

**What Works? Supporting
young people who are new
arrivals to the UK and those at
risk of becoming NEET:**

**A qualitative research study
undertaken with young people
in Leicester**

Final Report

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1 Introduction

1.1 Introduction

This report has been written by the Centre for Guidance Studies (CeGS) for the Connexions/AWI Post-16 Research Project Steering Group. It provides a summary of *key findings* arising from a small-scale qualitative research study and associated research undertaken between March and May 2006.

1.2 Summary Findings

- There are currently *around 1,000* 16-18 year olds in Leicester who are not in education, employment or training (NEET) (just under 10% of the cohort).
- A *range of provision* is available pre-16 to help prevent further young people becoming NEET and to address the needs of those post-16 who are NEET.
- The majority of young people in the survey (both new arrivals and at risk of becoming NEET) reported they were happy with the provision they were undertaking (although it cannot be guaranteed that they constitute a representative sample).
- Key features of *successful provision* ('what works') highlighted by young people at risk of becoming NEET in this research include the importance of:
 - positive attitudes to low achievers focusing on what they can do as opposed to what they can't;
 - clear expectations and coherent demands from school staff avoiding over-load;
 - varied and tailored provision, including an appropriate balance of classroom/group-based and outside activities (including trips/visits, college/vocational placements and work experience);
 - building effective group/peer support mechanisms; and
 - appropriate individual support, including that provided by pastoral/tutorial staff and Connexions Personal Advisers (PAs).
- These findings are validated by available evidence in the wider evidence base.
- National research provides a very mixed picture concerning the effectiveness and coherence of alternative education/curriculum provision. Local planners may need to review their overall provision to maximise its effectiveness and to ensure the adequacy of progression routes.

1.3 Research Aim

The aim of the research was to help inform the work of those partners responsible for reducing the numbers of NEET young people, including considering the support needs of new arrivals to the area and those undertaking 'alternative curriculum opportunities'¹. The research team was tasked with identifying good practice both through primary research with local young people and considering the wider evidence base.

1.4 Methodology

Following the first Steering Group meeting in March a *workplan* was agreed. This included securing the support of delivery partners to both identify and brief suitable young people to complete *agreed questionnaires* and to arrange for *focus groups* to be conducted by sessional researchers recruited by Connexions Leicester Shire and briefed by CeGS.

A total of 120 young people were involved in the *primary research* (95 questionnaires were returned to CeGS² and 25 young people were involved in focus groups³). In regard to *secondary desk research* the CeGS research team identified relevant research studies and reviewed information provided by Connexions Leicester Shire and some other partners.

1.5 Report

This report sets out:

- **Research findings** for young people at risk of becoming NEET and then for those who are new arrivals to the UK. This includes for each: a *background section* (providing relevant evidence from desk research); a *survey section* (providing key data from the survey work that was undertaken respectively with both research groups); a *focus group section* summarising issues raised during the group discussions; and a *key issues section*.

¹ In terms of numbers of young people in Leicester in target groups, Leicester City Council informed CeGS that of those new arrivals admitted to schools aged 14-16, a total of 33 (21 boys; 12 girls) entered in Year 10 this year from abroad and 71 in Year 11 (43 boys and 28 girls). No information is held on their ethnicity as 'it has no bearing on a request for a school place'. In terms of those in alternative curriculum provision, the LEA indicated that there are 114 young people aged 14-16 (89 male; 25 female) who are registered with the Secondary Federated Pupil Referral Services (PRU).

² In regard to the NEET research, a total of 68 questionnaires were returned (against a target of 60). In regard to the New Arrivals research, 27 questionnaires were returned by Regent and Leicester Colleges (against an overall target of 40).

³ NEET Research: Fosse Academy (5), Regent College (7), Chill Enterprises (4), English Martyrs School (4). New Arrivals Research: Leicester College (5).

- **Conclusions** based on our review of primary and secondary research evidence and **recommended actions** for consideration by local partners.
- **Appendices** providing respectively: *summary tables* for all the data gathered through the survey research; and data on young people who are NEET in Leicester (provided by Connexions Leicester Shire).

2 Research Findings

Young people at risk of becoming NEET

2.1 Background

There is concern in many European countries⁴ about the number of young people who are not in education, employment or training. However, the scale of the difficulty in the UK is highlighted by the fact that the participation rate for 17 year olds is ranked 27 out of 30 OECD countries⁵.

The likely profile of young people at risk of becoming NEET is well-evidenced in the literature⁶. Key characteristics include:

- Adverse family circumstances.
- Traumatic events (including bereavement).
- Personality/behavioural difficulties.
- Disaffection with school.
- Learning difficulties/disabilities.
- Truancy.
- Health problems.
- Bullying.
- Being in care.
- Drug and/or alcohol abuse.
- Crime.
- Homelessness.
- Immaturity.
- Lack of money and/or support.

More specifically, recent DfES-funded research⁷ has established that:

- There is *no evidence* that those who are NEET at 16 or their parents have *lower aspirations* than other young people. There is also no evidence that having low or no qualifications *automatically leads* to a young person becoming NEET.
- Those who were NEET *at 16* were more likely to have lower socio-economic status, parents with low or no qualifications, and difficult experiences in Year 11 (such as truancy and exclusion) than other

⁴ Kenall, S. & Kinder, K. (2005). *Reclaiming those disengaged from education and learning: A European perspective*. Slough: National Foundation for Educational Research.

⁵ Department for Education and Skills, (2004). *OECD: Education at a glance*. Nottingham: DfES.

⁶ Stone, V., Cotton, D., & Thomas, A. (1999). *Mapping troubled lives: Young people not in education, employment or Training*. DfEE Research Report 181.

⁷ Rennison, J. *et al*, (2005). *Young people not in education, employment or training: Evidence from the Education Maintenance Allowance pilots database*. Nottingham: Department for Education and Skills.

young people. This group was also found to be *the least likely* to escape from being NEET.

- Young people who were in the NEET category were more likely to have been affected by *financial considerations* than other young people. Additionally, their parents were more likely to feel they should have a part-time job to contribute to household expenses.

Connexions Services have been given a key role in supporting young people at risk of becoming NEET⁸ and DfES-funded research⁹ has considered actions that have been successfully deployed to help reduce NEETs.

Research has been undertaken into how to motivate young people who are at risk of becoming NEET through a range of initiatives. The success of current approaches was considered as part of ESRC-funded research undertaken with partners by the Centre for Economic Performance (CEP) and the National Foundation for Education Research (NFER)¹⁰.

Some commentators have expressed concerns about the quality and range of 'vocational' options¹¹ that are increasingly being offered as part of this provision as well as the appropriateness and rigour of what is being offered in 'increased flexibility programmes'¹².

An HMI survey reviewed the provision for pupils other than those at school¹³. The research found that:

- much of the provision in 'alternative education projects' is unsatisfactory;
- the curriculum is often poor and fails to give pupils the opportunity to gain qualifications;
- in the weakest provision young people were judged to be 'merely kept occupied with 'desultory or diversionary activities'';
- most projects are unable to promote re-integration into mainstream schools;

⁸ Connexions, (2002). Youth Support Services for 13-19: A vision for 2006. Nottingham: DfES
⁹ Popham, I, (2003). *Tackling NEETs*. Connexions Research Report no: CNX R 01 2003. Nottingham: DfES
¹⁰ Papers can be found on <http://cep.lse.ac.uk/events/seminars/motivation/default.asp>
¹¹ Stanton, G. (2006). *Rhetoric and reality: Vocational Options and current educational policy*. CeGS Occasional Paper. Derby: Centre for Guidance Studies
¹² Ecclestone, K. 'Let the poor do hairdressing'. Article in Times Educational Supplement FE Focus, 9 June (www.tes.co.uk/fefocus)
¹³ Ofsted, (2003). *Key Stage 4: Towards a flexible curriculum* (HMI 517). Manchester: OFSTED Publications

- nearly a third of teaching, much of it undertaken by unqualified teachers, is unsatisfactory and pupils' progress is not adequately monitored or accounted for in many of the settings;
- because there is no system of registration, the numbers of pupils attending these projects is difficult to assess. None of the LEAs inspected had a fully effective system for gathering information to enable them to track all pupils; and
- some school-age pupils were not on school rolls. In each of the LEA areas visited, the number in Year 11 was lower than that in Year 10 the previous year. The national figure for this loss was 1.4% in 2003¹⁴.

