A YOUTH MANIFESTO TO DELIVER LEVELLING UP

October 2021
DEAR PRIME MINISTER,

While we all hope the worst of the pandemic is behind us, people like us know that its consequences will be felt for decades.

Unable to access the opportunities, equipment and networks of our more privileged peers, we have faced the biggest losses to our education and career prospects. The evidence suggests it will now be even harder to access work experience, reach the top universities and thrive in the most competitive professions.

We already faced too many barriers. Our future has long been determined more by where we are born and where we went to school than our ability and potential. The British promise of meritocracy is not working for us.

It does not have to be this way. We can see that you understand at least some of the challenges we face. But, with most of our lives still ahead of us, we cannot afford for you to get answers to the education recovery question wrong. There are many obstacles to us thriving in education and work where we do not see action. We feel that, too often, your policies benefit the older generations at the expense of the young.

This is keeping untold potential locked away. We all want to live in a country where it is ability—not privilege—that determines who succeeds. Our generation has the innovation and creativity to help everyone in society face our biggest challenges—from pandemics to the climate crisis. All we need is a fair chance to get ahead.
WE DEMAND THE FOLLOWING ACTIONS TO MAKE LEVELLING-UP A REALITY FOR DISADVANTAGED YOUNG PEOPLE:

01
We face a crisis in education, now is the time to invest in the future and not shy away from the reality of lost time in the classroom. **Restore funding to the most deprived secondary schools following a 14% real-terms fall in per-pupil spending between 2009–10 and 2019–20.**

02
Young people do not believe you prioritise them. Show them that is not the case by **creating a Youth Minister who sits across the Departments for Levelling Up, Housing and Communities; Education; and Business, Energy and Industrial Strategy.**

03
Everyone deserves the opportunity to pursue their dream career. To do so they need to be able to access work experience and be able to afford to get there, so **provide free public transport to all under 25s who are not in employment, education or training.**

04
If you want apprenticeships to be a true alternative to university they need to be financially viable to all, particularly when not everyone can live at home. **Make apprenticeships salaries a living wage.**

05
For young people to thrive they need access to the right tools. **Update the definition of poverty to include data/digital poverty and commit to providing all pupils aged up to 19 with access to a device and an internet connection by 2023.**

Yours faithfully,

**UNHEARD VOICES**
Unheard Voices is a major new research project from the Department for Opportunities.

We undertook a national survey to launch the project, featuring a representative sample of 14–25-year-olds from lower socioeconomic backgrounds and their more privileged peers.

The final weighted sample size was 2,843: 1,002 from LSEB and 1,841 from HSEB. 2,024 of which was nationally representative (LSEB boost of 819 young people).

The Department for Opportunities (DO) is the Social Mobility Foundation’s advocacy and campaigning arm.

DO’s vision is for the UK to be a country where every young person can access opportunities that allow them to get on in life, regardless of background.

DO works with a coalition of civil society actors; employers, schools, universities, charities and local councils, to mobilise support and promote practical solutions to tackle the problem of the UK’s social mobility.

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FOREWORD

Covid-19 has exposed and exacerbated inequality in the UK. If the government does not prioritise education, create opportunities for disadvantaged young people, and engage employers in the levelling-up agenda we risk creating a lost generation.

As we slowly emerge from the pandemic, the Autumn Spending Review presents a pivotal moment to prioritise social mobility and, in doing so, deliver on the core promise of the government’s levelling-up agenda. This is a unique moment to lay the foundations for a fairer United Kingdom.

We spoke to thousands of young people to develop recommendations for the Spending Review. Young people have told us what an inclusive recovery should like in key social mobility areas including the education recovery agenda and the journey into employment.

Our recommendations are informed by:

- A landmark survey of just under 1,500 disadvantaged young people, (aged 14–25), and a comparative sample of just over 1,500 of their better-off peers.
- 15 years’ experience supporting young people via the Aspiring Professionals Programme at our parent organisation, the Social Mobility Foundation.
- Insights from the Foundation’s annual Social Mobility Employer Index: the authority on employer-led social mobility.

This manifesto is based on the views of those often ignored and reveals the specific barriers that young people from lower socioeconomic backgrounds face in education and work right now.

In the pages that follow, we set out the stark reality that disadvantaged young people face today, alongside actions that government and employers can take to ensure these young people have a fair opportunity to thrive.

