

**OPTIONS 2000 RESEARCH**  
**Young People**

**June 2000**

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## **Contents**

Executive Summary	3
Objectives	7
Methodology	8
Profile	9
Qualifications	10
Work experience	12
Plans on leaving school or college	17
Careers advice	21
TEC programmes	27
FE provision	32
Computers	33
Lifestyle	37
Appendix 1	40

## **Executive Summary**

### **Objectives**

- The purpose of this piece of research was to investigate the views of young people at school or college on a number of issues. These included what they planned to do on leaving that school or college, how well informed they felt of the options open to them, including TEC programmes and FE provision.

### **Methodology**

- Information was gathered through face-to-face interviews, carried out at Options 2000, a careers event for young people held at Parklands Leisure Centre, between November 9-11<sup>th</sup> 1999.
- Over the three days, 291 young people were interviewed. The data collected was input and analysed on computer using the Pinpoint software package.

### **Profile**

- Of the 291 young people interviewed, 45% were male and 55% were female. There was representation from most of the ethnic groups, but the largest proportion of the respondents was of White/European origin at 59%, with a further 26% of Indian origin.
- 99% were studying full-time at school or college. Of these, 64% were in Year 11 and 23% were in year 10; 9% in Year 12 and 2% in Year 13.

### **Qualifications**

- Of those that were studying, 86% were working towards GCSEs; 10% were working towards GNVQs, 4% towards A levels and 2% towards NVQs. Respondents could be working towards more than one type of qualification and so could give more than one answer here.
- 50% of those doing GCSEs expected to get 5 or more at grades A-C. 33% expected to get 4 or less at grades A-C. The remaining 17% were unsure how many grades A-C they would achieve.

### **Work experience**

- Of those respondents currently studying, 55% had been on work experience, a slightly lower proportion than the result recorded at Options '99 of 59%.
- A lower proportion of Indian students had been on a placement, at 46% compared with 59% of White/European students, but this may be due to the higher proportion of Year 10 students in the Indian group who would not be eligible for work experience.
- 76% of those who had had a placement, indicated it had been their first choice, with 57% saying the school had arranged it for them, and 34% had arranged it themselves.
- 77% had found it fairly or very useful with 46% very useful. This combined figure is slightly lower than the 83% recorded at last year's event.

### **Plans after leaving school or college**

- 59% of respondents felt well or very well informed about the options open to them when they left school, with 14% stating very well informed. 32% rated their knowledge as 'average', with 8% indicating they felt poorly or very poorly informed.
- 70% knew what they wanted to do when they left their current school or college, leaving nearly a third, 30% who did not know. At Options '99, 75% of respondents knew what they wanted to do.
- A higher proportion of the female respondents planned to stay in some form of education, particularly in Sixth Form and FE colleges, at 81% compared to 73% of the males. A slightly higher proportion of the males, 19% compared to 14% of the females, planned to start a job, either with or without training.

### **Careers advice**

- Respondents were asked whom they might speak to if they were looking to get some careers advice, and where they would prefer to go for such advice.
- 75% would go to their careers teacher at school, with 42% of respondents indicating this would be their preferred option. 56% would go to their parent/guardian, an option preferred by 14%; and 52% would consider the Careers Service with 31% preferring this option.
- A higher proportion of the male respondents knew what career they wanted to go into, at 75% compared with 69% of the female respondents.
- 27% of the males and 16% of the females felt that nothing was likely to prevent them getting into this choice of career. 'Getting the right grades' was considered a barrier by over 40% of males and females, the largest response from each group.
- Over 50% of the Indian respondents felt that 'getting the right grades' was likely to prevent them going into their choice of career, a much higher proportion than the 38% of White/European respondents. There was a much higher percentage of the White/European respondents who felt that nothing was likely to prevent them, at 22% compared with 8% of the Indian respondents.
- 32% of respondents had had a one-to-one interview with an adviser from the Careers Service in the last year, a lower proportion than the result from Options '99, which was 42%. This reflects a change of policy of LCGS, where the interviews are targeted to those who are felt to need them most.

### **TEC programmes**

- Awareness of Modern Apprenticeships was lower amongst respondents at this year's event when compared with the results from Options '99. 54% of pupils had heard of Modern Apprenticeships at this event, over 10% lower than the 67% of respondents at Options '99.

- Awareness of the programme was higher amongst the male respondents than the females with 63% compared to 46% having heard of the programme. It was also higher amongst the White/European group than the Indian, with 60% and 39% of respondents respectively having heard of Modern Apprenticeships.
- 48% of those who had heard of Modern Apprenticeships were unsure what they actually were, with 15% explaining it as 'work based training' and a further 10% saying it was 'day release to college.'
- 34% of pupils had heard of National Traineeships, 7% lower than the Options '99 result of 41%.
- The difference in the proportions of males and females that had heard of this programme is not so marked as with Modern Apprenticeships, with 32% and 35% of the male and female respondents having heard of the programme. 34% and 27% of the White/European and Indian respondents respectively had heard of the programme, leaving high proportions of both groups that had not heard of National Traineeships.
- 60% of those who had heard of National Traineeships were unsure what they actually were, with 9% thinking it a 'work based training programme' and 4% 'day release to college.'
- 42% of respondents would go to the Careers Service, and 24% a careers teacher at school to find out more about the training programmes.

### **FE provision**

- Only half of the respondents knew what the letters FE stood for.
- High proportions of each of the groups thought FE colleges offered courses for 16-18 year olds, A-levels and GNVQs, with awareness of these highest amongst the female respondents. Lower proportions of respondents in all the groups felt that FE colleges offered work based training and vocational courses, as well as services for adults.

### **Computers**

- 97% of respondents had used computers; 37% used them on a daily basis, 26% more than once a week, and 24% once a week.
- Higher proportions of both the male and the White/European respondents used computers daily than the female and the Indian respondents.
- Respondents were asked where they used computers and could give more than one answer if appropriate. 91% said they used computers at school, 66% said they used them at home, and 25% said they used them in the library.
- 48% of the male respondents, compared with 28% of the females indicated they felt 'very comfortable using computers', with 2% and 6% respectively saying they felt 'not comfortable' or 'not very comfortable.'

- 53% of the Indian respondents, compared with 31% of the White/Europeans felt 'very comfortable', with 30% and 42% highlighting 'comfortable' respectively. 5% of the White/Europeans felt 'not comfortable' or 'not at all comfortable', compared with none of the Indian respondents.

## **Lifestyle**

- Over a quarter of respondents, 29%, owned a mobile phone.
- When asked what methods of transport they used, the greatest proportion of respondents gave 'walking' as an answer at 77%, with bus, car and bike also amongst the most used methods of transport with 72%, 54% and 37% of respondents using them.
- Higher proportions of the female respondents used buses and cars than the male respondents, a higher proportion of whom used bikes.
- 59% of the Indian respondents, compared with 50% of the White/Europeans used the car, whereas 60% and 77% of each group respectively used buses, and 25% and 44% used bikes.
- There were clear preferences of where the respondents tended to go in their spare time or weekends, with 'the cinema' and 'meeting up with mates' being the most common answers given.
- Higher proportions of the male respondents would spend their spare time at sports clubs, games arcades and school playing fields, whereas higher proportions of the females indicated the cinema, town centre and pubs/clubs. When asked where they met their mates, higher proportions of the males would opt for the park or local area, while the females said they met up in the town centre or at each other's houses.
- Higher proportions of the Indian respondents said they spent their spare time in the town centre, at sports clubs, at the library and in games arcades than those in the White/European group. For comparison, higher proportions of the White/European group would meet up with their mates, go to the leisure centre, and pubs/clubs.

## **Objectives**

The purpose of this piece of research was to investigate the views of young people at school or college on a number of issues. As similar research was carried out at Options '99, it was intended that some comparisons could be drawn.

Specific objectives included:

1. To find out what the young people thought of their work experience placements
2. To find out what respondents planned to do when they left school or college, and why
3. To establish how well informed they felt, and where they would go for careers advice
4. To investigate their awareness of Leicestershire Training & Enterprise Council's (LTEC) training programmes
5. To investigate their awareness of Further Education (FE) provision
6. To investigate the use of computers by the young people
7. To find out about participation in activities outside of school time, in the evenings and weekends

## **Methodology**

Information was gathered through face-to-face interviews, carried out at Options 2000, a careers event for young people held at Parklands Leisure Centre between November 9-11<sup>th</sup> 1999.

The interviews mainly took place during the day, as the students were mostly brought to the event by their school, although some did attend in the evening with their parents/guardians.

A copy of the questionnaire used can be seen in Appendix One.

Over the three days, 291 young people were interviewed. The data collected was input and analysed on computer using the Pinpoint software package.

## Profile

Of the 291 young people interviewed at Options 2000 in November, 45% were male and 55% were female.

There was representation from most of the ethnic minority groups, but the largest proportion of the respondents was of White/European origin at 59%, with a further 26% of Indian origin.

*Table 1: Ethnic profile of respondents*

<b>Ethnic Origin</b>	<b>Number</b>	<b>Percentage</b>
White/European	171	59
Black Caribbean	4	1
Black African	2	1
Black Other	1	1
Indian	75	26
Bangladeshi	0	0
Pakistani	10	3
Chinese	0	0
Asian Other	12	4
Other	10	3
Prefer not to say	6	2
<b>Total</b>	<b>291</b>	<b>100</b>

99% were studying full-time at school or college. Of these, 64% were in Year 11 and 23% were in Year 10; 9% in Year 12 and 2% in Year 13.

*Table 2: Age/year profile of respondents*

<b>School Year</b>	<b>Percentage</b>
Year 10	23
Year 11	64
Year 12 (1 <sup>st</sup> year Sixth Form)	9
Year 13 (2 <sup>nd</sup> year Sixth Form)	2
Other	1
Not at school, at FE College	1

### How many parents/guardians/carers do you live with?

77% of respondents lived with two parents/guardians, and 18% lived with one parent/guardian. 6% lived with 3 or more carers.

### What do they do?

53% of respondents who lived with two or more parents/guardians/carers said the two primary carers were in paid employment, 6% said both primary carers were 'not currently working'. 16% of those respondents living with two or more parents/guardians/carers said one of their primary carers was 'not currently working.' Of those living with one parent/guardian, 56% said their 'carer' was in paid employment, and 22% said this person was 'not currently working.'

## **Qualifications**

### What type of qualifications are you doing?

Of those that were studying, 86% were working towards GCSEs; 10% were working towards GNVQs, 4% towards A levels, and 2% towards NVQs. Respondents could be working towards more than one type of qualification so could give more than one answer here. These results reflect the fact that the majority of the respondents were in Years 10 and 11 (still completing GCSEs), and so were unlikely to be studying for A-levels.

### **Gender**

Looking at the results by gender, there is little variation from the overall results above – only that a slightly higher proportion of the males were studying GCSEs, at 88% compared with 85% of the females.

### **Ethnicity**

Due to the size of the samples, it is only possible to use the results of the White/European group and the Indian group. There is little difference when the results are analysed by ethnicity, with slightly higher proportions of the Indian respondents studying towards GCSEs and GNVQs at 89% and 12%, compared with 85% and 8% of the White/European respondents.

More noticeably, 7% of the White/European respondents were studying towards A-levels, compared with none of the Indian, although 9% of Indian respondents were in Years 12 and 13, compared with 12% of the White/European students. These older Indian students were all working towards GNVQs, with one respondent also studying for GCSEs.