The Home Office (and the then DfEE) commissioned research to evaluate provision in six case study Alternative Education Initiatives (AEIs)¹⁵. The AEIs were selected for case study because they displayed some success at re-engaging young people in the educational process. The study formed part of a wider evaluation of the Home Office's Crime Reduction Programme. The research found that in *successful provision* young people highlighted:

- a change in their attitude as a result of attending the AEI;
- that they were more willing to learn;
- they were enjoying learning and furthermore were considering the inclusion of education in their future progression; and
- that 75 per cent of those interviewed reported an improvement in their behaviour as a result of attending the AEI.

2.2 Survey

The young people identified by partners at risk of being NEET who completed questionnaires were undertaking a range of provision. Just under half (44%) were *mainly undertaking lessons in school* with additional support, just under a quarter (23%) were undertaking some lessons *in school* but also *activities outside school*. A total of 15 per cent were undertaking *some lessons* but also other activities *in school* and a further 14 per cent indicated they were undertaking *alternative provision* outside of school full-time, or in combination with activities elsewhere.

In terms of *their aspirations*, just under *one in five* (19%) respondents were unsure what they wanted to do when they left school. *Just under a half* (46%) saw themselves going into Further Education (32% FE, 14% Sixth Form), 42 per cent into a Modern Apprenticeship or 'job with

¹⁴ Ofsted estimated that there were at least 9,000 15 year olds missing from school rolls in England in 2003.

¹⁵ Kendall S., Kinder, K., Halsey, K., Fletcher-Morgan, C., White, R., Brown, C. (2002). *An Evaluation of Alternative Education Initiatives*. London: DfES

training', with the balance seeing themselves going into a job without training¹⁶.

Well over *half* of respondents (61%) strongly agreed or agreed (9% and 52% respectively) that they enjoyed what they were doing at school this year. Just *under two-thirds* (63%) strongly agreed or agreed (36% and 27% respectively) that they enjoyed what they were doing at college/out of school provision. Activities undertaken outside school/college settings had high approval ratings (73%) including those who have been involved in *work experience*.

In terms of those at school, around *half* of respondents (40.7%) agreed they get the help they need to *cope at school*, with around a quarter (18.8%) strongly agreeing. However, the other half disagreed or was not sure.

In terms of those attending college and/or other out of school provision, just under *two-thirds* (62%) of respondents agreed that they get the help they *need to cope*, with just under a quarter agreeing strongly. Just over a third (38%) disagreed or more frequently were unsure.

Just over two-fifths (41%) of all respondents indicated that they felt they were *treated as an individual*. However, just *under a third* (30.1%) did not feel this way and the balance was unsure.

In terms of *attendance*, on a self-report basis, respondents generally indicated that their attendance was better this year than last. *Three-quarters* indicated it was very good or good (42% and 33% respectively) opposed to just *over half* last year (24% and 27% respectively). However, it should be noted that a variety of factors could be at work here. This was certainly an area where *most* felt that they had made progress in the past year. *Over half* (52%) felt they had made a *lot of progress*, and *over a third* (29%) some progress.

Over two-thirds (68%) felt they were making progress too in *English and Maths* and in regard to developing their *self-confidence*.

Overall, *over three quarters* (76%) of respondents felt they were being prepared for the future (17% very well). Only 16 per cent felt they were not being very well prepared; the balance was unsure.

¹⁶ Recent DfES-funded research (Research Brief: RR736) into young people in jobs without training stressed that many young people see such jobs as a 'stopgap' before a better job comes up.

2.3 Focus Groups

A wide range of issues arose through the focus groups, these included:

- **Lack of interest in low achievers:** One group commented on what they saw as, 'a lack of interest' from their school in lower achievers. One commented: 'I think they're more bothered in trying to keep the reputation of this school, cos like its got a good one so they focus on the clever ones instead of us'.
- **Focus on bad behaviour in lower ability classes:** One group commented that teachers focus more on those 'who are misbehaving rather than those who are struggling to learn'. They indicated that it would help if lower ability groups were split so: 'naughty kids were in a different one to those that were just thick'. They said that when the 'naughty' students are not in class, teachers have been known to say: 'We are having a good lesson 'cos the naughty kids ain't here'.
- **Mixed messages from teaching staff:** One school-based group commented that they found it difficult to reconcile the demands of different teachers. As one said: 'The English teacher would say English is the most important subject and you should only revise this whereas the Science teacher would be saying the same thing about science. It just left me confused'.
- **The importance of young people feeling they are valued:** A number of young people commented on the importance of being valued and listened to by adults. A few indicated in open session that this was a specific concern. One said: 'There isn't nobody to talk to in school, teachers don't listen and me Mum and Dad don't understand'. Poor relations with just one member of staff can have a disproportionate effect on young people's views of themselves and what they are doing. For example, one group commented on how difficulties with a Maths teacher affected their view of a whole programme they otherwise enjoyed.
- **The importance of varied and tailored provision:** A number of comments were made in focus groups about the importance of *trips and visits*. Their role was emphasised for example in regard to, 'helping towards ASDAN', 'giving us a break from sitting and staring at the blackboard' and 'making us want to work - to teach and learn'. Positive feedback regarding provision included:
 - one group undertaking Future Pathways enhanced curriculum provision commented favourably on the balance of provision they were undertaking;
 - young people who attend Chill Enterprises for part of their provision were particularly pleased with the college placement

they undertook, indicating that they, 'get to go with their friends', 'do not have to wear school uniform', 'get respect' and 'have a more relaxed feeling with teachers'; and

- those seen at the Fosse Academy said that they found it 'a good place' and indicated it allowed them 'to stay in education'. One said: 'It provides great opportunities; teachers don't get annoyed at you'.
- **Alternative accreditation:** Two groups were involved in undertaking the ASDAN qualification. One respondent said: 'I don't think GCSEs are everything, but they do help you cos when ya go for a job they ask ya if you've got GCSEs and you say 'no got an ASDAN', they say like 'ya what'? So you have to explain it like, ya get me?' Others indicated that they would prefer to do GCSEs if they could but are unable to 'get back into school cos we're excluded'.
- **Offering appropriate post-16 opportunities:** The majority of the NEET group at Regent College interviewed in the focus group had started in November 2005. They indicated that the College had contacted them and that the group had 'bonded' well and were working on a core curriculum with a range of supplementary activities. All seemed pleased with the programme. As one said: 'I have enjoyed it and learned more in the last six months than in the last two years and the good part is that they do not have supply teachers'.

2.4 Key Issues

Key issues arising from research with young people at risk of becoming NEET include the need to:

- avoid *marginalising low achievers* and to provide them with necessary support to *maximise their potential*;
- identify what pre- and post-16 provision is *most effective* to meet the needs of those who are at risk of becoming NEET and to ensure that there is access to *appropriate provision* across the City; and
- ensure that whatever activities have been undertaken pre-16 are *recognised and valued* and that *post-16 progression* is adequately supported.

New Arrivals to the UK

2.5 Background

A commitment to community cohesion, inclusion and integration is evident in many government policies and strategies including education¹⁷.

For young people who are new arrivals to the UK - including refugees and asylum seekers - becoming part of a local school/college community is a *key intervention* in promoting their emotional well-being and in facilitating their integration.

There is a range of literature concerning the experience of young people from minority ethnic groups in education and training systems and specifically regarding their potential to become NEET¹⁸. Much of the literature regarding new arrivals to the UK focuses on issues concerning refugees and asylum seekers¹⁹.

Key points made in recent research undertaken by the Refugee Council²⁰ in regard to young people aged 14-16 include that:

- although there is evidence that refugee pupils are well-motivated and potential high achievers 'pressures of league tables continue to be a barrier for many young people';
- refugee parents and carers face 'multiple barriers' when trying to support their children;
- although there is considerable academic research about the importance of English as an Additional Language (EAL), there is little into the merits and impact of different modes and types of provision; and
- the voice of refugee young people is rarely heard.