It’s time to prioritise disadvantaged young people.

The Department for Opportunities
October 2021

“Everyone knows that talent and energy and enthusiasm and flair are evenly spread across the UK... It is opportunity that is not and it is the mission of this government to unite and level up across the whole UK not just because that is morally right but because if we fail then we are simply squandering vast reserves of human capital we are failing to allow people to fulfil their potential and we are holding our country back”

Prime Minister Boris Johnson 1
15 July 2021
THE EDUCATION RECOVERY AGENDA
THE EDUCATION RECOVERY AGENDA

Even prior to the pandemic, progress on closing the attainment gap in schools between those on low incomes and their more privileged peers had slowed. Successive lockdowns have since erased years of progress. There is now not so much of an attainment gap, but rather an attainment gulf. Young people from lower socioeconomic backgrounds have lost out on the most learning due to the pandemic and funding to remedy this has so far been sorely lacking [see chart].

Education is critical to levelling up. In this Spending Review the government must prioritise it. Our recommendations to restore fairness in education are overleaf.

“If I look at the problems we face at the moment, in addition to the continuing healthcare threat, the legacy issue is education. It’s the loss of learning for so many children and young people. That’s the thing we’ve got to focus on now as a society.”

Prime Minister Boris Johnson 2
24 July 2021
RECOMMENDATIONS FOR GOVERNMENT

01

RESTORE FUNDING TO THE MOST DEPRIVED SECONDARY SCHOOLS

Secondary schools in deprived areas have seen larger cuts to their budgets over the past decade compared to those in more affluent areas. The IFS found that “the most deprived secondary schools saw a 14% real-terms fall in spending per pupil between 2009–10 and 2019–20, compared with a 9% drop for the least deprived schools”. 4

The National Funding Formula must also be readjusted. In its current form, it is entrenching this issue by providing bigger real-terms increases for the least deprived schools (8–9%) than for the most deprived ones (5%). 5 Education almost always provides a return on investment 6 and improving social mobility is proven to be good for the economy. 7

02

OVERHAUL THE NATIONAL TUTORING PROGRAMME (NTP).

The NTP is the government’s flagship initiative to help disadvantaged students recoup lost learning. We know from the Social Mobility Foundation’s Aspiring Professionals Programme that one-to-one support is a powerful way to improve prospects for young people.

Unheard Voices data also demonstrates that mentors and private tutors have the most impact on raising the aspirations of young people from lower socioeconomic background, though are the least accessible source of advice.

The NTP is the right approach but in its current form is not working as intended. We call on government to: Impose a more ambitious target for the proportion of LSEB students enrolled in the NTP. The tender for next year’s programme sets a target of just 65 per cent of tutoring next year to be provided to pupil-premium children. 8

Government should:

• Cancel the planned tapering of subsidies for tuition delivered by the NTP in social mobility cold spots.

• Set out specific rules for which pupils are eligible for subsidised tuition to help teachers prioritise young people who need support outside of those eligible for the pupil premium. 9

• Invite the National Audit Office to assess effectiveness, undertake quality assurance, and investigate geographical disparities in NTP provision.

• Extend eligibility to young people aged 16–19 from disadvantaged backgrounds, including those attending further education colleges.

• Ensure new supplier Randstad does not regularly rotate tutors and tutees and instead prioritises building consistent relationships.

03

INTRODUCE A STUDENT PREMIUM FOR 16–19 DISADVANTAGED STUDENTS.

In the words of the government’s own Social Mobility Commission: “we already provide premiums from age 5-16. But disadvantage does not disappear at 16 and schools and colleges should be supported to close the attainment gap with targeted funds”. 10

Funding should be introduced in addition to, rather than instead of, funding provision elsewhere. The Education Policy Institute have estimate this would cost £740 million over three years. 10
“MY SMF MENTOR HAS BEEN AMAZING BY OFFERING VIRTUAL PLACEMENTS THAT TRULY GIVE YOU AN INSIGHT INTO WHAT YOU WANT TO DO.”

