



# Child Poverty in the City of York

York Young Researchers



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# Introduction

## Young Researchers' Network

WE are a group of young people who have been funded by the Young Researchers' Network (YRN), who are in turn funded by the National Youth Agency. The YRN is a network that encourages and offers support to young people who undertake research and aims to empower young people to be able to have an influence on the matters that affect their lives.

## Background to research

City of York Council is working to produce a strategy to tackle child poverty and meet the national aim to eradicate child poverty by 2020. We hope to influence what is included and make sure that the voices of the young people who are affected are heard to ensure that the strategy is as effective as possible.

## Aims of the research

The broad aim of our research is to investigate child poverty in York, see what would have the most benefit for young people in poverty and allow them to have the best outcomes in life.





# Literature review

WHEN we first started our research we decided to do a literature review so we could gauge what research had already been done so we did not repeat it, and also to give us a better idea of what poverty meant and its effects. As we went about our review we were careful to ask:

- How old is the information?
- Where was it published?
- How well is it written?
- Who wrote it and does the author have an interest in the findings?
- Does it give enough accurate and objective information, and what has it told us?

This was so we could ensure that the information we collected was unbiased, accurate and valid. In our literature review we read:

- *2 Skint 4 School* [<http://www.cpag.org.uk/2skint4school/details.htm>], accessed 4/10/2010
- Prince's Trust (2010) *Destined for the Dole?*
- Magadi M & Middleton S (2007) *Severe Child Poverty in the UK*, Save the Children
- Castlegate (2009/10) *Annual Report*
- Child Poverty Action Group [<http://www.cpag.org.uk/povertyfacts/index.htm> accessed 4/10/2010] *Poverty in the UK: a Summary of Facts and Figures*
- City of York Council (2010) *Child Poverty Needs Assessment Draft*
- Contact a Family (2010) *Counting the Costs 2010*

- HM Government (2010) *State of the Nation Report: poverty, worklessness and welfare dependency in the UK*
- Joseph Rowntree Foundation (2008) *What is Needed to End Child Poverty in 2020?*

We found the 'if York had just 100 children' section in The Children and Young People's Plan 2009-2012 for the City of York particularly useful as it made the information clear and easy to empathize with, for example 14 children would live in poverty.

The booklet produced by the Prince's Trust called *Destined for the Dole?* pointed us in the direction that low-income, non-working families are more likely to be destined for the dole. However despite being well written we were worried that it did not show the other side of the story. Nonetheless, we were drawn to the idea of using case studies.

*What is Needed to End Child Poverty in 2020?*, which was produced by the Joseph Rowntree Foundation focused on four key questions: what will it take to end child poverty, what will policies to end child poverty cost, will current policies eradicate child poverty by 2020 and what will happen if we don't end child poverty? We felt this was a good way of breaking down the data and making sure the report stuck to the point. For the round up we found out that child poverty has doubled in the last generation and so now the UK has more child poverty than most other MEDCs (more economically developed countries) with 2.8 million children in poverty in 2008/9. Research estimates that child poverty costs £25billion each year in



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costs to the exchequer and reduced GDP (Gross Domestic Product). Also, the policies that will be affected by trying to eradicate child poverty will be: benefits, tax credit, childcare and flexibility of jobs.

As we are all currently in education we were particularly interested in the '2 skint 4 school' report. This stated that "by 3 years old, poor children may be up to a year behind...in terms of cognitive development" and "by the time they moved to secondary school poorer children are on average 2 years-behind better-off children" this statistic made us really interested in researching the effects of poverty on education and how we could lessen its effect. Especially as in other documents we had read, education came out as the most important tool for leaving poverty.

We also talked to Bernie Flanagan, who works for the Children's Trust Unit and is the Early Intervention Manager for City of York Council. He showed us the areas of York which are the most impoverished on a map. He also discussed the main risks associated with falling into poverty which include being:

- in a workless family,
- from an ethnic minority,
- in a family with one or more disabled adults,
- in a family with three or more siblings,
- from a lone parent family,
- in social housing,
- in a family where the mother is aged 16-24
- from a family where the mother's first language isn't English.

### Areas of interest from literature review

Based on what we found out we identified 3 areas that we wanted to look at.

#### *Aspirations*

We read that by the age of 3, children in poor households can already be up to a year behind in their cognitive development. We thought that education is the best way to help people get out of the cycle, but we need to give the children and young people the tools to do this.

#### *Apprenticeships*

Young people don't know enough about them, we feel that they are stereotyped as not being as good as other options, and we think it is a good way of young people still getting education and training while they can also earn a wage.

#### *Money*

We felt that young people don't know much about money management, budgeting and debt, and we thought that by learning these skills they could avoid getting into debt and poverty in the future.



# Planning the research

## Choosing the question

HAVING done the reading and thought about what we know as young people in the city we started to decide on an overall question for our research.

We found this difficult as we all wanted to cover such a wide range of subjects.

Our original question was 'how does poverty affect aspirations and choices in education?' and were going to ask a range of ages including 5–6 year olds, 15–16 year olds and adults. We found that there were too many areas of research for our group to carry out. This would mean that the results would be too vague and not give us points which we would be able to act on to end child poverty. So we narrowed down the

question and focused on one specific area of education. To do this we asked ourselves what we thought poverty was. We all had different views but the general consensus was that it was when you were having financial troubles, living off benefits in a council house. We came up with the idea of the constant cycle where if your parents did not go to university and get a high paid job, their children were more likely to do the same.

After this, the areas we chose to focus on were: aspirations (how could we raise them so young people in poverty felt that they could leave the cycle), apprenticeships (an option of education that lets you earn while you learn and gives young people the skills they might need to leave poverty) and money management (so young people





were aware how to budget their way out of poverty and not fall into it again).