¹⁷ Home Office, (2004). *Strength in diversity: Towards a community cohesion and race equality strategy*. London: Home Office Communication Directorate

¹⁸ For example: Social Exclusion Unit, (1999). *Bridging the gap: New opportunities for 16-18 year olds not in education, employment or training*. London: TSO.

¹⁹ Dennis, J. (2002). *A case for change: How refugee children in England are missing out*. London: Refugee Council

²⁰ Refugee Council, (2005). *Daring to dream: Raising the achievement of 14-16 year old asylum-seeking and refugee children and young people*. London: Refugee Council

2.6 Survey

The sample of 'new arrivals' to Leicester contained *just under half* (44%) who arrived in 2005, just under a quarter (22%) who arrived in 2004, with the balance having arrived in the period 2000 - 2003.

The country of origin of the largest single group was India (59%) and the second largest was Somalia (22%). Other countries represented included Afghanistan, Kenya, Mozambique and Nigeria.

In most cases (85%) new arrivals had come *direct* from their country of origin. However, some had come from other countries, including members of the European Union²¹. *Over a quarter* (26%) indicated that they had lived elsewhere in the UK before settling in Leicester.

The main reasons for young people and their families coming to the UK appeared to be *educational and economic*. For example, over 96 per cent indicated that gaining access to better *educational opportunities* was important in their decision to come to the UK and 93 per cent indicated that they had come here *to gain a better life*. Only a few in the sample group came *because of persecution*.

The *choice of Leicester* appeared to be made in over a *half of cases* (52%) because they *already knew people/had family in the area* and in a *third of cases* (33%) because *they knew that people from my country/culture lived in the area*. Just over *two-thirds* (67%) indicated that they felt that the support that they had received from Leicester City Council in regard to finding a place at school or college was very good or good (37% and 30% respectively) and most of the rest were not sure.

The majority of students (96%) assessed the college they attend (Regent or Leicester College) as very good or good (82% and 15% respectively).

Just *over three-quarters* (78%) indicated that they had attended secondary school full-time before they came to the UK. However, just under *one in ten* (7%) had either only attended school on a part-time basis or not at all.

In just *under a half of cases* (48%) respondents indicated they were studying at a higher level than when they last studied outside the UK. A total of 15 per cent indicated it was at the same level, 7 per cent felt it was at a lower level just under a third (30%) were not sure and.

²¹ Capturing the experience of young people in the Somali Community has been the subject of an AimHigher-funded project managed by Regent College and involving other Sixth Form Colleges in the city. Some case studies of their experience (often involving moves from other European countries) have been captured on a DVD called (2005) 'Basketball and Baasto' which was funded by the Leicestershire, Leicester and Rutland Community Foundation.

Almost *all respondents* (97%) described the support they received to settle into their college as very good or good. High levels of satisfaction (around 96% in all cases) were also expressed with the following issues:

- how college systems work and curriculum options were explained;
- the opportunities given to catch up in difficult subjects and to start new subjects; and
- the opportunities to improve skills in English.

The support provided by Connexions was noted by a number of respondents in open comments.

2.7 Focus Group

The members of the focus group had been resident in the UK between 4 and 18 months. The group interviewed at Leicester College²² was reported as being 'very upbeat, relaxed and positive' about what they were undertaking. The issues they raised included:

- the need to understand about *education systems* and the *equivalence of qualifications* (e.g. 'You expect when you come to a new country that it's the same in every country'); and
- some feeling that they could be working at a higher level but recognising this is not the same for all people in all subjects ('Overall the pace of courses is fair as some people struggle in some areas and excel in others').

2.8 Key Issues

Key issues arising from research with young people who are new, or recent arrivals to the UK, include the need to:

- understand the *background* and *circumstances* of young people;
- identify the *gaps in individuals' understanding* of educational and vocational pathways so that they are undertaking the most appropriate provision; and
- provide *effective advice and support*, building on the frequently high levels of motivation that exist to succeed and addressing issues such as lack of competence/fluency in written and spoken English.

²² It was reported that there are some 100 students at the college who are 'recent arrivals' to the UK receiving English language support and undertaking other studies. The college indicated that completion rates for these courses are 'high' and that students who are able are moving onto mainstream courses.

3 Conclusions and Recommendations

3.1 Conclusions

The research is very encouraging in regard to the positive feedback provided by young people surveyed, although the small-scale nature of the research means it is not possible to indicate whether their views are representative.

The findings in terms of 'what works' are validated and reinforced by the review of secondary evidence which provides a reasonably clear view about what type of provision needs to be put in place to attract and retain young people and prevent them becoming NEET. Unsurprisingly similar findings have also been found with related provision for 16-19 year olds (e.g. evaluations of Gateways to Learning, level 2 initiatives and other studies undertaken by CeGS).

There are important *similarities* and *differences* in regard to those young people who are at risk of becoming NEET and those who are new arrivals to the UK.

In terms of similarities, both groups face substantive challenges and arguably constitute some of the most *vulnerable learners* that the education system is seeking to serve.

However, the *differences* between the needs of the groups are also marked, particularly in regard to issues such as behaviour and the extent to which they are motivated to engage in education. What is clear though is that *appropriate pre-16 and post-16 provision* has to be developed for them and it is not evident from this research that this is as available across the City as it could, or should be.

3.2 Recommendations

In reflecting on these findings, the Connexions Leicester Shire/AWI Post-16 Project Steering Group considered *the key areas for action in Leicester to be* how best to:

- avoid marginalising those young people aged 14-19 currently working below level 2;
- ensure appropriate access to provision for both new arrivals and those at risk of becoming NEET;
- measure the effectiveness of progression opportunities for both groups;
- support those delivering provision to enable them to share and develop good practice;

- recognise and value what both groups have achieved for progression purposes; and
- ensure that statutory rights to education are delivered and elements of the system work together in a coherent way.

It is hoped that this research will provide a stimulus to consider these issues and to encourage and support local provision in focusing on, and developing further, 'what works'.

Appendices

Appendix 1: Breakdown of Questionnaire Results

NEET

q1a What did you think about school last year?

	No.	%
I hated school	10	14.7
I didn't enjoy school	7	10.3
School was ok	30	44.1
I enjoyed school	15	22.1
I really enjoyed school	6	8.8
Total	68	100.0

No response= 1

q2a How would you describe your attendance at school last year?

	No.	%
Poor	3	4.4
Not very good	13	19.1
OK	16	23.5
Good	18	26.5
Very Good	18	26.5
Total	68	100.0

No response= 1

q2b Number of weeks absence from school last year

	No.	%
I was not absent at all	8	11.9
1 week or less	21	31.3
2-4 weeks	21	31.3
5-6 weeks	8	11.9
7 weeks or more	9	13.4
Total	67	100.0

No response= 2

q2ci Reason for absence from school

	No.	%
I was ill	37	100.0
Total	37	100.0

No response= 32

q2cii Reason for absence from school

	No.	%
I went on holiday	11	100.0
Total	11	100.0

*No response= 58***q2cv Reason for Absence from school**

	No.	%
I didn't get on with my teacher	5	100.0
Total	5	100.0

*No response= 64***q2cvi Reason for absence from school**

	No.	%
I didn't get on with the people in my class	2	100.0
Total	2	100.0

*No response= 67***q2cvii Reason for absence from school**

	No.	%
I was absent for another reason	24	100.0
Total	24	100.0

*No response= 45***q4 Which of the following best describes what you are doing this year?**

	No.	%
Lessons in school and extra help	27	43.5
Some lessons and other activities in school	9	14.5
Some lessons and also activities outside school	14	22.6
Alternative provision full time	7	11.3
Alternative provision and activities elsewhere	2	3.2
Other	3	4.8
Total	62	100.0

No response= 7

q5a How would you describe your attendance this year?

