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Exploring Gender Differences in Children and Young People's Perceived Access to their Entitlements in Wales

Jacqueline Tyrie

Volume 1: Thesis

Submitted to Swansea University in fulfilment of the
requirements for the Degree of Doctor of Philosophy

Swansea University

2010

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Summary

The aim of this research was to investigate the relationships between a young person's gender and their access to the Ten Entitlements set out under Extending Entitlement. The Ten Entitlements were operationalised in this research to measure how able young people felt in accessing their rights in Wales. The research examined the influence of gender, as well as age and other aspects in a young person's life, on how able young people felt in accessing their Entitlements. The research utilised a mixed methods approach using quantitative and qualitative data collection tools. An online computer based questionnaire collected representative quantitative data and focus groups collected qualitative data.

This research found there were more Entitlements where young people perceived that boys had higher access to their Entitlements than girls. These findings support the intersectional feminist theory of a 'double whammy' of discrimination (Taefi, 2009). This research suggests that there are different areas where girls and boys perceived themselves least able to access their Entitlements. The age where perceived access to the Entitlements was lowest was aged 12 to 14, particularly for females, this was explained by difficulties with puberty and extra pressures of life. Key themes that have emerged to explain gender differences are girls being more enthusiastic yet more self-conscious, and the importance of stereotypes in young people's views.

The research suggests that other aspects, as well as gender, were crucial in explaining perceived access to the Entitlements. Young people had higher perceived access to the Entitlements when positive experiences of family, friends and school were present and there were less negative experiences of antisocial behaviour, poverty and poor neighbourhood. The research has discovered that complex gender inequalities exist in young people's experiences of accessing their Entitlements and uncovered underpinning mechanisms related to young people's perceived access to their rights in Wales.

Declarations and Statements

Declaration

This work has not previously been accepted in submission for any degree and is not concurrently submitted in candidature for any degree.

Signed.....(candidate)

Date.....

Statement 1

This thesis is the result of my own investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly marked in a footnote(s).

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List of Abbreviations

YAPP – Youth and Pupil Partition

WAG – Welsh Assembly Government

PLATE – Perceived Levels of Access To Entitlement/s

PSBF – Psycho-Social Background Factor/s

UNCRC – United Nations Convention on the Rights of the Child

UK – United Kingdom

ECHR – European Convention on Human Rights

UDHR – Universal Declaration of Human Rights

YPP – Young People's Partnership

ANOVA – Analysis Of Variance

SPSS – Statistical Package for the Social Sciences

ICSI – Interactive Computer-Assisted Self-Interviewing

Chapter One

Introduction

The aim of this research was to explore the relationship between gender and young people's perceived access to their rights in Wales under the Extending Entitlement strategy. Since devolution, the Welsh Assembly Government (WAG) policy for young people has reflected a rights-based approach informed by the United Nations Convention on the Rights of the Child (UNCRC) (Case, Clutton and Haines, 2005). In line with this rights-based approach, the WAG introduced a policy, in 2001, called Extending Entitlement which is the Welsh flagship strategy for the rights of young people aged 11 to 25 (Welsh Assembly Government, 2002a). The Extending Entitlement policy focuses on universal Entitlements for all young people, it sets out, as far as possible, a set of rights which are free at point of use and unconditional (Morgan, 2002). Case et al (2005) suggest that Extending Entitlement is a new way of thinking about support and service provision for young people. Previous research has evaluated young people's access to their rights in Wales by examining implementation of the UNCRC (Funky Dragon, 2007a, Croke and Crowley, 2007) and by evaluating the Extending Entitlement policy (Haines, et al, 2004). However a limited understanding exists of how gender relates to children and young people's access to their rights (including the Entitlements). This is despite gender being such an influential concept within society. It seems that gender has not been constructed as an important factor to be investigated or addressed in the children's rights discourse. This suggests a gap in knowledge about gender and children's rights and it is this gap where this research is concentrated, addressing the gap by exploring gender differences in access to children's rights, in the focused context of young people in Wales, using the Extending Entitlement policy as a measure.

The Context of 'Entitlements' for Young People in Wales

When the Extending Entitlement policy was devised it provided Wales with a coherent philosophical and strategic plan for youth policy (Williamson, 2007). In terms of the wider picture, Wales has been at the forefront of progressive children and young people's policy in the UK since devolution in 1999 (Thomas and Crowley, 2007). Extending Entitlement policy is used within this research to allow young people's rights to be measured. The reason the Extending Entitlement policy is used as a measure of young people's rights is two-fold, in part due to the specific measurable rights that are outlined and in part due to the universal young person focused approach the policy has taken.

The Extending Entitlement policy is unusual as it outlines ten specific rights that children in Wales have access to. This specificity marks it out as different from other rights policies in the UK (Case et al., 2005). Welsh children and young people's policy has taken an egalitarian, universal approach to young people's rights in Wales (Williamson, 2007). This is starkly different to the approach adopted in England where an 'opportunities' approach has been utilised (Case et al., 2005). The lynchpin of the Extending Entitlement policy is ten rights called 'the Ten Entitlements' that all young people in Wales should be provided access to, (see Appendix 1 for details of the Ten Entitlements). This specific pinpointing of exact rights provides this research with the opportunity to explore and measure young people's access to their rights in Wales. The Extending Entitlement policy outlined a set of universal and unconditional rights including: education, life skills, participation, high quality services and facilities, guidance and advice on a range of issues (e.g. careers, health and counselling) and recreational, sporting and artistic opportunities. The policy offers young people access to participation and a number of provisions, opportunities and support services as universal rights (Case et al., 2005). Alongside the production of home-grown policy the WAG has been involved in ratifying international Children's rights policy. The WAG adopted the UNCRC in 2004 and have voted in the 'Rights of Children and Young Persons (Wales) Measure' which incorporates some of the UNCRC in to law in Wales (Welsh Assembly Government, 2010b).

In line with the approach taken in Wales regarding a universal 'child' centred approach to policies (Williamson, 2007), this research takes a young person focused approach and has used consultation and engagement with young people throughout to produce the most appropriate research process for the research topic. In the context of this research 'Entitlement' is used to refer specifically to the Ten Entitlements in the Extending Entitlement policy while the term 'rights' is used more broadly. This research examines rights through the lens of Entitlements with the focus throughout the research on gender inequalities and similarities in young people's access to their Entitlements.

Rhetoric and Reality: Why is 'Access' to the Entitlements Important?

While academics (Case et al., 2005, Williamson, 2007, Drakeford, 2010) have extolled the virtues of the Extending Entitlement rhetoric, it is clear that this rhetoric is arguably meaningless without the reality of young people being able to access the rights outlined in Extending Entitlement (Haines and Case 2004). Indeed some challenges have been made regarding the use of policy if poorly implemented (Kaime, 2010, Gran, 2010). When discussing Extending Entitlement, Williamson identifies that there is a "lack of delivery and impact and too much focus on rhetoric and aspirations" (2007:119). Bearing this in mind, it is clear that the Entitlements outlined in Extending Entitlement are 'intended' and indeed only worthwhile if access to the Entitlements is occurring. This need to turn rhetoric into reality is commonly acknowledged within the context of children and young people's rights (Alderson, 2000, James and James, 2004). There is, however, another potential barrier in making the rhetoric of policy into reality on the ground. This further barrier relates to children and young people's perspective and perception of how able they feel in accessing their rights. If young people do not *feel* able to access their rights this will reduce the likelihood of accessing those rights (James and James, 2004). If this occurs they will fail to have their rights as laid out in policy (rhetoric will not meet reality). There are problems that can occur if there is a failure to enable young people to access their rights (Haines et al., 2004). These problems are complex but link into ideas such as welfare, wellbeing and quality of life. The importance of

children's rights to child welfare has been well recognised (Osmond and Morris, 2009) and quality of living and opportunities to live a fulfilling life are limited without certain rights (Bradshaw and Mayhew, 2005). This is relevant when discussing the Entitlements in Wales. If young people are unable to access their Entitlements they are likely to have poorer life outcomes (Haines et al., 2004) such as poorer employment prospects if the right to education is not fulfilled. It is therefore important to focus on examining young people's access to their Entitlements and specifically on young people's *perception* of their access. It is key that this research is focused on examining the reality of children and young people's access to their Entitlements and comparing this to the rhetoric of policy. By examining children and young people's perception of their access to the Entitlements the reality of their experience is measured.

The Importance of Examining Gender Differences in Children and Young People's Rights

Previous research has explored young people's access to rights in Wales (Croke and Crowley, 2006, 2007, Funky Dragon, 2007a) and research has evaluated young people's access to the Ten Entitlements set out by Extending Entitlement (Haines et al., 2004). Yet, no research has examined if gender differences exist in young people's perception of access to their rights in Wales. Indeed in the UK as a whole there has been little focus on gender differences in children and young people's access to their rights, with the exception of specific areas such as education or health (Street, 2005, Browne, 2004, Ringrose and Epstein, 2008, Measor and Sikes, 1992).

It is a common perception that gender equality has been achieved within British society (Esping-Anderson, 2009). Because of this view the last decade has seen a reduction in the focus on gender issues (Richardson and Robinson, 2008). This has been mirrored in the children's rights arena. Children's rights have been enshrined in policy and law throughout the UK (Fortin, 2006, Williamson, 2007), and as a consequence the policy focus has moved on to other areas. Moreover, while the ideals of children's rights and gender equality are both well established in policy and law (Case et al., 2005,

Franklin, 2002) it is argued that they are poorly implemented (Williamson, 2007) further suggesting that rhetoric and reality are discordant within this context. Feminist academics argue that in reality gender inequalities still exist in society (Richardson and Robinson, 2008, Aronson, 2003). Children's rights campaigners and academics have argued that UK children's rights are not being met (Save the Children, 2000, Croke and Crowley, 2006, Freeman, 2002a). Some argue that children's right to gender equality is also not being met (Ringrose and Epstein, 2008, Lloyd, 2005). It is argued by many academics that gender equality and children's rights are research areas where the implementation of equality laid out in policy is questionable (Williamson, 2007, Freeman, 2002a, McRobbie, 2000) where the reality of children and young people's lives does not match the policy rhetoric. It appears that the consequences of the lack of implementation of gender equality and of children's rights are likely to affect some children more than others. Some feminist authors (Richardson and Robinson, 2008, Lovecy, 2002) have argued that females are discriminated against, through a lack of gender equality, while children are discriminated against through a lack of children's rights (Freeman, 2000). It can be argued that if one is discriminated against on two levels then rights will be harder to access (Taefi, 2009). Does being female and a child mean that this group suffers a 'double-whammy' of difficulty in accessing their rights? This is the argument made by some feminists (Montgomery, 2005, Taefi, 2009). Having said this, one also needs to consider the impact of this on male children; do all male children under this argument have better access than female children or do some young males still suffer a lack of access to their rights? This theory of "double whammy" of discrimination (Taefi, 2009) is examined during this thesis.

The Importance of Other Aspects¹ in Young People's Access to their Rights

While a key element of this research is examining gender differences in perceptions of access to Entitlements, it is important to explore what else may impact on children and young people's perceptions of their access to the Entitlements. While examining gender as a concept that affects children and young people's perceived access to their Entitlement it is crucial to think about what else maybe affecting this relationship. The age of a child or young person has an impact on their life and how they live (Steinberg, 1993), this may also have an impact on how able they feel to access their Entitlements. As well as age there are other aspects in young people's lives that may impact on access to rights, such as poverty, education, health, parents and community (Bradshaw and Mayhew, 2005, Englund et al., 2009, Haines et al., 2004). Because gender does not exist alone in affecting children and young people's lives other aspects must be examined in this research to enable a broad understanding of children and young people's lived reality in feeling able to access their Entitlements. The two additional factors examined are:

- Age (explored within the context of gender)
- Other aspects in children and young people's lives

These other aspects are important from the pragmatic stance that this research takes, as aspects in young people's lives that are identified can be recommended as areas to target in helping young people to feel more able to access their Entitlements. There is currently a limited understanding of what, in reality, impacts on how able children and young people feel in accessing their Entitlements in Wales (and in the broader rights discourse) this thesis tackles this issue.

¹The research uses the term 'aspects' as it is deemed the most suitable term for the purpose of understanding the complexities of people's lives, although 'Aspects' is not a perfect term. Other terms that were considered but deemed unsuitable were: factors and variables. 'Factors' is an unsuitable term because it is reductionist and over simplifies ideas. It is also used in this research to refer to specific quantitative measures. The term 'variable' also has a strong specific quantitative meaning and is therefore not suitable for using to refer to a complex number of areas of young people's lives. Aspects includes social, structural and personal aspects (see chapter three).

Mapping the Thesis

The primary objectives of this research were firstly to identify if gender was related to children and young people's perception of access to their Entitlements, and secondly, to examine if age or other aspects in their lives impact on that relationship. This was undertaken using a pragmatic approach, which was underpinned by the use of social constructionist theory and intersectional feminist theory to situate and examine the reality of accessing rights for young people in Wales.

The thesis consists of nine substantive chapters followed by a bibliography and appendices. This chapter (Chapter One) serves firstly to provide an introduction to the context of the research and secondly to map the structure of the thesis. Following on from Chapter One (*Introduction*) Chapter Two (*Exploring Children's Rights and the Influence of Gender*) examines the situational context of the research by discussing the current context of gender and children's rights research, broadly, and in Wales specifically. This chapter provides the context for this thesis. The chapter explores debates around rights, childhood, youth, young people and children. Chapter two also focuses specifically on children's rights policy in Wales by exploring the concept of 'Entitlements', the Extending Entitlement policy and by examining the key evaluations of children and young people's rights in Wales. The chapter then examines the lack of research into gender and young people's access to their rights and brings in debates relating to gender as a key analytical concept in this research.

Chapter Two concludes that there have been very few studies focused on a combination of the two areas of gender equality and children's rights (Lim and Roche, 2000, Olsen, 1992a) and that our understanding of these overlapping areas is limited. The literature suggests that there needs to be a focus on research that examines whether gender differences exist in young people's access to their rights in Wales. Chapter Two also concludes that the Extending Entitlement policy is a prime example of rights that can be easily understood and measured.

Having explored children's rights and the influence of gender, in Chapter Two, Chapter Three (*Aspects in Children and Young People's lives that may affect Access to Entitlements: a Critical Review*) goes further and critically examines the literature relating to what aspects of children and young people's lives may affect access to rights and particularly their Entitlements in Wales. The aspects that are apparent in the literature (and therefore discussed) include: poverty and material well-being, education, health, service provision, activities, decision making and participation, respect and discrimination, and family, people and relationships. The critical review of sociological and socio-structural aspects undertaken in this chapter suggest that this research should be examining what aspects in young people's lives are related to and affect how able young people feel in accessing their Entitlements, including education, relationships with people and neighbourhood.

Chapters Two and Three enable a narrowing of the research aim into a clear research objective. The research objective was based on the contextualisation and critical analysis of the research (*undertaken in chapters Two and Three*). The research objective was '*what is the relationship between a young person's gender and their perceived access to their Entitlements set out under Extending Entitlement*'. In order to fulfil this objective a series of more succinct and measurable research questions were produced based on the findings from Chapters Two and Three:

1. Are there gender differences in young people's perceived access to the Entitlements?
2. Is the relationship between gender and young people's perceived access to the Entitlements mediated by age?
3. How do young people explain any gender differences in their perceived access to the Entitlements?
4. Does age mediate gender differences, in young people's explanations of perceived access to the Entitlements?
5. What is the relationship between gender, age, aspects in young people's lives and perceived levels of access to the Ten Entitlements?

6. How do young people explain the relationship between perceived levels of access to their Entitlements, aspects in their lives and gender?

In Chapter Four (*Research Methodology*) issues relating to methodology are discussed: firstly, the rationale behind the research design decisions and secondly, the process of data collection and how and why each data collection method was used. Each of these sections is underpinned by the research objective and research questions. The chapter is structured in three parts: an introduction that outlines the rationale for the research approach and justification for the methods used. Secondly, the quantitative research data collection method is discussed, and thirdly, the qualitative research is explored, including the process of fieldwork and issues experienced during the qualitative research.

The findings of this research are presented in Chapters Five, Six, Seven and Eight. The results chapters combined, address the objective of this research and each chapter addresses subsidiary research questions.

In Chapter Five (*Examining Gender Differences in Perceived Levels of Access to the Entitlements (PLATE)*) the quantitative results relevant to research questions one and two are explored by examining the relationship between gender, age and perceived access to the Entitlements. The chapter presents the quantitative data examining how well young people 'feel' they are accessing the Ten Entitlements and how this is related to the gender and age of young people. This chapter has an introduction that explains the process of data analysis relevant to the data discussed. The results are then presented by examining each of the Ten Entitlements in turn. Chapter Five concludes that if the Entitlements are examined as a whole no gender differences are found. However, when examining the individual Entitlements males had higher perceived levels of access for four of the Ten Entitlements. There were no Entitlements where females had statistically significant higher perceived access. When gender was examined in further detail, by breaking the results down by age, it becomes apparent that 11-year-old females had higher perceived levels of access to their Entitlements, while in the older age groups, 13 to 16-year-olds (of both genders) had lowest levels of access.