### Ethics

When carrying out our research we had to take ethics into consideration, especially whilst collecting the questionnaires. Firstly, while putting the questions together we had to make sure that they were worded in an effective way. This was to make sure that they were not leading and so the results were fair and representative. Another reason for the questions to be worded effectively was to ensure that they gave us answers we could use. This is ethically correct because asking for irrelevant data would not only take time for us to go through, it would have also wasted our respondents' time when completing the questions.

Also, given the sensitive nature of the topic we were careful to word the questions in such a way as not to cause offence or upset.

When giving out the questionnaire we also had to guarantee anonymity in the results. So we did not ask for people to give us their names. Anonymity was also a factor brought out in the focus groups and thus any quotes used in the report remain anonymous.

Furthermore, because we need our questionnaires to reach young people aged 15–18 we felt that the ideal route was through schools in York. However due to this we had to get consent from somebody in authority, creating a potential barrier for us. Two schools denied us consent, however as we had approached all schools in the city we felt we had a broad enough response even though some schools did not participate.

### Deciding on the methods we wanted to use

We then thought about the methods we could use to find out more about what young people think about poverty.

We decided to use a two stage process, firstly developing a questionnaire which we would ask all secondary schools in York to complete with one class. We thought this would let us get feedback from a wide range of young people across the City and give us some quantitative information and statistics.

We wanted to look at the initial findings from these questionnaires and then develop a focus group which we would do with two groups of young people in the City. We decided to do two focus groups so we had views from a broader range of young people from across the city. We ran one group with the youth council which has members from all of the schools in York, as well as a group of people under 16 years old who are currently disengaging from education. We developed some questions that explore each of the areas we wanted to look at in more depth and give us the chance to get some quotes from young people that can help us to understand their ideas better.

# Questionnaire

## Writing the questionnaire and who we targeted

To formulate a questionnaire which would elicit the information we needed to guide our report it was vital we chose the right questions. This began with a brainstorm of all the possible questions we could and would need to ask, this left us with a list of more than double the number of questions we wanted. We felt it was important to have a questionnaire that was not too long or daunting for the young people we wanted to fill it out, so we set a cap of ten questions or two sides of A4 (for printing reasons). Although it was difficult as all of the questions we had chosen were valid, interesting and potentially useful, we cut the list down to just ten. These ten questions were chosen based on the questions "What will this tell us?" and "How would we use this information?"

The next stage was formatting what was a raw list of questions into an easy to complete and analyse questionnaire. We decided to go with a format that was based on mainly tick box answers as these would give us clear statistics that we could use later. However we added a number of why columns so we could have a deeper insight into why young people were thinking in the way they were, which would help the report overall as well as informing our decisions on focus group questions later. The most difficult question we found to try and make clear was:

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8 *How much would the following factors be a barrier to you carrying on in education post 16?*

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This is because it was formerly two questions and involved a list of what we thought may be barriers, as well as some of the motivations from the previous question. Once we had reached a stage where we felt that we had a questionnaire that would work we tried completing it ourselves as a test as to whether it was clear and easy to complete. We found a number of small issues including having enough space to physically write some answers, typos and requiring tick box options that did not exist to fill the form in accurately. After this, all that was left was adding a quick introduction to the top as to who we were and why we wanted people to fill in the questionnaire.

To distribute the questionnaires we enlisted the help of the York Youth Council, who have representatives in all of the schools across York, to kindly ask their form groups or other classes to complete the questionnaire.

Later we received the completed questionnaires (unfortunately not quite as many as we'd hoped for) which on the whole had been filled in well, however we found some issues in completing the barriers question due to some of the tick boxes not quite working. This made us question the possible accuracy and validity of some of the results that came from the question. There had also been some queries over question nine:

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*We are trying to find out how much you think you know about money, please tell us if you think you understand the following and/or have had experience of?*

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Many people were unsure of whether they were allowed to tick more than one box, which is something we should have specified in the question. Nonetheless, we felt that the questionnaires had been a success and provided us with the information we needed to guide our focus group questions and our report as a whole.

### Distributing the questionnaires

We distributed our questionnaire to all schools in York. We chose to do this via York Youth Councillors, who are elected representatives from almost all schools in York.

We did this because it seemed difficult to find any other suitable representative of the school who would make a good effort to hand out the questionnaires. Headteachers are often too busy with other work; the head of one college rarely encountered the students. Youth Councillors are easy to get to and are passionate about doing their job.

We delivered the questionnaires to 15 schools and colleges. Two of the institutions refused to give permission to distribute them. Out of the 450 question papers sent out, we got back 94 replies from four schools.

We felt that although our method sufficiently reached all schools and colleges, we were not reaching young people with a different experience of education. Those are in fact an important target in our research. However, we were to soon visit a group of under 16s who are currently disengaging from education, to carry out a focus group interview.

We had some help designing a database that helped us to look at the responses to the questionnaires. By collecting the postcode data we were able to ask for the responses to be sorted by the level of deprivation recorded in each area. We then sorted respondents into the quarters, so we could compare responses from the most deprived 25% and the most affluent 25%.