	No.	%
Not very good	3	4.7
OK	13	20.3
Good	21	32.8
Very Good	27	42.2
Total	64	100.0

*No response= 5***q5ba Number of weeks absent from school**

	No.	%
I was not absent at all	5	9.3
1 week or less	24	44.4
2-4 weeks	17	31.5
5-6 weeks	4	7.4
7 weeks or more	4	7.4
Total	54	100.0

*No response= 15***q5bb Number of weeks absent from college**

	No.	%
I was not absent at all	22	45.8
1 week or less	21	43.8
2-4 weeks	4	8.3
7 weeks or more	1	2.1
Total	48	100.0

*No response= 21***q5bc Number of weeks absent from activities arranged by school**

	No.	%
I was not absent at all	29	80.6
1 week or less	4	11.1
2-4 weeks	1	2.8
7 weeks or more	2	5.6
Total	36	100.0

*No response= 33***q5bd Number of week absent from activities arranged by college**

	No.	%
I was not absent at all	20	69.0
1 week or less	5	17.2
2-4 weeks	2	6.9
7 weeks or more	2	6.9
Total	29	100.0

No response= 40

q6a Extent to which respondent agrees that they enjoy what they are doing at school this year

	No.	%
Strongly Disagree	4	6.0
Disagree	4	6.0
Agree	35	52.2
Strongly Agree	6	9.0
Not Sure	12	17.9
N/A	6	9.0
Total	67	100.0

No response= 2

q6b Extent to which respondent agrees that they enjoy what they are doing at college/out of school this year

	No.	%
Disagree	2	3.2
Agree	22	35.5
Strongly Agree	17	27.4
Not Sure	8	12.9
N/A	13	21.0
Total	62	100.0

No response= 7

q6c Extent to which respondent agrees that they enjoy the activities

	No.	%
Strongly Disagree	1	1.6
Disagree	1	1.6
Agree	32	50.8
Strongly Agree	14	22.2
Not Sure	10	15.9
N/A	5	7.9
Total	63	100.0

No response= 6

q6d Extent to which respondent agrees that they enjoy work experience

	No.	%
Disagree	1	1.6
Agree	21	34.4
Strongly Agree	13	21.3
Not Sure	8	13.1
N/A	18	29.5
Total	61	100.0

No response= 8

q6e Extent to which respondent agrees that they get the help they need to cope at school

	No.	%
Strongly Disagree	3	4.7
Disagree	7	10.9
Agree	14	21.9
Strongly Agree	12	18.8
Not Sure	16	25.0
N/A	12	18.8
Total	64	100.0

No response= 5

q6f Extent to which respondent agrees that they get the help they need to cope at college

	No.	%
Strongly Disagree	3	4.8
Disagree	3	4.8
Agree	18	29.0
Strongly Agree	10	16.1
Not Sure	11	17.7
N/A	17	27.4
Total	62	100.0

No response= 7

q6g Extent to which respondent agrees that they get the help they need to cope with activities

	No.	%
Strongly Disagree	2	3.1
Disagree	5	7.8
Agree	21	32.8
Strongly Agree	10	15.6
Not Sure	14	21.9
N/A	12	18.8
Total	64	100.0

No response= 5

q6h Extent to which respondent agrees that they are treated as an individual

	No.	%
Strongly Disagree	6	9.5
Disagree	13	20.6
Agree	13	20.6
Strongly Agree	11	17.5
Not Sure	16	25.4
N/A	4	6.3
Total	63	100.0

No response= 6

q7 What do you most want to do when you leave school?

	No.	%
FE College	21	32.3
Sixth Form	9	13.8
Job with training	13	20.0
M.A	8	12.3
Job without training	2	3.1
I'm not sure	12	18.5
Total	65	100.0

*No response= 4***q8 How well student is prepared for future**

	No.	%
Badly	3	4.6
Not Very Well	7	10.8
Well	38	58.5
Very Well	11	16.9
Not sure	6	9.2
Total	65	100.0

*No response= 4***q9aa How much progress have you made with attendance?**

	No.	%
None	2	3.2
Not very much	3	4.8
A bit	7	11.3
Some	18	29.0
A lot	32	51.6
Total	62	100.0

*No response= 7***q9ab How much progress have you made with English and Maths?**

	No.	%
None	4	7.1
Not very much	6	10.7
A bit	8	14.3
Some	20	35.7
A lot	18	32.1
Total	56	100.0

No response= 13

q9ac How much progress have you made with increasing your self confidence?

	No.	%
None	4	7.0
Not very much	2	3.5
A bit	3	5.3
Some	18	31.6
A lot	30	52.6
Total	57	100.0

No response= 12

q9ad How much progress have you made with plans for the future?

	No.	%
None	2	3.5
Not very much	2	3.5
A bit	12	21.1
Some	19	33.3
A lot	22	38.6
Total	57	100.0

No response= 12

q11 Gender

	No.	%
Male	37	58.7
Female	26	41.3
Total	63	100.0

No response= 6

q12 Age

	No.	%
13	1	1.6
14	19	31.1
15	26	42.6
16	10	16.4
17	4	6.6
20	1	1.6
Total	61	100.0

No response= 8

q13 Ethnicity

	No.	%
Asian/Asian British-Indian	3	4.6
Asian/Asian British - Pakistani	1	1.5
Asian/Asian British - Bangladeshi	1	1.5
Other Asian Background	1	1.5
Black or Black British - Caribbean	2	3.1
Black or Black British - African	2	3.1
Other Black background	1	1.5
Mixed - White/Black Caribbean	7	10.8
Mixed - White/Black African	1	1.5
Other mixed Background	1	1.5
White - British	41	63.1
White - Other	3	4.6
Other	1	1.5
Total	65	100.0

No response= 4

New Arrivals

Country of Origin

	No.	%
Afghanistan	1	3.7
India	16	59.3
Kenya	1	3.7
Mozambique	1	3.7
Nigeria	2	7.4
Somalia	6	22.2
Total	27	100.0

No response= 0

Country left to come to UK

	No.	%
Country of origin	23	85.2
Holland	1	3.7
Pakistan	1	3.7
Sweden	1	3.7
Yemen	1	3.7
Total	27	100.0

No response= 0

Month and year of arrival in Leicester

	No.	%
December 2003	2	7.4
December 2005	2	7.4
February 2001	1	3.7
February 2005	1	3.7
January 2003	1	3.7
January 2004	1	3.7
January 2005	2	7.4
July 2004	1	3.7
July 2005	1	3.7
June 2002	1	3.7
June 2003	1	3.7
June 2004	2	7.4
June 2005	4	14.8
March 2002	1	3.7
May 2005	1	3.7
November 2004	2	7.4
October 2000	2	7.4
October 2005	1	3.7
Total	27	100.0

No response= 0

Year of Arrival in Leicester

	No.	%
2000	2	7.4
2001	1	3.7
2002	2	7.4
2003	4	14.8
2004	6	22.2
2005	12	44.4
Total	27	100.0

No response= 0

Did you live anywhere else in the UK before you came to Leicester?

	No.	%
Yes	7	26.9
No	19	73.1
Total	26	100.0

No response= 1

To gain a better life was important in decision to come to the UK

	No.	%
Not very important	2	7.4
Important	7	25.9
Very important	18	66.7
Total	27	100.0

No response= 0

To gain better access to better educational opportunities was important in decision to come to the UK

	No.	%
Not very important	1	3.7
Important	6	22.2
Very important	20	74.1
Total	27	100.0

No response= 0

To escape persecution important in decision to come to the UK

	No.	%
Not important at all	11	64.7
Not very important	1	5.9
Important	3	17.6
Very important	2	11.8
Total	17	100.0

No response= 10

To be with relations important in decision to come to the UK

	No.	%
Not important at all	4	15.4
Not very important	1	3.8
Important	7	26.9
Very important	14	53.8
Total	26	100.0

No response= 1

To gain access to better employment opportunities important in decision to come to the UK

	No.	%
Not important at all	1	3.8
Not very important	3	11.5
Important	8	30.8
Very important	14	53.8
Total	26	100.0

No response= 1

Other factors important in decision to come to the UK

	No.	%
Important	1	20.0
Very important	4	80.0
Total	5	100.0

No response= 22

What was your main reason for moving to Leicester area?