### How many GCSEs do you think you will get at grades A-C?

50% of those doing GCSEs expected to get 5 or more at grades A-C. 33% expected to get 4 or less at grades A-C. The remaining 17% were unsure how many grades A-C they would achieve.

### **Gender**

53% of the male respondents compared with 48% of the female respondents felt they would get five or more GCSEs grades A-C. Conversely, a higher proportion of the female respondents, 36% compared with 29% of the males, felt they would get four or less at grades A-C.

### **Ethnicity**

There is greater variation between the results from the White/European and the Indian respondents. A much higher proportion of the Indian group thought they would get five or more GCSEs at grades A-C than of the White/European group, at 61% and 43% respectively. Correspondingly, there is also a much smaller proportion of the Indians than of the White/Europeans that felt they would achieve four or less GCSE passes at grades A-C, at 26% and 40% respectively. There was a higher proportion of Indian respondents in Year 10, at 37% than that of the White/European respondents at 19%, which may have a bearing on the results in that the Year 11 students may have a more realistic/less confident view of their anticipated results.

## Level of achievement

The information on qualifications was used to profile the sample **in terms of their own expectations of achievement**, using a rating of high, average or low. The criteria were as follows: less than 5 GCSE passes at grades A-C were counted as 'low'; 5-7 A-C passes at GCSE, NVQ level 2, or GNVQ intermediate was counted as 'average'; 8 or more A-C passes at GCSE, NVQ level 3, GNVQ Advanced, AS or A levels were counted as 'high'. There was also a 'don't know' category where the respondent was unsure what results they expected. To allow comparison with the National Learning Targets, only the results for those respondents in Years 10 and 11, i.e. those 16 or under, have been used in this section

53% of the young people at Options 2000 felt they would reach **at least** the 'average' level of achievement - this is reasonably positive in terms of the National Learning Targets, where the target is for 50% of 16 year olds to achieve at least 5 higher GCSE passes. However, this result is based on the respondents' own perceptions of how they will do in their GCSE exams, and so does not reflect their actual results. A third of respondents, 33% were expecting low levels of achievement, with just under a quarter, 23% anticipating high achievement.

For 14%, it was unclear what their level of achievement would be.

## **Gender**

26% of the female and 20% of male respondents were expecting high levels of achievement. There was a greater proportion of male respondents whose anticipated achievement was rated as average than of the females at 35% and 26% respectively. There was a difference of 6% between the proportions of each gender whose expected achievement would be low, 35% of the female and 29% of the male respondents fell into this category. For the remaining 16% of males and 13% of females the anticipated level of achievement was unknown.

## **Ethnicity**

While there is a small difference in the proportions of White/European and Indian respondents expecting to achieve high levels of qualifications at 19% and 24% respectively, there is a difference of 10% or greater in those expecting average and low levels of achievement. 38% of the Indian respondents, compared with 28% of White/European respondents, anticipated average achievement of 5 GCSE passes at grades A-C. However, the greatest difference is in the proportions of White/European respondents expecting low levels of achievement (below five GCSE passes grades A-C), compared with their Indian counterparts, the results being 40% and 25% respectively. Both these figures represent high proportions of the respondent groups. A possible explanation is a difference in the level of confidence of each group – this is probably determined by the higher proportion of Year 10 students in the Indian group than in the White/European group.

For both groups, 13% did not know what they expected to achieve.

## **Work experience**

### Have you been on a work experience placement during this or the last academic year?

Those respondents that were currently studying were asked if they had been on a work experience placement in this or the last academic year. 55% had been on work experience, the remaining 45% had not. This is a slightly smaller proportion than last year's result, which was 59%.

When those respondents in Years 11 and 12 were asked if they had been on a work experience placement in this or the previous year, a much higher proportion of students answered that they had, an unsurprising result. 72% of students in this group had been on a placement within this timeframe.

### **Gender**

56% of males and 55% of female respondents had been on a work experience placement in this or the last academic year, little different from the overall result.

### **Ethnicity**

However, there is a large difference between the proportions of White/European and Indian respondents that had been on a work experience placement, although this may be due to the lower proportion of Year 11 students among the Indian respondents (see table below). 59% of White/European and 46% of Indian respondents had been on a work experience placement.

*Table 3: Age profile by ethnicity*

<b>School Year</b>	<b>Percentage of White/European respondents</b>	<b>Percentage of Indian respondents</b>
Year 10	19	37
Year 11	67	53
Year 12 (1 <sup>st</sup> year of Sixth Form)	9	8
Year 13 (2 <sup>nd</sup> year of Sixth Form)	3	1
At FE College	1	0

### What did you do?

The respondents explained what type of job they did for their placement and there are some interesting differences between the work experience that the male and female respondents had. The responses highlighted in the tables overleaf are those given by five or more students, with the percentages referring to the proportion of those who had been on placements in each occupation.

Male:

Occupation	Percentage
Retail	23
Mechanic	17
Manual job	17
Professional	10
Teaching	9

Female:

Occupation	Percentage
Childcare/Nursery School	21
Retail	17
Teaching	16
Hair and Beauty	12
Professional	7
Care	7
Office work	6

It is interesting to note that retail placements were among the most common for both males and females. A higher proportion of the females undertook childcare or other social work compared with the proportion of males, none of whom went on a childcare or nursery school placement. The proportion of females who had work experience in teaching was also higher than the males, at 16% compared with 9% respectively. Larger proportions of the male respondents went on work experience in a manual or skilled job, with 17% specifying they experienced work as a car mechanic, and a further 17% experiencing a skilled manual job such as brick-laying or carpentry.

It is beneficial to compare these placements with the career choices given by the students (page 22). IT was the most commonly given career choice for males but fewer than five male respondents received work experience in this area. Retail does not feature in the most common career choices of either gender. For the female students, there were work experience placements in four of the five most popular career choices: professional occupations, childcare, hair and beauty and care.

Was it your first choice of placement?

76% of those that had been on a placement indicated it had been their first choice of placement.

**Gender**

The results for this question when analysed by gender are little different from the overall figure, with 76% of males and 75% of females stating that it was their first choice of placement.

**Ethnicity**

78% of White/European respondents said that their placement had been their first choice, compared with 60% of Indian respondents, a much lower figure.

Who got you the placement?

57% of respondents who had been on work experience said the school had arranged the placement for them; 34% had arranged it themselves. 10% said someone else had got their placement for them.

**Gender**

When asked who had arranged their placement, very similar proportions of male and female respondents, 58% and 56% respectively, said the school had set up the placement for them. A

slightly higher proportion of females than males said that they had arranged it themselves, at 36% and 32% accordingly.

### **Ethnicity**

There was a significant difference of 21% between the proportions of White/European and Indian respondents whose placements had been arranged by their school. 50% of White/European respondents compared with 71% of the Indian respondents said their school had made the arrangements, while 42% of the White/Europeans and 18% of the Indians had made the arrangements themselves. This factor may partly explain the results to the previous question, in that it is more likely that those who arranged a placement themselves got their first choice than those whose placements were arranged through their school.

### How long was your placement?

The largest proportion of pupils who had been on work experience had had a two-week placement, at 63%, with 24% having a one-week placement.

### **Gender**

29% of the female respondents compared with 18% of the males had spent one week on their work experience placement, and a higher proportion of male respondents had spent two weeks, at 68% compared with 60%.

### **Ethnicity**

There were large differences between the time spent by White/European and Indian respondents on their work experience placements. For instance, 56% of White/European and 82% of Indian respondents spent two weeks on work experience and 31% of White/European and 9% of Indian students had spent one week. These variations could be due in part to who arranged the placement. A higher proportion of the Indian respondents had had their placement arranged by their school, and so it would be more likely to conform to requirements, e.g. two weeks, written feedback etc. than one the pupils had arranged themselves.

### How useful did you find your placement?

77% of pupils who had gone on work experience had found it fairly or very useful, with 46% very useful. This combined figure is slightly lower than the 83% recorded last year.

### **Gender**

There was negligible difference in the proportions of male and female respondents who had found their work experience placement fairly or very useful, at 78% and 76% respectively. 7% of both groups had found their placement not useful or not very useful.

### **Ethnicity**

A lower percentage of the Indian respondents had found their placement fairly or very useful, 65% compared with their White/European counterparts, at 79%. Correspondingly, a higher proportion of the former group, 27% had found their placement 'average', than the latter at 14%. This may be related to the fact that lower proportions of the Indian students were on their first choice placement. There was little difference in the proportions of each group that had found

their work experience not useful or not very useful, at 7% of the White/European and 9% of the Indian respondents.

#### What did you get out of it?

The respondents were asked what they felt they had gained through their work experience placement. There were five common themes that were given by the respondents. The most common benefit that these respondents perceived was the learning of new skills, an answer given in 26 or 19% of the responses. 15% said their work experience had helped them (positively or negatively) decide what they wanted to do in the future; and a further 15% said it gave them a taste of what the working environment was like. 14% said it gave them more background information about their choice of placement, while 13% felt it had improved their communication skills.

#### Did the company you were placed with tell you how you had got on?

86% of respondents had been told by the company they had their work experience with, how they had got on; 14% had not been told.

#### **Gender**

Similar proportions of the male and female students who had been on work experience had been told how they had got on at 88% and 85% respectively, leaving a slightly higher proportion of the females that had not been told at 16% compared with 12% of the males.

#### **Ethnicity**

A greater proportion of Indian respondents had been told how they got on during their work experience than White/European respondents, at 91% compared with 83%. This result could also be linked to the fact that a higher proportion of Indian students had had their placement arranged through their school, and so the conditions of the work experience could perhaps have been made clearer than when the students arranged the placements themselves.

#### Did you get any written feedback from the company following your placement?

Of those that had been on work experience, 65% had received written feedback following their placement, leaving around a third who did not receive a report.

#### **Gender**

The results for each gender were very similar to the overall result, with a slightly higher proportion of male respondents at 68%, than the female at 64% having received written feedback.

#### **Ethnicity**

There was a difference of 13% between the proportions of Indian and White/European respondents that had received written feedback after their work experience placement, 75% of Indian and 62% of the White/European respondents. Correspondingly, there was an equal difference, 13%, between the proportions of each group that had not received any written feedback at 25% of Indian and 38% of White/European respondents.

### How useful did you find this written feedback?

87% of those who had received written feedback had found it fairly or very useful, with 46% finding it very useful. 10% rated their written feedback 'average' and 3% not useful or not very useful.

### **Gender**

There was only the slightest variation between the genders, with 88% of male and 86% of female respondents finding the written feedback fairly or very useful, although the proportion of males rating it very useful was higher at 53% compared with 41% of the females. 10% of each group had found the report 'average' and very small percentages of the male and female students, 3% and 4% respectively had found it not useful or not very useful.

### **Ethnicity**

Very high proportions of each group had found their written feedback fairly or very useful, with 91% of the Indian group and 86% of the White/European group rating it this way, with the percentage of Indian respondents rating it very useful being particularly high at 65%, compared with 36% of the White/European respondents. 11% of this group, compared with 4% of the Indians rated their feedback as 'average'; and 4% of each group rated it as not useful or not very useful.

## **Plans after leaving school or college**

### How well informed do you feel about the options open to you when you leave school or college?

59% of respondents at school felt well or very well informed about the options open to them when they leave school, 14% very well informed. Nearly a third, 32%, rated their knowledge about the options open to them when they left school as 'average', and 8% felt poorly or very poorly informed. Only 1% (2 respondents) felt very poorly informed.