“Aleema, Birmingham

“I aim to pursue a degree in politics for my undergraduate and later pursue a masters in history. My SMF mentor has been amazing by offering virtual placements that truly give you an insight into what you want to do. I feel more confident now that I have mentors who will support and guide me as I go through the process.”
ROUTES INTO EMPLOYMENT
“Our plan has a clear goal: to protect, support and create jobs. It will give businesses the confidence to retain and hire. To create jobs in every part of our country. To give young people a better start. To give people everywhere the opportunity of a fresh start. Where problems emerge, we will confront them. Where support is justified, we will provide it. Where challenges arise, we will overcome them.”

Chancellor Rishi Sunak
8 July 2021

The government has made efforts to provide more opportunities to young people. However, more must be done to improve access to high-quality work experience and careers advice, particularly in social mobility cold spots.

Young people see work experience as critical to their success. It is still too often the case that employment depends on ‘who you know’ rather than ‘what you know’.

Given LSEB young people are far less likely than their better-off peers to know individuals in professional roles, it is unsurprising that Unheard Voices confirms that LSEB young people value specific careers advice (see right).

It is therefore vital that careers advice is of a high standard and delivered with consistency across the UK.

Yet school provision is clearly lacking: only 1 in 4 young people receive talks from local employers in their schools; and the careers advice that young people receive in school does not have a significant influence on them when compared to the influence that mentors and private tutors have.

The proportion of young people receiving support from mentors and private tutors, however, remains small.

76% of all young people believe having work experience on your CV gives you an advantage when applying for jobs.

19% of young people from LSEB were unable to find relevant work experience, compared to only 12% from HSEB.

33% of those from LSEB found finding work experience to be either quite difficult or very difficult, compared to only 26% of those from HSEB.

29% of LSEB respondents think the government should create work experience for young people from low-income backgrounds.

74% of LSEB young people have found it more difficult to get work experience or access internships throughout the pandemic.
ONLY 1/4 YOUNG PEOPLE RECEIVE TALKS FROM LOCAL EMPLOYERS AT THEIR SCHOOL.

78% OF YOUNG PEOPLE FROM LSEB BELIEVE THE PANDEMIC HAS MADE IT MORE DIFFICULT FOR THEM TO GET A JOB.

ONLY 35% OF YOUNG PEOPLE FROM LSEB TRUST THE GOVERNMENT TO ACT IN THEIR BEST INTERESTS.

WHAT HELPS YOU GET INTO EMPLOYMENT?

- Professional careers advice: 27% (LSEB), 22% (HSEB)
- Advice from friends & family: 25% (LSEB), 31% (HSEB)
- Gaining support in improving a CV/job application skills is important to helping achieve a career: 44% (LSEB), 38% (HSEB)

A GAP EMERGES AT UNIVERSITY. YOUNG PEOPLE ARE MORE LIKELY TO:

- Have had the opportunity to visit an employer: 16% (LSEB), 8% (HSEB)
- Have had more experiences of talks from local employers: 25% (LSEB), 18% (HSEB)
- Have had visits and information about how to start their own business: 13% (LSEB), 7% (HSEB)
- Understand different routes into careers: 18% (LSEB), 14% (HSEB)
"I THINK THE GREATEST CHALLENGE FOR YOUNG PEOPLE LIKE ME IS FINDING OPPORTUNITIES THAT ARE EASILY ACCESSIBLE AND THE CAREER THAT I WANT."

"Finding design opportunities as well as music opportunities from actual companies in the industries has been difficult for me.

My school gives me some opportunities monthly but they don’t really offer the ones I’m looking for – perhaps because some businesses don’t give any. I think that might be a problem. So I think it should be a normal thing, especially for influential businesses, to give a range of opportunities.

For example, Universal Music could offer business opportunities as well as music opportunities and media opportunities."
RECOMMENDATIONS FOR GOVERNMENT

01
CREATE A YOUTH MINISTER
This policy recommendation was supported by 40% of young people who took part in our survey across all groups and would show a commitment from the government to prioritise young people.

The Minister should sit across the Departments for Levelling Up, Housing and Communities; Education; and Business, Energy and Industrial Strategy.

02
DETAIL HOW THE OPPORTUNITY GUARANTEE WILL WORK.
The Prime Minister announced an ‘Opportunity Guarantee’ on 30 July 2020, promising that “every young person has the chance of apprenticeship or an in-work placement”. 12

This is a much-needed policy, though detail on implementation has been sorely lacking since. At the time of writing, there is no indication whether the guarantee will go ahead. We urge BEIS to report on progress to date and present a roadmap to implementation.