	No.	%
I already knew people/had family in the area	13	52.0
I knew that people from my country/culture lived in the area	9	36.0
The city has a good reputation	1	4.0
I prefer not to say	1	4.0
Other reason	1	4.0
Total	25	100.0

No response= 2

Which of the following best describes your attendance at school before you came to the UK?

	No.	%
I attended school full time	21	77.8
I attended secondary school part time	2	7.4
I did not attend secondary school	2	7.4
Other	1	3.7
Total	26	96.3

No response= 1

How would you describe the support you and your family have received to help you find an appropriate school/college place from Leicester City Council?

	No.	%
Not very good	1	3.7
Good	8	29.6
Very good	10	37.0
Not sure	8	29.6
Total	27	100.0

No response= 0

Which of the following best describes your current position in regards to your attending school in the Leicester area?

	No.	%
I currently attend school	23	92.0
Other reasons	2	8.0
Total	25	100.0

No response= 2

Which school/college do you attend?

	No.	%
Regent College	10	41.7
Leicester College	14	58.3
Total	24	100.0

No response= 3

Month and year started attending college

	No.	%
January 2004	1	3.7
January 2005	1	3.7
March 2005	2	7.4
March 2006	1	3.7
October 2005	2	7.4
September 2004	3	11.1
September 2005	17	63.0
Total	27	100.0

No response= 0

Year started attending college

	No.	%
2004	4	14.8
2005	22	81.5
2006	1	3.7
Total	27	100.0

No response= 0

What is your overall assessment of the school/college you attend?

	No.	%
Poor	1	3.7
Good	4	14.8
Very Good	22	81.5
Total	27	100.0

No response= 0

Overall how well have you settled into your school/college?

	No.	%
Not Very Well	1	3.7
Well	10	37.0
Very Well	16	59.3
Total	27	100.0

No response= 0

Overall how would you assess the support you have received to settle into your school/college in the area?

	No.	%
Not very good	1	3.7
Good	11	40.7
Very Good	15	55.6
Total	27	100.0

No response= 0

How would you assess the way you have been welcomed into the school/college

	No.	%
Not very good	3	11.1
Good	6	22.2
Very good	18	66.7
Total	27	100.0

No response= 0

How would you assess the way the school system has been explained to you

	No.	%
Poor	1	3.8
Good	6	23.1
Very good	19	73.1
Total	26	100.0

No response= 1

How would you assess the way the curriculum options have been explained to you

	No.	%
Poor	1	3.8
Good	14	53.8
Very good	11	42.3
Total	26	100.0

No response= 1

How would you assess the support you have been given to allow you to catch up in difficult subjects

	No.	%
Poor	1	3.8
Not very good	1	3.8
Good	7	26.9
Very good	17	65.4
Total	26	100.0

No response= 1

How would you assess the chance you have been given to start new subjects

	No.	%
Poor	1	4.5
Not very good	2	9.1
Good	6	27.3
Very good	13	59.1
Total	22	100.0

No response= 5

How would you assess the chance you have been given to improve your English

	No.	%
Not very good	1	4.0
Good	6	24.0
Very good	18	72.0
Total	25	100.0

No response= 2

How would you assess the chance you have been given to start new activities

	No.	%
Poor	1	4.5
Not very good	1	4.5
Good	11	50.0
Very good	9	40.9
Total	22	100.0

No response= 5

How would you assess other factors

	No.	%
Very good	1	100.0
Total	1	100.0

No response= 26

How does what you are studying compare with what you were studying when you were last in school outside of the UK

	No.	%
Higher level	13	48.1
Same level	4	14.8
Lower level	2	7.4
Not sure	8	29.6
Total	27	100.0

No response= 0

Male/Female?

	No.	%
Male	14	51.9
Female	13	48.1
Total	27	100.0

No response= 0

Age

	No.	%
15	2	7.7
16	3	11.5
17	11	42.3
18	7	26.9
19	2	7.7
20	1	3.8
Total	26	100.0

No response= 1

Ethnicity

	No.	%
Asian/Asian British-Indian	16	61.5
Black or Black British - African	6	23.1
Other Black background	1	3.8
Mixed - White/Asian	1	3.8
White - Other	1	3.8
Other	1	3.8
Total	26	100.0

No response= 1

Disability

	No.	%
No	26	100.0
Total	26	100.0

No response= 1

Appendix 2: Questionnaire Templates

NEET

Tell us what you think!

We would like to find out what young people across Leicester think about school and/or the alternative provision they go to. We would, therefore, like you to fill in this form which asks for your views. An independent organisation is doing the research and your answers will not be shown to anybody else. If you need any help to fill in the form please ask the person who gave it to you.

Your views about school in the past

Q1a. What did you think about school *last year*? Please tick ✓ *one box only*.

I really enjoyed school	I enjoyed school	School was OK	I didn't enjoy school	I hated school
<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

Q1b. Why was this?

Please say more about what you thought of school last year:

Q2a. How would you describe your attendance at school *last year*?

Please tick ✓ *one box only*.

Very good... <input type="checkbox"/> ₅	Good... <input type="checkbox"/> ₄	OK... <input type="checkbox"/> ₃	Not very good... <input type="checkbox"/> ₂	Poor... <input type="checkbox"/> ₁
--	---	---	--	---

Q2b. About how many weeks were you absent from school *last year*, for any reason?

Please tick ✓ *one box only*.

I was not absent at all	1 week or less	2-4 weeks	5-6 weeks	7 weeks or more
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q2c. If you were absent from school *last year*, why was this?

Please tick ✓ *all the answers that apply to you*.

- | | | |
|---|---|--|
| i. I was ill... <input type="checkbox"/> | ii. I went on holiday.. <input type="checkbox"/> | iii. I was being bullied..... <input type="checkbox"/> |
| iv. I was finding the work too difficult..... <input type="checkbox"/> | v. I didn't get on with my teacher <input type="checkbox"/> | |
| vi. I didn't get on with the people in my class. <input type="checkbox"/> | vii. I was absent for another reason... <input type="checkbox"/> | |

Please tell us the other reason(s) why you were absent from school:

Q3. Is there anything else you would like to say about your experience of school in the past?

Your views about what you are doing now

Q4. Which of the following best describes what you are doing *this year*?

Please tick ✓ one box only.

- I attend most of my lessons *in school* but get extra help..... ₁
- I attend some lessons but also do other activities *in school*..... ₂
- I attend some lessons in school but also do activities *outside school*..... ₃
- I don't attend school but go to a college/another centre *full-time* instead..... ₄
- I attend a college/centre outside school but also do activities elsewhere..... ₅

Q5a. How would you describe your attendance at school and/or the college/out of school centre you go to *this year*? Please tick ✓ one box only.

- Very good... ₅ Good... ₄ OK... ₃ Not very good... ₂ Poor... ₁

Q5b. About how many weeks have you been absent from the places you are supposed to go to *this year*? Please tick ✓ one box for each place.

	<i>Number of weeks absent</i>					Doesn't apply to me
	None	<i>1 or less</i>	<i>2-4</i>	<i>5-6</i>	<i>7 +</i>	
a. School	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b. College/out of school centre	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c. Activities arranged <i>by school</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d. Activities arranged by college/out of school centre	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Q6. To what extent do you agree with the following statements?

Please tick ✓ one box for each.

	Strongly agree	Agree	Disagree	Strongly Disagree	Not Sure	Doesn't apply to me
a. I enjoy what I'm doing at school <i>this year</i>	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b. I enjoy what I'm doing at college/out of school centre <i>this year</i>	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c. I enjoy the activities arranged for me	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d. I enjoy work experience arranged for me	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e. I get the help I need to cope at school	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f. I get the help I need to cope at college/out of school centre	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 6
g. I get the help I need to cope with activities that are arranged for me	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 6
h. I feel like I'm being treated as an individual	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Q7. What do you *most* want to do when you leave school/college/out of school centre? Please tick ✓ one box only.

Go to an FE College..... 1 Go to Sixth Form 2 A job with training..... 3

A modern apprenticeship.. 4 A job without training.... 5 I'm not sure.....
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Q8. How well do you feel what you are doing is preparing you for what you want to do in the future? Please tick ✓ one box only.