### **Gender**

A higher proportion of male students felt very well or well informed about the options open to them on leaving school, at 62% compared with 57% of the female students. However, a greater proportion of the females felt very well informed at 17%, compared with 11% of the males. Similar proportions of each group rated their level of knowledge as average at 31% of the male students and 34% of the female students, and as poor or very poor at 7% and 9% respectively.

### **Ethnicity**

There is a difference of 6% between the percentages of White/European and Indian respondents that felt well or very well informed about the options open to them when they leave school, at 62% and 56% respectively, with 15% and 12% very well informed. The proportions of these groups that felt averagely informed hardly differed at 31% of the White/European and 33% of the Indian respondents. The percentage of the Indian students who felt poorly or very poorly informed was slightly higher at 11% compared with 7%, but none of this group felt very poorly informed whereas 1% of the White/European group did feel this way. It is worth noting that the higher proportion of Year 10 students in the Indian group may be a factor in these results.

### Do you know what you want to do when you leave your current school or college?

70% knew what they wanted to do when they left their current school or college, leaving nearly a third, 30%, who did not know. At Options '99, 75% of respondents knew what they wanted to do.

### **Gender**

When analysed by gender the results show little variation from the overall results above, with 71% of the males and 70% of the female students knowing what they wanted to do when they left their current school.

### **Ethnicity**

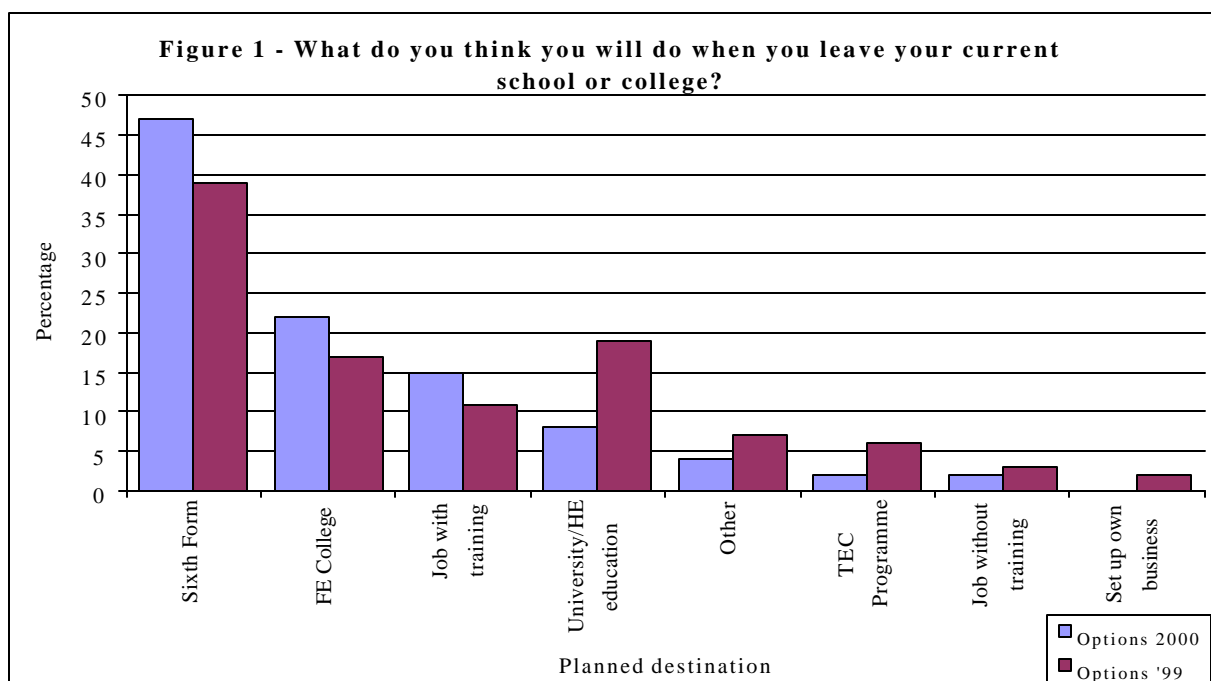
There is a greater degree of difference when the results are analysed in the two ethnic groups, White/European and Indian. A higher proportion of White/European students, 72% compared with 65% of the Indian students, knew what they wanted to do when they left their current school. Correspondingly, a greater proportion of the Indian students, over a third at 35%, did not know what they wanted to do, compared with 28% of White/European students.

### What do you think you will do when you leave your current school or college?

Of those that did know what they wanted to do, 47% wanted to go into the sixth form – 21% at a Sixth Form college; 19% to stay on in the sixth form at their current school, and 7% at the sixth form of another school. 22% wanted to go to FE college. 8% wanted to go on to university or

Higher Education college. A further 2% stated Modern Apprenticeships, but no one mentioned National Traineeships. 15% wanted to go into a job with training. A further 2% wanted to go on to a job without training.

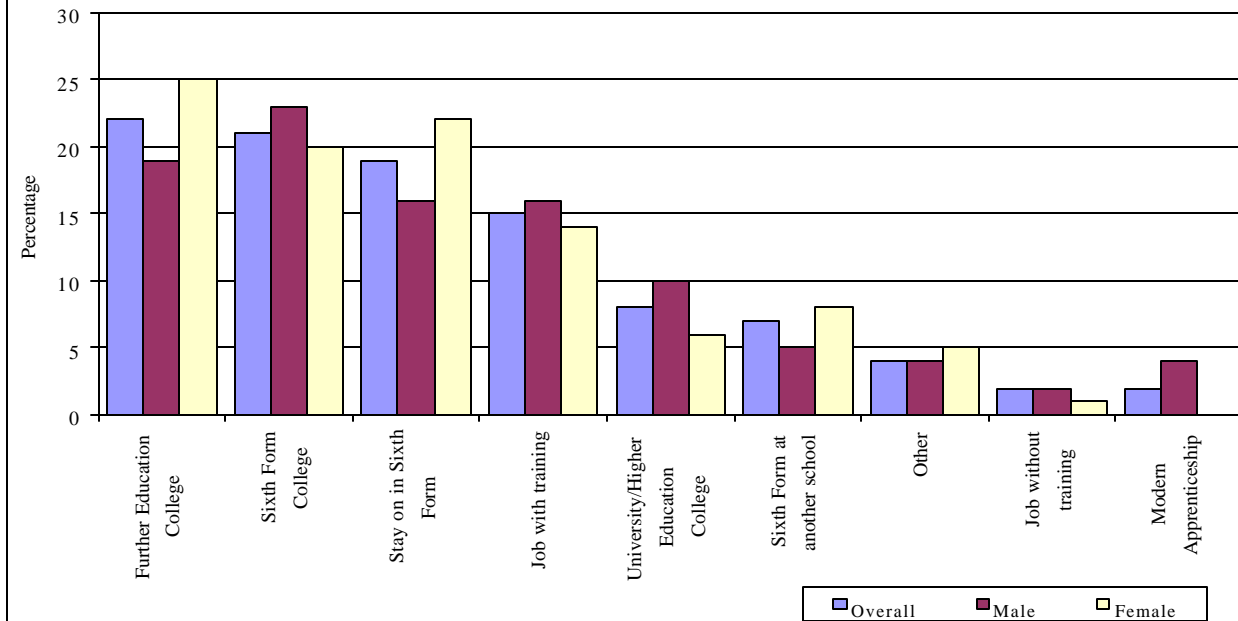
There are some noticeable differences when these results are compared with those from Options '99, even though the age/school year profiles of respondents interviewed at both events were very similar. However, these may be due to the emphasis in this question at Options 2000 on 'current' school or college, but this may only affect the responses for 'university/HE education.' Despite this, it is still worth noting the difference of 11% in the results from Options '99 and Options 2000 for this answer choice, as the change in wording may account for only part of this difference.



### Gender

The most common responses were similar to those highlighted in the overall results, mainly relating to continuing in Sixth Form somewhere and a job with training. We found that 73% and 81% of the males and females planned to stay in education of any type, and 16% and 14% intending to start a job with training. A slightly higher proportion of the female students said they wanted to stay on in Sixth Form, either in their current school, or at another school, or at a Sixth Form College, at 50% compared with 44% of male students. A larger proportion of the females also indicated that they wanted to go on to FE college, at 25% compared with 19% of the males. Interestingly, a moderately larger proportion of the males wanted to go on to a university or Higher Education college, at 10% compared with 6% of the females.

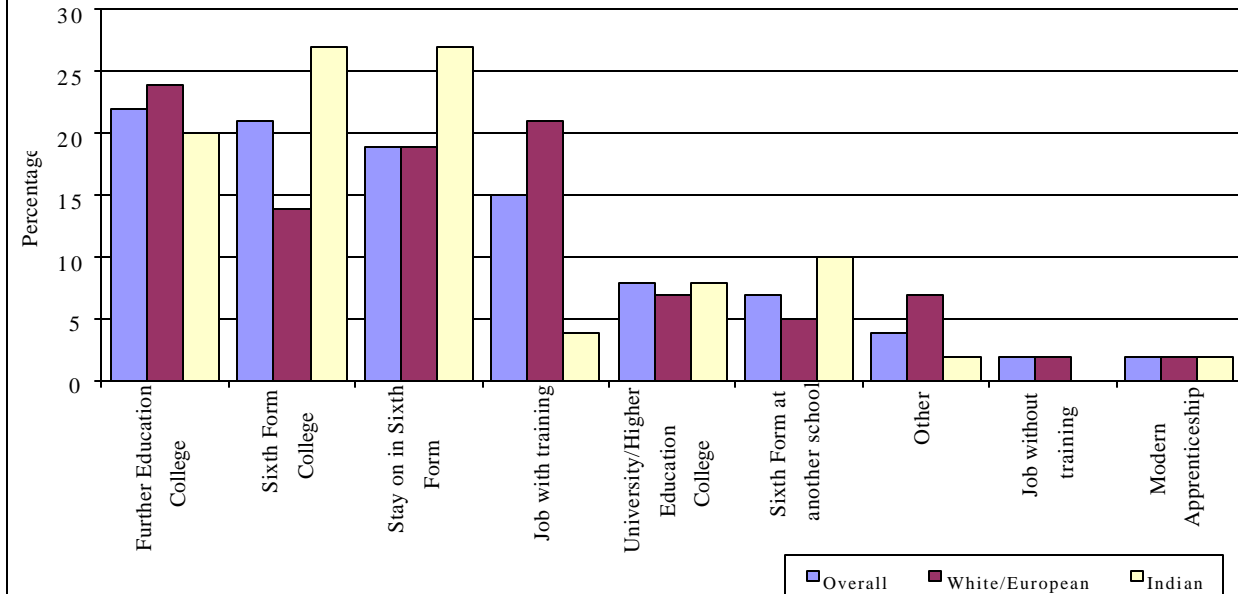
**Figure 2 - What do you think you will do when you leave your current school or college?**



**Ethnicity**

There is a clear difference of intention in the groups of White/European and Indian students as regards their future plans. 92% of the Indian group were planning to stay in education, whether Sixth Form, FE college, or university or HE college, compared with 69% of the White/European group. A large proportion of the White/European group, 21% compared with 4% of the Indian group, intended to go on to a job with training. The difference in the age profile is unlikely to come through in these results as the main difference lies in the proportions of Year 10 and Year 11 students.

**Figure 3 - What do you think you will do when you leave your current school or college?**



What has attracted you to this choice?

When the responses to this question are analysed there are two clear reasons why the students had chosen their particular route. 31% of respondents indicated that the reason for their choice was to get better qualifications to improve their job prospects and 26% because they needed to do this for their particular career choice. The next most common answer, given by 13%, was that there was a better choice of courses. 12%, however, did not know why they wanted to take a particular route.