03
CREATE A NATIONAL MENTORING PROGRAMME SPECIFICALLY FOR DISADVANTAGED YOUNG PEOPLE.
Once issues with the NTP are resolved, it should be expanded to provide mentoring for disadvantaged students, which could be executed by organisations such as ours who already have a proven track record.

Social mobility 'cold spots' should be prioritised for a National Mentoring Programme pilot scheme; providing an opportunity for measurement and evaluation to avoid issues with the NTP arising again.

04
PROVIDE FREE PUBLIC TRANSPORT TO ALL UNDER 25s WHO ARE NOT IN EMPLOYMENT, EDUCATION OR TRAINING.
This will allow young people from LSEB to make the most of work experience and training opportunities.

The Scottish Government is bringing in free bus travel from 31 January 2022 for all under 22s. This could be introduced as a minimum.
RECOMMENDATIONS FOR EMPLOYERS

01
PROVIDE MORE IN-PERSON WORK EXPERIENCE OPPORTUNITIES WITH A FOCUS ON SOCIAL MOBILITY COLD SPOTS.

Senior staff should also be encouraged to deliver more careers events in schools.

02
PROVIDE SUPPORT TO HIRING STAFF WHEN INTERVIEWING A YOUNG PERSON REMOTELY TO AVOID BIAS.

This will avoid the interviewer’s perception being influenced by factors out of the candidate’s control e.g. the environment in the background of a video call; lack of quiet space for a virtual intern.

03
JOIN THE SOCIAL MOBILITY EMPLOYER INDEX.

The Index assesses the entire scope of your social mobility work. It benchmarks your social mobility against other employers and provides personalised feedback on how you can improve.

Even if your workplace does not have a cohesive social mobility, joining the Index is a vital first step to understanding where you need to start.
APPRENTICESHIPS
APPRENTICESHIPS

We are concerned that apprenticeships do not present a viable route for disadvantaged young people.

While it is encouraging to see the recent introduction of flexi-apprenticeships and the prominence of apprenticeships in general within the Plan for Jobs, the uneven distribution of apprenticeships across the country coupled with the low pay received while training, means they are largely unviable to those who cannot live at home or with a family member.

Unheard Voices data shows young people from higher socioeconomic backgrounds are now more likely to consider an apprenticeship than their less-privileged peers.

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DFE apprenticeships and traineeships data

LIKELIHOOD TO CONSIDER APPRENTICESHIPS OR UNIVERSITY.

- 55% Likely to consider an apprenticeship
- 49% Likely to go to university

DfE apprenticeships and traineeships data

19/20 Change Level %18/19
LSEB are more likely to describe motivations of choosing to go to university to increase their independence (by 6%), getting away from home (3%), as well as it allowing them to access a well-paid job (4%) and opening up career options (4%) than those from HSEB.

HSEB young people are more likely to prefer non-university routes as they believe they can achieve their career in other ways (5%) than those from LSEB.

LSEB and HSEB young people have similar motivations for wanting to do an apprenticeship. The difference in consideration may be explained by young people from LSEB being more likely to report they need a degree for their chosen career (29% of LSEB, compared to 21% of HSEB young people).

Which platforms do young people use for advice on making choices for their future?

- YouTube: 59%
- Instagram: 56%
- TikTok: 46%
- Facebook: 31%
- Snapchat: 29%
- Twitter: 20%
- LinkedIn: 16%
RECOMMENDATIONS FOR GOVERNMENT

01 INCREASE APPRENTICESHIP SALARIES TO THE LIVING WAGE.

Unheard Voices research shows that young people from higher socioeconomic backgrounds are more likely to consider an apprenticeship than those from lower socioeconomic backgrounds. This suggests disadvantaged young people do not see apprenticeships as a viable route into the top-paying jobs.

The Treasury should adjust the incentives provided to employers who take on apprenticeships, rewarding higher-level apprenticeship offers more than those at a lower-level. This could also have a huge impact on those who cannot live in a city or town and are therefore unable to access an apprenticeship.

02 ENSURE DISADVANTAGED YOUNG PEOPLE ARE AWARE OF THE VALUE OF APPRENTICESHIPS.

Target apprenticeship outreach in social mobility cold spots using social media channels that young people use for career advice: YouTube, Instagram and TikTok.
“FOR APPRENTICESHIPS, THERE AREN’T OPTIONS THAT OFFER THE SAME FLEXIBILITY AS A DEGREE WOULD.”