This chapter enabled a quantitative understanding of the relationship between gender, age and young people's perceived access to their Entitlements, however to understand why the differences discovered exist qualitative research is utilised in chapter Six.

In Chapter Six (*Exploring and Explaining Gender Differences in Perceived Levels of Access to Entitlements*) qualitative research findings were presented. The findings relate to research questions one, two and five, with a specific focus on Research Question five, exploring how young people explain gender (and age) differences in accessing the Ten Entitlements. Following an introduction the data is explored by examining the Ten Entitlements overall, then by examining gender differences for each of the Ten Entitlements in turn. Throughout this chapter the quantitative data is brought in to provide a comparison with the qualitative data. The chapter concludes, in agreement with the quantitative results, that when examined as a whole, there are no gender differences in perceived access to the Entitlements. However, when the Entitlements are examined individually, there are complex gender differences, particularly for Entitlements, two, three, four, six, eight and ten. If the findings are examined broadly, males were felt to have higher access to more of the Entitlements; however there are more complexities that this finding suggests. When explanations for the gender differences were examined a number of themes emerged:

- **Enthusiasm:** Girls are trying harder or are more eager to put themselves forward (such as being a 'swot') and therefore reported feeling more able to access their rights.
- **Self Image:** A theme that ran through a number of Entitlements was of girls being too concerned about appearance and image (particularly in the view of boys). This was linked to a lack of self-confidence, being a 'sheep' and being more worried about things.
- **Stereotypes:** It seemed that many of the gender differences that young people discussed and felt affected perceived levels of access to the Entitlements were in line with stereotypes in society. Some of these included boys being noisier (encompassed in Entitlement Two), girls

trying harder in school (encompassed in Entitlement Four) and girls being more talkative (encompassed in Entitlement Two).

In Chapters Five and Six the relationship between gender, age and perceived access to the Entitlements was examined, explored and explained. Chapters Seven and Eight move forward from this point and start to uncover what other aspects in children and young people's lives may be related to gender and how able children and young people felt in accessing their Entitlements. Chapter Seven (*Examining the Psycho-Social Background Factors Associated With Perceived Levels of Access to the Entitlements*) provides quantitative data exploring what Psycho-Social Background Factors in young people's lives are associated with gender and age differences in young people's perceived levels of access to the Ten Entitlements. This chapter provides an introduction to how the data was produced and then explores the data for each of the Ten Entitlements in turn. The chapter concludes that the Psycho-Social Background Factors that were most commonly associated with higher levels of perceived access to the Entitlements were positive 'school experiences and consultation', positive 'family relationships' and the availability of 'extracurricular activities'. The findings suggest that males tended to have more associations with school experiences, and females had more associations with 'extracurricular activities'. The Psycho-Social Background Factors that were associated with young people's lower perceived access to the Entitlements were 'antisocial behaviour' and to a lesser extent 'neighbourhood crime and drug use'. Chapter Seven was not able to provide explanations about the reasons for these findings. The next chapter, Chapter Eight, is able to use qualitative research to explore young people's understandings of some of the gender differences uncovered in these Psycho-Social Background Factors.

Chapter Eight (*Exploring and Explaining the relationship between Psycho-Social Background Factors and other aspects associated with PLATE*) expands on the findings of Chapter Seven by providing further explanation of what aspects may impact on young people's access to their Entitlements and why gender differences may occur. This chapter examines the data from the qualitative focus groups regarding what aspects in young people's lives were

associated with perceived access to the Ten Entitlements and if gender differences exist within this relationship. The chapter is structured according to key themes that emerged from the qualitative data. This chapter concluded that there were a number of aspects in young people's lives that young people felt affected access to the Entitlements. Some of the key aspects or themes that emerge were: friends, family, school, neighbourhood, activities, personality and behaviour. The way in which these themes affect PLATE appears to be complex, although on the whole, young people's views were a reflection of societal or stereotypical views. Many of the key aspects or themes identified during the research could have both a negative or positive effect on PLATE, depending on the situation.

Chapter Nine (*Discussion*) provides a detailed discussion bringing together the research findings both quantitative and qualitative (*Chapters Five, Six, Seven and Eight*) and drawing out conclusions within the context of previous research (*Chapters Two and Three*). The chapter is structured by discussing the research questions and drawing a conclusion regarding the overarching research objective. The Discussion concludes that the relationship between gender and young people's access to their Entitlements was complex. When the Ten Entitlements were grouped together young people felt there was no inequality between males and females. This was in contrast to the feminist literature, particularly intersectional feminist theory (Taefi, 2009), which suggests that females are marginalised (Renold, 2006) and therefore would feel less able to access their rights (Taefi, 2009), although this theory is supported by findings when the individual Entitlements are examined. When the individual Entitlements are explored males had higher access to more of the Entitlements. Younger (aged 11 or 12) young people perceived that they had better access to the Entitlements, particularly younger females. Older females (15 or 16 year olds) reported feeling they had consistently worse levels of access to the Entitlements. One of the key themes that emerged from young people's explanations of aspects of their lives that might reduce their ability to access the Entitlements was poverty. Young people who live in poverty tend to experience many of the factors identified by young people as hindering access to the Entitlements. Another key theme identified was

'problems of youth'. Many of the remaining aspects young people identified as explaining access to the Entitlements have been associated with 'problems of youth' such as; antisocial behaviour, smoking, drinking and illegal drug use. These 'problems' are not easily reduced, however this research has highlighted the far reaching consequences of these problems in society and the impact on young people's access to their rights. However it must be noted of far more importance than the negative experiences of poverty and 'problems of youth' are young people's positive experiences, which have more of an impact on how able young people felt in accessing their Entitlements.

Chapter Two

Exploring Children's Rights and the Influence of Gender

As outlined in the previous chapter, the principal aim of this PhD study was to explore the relationship between gender and young people's perceived access to their rights in Wales, with a particular focus on the Welsh Assembly Governments, Extending Entitlement strategy. This policy for the rights of young people aged 11 to 25 (Welsh Assembly Government, 2002a), adopts a 'rights-based' approach which is informed by the UNCRC (Case et al., 2005). Although the term 'rights-based approach' is commonly used, it is not easily defined (Nyamu-Musembi and Cornwall, 2004). Some commentators define rights-based approach as grounded in human rights legislation (Ferguson, 1999), while, others claim that to be rights-based, a project or research, must ultimately achieve empowerment of people's rights (Nyamu-Musembi and Cornwall, 2004). This research adopts Save the Children's (Save the Children, 2007) definition of a rights-based approach as applying human rights values and principles at all levels of practice (Save the Children, 2007). The aforementioned 'Extending Entitlement' that is at the core of this research is underpinned by a rights-based approach, and has codified a set of rights for all young people in Wales, which are free at point of use and unconditional (Morgan, 2002). This approach represents a new way of thinking about support and service provision for young people, focussing on the rights and needs of young people rather than a focus on service provision (Case et al., 2005).

The aim of this chapter is to explore the key concepts underpinning this research, namely children's rights and gender. It considers how children's rights and gender may be socially constructed and how these social constructions can influence the contemporary policy framework regarding children's rights in Wales. Such an examination of social constructions has an especially important role, in understanding current policies; as such constructions are instrumental in determining the policy agenda (Burr, 1996; Page, 2001; James and James, 2004). Within this examination of a social

constructionist stance this chapter provides contextual information about the development and experiences of young people in relation to the Extending Entitlement policy. First it is necessary to examine and discuss what is meant by rights.

Rights

Although there is an acceptance in most contemporary societies that basic human rights should be afforded to people, a single definition of what constitutes these rights (i.e. what rights should people have) is not easily achieved as there are many theories and understandings of human rights (James and James, 2004, Buergenthal and Torney, 1979, Freedon, 1991). However Archard argues that human rights tend to centre around two main definitions; legal and moral rights (Archard, 2004). Legal rights are those guaranteed within a society through a legal framework, while moral rights are rights that are not dependent upon specific laws of a particular society, rather based on moral ideals (Freedon, 1991). However, the distinction between legal and moral rights is not always clear, as Archard (2004) suggests, there has been a historical precedence that moral rights are often argued for legally. Hence, some rights are legal and moral rights, some are only legal or moral rights and some are contested (Fetzer and Houlgate, 1997). It has been claimed that legal rights are, by their nature easiest to define (Bennett and McDonald, 1977) because they are guaranteed within a society or legal framework (Melton and Wilcox, 2001). However, for some commentators, this definition of rights has been criticised for ignoring the debates surrounding moral rights (Steiner and Alston, 2005). This debate is further complicated by the manner in which some authors use the terms legal and moral rights interchangeably and in the emerging use of the term 'human rights' as an all embracing concept, used to include both moral and legal rights (Archard, 2004). Accordingly, attempts to define rights are fraught with ambiguity, but despite this they remain in a very important and practical sense 'real' – for example, as is discussed further on page 34 the Human Rights Act 1998

incorporates the provision of the European Convention of Human Rights (ECHR) into UK domestic law.

Rights: Some Theoretical Debates

For many commentators, human rights are the most basic and important kind of right (see for example Freedman 1991), however, theorists have varied considerably in their explanations of the importance of human rights (Freeman, 2002b). Bell (1999) states that most people agree that human rights are: egalitarian, universal, and fundamental, so, in this sense rights are an essential aspect of human life, which should be available to all. Likewise, O'Byrne (2003) regards human rights as being universal, incontrovertible and subjective, however, it should also be recognised that each of these properties could be contested, or could even contradict each other, particularly because a right cannot be 'universal' and 'subjective' at the same time (see also Steiner and Alston, 2005). Accordingly, Freedman's (1991) suggestion of human rights as being attributes that belong to a person, or Entitlements to use as you choose. Or that can be possessed, claimed, enjoyed, exercised, demanded and asserted, suggests that rights can be selective and therefore subjective, rather than universal in nature. However, for some commentators, human rights are important because they represent a range of views about social justice or political legitimacy found in the world (see Freeman 2002b for further discussion). Moreover, they are political standards that it would be reasonable to accept regardless of one's (culturally influenced) views on social justice (see for example Beitz, 2001). Hence, what rights are and how rights are defined has been contested by both historic and contemporary thinkers (Nieuwenhuys, 2008). Societal expectations of what constitutes a right has changed over time, place and between cultures (Archard, 2004). Accordingly, it could be argued that rights can be seen as partially culturally relative and therefore socially constructed as they are produced within different contexts and originate from different cultural perspectives (Archard, 2004, Archard, 2006, Franklin, 2002). There are various social constructions of rights. That is what rights people should have and how they should be afforded to people. These variations in the social construction of rights can be seen represented in national policy and

law (Freeman, 2002b). Despite the above, increasingly, the global human rights movement is more influential today than at any other time. Particularly in the last decade, rights have become increasingly international in focus (Archard, 2004). Furthermore, despite the changing nature and (social and political) context of rights, in any specific situation at any particular time, rights are given concrete status.

Accordingly, while there are many theoretical debates surrounding what human rights should be, whether they are socially constructed and how to define them (Bentley, 2005), there is a general consensus that there should be basic universal human rights to life, shelter and food (Freedon, 1991; Beitz, 2001; Pupavac, 2005). Indeed, as Steiner and Alston (2005) state, to question universal rights has been described as modern day heresy. Throughout history, but especially since the last 50 years, it can be seen that there has been a gradual shift from moral rights, to national and international legislation codifying such rights, in theory at least, for everyone.

Children's Rights: A Discourse

As is the case with rights in general, there has been a great deal of debate surrounding the rights of children. For the most part, these debates have centred on questions such as; what rights do children have? Should all children have the same rights? When do differences between adults and children stop existing (at what age?) and what affect should these differences have on their rights? Simply put, what rights do children have as humans and what rights do they have because they are children? Stemming from these questions are questions about what is required to possess rights. Some authors suggest that rights are only available to those who are capable of 'holding rights' (Bentley, 2005), while others would suggest that children should be able to lead lives more of their choosing (Guggenheim, 2005) sometimes referred to as a liberty approach (Lim and Roche, 2000). Others simply argue that children, as the most vulnerable members of society, have unchallengeable basic rights to nurturing and protection (Verhellen, 2000), sometimes referred to as a welfare narrative (Lim and Roche, 2000). Many of

these debates are driven by how one constructs a child as either in need of protection or as a competent independent social actor (James and James, 2004). They also link into discussions around power and powerlessness of children in society (Lim and Roche, 2000, John, 2003).

In order to understand children's rights and the context for Extending Entitlement, it is first necessary to explore the conceptual understandings of childhood and youth, which have influenced ideas about what rights children and young people should or shouldn't have. This frames debates of whose rights are under discussion in this thesis.

The Social Construction of Childhood & Youth

Although the concepts of childhood and youth are today recognised by many cultures, how they are defined and what a child or young person is, varies around the world (James and Prout, 1997, Rwezaura, 1998, Bentley, 2005, Stainton Rogers, 2004). For example, although the western concept of childhood includes children as beings with distinct roles, such as beings who play and who are innocent, this is not the case around the world (Stasiulis, 2002). This view of childhood as a social construct that has developed has been described by James and Prout (1997) as an emergent paradigm of childhood, sometimes described as the new sociology of childhood (Maynard and Thomas, 2009). This paradigm takes the view that while the physical immaturity of a child is a biological fact, the way in which its immaturity is understood and given meaning is socially constructed (Daniel and Ivatts, 1998). Indeed, this point is illustrated by the fact that, while, the UNCRC defines a child as anyone under the age of 18, in different countries children have different rights based on their age. For example, the right to sexual consent varies around the globe from age 12 to 21 years old. This and other evidence suggests that the concepts of childhood and youth are experienced differently in different situations and are partially socially constructed (James and James, 2004).

Relevant to this research and in the context of older children, some literature refers specifically to older children as youth or young people (Garratt et al., 1997). Young people or youth are often perceived differently from childhood

by society and young people have different issues and experiences than younger children (Steinberg, 1993). Youth is a stage that society in the UK views as a distinct stage separating childhood and adulthood (Roche et al., 2004) that is socially constructed and changing over time (Stainton Rogers, 2004). This is an age where the process of becoming a adult occurs (Thomson et al., 2004). The social construction of youth and young people is often linked with negative images and youth are often seen as a problem by society (Griffin, 2004). For the purpose of this research the term 'children and young people' is employed to refer to all individuals under the age of 18.

The Social Construction of Children's Rights

The social constructions of childhood and youth are influential in determining children's rights legislation. Examples of where rights are variable around the world and therefore give us evidence in arguing that children's rights are at least in part socially constructed include; the right to vote or be involved in democratic processes (Funky Dragon, 2007a, John, 2003), the right to give medical consent (Archard, 2004) and the age at which a child is held criminally accountable. These examples illustrate the differences in societal views about what rights children should have and when. Since the twentieth century, childhood has increasingly come to be seen as a separate stage of dependence and development that is in need of special protection (Fox Harding, 1996). As such, numerous pieces of legislation (for example the Children's Act 1909, the Children & Young Person's Acts 1933 & 1969) have required parents (or the state) to protect children's passage through childhood. Their status as 'dependants' meant that legislation did not afford children any autonomous rights; their rights were to be obtained via adults (Roche 2003). Hence, children's rights were constructed in view of adults. However, by the 1970s this view, that children should not have autonomous rights, came under challenge. Alongside other social movements of the time, including the women's movement and the black liberation movement, the 1970's witnessed the emergence of the children's liberation movement (Holt, 1975, Farson, 1974), for further discussion see Archard (2006), Guggenheim (2005) or Bennett and McDonald (1997). The Child Liberation Movement argued for autonomous rights for children, and contributed to changing the

way people viewed children and childhood (Verhellen, 2000). In arguing that the construction of childhood and children rights is variable cross-culturally and over time it can be suggested that children rights in a legislative sense are culturally variable and therefore socially constructed.

Children's Liberation

Two of the major influential writers in the child liberation movement championing children's rights discourses were Farson who wrote 'Birthrights' (Farson, 1974), and Holt who produced 'Escape From Childhood' (Holt, 1975). Both Farson and Holt were child liberationists and argued that children should possess the same rights as adults (Wall, 2008). It must be noted that their arguments are not identical (for more about this see Archard, 1993). The liberationist argument has historically had a lack of consistency (Franklin, 2002), ignoring the obvious problem that very young children are incapable of some actions and processes (e.g. complex choices). The extreme side of this argument makes no clear defining line or gradient as to when rights should apply (Archard, 2004). Holt's counter-argument to some of the problems was to point out that rights are there regardless of age, and that if the children are young they will have no interest in claiming their rights (Archard, 2004).

Nevertheless, despite the criticisms towards these liberationist theories and approaches, it can be seen that these debates triggered a change in attitudes towards children's rights, and since then a vast number of different perspectives on children and their rights has emerged (Franklin, 2002), including *will* theories, *interest* theories, the competency debate and discussions around children being capable social actors. Certainly, during the last 30 years the subject of children's rights has become a field of research in itself (Pupavac, 2001). Two divergent ways of theorising children's rights are the *will* theories and *interest* theories. For *will* theorists rights are the protected exercise of choice, therefore it is suggested that only those capable of exercising choice can claim rights. It is claimed that if children are incapable of exercising choice they therefore have no rights (Archard, 2004). In contrast *interest* theorists suggest children have rights because it is in their interest, that their rights exist even if they are unable to claim them. These two

theories reflect two opposing approaches to children as either passive or capable. These theories are played out in number of ways and reflect the different ways that society can construct childhood and children in the context of rights.

