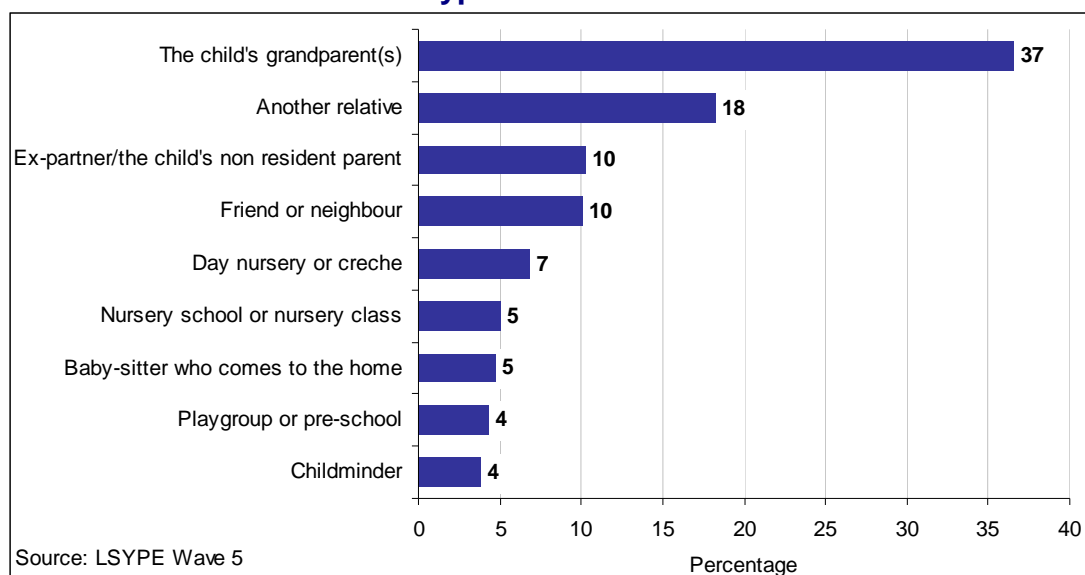
The aim of **Care to Learn** is to give financial support to teenage parents (including young fathers) who want to continue in education or training and need help with the cost of their childcare.

Care to Learn was rolled out nationally in 2003 and is part of the Government's Teenage Pregnancy Strategy. It enables teenage parents to continue with, or return to learning after the birth of a child by assisting with the costs of childcare and associated travel. In doing this it contributes to the wider priorities of improving education and opportunities for teenage parents, decreasing their risk of being NEET (Not in Employment, Education or Training) and improving the life chances of their children.

A young parent can get help with their childcare if they are:

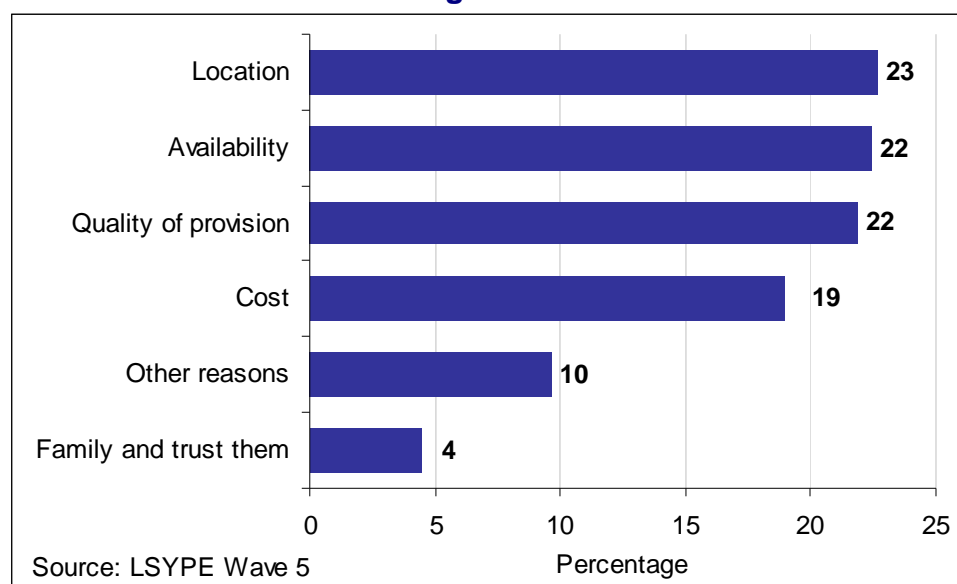
- Aged under 20 years on the day their course or learning programme starts;
- On a course that receives some public funding at a college, school, sixth form, or a course in their community e.g. at children's centres or other forms of community learning;
- On an Entry to Employment (e2e) or Apprenticeship programme (non-employed status);
- Living in England;
- The main carer of their child;
- Using childcare that is registered on the compulsory part of the Ofsted Childcare register and or/ the Early Years Register.

**Chart 3.2.1: Use of different types of childcare**



Young mothers at age 17 were asked about the different types of childcare they used. Chart 3.2.1 shows that grandparents were the most commonly used childcare option; with 37% of young mothers stating this as one of the types of childcare they used. Attending a playgroup or pre-school or using a childminder were the least commonly used options for childcare (4% each).

**Chart 3.2.2: Reasons for using childcare**



When asked why they chose the different types of childcare, young mothers were equally likely to quote location (23%); availability (22%); and quality of provision (22%) as reasons for choosing certain types of childcare. Only 4% stated that 'Family and trust them' was one of the reasons for choosing a particular type of childcare (see Chart 3.2.2).

## Caring for others

Table 3.2.2 shows the caring responsibilities of 17 year olds in 2008 by various characteristics. Overall 27% of 17 year olds had some kind of caring responsibility.

**Table 3.2.2 Caring responsibilities of 17 year olds in 2008 by characteristics**

	Weighted Base	Regularly takes care of any children under age 14 living in same household who are not their own (%)	Regularly takes care of children under 14 outside own home without being paid (%)	Regularly looks after ill, disabled, elderly relatives/friends aged over 15 (%)	Does not have caring responsibilities (%)
All	16,727	15	11	6	73
<b>Gender</b>					
Male	8,433	15	8	5	76
Female	8,294	15	15	7	70
<b>Ethnic Origin</b>					
White	14,259	13	11	5	75
Mixed	378	19	13	6	69
Indian	382	20	10	13	65
Pakistani	392	34	16	14	54
Bangladeshi	164	31	14	13	57
Other Asian	200	25	10	7	65
Black African	305	38	15	5	54
Black Caribbean	242	26	19	6	58
Other	175	23	8	6	67
<b>Parental Occupation</b>					
Higher professional	1,138	12	9	3	78
Lower professional	6,254	12	8	4	78
Intermediate	3,125	16	12	5	73
Lower supervisory	1,364	16	13	5	71
Routine	2,819	18	14	6	69
Other/not classified	1,994	20	14	12	63
<b>Main Activity at 17</b>					
FTED	10,565	15	10	5	75
Job With Training	1,512	17	14	7	69
Job Without Training	2,036	15	14	6	70
GST	1,228	17	11	4	72
NEET	1,306	15	13	8	70
<b>Disability</b>					
Yes	646	14	14	10	69
No	15,841	15	11	6	73

Source: LSYPE Wave 5 and YCS Cohort 13, Sweep 2

Young females were more likely to be looking after children under the age of 14 outside their own home (15% compared with 8% of males) and ill, disabled or elderly relatives aged over 15 (7% compared with 5% of males). There was little difference in the proportions of young males and females looking after children under the age of 14 who live in the same home.

There are large differences across ethnic groups in the propensity of young people to have caring responsibilities at age 17. Young people of Black

African/Caribbean and Pakistani ethnic origin were the groups most likely to be regularly taking care of children under the age of 14 both within their own home (38% of Black African ethnic origin and 34% of Pakistani ethnic origin) and outside their own home (19% of Black Caribbean ethnic origin and 16% of Pakistani ethnic origin). Young people of Pakistani ethnic origin were also the group who were most likely to be regularly looking after ill, disabled or elderly relatives with 14% doing so.

Young people whose parents were in routine occupations or other/not classified occupations were most likely to have caring responsibilities. One fifth of those whose parents were in other/not classified occupations regularly cared for children aged under 14 within their own home; 14% regularly took care of children under 14 outside their own home and 12% regularly looked after ill, disabled or elderly relatives.

Interestingly, young people who reported having a disability of their own were more likely to regularly be caring for children under the age of 14 outside their own home (14%) or ill, disabled or elderly relatives/friends (10%) than young people who did not have a disability (11% and 6% respectively). There was no difference between the two groups in the proportions regularly taking care of children under the age of 14 within their own home.



## 4. Educational Achievement

### 4.1 Level 2 Attainment

Table 4.1.1 shows the numbers of young people who had achieved Level 2 at the age of 16 and those who went on to achieve it at the age of 17. DCSF has previously published a Statistical First Release of some of this information for this cohort of young people which should be viewed as the authoritative source of information on Level 2 attainment at 16 and 17.

[DCSF: Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2008 \(Provisional\)](#)

However, statistics shown here offer additional breakdowns, such as those by socio-economic class and parental education, that are not available from other sources.

The Glossary in the Notes to Editors section describes the qualification types which are referred to in this chapter.

Table 4.1.1 shows that at 16, 61% of the cohort had attained Level 2, and by the age of 17 a total of 69% had achieved this level. This means that just over one in five of the young people who hadn't achieved Level 2 at 16 had gone on to do so by the age of 17.

Young people from lower socio-economic classes tended to have lower levels of academic attainment at age 16 compared to the higher socio-economic classes. This gap extends to the age of 17 as those who had not achieved Level 2 at 16 from the lower socio-economic classes were less likely to have gone on to achieve it at 17 than young people from the Higher and Lower Professional socio-economic classes.

The table shows the general trend that if a particular group were less likely to have achieved Level 2 by 16, they were also less likely to go on and do so by the age of 17. There are however a few notable exceptions to this rule such as Black African and Black Caribbean young people, who tend to perform relatively poorly at the age of 16. However, 43% and 32% respectively of young people in these groups not achieving Level 2 by 16 went on to do so at 17.

Young people from Indian backgrounds were the strongest performing ethnic group at age 16, and were also the most likely to go on to achieve Level 2 at 17 if they had not done so at 16.

Very small numbers of young people who were permanently excluded or persistent truants went on to gain Level 2 at 17. Only 18% of those who were permanently excluded had achieved this level by age 17.