“I could get an apprenticeship attached to a certain organisation with high chance of employment in that organisation after completion, however that credit may not be transferable to other firms, leaving me disadvantaged compared to peers who have degrees.”
“WHilst a degree gives you a broader set of careers paths, an apprenticeship provides career paths specific to the role you did your apprenticeship in.”
TOOLS TO THRIVE
TOOLS TO THRIVE

Successive lockdowns brought into sharp focus how vital digital technology is to modern learning. While the end of the ‘bubble’ policy in schools will lead to significantly more time in the classroom, ensuring equal access to tools that help young people thrive will be vital to the catch-up agenda.

Disadvantaged young people are far less likely to have access to a laptop for learning, reliable broadband and a quiet place to study (see chart). These are the basics to support out-of-school learning and we outline recommendations to government above to safeguard them.

However, we also believe government and employers should go further to ensure young people can thrive. Access to a printer, for instance, can help those who struggle to take in large amounts of information on screen or aspiring practitioners of the creative arts. This should not just be the preserve of the wealthy.

We are realistic about the government’s ability to intervene on a household level. We therefore recommend that library infrastructure be upgraded to provide tools to thrive. Libraries, youth centres and community learning centres already provide much of what young people need: a quiet place to study, reliable broadband and access to the internet.

Given the disparities of access faced by LSEB young people illuminated by Unheard Voices, we believe government can help libraries go further: providing access to creative software, hardware that supports the creative arts and those looking at engineering or design courses. This should be made possible through a new Digital Youth Fund administered through Arts Council England.

79% of LSEB young people had access to a laptop or desktop computer to support their study from home
RECOMMENDATIONS FOR GOVERNMENT

01
UPDATE DEFINITION OF POVERTY TO INCLUDE DATA/DIGITAL POVERTY.

Recognise that access to the internet is an essential service in 2021. As part of this new definition of poverty, DfE should recognise that closing the digital divide is essential to closing the attainment gap between advantaged and disadvantaged children.

02
COMMIT TO PROVIDING ALL PUPILS AGED UP TO 19 WITH ACCESS TO A DEVICE AND AN INTERNET CONNECTION BY 2023, AND FUND DIGITAL SKILLS TRAINING.

We back the Social Mobility Commission recommendation that funding should be provided via the digital infrastructure budget so that skills and access provision increase proportionate to infrastructure spending.

03
ESTABLISH A NEW DIGITAL YOUTH FUND AVAILABLE TO LIBRARIES, DISTRIBUTED VIA ARTS COUNCIL ENGLAND (ACE).

Libraries have some existing infrastructure to provide young people with digital access, technical support and space to utilise for educational and employment purposes. A new fund, distributed by ACE, would maximise the potential of libraries to operate as ‘youth support hubs’ and ensure money is directed to the most urgent and innovative projects, and is properly evaluated.

04
WORK WITH INTERNET SERVICE PROVIDERS ON ACCESSIBILITY.

Make more educational and careers advice resources ‘zero-rated’ so that internet is not needed to access them. This should be led by the Big Tech Unit within DCMS.

05
ENSURE LOCAL AUTHORITIES ARE PROVIDED WITH FURTHER FUNDING TO MAINTAIN DEVICES PROVIDED DURING THE COVID-19 PANDEMIC.

Government states that the devices allocated to school children during the pandemic are now the responsibility of local authorities. Funding is needed to ensure these can stay in good working order and can therefore adequately support learning.
RECOMMENDATIONS FOR EMPLOYERS

01

PROVIDE ALL EQUIPMENT NECESSARY FOR YOUNG PEOPLE FROM LOW-INCOME TO ENGAGE WITH OUTREACH OPPORTUNITIES.

This should include work experience and internships. Equipment should not be limited to laptops and, instead, should cover a reliable internet connection, headset and printer.

02

DONATE A DEVICE TO OUR END LAPTOP POVERTY CAMPAIGN.