The Competent Child: The ‘Competency Approach to Children’s Rights’

Other theorists have argued that rights should be based on competency, based on a liberationist position (Freeman, 1997). Competency in this context is used to refer to a person’s ability or capacity. The ‘competency approach’ would argue that age is an arbitrary figure, although based on general developmental stages of a young person’s life (Daniel and Ivatts, 1998). There is a suggestion that certain rights (e.g. liberty) should be given on the grounds of competency rather than age. In reality this is very hard to implement (Archard, 2004). One argument for using competency as a deciding factor in accessing rights can be found in research which suggests that knowing one has choice and influence tends to result in a heightened awareness of one’s own power (Verhellen, 2000). However, there has only been a little research done in this field (Verhellen, 2000). There are two major problems expressed with regard to the competency argument. Firstly, a practical issue – how could a child’s competency be assessed, and who would decide which child gets what? Secondly, since the competence argument does not apply to adults, why apply it to children? (Verhellen, 2000). This discussion is particularly relevant to young people (as opposed to younger children) where a person is in a transition period of youth, which has an extended dependence (Stainton Rogers, 2004). At this age the idea of competence and of growing competencies is particularly pertinent (Thomson et al., 2004). The outcome of the competency debate should be that children are able to be self-deterministic and gradually recognised because they have gained more competence, and that this in itself will make them more competent (Verhellen, 2000). While this might be a theoretical aim, it does not currently appear to be a practical solution to proportioning children’s rights in society.

The Responsible Child: Rights and Responsibilities

It has been argued that concept of responsibilities in children's rights literature (Verhellen, 1996) is often left out (Horovitz, 1998), and this is one of the criticisms of the children's rights agenda. In this context the concept of responsibility refers to accepting responsibility towards society, and to upholding the rights of others. Problems can occur when one person's right infringes another's. People's rights can easily conflict. In the case of children this can sometimes be a conflict of rights with the parent (Henricson and Bainham, 2005, Gooneskere, 2001)². This responsibilities focus is one of the underpinning constructions of the child that runs through the English approach to children's policies (Case et al., 2005), see page 38 for a further discussion of children's rights policy's in the UK.

The Child as a Social Actor: Participation

Many academics within the disciplines of childhood studies and youth studies now argue that it should be a child's right to be involved in decision-making and participate in the process of discussing and deciding their rights (Bell, 2002) as is witnessed in Welsh policy for children's rights (Haines et al., 2004). Viewing children and young people as social actors is taking the perspective that children have the right to participation rights (Alderson, 2008a, Uprichard, 2010). There is concern that, while there are many legislative and legal structures in place (Hallett and Prout, 2003), many children are still not asked or consulted on decisions that affect them and their rights (Morrow, 1999). An example of where a child's right to be heard plays a key role is the child protection process (Littlechild, 2000, Sanders and Mace, 2006). Indeed literature exists regarding the participation rights in many elements of children and young people's lives (Flekkøy and Kaufman, 1997) such as health care (Munro and Ward, 2008) or political processes (Drakeford et al., 2009). Given the importance and impact of rights to young people's lives (Mayall, 2000, Ruck et al., 1998) being able to participate in the decision-making process about their rights and general decision making would seem only fair (Ruck et al., 1998). However it still seems that many

² For further discussion regarding the potential conflict between children's and parents' rights see Archard (2004).

young people are unable to define what their rights are (it maybe that adults cannot either), although in the UK many young people know that human rights exist (Melton and Limber, 1992, Ruck et al., 1998).

Children Rights Discourse: A Critique

There are a number of critiques of the children's rights discourse. The suggestion is that too much attention is paid to children's rights and not enough to other areas. For example, there is the argument that children should have fewer rights and more responsibilities (Etzioni and Goldstein, in Freeman, 2000). Henricson and Bainham discuss the competing rights of children and parents and whether children's rights should be placed before their parents' (Henricson and Bainham, 2005). Similarly, Karger suggests that children should have the same rights as other members of society (Karger and Stoesz, 1997). Another voice of dissent is Wardle (in Freeman, 2000) who states that children's rights' supporters are undermining marriage and parenting, and that children's rights are wrongly seen as a solution for all social problems. Some critics of the rights discourse argue that children's rights should be carefully advocated (Freeman, 2000). It is also suggested that giving too many rights reduces the value of those rights (Archard, 2004). Bross (1991) looks at the interesting angle of children's rights as an integral part of national growth in successful nations where freedom of equality is valued. Therefore, he suggests that children's rights should not be seen as more important than adults', but equal in creating a whole balanced nation (Bross, 1991). While these criticisms have some basis, it can be argued that in order for children's basic human needs to be met a set of clear and agreed rights is beneficial to improving and maintaining a decent standard of living for all children. Academics have argued that this is what the UNCRC and other children's rights policies and legislative documents do (Mertus, 2005, Freeman, 2000).

Summarising Development of the Children's Rights Discourse

Accordingly, since the 1970's, the main developments in the theory of children's rights have been: the child liberation movement (Holt, 1975, Farson, 1974) and the subsequent debates around will theory versus interest

theory including discussions around competency and children as social actors which has led to the development of seeing childhood as a social construct rather than a biological one (Westman, 1999) and the notion that children's social relationships are worthy of study in themselves (Barry, 2002). Certainly, in current day society childhood is considered to be separate from adulthood.

"The modern view of childhood is of an extended stage before and below adulthood, demanding its own distinct world. This view is deeply embedded in our culture's practices and institutions; it underpins our differential attribution of rights and responsibilities to, respectively, children and adults" (Archard, 2004: 39).

These developments have led the way to a change in the methodology of children's rights research with the growth of children's advocacy and alternative research frameworks allowing children's voices to be heard more directly (Franklin, 2002). The modern perspective within the disciplines of childhood studies and children's rights is that children are active and competent contributors to society and social change and are beings who can create their own culture (James and Prout, 1997) and in turn, such understandings of childhood and rights children have been gradually filtering into policy and practice in the UK.

Children's Rights Policy Development

Amidst the growing pressure from both the children's liberation movement and academic research, for autonomous rights for children, perhaps one of the most influential signifiers for a policy response came in the 1980s when the issue of Children's Rights became a prominent topic in Britain, largely due to press coverage of 'scandals' involving children. These scandals, such as the death of Jasmine Beckford (1985) and the Cleveland inquiry (1988), highlighted the poor and confusing legal status of children (Roche 2002) and their need for substantive autonomous rights (Aldridge & Becker 2002). This has led to a predominantly protectionist stance to children's rights in UK policy.

In 1989 a major piece of legislation was brought into the UK regarding children's rights legislation – the Children Act 1989 (Daniel and Ivatts, 1998, Departments for Education and Skills, 2003, Mead, 2000). The 1989 Children Act unified many pieces of legislation relevant to children and young people (Cleave, 2000). The 1989 Act was produced predominantly on the premise that children needed protection; this is visible as the welfare of the child was of paramount consideration and the Children Act included a welfare check list (Roche 2002). Although the 1989 Act also included ascertaining the wishes and feelings of children, in the case of legal cases the courts' view of children's welfare prevailed. Four aspects of Children Act 1989 were supportive of children's liberty rights; however, as Roche (2002) argues shortcomings have occurred in turning this rhetoric into reality. The Children Act 1989 was updated in November 2004 when the Children Act 2004 came into legislation (Department for Education and Skills, 2006, Williams, 2007). This Act covers services that all children should be able to access and encourages integrated planning and delivery of services (Department for Education and Skills, 2006). As stated on the UK Government website, the Children Act 2004 is intended to:

“Improve multi-disciplinary working, remove duplication, increase accountability and improve the coordination of individual and joint inspections in local authorities” (Department for Education and Skills, 2006).

Another influencing factor in UK policy for children has been international pressure and policy production, such as the United National Convention on the Rights of the Child.

United National Convention on the Rights of the Child (UNCRC)

In addition to UK-based legislation the UK has obligations to implement the UNCRC. The ratification of the UNCRC in 1991 provided a policy framework for affording children civil, political, social, cultural and economic rights. Wringe (1995) has placed these rights within three broad categories, which he refers to as the 'Three P's': rights to provision, protection and participation (as cited in Franklin 2003: 20) although this categorisation has been critiqued (Quennerstedt, 2010).

The UNCRC, which is the most comprehensive piece of international policy on children's rights (Lee, 2010), stemmed from the 1924 Declaration of the Rights of the Child (Thomas and Crowley, 2007). In 1989 the UNCRC was unanimously adopted by the United Nations (Mertus, 2005, United Nations, 1989). The UNCRC was a major turning point in children's rights internationally (Denmark, 2004, Cohen and Naimark, 1991, Freeman, 2000, Morrow, 1999). One of the reasons the UNCRC is seen to be so important is that it is the first clear and easily understood instrument relating to the rights of children (Freeman, 1996). Melton states that the UNCRC is both comprehensive and conceptually coherent (Melton, 1991). Another reason why the UNCRC is so important is that it can be used as a standard instrument for child-related policies across countries (Horovitz, 1998). The UNCRC is almost universally recognised (Verhellen, 2000), with only the USA and Somalia have failed to ratify the convention (Franklin, 2002).

The UNCRC is separated into 54 articles; most give children social, economic, cultural or civil and political rights, while the other articles explain how governments should implement the UNCRC (United Nations, 1989). The UNCRC applies to all children and young people aged 17 and under. It gives children a set of comprehensive rights, including the right to express and have their views taken into account on all matters that affect them (Article 12); the right to play, rest and relax (Article 31) and the right to be free from all forms of violence (Article 19) (Eichsteller, 2009). Additional protocols were added to the UNCRC in 2000; see Bradshaw (2002) for further details.

The UNCRC has had problems and faced strong criticism, especially in the UK (Alderson, 2000), despite the positive impact it has had in the international arena (Ansay, 1991, Odongo, 2004, Olsen, 1992a). In Freeman's opinion, the:

The United Nations Convention on the Rights of the Child was a great achievement [but] needs to address many children whose rights are currently neglected, including disabled children, gay children, girl children and street children." (Freeman, 2000: 277).

There has also been concern that the UNCRC is a western perspective of human rights that will need to be merged with those ideas of non-western

nations if it is to progress further (Best 1995, Kaime, 2010). Some concerns have been raised about the provision within the UNCRC for rights of girl children (Freeman, 2000, Backstrom, 1996-7).

Some authors have questioned whether the UNCRC has actually changed the situation for children on the ground (Veerman and Levine, 2000, Freeman, 2000). Moreover, there is some concern that national governments are the main realisations of children's rights and that international instruments are not sufficient (Kent, 1987, Carvalho, 2008). State governments also play a role in maintaining children's rights within their state, including systems such as children's ombudspersons (Gran and Aliberti, 2003) and maintaining the importance of children's advocacy in all areas of governance (Grover, 2004a).

The UNCRC in the UK

It should be noted that while the UNCRC is key to children's rights in the UK, it is not law. The European Convention on Human Rights (ECHR), however, is enshrined in law in the UK, in the form of the Human Rights Act 1998 (Payne, 2009). However, the UK does have an obligation to monitor and report the implementation of the UNCRC to the United Nations Committee on the Rights of the Child (Some of the reports contributing to this process are discussed on page 47).

Since 1991 when the UK ratified the UNCRC, reports have been required every four to five years stating how the UK is fulfilling its human rights obligations to children (Welsh Assembly Government and Cymry Ifanc/Young Wales, 2009). The reporting process involves a number of different parties sending reports to the United Nations Committee on the Rights of the Child (UN Committee) including independent human rights institutions, non-governmental organisations (NGOs) children and young people and state governments. Since some policies relating to children's rights are devolved within the UK nations, the individual countries have recently submitted independent reports to the UN Committee. In the time since the UK ratified the UNCRC there have been two reporting periods, one in 2001/2, and the other in 2007/8. The UK state reported to the UN Committee in 2001, and in

2002 the UN Committee issued a comprehensive report on the UK's implementation of the UNCRC.

“The Committee's 'concluding observations' set out actions required by government to make a reality of children's human rights in the UK” (Children's Rights Alliance England, 2009).

In general the Committee's report was critical of the UK, but optimistic about the role of the Children and Young People's Unit. However this Unit was disbanded in England 2003, although not in Northern Ireland. The next round of reporting on the implementation of the UNCRC was in 2007 when the devolved countries submitted their reports to the UN Committee. In 2008 the UN Committee provided feedback to the UK and Northern Ireland (Children and Young People's Unit, 2006b). This suggested that while some progress had been made, the UK still had much work to do in implementing the UNCRC, particularly for children and young people of minority groups (Payne, 2009).

Children's Rights Policies in the UK Nations

It can be seen that there is now an array of legislation, both national and international proposing to ensure the rights of children. However, as noted the very concept of children's rights, how they are defined, who should be entitled, and how they are afforded rights is partially socially constructed and therefore there have been variations in how such legislations have been interpreted and implemented in different countries. In the UK, each of the countries in the UK has a different approach and policies relating to children's rights (Children's Rights Alliance England, 2009, Case et al., 2005).

England: Aside from the UK-wide policy produced there are some documents that apply to England alone. The most significant document is Tomorrow's Future: Building a Strategy for Children and Young People (Children and Young People's Unit, 2003). This document sets out progress made in the development of services for children and young people. It discusses how the Children and Young People's (CYP) Unit will allow for young people to be listened to, and allow good practice to be spread. As mentioned previously the CYP Unit has since been closed. *Connexions* was

developed by the UK Government to provide support services for young people aged 13-19 in England:

“Connexions brings together all the services and support young people need during their teenage years offering differentiated and integrated support to young people through personal advisers” (Connexions, 2006).

Every Child Matters was published in 2003 (Department for Education and Skills, 2004, Goldthorpe, 2004, Department for Education and Skills, 2003). This key document again reiterated the importance of protecting children’s rights and giving them the right to fulfil their potential (Goldthorpe, 2004). The post of Children’s Commissioner was created to promote the interests of young people and children in England (Children’s Commissioner for England, 2011). The position was created out of the Children’s Act 2004 (HM Government, 2004), but unlike their Welsh counterpart the English commissioner has no remit to act on behalf of individual children (Williams, 2005). In 2007 the Department for Children, Schools and Families produced the Children’s Plan: Building Brighter Futures which outlines their plan for children in England (Department for Children Schools and Families, 2007). England has taken a more ‘rights with responsibilities’ approach to policy rather than a universal rights-based approach to children’s rights (Case, 2005).

Northern Ireland: The Children and Young People’s Unit (CYPU) was established to ensure that the rights and needs of children and young people living in Northern Ireland were given a high priority. The Children and Young People’s Unit (NI) produced a ten-year plan called Our Children and Young People – Our Pledge (Lister, 2006). The children and young people’s unit was also set up to oversee the ten-year strategy.

“The strategy includes strategic goals in key areas affecting children and young people and takes into account the role of parents and families. It also examines the scope for achieving a more joined-up approach within Government to children’s issue” (First Minister and Deputy Minister Northern Ireland, 2006).

A multi-agency approach to service provision has also been used to encourage cross-agency and cross-sector provision of children’s services (Godfrey, 2003, McTernan, 2003). In 2003 the post of Children’s

Commissioner was implemented in Northern Ireland. The Commissioner is guided by the UNCRC and aims to promote children's rights, deal with complaints and inquiries as well as undertake research (Northern Ireland Commissioner for Children and Young People (NICCYP), 2005). In 2007 the Children and Young People's Unit reported to the UN Committee about the situation in Northern Ireland (Children and Young People's Unit, 2006a).

Scotland: In 2001 the Scottish Executive produced *For Scotland's Children: Better Integrated Children's Services* (Scottish Executive, 2001). This document aimed to try and improve the lives of all Scotland's children and young people through reducing inequalities (Case et al., 2005) and providing integrated services (Scottish Executive, 2006a).

In 2004 *Protecting Children and Young People: The Charter* (Scottish Executive, 2004) was produced by the Scottish Executive to state what children and young people needed from society. The Charter is a document that clearly states the responsibilities of adults towards children in a young-person-friendly format. Also in 2004 the Scottish Executive introduced the role of Scotland's Commissioner for Children and Young People. The Commissioner's aim is to:

"Promote and safeguard the rights of children and young people living in Scotland. [The] role is to ensure that adults keep the promises made in the United Nations Convention on the Rights of the Child" (Scotland's Commissioner for Children and Young People, 2006).

The Scottish Executive reported to the UN Committee on the Rights of the Child in 2007 with their report of children's rights in Scotland and the implementation of the UNCRC (Donnelley, 2007).

In Scotland the justice system for children is organised differently from the rest of the UK (Children Commissioners' in the UK, 2008). The Children's (Scotland) Act 1968 was the precedent for the foundation of the Children's Hearing System which represents a radical change in the way in which children's legal rights are dealt with in Scotland (Scottish Executive, 2006b). This system took over from the courts in 1971 for dealing with criminal behaviour in young people under 16. The children's hearing system makes

decisions about action to be taken in the case of children; this is a different system from that used in the rest of the UK.