## Findings from the questionnaires

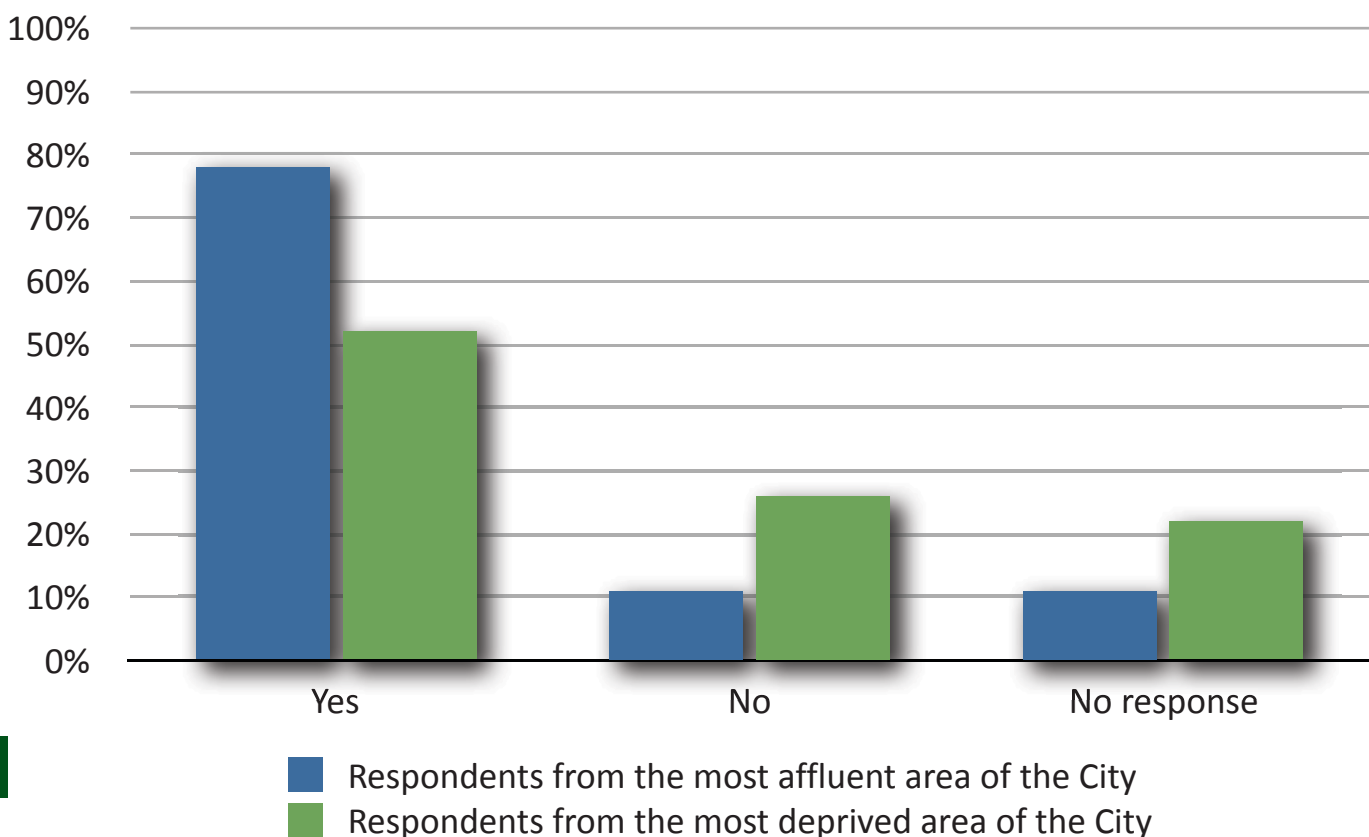
We had 94 questionnaires returned. 43% of respondents were male and 57% female. All the people responding were between 14 and 17 years old. Young people came from a range of different areas.

The following graphs are an alternative to displaying raw data, showing figures based on the percentage of respondents in either the most or least impoverished areas, this means that their data can be compared directly. However, it is important to bear in mind that these sectors are not equal in size in the city or in our results as we had 18 respondents from the most 'well off' quarter of households and 23 from the least.

### University

This graph shows the percentages of each affluence group that would consider going to university. As we expected and as is commonly accepted across society, a higher number of young people from more affluent backgrounds (78%) would consider going to university than from poorer backgrounds, 52%. However, it should be noted that both sectors had over half of their respondents declaring an interest in a university education. Approximately a quarter (26%) of the respondents from the poorest area of the city said they would not consider going to university with a further 22% not responding this may be due to a lack of interest in university or that they haven't thought that far ahead yet in their futures.