**Table 4.1.1: Level 2 attainment at 16 and 17 by characteristics**

	<i>Weighted Base</i>	Level 2 at 16 (%)	Level 2 at 17 (%)	% without Level 2 at 16 gaining it by 17	% without Level 2 at 17
<b>All</b>	16,581	61	69	22	31
<b>Gender</b>					
Male	8,350	56	65	20	35
Female	8,195	65	75	27	25
<b>Ethnic origin</b>					
White	14,113	61	69	22	31
Mixed	375	57	69	27	31
Indian	381	74	86	45	14
Pakistani	382	55	68	28	32
Bangladeshi	163	60	70	24	30
Other Asian	199	78	83	23	17
Black African	301	58	76	43	24
Black Caribbean	240	47	64	32	36
Other	173	61	75	35	25
<b>Parental Occupation</b>					
Higher professional	1,129	81	88	33	12
Lower professional	6,193	75	82	28	18
Intermediate	3,097	61	71	26	29
Lower supervisory	1,353	47	58	20	42
Routine	2,787	43	54	20	46
Other/not classified	1,957	37	49	19	51
<b>Parental Education</b>					
Degree	3,560	85	89	31	11
At least 1 A level	3,528	68	76	25	24
Below A level / Not sure	9,428	49	60	22	40
<b>Free School Meals (Year 11)</b>					
No	13,436	62	72	25	28
Yes	1,935	32	44	18	56
<b>Disability</b>					
Yes	640	39	51	19	49
No	15,676	62	71	23	29
<b>School Exclusions (Years 10 and 11)</b>					
Permanently Excluded	174	6	18	12	82
Suspended	1,211	23	33	13	67
Not excluded	14,453	65	74	25	26
<b>Truancy in Year 11</b>					
Persistent Truancy	624	16	26	12	74
Occasional Truancy	4,223	51	60	20	40
No Truancy	10,940	69	77	27	23

Source: LSYPE Wave 5 and YCS Cohort 13, Sweep 2

## 4.2 Route through which Level 2 was attained at 17

Table 4.2.1 below shows the route through which learners who had attained Level 2 by the age of 17 achieved their qualifications.

**Table 4.2.1: Route through which Level 2 attained at 17 – by characteristics**

	Weighted Base	Route Level 2 obtained by at age 17 (%)			
		5 GCSE A*-C	VRQ L2/ Apprenticeship/ NVQ L2	GNVQ or combination of GNVQ and GCSEs	Other †
<b>All</b>	1,470	10	74	6	9
<b>Gender</b>					
Male	702	10	77	7	6
Female	769	11	72	6	11
<b>Parental Occupation</b>					
Higher & Lower professional	488	14	69	6	12
Intermediate	317	13	69	8	10
Lower supervisory	140	7	77	7	10
Routine	307	6	85	4	6
Other/not classified	216	8	79	9	4

Source: LSYPE Wave 5 and YCS Cohort 13 Sweep 2

† - Includes Level 3 qualifications and combinations or other qualifications

Most young people who gained Level 2 at 17 (74%) did so through vocational routes (VRQ Level 2, NVQ Level 2 or Apprenticeships), of which the most common route was VRQ Level 2 qualifications which were attained by 58% of those gaining Level 2 at 17 (statistics not shown).

Males were slightly more likely to have achieved Level 2 through vocational routes than Females (77% compared to 72%).

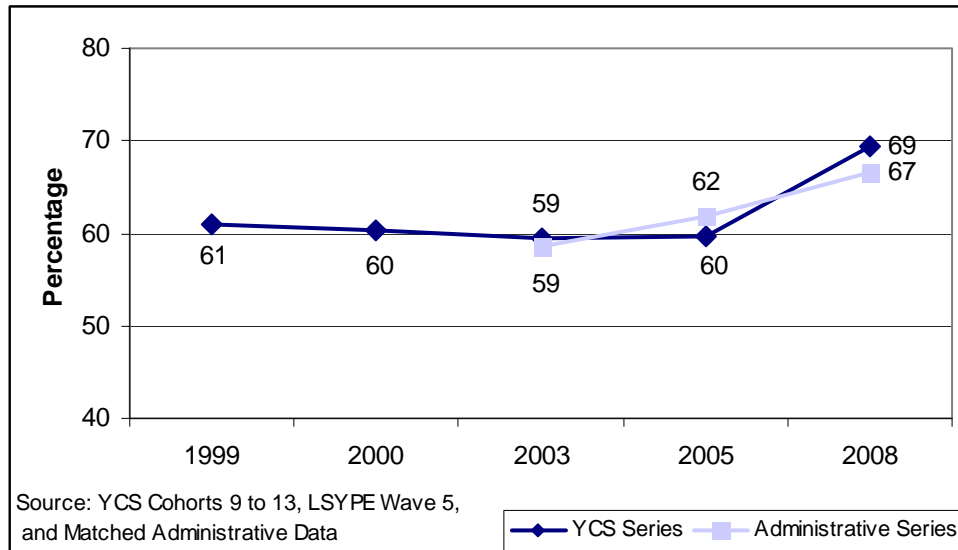
Young people from higher socio-economic classes were less likely to achieve Level 2 through vocational routes and more likely to achieve it through 5 GCSEs at A\*-C or through other qualifications (mainly Level 3 qualifications, statistics not shown)

### Time series of Level 2 attainment

Chart 4.2.2 shows the proportion of young people who have attained a Level 2 qualification or higher by age 17 from 1999 to 2008; showing past data from the YCS alongside Matched Administrative Data.<sup>1</sup>

<sup>1</sup> The first publication of figures from this methodology was in February 2005, when a provisional PSA baseline was established. Previously attainment by young people was monitored on an annual basis using the Autumn Labour Force Survey (LFS). In February 2005 the LFS was used to report the outturn to the Spending Review 2002 target (see SFR06/2005) and should no longer be used to measure performance against the PSA target.

**Chart 4.2.2 Achievement of Level 2 or higher by age 17: 1999-2008**



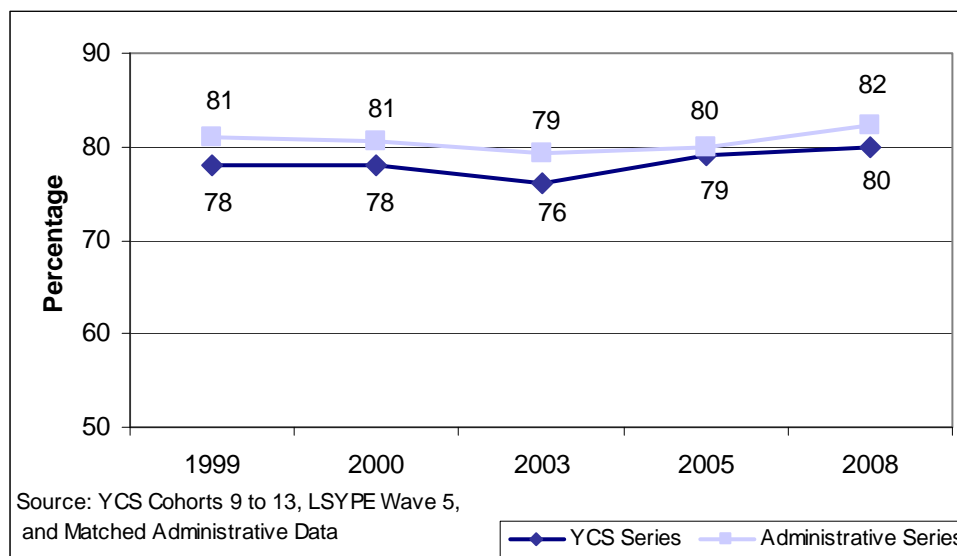
The proportion of 17 year olds who achieved Level 2 or higher has increased by 8 percentage points over the last 9 years; from 61% in 1999 to 69% in 2008. The Matched Administrative Data series shows a similar trend to the YCS series, with 67% of the cohort achieving Level 2 or higher in 2008.

## 5. Ensure Young People are Participating

### 5.1 Main Activity at Age 17

Chart 5.1.1 shows the proportion of 17 year olds in any education and training education over the years 1999 to 2008 from the Youth Cohort Study and from Administrative data sources.<sup>2</sup>

**Chart 5.1.1: Percentage whose main activity education or training at 17: 1999 -2008**



The Youth Cohort Study series closely mirrors the administrative series which has remained relatively stable since 1999. According to the YCS and LSYPE data, the proportion of 17 year olds who were in any education and training was 82% in 2008.

#### Main activity by characteristics

Table 5.1.1 shows a breakdown of what young people in the cohort were doing in May 2008 when they were 17. A description of the different main activities can be found in Box 1.4.1.

<sup>2</sup> The estimates of participation in education, training and employment combine data from a number of sources, with procedures to identify young people in more than one form of provision, to give a view of the cohort as a whole. Information is drawn together from the different post-16 learning options (school, FE colleges, Work-Based Learning, Higher Education, etc) to give a coherent and comprehensive picture of the participation of 16-18 year olds.

**Table 5.1.1: Main activity at 17 by selected characteristics (%)**

	<i>Weighted Base</i>	<i>FTED (%)</i>	<i>Job With Training (%)</i>	<i>Job Without Training (%)</i>	<i>GST (%)</i>	<i>NEET (%)</i>
<b>All</b>	16,647	63	9	12	7	8
<b>Gender</b>						
Male	8,414	59	10	12	10	8
Female	8,233	68	8	12	5	7
<b>Ethnic origin</b>						
White	14,185	61	10	13	8	8
Mixed	376	67	7	13	4	8
Indian	382	90	2	3	1	3
Pakistani	392	79	5	4	3	9
Bangladeshi	164	79	2	6	4	9
Other Asian	200	89	*	*	*	4
Black African	304	91	3	2	1	3
Black Caribbean	241	75	4	7	3	10
Other	173	84	5	4	1	6
<b>Parental Occupation</b>						
Higher professional	1,138	78	6	7	5	3
Lower professional	6,236	73	8	9	6	3
Intermediate	3,118	61	10	14	9	6
Lower supervisory	1,357	50	13	17	12	9
Routine	2,811	50	10	17	9	14
Other/not classified	1,957	57	7	11	7	18
<b>Parental Education</b>						
Degree	3,595	83	5	5	4	3
At least 1 A-level	3,545	66	10	11	8	5
Below A-level / Not sure	9,476	55	10	15	8	11
<b>Free School Meals (Year 11)</b>						
No	13,432	63	10	13	8	7
Yes	1,922	57	7	11	7	17
<b>Disability</b>						
Yes	642	60	7	11	5	17
No	15,764	64	9	12	7	7
<b>Year 11 qualifications</b>						
8+ A*-C	7,595	87	4	5	3	2
5-7 A*-C	2,360	60	11	15	9	5
1-4 A*-C	3,452	43	*	20	13	9
5+D-G	1,813	33	*	22	12	16
1-4 D-G	802	32	11	17	9	31
None reported	593	33	7	16	6	37
<b>Ever been excluded from school (by Year 11)</b>						
Permanently Excluded	182	20	11	23	11	34
Suspended	1,219	33	*	21	12	19
Not excluded	14,540	67	*	12	7	6
<b>Truancy in Year 11</b>						
Persistent Truancy	625	29	14	19	11	28
Occasional Truancy	4,247	52	12	17	9	10
No Truancy	10,997	71	8	10	6	5

Source: LSYPE Wave 5 and YCS Cohort 13, Sweep 2

Overall, the most common activity was full-time education (63%), 21% were in work, of which slightly more young people cited that they did not receive training (12%) than did (9%). 8% of young people were not in education, employment or training (NEET).

The largest differences in main activity arise when comparing young people with differing levels of Year 11 attainment. 37% of young people with no qualifications reported were NEET at 17, compared with 2% of those with 8 GCSEs at grades A\*-C. Young people with moderate levels of attainment were more likely to be in work or in Government Supported Training than those who were better qualified, and also those who were less well qualified than themselves.