Very well... 4 Well... 3 Not very well... 2 Badly... 1 Not sure... 5

Q9a. How much progress have you made with the following during the *past year*? Please tick ✓ one box for each.

	A lot	Some	A bit	Not very much	None
a. Attendance at school/college/out of school centre	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
b. Improving your grades in English and Maths	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
c. Increasing your self-confidence	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
d. Making plans for the future	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
e. Other, please say what:	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Q9b. Who or what has helped you most to progress this year? (This could be a teacher, a Personal Adviser, out of school activities, work experience or something else)

Please say who or what has helped you:

Q10. How could activities at your school or college/out of school centre be improved?

Please tell us what:

About you

Q11. Are you...? Male...1 Female...2

Q12. How old are you? _____

Q13. Which of the following best describes you? Please tick ✓ one box only.

Asian/ Asian British – Indian.....	<input type="checkbox"/> 1
Asian/ Asian British – Pakistani...	<input type="checkbox"/> 2
Asian/Asian British – Bangladeshi..	<input type="checkbox"/> 3
Other Asian Background.....	<input type="checkbox"/> 4
Black or Black British – Caribbean.	<input type="checkbox"/> 5
Black or Black British – African.....	<input type="checkbox"/> 6
Other Black Background.....	<input type="checkbox"/> 7
Chinese	<input type="checkbox"/> 8

Mixed – White/Black Caribbean...	<input type="checkbox"/> 9
Mixed – White/Black African.....	<input type="checkbox"/> 10
Mixed – White/Asian.....	<input type="checkbox"/> 11
Other Mixed Background.....	<input type="checkbox"/> 12
White – British.....	<input type="checkbox"/> 13
White – Irish.....	<input type="checkbox"/> 14
White – Other.....	<input type="checkbox"/> 15
Other	<input type="checkbox"/> 16
I prefer not to say.....	<input type="checkbox"/> 17

New Arrivals

Tell us what you think!

The aim of this questionnaire is to find out about the help you have received as a young person who has recently come into the Leicester area. We would like to find out about how well you have been supported in finding, and settling in to, a new school/college. Your responses are strictly confidential and the information you give will not be shared with anybody else.

Coming to the Leicester area

Q1a. What is your country of origin? _____

Q1b. If different, which country did you leave to come to the UK? _____

Q1c. When did you/ your family come to Leicester? Month _____ Year _____

Q1d. Did you/your family live anywhere else in the UK before you came to Leicester?

Yes... ₁ No... ₂

Q1e. How important were the following in relation to your decision to come to the UK?

Please tick ✓ one box for each statement.

	Very Important	Important	Not very important	Not important at all	Not sure
i. To gain a better life	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
ii. To gain access to better educational opportunities	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
iii. To escape persecution (refuge/asylum)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
iv. To be with relations/family	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
v. To gain access to better employment opportunities	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
vi. Other – <i>please say what</i>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅

Q1f. What was your/your family's main reason for coming to the Leicester area?

Please tick ✓ one box only.

- I was sent to Leicester by the Government/ other authorities ₁
- I already knew people/had family in the area ₂
- I knew that people from my country/culture lived in the area..... ₃
- Its central area – in the middle of England ₄
- The city has a good reputation ₅
- I prefer not to say ₆
- Other reason..... ₉₅

Please say what _____

Q1g. Which of the following best describes your attendance at school before you came to

the UK? Please tick ✓ one box only

- I attended secondary school full-time... ₁ I attended secondary school part-time ... ₂
- I did not attend secondary school ₃ Other... ₉₅ please say what _____

Q1h. How would you describe the support you/your family have received to help you find an appropriate school/college place from Leicester City Council (Local Education Authority) in regard to? Please tick ✓ one box only.

- Very Good... ₄ Good... ₃ Not very good... ₂ Poor... ₁ Not sure... ₅

Please tell us about the support you have received, including any you have had from other agencies:

Q1i. Which of the following best describes your current position in regard to attending school in the Leicester area? Please tick ✓ one box only.

- I currently attend school ₁
- I am waiting for a school place to be allocated..... ₂
- I am currently considering options as to which school to attend..... ₃
- Other reason, please say what _____ ₉₅

Attending School/College

Q2a. Which school/college do you attend?

Q2b. When did you start attending this school/college? Month _____ Year _____

Q2c. What is your overall assessment of the school/college you attend?

Please tick ✓ one box only.

Very Good... ₄ Good... ₃ Not very good... ₂ Poor... ₁ Not sure... ₅

Q2d. Overall, how well have you settled into to your school/college?

Please tick ✓ one box only.

Very Well... ₄ Well... ₃ Not very well... ₂ Poor... ₁ Not sure... ₅

Q2e. Overall how would you assess the support you have received to settle in to your school/college in the area? Please tick ✓ one box only.

Very Good... ₄ Good... ₃ Not very good... ₂ Poor... ₁ Not sure... ₅

Q2f. In particular, how would you assess the following?

Please tick ✓ one box only.

	Very Good	Good	Not very good	Poor	Not Sure
i. The way you have been welcomed into the school/college	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
ii. The way that the school system has been explained to you	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
iii. The way that the curriculum options have been explained to you	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
iv. The support you have been given to allow you to catch up in different subjects.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
v. The chance you have been given to start new subjects.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
vi. The chance you have been given to improve your English	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
vii. The chance you have been given to start new activities.	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
viii. Other, please specify:	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅

Q2g. How does what you are studying compare with what you were studying when you were last in school outside of the UK? Please tick ✓ one box only

Higher level... ₁ Same level... ₂ Lower level... ₃ Not sure... ₄

Overall Support

Q3a. What support has been most helpful to you/your family since arriving in Leicester and why?

Q3b. What support has been least helpful and why?

Q3c. What other support do you/your family need?

About you

Q4. Are you...? Male... ₁ Female... ₂

Q5. How old are you? _____

Q6. Which of the following best describes you? Please tick ✓ one box only.

Asian/ Asian British – Indian.....	<input type="checkbox"/> ₁
Asian/ Asian British – Pakistani...	<input type="checkbox"/> ₂
Asian/Asian British – Bangladeshi..	<input type="checkbox"/> ₃
Other Asian Background.....	<input type="checkbox"/> ₄
Black or Black British – Caribbean.	<input type="checkbox"/> ₅
Black or Black British – African.....	<input type="checkbox"/> ₆
Other Black Background.....	<input type="checkbox"/> ₇
Chinese	<input type="checkbox"/> ₈

Mixed – White/Black Caribbean...	<input type="checkbox"/> ₉
Mixed – White/Black African.....	<input type="checkbox"/> ₁₀
Mixed – White/Asian.....	<input type="checkbox"/> ₁₁
Other Mixed Background.....	<input type="checkbox"/> ₁₂
White – British.....	<input type="checkbox"/> ₁₃
White – Irish.....	<input type="checkbox"/> ₁₄
White – Other.....	<input type="checkbox"/> ₁₅
Other	<input type="checkbox"/> ₁₆
I prefer not to say.....	<input type="checkbox"/> ₁₇

Q7. Do you consider yourself to have a physical or a learning disability?

Yes... ₁ No... ₂

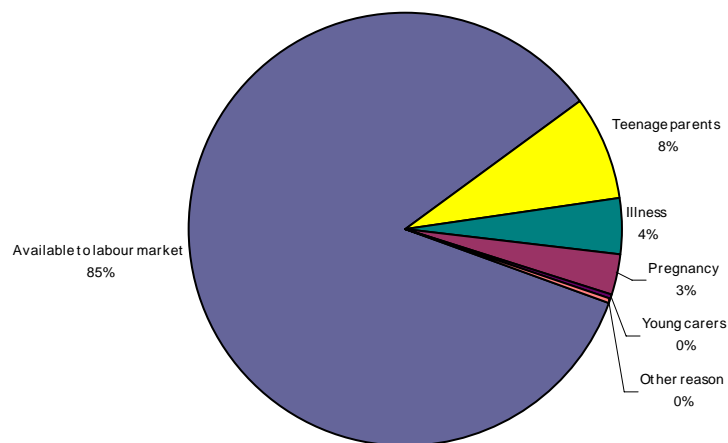
Q8. Are there any other comments you would like to make?