### Would you consider going to university?





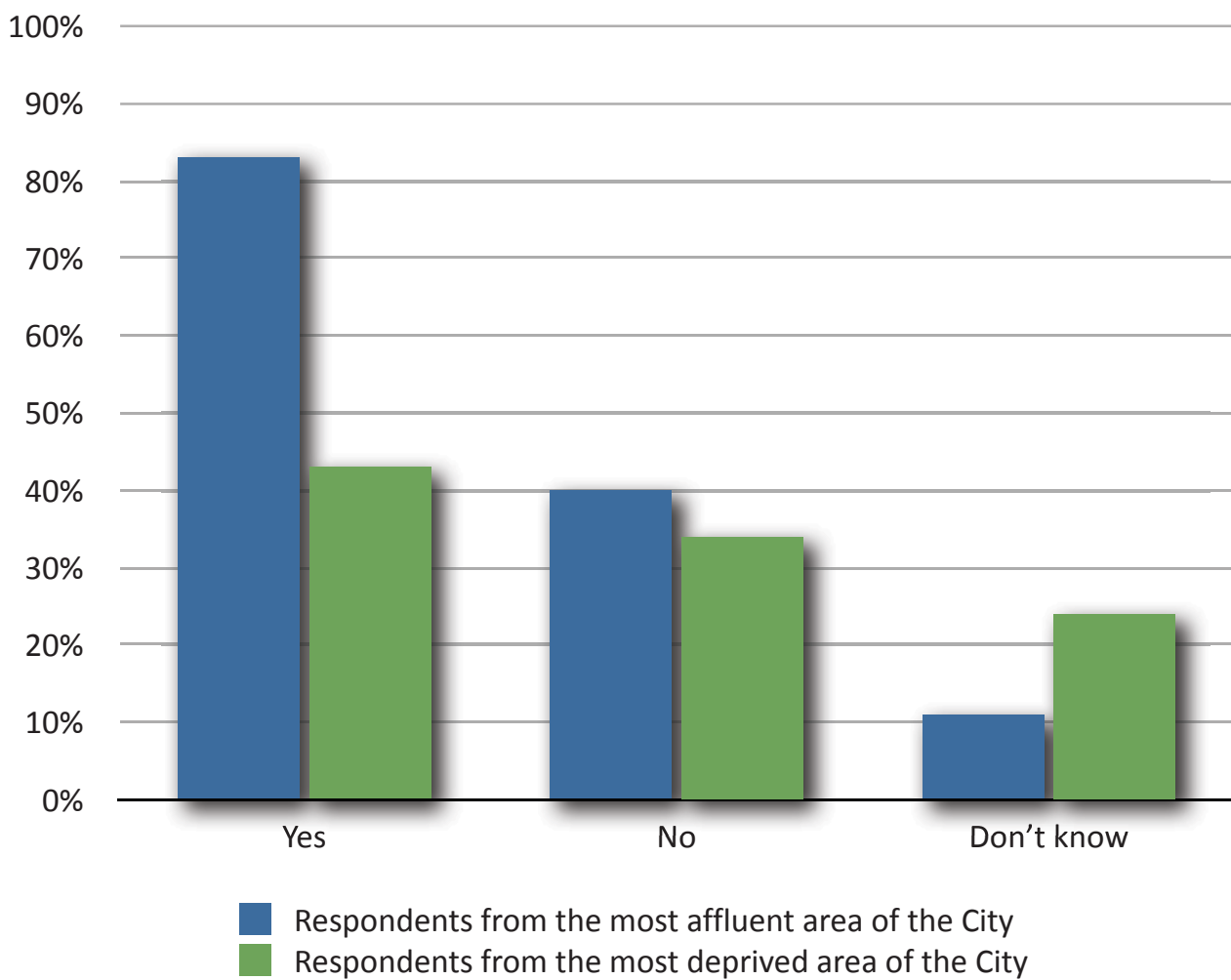
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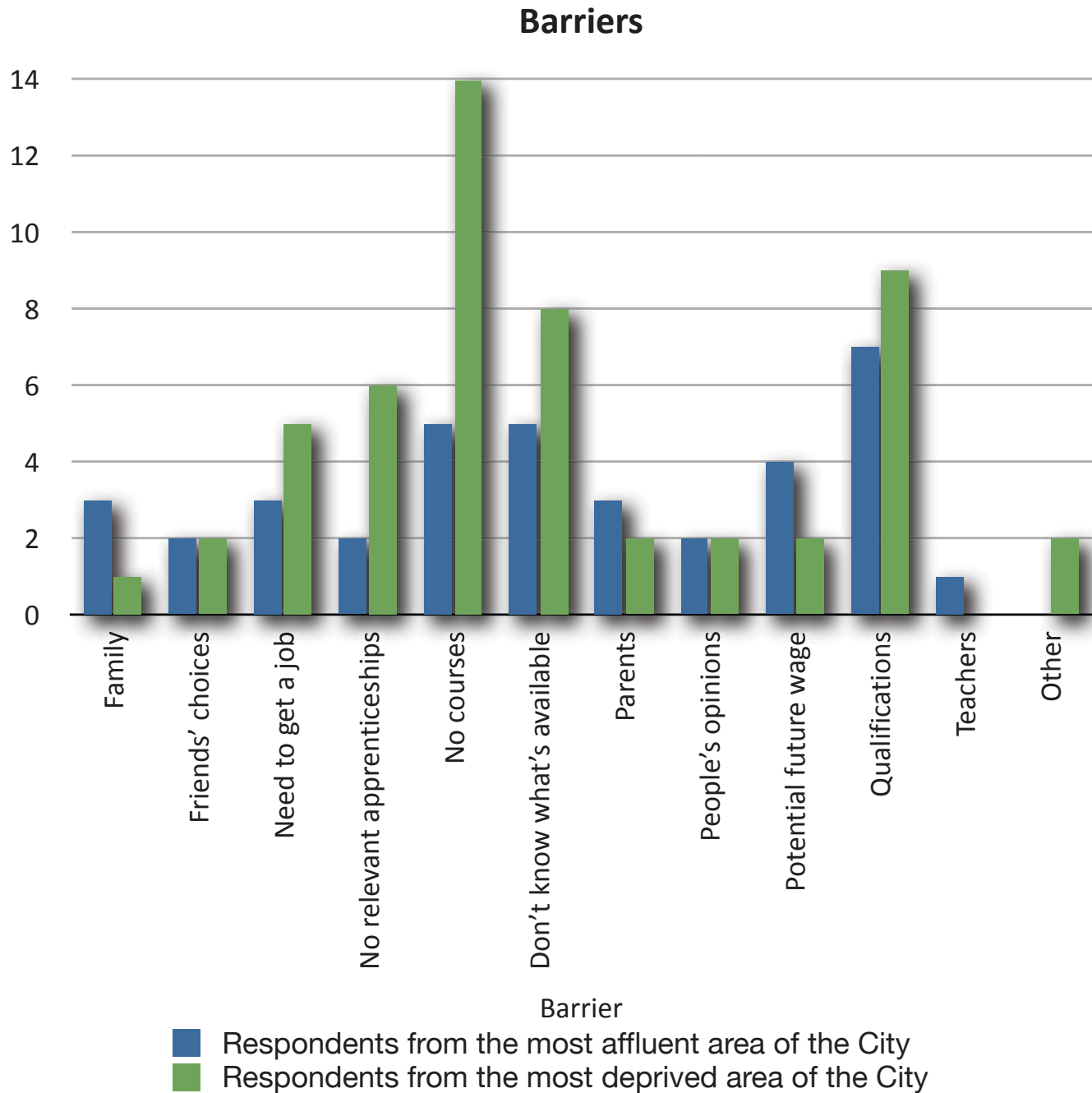
### Parental education

In the most deprived areas, 43% of respondents said that their parents had gone on to do some further education, whereas in the richest quarter 83% said

that their parents had gone on to do some form of further education. This pattern corresponds to the number of young people who said they would consider going to university or college, however with slightly less polarised figures.