Is there anything that concerns you about going out to work?

81% of respondents said there was nothing that concerned them about going out to work, leaving 19% who were concerned about something.

Those who did feel concerned about something were asked to explain what this was. The largest proportion of answers, 22%, expressed concerns about meeting new people, and getting on with them. 16% of the answers related to uncertainty about what it was going to be like, what they would have to do, with a further 16% relating to concerns about not getting paid enough. Getting a job concerned 14%, and 9% were concerned about the hours of work. Discrimination of some kind, whether by race, sex or disability, concerned 9% (5) of the respondents.

## **Careers Advice**

If you were looking to get some careers advice whom out of the following might you speak to?

Respondents were asked whom they might speak to if they were looking to get some careers advice, and could give more than one answer from a list of nine possibles.

The greatest proportion, 75%, would go to their careers teacher at school. Other choices selected by large proportions of respondents were parent/guardian at 56%, careers adviser at the Careers Service at 52%, and friends at 37%.

### **Gender**

The same three choices received the largest responses from the male and female students although the order was slightly different for each group. The largest proportion of both the male and female respondents would speak to their careers teacher, at 74% and 76% respectively. The next largest proportion of the male students would speak to a parent or guardian for careers advice, 63%, compared with 50% of the females, the third largest proportion of this group. However, the third largest percentage of the male respondents, 52%, would go to a careers adviser at the Careers Service, compared with 53% of the females, the second highest proportion of this group.

### **Ethnicity**

The largest proportions of the White/European and Indian group would go to a careers teacher, a parent or guardian, and a careers adviser, but the order of these responses differed between the groups. The greatest percentage of each group would speak to a careers teacher, at 75% of the White/European group and 72% of the Indian group. A greater proportion of the White/European group would speak to their parent or guardian at 60%, compared with 53% of the Indian group. The second largest percentage of the Indian group would go to a careers adviser at the Careers Service at 55%, compared with the third largest group of the White/Europeans at 51%.

Which of these would be your preferred option?

When asked who would be their preferred option to receive careers advice from, 42% indicated they would prefer to go to their careers teacher at school; 31% would prefer to go to a careers adviser at the Careers Service, and 14% would prefer to go to their parent/guardian.

### **Gender**

There was no difference in the three most common responses amongst the male and female students. The largest proportion of both genders would prefer to go to a careers teacher, at 43% of the males and 41% of the females. The second most common response was for a careers adviser, at 32% of the male respondents and 31% of the females. The third largest response, as in the overall results, was the proportion that would prefer to go to their parents for such advice, at 15% of the females, and 13% of the males.

### **Ethnicity**

The same three answers were most common amongst the White/European and Indian groups, with greater proportions of the Indian group opting for a careers teacher and careers adviser than the White/European respondents. The respective figures were 44% and 36% for the Indian

respondents compared with 40% and 29% for the White/Europeans. The third most common answer from both groups, ‘a parent’, was given by a higher percentage of the White/Europeans than of the Indian group at 18% compared with 10%.

Do you know what career you want to go into eventually?

71% knew what career they wanted to go into eventually, a very similar result to Options ‘99, which was 69%.

**Gender**

While three-quarters of the male respondents knew what career they wanted to go into at 75%, 69% of the female respondents knew, leaving nearly a third, 31% unsure what career they wanted to go into.

**Ethnicity**

There is a clear difference between the results for the Indian and the White/European groups for this question. A greater proportion of the White/European group, 73% compared with 64% of the Indian respondents knew what career they wanted to go into. Consequently, a greater proportion of the Indians, 37% compared with 27% of the White/Europeans were unsure what career they wanted to go into in the future. Again, this may be another question where the results are affected by the age profile of the two groups.

What career is it?

There were some interesting similarities as well as differences when the responses given are analysed by gender.

Male

Career	Percentage
IT	18
Professions	14
Mechanic	12
Sport/leisure/tourism	10
Business	9
Manual Skilled	9
Forces (Army, Police etc.)	7
Engineering	7
Performing arts	4
Teaching	3
Catering	3
Childcare	1
Animal care	1

Female

Career	Percentage
Sport/leisure/tourism	21
Professions	18
Childcare	15
Hair and beauty	10
Care	9
Performing arts	8
Forces (Army, police etc)	4
Teaching	4
Business	4
IT	4
Catering	2
Animal care	1
Fashion/design	1

It is interesting that careers in ‘professional occupations’ (e.g. accountancy, law, medicine, architecture etc.) and ‘sport, leisure and tourism’ are amongst the four most common responses given by both male and female students. However, the other two common answers for each gender are very different with ‘IT’ and ‘mechanic’ being commonly given by the male

respondents, and ‘childcare’ and ‘hair and beauty’ being given by the females. These career ambitions are also reflected in the results from the 1999 Career Training Satisfaction survey, where high proportions of the males were training as mechanics, and high proportions of the female trainees were following courses in hairdressing and childcare.

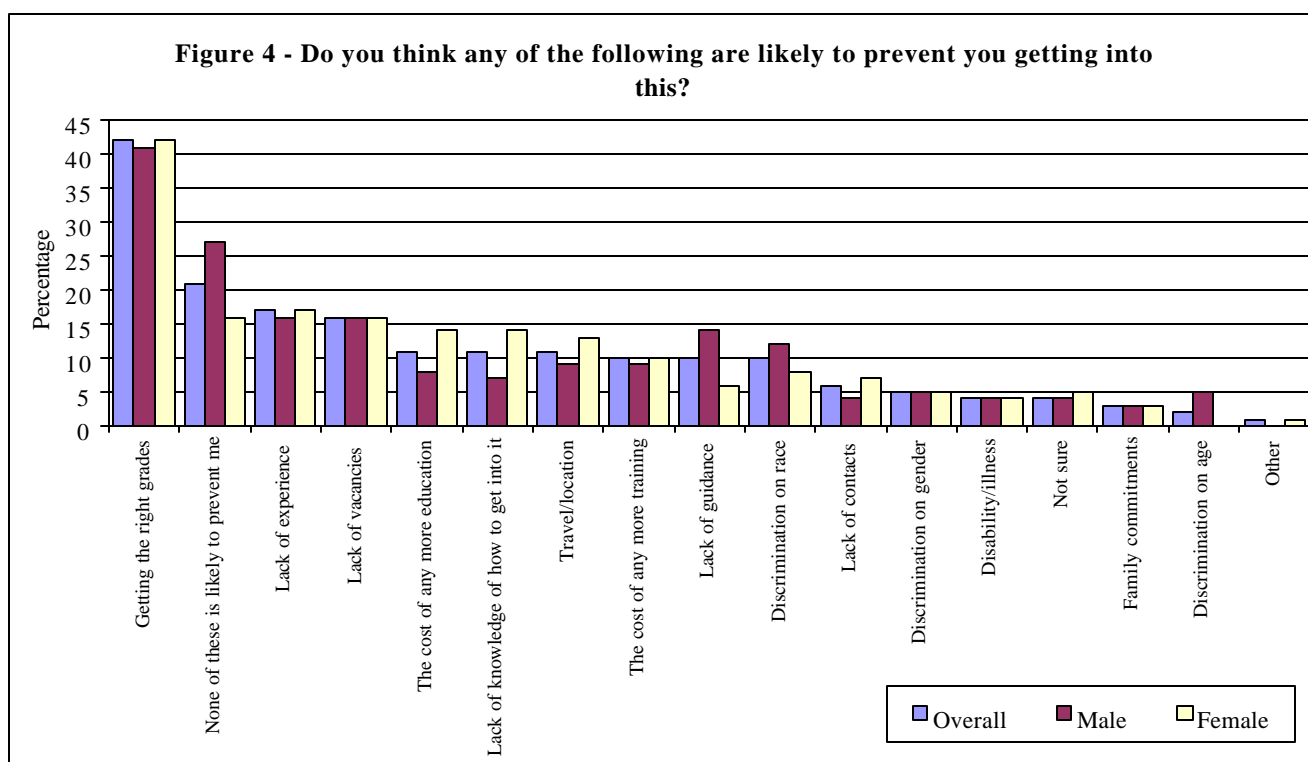
Do you think any of the following are likely to prevent you getting into this?

Those who knew what career they wanted to go into eventually were asked if they felt there were any barriers that would be likely to prevent them. A list of 17 possible answer choices was given to the respondents on a show-card. They could give more than one answer, if they felt there was more than one obstacle to their career progression.

A large proportion, 42%, felt that ‘getting the right grades’ was likely to prevent them from getting into this; 17% a lack of experience, and 16% a lack of vacancies. 21%, however, felt that nothing was likely to prevent them.

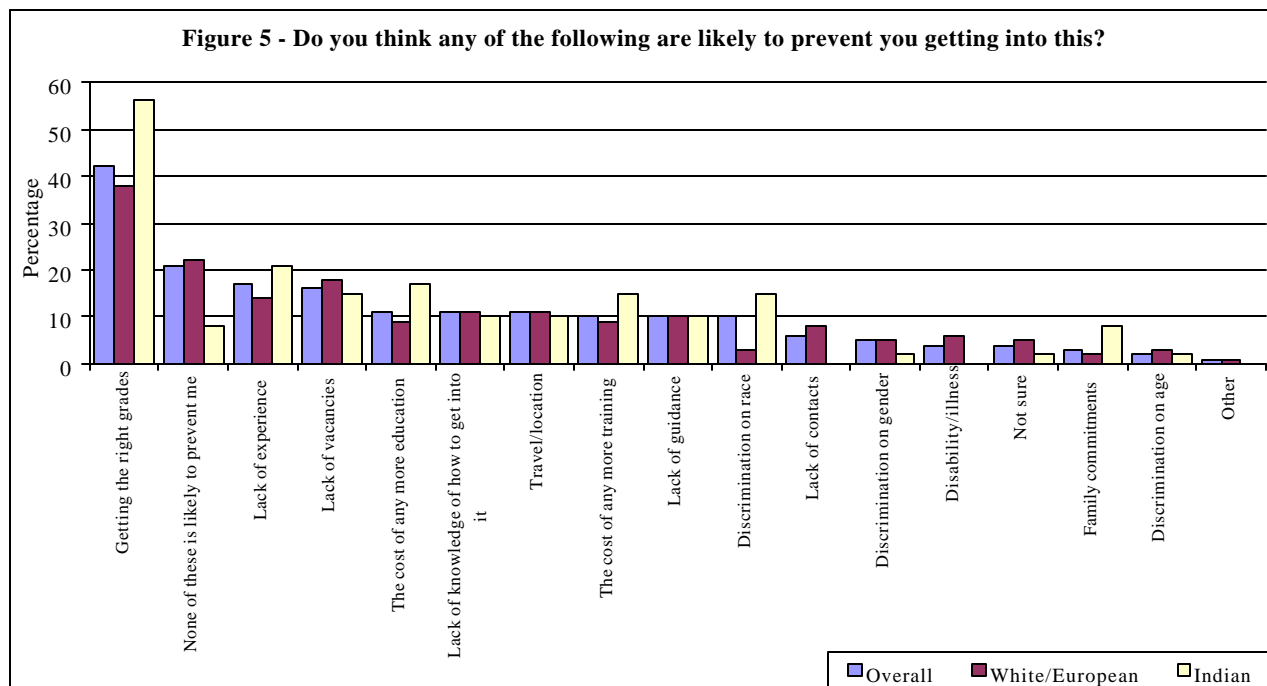
**Gender**

The greatest difference in the results for each gender were in the proportions of each group that felt that nothing was likely to prevent them, at 27% of the males and 16% of the females, a difference of 11%. Over 40% of the males and the females felt that ‘getting the right grades’ might prevent them from going into the career of their choice, by far the largest proportions of each group at 41% and 42% respectively. A higher proportion of the females were concerned about the cost of more education, at 14% compared with 8% of the males. Interestingly, a higher proportion of the males were concerned about a lack of guidance, at 14% compared with 6% of the females, but a higher proportion of the females, 14% compared with 7% of the males were concerned about a lack of knowledge of how to get into their chosen career. These results point to similar concerns but highlight the different attitudes of the genders towards knowledge and guidance, and how much help each group felt they needed.