Appendix 3: NEET 16-18 in Leicester

Who are they?

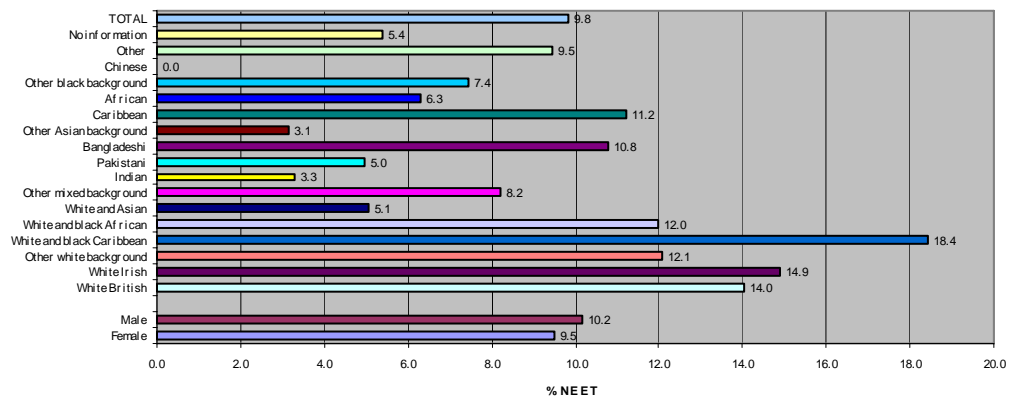
- As of end of March 06 there were 1,055 16-18 year olds in the City known to be NEET.
- 85% of these are available to work.

16-18 NEET in CITY by NEET Type



- 9.8% of the 16-18 Cohort in the City are NEET
- 18.5% of White and Black Caribbean 16-18 year olds is NEET meaning this ethnic group is almost twice as likely to be NEET

%NEET of 16-18 year olds in City by Gender and Ethnicity






Where are they?

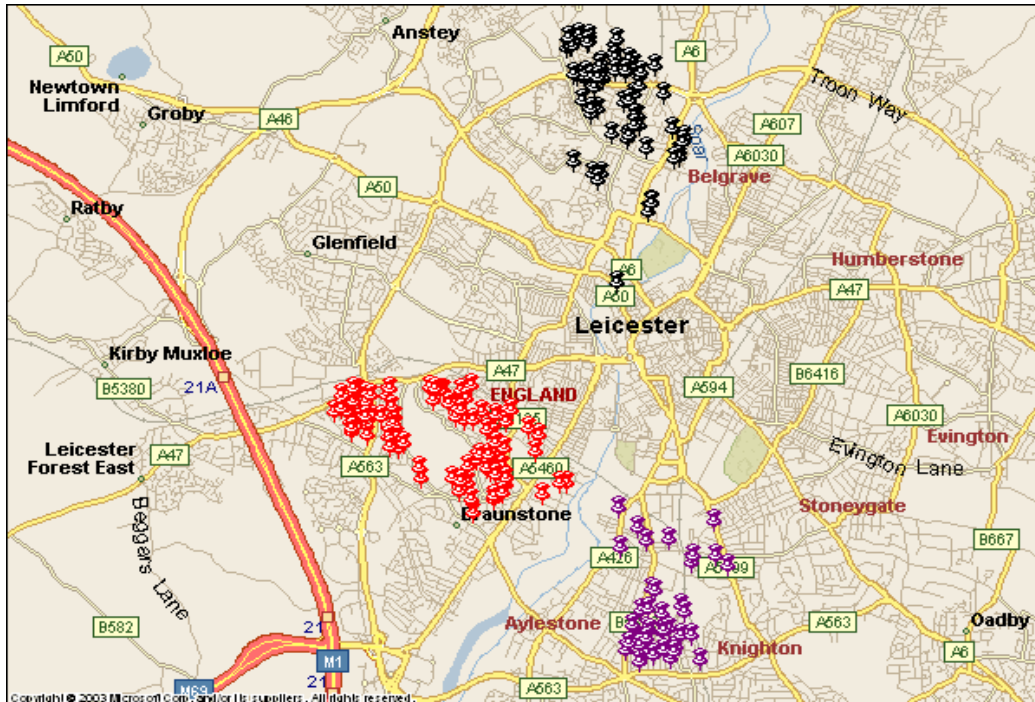
- The ward with the highest number of NEET is Abbey ward with 20% of its cohort NEET. This is followed by Braunstone Park and Rowley Fields (19.3%) and Freeman (19.1%)

16-18 year olds			
	<i>Grand Total</i>	<i>NEET</i>	<i>% NEET</i>
WARD			
Abbey	414	83	20.05
Aylestone	277	49	17.69
Beaumont Leys	457	68	14.88
Belgrave	427	29	6.79
Braunstone Park and Rowley Fields	648	125	19.29
Castle	170	25	14.71
Charnwood	467	52	11.13
Coleman	493	27	5.48
Evington	315	15	4.76
Eyres Monsell	316	59	18.67
Fosse	269	25	9.29
Freemen	330	63	19.09
Humberstone and Hamilton	332	38	11.45
Knighton	287	8	2.79
Latimer	414	15	3.62
New Parks	591	107	18.10
Rushey Mead	438	28	6.39
Spinney Hills	891	52	5.84
Stoneygate	613	38	6.20
Thurncourt	339	32	9.44
Westcotes	127	16	12.60
Western Park	220	23	10.45
Unknown	1863	78	4.19
Grand Total	10698	1055	9.86

Map of 3 wards with highest % NEET

Map of :

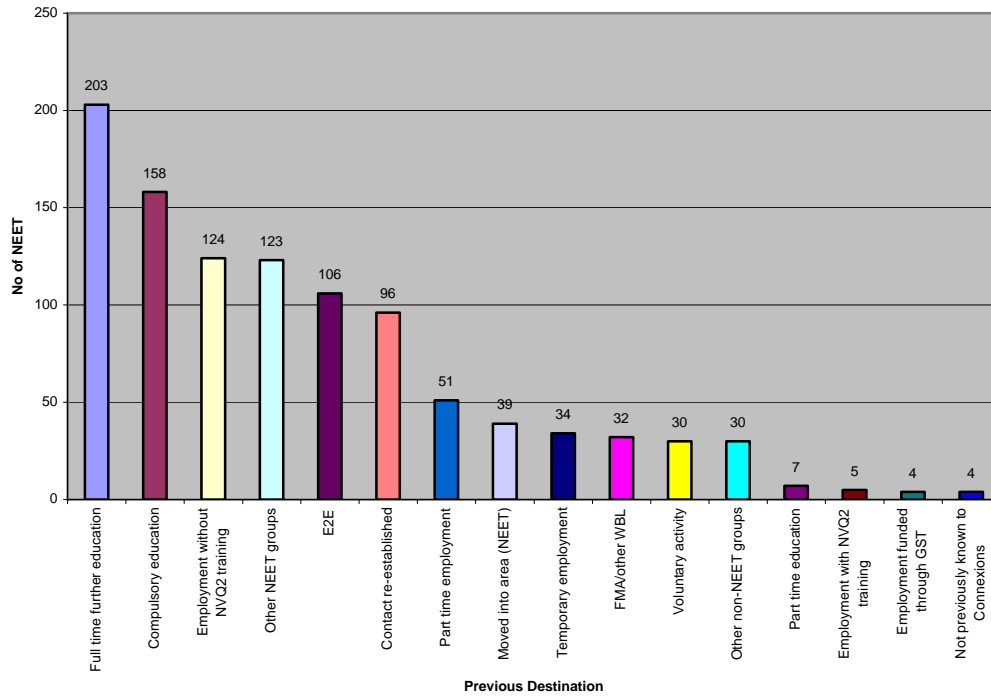
-  Braunstone and New Parks
-  Freeman Ward
-  Abbey Ward



Where have they come from?

- Almost 20% of the current NEET group joined from Full Time Further Education.
- A further 15% have joined NEET straight from School.