Wales: The Development of a Children's Rights Agenda

The development of the children's rights agenda in Wales during the 1990s and 2000s was divergent from and progressed faster than other UK countries (Payne, 2009). As Drakeford (2010) suggests, the wider policy environment in Wales was producing a 'children first' approach (Drakeford, 2010). The Welsh Assembly Government (WAG) played a large role in producing legislation and pushing this children first agenda (Williamson, 2007). A number of documents and reports have been produced by the WAG discussing young people's rights in Wales (Welsh Assembly Government, 2002a, Welsh Assembly Government, 2005, Welsh Assembly Government, 2007, Welsh Assembly Government, 2004a). In addition there have been reports and research from other non-governmental organisations and academics such as: *Righting the Wrongs: The Reality of Children's Rights in Wales* (Croke and Crowley, 2006), *Extending Entitlement: Making it Real* (Haines and Case, 2003), and *The Impact of Labour on Policies for Children and Young People in Wales* (Williams, 2003). These documents examine among other things how well children's rights are being accessed in Wales.

Children's rights in Wales have seen a number of key changes starting with Welsh devolution in May 1999. Between 1999 and 2000 there was a strong voice in the WAG to produce a robust and coherent framework of policy for young people (Ball and Charles, 2006). Some of the factors that have caused the development of such an approach to children's rights include: a focus on the UNCRC, the introduction of a Children's Commissioner and a youth assembly for Wales. These factors have combined to produce policy and strategies that are rights-based and universal in focus. This has led to the production of the *Extending Entitlement* policy. Earlier than other UK nations, Wales introduced its young people's rights agenda to policy level with the strategy *Extending Entitlement* (Case et al., 2005). In 2000 *Extending Entitlement: Supporting Young People in Wales* was published. This policy

provided a wide approach rather than a purely service provision-based approach. This was built upon by additional policy documents (Welsh Assembly Government, 2005, The Policy Unit - The National Assembly for Wales, 2001, Youth Policy Team, 2002). Within the paradigm shift that occurred around the time of Welsh devolution with the rights based approach to youth policy, was a move towards viewing young people as social actors within their own lives (Case et al., 2005) and indeed in the policy landscape. In line with the rise in importance of participation rights, and the view of children and young people as competent individuals.

A Children's Commissioner in Wales

In 2000 the legislation to introduce a Children's Commissioner was set up and the first Children's Commissioner was appointed in 2001 to push issues concerning children to the forefront of policy (Franklin, 2002, Bransbury, 2004). The current Children's Commissioner for Wales is Keith Towler (Children's Commissioner for Wales, 2010). The Commissioner's brief is to speak out for children and young people and endeavor to ensure that "children and young people are kept safe and that they know about and can access their rights" (Children's Commissioner for Wales, 2010). Key in the work of the Children's Commissioner is considering children's rights and the UNCRC in all the work that they do (Children's Commissioner for Wales, 2010). An evaluation of the Children's Commissioner's office has found that it has become an indispensable part of the landscape and had a major impact on service provision (Thomas et al., 2010). Despite the positive aspects of the Children's Commissioner, Thomas et al. (2010) note that the Children's Commissioner needs to have clear direction, that there are low levels of awareness of the Children's Commissioner and that the office is having difficulties fulfilling everyone's expectations. The evaluation carried out by Thomas et al. (2010) led to a review of the Children's Commissioner's work (Thomas et al., 2010). As well as the Children's Commissioner for Wales, other organisations have played a role in children rights advocacy particularly Funky Dragon.

A Youth Assembly in Wales: Funky Dragon

The Children and Young People's Assembly (called *llais Ifanc/Young Voice*) was set up later in 2004 as a registered charity called Funky Dragon. Funky Dragon is a peer-led organisation which aims to give young people (aged 0-25) the opportunity to participate and have their voices heard (Funky Dragon, 2009a) particularly at a national level in policy.

"Funky Dragon's main tasks are to make sure that the views of children and young people are heard, particularly by the Welsh Assembly Government, and to support participation in decision-making at national level" (Funky Dragon, 2009b)

Funky Dragon is driven by the values of the UNCRC. Funky Dragon has been involved in a number of research projects into children's rights (Funky Dragon, 2007a, Funky Dragon, 2007c) and advocates children's rights to children and adults in Wales. The existence of Funky Dragon has moved the children's rights agenda forward in Wales (Williamson, 2007). Another key underpinning element in the child focused approach to children's right in Wales is their endorsement of the UNCRC.

The UNCRC in Wales

The WAG formally adopted the UNCRC in 2004, committing to all policies being in accordance with the UNCRC (Children in Wales, 2006). This adoption committed the WAG to using the UNCRC as the basis and core principal for all policy for children and young people (Drakeford, 2010, Alderson, 2008a). In 2007, Wales reported to the UN Committee on implementation of the UNCRC in Wales, reports were produced by the WAG, NGOs, children and young people and the children's commissioner. Some of the findings from these reports have been extensively used in this thesis to provide information on whether children's rights are being met or not, see page 47. In 2008 the UN Committee provided concluding observations on the reports submitted (Welsh Assembly Government, 2010b). The concluding observations covered a broad range of areas and have triggered a response by the WAG to produce a five-year rolling action plan (Welsh Assembly Government and *Cymry Ifanc/Young Wales*, 2009). The rolling action plan outlines a set of priorities agreed between the WAG and the NGO monitoring

group that were submitted to the UN Committee (Welsh Assembly Government and Cymry Ifanc/Young Wales, 2009), see Appendix 2 for the priorities outlined in this document. The WAG claims that these principles will drive progress towards supporting children and young people in knowing and accessing the UNCRC rights and therefore leading a happier life and better fulfilling their potential (Welsh Assembly Government and Cymry Ifanc/Young Wales, 2009).

Extending Entitlement: A Youth Policy for Wales

In 2000, *Extending Entitlement: Supporting Young People in Wales* was published (The Policy Unit - The National Assembly for Wales, 2000). This policy provided a wide, universal approach rather than a purely service provision-based approach. When it was produced, *Extending Entitlement* was the Welsh Assembly Government's flagship strategy for promoting opportunity and choice for all young people aged 11-25. *Extending Entitlement* is the foundation document of post-devolution policy for children in Wales (Drakeford, 2010). Drakeford (2010) and others argue that *Extending Entitlement* puts the onus on the 'powerful' providers rather than on the (child) users of services (Haines and Case, In Draft).

The WAG has adopted the term *Entitlement* as a basis for its policy in 2000 for children's rights. The policy called *Extending Entitlement* takes an egalitarian, universal approach to all young people's rights in Wales, stating what all young people in Wales are entitled to. The *Extending Entitlement* policy outlines the *Entitlements* that all young people have and is the government's commitment to provide these universal rights.

The main objectives of *Extending Entitlement* were to unify and strengthen policy and practice for young people in Wales in five ways:

1. "To make a more positive focus on achievement and what young people have to contribute.
2. To give a stronger focus on guiding the young person's capacity to become independent, make choices and participate.
3. To provide improvements in the quality and responsiveness of the services available.
4. To involve young people, which is key to the above.
5. To give more effective cooperation and partnership at local level" (Welsh Assembly Government / Youth Justice Board, 2004).

There are ten Entitlements outlined in Extending Entitlement that every young person in Wales aged 11-25 years old has a basic Entitlement to:

1. "Education, training and work experience- tailored to their needs.
2. Basic skills which open doors to a full life and promote social inclusion.
3. A wide and varied range of opportunities to participate in volunteering and active citizenship.
4. High quality, responsive, and accessible services and facilities.
5. Independent, specialist careers advice and guidance and student support and counselling services.
6. Personal support and advice where and when needed and in appropriate formats – with clear ground rules on confidentiality.
7. Advice on health, housing benefits and other issues provided in accessible and welcoming settings.
8. Recreational and social opportunities in a safe and accessible environment.
9. Sporting, artistic, musical and outdoor experiences to develop talent, broaden horizons and promote rounded perspective including both national and international contexts.
10. The right to be consulted, to participate in decision-making and to be heard on all matters which concern them or have an impact on their lives.

In an environment where there is:

A positive focus on achievement overall and what young people have to contribute; a focus on building young people's capacity to become independent, make choices, and participate in the democratic process; and celebration of young people's successes" (Welsh Assembly Government, 2002a).

As the Extending Entitlement policy is for young people the WAG asked Funky Dragon, the Children's Assembly for Wales, to put the ideas and aims of these Entitlements into young-person-friendly language. There is also a young-person version of the ten Entitlements (see Appendix 1) which illustrates the children and young person friendly nature of the Extending Entitlement policy and WAG approach to children's rights. As is obvious in the ten Entitlements, the rights of young people in Wales are varied and cover all areas of life. From services that are provided, such as education, healthcare, information and guidance (provision rights) – to less traditional rights, such as social opportunities, being consulted, being involved in decision-making, (participation rights) as well as some protection rights (safety and security).

Since Extending Entitlement: Key Strategies and Policies Concerning Children's Rights in Wales

The policies for children and young people's rights and welfare in Wales focus on a rights-based approach with participation and children's involvement and consultation at the heart (Williamson, 2007, Case et al., 2005). Following on from the flagship strategy of Extending Entitlement, the WAG introduced the Seven Core Aims (Welsh Assembly Government, 2002b). In 2002 WAG published the paper Children and Young People: Rights to Action in which WAG reiterates its commitment to the UNCRC by setting out the Seven Core Aims (see Appendix 3 for details). The Seven Core Aims draw on some of the main rights in the UNCRC (Welsh Assembly Government, 2010b).

Following on from legislative and policy changes, both the Welsh Assembly Government and non-governmental organisations have produced documents that report on the implementation of Extending Entitlement, the Seven Core Aims and the UNCRC (Welsh Assembly Government, 2002a, Welsh Assembly Government, 2004a, Welsh Assembly Government, 2004b, Welsh Assembly Government, 2007, Funky Dragon, 2007a, Croke and Crowley, 2006, Croke and Crowley, 2007, Haines et al., 2004).

During the last ten years there have been key political factors that have affected the production of policy documents on children's rights. The development and support for particular stances taken by the departments within the WAG have been varied and politicised (Drakeford, 2010). It has also been suggested that crossover in WAG departmental coverage has led to some repetition of work covering children's rights that has not led to a smooth and comprehensive policy approach to children's rights. An example of this is the production of Extending Entitlement and the Seven Core Aims. It has been argued that these two documents sit beside each other (Welsh Assembly Government, 2010a), however the two documents have led to confusion amongst some practitioners (Williamson, 2007) and reduced the capacity of the WAG to provide a clear straightforward understandable approach to young people's rights.

A number of reports (Haines et al., 2004, Funky Dragon, 2007a, Croke and Crowley, 2007) have been part of the reporting and monitoring of children's rights in Wales and have provided much needed information about how children and young people in Wales live. This information provides a picture of the current situation of children and young people's rights; the next section of this chapter examines information from a number of reports about children's access to their rights and the ten Entitlements in particular.

Children's Rights Research in Wales

A number of key research studies have been undertaken into children's rights by non-governmental organisations. Two of importance are Our Rights, Our Story (Funky Dragon, 2007a) and Stop, Look, Listen (Croke and Crowley, 2007). Both these pieces of research were undertaken as part of the reporting process to the UN Committee on the implementation of the UNCRC.

Our Rights Our Story

This Funky Dragon research was conducted in 2007 and was undertaken by young people and Funky Dragon staff and aimed to examine the implementation of the UNRCR in Wales (Funky Dragon, 2007a). The research was the 'alternative report' submitted to the UN Committee as part of monitoring of the implementation of the UNCRC. The main themes that the Our Rights Our Story (OROS) research investigated from the UNCRC were: education, health, participation, information and specific interest young people (Funky Dragon, 2007a). The report also investigated some themes specific to young people in Wales: culture, leisure, environment and transport (see Funky Dragon 2007a for details of the methodology). The majority of the young people who participated in the OROS research were aged 11-15. The findings suggested that young people were not well informed about their rights, with 65% of young people never having had the UNCRC explained to them at school (Funky Dragon, 2007a). The OROS research makes a large number of recommendations which it is impractical to examine in detail here; however, one of the underlying messages was the level of involvement of

young people in their education and health. Young people wanted to be consulted more and be able to make decisions about their lives. In order for this to occur Funky Dragon suggested that more information needs to be provided to young people to enable them to make choices (Funky Dragon, 2007a). The OROS research is crucial background information for this research as it examines the levels of access to rights young people felt able to achieve in the context of Wales. This research is used in Chapter Nine to compare with the findings of this research.

Stop, Look, Listen

Another report submitted to the UN Committee as part of the UNCRC monitoring process was Stop, Look, Listen: The Road to Realising Children's Rights in Wales (Croke and Crowley, 2007). The report aimed to examine the implementation of the UNCRC for children and young people in Wales. This report was produced by a number of NGOs and published by Save the Children. The report focuses on the concluding observations provided by the UN Committee after the last round of reporting in 2002. In terms of implementing the UNCRC they suggest that the UK government had made limited progress while the WAG had made good progress (see Croke and Crowley, 2007 for details of the methodology).

The report found that in regard to discrimination faced by young people in Wales, there was limited progress from the WAG or UK Government. Participation of children and young people was the responsibility of the WAG and was found to have made good progress. However they had made limited progress in strengthening mental health services (Croke and Crowley, 2007). In regard to reducing child poverty the UK government was found to have made limited progress while the WAG had made good progress with child poverty having moved up the political agenda in Wales. In terms of reducing inequalities in children's education, the WAG had made good progress. This report suggests that while improvements have been made, particularly by the WAG, children in Wales are still failing to have their rights met under the UNCRC. The findings of the study discussed above are used in Chapter Nine of this thesis to contextualise the findings of this doctoral research.

The Pilot Evaluation of Extending Entitlement: Making it Real

A pilot evaluation of the Extending Entitlement policy was commissioned by the WAG in 2002 and carried out by research company Interactive Feedback (Haines et al., 2004). The aim of the pilot evaluation was to set out a baseline for young people's access to their Entitlements and to use it as a means of measurement against future evaluations. An additional aim was to be able to examine the effectiveness of the Extending Entitlement strategy (Haines et al., 2004). The pilot evaluation of Extending Entitlement used a range of methods, such as interviews and questionnaires, to collect data from a number of sources to evaluate the effectiveness of Extending Entitlement. Interactive Computer-Assisted Self-Interviewing (ICSI) was used to collect data from young people aged 11-25, as well as a questionnaire which was used to collect information from Young People's Partnership members.

In the research with young people, a questionnaire was administered to the sample involved those aged 11-25 but this age group was split into a school sample (11-18) and a non-school (19-25) sample (Haines et al., 2004). In addition there was a special-interest sample group. The school sample included a total sample of 3,116, while the 19-25 year old sample did not return any data (see Haines 2004 for details of the sample problems experienced). The special interest sample had a total of six returned questionnaires. Therefore a total of 3,122 young people completed the questionnaire (Haines et al., 2004). The ICSI that was used included two sections: the first part involved 27 questions about young people's access to the ten Entitlements; the second looked at risk and protective factors associated with problem behaviour in young people³. The risk and enabling factors originate from the risk factor prevention paradigm (Farrington, 2002). This paradigm originates from the field of medicine and has since been adopted by various fields including crime prevention (Catalano and Hawkins, 1996).

³ For further details about the Risk and Protective Factor survey instrument see Haines (2001)

“The basic idea of risk-focused prevention is very simple: Identify the key risk factors for offending and implement prevention methods designed to counteract them. There is often a related attempt to identify key protective factors against offending and to implement prevention methods designed to enhance them” (Farrington, 2007: 606).

The basis of the ‘risk factor prevention paradigm’ (Hawkins and Catalano, 1992) is that risk factors that correlate with negative outcomes, such as criminal behaviour, for children and young people can be identified. Similarly protective factors that protect against negative outcomes can be identified. Within the field of criminology this has allowed intervention to be targeted to reduce risk factors, at the same time enhancing protective factors to reduce negative outcomes. However, what has been generally lacking is a focus on positive outcomes rather than negative ones. Positive outcomes, however, have been difficult to define and few people have agreed on what they are (Catalano et al., 2002). The concept of enabling factors has recently been devised as a way of moving away from negative outcomes focused approach (Case and Haines, 2007). Enabling Factors are factors that increase the likelihood of positive outcomes (Haines and Case, 2005). The enabling factors emerged out of research carried out by Haines and Case in the pilot evaluation of Extending Entitlement (Haines et al., 2004). The aim of enabling factors is to identify things in young people’s lives that are linked to an increased of probability of reporting positive outcomes and behaviour. In line with the empowering and young–person-focused approach of Extending Entitlement and the theories and approaches that underpin this research.

The key findings from Haines et al (2004) suggest that, in 2004, the people involved in the implementation of Extending Entitlement (YPPs), were highly familiar with the content and objectives of Extending Entitlement and were in favour of them (Haines et al., 2004). However, there was concern about being able to meet the Extending Entitlement objectives (Haines et al., 2004). For the young people who completed the online questionnaires in schools (aged 11-18) the Entitlement that they accessed best was ‘sporting activities’ and the worse was ‘opportunity to be asked what they think and want’ (Haines et al., 2004: 102).