White respondents were the least likely to remain in full-time education at the age of 17 with 61% staying on. This was offset by them being the most likely to be in work or in Government Supported Training. The groups most likely to stay on in full-time education, and also least likely to become NEET were Black African, Indian and Other Asian.

Young people whose parents were in lower supervisory occupations, followed by those in intermediate and routine occupations, were most likely to have already started work or enrolled in Government Supported Training. Those whose parents were in professional occupations were most likely to have stayed in full-time education and were least likely to have become NEET with 3% NEET compared with 18% whose parents' occupations were 'Other or not classified'.

The groups least likely to stay on in education were those who had reported persistent truancy (29% still in education at 17) or been excluded in Year 11 (20% still in education).

### Transitions in main activity between 16 and 17

This section shows how young people's main activity changed between the ages of 16 and 17. The table below compares young people's activities in May 2007 when they were 16/17 to those in May 2008, when they were 17/18.

**Table 5.1.2: Transitions in main activities from age 16/17 to 17/18 yrs**

		Activity at 17/18 (rows sum to 100%)					
		Weighted Base	FTED	Job With Training	Job Without Training	GST	NEET
Activity at 16/17	FTED	12,444	81	5	8	3	4
	Job With Training	1,310	12	29	30	22	7
	Job Without Training	776	12	27	40	10	12
	GST	811	11	16	13	49	10
	NEET	1,307	16	10	22	8	44

Source: LSYPE Wave 5 and YCS Cohort 13, Sweep 2

Young people in education or training (FTED, Job With Training or GST) at 16 were less likely to become NEET at 17 with only 4% of those who were in full-time education at 16 becoming NEET at 17.

More than 4 out of 5 young people who were in full-time education at 16 were

still in full-time education at 17. The most common destination for those leaving full-time education was work without training (8%) followed by work with training (5%).

Of those people who were working at 16, most were still working at 17. However there seems to be a great deal of movement between employment with or without training. This is in part because the definition of work with training relies on whether any training had been completed in the last 4 weeks, therefore changing categories from 'job with training' to 'job without training' does not necessarily imply a change of job.

44% of all people who were NEET at 16 were also NEET at 17. Substantial numbers had moved back into each of full-time education (16%) or jobs without training (22%).

## **5.2 Time spent Not in Education, Employment or Training (NEET)**

The Department for Children, Schools and Families has a Public Service Agreement target to reduce the number of young people not in education, employment or training (NEET) by 2 percentage points by 2010. Progress against this target is measured in the following publication:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/index.shtml>

The following analysis shows the amount of 'churn' in the group of young people who are NEET. Many of the young people who spend time NEET only do so for a very short time and move quickly back into education or employment; others who are perhaps harder-to-help remain NEET for longer periods.

The table overleaf shows how many months young people spent NEET on average over the period from September 2006 to May 2008, this roughly spans the whole of academic Years 12 and 13 for the cohort.



**Table 5.2.1: Months NEET by selected characteristics (%)**

	Weighted Base	Months Not in Education, Employment or Training: September 2006 to May 2008 (%)				Average Time NEET for those who have been NEET (Months)
		None	1-3 months	4-12 months	12 months +	
<b>All</b>	16,727	83	4	9	4	9
<b>Gender</b>						
Male	8,433	81	5	10	4	8
Female	8,294	85	4	8	4	9
<b>Ethnic origin</b>						
White	14,259	82	5	9	4	9
Mixed	378	84	3	10	3	9
Indian	382	94	1	4	1	*
Pakistani	392	83	3	9	5	10
Bangladeshi	164	82	5	11	3	8
Other Asian	200	94	*	*	*	*
Black African	305	96	1	3	*	*
Black Caribbean	242	82	3	13	2	9
Other	175	90	*	6	*	*
<b>Parental Occupation</b>						
Higher professional	1,138	93	3	4	*	*
Lower professional	6,254	90	3	5	1	7
Intermediate	3,125	85	5	8	3	8
Lower supervisory	1,364	78	6	11	5	9
Routine	2,819	72	7	14	7	9
Other/not classified	1,994	69	5	16	11	11
<b>Parental Education</b>						
Degree	3,608	93	3	4	1	6
At least 1 A level	3,558	87	4	6	2	8
Below A level / Not sure	9,530	77	5	12	6	9
<b>Free School Meals (Year 11)</b>						
No	13,476	84	4	8	3	8
Yes	1,941	69	6	15	10	10
<b>Disability</b>						
Yes	646	73	4	13	10	11
No	15,841	83	4	9	4	9
<b>Year 11 qualifications</b>						
8+ A*-C	7,609	96	1	2	*	6
5-7 A*-C	2,372	86	5	7	1	7
1-4 A*-C	3,465	75	8	13	3	7
5+D-G	1,827	64	8	20	8	9
1-4 D-G	805	45	7	25	22	12
None reported	617	44	6	22	28	13
<b>School Exclusions (by Year 11)</b>						
Permanently Excluded	184	41	6	31	23	12
Suspended	1,228	58	8	21	12	10
Not excluded	14,596	85	4	7	3	8
<b>Truancy (Year 11)</b>						
Persistent Truancy	631	50	9	21	20	11
Occasional Truancy	4,262	75	7	13	5	8
No Truancy	11,042	88	3	6	2	8

Source: LSYPE Wave 5 and YCS Cohort 13, Sweep 2

17% of all young people had spent some time NEET by the time they were 17/18. However, only 4% had spent over 12 months NEET showing that shorter spells are more common. Females were slightly less likely than males to have spent any time NEET, however there were equal proportions

spending longer time periods (12 months or more) NEET.

There is a clear gradient defined by parental occupation with negligible numbers of young people from Higher Professional households spending 12 months or more NEET and only 1% from Lower Professional households doing so. This compares to 7% of young people whose parents are in routine occupations and 11% whose parents' occupations were not classified.

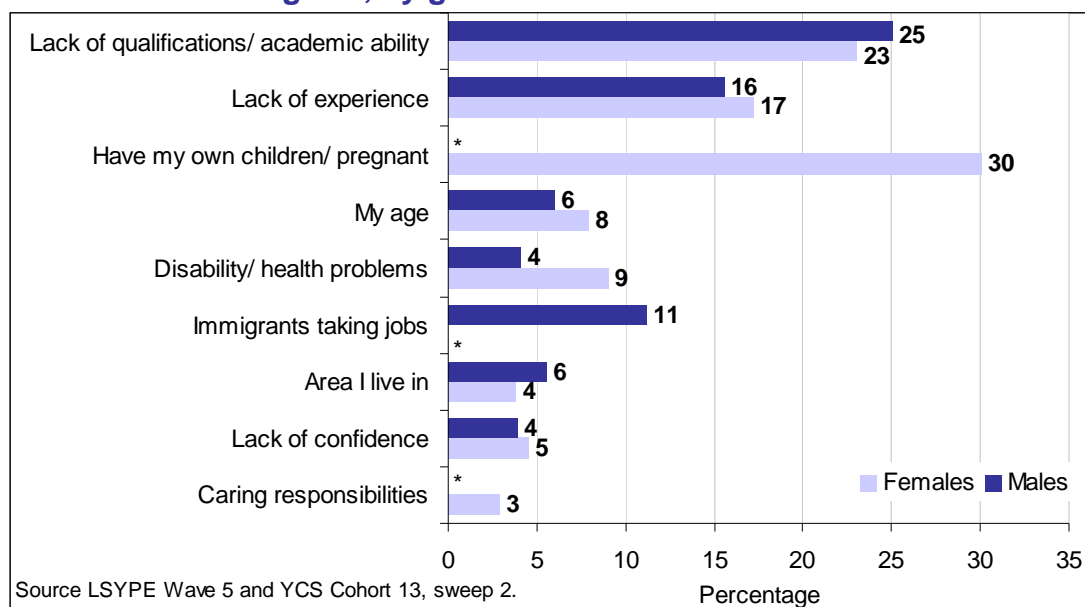
Similarly, parental education is also related to the amount of time spent NEET. Young people with highly qualified parents were less likely to have spent any time at all NEET, also those who had been NEET were more likely to have only been so for a short period of time.

Prior attainment is well known as the major determinant of future participation, and this is reflected in the table. 28% of young people with no qualifications spent more than 12 months NEET and 66% were NEET at some point in the period. Less than 1% of young people who had achieved 8 GCSEs at A\* - C spent more than 12 months NEET and only 4% any time at all.

### 5.3 Barriers to Education, Employment and Training

Young people who were NEET at age 17 were asked to state the reasons why they found it difficult to get a job or a place on a course or in training. Chart 5.3.1 below shows the barriers to education, employment and training cited by LSYPE and YCS respondents by gender.

**Chart 5.3.1 Barriers to education, employment and training for those who are NEET at age 17, by gender**



\* Insufficient cell size

The top three reasons that female respondents who were NEET at age 17 cited as barriers to employment, education or training were 'have my own children/pregnant' (30%); 'lack of qualifications/academic ability' (23%); and 'lack of experience' (17%). Whilst the top three reasons that male respondents who were NEET at age 17 cited as barriers to education, employment or training were 'lack of qualifications/academic ability' (25%); 'lack of experience' (16%) and 'Immigrants taking Jobs' (11%).

## 5.4 Education Maintenance Allowance (EMA)

EMA is an income assessed allowance which is paid directly to some young people aged 16-19 who are participating in learning. It was introduced to encourage more 16-19 year olds from low income households to participate. It is paid in addition to family and support benefits and any personal income the learner may have. Box 5.4.1 shows the courses that can attract EMA and the income thresholds that apply, though is not a definitive statement of eligibility.

### **BOX 5.4.1 Eligibility for Education Maintenance Allowance**

All programmes of learning must be:

- Up to an including Level 3;
- No less than 12 guided learning hours per week; and
- Last for a minimum of 10 weeks

When EMA was introduced it was available only to institutions that were registered on Edubase and some non standard institutions that were approved by the LSC. The LSC is now trialing a new definition of valid provision for EMA and applications to administer EMA are only accepted if they meet the following criteria, in addition to the minimum criteria above:

The provision is inspected by a public body that assures quality, and is either:

I. funded or co-financed by the Learning and Skills Council in England;

or

II. leads to a qualification that is accredited by the Qualifications and Curriculum Authority pursuant to Section 24 of the Education Act 1997 (b);

or

III. leads to a qualification that is approved by the Secretary of State pursuant to section 98 of the Learning and Skills Act 2000 (c).

To qualify for EMA in the academic year starting in September 2009, annual household income must be below £30,810 (for tax year 2007-2008). Rates of EMA vary as follows:

<u>Household income (for 2007-08)</u>	<u>EMA rate</u>
Up to £20,817	£30 per week <sup>†</sup>
£20,818 - £25,521	£20 per week
£25,522 - £30,810	£10 per week
Above £30,810	not eligible

† - Young people on Entry to Employment courses may qualify for the maximum EMA rate regardless of their household income, subject to their meeting other eligibility criteria.