### Have one or more of your parents done some form of further education?





**Barriers**

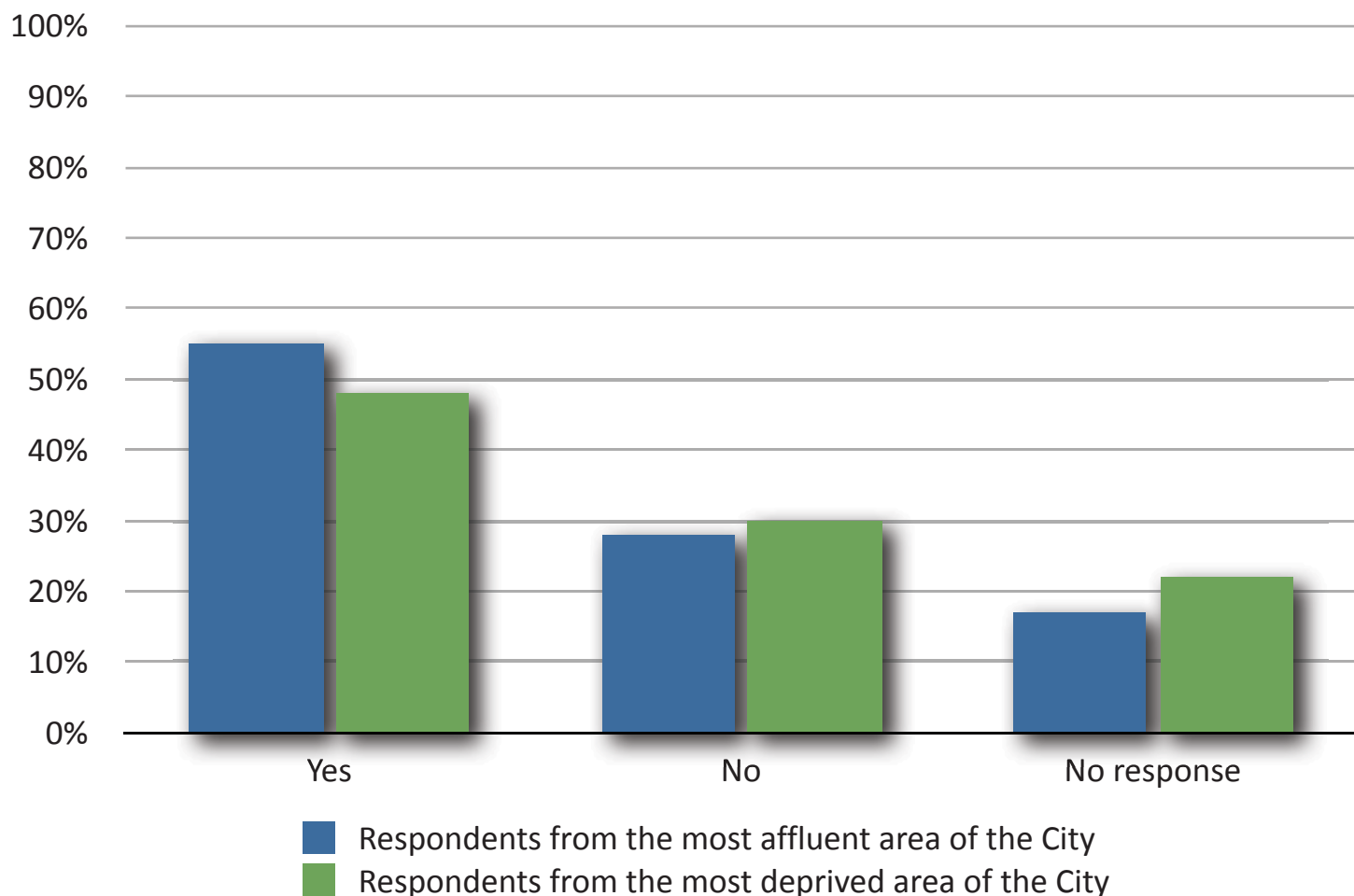
The biggest barrier found for the poorer half of respondents was 'no courses available' with 14 saying they considered this to be a barrier, compared to just 5 richer respondents answering the same. This perhaps suggests a lack of education in schools in poorer areas of the city looking at what courses are available. There may also be a lack of knowledge about work based learning and apprenticeships where these might best suit respondents on a

lower household income. This could be due to the fact that university fees might not be affordable for these less affluent students.

Looking at the differences we can see that the poorer participants found barriers consisting of a lack of knowledge such as no relevant courses/ apprenticeships or not knowing what is available. In contrast to this, the richer respondents stated barriers such as teachers, family and potential wages. This could be down to stigma and



### Would you consider getting a job?



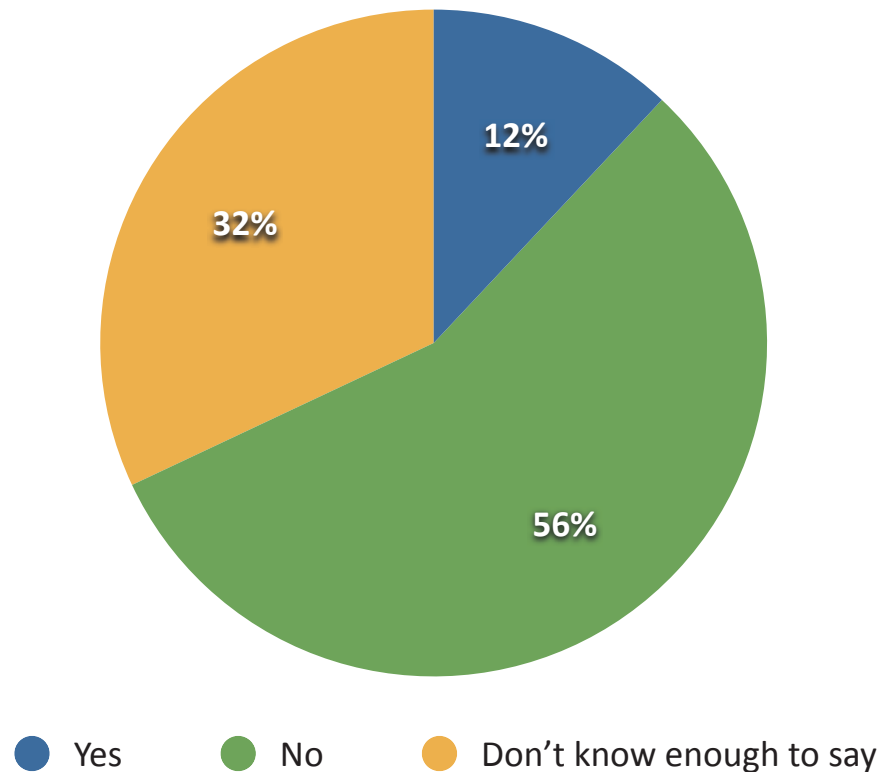
increased expectations which we found was also a problem in today’s society.