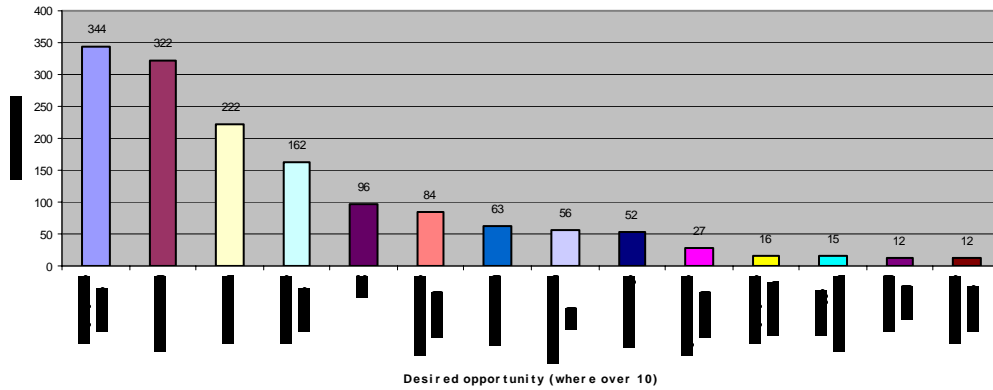
16-18 yr olds NEET in City by Previous Destination



What are they looking for?

- A third of the current NEET group are looking for Full Time Employment.

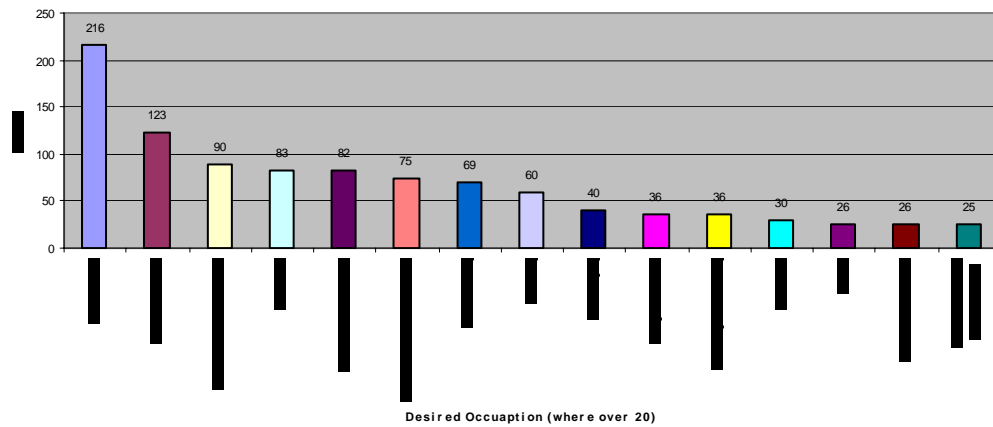
NEET in City 16-18 by Desired Opportunity Type
April 06



NB Some YP have more than one desired opportunity type

- The most common desired occupation type in the City is Retail/Sales with 20% of the Current NEET group desiring this type of occupation

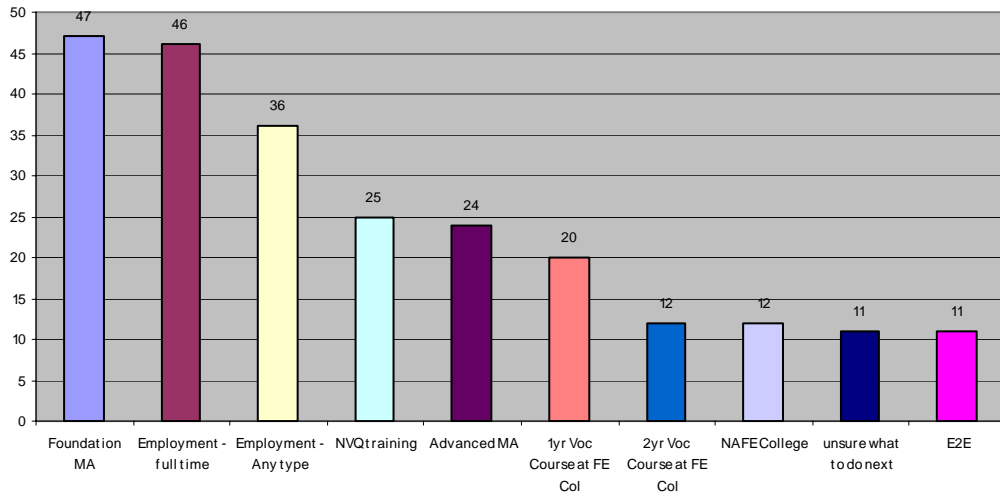
NEET in City 16-18 by desired occupation type



NB Some YP have more than one desired occupation type

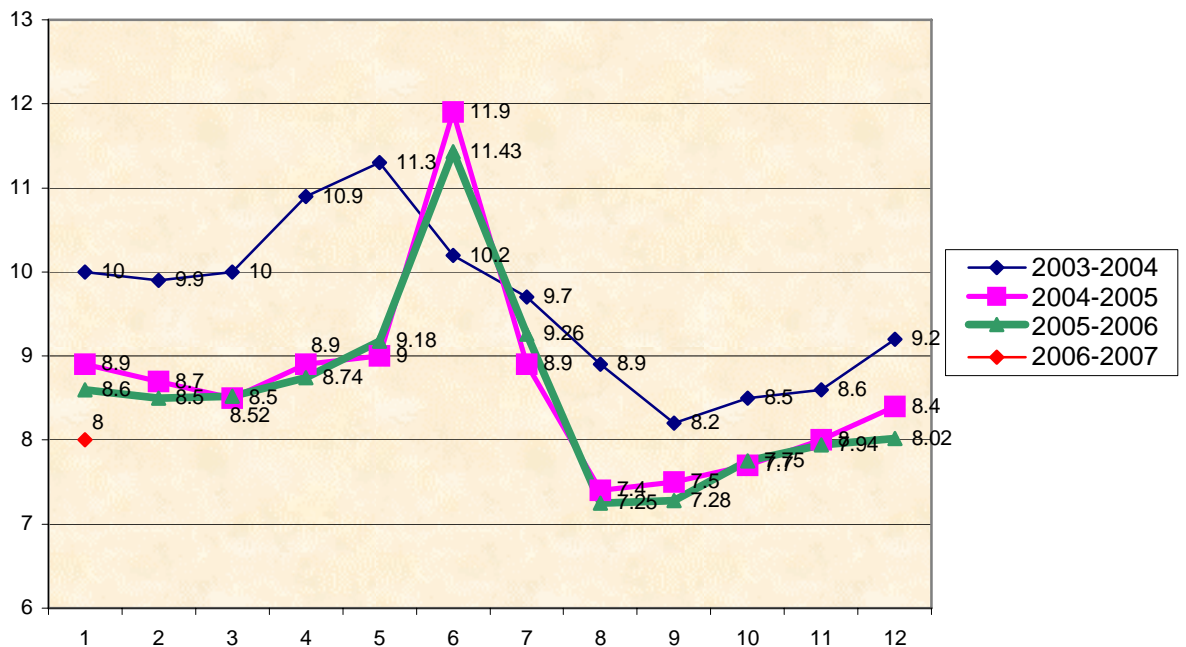
- Of the current NEET group joining from Further Education 23% are looking for Foundation MAs.

NEET 16-18 who have come from Further Education by Desired Opportunity Type



What is the situation generally for Connexions Partnerships?

% 16-18 yr olds NEET adjusted for Connexions Partnership



The Centre for Guidance Studies (CeGS) is a research and development unit based at the University of Derby. The Centre aims to bridge the gap between guidance theory and practice. It supports and connects guidance practitioners, policy-makers and researchers through research activities and learning opportunities; and by providing access to resources related to guidance and lifelong learning.

CeGS aims to:

- conduct and encourage research into guidance policies and practices;
- develop innovative strategies for guidance in support of lifelong learning; and
- provide resources to support guidance practice across all education, community and employment sectors.

CeGS