Statistics published by the Learning and Skills Council using administrative data are the authoritative source for numbers of students receiving EMA and are available at the following location:

[http://www.lsc.gov.uk/providers/Data/statistics/learner/EMA\\_take\\_up.htm](http://www.lsc.gov.uk/providers/Data/statistics/learner/EMA_take_up.htm)

LSYPE and YCS estimates, being survey based, are likely to deviate from these slightly. See section 'Appendix A: Further Information – Making statistical comparisons'.

LSYPE and YCS however, allow the flexibility to break down the numbers of EMA recipients by a wide variety of characteristics that are unavailable elsewhere. The table below shows the proportion of full-time students who were receiving EMA according to selected characteristics.

**Table 5.4.1: EMA receipt of full-time students aged 17/18 by selected characteristics**

	Weighted Base	% receiving EMA	Of Which.....(%)			
			£10	£20	£30	Don't Know
<b>All</b>	10,026	43	5	5	32	1
<b>Gender</b>						
Male	4,702	42	5	5	32	1
Female	5,324	43	5	5	32	1
<b>Ethnic origin</b>						
White	8,192	39	5	5	28	1
Mixed	235	53	5	5	43	*
Indian	329	45	6	5	32	2
Pakistani	294	77	2	3	70	2
Bangladeshi	124	88	1	*	84	2
Other Asian	171	57	*	*	49	*
Black African	264	67	2	8	56	*
Black Caribbean	173	64	5	7	50	2
Other	137	52	5	4	40	*
<b>Parental Occupation</b>						
Higher professional	847	7	2	2	4	*
Lower professional	4,395	23	5	4	14	0
Intermediate	1,796	53	7	6	39	1
Lower supervisory	647	57	9	10	38	1
Routine	1,309	80	6	7	65	1
Other/not classified	1,019	83	1	2	79	1
<b>Parental Education</b>						
Degree	2,879	18	3	3	12	1
At least 1 A level	2,236	36	6	6	23	1
Below A level / Not sure	4,899	61	5	6	48	1
<b>Free School Meals (Year 11)</b>						
No	8,019	40	6	6	28	1
Yes	1,008	91	1	1	88	1
<b>Disability</b>						
Yes	335	49	3	4	41	*
No	9,585	43	5	5	32	1
<b>Year 11 qualifications</b>						
8+ A*-C	6,364	33	5	5	23	1
5-7 A*-C	1,352	49	4	6	38	1
1-4 A*-C	1,402	62	5	6	50	1
5+D-G	538	73	4	5	64	*
1-4 D-G	205	76	3	6	65	3
None reported	153	63	*	*	57	*
<b>Living Arrangements</b>						
Father only	222	64	9	7	48	*
Mother only	1,966	83	4	6	72	1
Neither parent	119	74	*	*	66	*
Both parents	7,539	31	5	5	21	1

Source: LSYPE Wave 5 and YCS Cohort 13, Sweep 2

As would be expected, young people in socio-economic classes associated with lower incomes are much more likely to receive EMA; it is not possible though to identify how many people in each group should be eligible for EMA based on their household income, and by extension the number of people who may be eligible but are not receiving it.

There were some large differences in EMA receipt by ethnicity, with White young people least likely to be receiving EMA and Pakistani and Bangladeshi

young people the most likely to be receiving it; this reflects the fact that young people from minority ethnic groups tend to have lower family incomes than White young people .

91% of young people who claimed free school meals in Year 11 and stayed on in full-time education were receiving EMA. As eligibility for free school meals is determined by receipt of means-tested benefits and aimed at low-income families, most of these young people would have been eligible for EMA if their circumstances had remained unchanged.

Young people living with only one parent were much more likely to be in receipt of EMA than those living with both parents. 83% of those living with just their mother and 64% living only with their father received EMA compared to 31% of those living with both parents.

Those who had achieved good qualifications by the end of their compulsory education were less likely to receive EMA, a product of the strong associations between parental income and attainment.

## **5.5 Information, Advice and Guidance (IAG)**

### **Choices at Age 16 and Information, Advice and Guidance**

The following analyses show what young people intended to do following compulsory schooling (when asked in Years 9, 10 and 11) and compared this to their actual outcomes.

Table 5.5.1 shows the average time spent (in months) in various post-compulsory education outcomes during the 21 months between September 2006 (after most will have had their Year 11 GCSE results) and May 2008. These outcomes are shown against whether the young people intended to stay in full-time education or leave when they were asked about their intentions in Years, 9, 10 and 11. Looking at time spent in particular outcomes is a more reliable guide to what young people actually did in the two years following compulsory education than snapshot data would provide.

**Table 5.5.1: Post-16 intentions<sup>3</sup> and months spent in different activities**

Intentions		Weighted Base	proportion with this intention	Months in different activities (21 months = max)			
				FTED	Work	GST	NEET
Y9	Stay on in full-time education	8,110	85%	16	2	1	1
Y10	Stay on in full-time education	8,226	85%	17	2	1	1
Y11	Stay on in full-time education	7,055	87%	17	2	1	1
Y9	Leave full-time education	1,300	14%	8	6	2	4
Y10	Leave full-time education	1,350	14%	7	7	3	4
Y11	Leave full-time education	1,042	13%	4	8	5	4

Source: LSYPE Waves 1-5

The table shows that the proportions of young people intending to stay in full-time education or leave after compulsory schooling change little from Year 9 to Year 11, with a large majority (85%-87%) intending to stay on. Actual outcomes for those who intended to stay when asked in Years 9, 10 and 11 were also consistent with, on average 17 months (of the 21 between September 2006 and May 2008) being spent in full-time education, about 2 months in work, about a month in an apprenticeship or training and a month NEET.

The 13-14% who intended to leave full-time education when asked in Years 9-11 spent more time in work and government support training, but also spent more time NEET. Those who expressed the intent to leave in Year 9 were likely to change their minds, with full-time education the most common post-16 activity for these young people. Young people who expressed the intent to leave in Year 11 were more likely to do so with work the most common activity.

**Table 5.5.2: Detailed post-16 intentions and time in different activities**

Intentions (Year 11 only)	Weighted Base	proportion with this intention	months in different activities (21 months = max)			
			FTED	Work	GST	NEET
Full-time education	7,058	87%	17	2	1	1
Start working full-time	356	4%	3	9	2	6
Learn trade/apprenticeship	597	7%	4	7	6	3
Something else	116	1%	6	5	2	7

Source: LSYPE Waves 1-5

The table above presents a more detailed range of intentions and outcomes, focusing in particular on Y11 intentions. The young people likely to spend the most time NEET were those who intended to work full-time or do "something else" (including part-time education; caring for a family member) following compulsory schooling.

<sup>3</sup> Year 11 intentions do not include those who said they had already left full-time education. Outcomes are similar with 83% intending to return to full-time education, and intended returners spent on average 18 out of 21 months in full-time education.

## Why young people want to leave full-time education

Males make up around 70% of all those intending to leave school at age 16, intended leavers being about 13% of all those in Year 11 as shown in Table 5.5.1.

**Table 5.5.3: Reasons for wanting to leave FT education by gender**

Why wants to leave school at 16 (Year 11)	Male % (70%)	Female % (30%)	All %
<i>Weighted Base</i>	1,128	464	1,592
To do an apprenticeship/learn a trade	33	23	30
Want to get a job/work (general)	24	24	24
Do not like/enjoy school	16	21	18
To get a specific job	14	14	14
Want to earn money	10	10	10
Other answers	9	13	10
School is boring	5	4	5
Don't know	2	3	2
To work part time and study part time	2	2	2
Find school difficult	0	3	1

Source: LSYPE Wave 3

Young people cited broadly positive reasons for wanting to leave full-time education at 16: 30% wanted to pursue an apprenticeship or training, 24% wanted to work and 10% wanted to earn money. However, a minority gave negative reasons with 18% having not liked school and 5% found it boring. The proportions of males and females who cited particular reasons for leaving full-time education at 16 are not substantially different with the exception of wanting to learn an apprenticeship or trade, where males predominate (33% of males compared with 23% of females).

## IAG about planning future study

Information, Advice and Guidance (IAG) is intended to enhance and complement careers education by providing young people with personalised, high quality, impartial and comprehensive information, advice and guidance on learning and work pathways and on other key issues that may impact on their ability to develop and progress.

**Chart 5.5.1 – frequency of talking about plans for future study (Year 9)**

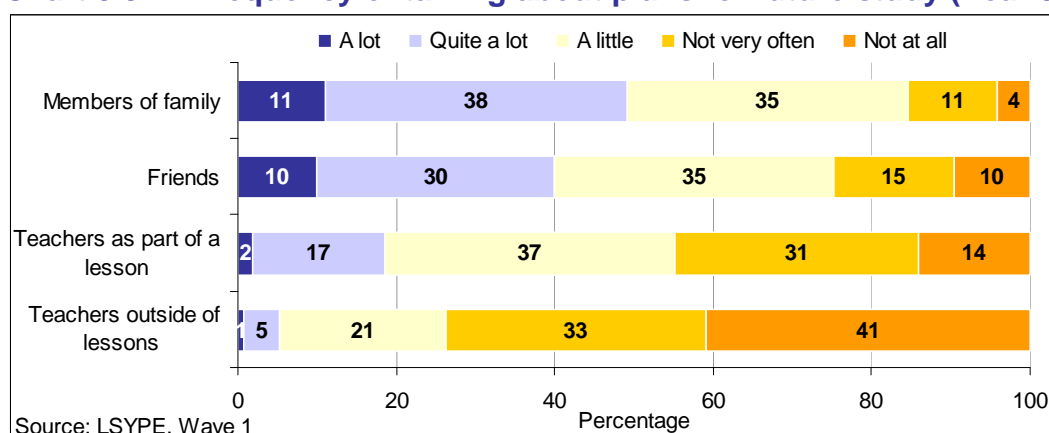


Chart 5.5.1 shows how often young people in Year 9 talked to teachers, family and friends about plans for future study. Family and friends were the most common sources of study advice, with 49% and 40% of young people talking to them at 'quite a lot' or 'a lot'. Talking to teachers about future study

occurred far more commonly in lessons than out of them, with 19% of young people reporting it happening ‘quite a lot’ or ‘a lot’.

**Chart 5.5.2 – Usefulness of talking to teachers and family about plans for future study (Year 9)**

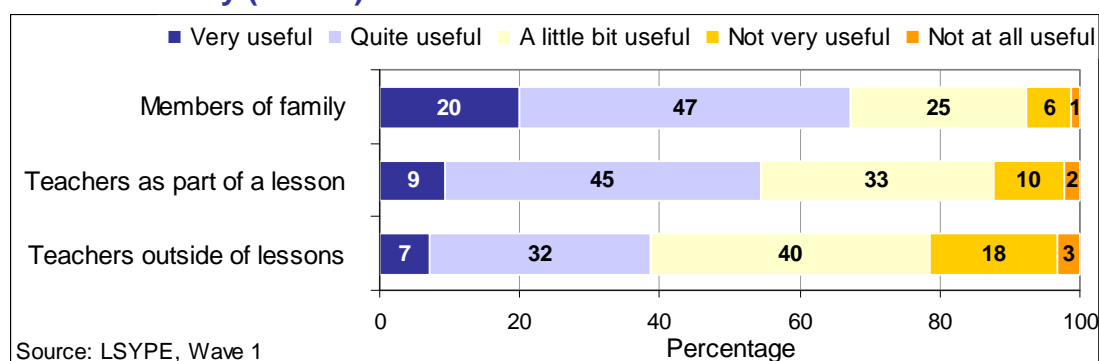


Chart 5.5.2 shows how useful the different sources of advice were rated, again with advice from families (67%) being rated more highly than that from teachers. Advice delivered by teachers as part of lessons was rated more useful than that provided out of lessons (54% compared with 39%). No data was collected on the usefulness of talking to friends about future study.