## Ethnicity

There was a lot of variation in the results of the White/European and the Indian groups, and these are clearly shown in the graph below. However, there are some key points worth drawing out. Firstly, the proportion of White/European students who felt that nothing was likely to prevent them going into their chosen career was much higher than that for the Indian students, at 22% compared with 8%. Secondly, over half the Indian respondents felt that 'getting the right grades' was likely to prevent them in the future, at 56% compared with 38% of the White/Europeans. Of the Indian respondents, 17% felt the cost of any further education was likely to prevent them getting into their choice of career, a factor that would affect 9% of White/European respondents. 15% of the Indian respondents felt that discrimination on race was likely to prevent them going into their favoured career, compared with 3% of the White/Europeans.



## Have you had a one-to-one interview with an adviser from the Leicestershire Careers & Guidance Services in the last year?

32% of respondents had had a one-to-one interview with an adviser from the Careers Service in the last year, a lower proportion than the result from Options '99, which was 42%. This reflects the change of policy of LCGS, where the interviews are targeted to those who are felt to need them most.

## Gender

A higher proportion of the male respondents, 36% compared to 28% of the females, had had an interview in the last year with an adviser from LCGS.

### **Ethnicity**

35% of the White/European group had had an interview with a careers adviser at LCGS in the last year, a figure 12% higher than the proportion of the Indian students at 23%. The age profile of the Indian group may explain the contrasting results.

### Is there a careers library in your school?

91% of respondents indicated that there was a careers library at their school.

It is worth looking at the results to this question by gender and ethnicity, as it will give an indication of the level of awareness of the careers library of each group.

### **Gender**

A higher proportion of the female respondents, 93% compared with 88% of the males, indicated there was a careers library at their school, with 4% of each group unsure whether there was one or not.

### **Ethnicity**

Over 10% more of the Indian students than the White/Europeans said there was a careers library at their school, at 98% compared to 87%

### Have you used it in the last year?

Only those respondents who said their school had a careers library were asked if they had used it. Of these respondents, 65% had used it in the last year.

### **Gender**

Similar proportions of the male and female students had used the careers library in the last year, at 68% and 63% respectively.

### **Ethnicity**

Nearly three quarters, 74% of the Indian respondents had used their school's careers library in the last year, a higher proportion than the 58% of the White/European respondents that had used it.

### How useful have you found it?

When those who had used the careers library were asked how useful it had been, 73% said it had been fairly or very useful. Only 8% had found it not useful or not very useful.

### **Gender**

Of those respondents that had used the careers library in the last year, a slightly higher proportion of the females had found the library fairly or very useful, at 75% compared with 70% of the males. 10% of the males, and 6% of the females had found it not useful or not at all useful when they had used it.

### **Ethnicity**

A higher proportion of the White/European respondents that had used the library in the last year had found it fairly or very helpful, at 75% compared with 65% of the Indians. There was a

difference of 13% in the proportions of each group that found it 'average' in terms of helpfulness, with 27% of the Indian students and 14% of the White/European group rating it this way. There was a slight difference in the proportions rating the library as not useful or not very useful, at 11% and 7% of the White/European and Indian groups respectively.

## **TEC programmes**

### *Modern Apprenticeships*

#### Have you heard of Modern Apprenticeships?

Awareness of Modern Apprenticeships was lower amongst respondents at this year's event, when compared with the results from Options '99. 54% of pupils had heard of Modern Apprenticeships at this event, over 10% lower than the 67% of respondents at Options '99. It is interesting to note the level of awareness of Modern Apprenticeships amongst parents at the same event: 45% of the parents interviewed at Options 2000 were aware of the programme.

#### **Gender**

A much greater percentage of the male respondents compared with the female respondents had heard of Modern Apprenticeships, at 63% compared with 46%, indicating that the majority of the female students, 54%, had not heard of the programme. This is also reflected in the Work Based Training for Young People Satisfaction Survey, in that a higher proportion of male respondents were working towards Modern Apprenticeships than females.

#### **Ethnicity**

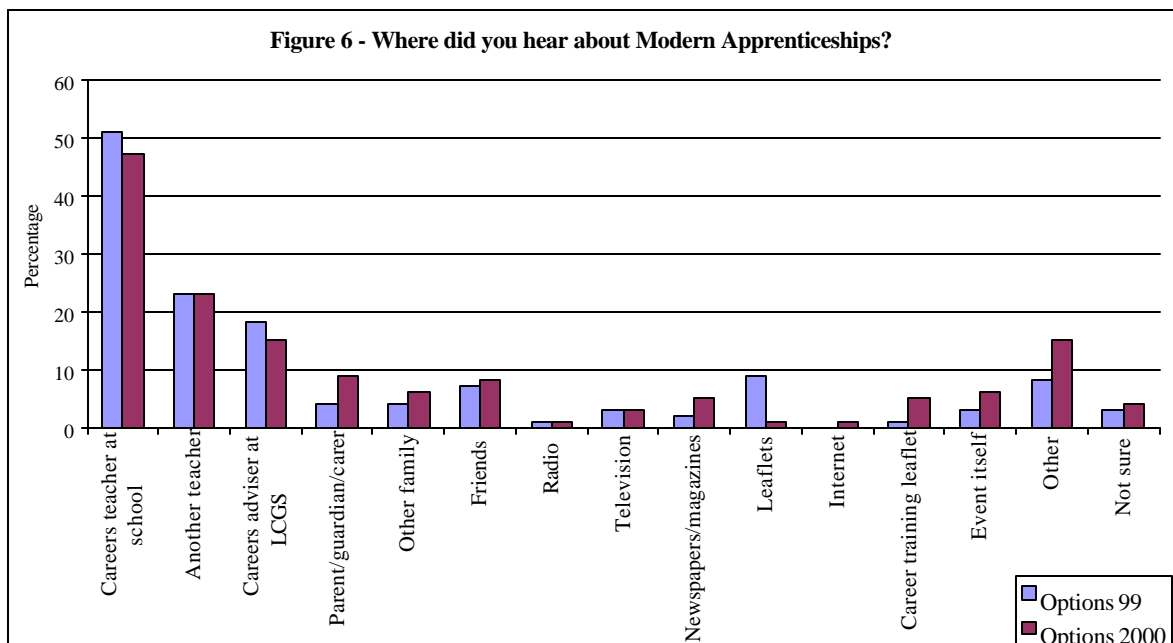
The majority of the White/European respondents had heard of Modern Apprenticeships, at 60%, but a similar proportion, 61% of the Indian respondents had **not** heard of the programme.

The following questions in this section were asked only of those respondents who had heard of the programmes.

#### Where did you hear about them?

When asked where they had heard about Modern Apprenticeships, 47% had heard of them through their careers teacher at school, 23% through another teacher at school and 15% through a careers adviser at the Careers Service. These results are very similar to those recorded at Options '99, where 51% had heard of them through their careers teacher, 23% through another teacher, and 18% through an adviser at the Careers Service.

It is notable that careers teachers were the most commonly named source of where respondents heard about TEC programmes across all the groups. They were also the preferred option for careers advice (see page 21), given by all the groups, two important points in light of the LCGS change of policy.



### Gender

The largest proportion of both the male and female respondents had heard about Modern Apprenticeships through their careers teacher, at 53% and 41% respectively, with a further 21% and 25% hearing of the programme through another teacher. 17% of the males and 12% of the females had learnt of the programme through a careers adviser at the Careers Service. The greatest difference, 16%, was in the proportion of the males who had heard of it through their parents, at 17% and 1% of the females.

### Ethnicity

The largest proportion of each group had learnt of the programme through their careers teacher at school, with 46% of the White/Europeans and 37% of the Indian group giving this response. Nearly a quarter, 24%, of the White/European group had learnt of the programme through another teacher, compared with 7% of the Indian respondents, and a further 17% and 11% respectively had learnt of it through a careers adviser. This difference perhaps reflects the lower proportion of Indian respondents that had had an interview at LCGS.

### What do you think Modern Apprenticeships are?

48% of those who had heard of Modern Apprenticeships were unsure what the programme actually entailed. 15% felt it was 'work based training programme' and 10% said it was day release to college.

Other explanations of Modern Apprenticeships given by one or two respondents included "learn a trade from a company", "work with someone who's trained already" and "paying to get training."

### Gender

There was a very large difference in the proportions of male and female respondents who were unsure what Modern Apprenticeships actually were, at 29% of the males and 70% of the females. 21% and 9% of the males and females respectively thought they were work based training programmes.

## **Ethnicity**

There was little variation between the results for each group, with high proportions of both the White/European and the Indian groups being unsure of what a Modern Apprenticeship was, at 50% and 46% respectively.

### *National Traineeships*

#### Have you heard of National Traineeships?

34% of pupils had heard of National Traineeships, 7% lower than the Options '99 result of 41%. It is interesting to note that of parents interviewed at this same event, 33% had heard of National Traineeships.

## **Gender**

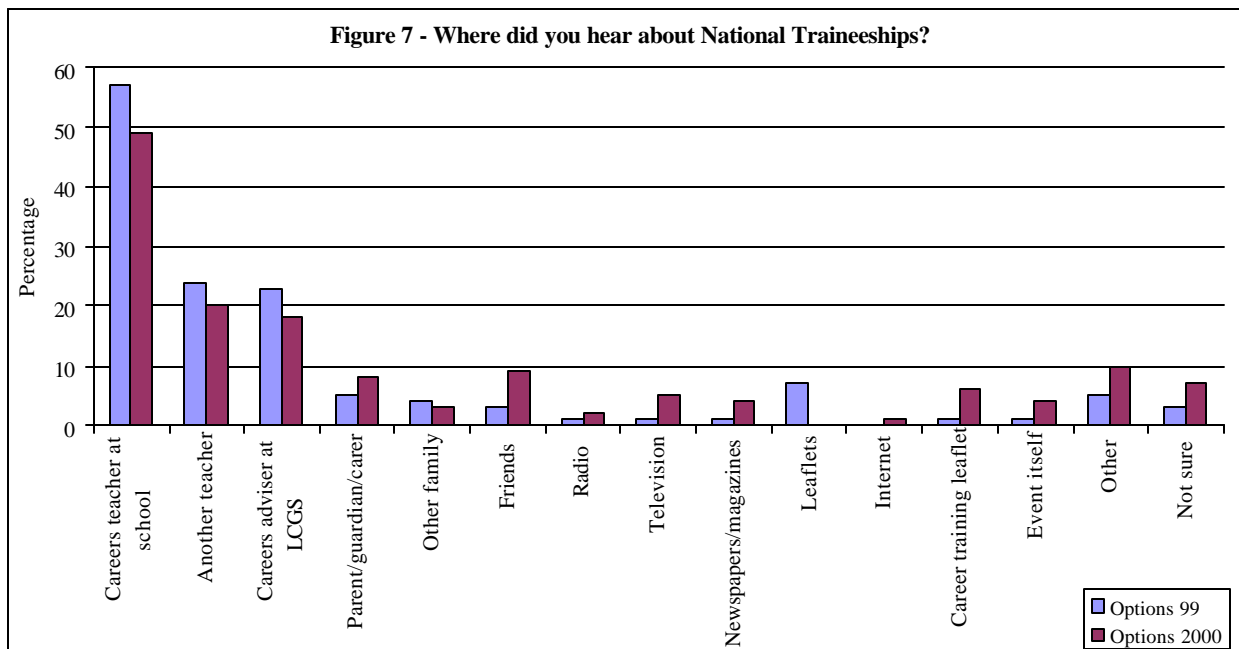
There was very little difference in the results for the male and female groups, in that 32% of the males and 35% of the females had heard of National Traineeships. This is interesting in that in the Work Based Training Satisfaction survey referred to earlier, a higher proportion of female respondents were completing this programme than the males.