End Laptop Poverty is our project dedicated to raising awareness of the digital divide, campaigning for donations of unused laptops and supporting local charities distributing laptops to young people in need.
“HOME LEARNING MADE ME WORK CONSTANTLY. IT WAS TOO MUCH. MY BALANCE OF FREE TIME AND WORK LIFE WAS OUT OF SYNC.”
MORE UNHEARD VOICES: MESSAGES TO THE PRIME MINISTER

YOUNG PEOPLE TOLD US WHAT THEY WOULD ASK THE PRIME MINISTER TO DO TO IMPROVE INEQUALITY FOR YOUNG PEOPLE FROM LOW-INCOME BACKGROUNDS:

“I would ask for bursaries to become more accessible for students who have financial troubles regardless of their parental marital status as well as their job status.”

Amesha, Manchester

“Be more considerate on pupils who have lost learning due to the pandemic and give them a say in how the education system is run.”

Mujeebatu, London
“A change in the ways schools are operated ... learning and school is extraordinary. But originality in subjects, extracurricular experience and feeling fully invested in the curriculum is the most important step to improving the education of the youth.”

Caitlin, London

“Give kids who need it free meals.”

Emelia, Glasgow

“I think the government have a duty to run initiatives and training in school to truly tackle the mental health challenge, as it affected everyone.”

Aklema, Birmingham
“To provide a better education system in terms of helping this year’s cohort take their exams as they’ve had a tough year being in lockdown and online learning. Make it accessible for them to get into preferred university of possible as many have experienced mental health issues such as anxiety and depression.”

Tanisha, London

“When the government is making decisions that affect young people, they should ask for their opinion and not undermine our voices.”

Yusra, London

“Continue investment in expanding the job market for young people.”

Dorinda, Glasgow
The survey was conducted by Platypus research, who obtained the sample via an online panel sample provider. Fieldwork was conducted between 21 June and 18 July 2021. In total, 2,843 young people aged 14–25 completed the 20-minute online survey.

To ensure views were representative, the sample was made up of a nationally representative sample of young people, with a boost of young people from a low socioeconomic background. Quotas on age, gender and region were set on the low socioeconomic background boost to ensure these were in line with nationally representative figures.

For analysis of the data, young people were split into two separate groups to determine any differences in views by socio-economic background. These groups were labelled ‘lower socioeconomic background’ (LSEB) and ‘higher socioeconomic background’ (HSEB).

The lower socioeconomic background group included young people from a DE social grade, or those with a household income of less than £25,000 if living with parents, or a personal income of less than £17,000 for those living alone, with friends or a partner. A/B social grades were excluded from the lower socioeconomic group. The higher socioeconomic group included young people from A/B social grades, or those with a household income of over £25,000 if living with parents, or a personal income of over £17,000 if living alone, with friends or a partner.

Table 1 shows the number of young people in each group, as well as the size of the nationally representative sample. It is important to note that the nationally representative sample contains young people from both the LSEB and HSEB samples.

In the report, where the figure relates to ‘all young people’, this reflects the nationally representative sample, and is reported on where there is no significant difference between views of young people from lower socioeconomic backgrounds and higher socioeconomic backgrounds.

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<td>Lower socioeconomic background</td>
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<td>Higher socioeconomic background</td>
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<td>Nationally representative</td>
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<td>Total sample size</td>
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FOOTNOTES

1 The Prime Minister’s Levelling Up speech: 15 July 2021

2 The Times Education Commission: Push to give children a better start
   https://www.thetimes.co.uk/article/the-times-education-commission-children-better-start-lockdown-5bvf2bhwm

3 Another omnishambles? Inequality and A-Level results in 2021
   https://www.suttontrust.com/news-opinion/all-news-opinion/inequality-a-level-results/

4 School spending in England: trends over time and future outlook
   https://ifs.org.uk/publications/15588

5 Between 2017–18 and 2022–23. See https://ifs.org.uk/publications/15588

6 Economic Returns to Education in the United Kingdom, 2016

7 Social Mobility and Economic Success: How Social Mobility Boosts the Economy

8 Schools will be encouraged to use ‘professional judgment’ to ‘ensure that support reaches those who need it most’.
   via Schools Week: https://schoolsweek.co.uk/inside-the-governments-plan-to-take-tutoring-mainstream/


11 Plans for Jobs speech – 8 July 2020
   https://www.gov.uk/government/speeches/a-plan-for-jobs-speech

12 PM Economy Speech: 30 June 2020

13 DfE Apprenticeships and Traineeships Data: Academic Year 2019/20