Combining the messages from the two charts it appears that, not surprisingly, young people talk most to those they rate as most useful, with families being the most popular.

### Connexions Service

Connexions, described in Box 5.5.1, is a comprehensive information, advice and support service for young people aged 13-19.

**Table 5.5.4: Awareness, contact and usefulness of Connexions**

	Heard of Connexions (% all in year)	Talked to Connexions in last year (% all in year)	How often talk to Connexions about future study (% all in year)			If talk to Connexions, find service at least quite useful (%)
			Quite a lot or more	A little	Not very often or at all	
Year 9	84	33	2	8	90	62
Year 10	n/a	42	4	10	86	n/a
Year 11	n/a	68	n/a	n/a	n/a	n/a

Source: LSYPE Waves 1, 2 & 3

Cells marked 'n/a' indicate that the appropriate question was not asked in the specified year

Table 5.5.4 suggests a high level of awareness of Connexions amongst young people with 84% having heard of it when asked in Year 9, although at that time only a third had actually talked to someone from Connexions in the last year. However, the proportion who had talked to Connexions had doubled to 67% by the time they were asked in Year 11. The Year 9 findings suggest that the majority of young people who talked to Connexions found it useful (62%).



### **Box 5.5.1 – Connexions**

The Connexions service was established in 2001 to provide a comprehensive service of information, advice and support to young people aged 13 to 19. A key aspect is the delivery of services through a single point of contact - the Personal Adviser (PA). They work to remove barriers to learning and progression and ensure a smooth transition to adulthood and working life. The Connexions Direct (CXD) website complements the face to face delivery of services: <http://www.connexions-direct.com/>

**Target group:** Connexions help all young people aged 13 to 19 regardless of need, and those aged up to 24 with a learning difficulty or disability. However, there is a particular focus on those at risk of not being in education, employment or training (NEET), or of being socially excluded.

**Delivery:** From 1<sup>st</sup> April 2008 the funding that went directly to 47 Connexions Partnerships now goes directly to all 150 local authorities (LAs),

### **IAG and remaining in full-time education**

Given the Government’s aim of increasing participation in learning, and raising the participation age to 18, it is useful to consider the sources of IAG about remaining in education and training used by young people.

**Table 5.5.5: Sources of advice about staying in full-time education**

Year 11	Source of advice	Talked about staying in FT education (%)	If talk, advised to stay on in FT education (%)
Talked about whether or not to stay in full-time education after Year 11	<b>Family and Friends</b>	Sample =12,259	
	Parent	87	81
	Older brother or sister	21	76
	Other family members	20	70
	Friends	58	69
	None of these	7	n/a
	<b>Teacher and connexions</b>	Sample =12,259	
	A Connexions Personal Adviser	41	66
	Someone else at Connexions	4	58
	A careers advisor/teacher at school	37	68
	Other teachers at school	45	80
	Someone else	2	66
	None of these	0	n/a

Source: LSYPE Wave 3

Table 5.5.5 shows that the most common source of advice for young people in Year 11 about staying in full-time education was their parents – 87% of young people had such a conversation, followed by their friends (cited by 58%), teachers who were not specialist careers teachers (45%) and Connexions Personal Advisors (41%). In the majority of cases the advice was to stay in full-time education. Family and friends were somewhat more likely to have recommended this than Connexions staff (but young people who approach Connexions staff are more likely to be considering options other than full-time education in any case).

## Apprenticeships and advice and guidance

Apprenticeships combine paid work with on-the-job-training, qualifications and progression (see Glossary for more detail). Around 130,000 employers in 80 employment sectors offer 180 different types of Apprenticeships such as hospitality, media, retail, childcare, accounting, and local government; as well as subjects like construction, engineering and business administration.

**Table 5.5.6: Awareness, advice & intentions for apprenticeships/training**

Year 10	Weighted Base			Likelihood of trying for Apprenticeship/training after school				
				Very likely	Quite likely	Neither likely or unlikely	Quite unlikely	Very unlikely
Whether heard of apprenticeships <sup>a</sup> before today	5,795	Yes	<b>38%</b>	16	18	11	24	31
		No	<b>62%</b>	12	22	13	24	29
Talked to anyone about training or apprenticeship after Year 11	5,809	Yes	<b>24%</b>	40	31	9	13	6
		No	<b>76%</b>	5	17	14	27	37

<sup>a</sup> This just refers to apprenticeships, not training generally

Source: LSYPE Wave 2

Table 5.5.6 shows that in Year 10 (age 14/15) almost two-thirds of young people had not heard of Apprenticeships (62%) and one in four had spoken to someone about the possibility of doing an apprenticeship or other training after school. Just having heard of Apprenticeships by Year 10 didn't make a significant impact on whether the young person thought it a likely destination after school. But having talked to someone about Apprenticeships or training is associated with a much higher intention to pursue that route, with 71% rating it as at least "quite likely" compared with 22% of those who had not done so.

**Table 5.5.7: Sources of advice about Apprenticeships**

Year 11	Source of advice	Talked to about Apprenticeships (%)	If talk, advised to do Apprenticeship (%)
<i>Sample=12,259</i>			
<b>Talked to about possibility of an apprenticeship</b>	A Connexions personal advisor	20	42
	Someone else at Connexions	2	49
	Careers advisor/teacher at school	12	52
	Other teachers at school	10	47
	Someone else	2	67
	None of these	62	n/a

Source: LSYPE Wave 3

Table 5.5.7 shows the proportion of young people who had spoken about the possibility of doing an Apprenticeship with someone either at school, attached to Connexions or someone else (like an employer for example). The majority had not spoken to anyone about Apprenticeships (62%). For those who did the most popular sources of advice were a Connexions Personal Advisor (20%) and teachers (10-12%). Roughly half of both Connexions workers and teachers advised the young people they spoke with to do an Apprenticeship.

**Chart 5.5.3: Outcomes following advice about apprenticeships**

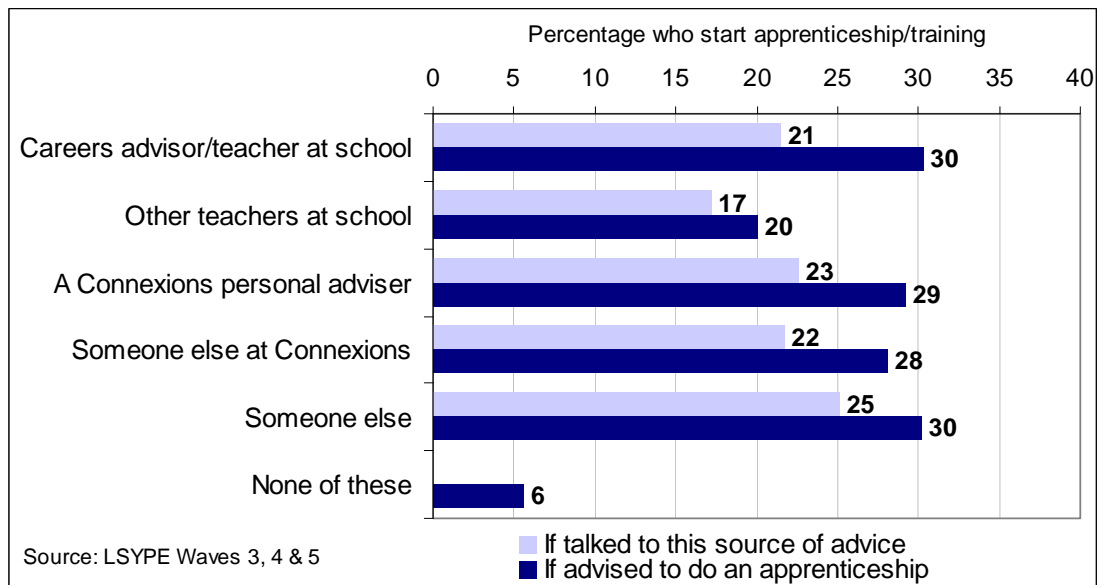


Chart 5.5.3 plots the proportions of young people who started an apprenticeship in the 21 months from September 2006 (just after they got their GCSE results). Being advised to do an apprenticeship or training is associated with being more likely to pursue that route (compared to all those who talked about the possibility). The difference was greatest if the advice was given by careers advisors in school or a Connexions worker, suggesting their advice was thought the most credible.

## 6. Keep Children and Young People on the Path to Success

### 6.1 Positive Activities and Attainment

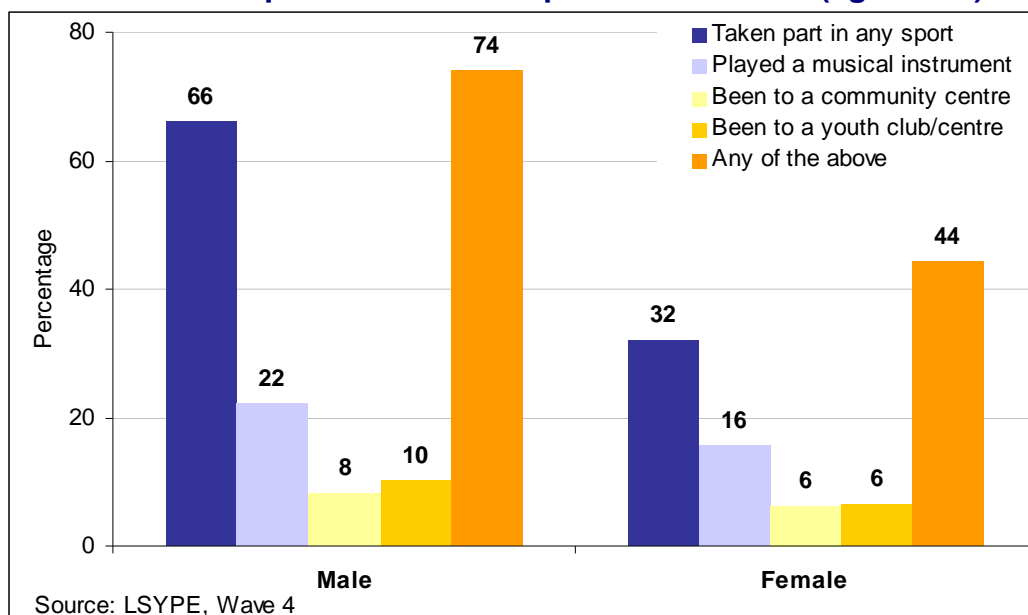
Raising participation in positive activities is one of the 189 indicators that constitute the National Indicator Set, from which Local Authorities (LA) select up to 35 and then negotiate targets as part of their Local Area Agreements. Local Authority assessment of positive activities is based on responses to the school-based Tellus survey of young people aged 10-15 administered by Ofsted.