#### **Getting a job**

This graph shows that a higher percentage of those from the most affluent area would consider getting a job with over half (55%) choosing ‘yes’ in comparison to 48% of the poorest quarter of respondents. However the poorest quarter had a higher number of ‘no’ responses at 22%, 5% more than the most affluent area suggesting they have been unsure in their answers.

This was one of the questions we believed may have been answered poorly as many may have considered “getting a job” as getting a job sometime in the future or getting a part-time job whilst they went to college or university. Because of this, these figures may not be directly representative of the number of young people considering a full time job at 16, but we can conclude that around half of all young people are considering employment of some kind.

## Would you consider an apprenticeship?



### *Apprenticeships*

We found from the results of this pie chart, 56% of participants said they would not consider an apprenticeship. This could be due to the stigma attached to the sort of qualification you receive. We were quite intrigued by the amount of participants who responded by saying they 'don't know' as we were expecting it to be lower than 32%. This could be because of a lack of information and knowledge in schools.

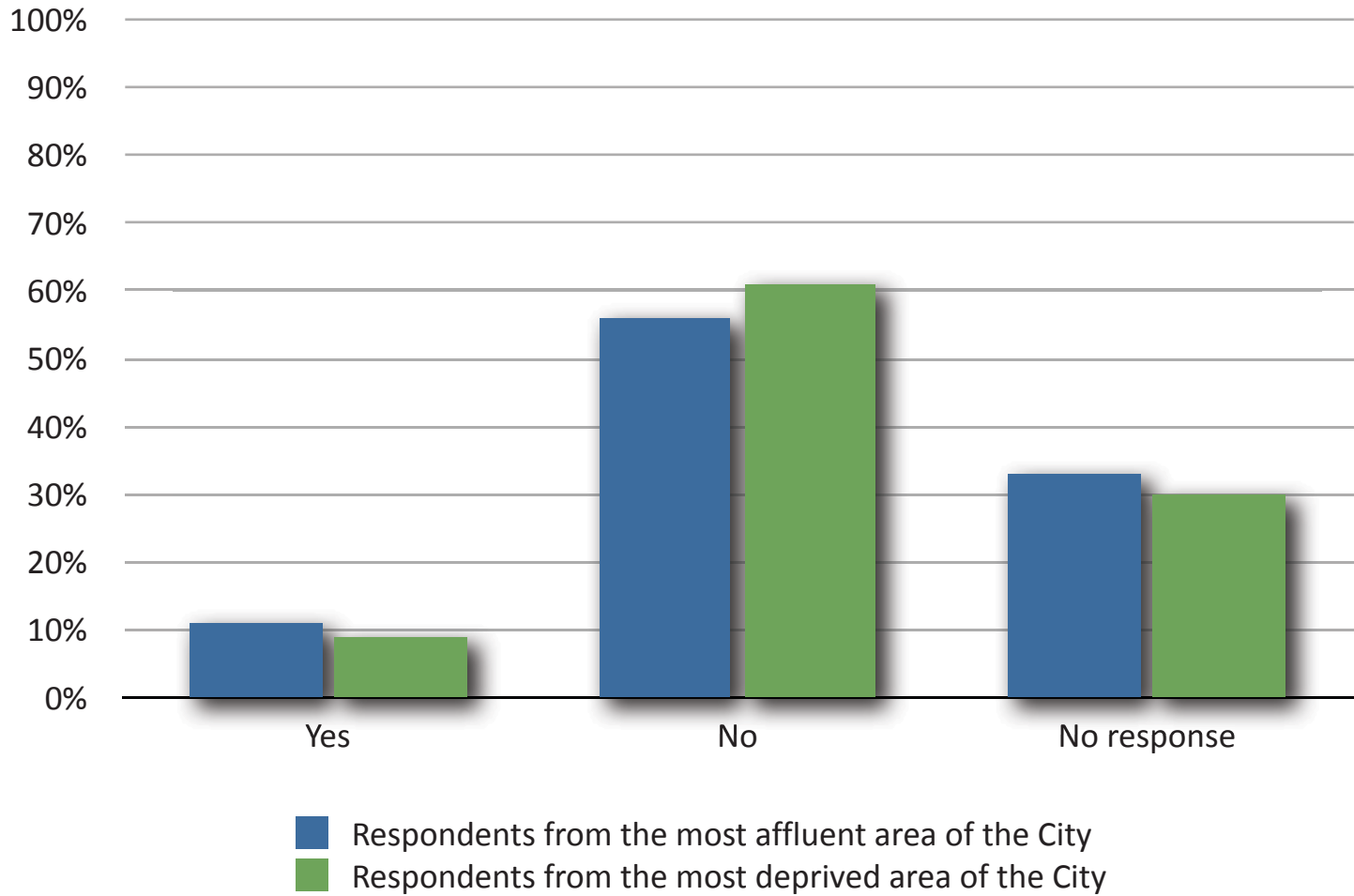
There were only 12% of participants who said that they would consider an apprenticeship. The idea of an apprenticeship seems misunderstood, in that people believe this only includes manual labour jobs, for example brick layer. This is a

false perception, because you can do an apprenticeship in anything if you can find an employer willing to help and train you. Firstly, it is exceptionally clear that the answer of 'NO' is overwhelming. However, more surprisingly this number is higher in respondents from poorer areas of the City. We found this surprising, because stereotypically apprenticeship vacancies are deemed to be more appealing to those in poorer areas.