The report found that those young people who reported higher levels of risk factors had lower levels of access to their rights and conversely those who had higher levels of positive influences reported higher levels of access to the Entitlements (Haines et al., 2004).

... “the nature of the institutional, social, family and personal circumstances of young people is clearly having an impact on levels of access to Entitlements” (Haines et al., 2004: 102).

The areas of a young person’s life that most contributed to higher or lower levels of access to the ten Entitlements were relationships with parents and schools, leisure activities and the emotional and behavioural attributes of the person (Haines et al., 2004). Haines et al (2004) found a number of ‘factors’ that were associated with access to the ten Entitlements.

- Education, particularly areas of extracurricular activities, respect from teachers, disliking/liking school, achievement levels and bullying.
- Personal and Individual Factors: depression, stress and eating and sleeping problems.
- Family: Parental interest, consistent relationships and good relationships
- Lifestyle: Activities, behaviour, access to drugs,
- Neighbourhood: safety at night and during day, leisure facilities and access to drugs.

The Neglect of Gender in the Context of Children’s Rights

It seems that although some previous research has evaluated young people’s access to their rights in Wales by examining implementation of the UNCRC (Funky Dragon, 2007a, Croke and Crowley, 2007) and by evaluating the Extending Entitlement policy (Haines et al, 2004), there is currently a limited understanding of how children and young people’s access to their rights or Entitlements are influenced by gender. Gender is one of the first questions people ask upon a child’s birth and is a major building block of social conventions and structures (Richardson and Robinson, 2008, Pilcher and Whelehan, 2004) and therefore is a potentially divisive concept, that may impact on children and young people’s access to their rights. However, despite the fact that gender is such a prevalent and influential concept within

society, there is limited understanding of how gender impacts on children's rights. It seems that gender has not been constructed as an important factor to investigate or address in the children's rights discourse. This is where this research is focused, exploring gender differences in access to children's rights, in the particular context of young people in Wales, using the Extending Entitlement policy as a measure.

The Social Construction of Gender

In order to gain a critical understanding of knowledge and undertake a discussion of the issues surrounding gender and children's rights, 'gender' as a socially constructed term first needs to be explored and defined. Gender is now conceived by many academics, particularly writers from the feminist/women's studies perspective, as a social construction (Holmes, 2007, Richardson and Robinson, 2008). This social construction of gender is similar to the social construction of childhood and youth discussed by authors such as James and James (2004).

Gender is a term that is often used, yet a consensual academic definition seems hard to uncover (Holmes, 2007). Colebrook states that gender is the term for the social and cultural factors which we associate with men or women (Colebrook, 2004). The word 'sex' is used to refer to the physiological differences between males and females (Richardson and Robinson, 2008). There is the suggestion that gender is more complex than a simple binary male/female divide (Richardson and Robinson, 2008). Feminist theorists suggest that many children and adults resist the social norms of the binary divide and do not conform to feminine or masculine roles, examples of this are 'tomboys' or 'drag' acts (Richardson and Robinson, 2008). Richardson and Robinson observe that the definition of gender changes over time and place (Richardson and Robinson, 2008). Measor and Sikes note that it is important to be aware of the difference between the terms 'sex' and 'gender' (Measor and Sikes, 1992). They suggest that gender is the:

"Social and cultural patterns of behaviour and the social characteristics of being a man or a women in particular historic and social circumstances" (Measor and Sikes, 1992: 5).

Another understanding of gender derives from Browne (2004) who states that "gender is inextricably linked with all aspects of yourselves, including, 'race', ethnicity, social class, language and ability" (Browne, 2004: 2). Nayak and Kehily state that gender is "a conceptual category for understanding the organisation and interpretation of human relationships" (Nayak and Kehily, 2008: 4). Hence, gender, while based on biological sex, can be viewed as partially social constructed, in the same way that childhood, youth and children's rights are.

The Women's Movement and Feminism

In order to better understand why gender and gender differences are important in relation to children and young people's rights, the gender movement needs to be discussed in its historical context. Awareness of gender issues became part of the political, social and cultural agendas during the feminist movement in the 1960s. The academic discipline studying gender inequalities developed in the 1970s and was called Women's Studies (Richardson and Robinson, 2008). The discipline of Women's Studies was politicised and aimed at theorising gender inequalities and thereby helping to end women's oppression (Hines, 2008). The 1975 Sex Discrimination Act was in theory a very positive progressive step in attempting to equalise males and females position within society, and also brought the issues to the forefront of society (Clark and Millard, 1998). Feminism is concerned with how gender is connected to social and cultural status and power in society (McLaughlin, 2003). Feminism asks questions about how the social reproduction of gender differences is connected to gender inequalities. Gender from the feminist perspective is theorised not as a difference but as a social division (Richardson and Robinson, 2008). In the 1960s and 1970s feminism was associated with the ideas of gender differences and focused on women as a homogenous group. However in the 1980s there were criticisms of feminism as having been previously too simplistic and ethnocentric (Lim and Roche, 2000); ignoring the vast diversity of women. Similarly there were criticisms of the binary male/female view of gender (Richardson and Robinson, 2008). These criticisms were linked to new work within the areas of post structuralism, postmodernism, queer theory and

theories around multiple genders (Nash, 2002). Some feminists proposed that factors such as class, race, ethnicity, sexuality and age had been ignored by earlier feminists (Richardson and Robinson, 2008). During the last three decades feminism has come unstuck from its origins in 'women's studies', as theories of gender definitions broadened and feminist theories diversified, due in part to criticisms that feminism neglected cultural and historic specifications (Richardson and Robinson, 2008). The feminist movement has spawned a growing amount of literature examining gender inequalities and gendered behaviour (Aronson, 2003, Nayak and Kehily, 2008, Howell and Day, 2000, Bielby, 2000, Jacobs and Gerson, 2004, Bosch, 2001, Smith and McAra, 2004). Some authors (Miller, 2003) have briefly highlighted the links between the human rights movement and the feminist movement, suggesting that the feminist activists have pushed forward human rights as a tool in reducing inequality and abuse towards women (Miller, 2003). It has also been stated that the growth of interest in children and the discipline of childhood studies has coincided broadly with the growth of children rights (Freeman, 1998) and indeed the growth of the feminist movement and gender equality (Richardson and Robinson, 2008). All these changes may be being driven by a change in society and the growth of postmodernism. Accordingly, the feminist movement has been of major importance in triggering and developing research and knowledge around gender differences in young people, which is relevant to this research in addressing gender differences in young people's access to their rights.

The Social Constructions of Gendered roles

It is relevant in the context of this research to examine how young people experience life differently because of their gender. Gender has already been discussed, at least in part, as a social construction, within this social constructionist framework, is the assumption that children and young people will experience life differently based on which gender they are. In the context of exploring gender differences in young people, it is useful to look at gender role development. Within society there are gender roles that people are expected to adhere to (Martin, 2005). Gender roles include behaviour, dress and appearance. Children start to become aware of gender at a young age

(Golombok and Fivush, 1994). In the first year of their lives they become aware of difference between male and female (Blakemore et al., 2009). Over their early life they pick up behaviours that tend to fit to social stereotypes of how males and females should dress and behave (Blakemore and Hill, 2008). There are many theories about the development of gender roles, but most fall into psychoanalytic theories; cognitive development theories, biological determinism theories and socialisation theories (Owen Blakemore et al., 2009, Golombok and Fivush, 1994). Feminists and others argue that gender roles draw on social learning theory (a socialisation theory), claiming that through the learning process and agencies of society, children learn the social meanings, values, norms and expectations of being 'a girl' or 'a boy' (Richardson and Robinson, 2008). Feminists suggest that, in line with social constructionism, the production of femininity and masculinity (gender roles) is culturally determined and that people are different genders through socialisation into gender roles (Richardson and Robinson, 2008). Some feminists have gone as far as to propose that gender is a socially constructed idea produced by a patriarchal hierarchy to keep women subjugated (Wittig, 1992, Delphy, 1984). In contrast, some authors (Beal, 1994, Grabrucker, 1995) argue that certain gender associated behaviours are caused by biology, such as aggression in boys. Beal (1994) suggests that children try to make order of the world by using gender as an ordering process (Beal, 1994, Moir and Moir, 1999).

A number of social factors are documented as affecting gender role behaviour. There is a general acceptance that schools tend to confirm gender roles (Clark, 1998), and that they can act as amplifiers for social stereotypes (Marland, 1983 in Clark, 1998). Other major influencing factors in children and young people's behaviour are informal school interactions, such as those among peers and friends (Browne, 2004, Measor, 1992, Beal, 1994). Family and parental influence is a major factor in determining the gendered behaviour of young people, although children do not always follow in the views of their parents (Save the Children and Beven Foundation, 2008, Bradshaw, 2002). Indeed the books, toys and media that children are provided to play with or access can have an impact of their gender role and

gendered identity (Marks et al., 2009, Risman and Myers, 1997). Some authors have highlighted that it is more acceptable for girls to display cross-gender behaviour than boys (Trousdale and McMillan, 2003, Jackson, 2007).

The behaviour of children and young people and how society responds to children of different genders will impact on children and young people's experiences. This research is focused on children and young people's experiences of accessing their rights (in Wales, measured using Entitlements). In order to understand this relationship it is useful to understand the causes of behaviours to explore why children and young people of different genders may be accessing their rights differently.

In conclusion, this discussion of gender role development suggests that there are a number of interconnected theories behind gender role development and that children develop different behaviour (gender roles) related to their gender. It can be argued that this may affect their abilities to access their rights in terms of the differences that they have in their gender roles. However, as mentioned previously, gender has not been a focus of concern in the children's rights discourse; but nevertheless, the feminist movement has been highly influential in putting such issues on the map.

Feminist Approaches to Children Rights

There is a minimal amount of academic work examining the cross over between feminist and gender students and children rights (Lim and Roche, 2000, Olsen, 1992a, Armstrong et al., 1995). The few academic works that exist (where feminism and children rights are addressed together) are theoretical in focus. They tend to focus on the overlapping between the children rights debate and feminist thought and examine if the two are compatible. See Olsen (1992a) Lim and Roche (2000), Price-Cohen (1997) and Armstrong et al (1995) for further discussions. It has been argued that relationship of feminism with children's legal rights is ambiguous (Lim and Roche, 2000) both in terms of law and in terms of their view of children (Olsen, 1992a). On one hand feminist thought would view the legal system as a patriarchal structure used to subjugate women (Kiss, 1997). On the other hand women's rights have been recently upheld in law (Olsen, 1992a).

In terms of feminist approaches to children rights in particular, two contradictory narratives emerge, one which views children and motherhood as a loss of freedom for women (Gooneskere, 1998). Yet, in contradiction some feminist would argue that women's rights and children rights have been and do go hand in hand (Lim and Roche, 2000), with the abuse of children coinciding with the abuse of women, bringing common struggles (Olsen, 1992a). It can be argued that despite some of the different narratives expressed in feminist thought, that there are a number of common and interconnected concerns between the two theoretical discourses (Olsen, 1992a, Lim and Roche, 2000).

Feminism in the context of Gender and Extending Entitlement

Many feminists would argue that historically within Western societies women have been subjugated and have not had the same rights as males (Richardson and Robinson, 2008). This would suggest that females may find it harder to access their rights than males and therefore in the context of this research that female young people may find it harder to access their Entitlements than their male counterparts. In line with feminist arguments that women are marginalised, 'intersectional feminist theory' suggests that when someone is part of two marginalised groups they are especially overlooked (Renold, 2006). It has been argued by Taefi (2009) that gender and age combine to make female children discriminated against on two counts; firstly within the category of children, for being female, and secondly within the category of women, for being children (Taefi, 2009).

It has been suggested that, on one level, there is tension between the women's rights and children's rights discourses (Taefi, 2009) which exacerbates the marginalisation of this group and does not focus on female children's needs (Montgomery, 2005). However under the UNCRC the key articles of anti-discrimination and of children as rights holders suggest that female children are not marginalised in policy rhetoric. However, this is disputed by some authors who suggest that the specific issues covered in the UNCRC focus on issues faced more by boys, such as soldiering, as opposed to those by girls, such as child marriage (Taefi, 2009).

In conclusion feminists and particularly intersectional feminist theorists would argue that the female children in this research would find access to their Entitlements harder as they are discriminated against within society for being young and being female. This is a stance that this research will return to in its conclusion, to assess whether in this case the gender differences exist and if females perceive they have worse access to the ten Entitlements than males.

Chapter Two: Conclusion

This chapter has drawn together research from disparate disciplines to examine the context relating to young people's access to their rights in Wales, specifically their perception of access to the ten Entitlements. The disciplines that have contributed to this discussion include feminism and gender studies, sociology of childhood and youth and children's rights. Research in these fields has led to a number of key themes being identified.

For people of any age or gender, rights are an elusive concept (Freeman, 2002b). Throughout history and even in the present day there are great variations in how rights are defined, who should be entitled to them and how they should be afforded (Archard, 2004). In this sense, rights can be seen as social constructions of a particular time and place. Nevertheless, despite these ambiguities, it is generally accepted in most countries today that people should be afforded basic human rights (Freeman, 2002b), and there is a raft of national and international legislation, which has put these ideals into practice (Freeman, 2002b, Freedon, 1991, Bell, 1999, Lee and Svevo-Cianci, 2009, United Nations, 1989).

However, this chapter has shown that until relatively recently children weren't seen as the 'proper' recipients of rights and were not afforded autonomous rights of their own (Wall, 2008). Rather, the social construction of childhood was as a vulnerable, dependant state. This meant that the few rights children were afforded were secured via their parents (Interest Theorists, using a protectionist stance). This chapter showed how such conceptions of children's rights came under challenge in the 1970s on political and social levels. Namely, the children's liberation movement urged for changes in

children's rights, and these changes were supported by new theoretical debates and insights into autonomous rights for children (by Will theorists and the competency debate). However, it was not until the 1980s with a number of highly public scandals involving children, which highlighted their lack of substantive rights and pressure from an international focus of children rights that any significant children's rights legislation came to the fore. Since then, numerous pieces of legislation, both at national and international levels have been introduced with the aim of securing the rights of children, arguably the most significant of which is the UNCRC. Hence, although there is now a legislative framework, the difficulties of defining what constitutes children's rights has led to a variation in the interpretation and implementation of children's rights legislation (such as the UNCRC) across various countries.

In the UK, although there is national legislative framework, the different countries have interpreted and implemented legislation differently. Wales, has adopted a unique, rights-based child-first focus (Drakeford, 2010), and policies such as the Extending Entitlement can be seen as reflecting this approach (Case et al., 2005). Wales has also been groundbreaking in terms of research into children's rights (Haines et al., 2004, Funky Dragon, 2007a, Croke and Crowley, 2007) and such research has highlighted "[...] the nature of the institutional, social, family and personal circumstances of young people is clearly having an impact on levels of access to Entitlements" (Haines et al., 2004: 102).

However, to date there is a scarcity of research which considers the influence of gender on children's access to their rights. Although the social construction of gender and gender roles is likely to influence children's access to their rights, there has not been research into this. However, the feminist movement has long emphasised the importance of gender in access to rights, this has yet to be applied to the children's rights discourse and there have been very few studies which have focused on a combination of the two areas of gender equality and children's rights (Olsen, 1992a, Lim and Roche, 2000). This research seeks to address this theoretical gap, through an investigation of the gender differences in specific children's rights (the ten Entitlements). This research is important in enabling academics, policy

makers and practitioners to better understand the relationship between gender and young people's experiences of access to their rights (Entitlements).

The findings from relevant reports (Our Rights Our Story; Stop, Look, Listen and Making it Real) suggest that there are still areas of children's rights where society is failing to ensure children are able/feel able to access their rights. In line with these findings, this and the limited research into background factors (Haines et al., 2004) suggests that further research is needed into what aspects in young people's lives might affect access to rights and why rights are not being accessed (Croke and Crowley, 2007). In order to examine what aspects in young people's lives might affect access to rights it is necessary to understand the current state of young people's lives in relation to what might impact on how able they feel to access their rights. This is addressed in the next chapter.

Chapter Three

Aspects in Children and Young People's Lives that may Affect Access to Entitlements: a Critical Review

Introduction

The conclusion from chapter two suggested that further examination is needed into what aspects in young people's lives may affect access to their rights. This chapter provides a critical review of previous research examining the sociological and socio-structural aspects that may be associated with children and young people's access to rights and the Entitlements in particular and examines possible gender inequalities. Research discussed in chapter two suggests that children in Wales may experience a number of aspects in their lives which could reduce their chances of accessing their rights under the UNCRC and the Extending Entitlement policy (Haines et al., 2004, Croke and Crowley, 2007).

The research by Haines et al (2004), evaluating the Extending Entitlement policy, was the starting point for examining what aspects in young people's lives may be related to young people's access to their Entitlements. The aspects discussed in this chapter have stemmed from the areas where previous research has been undertaken. A critical review of the academic and empirical policy literature has enabled the identification of several influential sociological and socio-structural aspects. The aspects are listed below:

- Poverty and material well-being,
- Education,
- Health,
- Service provision,
- Activities,
- Individual Problems / Personality
- Decision making and participation,
- Respect and age discrimination,

- Family, people and relationships

Most of the literature available refers to UK as a whole and children as a group (aged between birth and 17 years of age) therefore in order to gather information about young people in Wales this chapter refers to the wider group of birth to 17 year olds (using the term children) and includes some information that is UK wide as well as Wales specific.