The positive activities indicator uses responses by young people in Year 10 (aged 14-15) to a two-stage question asking about the last 4 weeks. It establishes whether the young person participated in any adult-led activity outside of school lessons, and then prompts about sports clubs or classes; youth clubs; art, craft, dance, drama, or film-video making groups; and music groups or lessons. DCSF used Tellus3 to publish performance for all LAs<sup>4</sup>. Adding up LA performance to England in 2008/09 gave an overall figure of 69.5%.

#### Positive activities and LSYPE

It is not possible to replicate the Tellus3 measure exactly using LSYPE responses, but a similar measure can be constructed based on whether the young person had played sport or a musical instrument or attended a community centre in the 4 weeks previous to interview, or usually attends a youth club at least once a month. Chart 6.1.1 shows that overall in Year 12, more males participated more often in positive activities than females (74% compared with 44%) with most of the difference accounted for by higher male participation in sports.

**Chart 6.1.1: Participation in selected positive activities (age 16/17)**



<sup>4</sup> [DCSF: Local Authority Measures for National Indicators supported by the Tellus3 Survey](#)

**Table 6.1.1: Participation in selected positive activities<sup>5</sup> over time**

	Participated in selected activities (%)			
	Weighted Base (Y9)	Year 9 (age 13-14)	Year 10 (age 14-15)	Year 12 (age 16-17)
<b>All</b>	15,770	69	65	59
<b>Gender</b>				
Male	7,856	80	78	74
Female	7,583	61	53	44
<b>Parental Occupation</b>				
Higher professional	1,935	81	76	70
Lower professional	3,585	77	73	66
Intermediate	2,764	71	68	61
Lower supervisory	1,643	68	59	55
Routine	3,482	60	56	49
Other/not classified	2,362	60	58	54
<b>Ethnicity</b>				
White	13,575	71	66	59
Mixed	444	70	67	59
Indian	386	58	60	63
Pakistani	357	53	51	58
Bangladeshi	143	49	50	60
Black Caribbean	225	63	63	58
Black African	259	63	61	59
Other	361	64	61	59
<b>Disability status</b>				
Has disability, schooling affected	1,060	59	53	51
Has disability, schooling not affected	1,220	74	67	59
No disability	13,092	70	66	60

Source: LSYPE Waves 1, 2 & 4

Table 6.1.1 shows that participation in selected positive activities overall goes down between Year 9 (age 13/14) and Year 12 (age 16/17) by 10 percentage points. This drop off in participation with age was also observed in the Tellus3 data. The gender gap shown in Chart 6.1.1 grows throughout the series from 19 percentage points in Year 9 to 30 percentage points in year 12.

Young people from higher social classes were more likely to participate in positive activities, with a difference of 21 percentage points between higher professional and routine family backgrounds; this difference was consistent across the series.

In Years 9 and 10 young people from virtually all non-white ethnic groups were less likely to participate in positive activities, with the gap largest from Indian, Pakistani and Bangladeshi backgrounds. However, by Year 12 ethnic differences in participation in positive activities had largely disappeared.

Young people with a disability that affects their schooling have a substantially lower likelihood of participating in positive activities – and that gap persists from Year 9 to Year 12.

### The impact of changing participation in selected positive activities

Table 6.1.2 divides young people into 5 groups based on their patterns of

<sup>5</sup> In Wave 1 and Wave 2 young people were asked about community work in the last 4 wks rather than attendance at a community centre; the youth club question in Wave 1 and Wave 2 recorded participation in the last 4 weeks not if they usually attend at least once a month.

participation in the selected positive activities in Years 9, 10 and 12.

- Most straightforward are those who either always took part in positive activities (42%) or never took part in positive activities (14%).
- Those who ‘become positive’ participated in positive activities in Year 12, having made the switch from non-participation after Year 9 or 10 (11%).
- Those who ‘become negative’ did not participate in positive activities in Year 12, making the switch from participation after Year 9 or 10 (21%).
- Those with ‘mixed activity’ had cycled into and out of positive activities or vice-versa (12%).

**Table 6.1.2: Changes in participation and associated outcomes**

	<i>Weighted Base</i>	<b>Proportion in each group</b>	<b>KS2 pts (Year 6)</b>	<b>KS3 pts (Year 9)</b>	<b>5 A*-C at GCSE (Year 11)</b>	<b>NEET at 16/17 (Year 12)</b>
<b>Consistent</b>						
Always positive	4,756	42%	28.4	36.5	72%	5%
Always negative	1,604	14%	25.5	31.1	40%	18%
<b>Switchers</b>						
Become positive	1,224	11%	26.1	32.4	51%	9%
Mixed activity	1,410	12%	26.5	32.7	51%	12%
Become negative	2,456	21%	26.7	33.2	51%	14%

Source: LSYPE, Waves 1, 2 & 4

Young people who consistently took part in positive activities were most likely to gain 5 GCSEs at A\*-C (or equivalent) and were least likely to become NEET at age 16/17. In contrast, young people who were not taking part in positive activities in Year 9, 10 and 12 were least likely to gain 5 good GCSEs and most likely to be NEET at age 16/17. These findings are consistent with the relationship observed in Table 6.1.1 between higher social class and increased participation in positive activities, as there are also well established relationships between social class and higher GCSE attainment and reduced risk of NEET (see tables 4.1.1 and 5.1.2). In other words, the evidence cannot be taken to show that participation in positive activities directly causes improved attainment and post-16 destinations.

A better indication of the possible impact of participating in positive activities is to look at outcomes for the ‘switchers’ – young people whose participation in positive activities varied over time. Young people who ‘become positive’ had slightly lower performance at both Key Stage 2 (Year 6) and Key Stage 3 (Year 9) than the two other switcher groups. Having started to participate in positive activities after Year 9 or 10 their GCSE attainment suggests they had caught up with the other ‘switcher’ groups by Year 11. After compulsory schooling (age 16/17) the ‘become positive’ group were less likely to be NEET than the other two ‘switcher’ groups.

## 6.2 Applying to Higher Education (HE)

The authoritative Government statistic tracking overall participation in HE is the Higher Education Initial Participation Rate (HEIPR) produced by the Department for Business, Innovation and Skills (BIS). Adding together first-time participation for 17-30 year olds the 2007/08 figure showed that the

likelihood of participation in HE by age 30 was [43%](#)<sup>6</sup>; with 31% of young people participating by age 19.

It is known that entry to Higher Education is related to the socio-economic class (NS-SEC) of the family of the young person. BIS has a Public Service Agreement (PSA) target to reduce the gap in participation of 18-20 year olds in HE between high NS-SEC (classes 1, 2, and 3) and low NS-SEC (classes 4, 5, 6 and 7). In 2006/07 the social-class gap in participation was 20.5 percentage points (39.5% compared with 19.0%).

### Intentions for HE study

Using LSYPE, the following chart shows the proportion of young people who think it is very likely that they will apply to Higher Education. Intentions were tracked over 3 years, when the young people were in school Years 9 to 11.

Young people from high NS-SEC families are much more likely to consider themselves very likely to apply for HE than young people from a low NS-SEC background, with the gap in intentions widening slightly from 20 percentage points in Year 9 to 23 percentage points in Year 11.

**Chart 6.2.1: Very likely to apply for HE study, in Years 9-11.**

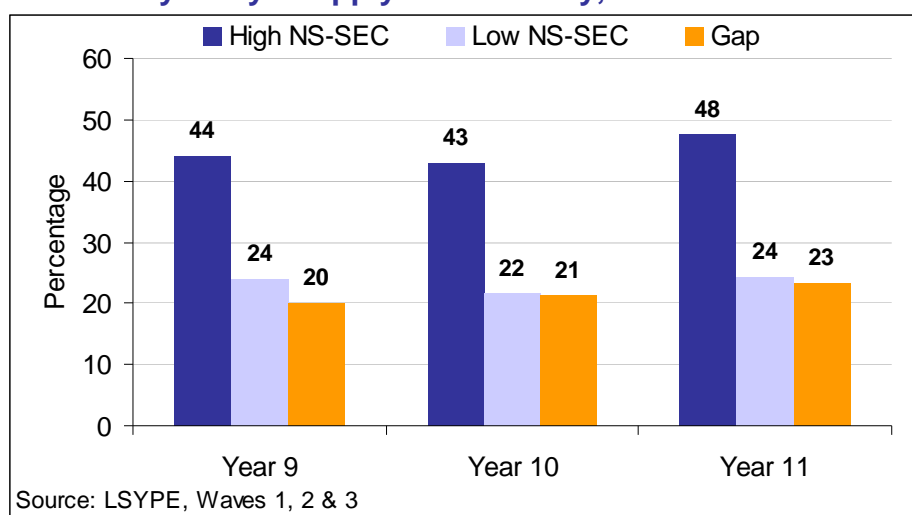


Table 6.2.1 takes those young people in Year 11 who said they were very likely to apply for Higher Education. It then looks at both the impact of their GCSE performance and their social class background, on whether they actually went on to apply for HE.

**Table 6.2.1: GCSE outcomes and HE applications for likely HE learners**

Year 11: Young person very likely to apply for HE			Weighted Base	Year 13: Has applied for HE
All	5 GCSEs at A*-C	Y (90%)	2,898	74%
		N (10%)	328	18%
High NS-SEC	5 GCSEs at A*-C	Y (95%)	1,939	78%
		N (5%)	109	20%
Low NS-SEC	5 GCSEs at A*-C	Y (83%)	889	65%
		N (17%)	183	17%

LSYPE Waves 3 & 5

<sup>6</sup> [DIUS: Participation Rates in Higher Education: Academic Years 1999/2000-2007/08 \(Provisional\)](#)

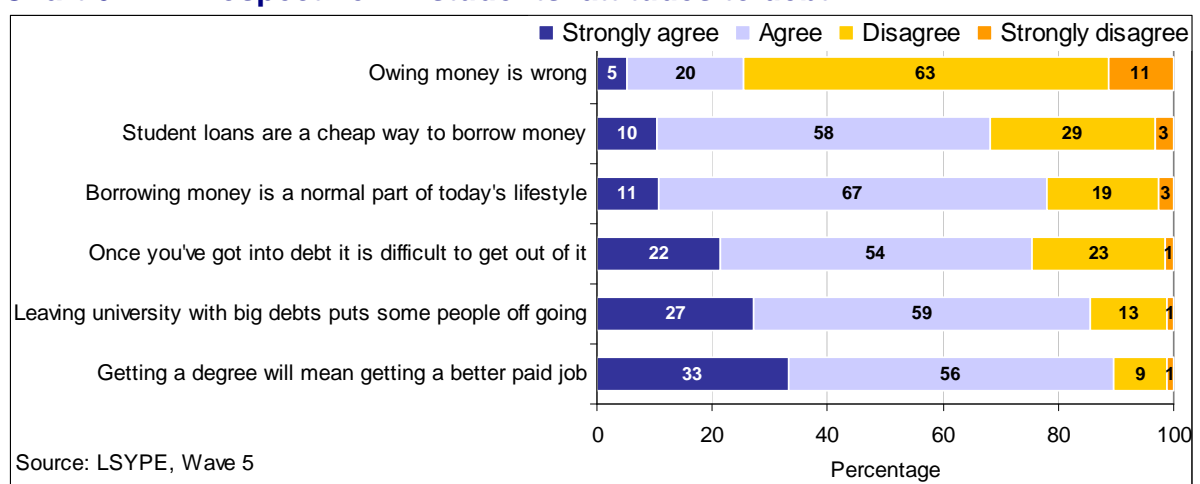
Looking at all prospective HE applicants (the top 'All' row), the vast majority (90%) went on to achieve 5 GCSEs at grades A\*-C. Nearly three-quarters (74%) of this group who got 5 'good' GCSEs then went on to apply for HE.