The higher amount of no responses contributes to the idea that perhaps there is a lack of education around apprenticeships and this adds to a lack of interest (as an initial awareness is not there).



### Would you consider an apprenticeship?



Just two respondents from the poorest and two respondents from the most affluent area said they would consider an apprenticeship. This could show that young people at this time are simply not interested in schemes like this. However, from our experience of being in the education system in recent years we believe that schools have a bias towards A-Levels and undergraduate degrees after school and college. This makes it difficult for young people to find out about other types of education, and this could link to the lack of interest in

apprenticeships. There is also a stigma remaining that all apprenticeships are within the manual sector, which is in fact untrue and puts off potential applicants.

## Focus groups

As well as doing a set of questionnaires for statistical information, we also wanted to do some focus groups to investigate some of the issues we were most interested in, in more depth.

When deciding our focus group questions we looked at our initial results from our questionnaires to see whether any areas stood out as topics we needed to investigate further. These topics came out as: aspirations, money management and apprenticeships. Once we had the topics we wanted to ask about, we had to decide on the questions we would use to investigate them. We went with very open questions which would stimulate debate as we thought this would be the best way to get interesting, honest and insightful answers from our volunteers. For the money management section, we thought it would be best to facilitate an activity, rather than asking questions. We thought this would allow us to see how much knowledge they had about money and what it will buy, without having to worry about how accurate their answers were as well as engaging our volunteers. We were informed by our own ideas of apprenticeships when deciding these questions as we thought the jobs would be based in the manual work sector, and yet almost all of the apprenticeships advertised were in health, IT or office based. This fact really shocked us, so we decided to play on this when doing our focus groups.

We posed our questions to the youth council members as this is a group of young people with representatives from schools across the City however we were aware of the fact that they were a limited group

as they are mainly from households which are 'better off' and so were not our target group.

*"I would really like to do this exercise in schools, to show people how much stuff costs"*

The focus groups themselves were in groups of around eight, and this worked well as we could get a range of views and include everyone at the same time. All of our activities worked well in illustrating our questions, and they sparked enough debate to provide us with the kind of information we wanted from our focus groups.

When we ran the focus groups with the youth council we were only able to get 20 minutes at their meeting so we split the Youth Council into three groups and each one looked at a different topic.

We recorded the conversations using the Flip camera for our use only in line with our ethics. In one of the groups a young person volunteered to film for us, however this led to some problems of shaky camera work that made it hard to review the footage. If we were to do this again we would consider mounting the cameras on tripods to make the clips easier to watch and the cameras less of a distraction. Alternatively, we could record audio only.

The first focus group was on the theme of apprenticeships. It seemed that there was

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a clear misrepresentation of modern day apprenticeships and the group seemed surprised when we announced the vacancy list consisting of apprenticeships in sectors other than the manual jobs that the group expected. One participant said that apprenticeships were “beneficial but limited in what sectors you can do them in”.

Some members were unaware of the definition of an apprenticeship in the first place, however this could be due to the younger age of the participants than we were initially targeting. However, it is clear from what the focus group were saying that our thoughts on this theme were correct, and there does seem to be a lack of education in this area. This is perhaps linked to why so few young people consider apprenticeships after school.

*“I learnt that I want to earn more than the minimum wage”*

The second focus group was concerning the idea of financial education in York. We designed a task for the participants to complete whereby they had set budgets for certain everyday items and bills whilst earning minimum wage at the age of 18. Whilst watching the group, it was obvious that they were unaware of the idea of budgeting. One giveaway at this was when completing the monetary task, the first category they thought about budgeting included items such as DVD’s and holidays and therefore when they took of all the other finances from the budget they were shocked to find out that they only had £10 to spend on luxuries, thus showing a

limited knowledge in this area. They also initially predicted that a 16 year old would earn £1440 per month rather than the actual value of £538.72 based upon a full-time 37 hour working week. This surprised the participants, showing schooling in York and the national curriculum does not include budgeting or money awareness.

The third focus group was surrounding the subject of aspirations of young people in education and if this varies depending on social class. The group felt that aspirations of 16 year olds do vary but this depends on what your goals are and if they are achievable. One area that arose was influences on aspiration. The participants stated that teachers, your upbringing and peer pressure were all important factors. They also thought that help in this area could include better career advice in the City of York, and financial help in lower income households.

The second group of young people we interviewed were under 16 and currently disengaged from education. We picked this group because they would have a different experience of education than the Youth Council.

Their knowledge of apprenticeships was very limited, although the group were of a younger age, the majority had no idea what an apprenticeship was. This showed that even if they were not at the age of choosing further education they did not have any idea that apprenticeships were available or even what they were. Once we had explained what apprenticeships are, they all thought they were a good idea and would like to know more.



The group enjoyed the financial education exercise and managed to budget within the money level but not without difficulty. The entire group agreed that their knowledge of money was limited. Although when discussing minimum wage, they all thought that this was not a lot of money to live on. There was a sense from the group that the exercise was useful in understanding budgeting money.

The achieving goals and raising aspirations questions raised a lot of discussion. They thought that young people have different chances of reaching their goals and having aspirations. The key points they made were:

- Where people live and who they live with and around makes a big difference on aspirations, for example, if you live surrounded by big houses and nice cars you are more likely to want that yourself than if you live surrounded by people who don't work and live in smaller houses.
- Bringing in role models into communities to inspire young people, but also

*“If your mum is a solicitor and your dad runs a car company you will want to achieve more, and be able to, compared to someone whose mum doesn't want to work and who doesn't have a dad”*

people who did not finish school, have been to prison etc. to talk about what they would do differently. Also, an idea to take young people into prisons etc. to see what it is really like.

- Programme for young people to speak to businesses in the city for career advice.
- Only support people who want support. If parents and families don't care then don't give them money etc.