Gender Differences in Aspects Affecting Children and Young People's Access to Rights

Gender is a key analytical concept in this doctoral research. The feminist perspective discussed in chapter two argues there would be gender differences in how able children and young people feel accessing their rights, the suggestion being that females would find this process harder (Taefi, 2009). Measor and Sikes (1992) state that opportunity and access to opportunities in society is dependent on gender and many feminists agree with this approach (Fagan et al., 2007, Bosch, 2001, Richardson and Robinson, 2008, Ringrose, 2008). This approach would suggest that it is important to examine the role that gender plays in young people's lives and how aspects within their lives affect young people's access to their rights.

"Imagine how your life path might have evolved if you have been born the other gender: What options would have opened up easily and automatically for you, what benefits were you able to assume apparently by rights, without question, and what opportunities were set just a few critical steps father away for you than for others" (Beal 1994: 5).

Beal highlights the importance of gender in life opportunities and choices. Therefore when information about gender differences is available it is examined in this chapter.

This chapter critically examines literature that explores gender differences in young people's lives to see how these may relate to how able children and young people feel in accessing their Entitlements. While mentioned in passing in various reports on children's welfare (Davis, 2007) there is little research specifically focused on gender differences in young people's experiences of aspects in their life that impact on their rights, the research that does exist is quite sporadic (Haines et al., 2004, Measor and Sikes,

1992, Moffitt et al., 2001). Research about gender and young people has predominantly been focused on negatives behaviours such as offending and sexual behaviour (Powell et al., 2006, Mike O'Donnell and Sharpe, 2000).

When examining children's experiences of what may affect on their access to rights, many areas such as: advice and information, social relationships (family and peers), activities and exercise, participation, poverty and deprivation, there was limited research available to suggest whether young people's experiences of these aspects is different for males or females. Each of the aspects identified in the literature is examined in turn.

Poverty and Material Wellbeing

The Entitlements that may be affected by Poverty are:

- Feeling good and confident (Entitlement 3)
- Easy access to services (Entitlement 7)
- Health and wellbeing (Entitlement 8)

Poverty is well documented as affecting children and young people's outcomes in terms of wellbeing (Bradshaw and Mayhew, 2005, Duncan et al., 1998, Ridge, 2011) which in turn may affect children and young people's ability to access their rights in particular services (Wager et al., 2010). In the UK the gap between rich and poor is increasing and this causes disparities within the wellbeing of children (Children Commissioners' in the UK, 2008).

“Child poverty affects children's education, health, future employment and life chances” (Save the Children and Beven Foundation, 2008: 4)

Children who live in poverty experience higher morbidity and mortality rates and have their opportunities and activities constrained (Bradshaw and Mayhew, 2005). In the UK 3.1 million children live in poverty (Children Commissioners' in the UK, 2008) and the UK has the fourth lowest material wellbeing ranking of the 21 OECD (Organisation for Economic Co-operation and Development) countries. This measure of wellbeing includes poverty, joblessness of households and reported deprivation (UNICEF, 2007). Bradshaw (2005) reported that in 2003/04, 21% of all children in the UK lived

in poverty, since 1980 child poverty has been rising, until around 2000 where there is evidence that the situation has been improving (Bradshaw and Mayhew, 2005). While this is a positive trend this research still suggests that many children experience poverty.

When examining the Welsh context, research in 2002/03 suggested that of the UK countries Wales had the highest rates of child poverty (Buchanan, 2007). However in 2005/06 the levels of child poverty in Wales were similar to the rest of the UK (Save the Children and Beven Foundation, 2008). This suggests that the situation of children and young people experiencing poverty in Wales is improving. It should be noted that despite the figures provided above, generalisation about poverty and deprivation should be undertaken with care, as experiences of deprivation are often variable, and include issues around cultural marginalisation (UNICEF, 2007).

A large minority of young people in Wales experience poverty. This experience of poverty is likely to have a negative impact on how able young people feel accessing their Entitlements. It is possible that poverty in children and young people's lives may have a reciprocal relationship with access to the entitlement, with one affecting the other and becoming a cycle where they influence and exacerbate each other in reducing young people's access to the Entitlements.

In conclusion the children and young people who live in poverty experience poorer outcomes (Bradshaw and Mayhew, 2005, Ridge, 2011, Wager et al., 2010). This it can be argued will impact on how able children and young people feel in accessing Entitlements three and eight (feeling good and health and wellbeing), in particular poverty, will affect nutrition and diet (Underdown, 2007). Poverty and low material wellbeing are also likely to have an impact on how able children and young people feel in accessing entitlement seven (access to services) mainly due to a lack of funds to access services. It is worth noting that while these particular Entitlements are likely to be affected by poverty and low material wellbeing there are a whole host of other factors that are associated with poverty such as class, educational levels, parental attitude, that may impact on how able a children or young person feels in access other Entitlements.

Education

The Entitlements that may be affected by education are:

- Being Heard (Entitlement 2)
- Feeling good and confident (Entitlement 3)
- Education and Employment (Entitlement 4)
- Taking Part (Entitlement 5)
- Being individual (Entitlement 6)
- Easy access to services (Entitlement 7)
- Access to information and advice (Entitlement 9)

It is argued that education is key to children's and young people's learning and development (Haines et al., 2004) and is documented as having an impact on young peoples' life outcomes (Goldblatt and Lewis, 1998), for example, earning a living. Education will impact on young people's ability to access their Entitlements, particularly the right to education (entitlement four), but also Entitlements two, three, five, six, seven and nine (see appendix 1 for details of the Entitlements). There is evidence that in the UK some young people are not having positive educational experiences (Bradshaw and Mayhew, 2005) and the UK was ranked 17th out of 21 OECD countries for educational well-being (UNICEF, 2007). This suggests the educational experiences of young people in the UK could be improved. The UK had, in 2007, approximately 76% of young people aged 15 to 19 years old in education, a rank of 20th out of 23 OECD countries (UNICEF, 2007), this is a poor level by comparison to other OECD nations. However, it is suggested that that educational attainment in the UK is improving and performs well in comparison to economic competitors (Bradshaw and Mayhew, 2005, UNICEF, 2007). More children are now being educated at higher levels in the UK (Children Commissioners' in the UK, 2008), however children are not viewed as participants in their own education and large inequalities exist

within children's education (Children Commissioners' in the UK, 2008, Bates and Riseborough, 1993).

The Welsh education system is diverging from the English system as the devolved government takes on more decision making powers (Children Commissioners' in the UK, 2008). In Wales there are no league tables or statutory assessment tests at ages 7, 11 and 14, unlike the rest of the UK (Children Commissioners' in the UK, 2008). This makes direct comparison difficult in education attainment but previous research, suggests that, Welsh pupils do better at aged 11; however more Welsh pupils get under 5 GCSE than those in England (Save the Children and Beven Foundation, 2008). In the Funky Dragon research into life in Wales, 6% of children said that school was the best thing about Wales (Funky Dragon, 2007c). In a sample of Welsh school children aged 11 to 16, in 2004; Haines et al (2004) found that the vast majority of young people felt their education was met. These pieces of research suggest that young people are generally content and enjoy school.

In conclusion school clearly has an impact on young people's experience of life and in particular their experiences around accessing entitlement four (education and employment). School as a social environment is also key to young people's experiences of entitlement three (feeling good and confident) and nine (accessing information and guidance). It is also clear that the level of educational attainment has an impact on a young person's opportunities and impacts on their wellbeing (Roberts, 2010, Bradshaw and Mayhew, 2005).

Young people's gendered experience within education has an impact on their life experiences and outcomes (Ringrose 2008); this may affect how able they feel in accessing their rights. Within the last 40 years there has been a range of research carried out about the impact of gender on a young person's education. Measor and Sikes (1999) state that it has historically been observed that there was a gender difference in intellectual capacity with males consistently performing better than females and that schooling has traditionally been male focused (Schoenberg et al., 2006). Today in primary and secondary schools females are achieving higher exam results (Ringrose,

2008, Times Online, 2006). This would suggest that biological sex is not the reason for the difference in performance rather other social factors. The focus in the 1970/80s was on girls underachieving (Gaine and George, 1999). It is only recently that areas of underachievement for boys have been examined (Ringrose, 2008, Clark and Millard, 1998). Ringrose and Epstein (2008) claim that there is now a panic over boys failing in education. They suggest that the media and society are over reacting and rather that boys underachieving is a backlash against figures that were different to expectation of educational achievement. Others argue that expectations of underachievement of boys can turn into a self fulfilling prophecy (Williamson, 2007). However many others have argued that the current, comparative underachievement of boys is a problem that needs to be addressed (Gaine and George, 1999, Clark and Millard, 1998). Dennison and Coleman (2010) suggest both boys and girls GCSE grades have improved since the 1990's, however has been a consistent gender gap in the subject performance of young people at GCSE with girls achieving higher in English, maths, sciences and languages while boys achieving better in business, IT and geography (Dennison and Coleman, 2000). In schools options about subjects to study are often based on societal gender roles, research suggests that often even if schools offer boys and girls the same choices they will generally pick gendered subjects (Measor and Sikes, 1992). This is of relevance as the subjects and interests taken up in school will influence where the young people will look for jobs and careers. Thus the influence of gendered roles in school will be likely to impact the careers and job of young people (Measor and Sikes, 1992) and this will have a large impact on the gender roles in society (Ringrose, 2008). There are clear gender differences in young people's experiences of education and educational achievement; this would suggest that males and females education experiences will have a different impact on their ability to access their rights.

Health

The Entitlements that may be affected by health are:

- Feeling good and confident (Entitlement 3)
- Health and wellbeing (Entitlement 8)

Health is vital to a young person's quality of life, and a good standard of health and wellbeing will have an impact on a young person's life experiences (Underdown, 2007). Health is likely to have a large impact on how well a young person feels able to access entitlement eight (health and wellbeing), although given the impact poor health can have, the likelihood is that health will also impact on how able a young person feels to access other Entitlements as well. The UK was ranked 12th out of 21 OECD countries for health and safety by UNICEF (UNICEF, 2007) and most children in the UK up to 15-year-olds stated that their health was good or very good (Children Commissioners' in the UK, 2008). Diet amongst young British people is relatively poor, with low levels of fresh vegetables and fruit and high levels of sweets and fizzy drinks, which Bradshaw and Mayhew (2005) suggest explains the high levels of child obesity, and other research suggests that "obesity in children has risen by almost 50% in the last ten years" (Children Commissioners' in the UK, 2008: 5). As Stevenson, et al. (2007) found in their research the barriers to healthy eating by young people are complex and interwoven (Stevenson et al., 2007).

Children's mental health in the UK has got worse in the last 30 years (Stevenson et al., 2007) and older children experience more mental/emotional health problems than younger children (Bradshaw and Mayhew, 2005). However, Bradshaw (2005) suggests that mental health problems have not increased over time, rather children report problems more than previously. Despite this most children in the UK state that they are happy (Children Commissioners' in the UK, 2008).

Alcohol and drug misuse can have serious negative affects on the health of child users and on the children of adult users (Children Commissioners' in the UK, 2008). Around 13% of young people in the UK had smoked cigarettes, this was rated 17th out of 21 OECD countries, while 30% of had

drunk alcohol (21st out of 21) (UNICEF, 2007), these are poor figures in comparison to other OECD nations. In Wales rates of smoking are increasing, while, in the rest of the UK levels of smoking are decreasing (Bradshaw and Mayhew, 2005). Research by Haines et al (2004) suggests that a reasonable minority of young people use drugs that can have negative impacts on health.

Drinking was found to be more prevalent among boys (Livingston and Room, 2009) while smoking was more common among girls (Bradshaw and Mayhew, 2005). Research by Haines et al (2004) supports this, when asked if they had drunk so much alcohol they had felt drunk 44% of males and 39% of females said yes, while, 22% of girls smoked daily and 19% of males.

When young people were asked about accessing health care services Haines et al (2004) found that there were only minimal difference between males and females access to G.P, Dentists and how often they had visited these services (Gilmore, 2008). In contrast, Dennison and Coleman (2000) found that girls generally found it easier to access health services. In terms of sexual health, research has suggested that sexually transmitted diseases are on the rise and for many diseases more young women are being effected than young men (Dennison and Coleman, 2000).

Boys were more likely to experience mental health problems than girls while emotional health issues (e.g. unhappiness) were experienced more by girls (Bradshaw and Mayhew, 2005). Rates of depression are found to be higher in women than men, and it is suggested that these gender differences first emerge in adolescence (Funky Dragon, 2007a), although, Hetherington and Stoppard (2002) argue that the 10 to 15 age range needs further research. Dennison and Coleman (2000) found that while completed suicides were far more common in males, self harm was significantly more common in females. Young males have higher rates of mortality than young females (Dennison and Coleman, 2000).

Girls are far more likely than boys to suffer from eating disorders (Ringrose, 2008, Measor and Sikes, 1992) and at aged 11 around 80% of girls were found to think they needed to be thinner (Dohnt and Tiggemann, 2006).

Research in the USA has found that girls place as much importance on self esteem and wellbeing as they do on diet and exercise (Friedman, 1998).

Health is a key element in children and young people's experiences of wellbeing and of accessing their rights (Underdown, 2007) and this critical review of the literature has found that a large number of young people in the UK suffer from poor health both physical and mentally. Evidence seems to suggest a continuing rise in mental health and health problems related to obesity and smoking. It can be suggested that these health problems may impact on how able young people feel to access their Entitlements particularly entitlement three (feeling good) and eight (health and wellbeing). Previous research suggests complex gender differences in young people's experience of health particularly in drug use, mental health, diet and in accessing health services.

Service Provision

The Entitlements that may be affected by services provision are:

- Feeling good and confident (Entitlement 3)
- Education and Employment (Entitlement 4)
- Access to Services (Entitlement 7)
- Health and wellbeing (Entitlement 8)
- Safety and security (Entitlement 10)

Some services have been covered in their own section of this chapter, such as education and health. However there are other services that need examining to see if they may affect how able young people feel in accessing their Entitlements. Some of these services include: housing services, transport, social services and services for children who are looked after by the state. The experiences of young people in getting these services can have an impact on how able they feel to access their rights. A service that is often not thought of when examining children and young people is housing, yet around half of all homeless people in the UK are children (Daniel and

Ivatts, 1998). Homelessness can have a serious and damaging affect on children's development and lives and it has been suggested that more women are homeless than men (Daniel and Ivatts, 1998).

Children and young people who have additional needs, such as disabled children, children at risk of harm, and children in state care, may need additional services above and beyond basic services of education, health and information (Daniel and Ivatts, 1998). It has been argued that in Wales many disadvantaged young people are being let down by the welfare system and do not get the services they need to fulfil their lives, particularly those who fail to gain education or live in an area where there are high levels of poverty (Barry, 2005, Williamson, 2005). This research suggests that those young people whose parents or themselves need welfare support are not getting the services they need and this can affect how able they feel in accessing the Entitlements, particularly Entitlement seven (access to services) but also access to other Entitlements such as information or health.

Children and young people who are looked after by the state in Wales have disproportionately less access to education and experience unemployment more (Williamson, 2005) and experience higher levels of homelessness after leaving care (Iwaniec and Hill, 2000). Evidence suggests that children who are in state care find it much harder to access services and harder to have a good standard of wellbeing this will have an impact on how able young people feel in accessing their rights (Iwaniec and Hill, 2000).

In conclusion the literature has suggested that some children and young people are experiencing poor service provision in the UK (Iwaniec and Hill, 2000, Daniel and Ivatts, 1998, Williamson, 2005). It can be argued that this will impact on Entitlements three, four, seven, eight and ten. In particular homelessness may impact on entitlement ten, safety and security, as living on the streets or in shelters will have inherent safety risks. For children in care outcomes in terms of jobs and unemployment are very poor (Williamson, 2005) this will impact on children and young people's ability to access entitlement four (education and employment) as well as other Entitlements such as feeling good and confident (Entitlement three) and health and wellbeing (Entitlement 8).

Activities (leisure, sport, extracurricular activity)

The Entitlements that may be affected by activities are:

- Feeling good and confident (Entitlement 3)
- Education and Employment (Entitlement 4)
- Easy Access to services (Entitlement 7)
- Health and wellbeing (Entitlement 8)

Having activities that young people enjoy such as sport, leisure and cultural activities are part of entitlement four, this would suggest that if young people do not feel able to undertake activities this will automatically affect their access to entitlement four. It can also be argued that taking part in activities will impact on how able young people feel to access other Entitlements such as two (being heard), three (feeling good) and eight (health and wellbeing). Most children and young people reported wanting to do activities or play, yet many had been told off by adults for doing so (Children Commissioners' in the UK, 2008), while other research suggests that children are increasingly having less time to make decisions about their own activities and less opportunity to make choices (Bradshaw and Mayhew, 2005). The situation in Wales appears similar to that in the rest of the UK. In Funky Dragon's research into life in Wales 15% of children stated that play was the best bit of living in Wales, over half of these children stated a sport as the type of play they enjoyed (Funky Dragon, 2007c). In Wales 84% of young people sampled took part in sporting activities weekly or daily and 46% took part in artistic activities weekly or daily (Haines et al., 2004).