Taking social class background into account, it shows that aspiring HE candidates from higher NS-SEC families were more likely to get 5 'good' GCSEs (95% compared with 83% from lower NS-SEC families). Then, of those who got 5 GCSEs at A\*-C, those from higher NS-SEC families were also more likely to apply for HE (78% versus 65% from lower NS-SEC families).

### Attitudes to debt

Questions about debt, owing money and the job prospects for those with degrees were asked of young people who either had already applied for Higher Education, or thought it likely they would in the future. The responses are summarised in Chart 6.2.2.

**Chart 6.2.2: Prospective HE students' attitudes to debt**



Most prospective HE students are comfortable with the moral concept of being in debt, albeit a significant minority agreed with a statement that owing money is wrong (26%). More pragmatically, 90% agree that getting a degree will improve their job prospects, 78% agree that it is normal to borrow money, and 68% agree that student loans are a cheap way to borrow money.

Conversely, 86% also agreed that leaving university with big debt will put some off applying, and 76% agreed that it is difficult to get out of debt.

Table 6.2.2 uses an aversion to debt index based on responses to the 6 statements reported in Chart 6.2.2. The index was constructed such that a high score reflects a high aversion to debt; for example someone agreeing strongly that 'owing money is wrong' scored 4, whilst someone who disagreed strongly scored 0 (with the small number of 'don't know's scoring 2, i.e. put in the middle of the scale); similarly someone who strongly agreed with 'students loans are a cheap way to borrow money' scored 0, whilst someone who strongly disagreed scored 4.



**Table 6.2.2: Attitude to debt and background**

	<i>Weighted Base</i>	Aversion to debt (0=min, 24=max)
<b>Gender</b>		
Male	5,243	10.7
Female	5,187	11.2
<b>Parental Occupation</b>		
Higher professional	683	10.7
Lower professional	3,879	10.8
Intermediate	1,745	11.1
Lower supervisory	814	11.0
Routine	1,727	11.2
Other/not classified	1,551	11.5

Source: LSYPE Waves 4 &amp; 5

The table suggests that overall females are slightly more averse to debt than males; likewise young people whose parents work in routine occupations tend also to be slightly more averse to debt than those who with parents with professional jobs. In both cases the differences are small.

### Applications to HE study

Table 6.2.3 shows that by Year 13 (aged 17-18) 32% of all young people had applied to study in Higher Education. Also shown is the distribution of the gross annual income of the young person's parents from all sources (i.e. including employment and any benefits received), first for all young people, and then for those who had applied to Higher Education.

**Table 6.2.3: Higher Education applications and parental earnings**

Gross parental annual income (all sources, %)	All	Applying to HE
<i>Weighted Base</i>	10,275	3,263
<b>Proportion of Year 11</b>	<b>100</b>	<b>32</b>
Up to £2,599	0	0
£2,600 up to £5,199	2	1
£5,200 up to £10,399	10	4
£10,400 up to £15,599	12	7
£15,600 up to £20,799	11	7
£20,800 up to £25,999	10	8
£26,000 up to £31,199	10	10
£31,200 up to £36,399	9	9
£36,400 up to £41,599	6	7
£41,600 up to £46,799	5	6
£46,800 up to £51,999	6	8
£52,000 or more	17	31

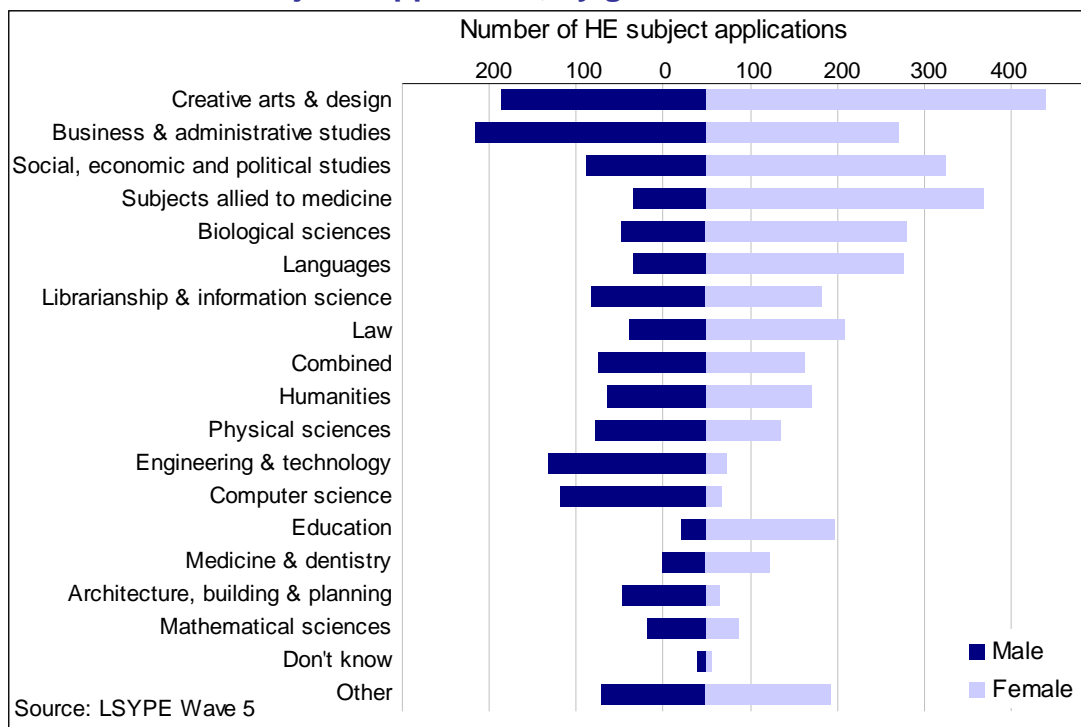
Source: LSYPE Waves 3 &amp; 5

Highlighted in grey is the median annual income (i.e. the middle or 50<sup>th</sup> percentile earnings). For the families of all the young people in LSYPE this was £26,000-£31,199. The comparable figure for all HE applicants was £36,400-£41,599. This is consistent with Chart 6.2.1 showing that young people from higher social classes were most likely to apply to HE from Year 9.

## Subject of HE study

Chart 6.2.3 categorises the subjects that young people applied for as part of their Higher Education applications. It lists subjects according to their overall popularity, with the most popular at the top, and shows the numbers of applications from males and females.

**Chart 6.2.3: HE subjects applied for, by gender**



Overall the most popular subjects for are those that fall into Creative arts and design such as music, drama and design studies; and Business and administrative studies.

Otherwise, the subjects that attracted the most male HE applications were Engineering and technology and Computer science, where males made up around 90% of all applications.

After Creative arts and Design the next most popular HE subjects for females were Subjects allied to medicine such as Physiology, Pharmacology and Nutrition; and Social, economic and political studies. The subject for which females made up the highest proportion of all applications is Education (85%).

## **Annex A: Key Stage 5 Attainment**

Information on a young person's qualifications in the main part of this Statistical Bulletin is derived from administrative sources, and includes qualifications achieved in the academic year 2006/07. That is, it shows attainment up to and including the academic year before the most recent LSYPE and YCS interviews took place. Those interviews took place from June 2008 to October 2008.

This means that all the attainment data presented in the main part of the Bulletin refers to qualifications that the young person will have known about at time of their LSYPE or YCS interview.

However, attainment data for the academic year 2007/08 is also available for analysis. For some young people this means it may refer to examinations that at time of interview – especially if it was earlier 2008 – the young person had not yet taken, and/or qualifications that had not yet been awarded.

In the interest of publishing data as soon as it is available, Table A overleaf uses the 2007/08 administrative data to show the highest qualifications achieved by the end of that academic year, using the earlier 2008 LSYPE and YCS interview data to break down those data down by various characteristics such as gender, ethnicity and Year 11 qualifications.

By the age of 18, 47% of the cohort had achieved Level 3, and 77% of the cohort had achieved at least Level 2. A gender gap is still apparent with 53% of females achieving Level 3 compared to 43% of males.

69% of young people from Higher Professional households achieved Level 3 compared to 28% of young people from Routine households and 26% from Other/Not Classified households. Similar gradients also appear according to parental education with 75% of young people whose parents have a degree achieving Level 3 compared to 35% of those with parents who did not get A-levels or did not know what qualifications they had.

Indian and Other Asian ethnic groups were the most likely to have achieved Level 3 by 18 (68% and 72% respectively).

More detailed analyses using the 2007/08 qualifications data will appear in the next Statistical Bulletin based on LSYPE and YCS data.

**Table A: Highest qualification achieved by 18, by characteristics**

	<i>Weighted Base</i>	Attained given level (%)		
		Level 3	Level 2	Below Level 2
<b>All</b>	16,581	47	30	23
<b>Gender</b>				
Male	8,293	43	31	26
Female	8,161	53	29	18
<b>Ethnic origin</b>				
White	14,029	47	30	23
Mixed	372	46	31	23
Indian	380	68	23	9
Pakistani	382	42	35	23
Bangladeshi	163	43	33	24
Other Asian	199	72	16	12
Black African	301	48	37	15
Black Caribbean	240	35	42	22
Other	173	52	34	14
<b>Parental Occupation</b>				
Higher professional	1,131	69	21	9
Lower professional	6,179	62	26	12
Intermediate	3,085	47	33	20
Lower supervisory	1,345	33	35	31
Routine	2,764	28	36	35
Other/not classified	1,917	26	32	41
<b>Parental Education</b>				
Degree	3,558	75	18	7
At least 1 A-level	3,521	54	30	16
Below A-level / Not sure	9,342	35	35	30
<b>Free School Meals (Year 11)</b>				
No	13,351	48	31	20
Yes	1,908	21	35	44
<b>Disability</b>				
Yes	617	28	30	42
No	15,610	49	30	21
<b>Year 11 Qualifications</b>				
8+ A*-C	7,580	83	17	0
5-7 A*-C	2,366	45	54	0
1-4 A*-C	3,450	12	47	41
5+D-G	1,821	1	34	65
1-4 D-G	790	0	14	86
None reported	415	0	7	92
<b>Ever been excluded from school from school (by Year 11)</b>				
Permanently Excluded	151	4	23	74
Suspended	1,198	12	33	56
Not excluded	14,396	52	30	18
<b>Truancy in Year 11</b>				
Persistent Truancy	595	7	29	64
Occasional Truancy	4,210	35	34	31
No Truancy	10,910	56	28	15

Source: LSYPE Wave 5 and YCS Cohort 13, Sweep 2

## **APPENDIX A – Further Information**

This Bulletin and associated tables are available in PDF format on the DCSF website:

<http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000850/index.shtml>

### **NOTES TO EDITORS**

#### **LSYPE**

The Longitudinal Study of Young People in England (LSYPE), also known as *Next Steps* is a major innovative panel study of young people which brings together data from a number of data sources, including annual interviews with young people and their parents and administrative sources.