## **Ethnicity**

A greater proportion of the White/European students had heard of National Traineeships than of the Indian group, at 34% compared with 27%. However, this does leave a very high proportion of each group that had not heard of the programme, 67% and 73% respectively.

#### Where did you hear about them?

When asked where they had heard about National Traineeships, the pattern is very similar to that for Modern Apprenticeships. The greatest proportion had heard of National Traineeships through their careers teacher, at 49%; 20% had heard of them through another teacher, and 18% through an adviser at the Careers Service. These results are lower for all three sources compared with those recorded last year, at 57%, 24% and 23% for careers teacher at school, another teacher at school and an adviser at the Careers Service respectively.



### Gender

There was a difference of 22% between the proportions of the male and female groups that had heard of National Traineeships through their careers teacher, at 61% and 39% respectively. ‘Another teacher’ was the next most common answer from both groups, at 23% of the males and 18% of the females. A greater proportion of the males had learnt of National Traineeships through an adviser at the Careers Service, at 21% compared with 16% of the females. 19% of the males, compared to none of the females, had heard of National Traineeships through their parents.

### Ethnicity

There were slight differences in the proportions of each group in the three most common answers, which were careers teacher, careers adviser and another teacher. The greatest proportion of each group had heard of the programme through their careers teacher, at 44% of the White/European group and 48% of the Indian group. A careers adviser at the Careers Service was the next most common answer for both groups at 22% and 19% respectively, followed by another teacher at 20% of the White/European and 14% of the Indian group. 12% of the White/European group had heard of them through their parents, compared with none of the Indian group.

### What do you think National Traineeships are?

60% of those who had heard of National Traineeships were unsure what the programme actually was. 9% thought it was a ‘work based training programme’, and 4% ‘day release to college.’

Some other explanations of the programme given by one or two respondents included “looking at training around the world”, “work with training giving you a job afterwards” and “careers teacher at school.”

## **Gender**

A much greater proportion of female respondents compared with male respondents were unsure of what National Traineeships were, at 69% and 49% respectively. 12% of the males and 7% of the females thought it was a 'work based training programme.'

## **Ethnicity**

The highest proportion of both the White/European and the Indian groups were unsure what National Traineeships were, at 61% and 57% respectively. 10% of the White/Europeans, compared with 4% of the Indians called the programme 'Work Based Training', and a further 7% of the White/Europeans explained the programme as 'day release.' 9% of the Indians thought it was some sort of financial support for training.

## Who would you contact to find out more about them?

This question was asked to discover whom the respondents first thought of in connection with Modern Apprenticeships and National Traineeships. The greatest proportion, 42% would go to a careers centre to find out more about the programmes, with a further 24% going to a teacher or tutor at school to gain this information. 16% of respondents didn't know whom they would go to. It is interesting that although a 'careers teacher' was the most common source of knowledge about the programmes, and the person the greatest proportion would prefer to go to for careers advice, the largest proportion of respondents would contact the Careers Service to find out more about the programmes.

5% or fewer indicated that they would go to a company or business, a college, a training provider, a library or their parents.

## **FE provision**

### What do you think the letters FE stand for?

Only half, 50%, of respondents knew what the letters FE stood for, leaving 50% that didn't know.

### **Gender**

51% of the male respondents, compared with 49% of the female respondents gave the correct answer when asked what the letters FE stood for.

### **Ethnicity**

A slightly larger proportion of the Indian respondents knew what the letters FE stood for, at 52% compared with 48% of the White/European respondents. This result shows that the majority of the White/European group, 52%, was unaware what the letters FE stood for, compared with 48% of the Indians.

### Which of the following things do you think FE colleges offer?

A list of 13 possible answers was read out to the respondent, who could then choose as many from the list as they felt appropriate.

*Table 4: Awareness of FE provision*

<b>Service Offered</b>	<b>Overall %</b>	<b>Male %</b>	<b>Female %</b>	<b>White/European %</b>	<b>Indian %</b>
Courses for 16-18 year olds	76	72	79	78	70
A levels	76	71	81	77	76
GNVQs	74	73	75	71	77
Full-time courses	65	61	69	66	61
Part-time courses	62	55	67	64	54
NVQs	61	55	65	63	50
Courses for adults	55	50	59	59	45
Work Based Training programmes	49	42	55	49	43
Vocational courses	43	38	47	42	39
Adult guidance	31	30	31	32	28
Day release	21	24	19	27	8
Not sure	7	6	8	6	11
Other	1	1	1	1	0

While high proportions of the sample thought FE Colleges offered courses for 16-18 year olds, A-levels and GNVQs, there was generally less awareness of the adult courses and guidance available and of work-based schemes and vocational courses. Awareness of these types of provision was lower amongst the males and the Indian groups. It is interesting to note that awareness of what is offered by FE colleges is higher amongst the females, as a higher proportion of the females were planning to go to FE college on leaving their current school or college.

## **Computers**

### Do you use computers? How often do you use them at the moment?

97% of respondents had used computers; 37% used them on a daily basis, 26% more than once a week and 24% once a week.

### **Gender**

There was little variation between the male and female respondents in the proportions of each that used computers, with 98% of the males and 96% of the females saying they use or have used a computer.

There was only one major difference between the males and females when they were asked how often they used them at the moment. 49% of the males, compared with 28% of the females used a computer daily. However, the highest proportion of the females used a computer more often than once a week at 29% compared with 22% of the males. A further 26% of the female respondents and 22% of the males used computers weekly. Only 1% of each group had not used computers at all.

### **Ethnicity**

99% of the Indian group and 96% of the White/European group use or had used computers.

The greatest proportion of each group 49% and 33% of the Indian and White/European group respectively used computers daily. However, the second largest proportion of the White/European group, 32% used computers more than once a week, compared with 11% of the Indian group whereas the next largest proportion of the Indian group, 31% used computers once a week, compared with 20% of White/European group. Only 1% of each group had not used computers at all.

### Where do you use them?

Respondents were asked where they used computers and could give more than one answer if appropriate. 91% said they used computers at school, 66% said they used them at home, 25% said they used them in a library. The proportion of those with computers at home is very high, when these results are compared to those from the 2000 Household Survey conducted in Leicestershire in March-May of this year. In this survey, 54% of respondents said they had access to a computer (with or without a CD-ROM) at home, with 52% of respondents aged 16-24 indicating they had such access.

### **Gender**

The highest proportions of the groups, 90% of the males and 92% of the females, used computers at school, with a further 66% and 65% respectively using computers at home. Fewer than 5% of both groups indicated that they used computers at each of a youth club, a community centre or an Internet café.

There was only one difference of note when the results were analysed by gender, in that a higher proportion of the females used computers at a library than the males, at 28% compared with 21%.

## **Ethnicity**

When the results for this question were analysed by ethnicity, there were some interesting differences revealed. While a slightly higher proportion of the White/European group used computers at school, at 93% compared with 88% of the Indian group, nearly three quarters of the Indian group, 74% used computers at home, compared with 63% of the White/European group.

This is a very high result, especially when compared with the results from the Household Survey. In that project, there was no difference in the numbers of 'white' and 'non-white' (rather than Indian) respondents that indicated they had access to a computer at home, at 55%. This is much lower than the result recorded at Options 2000 for young people as discussed, as well as that for adults, which was 78%.

There was also a slight difference in the proportions of each group that used computers in a library, with 27% of the Indian group and 21% of the White/European group.

### What do you use computers for?

93% of respondents answered that they used computers for homework or coursework; 63% used them for games, 58% used them to access the Internet and 35% for e-mail.

## **Gender**

Very high proportions of the males and females used computers for their homework at 91% and 95% respectively. Otherwise much higher proportions of the males used their computers for games, Internet access and e-mail than the females with the differences ranging from 14-20%. For games, 74% of the male respondents, compared with 53% of the females, indicated that they used computers for this purpose. 66% of the males and 52% of the females used computers for Internet access, and 43% and 28% of each group respectively used them for e-mail.

## **Ethnicity**

There were slight differences in the results for the Indian and White/European groups. The largest proportions of groups, 99% and 92% respectively, used computers for their homework. 66% of the Indian and 63% of the White/European respondents used them for games; 62% and 57% respectively used them for access to the Internet; and 37% and 35% used computers for e-mail.

### How comfortable do you feel using computers?

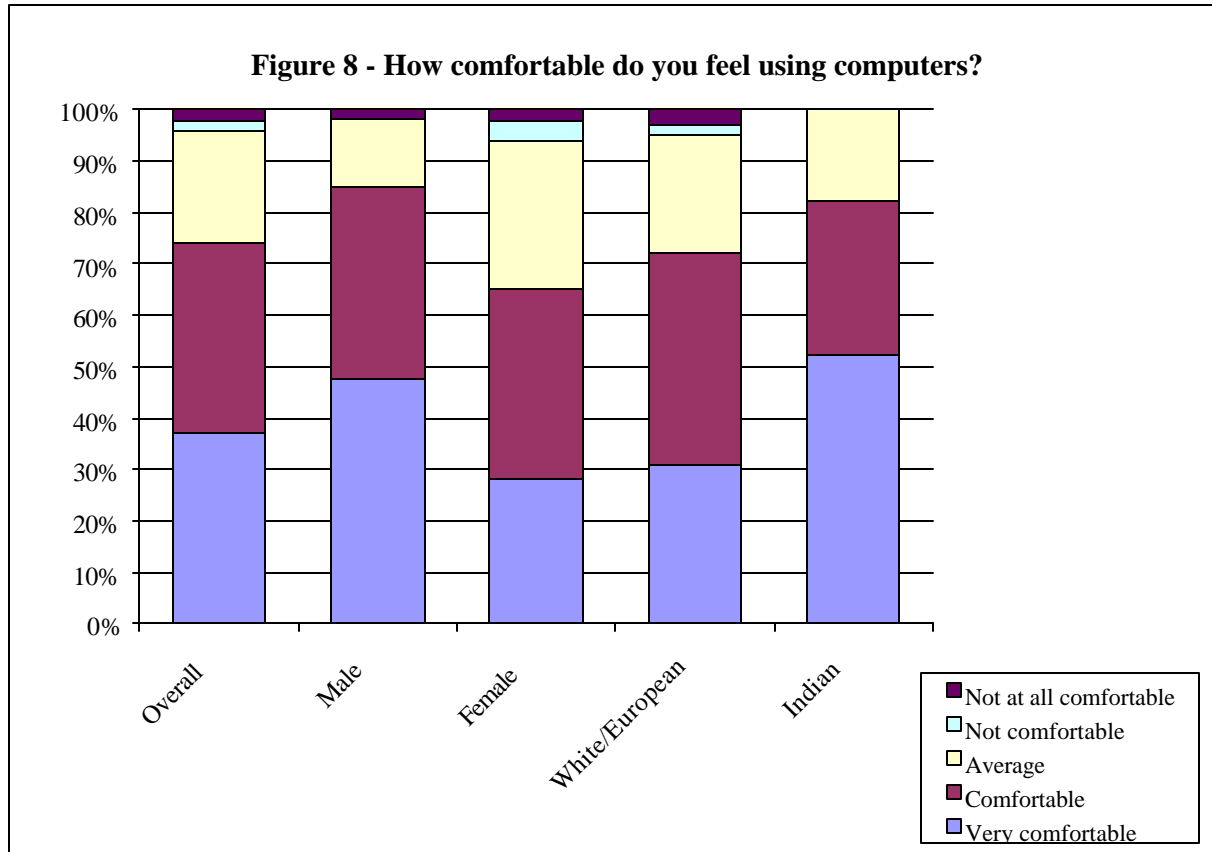
Of those who used computers, 75% felt comfortable or very comfortable using them, with 37% indicating 'very comfortable'. 4% of respondents said they felt not comfortable or not at all comfortable using them.