The research discussed above suggests that activities are key to young people's enjoyment and wellbeing and that a lack of activities available for young people will have an impact on young people's wellbeing. This in turn suggests that the availability of activities will have an impact on how able young people feel in accessing their rights. This suggests that a cycle between availability of activities and children and young people's access to rights. This reciprocal relationship may exist where a lack of access to an

entitlement for example entitlement nine, information and guidance, may make undertaking activities harder, which will in turn make accessing some Entitlements such as entitlement four, education and employment harder. It can be suggested that this would be the case in relation to activities and access to Entitlements three and four in particular.

It has been argued that taking part in activities may have an impact on how able young people feel to access the Entitlements particularly entitlement three, four, seven and eight. It is helpful to go further and to be able to understand the relationship between this and gender. Research by Riddoch (1994) undertaken in Europe suggested that boys were more physically active.

“Boys tend to be more active than girls, and there is a marked reduction in activity over the adolescent years. The great majority of younger children achieve current physical activity recommendations, whereas fewer older children do so-especially older girls” (Riddoch et al 1994: 86).

This research also suggested that there is little objectively collected information available about young people’s levels of physical activities relating to gender (Riddoch et al., 2004). Research suggests that girls are undertaking less physical activities than boys, particularly at the older age range. This is relevant to this research as being involved in actives and sport and being physically healthy are covered in the Entitlements (Entitlement four and eight). The evidence suggests that there are gender differences in how young people take part in activities and this may have an impact on how able they feel to access their Entitlements.

Individual Problems / Personality

The Entitlements that may be affected by crime and antisocial behaviour are:

- Being Heard (Entitlement 2)
- Feeling Good (Entitlement 3)
- Health and wellbeing (Entitlement 8)

Many individual problems or personality differences that might affect how able young people feel in accessing the Entitlements have been discussed within the umbrella of health or antisocial behaviour, but there are other areas related to temperament that have not been discussed. Research suggests that in adolescence problem behaviours do generally increase e.g. eating disorders, depression, anti-social behaviour (Moffitt et al., 2001). Some problem behaviours tend to be associated with females and some with males.

Decision Making, Participation and Respect

The Entitlements that may be affected by decision making, participation and respect are:

- Your Rights (Entitlement 1)
- Being Heard (Entitlement 2)
- Feeling good and confident (Entitlement 3)
- Taking Part (Entitlement 5)
- Being Individual (Entitlement 6)

A young person's experience of being able to participate in society and in decisions that affect them has an impact on their experiences, (Mason and Fattore, 2005, Marshall, 1997) and therefore on their abilities to access the Entitlements, particularly on Entitlements two (being heard) and five (taking part). The Children's Commissioners (2008) found that most children are involved in making a contribution to society, e.g. volunteering and helping in

the community. In regards to children's participation Morrow (1999) carried out research in educational, home and community settings and found that young people felt that they should be involved in and be allowed to give their views in decisions that affected them, although not necessarily make those decisions (Morrow, 1999). Morrow's research suggests that children are aware that as children they have different rights and less rights than adults (Morrow, 1999). Wyse (2001) discusses the participation and knowledge of rights in an educational setting (Wyse, 2001). Research in four schools in England suggested that in secondary and primary schools young people were not getting the chance to express their views in school (Wyse, 2001). There are an increasing number of government and charity organisations who involve young people in decision making. Around 80% of statutory and voluntary sector organisations involved children and young people in decision making (Middleton, 2006).

In Wales most young people felt they were involved in decision making within their family (Funky Dragon, 2007a). 34% of young people felt that they had the opportunity to be asked what they think and want (Haines et al., 2004). In research by Funky Dragon 80% of young people felt that the voting age should be lowered to 16 (Funky Dragon, 2007a), while, 50% of young people felt that the Welsh Assembly Government did not listen to young people (Funky Dragon, 2007a). This previous research suggests that the majority of young people were involved in decision making and participation, although some concerns were raised about systems not allowing young people to participate in decision making, such as schools.

If young people do not feel they are respected or feel that they are discriminated against due to their age this may impact on how able they feel to access Entitlements three and six and possibly other Entitlements. A range of research suggests that children felt that they were not respected and were looked down on due to their age (Morrow, 1999, Allan and Lanson, 2004, Bradshaw and Mayhew, 2005).

"We are people too and shouldn't be treated like low-lifers just because we are younger. I think kids deserve the same sort of respect that we are expected to give to so-called adults" (Morrow, 1999).

The Children's Commissioners in the UK suggested that public attitude towards young people across the UK has tended to demonise children and young people and they are often excluded from public spaces (Children Commissioners' in the UK, 2008), particularly young people rather than children under 10 year olds (Roche et al., 2004) Evidence suggests that some young people do not feel they are respected and discriminated against due to their age. This may impact on how able they feel to access their Entitlements particularly entitlement three and entitlement six.

Research appears to suggest that young people are content with the level of participation in the home but less so in societal areas such as school or the community. In conclusion a young person's experience of being able to participate in society in decisions that affect them and be respected can have an impact on young people's abilities to access some of the Entitlements, particularly Entitlements two (being heard), three (feeling good), five (taking part) and six (being individual).

Family, Friends and Relationships

The Entitlements that may be affected by family, friends and relationships are:

- Being Heard (Entitlement 2)
- Feeling Good and Confident (Entitlement 3)
- Taking Part (Entitlement 5)
- Access to Information (Entitlement 9)
- Safety and Security (Entitlement 10)

People, particularly family and friends, are commonly the first port of call for young people when they are having problems or need information or advice. This would suggest that these people will have an impact on how able young people feel to access their Entitlements. The evidence suggests that although young people appeared to think family and friends were important (Funky Dragon, 2007a) in UNICEF measures the UK performed poorly in

terms of parents involvement in their children's lives (UNICEF, 2007). If family and relationships with other people do have an impact on how able young people feel in accessing their rights it may be an area where Wales can improve in how well young people felt able to access their rights. The UK was ranked 21st out of 21 OECD countries for family and peer relationships. This includes family relationships, family structure and peer relationships (UNICEF, 2007). It is worthy of note that many of the measures in this dimension were based on traditional views of families eating together and not having step-families or single parents. When 15 year olds were asked about parents spending time 'chatting' to them over 60% stated this happened several times a week (UNICEF, 2007). When asked about peer relationships only around 45% of 11, 13 and 15 year olds found their peers 'kind and helpful', this was the lowest of all OECD country (UNICEF, 2007). In relation to the specific Welsh context, in Funky Dragon research, when asked about what the best bit of living in Wales 10% stated family and 19% stated friends (Funky Dragon, 2007c).

To conclude, while children and young people appear to rate highly the importance of family and friends (Funky Dragon, 2007a), often measures of family involvement are lower than average (compared to OECD countries) for the UK and Wales (UNICEF, 2007). It can be suggested that experiences of family and friends may impact on Entitlements two, three, five and ten.

Crime and Antisocial Behaviour

The Entitlements that may be affected by crime and antisocial behaviour are:

- Safety and Security (Entitlement 10)

Crime and antisocial behaviour are relevant because young people's experiences of crime as an offender or as a victim is linked to their ability to access their rights. Entitlement ten, safety and security, focuses of young people's feelings of safety which is arguably wrapped up in their experiences of crime and antisocial behaviour. Young people are often seen as deviant figures within society (Roche 2004) and Daniel and Ivatts (1998) suggest that young people can be seen by older people as a threat.

The research that has been done suggests that there are gender differences in the reasons for offending: female offenders tend to steal for practical reasons, as do many men but more men offend for other reasons (Walklate 2001). Young females are more likely to steal from home, graffiti and truant than other crimes. Young males are more likely to carry weapons, robbery, housebreaking, much more car theft, and cruelty to animals (Smith and McAra, 2004). Smith and McAra (2004) found in their study of young people in Edinburgh that reasons for young people's offending varied and many different areas were seemed to impact on offending. The most important were; moral beliefs, victimisation, and mixing with friends in potential risky situations (Smith and McAra, 2004).

Involvement with or experience of crime or antisocial behaviour can affect young people's experiences of accessing their rights, the gender differences highlighted by research into crime suggest that young people of different genders have different experiences of crime and antisocial behaviour, this suggest that this aspect in young people's lives may have different affects of males and females.

Chapter Three: Conclusion

There is a large amount of previous research into the state of children's lives in the UK and Wales. However, there is a difficulty in summarising the situation, in part due to the large amount of information available but also due to the heterogeneity of children's lives, in that young people have different experiences across Wales. Despite this heterogeneity previous research broadly suggests that children in Wales have a number of aspects in their lives which may reduce their chances of accessing their rights. Some of these aspects arise from the environment in which children are raised and the opportunities available to them, but others are dependent on the individual or the choices they make (Haines et al., 2004).

At a socio-structural level poverty is identified as a factor that may impact the perception of young people of their ability to access their rights (Daniel and Ivatts, 1998). The impact of poverty seems to be unaffected by gender.

Some factors identified that could arise from the effects of poverty, were; poor diet (Bradshaw and Mayhew, 2005), poor access to services and low self esteem.

There are also relevant factors that vary between the genders in their impact. Examples of this can be found within lifestyle choices such as smoking or the use of alcohol or drugs. Girls are found to smoke more while boys are more likely to drink (Haines et al., 2004). Activities, particularly physical activity, were found to be more prevalent among boys (Blakemore et al., 2009), while girls were better able to achieve in education (Measor and Sikes, 1992). Offending behaviour also appeared to be more common among boys.

A final group of factors that were found likely to have an impact were the life experiences of young people and the opportunities they were presented with relating to society. A positive school experience was found to a strong influence, as was feeling they were being given the chance to make decisions (Haines et al., 2004). It was also important that young people felt that they were respected in particular by adults and that they felt safe (Haines et al., 2004).

These findings suggest that research examining gender in relation to young people's lives is focused on the few popular areas of health, physical activities, education and crime. This research aims to ask young people what these and other aspects in their lives affect their perceived access to the Entitlements and the role of gender in this relationship.

Where Does This Lead?

The critical review of sociological and socio-structural aspects undertaken in this chapter suggests that this research should expand on the main research question by examining what aspects in young people's lives are related to and affect how able young people feel in accessing their Entitlements. This chapter has provided background information into the state of young people's lives and highlighted what aspects in their lives may have an impact of perception of access to the Entitlements. Having undertaken an examination of the context of this research (in chapters two and three), the next stage is to

examine how this research has been undertaken, this is discussed in the next chapter, which outlines the research methodology.

Chapter Four

Research Methodology

Introduction

Chapters Two and Three have examined the context of this research, chapter two examined gender, children's rights and the development of children's rights in Wales, while chapter three examined what aspects in children's lives (e.g. health, poverty, education, and service provision) may affect access to children and young people's rights. It was concluded that there is a gap in the research. There is limited understanding and little research that examines how the gender and age of a young person affect their access to their Entitlements in Wales. This doctoral research aims to fill the gap in knowledge and to go further and examine what aspects in young people's lives might affect this relationship between gender and access to Entitlements (details of the titles and numbers of the Entitlements can be found in Appendix 1).

This chapter will explain and discuss the methodology used in this research. The chapter is set out in three parts. Firstly, an introduction to the research, outlining the research aim, objective and research questions and discussing the research design, the second section of this chapter explores the methodology of the quantitative data collection, while the third section discusses the qualitative data collection. The quantitative and qualitative sections include descriptions of the research methods and tools used and a critical analysis of research decisions.

The Background: Extending Entitlement Project

Extending Entitlement is the Welsh Assembly Government's flagship youth inclusion strategy for promoting opportunity and choice for all young people aged 11-25 in Wales. A national evaluation of the Extending Entitlement policy was commissioned by the Welsh Assembly Government in 2004. This evaluation was undertaken by Interactive Feedback in collaboration with Swansea University. Interactive Feedback is an independent commercial

company. The project was a three-year project to evaluate the implementation of the Extending Entitlement policy across Wales (Case et al., 2007a). The project was completed in 2006 when the different elements of the project were reported to the Welsh Assembly Government (Case et al., 2007a, Case et al., 2007b). The Extending Entitlement project was managed and run by the directors of Interactive Feedback, supported by a steering group and implemented by a researcher who was employed to carry out day-to-day research. The author of this thesis was employed as the researcher on the Extending Entitlement project. This doctoral research started with the Extending Entitlement project and grew based on the author's research interests, particularly an interest in understanding the affect of gender on real life experiences and access to rights.

As part of the Extending Entitlement evaluation there was a large-scale quantitative survey of young people, using an online questionnaire. This online questionnaire is utilised for this doctoral research see (page 88 for further details about the questionnaire).

Research Aim, Objective and Questions

The aim of this research was to see how the gender of a young person is related to how able they feel in accessing their Entitlements, and to find out how the additional variables of age and other aspects in young people's lives affect how able they feel in accessing their Entitlements. The research aims to examine the implications for young people and policy.

The research objective was based on the research aim and a critical analysis and contextualisation of the research (undertaken in chapters Two and Three). The research objective was '*what is the relationship between a young person's gender and their perceived access to their Entitlements set out under Extending Entitlement*'. In order to fulfil this objective a series of succinct and measurable research questions were produced based on the findings from Chapters Two and Three, these research questions break up the research objective into measurable elements (see page 19 for full research questions).

The Originality and Significance of the Research

This research is new and original. Chapter Two has established that there was no previous research that investigated the relationship between gender and young people's access to rights and a limited understanding of the impact of gender of children and young people's access to their rights in Wales. While mentioned in passing in various reports of children's rights and welfare, there is very little research specifically focused on children's rights and the affect gender has on accessing those rights. This research therefore attempts to fill that gap in the literature. This research also goes further and examines what aspects of young people's lives might affect this relationship between gender and access to Entitlements and how young people explain these differences.

The research is significant to the fields of children's rights and gender research. In terms of gender research, this thesis will add significantly to the amount of information available in the Welsh context around children and gender inequalities, in access to rights. The research will add to knowledge in children's rights by providing new information about what background factors or aspects are related to how well young people perceived they access their rights in Wales.

Research Design: Undertaken Research in the Real World

In theory, research design stems from the research questions and research questions lend themselves towards certain research methods, data collection, analysis and reporting tools that are most suitable (Kumar, 2005). However research is conducted in real life and situations arise that mean that this theoretically linear research process is not always followed. In this case there were some predetermined elements within which the research had to work. Because this research used data from the Extending Entitlement project, certain structural and methodological decisions were predetermined, such as the use of a computer based questionnaire, which will be discussed in detail later in this chapter. Within the boundaries pre-determined by the

Extending Entitlement project, the research design is based on the research objective and research questions.

The research design is important in the process of turning research questions into practical research (De Vaus, 2001). The process of determining a research design is often overlooked. However it plays an important role in shaping decision-making process around the research process (Robson, 2002). Research design is a design or structure for the research, before data collection or analysis starts.

“The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible” (De Vaus 2001:9).

One way of looking at research design is to view it as a series of questions that must be answered before data collection can be implemented. Questions such as; what is the nature of the research, is it descriptive, exploratory, explanatory? What type of research is most suitable, experiment, survey or case study? What type of timescale is required, longitudinal or cross-section? From these queries come further questions such as what type of data collection method is suitable.

The research questions can be examined to see what type of data is required to answer them (see page 81 for the research questions in full). For this research the research questions required descriptive, correlation and explanatory approaches.

- *Descriptive*: Research seeks to provide an accurate description of a situation, problem, event, phenomenon or service (Kumar, 2005).
- *Correlation*: Research seeks to uncover the existence of a relationship, association or interdependence between two or more variables or aspects of the situation (Kumar, 2005).
- *Explanatory*: Research seeks to explain why there is a relationship, and often looks for a causal relationship between two or more variables or aspects of a situation or phenomenon (Robson, 2002).

This research required a combination of the research approaches outlined above. Descriptive and correlating data is required for research questions One, Two, and Five, and questions Three, Four and Six require descriptive

and explanatory data. Kumar (2005) suggests it is common to use a combination of more than one research approach. In this research three research approaches are used – descriptive, correlation and explanatory.

Research Strategy

The term 'Research Strategy' in this instance is used to refer to the level of fluidity of the research, such as fixed design, flexible design and multiple design (Robson, 2002). The research strategy for this research is a multiple design using both a fixed and flexible design because this allows the research to answer the research questions (research questions one, two and five) that required descriptive and correlating data using a fixed design and then use a flexible design in answering research questions three, four and six. Fixed research designs are projects that have fixed process and are associated with quantitative data collection methods, such as experiments and surveys (Robson, 2002). Flexible designs are those where there is less pre-specification of the research process and they tend to be associated with qualitative research methods (Robson, 2002). Multiple designs involve an element of pre-specification of the research, while keeping some flexibility. For this research a multiple design is required as the research questions are both fixed and flexible.

Quantitative and Qualitative Research

In order to answer the research questions posed it has been ascertained that the nature of the research needs to be descriptive, correlation and explanatory; and the research should be a multiple design (fixed and flexible). While bearing this information in mind, the nature of the data needs to be determined. There are two basic categories of data, quantitative and qualitative. One basic distinction between the two approaches is that quantitative data is measuring (produces numbers) while qualitative is not (Punch, 2005).