LSYPE started in 2004. The initial sample was comprised of 21,000 young people aged 13 and 14 sampled from Year 9 records at schools throughout England (both maintained and independent schools). The sample contains boost elements<sup>7</sup> for pupils from an ethnic minority background and those attending schools in areas subject to high levels of deprivation. Both young people and their parents were interviewed at home about a range of experiences and views. Each survey is referred to as a 'wave' and to date there have been five 'waves' of LSYPE with the sixth currently underway.

The main role of the study is to provide evidence on the key factors affecting educational progress and attainment and subsequent transition following the end of compulsory education. Data from the study will be used, among other things, to monitor the progress of the cohort group, evaluate the success or otherwise of policy aimed at this group and provide an evidence base for further policy development.

#### **YCS**

The Youth Cohort Study, also known as *Pathways* is a series of longitudinal surveys that contacts a sample of an academic year group or 'cohort' of young people in the spring following compulsory education and again, one, two and/or three years later. Each survey of a particular cohort is referred to as a 'sweep'. The survey looks at young people's education and labour market experience, their training and qualifications and a range of other issues, including socio-demographic variables.

The longitudinal nature of the YCS enables the Department to establish the education and employment paths that young people take and explore how things develop over time. As with the LSYPE, finding out about the different routes that young people take enables the Department to establish appropriate points in the lives of young people where policy intervention helps to improve their educational and employment outcomes.

The YCS series dates back to 1985 when cohort 1 sweep 1 took place. YCS cohorts are selected by taking a random sample of pupils from the Pupil Level Annual School Census (PLASC) which contains details of young people in Year 11 in schools. The first survey (sweep) takes place around six months to one year after the pupils have finished year 11, with subsequent sweeps

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<sup>7</sup> These occurred in Wave 4 of LSYPE.

taking place annually. To date there have been 13 YCS cohorts and 43 sweeps and the third sweep of cohort 13 is currently underway.

## **Linking YCS and LSYPE**

Samples for cohort 13 of YCS and LSYPE were taken from the same academic cohort and their questionnaires and methodology were harmonised to facilitate analysis of the merged datasets. The larger sample from the combined surveys enables more refined analyses, for example to show gender differences within a breakdown by ethnic origin.

## **Response rates**

Both LSYPE and YCS have consistently met target response rates. The first sweep of YCS Cohort 13 achieved a response rate of 68% and the second sweep of YCS achieved a response of 84%. Meanwhile, LSYPE has achieved response rates in the waves of: 74%, 86%, 92%, 92% and 89% respectively.

## **Archiving the data**

The YCS and LSYPE data are deposited with the Economic and Social Research Council (ESRC) UK Data Archive at Essex University. Further details on how to access the LSYPE and YCS data and detailed documentation can be found at the archive itself:

### **LSYPE**

<http://www.esds.ac.uk/longitudinal/access/lsype/L5545.asp>

### **YCS**

<http://www.data-archive.ac.uk/findingdata/snDescription.asp?sn=5830&key=YCS>

## **Making Statistical Comparisons**

Narrative is used in this Bulletin to highlight interesting aspects of the data. Assertions of difference have only been included in the narrative if they meet a test of statistical significance at the standard, 5% level. Conversely, statements that there are no discernible differences indicate no statistical significance even at the 10% level.

The tables in this volume enable numerous comparisons of percentage rates and in sample data of this kind differences arise by chance even when rates in the wider population are the same. It is common statistical practice to distinguish between differences according to the probability of their having arisen by chance (through what is termed “sampling error”). To help readers make such judgements, we include in the tables the ‘base numbers’ on which figures in each row are based.

However, we have not attempted to calculate standard errors on all the statistics. The sample structure in LSYPE is complex and the robust computation of standard errors would be very resource intensive. As a general rule, sampling errors will be slightly larger than in a simple survey of the same size but the complex sampling structure will only affect judgements about statistical significance at the margins.

## Reporting thresholds and the weighted sample

As explained above, the YCS and LSYPE are subject to sampling variability. Generally, the smaller the sample, the larger the relative variability of the estimate. This means that estimates for small sub-groups need to be treated with caution. Consequently in this bulletin any estimate based on fewer than 100 responses and any cell size less than 5 has been suppressed. This also controls the risk that information about specific individuals can be extracted from amongst statistical summary results.

Many of the tables included in this bulletin include a weighted sample either at each row or each column. The weighted sample shown is the sample base for the figures presented which has been weighted to allow for non-response, survey design affects and to bring them into line as far as possible with population estimates.

## Definitions

### Post-16 participation and Activity History

In the 2007 and 2008 surveys, young people were asked a series of questions to determine their current main activity, for example, full-time education, work, etc. They were also subsequently asked when these activities started and what activities had preceded them. This enables us to build up a full picture of what each young person has been doing since their compulsory education ended.

From this information, the main activity of each young person was calculated for each month since September 2006. In doing this the following assumptions and rules were applied:

- The 2007 survey was used to calculate all activities from September 2006 until the month of the 2007 survey. Occasionally the information given in the following 2008 survey contradicted that given in 2007; in these cases the 2007 response was always preferred. All subsequent activities were computed using the 2008 survey.
- Where there is evidence from administrative sources that a young person was in full-time education for the whole of the academic years 2007/07 or 2007/08, this information was used to supersede any contradictory information from the activity history file.

It should be noted that any analyses referring to a young person's current activity actually refers to their activity in April 2008. The 2008 LSYPE and YCS surveys began later, and took longer than originally planned, beginning in June and ending in October 2008. This period straddles two distinct academic years, and for many young people in the cohort, the key transition from A-levels to Higher Education or work. Making comparisons of young people's current activities from the survey would therefore give a misleading view of the activities of 17 year-olds in England, with a significant undercount of the numbers in full-time education.

## Occupational and Socio-economic classifications

This bulletin includes analyses based on Office for National Statistics (ONS) socio-economic classifications (NS-SEC). A family NS-SEC has been derived using the information collected on parents' occupations and employment status. Previous socio-economic classifications used in the YCS (see tables 4.1.1 and 5.1.2) were based on the fathers' socio-economic group (unless only the mothers were recorded). The groupings given in this bulletin differ slightly from the published ONS classifications. This is to keep the new classifications broadly comparable with previous classifications and to have sufficiently large numbers within each class to provide statistically reliable results.

## Truancy

Truancy information reported in this bulletin is provided by the respondent in answer to a survey question. Official estimates on unauthorised absence are collected from administrative data sources and are not comparable to YCS or LSYPE information on truancy. Unauthorised absence figures were published in a Statistical First Release 05/2008: *Pupil Absence in Schools in England, including Pupil Characteristics: 2007/08*.

## Ethnicity

Ethnicity information reported in this bulletin is also provided by the respondent in answer to a survey question. Similar information on ethnicity is available from the National Pupil Database. It is known that there are differences between respondents self reported ethnic groups and those which are recorded in administrative data. As a result estimates of attainment for different ethnic groups do not always match administrative measures.

## Age

The following table shows how to convert between the different ways time is recorded in this bulletin. The school year shows the young person's year group appropriate for their age. The calendar year shows the year in which the survey interviews (around May) and/or examinations took place. The actual age refers to the spread of ages of the young people at the time of interview. Academic age shows the age of the young person on the 31st August, that is, just before the start of the school year.

School Year	Calendar Year	Actual age	Academic age
Year 9	2004	13/14	13
Year 10	2005	14/15	14
Year 11	2006	15/16	15
Post-compulsory (Year 12)	2007	16/17	16
Post-compulsory (Year 13)	2008	17/18	17



## **Further Enquiries**

Public enquiries about the information in this Statistical First Release should be addressed to: David Simpson, Young People Analysis, Department for Children, Schools and Families, Moorfoot, Sheffield, S1 4PQ. Tel: 0114 259 3294.

Press enquiries should be addressed to 020 7925 5846.

## **A National Statistics publication**

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from political interference.

## Glossary

A level	Advanced Level
Apprenticeships	Apprenticeships are a work-based route for young people and adults. An apprenticeship is not a qualification in itself but contains the following separately certified elements: a) A knowledge-based element (the theoretical knowledge underpinning a job in a certain occupation and industry, typically certified via a Technical Certificate); b) A competence-based element (the ability to discharge the functions of a certain occupation, typically certified via work-based assessed National Vocational Qualifications; c) Transferable or 'Key Skills' (literacy and numeracy) and; d) a module on employment rights and responsibilities.
DCSF	Department for Children, School and Families
DIUS/BIS	Department for Innovation, Universities and Skills - now known as the Department for Business, Innovation and Skills
DSOs	Departmental Strategic Objectives
EET	Education, Employment and Training
EMA	Education Maintenance Allowance
ESRC	Economic and Social Research Council
FE	Further Education
FT EDUCATION	Full-Time Education
FTED	Full-Time Education
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education - The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSE's are usually studied full-time at school or college, taking 5 terms to complete. GCSEs are at levels 1 and 2 on the National Qualifications Framework and are available in more than 40 academic and 9 applied subjects. GCSE's can also be taken in short courses; these are equivalent to half a full GCSE.
GNVQ	General National Vocational Qualifications - these were phased out between 2005 and 2007, although some young people may still be completing a GNVQ. As an alternative young people can now choose from a growing range of vocational qualifications such as BTECs, OCR Nationals and GCSEs and GCEs in applied subjects.
GHQ	General Health Questionnaire
HE	Higher Education
HEIPR	Higher Education Initial Participation Rate
IAG	Information, Advice and Guidance
IDACI	Income Deprivation Affecting Children Index
LA	Local Authority
LAA	Local Authority Agreements
LFS	Labour Force Survey
LSYPE	Longitudinal Study of Young People in England
NEET	Not in Education, Employment or Training
NPD	National Pupil Database
NS-SEC	National Statistics Socio-Economic Class
NVQ	National Vocational Qualifications - these are work-related, competence based qualifications. They are based on national occupational standards, covering all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin current performance. Within reason, NVQ's do not have to be completed within a certain amount of time. They can be taken full-time by employees or by school and college students with a work placement or part-time job that helps them develop the appropriate skills.
ONS	Office for National Statistics
PLASC	Pupil Level Annual Schools Census
PSA	Public Service Agreement
SFR	Statistical First Release
VCE	Vocational Certificate of Education
VRQ	Vocationally Related Qualification - VRQs are offered by a large number of awarding bodies and range from broad based VRQs to specialist qualifications designed for a particular industry. They can serve a range of purposes in different sectors and at different levels, and so vary greatly in terms of size, level and assessment method. Candidates who gain VRQs can follow a pathway to employment, study further or go on to complete the full National Vocational Qualification (NVQ).
YCS	Youth Cohort Study