## **Gender**

48% of the male respondents, compared with 28% of the females felt 'very comfortable' using computers, with more similar percentages 38% and 35% respectively, indicating they felt 'comfortable.' 6% of the female respondents and 2% of the males felt 'not comfortable' or 'not at all comfortable' using computers.

## Ethnicity

53% of the Indian respondents compared with 31% of the White/Europeans felt 'very comfortable' using computers, with 30% and 42% respectively highlighting 'comfortable.' 5% of the White/Europeans felt 'not comfortable' or 'not at all comfortable', compared with none of the Indian respondents.



Would you consider using a computer to find out about careers information, job, training, and education opportunities?

When asked if they would consider using a computer to find out about careers information, job opportunities, training opportunities and education opportunities 88%, 83%, 73% and 81% of respondents respectively said that they would consider this.

## Gender

The majority of both the male and female groups would consider using a computer to find out about careers information, job, training and education opportunities with only small percentages indicating that they were not sure, or it was not relevant to them. It is interesting to note that the proportions considering finding out about training opportunities were lower than for the other types of opportunity. It is also worth noting that higher proportions of the males would consider using a computer for this information, reflecting the fact that higher proportions of males use computers and feel comfortable using them.

*Table 5: Proportions that would consider using a computer to find types of information*

<b>Type of information</b>	<b>Overall %</b>	<b>Male %</b>	<b>Female %</b>	<b>White/ European %</b>	<b>Indian %</b>
Careers information	88	92	85	88	89
Job opportunities	83	86	80	85	78
Training opportunities	73	75	71	75	67
Education opportunities	81	87	77	78	84

### **Ethnicity**

There are a couple of points to note here: that higher proportions of the White/European respondents would consider using a computer to find information on jobs and training, whereas a higher proportion of the Indian group would use a computer to find out about education opportunities.

## **Lifestyle**

Over a quarter of respondents, 29%, owned a mobile phone.

### **Gender**

33% of the male respondents, a difference of 7% from the 26% of female respondents, owned a mobile phone.

### **Ethnicity**

A greater proportion of the White/European respondents owned a mobile phone, at 32% compared with 23% of the Indian respondents.

The following questions were asked to help the Development team in the Education and Training division at the TEC. Their aim was to gain more information about what young people did outside of school, so that they could plan and publicise their programmes of training more effectively.

### **Which of the following methods of transport do you use?**

Respondents could highlight as many answers as appropriate, and often gave multiple answers.

Walking was given as an answer by the greatest proportion of respondents, at 77%. Bus, car and bike were amongst the most used methods of transport with 72%, 54% and 37% of respondents respectively, using them.

### **Gender**

There were interesting variations in the methods of transport most widely used by the male and female respondents. Similar proportions of the groups favoured walking, at 78% of the males and 77% of the females. Buses were used by a larger proportion of the females at 78% compared with 64% of the males, as also were cars at 59% and 48% respectively. A much greater proportion of the male respondents, however, used a bike as a means of transport, at 53% compared with 24% of the females.

### **Ethnicity**

While a greater proportion of Indian respondents used a car than the proportion of White/Europeans, a greater proportion of the latter group used buses and bikes than the former group. For example, 59% of the Indians compared with 50% of the White/Europeans used the car, whereas 60% and 77% of each group respectively used buses, and 25% and 44% used bikes. Similar proportions of the White/Europeans and of the Indian respondents walked, at 78% and 77% respectively.

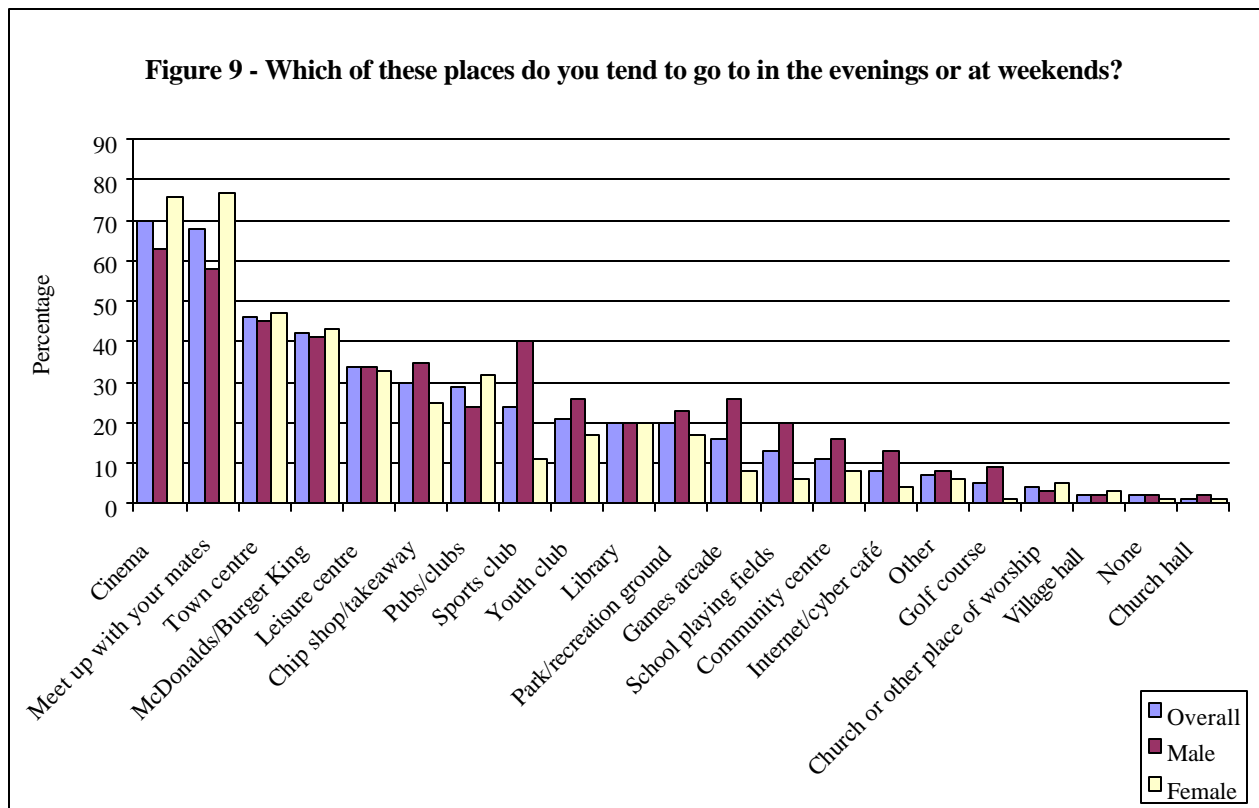
Which of these places do you tend to go to in the evenings or at weekends?

When asked about where they tended to go in their spare time and at weekends, there were several clear preferred areas. 70% go to the cinema in their free time, 68% of the respondents meet up with their mates, 46% go to the town centre, 42% go to McDonalds/Burger King, 34% go to the leisure centre or swimming baths and 30% go to the local chip shop or take-away.

Other answers with significant responses included sports club at 24%, youth club at 21%, library and park/recreation ground each with 20%, games arcade with 16% and community centre with 11%.

**Gender**

There were two clear preferences for spending spare time: 63% of the males and 76% of the females would go to the cinema, and 58% and 77% respectively would meet up with mates. There was notable difference between the genders in three other responses – where a greater proportion of the males than the females would spend their weekends or evenings this particular way. 40% of the males compared with 11% of the females go to a sports club; 26% compared with 8% go to games arcades, and 20% compared with 6% go to school playing fields.

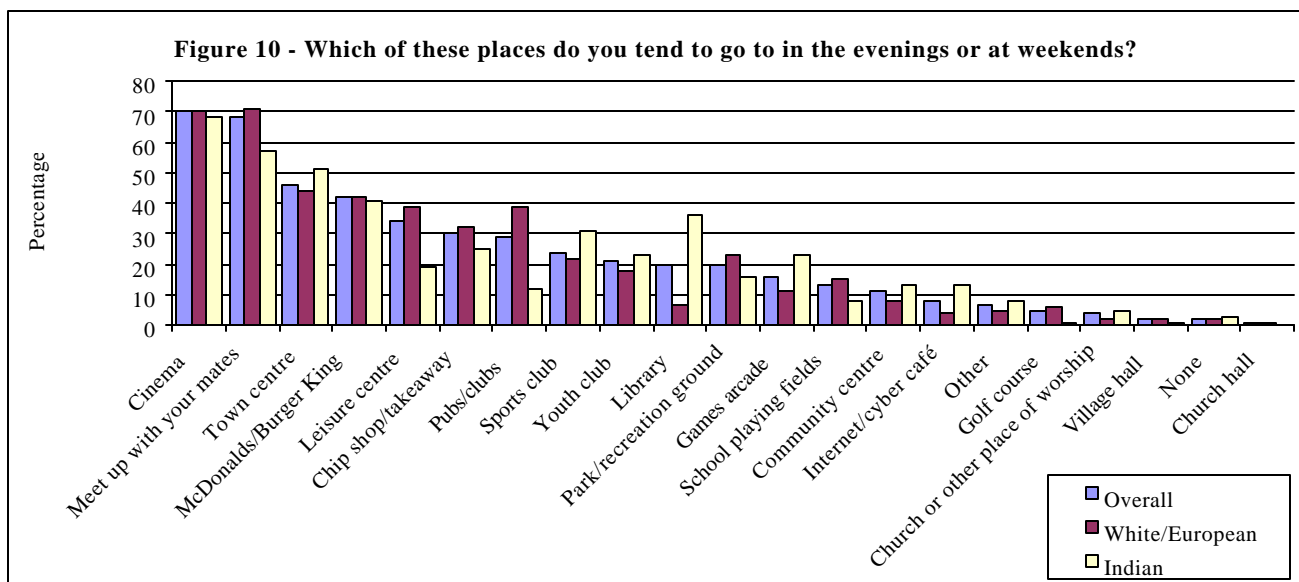


Those who said they met up with friends were asked where they did this. When these results are analysed a similar pattern emerges, with greater proportions of the males opting for the park or local area at 38% compared with 15%, while greater proportions of the females meet up in the town centre or at each other’s houses at 65% compared with 29%.