## Poverty strategy meeting

We were invited to speak at one of the child poverty strategy's steering group's meetings on the 24th January 2011 to share our initial findings, and how we went about our research as well as our first recommendations to contribute to their outline of the poverty strategy so far. The meeting included people from: the citizen's advice bureau, job centre plus, city transport, housing, Joseph Rowntree's foundation, Children's Trust Unit (an early intervention manager), financial inclusion, and Family Information Service. We gave a brief overview of the process and shared our initial thoughts on the data from the questionnaires and focus groups, as well as our recommendations, which were:

- Young people should be taught about money management and this should be done well
- There should be more information given to young people about what

apprenticeships are and the areas of work you can do them in

- There should be work done on raising aspirations of children and young people in poorer areas.

We felt we were very well received and they agreed with our suggestions as they tied in well with the ideas they already had. They also raised some interesting questions about further research, which included: had we considered asking businesses what they thought of apprenticeships. They have also invited us back to report our findings.



## Summary of findings

Our findings about aspirations are:

- Not everyone in the City has the same level of aspirations and they do not all have an equal chance of achieving the aspirations that they have.
- Aspirations need to be realistic and so children and young people need good information about all the opportunities that are available to them.

Our findings about apprenticeships are:

- Many young people do not know what apprenticeships are, or that they are available.
- A lot of young people have the wrong idea about what apprenticeships offer and they think they are only for things like bricklaying. 82% of young people who responded to the questionnaire said that they would not consider an apprenticeship. We think that this might be because they don't know enough about them. 32.5% of young people stated that they did not know enough about apprenticeships to comment on whether or not they would like to do one.
- We think there is a bias in schools towards giving information about going to university rather than about other options that are available.

Our findings about skills in money management are:

- Young people do not think that they get taught skills about money management and budgeting.
- Young people do not have a realistic idea about what the minimum wage rate means in terms of living standards.



- Young people think that money management skills are important.

### Recommendations

- Young people should be taught about money management and this needs to be done well.
- There should be more information given to young people about what apprenticeships are and the kind of areas of work that you can do them in.
- There should be work done on raising aspirations of children and young people in poorer areas.



# Appendices

## 1. Focus group questions

### *Aspirations and opportunities*

1. Do you think that all 16 year olds have the same chance of achieving their goals?
2. What are the differences and what could be done to make this fairer?
3. What do you believe have been the main influences on your decisions on what to do next at 16? Why?

### *Apprenticeships*

1. How do you feel about apprenticeships? Is it something you are interested in?
2. Do think you are fully aware of the options available?
3. Examples: (INSERT LIST HERE) Is this what you expected?
4. Is this what you expected? Would this change your opinions of apprenticeships and what they offer?
5. Are apprenticeships included in career advice at school?

### *Financial knowledge*

1. Do you think that you have a good understanding of money?
2. If you were working full time (at age 16-17 years of age) and on minimum wage how much do you think you would earn annually? What would that equate to weekly?

3. Was your answer accurate? Does this surprise you?

4. At aged 18 and on minimum wage you would be earning £728.16 per month. How would you budget this?

Expense	Budget (£)
Rent	
Gas/Electric	
Water	
Council Tax	
TV License	
Phone	
Internet	
Travel/Car	
Food	
Clothes	
Socialising	
Holidays	
Entertainment	
CDs/DVDs	
Extra e.g. birthday pressies	

5. Do you have any financial education at school? Would you find it helpful?

## 2. Questionnaires



Young Researchers



We are a small group of Young researchers studying the theme of child poverty in York. Our findings will influence York City Councils Child Poverty Strategy which aims to reduce the number of young people living in Poverty in the city. We would appreciate if you could fill in our short survey. If you are 15-18 we respect your anonymity so please fill in the questionnaire honestly & by taking part in this survey your views will be heard and could influence important decisions regarding young people in York.

Thank you

1. Are you: Male  Female
2. What is your age?
3. What is your postcode?
4. Have 1 or more of your parents/carers done any education after the age of 16?  
Yes  No  Don't know
5. What are your parents' occupations now?
6. Have you considered any of the following options- please tick all that you have.

	Yes	No	Please say why
College			
University			
Getting a job at 16			
Job with training			
Apprenticeship			
Other			

7. How much would the following factors be a barrier to you carrying on in education post 16?

	Yes would be a barrier	No wouldn't be a barrier	Don't know	N/A
Potential future wage				
Parents				
Brothers/ sisters/family				
Friends choices				
Teachers				
Qualifications				

Continued...

## CHILD POVERTY IN THE CITY OF YORK

	Yes would be a barrier	No wouldn't be a barrier	Don't know	N/A
No courses you want to do.				
No Apprenticeships you would like to do.				
Need to get a job now				
People's opinions of certain qualifications				
Not knowing what is available				
Other:				

8. How easy do you think it is for young people leaving school at 16 to get a job in the City?  
Please tick one option.

Very easy	Easy	Okay	Hard	Very hard	Don't know

9. We are trying to find out how much you think you know about money, please tell us if you think you understand the following &/or have had experience of?

	Yes I understand it	No I don't	Partly Understand	Had experience of?
Bank account				
Loan				
Mortgage				
Credit card				
Debit card				
Household bills				
Pensions				
Tax				
Contracts e.g. phone				
Wage				
Allowance/pocket money				
Savings				
Budgeting				

10. Would you consider doing an apprenticeship?

	Please tell us why
Yes	
No	
Don't know enough to say	

Thank you for your time. Please return to Young researchers, C/o Becca de Koning, Mill House, North Street, York, YO1 6JD or drop in at Castlegate or give to your youth council rep.



*“By doing the research I have understood more about people living in poverty in our City, I realise the challenges they are up against and how hard it can be to break the cycle and get out of poverty. It’s good that we have got some extra funding so we can actually make a difference based on what we found out and change people’s lives for the better.”*

HANNAH MCMAHON, YOUNG RESEARCHER