## Ethnicity

The greatest proportion of each group go to the cinema in their spare time or at weekends, with 70% of the White/European group and 68% of the Indian group indicating this. There were some more sizeable differences between the groups in the responses for pubs/clubs, leisure centre and the library. For the first two of these responses, a greater proportion of the White/Europeans than the Indians highlighted this way of spending their spare time, at 39% compared with 12% going to pubs, and 39% and 19% respectively going to leisure centres.

However, for the library, a greater proportion of the Indian respondents, 36% compared with 7% of the White/European respondents spend time in the evenings or weekends there. It is worth highlighting one other difference, in that a greater proportion of the Indian respondents spend time in games arcades than White/European respondents at 23% compared with 11%.



There was one significant difference when the places where respondents met with friends were analysed by ethnicity. The largest proportion of the Indian respondents, 39% meet up in the town centre compared with 23% of the White/Europeans, where as the largest proportion of the White/European group meet at each other's houses, at 27% compared with 22% of the Indians.

## **Appendix 1**

**OPTIONS 2000 RESEARCH – YOUNG PEOPLE**

Q1.  Male  Female

Q2. Are you studying full-time at school or college?

Yes            **GO TO Q7**     No            **GO TO Q3**

Q3. What are you doing at the moment?

<input type="radio"/> In a job with training	<b>CLOSE</b>	<input type="radio"/> In a job without training	<b>GO TO Q4</b>
<input type="radio"/> Working for yourself	<b>CLOSE</b>	<input type="radio"/> Work based training programme	<b>CLOSE</b>
<input type="radio"/> Not currently working	<b>CLOSE</b>	<input type="radio"/> Looking after dependent family	<b>CLOSE</b>
<input type="radio"/> Voluntary work	<b>CLOSE</b>	<input type="radio"/> Other	

If 'Other', please state \_\_\_\_\_

Q4. Are you aged 16 or 17?

Yes            **GO TO Q5**     No            **CLOSE**

Q5. Have you achieved 5 GCSEs at grades A-C or an NVQ level 2?

Yes            **CLOSE**         No            **GO TO Q6**

Q6. Are you aware that you may have the right to Time off for Study or Training?

Yes            **CLOSE**         No            **CLOSE**

Q7. What school or college do you go to? \_\_\_\_\_

Q8. What school or college Year are you in?

<input type="radio"/> Year 10	<input type="radio"/> Year 11
<input type="radio"/> Year 12 (1 <sup>st</sup> year sixth form)	<input type="radio"/> Year 13 (2 <sup>nd</sup> year sixth form)
<input type="radio"/> Not at school, at FE College	<input type="radio"/> Other

If 'Other', please state \_\_\_\_\_

Q9. What type of qualifications are you doing? **MULTI REPLIES POSSIBLE**

- GCSEs                       AS levels  
 A-levels                     NVQs  
 GNVQs                       Other  
 Not sure                    **IF 'NOT SURE' GO TO Q11**

If 'Other', please state (qualifications and levels) \_\_\_\_\_

Q10. **ASK IF GCSES**

How many GCSEs do you think you will get at grades A-C? \_\_\_\_\_ GCSEs

**ASK IF A LEVELS**

How many A-levels do you think you will get at grades A-E? \_\_\_\_\_ A-levels

**ASK IF AS LEVELS**

How many AS levels do you think you will get at grades A-E? \_\_\_\_\_ AS levels

**ASK IF NVQS**

How many NVQs are you working towards? \_\_\_\_\_

At what level? \_\_\_\_\_

**ASK IF GNVQS**

How many GNVQs are you working towards? \_\_\_\_\_

At what level? \_\_\_\_\_

Q11. Have you been on a work experience placement during this or the last academic year?

- Yes             No            **IF NO GO TO Q21**

Q12. What did you do? \_\_\_\_\_

Q13. Was this your first choice of placement?

- Yes             No

Q14. Who found you the placement?

**READ OUT**

- School             You did yourself             Other

If 'Other', please state \_\_\_\_\_

Q15. How long was your placement?

1 week       2 weeks       Other

If 'Other', please state \_\_\_\_\_

Q16. How useful did you find your placement?

Very useful     Fairly useful       Average useful       Not useful       Not very useful

Q17. What did you get out of it? \_\_\_\_\_

Q18. Did the company you were placed with tell you how you had got on?

Yes       No

Q19. Did you get any written feedback from the company following your placement?

Yes       No      **IF NO GO TO Q21**

Q20. How useful did you find this written feedback?

Very useful     Fairly useful       Average useful       Not useful       Not very useful

Q21. How well informed do you feel about the options open to you when you leave school or college?

Very well informed     Well informed       Average       Poorly informed       Very poorly informed

Q22. Do you know what you want to do when you leave your current school or college?

Yes       No      **IF NO GO TO Q25**

Q23. What do you think you will do when you leave your current school or college?  
**ONE SELECTION TO BE MADE FROM SHOWCARD A**

- 1  Stay on in Sixth Form
- 2  Sixth Form at another school
- 3  Sixth Form College
- 4  Further Education College
- 5  University/Higher Education College
- 6  Job with training
- 7  Job without training
- 8  Set up own business
- 9  Modern Apprenticeship
- 10  National Traineeship
- 11  Other

If 'Other', please state \_\_\_\_\_

Q24. What has attracted you to this choice? \_\_\_\_\_  
\_\_\_\_\_

Q25. If you were looking to get some careers advice who out of the following might you speak to? **READ OUT – MULTI REPLIES POSSIBLE**

- Careers teacher at school
- Another teacher at school
- Careers adviser at Careers Service
- Parent/guardian/carer
- Other family
- Friends
- No-one
- Don't know
- Other

If 'Other', please state \_\_\_\_\_

Q26. Which of these would be your preferred option?  
**TICK ONE FROM THOSE REPLIES IN Q25**

- Careers teacher at school
- Another teacher at school
- Other family
- No-one
- Other
- Careers adviser at Careers Service
- Parent/guardian/carer
- Friends
- Don't know

If 'Other', please state \_\_\_\_\_

Q27. Do you know what career you eventually want to go into?

Yes

No

**IF 'NO' GO TO Q30**

Q28. What career is this? \_\_\_\_\_

Q29. Do you think any of the following are likely to prevent you getting into this?

**USE SHOWCARD B – MULTI REPLIES POSSIBLE**

1  Getting the right grades

2  The cost of any more education

3  The cost of any training

4  Lack of guidance

5  Lack of knowledge of how to get into it

6  Lack of vacancies

7  Lack of contacts

8  Lack of experience

9  Travel/location

10  Family commitments

11  Disability/illness

12  Discrimination on gender

13  Discrimination on race

14  Discrimination on age

15  None of these is likely to prevent me

16  Not sure

17  Other If 'Other', please state \_\_\_\_\_

Q30. Have you had a one-to-one interview with an adviser from Leicestershire Careers & Guidance Services in the last year?

Yes

No

Q31. Is there a careers library at your school or college?

Yes

No

Not sure

**IF 'NO' OR 'NOT SURE' GO TO Q34**

Q32. Have you used it in the last year?

Yes

No

Q33. How useful have you found it?

Very useful

Fairly useful

Average useful

Not useful

Not very useful

Q34. Have you heard of the following training programmes:

**READ OUT**

Modern Apprenticeships

Yes

No



Q39. Which of the following things do you think Further Education Colleges offer:  
**READ OUT - MULTI REPLIES POSSIBLE**

- Courses for 16-18 year olds
- Courses for adults
- Adult guidance
- A-levels
- NVQs
- GNVQs
- Vocational courses
- Day release
- Work Based Training programmes
- Part-time courses
- Full-time courses
- Not sure
- Other

If 'Other', please state \_\_\_\_\_

Q40. How many parents/guardians/carers do you live with? \_\_\_\_\_  
**IF NONE GO TO Q42**

Q41. **ASK IF ONE**  
**ASK IF MORE THAN ONE**

What do they do?  
What do the two main carers do?

Person 1

- In paid employment
- Work for themselves
- Not currently working
- On a training programme
- In full-time study
- Voluntary work
- Looking after dependent family
- Other

Person 2

- In paid employment
- Work for themselves
- Not currently working
- On a training programme
- In full-time study
- Voluntary work
- Looking after dependent family
- Other

If 'Other' (person 1), please state \_\_\_\_\_

If 'Other' (person 2), please state \_\_\_\_\_

Q42. Do you use/have you used computers?

- Yes       No      **IF NO GO TO Q48**

Q43. How often do you use computers at the moment?

- Daily
- More than once a week
- Weekly
- Fortnightly
- Monthly
- Less often than monthly
- Not at all

Q44. Where do you use/have you used them?

**READ OUT – MULTI REPLIES POSSIBLE**

- Home
- School
- Youth club
- Community centre
- Internet/Cyber café
- Library
- Other

If 'Other', please state \_\_\_\_\_

Q45. Where else might you like to be able to access computers? \_\_\_\_\_

\_\_\_\_\_

Q46. What do you use/have you used computers for?

**READ OUT – MULTI REPLIES POSSIBLE**

- E-mail
- Internet access
- Homework/coursework
- Games
- Other

If 'Other', please state \_\_\_\_\_

Q47. How comfortable do you feel using computers?

- Very comfortable     Comfortable     Average     Not comfortable     Not at all comfortable

Q48. Would you consider using a computer to find out about:

**READ OUT**

	Yes	No	Not sure	Not relevant
Careers information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49. Do you own a mobile phone?

Yes  No

Q50. Is there anything that concerns you about going out to work?

Yes  No **IF NO GO TO Q52**

Q51. What is this? \_\_\_\_\_  
\_\_\_\_\_

Q52. Which of the places on the showcard do you tend to go to in the evenings or at weekends? **USE SHOWCARD C – MULTI REPLIES POSSIBLE**

- 1  Chip shop/takeaway
- 2  Church hall
- 3  Church or other place of worship
- 4  Cinema
- 5  Community centre
- 6  Games arcade
- 7  Golf course
- 8  Internet/cyber café
- 9  Leisure centre/swimming baths
- 10  Library
- 11  McDonalds/Burger King
- 12  Meet up with your mates
- 13  Other
- 14  Park/recreation ground
- 15  Pubs/clubs
- 16  School playing fields
- 17  Sports club
- 18  Town centre
- 19  Village hall
- 20  Youth club
- 21  None of the above

Where do you do this? \_\_\_\_\_

If 'Other', please state \_\_\_\_\_

Q53. Which of the following methods of transport do you use?

**MULTI RESPONSES POSSIBLE - READ OUT**

- Bike
- Moped/motorbike
- Car
- Walking
- Bus
- Train
- Other

If 'Other', please state \_\_\_\_\_

Q54. What is your ethnic origin?

**READ OUT**

- |  |  |
|--|--|
| <input type="checkbox"/> White/European    | <input type="checkbox"/> Black Caribbean |
| <input type="checkbox"/> Black African     | <input type="checkbox"/> Black Other     |
| <input type="checkbox"/> Indian            | <input type="checkbox"/> Bangladeshi     |
| <input type="checkbox"/> Pakistani         | <input type="checkbox"/> Chinese         |
| <input type="checkbox"/> Asian Other       | <input type="checkbox"/> Other           |
| <input type="checkbox"/> Prefer not to say | Please state _____                       |

Q55. Where do you live? \_\_\_\_\_

Q56. Please could you tell me your postcode. \_\_\_\_\_

**THANK THE RESPONDENT FOR THEIR TIME.**