Research questions One, Two and Five require a descriptive or correlation approach these research questions would be best answered using quantitative data collection method as quantitative data is suitable to provide descriptive or correlating data and particularly correlation data (Kumar,

2005). Research questions Three, Four and Six that require descriptive and explanatory data would be best answered using a qualitative data. This would divide the research into two components, a quantitative element and a qualitative element.

- **Quantitative Research:** (*To answer research questions One, Two and Five*). The first element is a fixed research strategy, to seek the quantitative descriptive information about gender differences in perceived access to Entitlements and collect background data about aspects of young people's lives. This would be used to look for a correlation between gender differences in perceived access to Entitlements and aspects of young people's lives.
- **Qualitative Research** (*To answer research questions Three, Four and Six*). Gathering of descriptive and explanatory information to explore what young people felt and experienced around gender and perceived access to Entitlements as well as what aspects in young peoples' lives might impact of perceived access to the Entitlements. This would not be predictable and would depend on results from the quantitative element of the research and on young people's responses.

This research uses mixed-methods; this means that both qualitative data and quantitative data are used. There are a variety of ways in which the two approaches (quantitative and qualitative) can be used together (Bryman, 2004, Punch, 2005, Sarantakos, 2005). For this research the best combination (as explained above) was to use quantitative and qualitative data collection tools separately with the quantitative data leading into and driving the qualitative data collection, this enables the research questions to be addressed appropriately.

Research Design: Timescales

There are three types of research design: cross-sectional, before and after studies and longitudinal studies (Kumar, 2005), before and after studies and longitudinal studies are both time-dependent research designs. A cross-

sectional design was utilised for this research. Cross-sectional research occurs over one time period and with one situation:

“[Cross-sectional] design is best suited to studies aimed at finding out the prevalence of a phenomenon, situation or problem” (Kumar, 2005:93).

This research aims to examine the prevalence of perceived access to Entitlements which is the examination of a situation and therefore a suitable topic for a cross-sectional timescale. The research also has a limited time period available for collection and presentation of the research results, which would suggest a cross-sectional timescale would be best suited. The resources required for a longitudinal study are not available for this research.

Research Design: Conclusion

The research objective and research questions lead towards a twofold research process using a mixed-methods approach. This would divide the research into two components; the first a fixed *quantitative* element collecting descriptive and correlation information about gender differences/similarities in young people’s perceived access to Entitlements and collecting background data to examine aspects that may relate to perceived access to Entitlements. This part of the research due to the cross sectional nature would be able to examine the correlation relationship and would not be able to explore causality or explanations hence the need for the second element of the research. The second element would be a flexible design collecting descriptive and explanatory information using *qualitative* data collection tools to gather information that explores explanations for any gender differences in young people’s perceived access to their Entitlements and what aspects in their lives might affect their access to the Entitlements and gender. The next section in this methodology chapter will examine in detail the quantitative research.

PART One: Quantitative Research

The research questions that the quantitative research addresses are One, Two and Five (see page 18-19 for full details). As discussed in the research design, research questions One, Two and Five lend themselves to a methodology that is cross-sectional, quantitative and collects descriptive and correlational information.

The Use of the Extending Entitlement Project Questionnaire for this Doctoral Research

The questionnaire produced by the Extending Entitlement project is useful for this research as it provides a large amount of detailed information about how able young people feel they can access their Entitlements. The Extending Entitlement project questionnaire also provides information about age, gender and about background factors in young people's lives. Because the Extending Entitlement project survey was representative of young people in Wales, it was ideally suited to use for this research to provide representative information about perceived access to Entitlements, gender and background factors about young people's lives. For this doctoral research the research questions require information regarding young people's perceived access to the ten Entitlements, background information about aspects of young people's lives and profile information about gender and age, the details of the content of the questionnaire is discussed on page 94.

Method Utilised for Quantitative Data Collection

It has been concluded from a detailed evaluation that that a fixed research design will be used to collect quantitative data that is descriptive and correlational, to answer research questions One, Two and Five. A survey was used for this element of the research. Surveys are one of the most common forms of data collection within social sciences (Sarantakos, 2005, p.239). They have major benefits, such as being inexpensive and being able to access very large numbers of people (May, 2001). A large number of respondents allow statistical tests to be used to examine the statistical significance of the findings which in turn allows generalisations to be made to

the whole population. This will enable the research to examine if there are statistically significant differences in young people's perceived access to their Entitlements based on their gender and age, this answers research question one and two. A survey would also allow research question five to be addressed by collecting data from a large number of young people that can be statistically tested to examine if there are any correlational associations between young people's perceived access to their Entitlements and other background factors or aspects in their lives.

Using an Online Computer Based Questionnaire

There are two main methods of data collection within survey research – interviews and questionnaires. Interviews are an oral form of completing a survey while questionnaires are the written version (Sarantakos, 2005).

To answer research questions One, Two and Five a questionnaire was most suitable as it allows large amounts of information to be collected quickly, whereas an interview would be too time consuming to undertake while collecting the large amounts of data required (given the number of Entitlements and the vast array of possible background factors or aspects). In order to collect the large amount of information required a self completion questionnaire was used. An advantage of using a questionnaire format is that they are less expensive, quicker and easier to quantify (May, 2001), and offer a greater degree of anonymity. Interviews by comparison are much more time consuming to undertake, both for the participant and the researcher (Bryman, 2004) and for this research would require a researcher to travel around Wales at great expense in terms of resources and time. Therefore interviews were deemed less suitable for answering the research questions, as they require much more time and resources than questionnaires (May, 2001, Kumar, 2005).

Questionnaires are the most suitable method for answering research questions One, Two and Five. However, despite the benefits of questionnaires there are some disadvantages: questionnaires can have self-selecting bias, and spontaneous responses are not allowed for (May, 2001). Self selecting bias is where participants choose whether to answer the

questionnaire, with certain types of people more or less likely to answer the questionnaire. A further disadvantage is that if a participant does not understand a question there is no opportunity for clarification. It is important to use research tools appropriately (May, 2001). To this end the disadvantages of questionnaires cannot be dismissed, however this research has mitigated these problems (see page 115 at the end of this chapter).

Questionnaire Design: Connecting with Young People

Questionnaires can be administered in a range of ways; postal, collective administration or online / email questionnaires (Bryman, 2004, Kumar, 2005). For this research a method was required that was suitable for a large number of young people. This research utilised the administration method of an online computer-based questionnaire. An electronic method of administration was used because this is a format that most young people are used to and it reduced postal costs and used less paper than a standard, paper-based self-completion questionnaire. The online computer administration was chosen as it has fewer problems associated with other internet-based methods, such as email questionnaires and social network websites (e.g. Facebook, Bebo) (Haines and Case, 2004).

An internet-based computer questionnaire to survey young people in schools was arguably the most suitable method for this research. There are a number of advantages of the online computer-based questionnaire compared with other administration methods. Some advantages were:

- Computer-based questionnaires are more economical than paper-based questionnaires, both in terms of resources and research time and effort, including analysis of data (Haines and Case, 2005).
- There are advantages of the computer-based survey in terms of sensitive topics (Flood-Page et al., 2000). Young people are more likely to be comfortable answering sensitive questions online..
- It was also possible to make the questionnaire bilingual with voiceover facility to address language and literacy issues.
- Feedback given from previous research suggested that the computer-based questionnaire was considered by young people to be easy to use

and an engaging and efficient method of consulting with young people regarding sensitive issues (Haines and Case, 2004).

Some other options for administering questionnaires that were less suitable for this research were: postal questionnaires, collective administration of questionnaires and online or email questionnaires. The reasons why these administration methods were deemed to be less suitable include:

- Postal questionnaires have problems around distribution and collection of papers, in terms of the costs and loss of papers. Collective administration of questionnaires would have involved a large amount of travelling and resources to administer.
- Online or email questionnaires also have disadvantages; email questionnaires have a requirement for the participants' email addresses. In the case of this research there is no such access available, so this method is not suitable.
- Social network websites raise problems surrounding consent, getting permission from site owners to advertise would be difficult, and there would be some ethical issues. There would also be no way of knowing that respondents were within the required age range.

Sampling

The aim of the quantitative research was to gain a nationally representative sample of young people in Wales to enable generalisations from the dataset to all young people in Wales. Young people or youth as discussed in Chapter Two are contested and complex terms, the boundaries of which are not easy to define. However within the context of this research and the use of the Extending Entitlement policy the broadest definition of young people would be between 11 and 25 years old (the age range covered by the Extending Entitlement policy). The age range of 11 to 25 age is a large age range with a vast number of changes accruing to young people (Steinberg, 1993). It can be argued that this broad range of young people would be too much to tackle in this research. There is also the practical issue of accessing young people

over 16 years old. Given the need to access young people using online computer based questionnaire using an age range of young people who have online computer access would be necessary. Young people aged 11 to 16 are in school and have regular and universal access to computers connected to the internet This would suggest that this age range could be practically accessed to undertake this research.

Therefore, the boundaries of the population for this research were 11 to 16 year olds in Wales. The quantitative research aimed to gain a nationally representative sample to be able to make statistical generalisations from the dataset to all young people in Wales. Therefore a probability sampling method was used. Probability sampling is sampling at random from a population (Robson, 2002), the population being all 11 to 16-year-olds in Wales.

There are two main ways of reaching participants. One was to contact them directly. This requires contact details, such as address or telephone numbers, which were not available for 11 to 16-year-olds. The second is to access them through an organisation or activity (Bryman, 2004). Given the limited options for accessing 11 to 16-year-olds directly, this research used secondary schools in Wales as the sampling frame, including private and public schools. The dataset used to sample from was provided by the Welsh Assembly Government (WAG) in 2006. This sampling frame was comprehensive as it included all comprehensive secondary schools and all private schools in Wales.

The Extending Entitlement project questionnaire required a Wales-wide sample. The sampling technique used was a multi-stage stratified random sample. The most comprehensive way for this to be achieved was to use a sample stratified by local authority areas. This means that the sampling occurred in stages (Robson, 2002). The sample was randomly selected at two stages. The first stage was to randomly select schools to take part from the sampling frame. The second stage was to select young people within each school to take part. This was done by randomly selecting a school year within each school to take part in the questionnaire.

A sample size of 5,000 had been decided by Interactive Feedback and the Extending Entitlement Project steering group, this sample was arrived at by using an automated sample size calculator at a 95% confidence level (Creative Research Systems, 2003), therefore this was used as a target sample size. In order to try to get a 5,000 sample size, estimates of response rates and attrition rates were examined to determine how many young people and therefore schools needed to be sampled from the sampling frame. There are at least two ways that the sample size can diminish during the research process:

- Attrition rate: There are two levels of attrition; school and individual. School attrition refers to schools who had agreed to participate failing to deliver the expected number of pupils, due to either technical problems or a lack of implementation. Individual attrition concerns individuals who may have been absent or refused to take part. The overall attrition rate allowed for was 30%, based on examination of a similar study's school response rates (Haines et al., 2004) and other research (Lynn, 2003).
- School response rates: Schools approached could refuse to take part in the research. The research allowed for a 26% response rate from schools contacted. This was derived from examination of a similar study's school response rates (Haines et al., 2004) and a search of background literature (Barnett, 1991, Fink, 1995, Robson, 2002, Organisation for Economic Co-operation and Development, 2003)

The target sample size was 5,000. As a result of the estimated attrition rate (30%) the sample size was increased to 7,500 individuals and calculated to require the participation of 46 schools, this was based on an average number of 162 pupils per school year ($7500/162 = 46$). As a consequence of the estimated school response rate (26%) a total of 176 schools were required in the initial sample.

Questionnaire Content

The questionnaire was produced by Interactive Feedback (including the researcher) in consultation with the Youth and Pupil Participation department at the WAG. This involved an iterative process of question production between Interactive Feedbacks and the steering group members. The steering group included members of the Interactive Feedback team, members of the Youth and Pupil Participation department at the WAG, who commissioned the research and other stakeholders, including members from Funky Dragon and other WAG departments. The questionnaire gathered three sets of data:

1. Perceived Levels of Access to Entitlements (PLATE), see page 95 for details of this section of the questionnaire.
2. Risk and enabling factors (background questions about lifestyle and life situations). The 'risk and enabling factor' section will be used to provide background information about young people's lives, the data collected is referred to as Psycho-Social Background Factors (PSBF). See page 96 for details of this section of the questionnaire
3. Profiling information. This section of the questionnaire asked young people about personal details such as gender, age and ethnicity. See page 97 for details of this section of the questionnaire

Throughout the questionnaire a Likert Scale was used as the response scale for the questions. The Likert Scale is a type of psychometric response scale often used in questionnaires (Bryman, 2004). When responding to a Likert question respondents specify their level of agreement or disagreement with a statement. For example respondents are asked to rate, on a scale, the extent to which they strongly disagree or strongly agree with a comment. The Likert Scale was used for this research because it is simple for participants to use and provides information about the strength of agreement with a statement or question and a depth of data is produced rather than simple yes/no responses.

Questionnaire Part 1: Perceived Levels of Access to Entitlements (PLATE)

Throughout the questionnaire the young-person-friendly version of the ten Entitlements was used (see Appendix 1). This was produced by young people involved with Funky Dragon. Funky Dragon is the Youth Assembly for Wales. The young-person-friendly version of the Entitlements was deemed to be the best option for communicating the Entitlements to young people, as they were specifically designed for young people to use and understand (Haines et al 2004).

It was decided by the Extending Entitlement project steering group that in order to gather information about young people's views on their access to the ten Entitlements the questions should quote the Entitlements. These questions were designed to measure young people's perceived access to Entitlements. It is important to focus on examining young people's access to their Entitlements and specifically on young people's perception of their access. Young people's perception is important as it allows the research to examine the issues of access to rights from young people's standpoint in accordance with a rights-based perspective. If someone does not perceive themselves (feel able) to access a right then they will be less likely or unable to access it. For this reason this research focuses on young people's perceived access to their Entitlements. There has been further discussion of these issues in chapter two regarding the importance of measuring the reality of children and young people's rights.

The ten Entitlements are compound concepts, in that they are made up of more than one element. An example of this is Entitlement Two:

“It is your right to have the opportunity to be involved in making decisions, planning and reviewing an action that might affect you. Having a voice, having a choice even if you don't make the decision yourself. Your voice, your choice“

There is more than one element or concept in this Entitlement, yet it cannot be easily separated. In most cases the Entitlement was kept as a whole within the questionnaire, with the exception of where the Entitlement itself in its young-person-friendly version, was divided into a number of discreet

parts. It was felt, by the Extending Entitlement Project Steering Group, that the Entitlements should be kept as they are stated in the young person's version of the ten Entitlements, as this kept the questionnaire true to the young-person-friendly version of the Entitlement, enabling the questionnaire to measure the perceived level of access to the Entitlements. The questions take the young-person-friendly version of the Entitlement and turn it into a question:

- One part of Entitlement Four states that all young people are entitled: *"To be able to learn about things that interest and affect you"*.
- The question used in the questionnaire would be: *"How much are you able to learn about things that interest and affect you?"*
- As it can be seen that the phrase: *"How much are you able to..."* is added to the front of the Entitlement.

The term *"How much are you able to"* is used as, combined with a Likert scale response options, it measures the strength of access to the Entitlements. These decisions regarding the structure of the questions were taken by Interactive Feedback and the researcher, in consultation with the Extending Entitlement Project steering group. For a full list of the questions in the questionnaire see Appendix 4.

Questionnaire Part 2: Psycho-Social Background Factors (PSBF)

The critical analysis of the literature undertaken in Chapter Three found that there were aspects in young people's lives that may be associated with how able young people feel in accessing their Entitlements. One of the goals of this research was to investigate what aspects in young people's lives might be related to their PLATE. This was done by using the third part of the questionnaire that measured risk and enabling factors. This element of the questionnaire is used to answer research question five *"What is the quantitative relationship between gender, age, aspects in young people's lives and perceived levels of access to the Ten Entitlements?"* As this research is focused on aspects of young people's lives and not on risk behaviour for criminal activities, which is where the questions stem from (see Case and Haines 2009 for further details regarding risk factors). The risk and

enabling questions are used as Psycho-Social Background Factors. This term 'Psycho-Social Background Factor' (PSBF), has been used as the data collected in the questionnaire cover a range of areas from societal, structural and personal arenas.

The actual questions used in this research were developed from the pilot study (Haines et al., 2004), which was discussed on page 49 in chapter Two. The Psycho-Social Background Factor questions used were a revised version of a questionnaire used in previous research (Haines et al., 2004). This tool was adapted from a standardised questionnaire (Catalano and Hawkins, 1996) that was developed and utilised as part of the Communities That Care research and has been successfully tested for reliability and validity (Catalano and Hawkins, 1996).

Questionnaire Part 3: Respondent Profile Information

The final section of the questionnaire is the profile section. Here young people were asked about their age, year group, ethnicity and gender. As the Extending Entitlement policy uses the category of age groups as opposed to the school year to refer to young people's age, this research will follow this protocol. Therefore the year group variable will not be used, other than to check against age.

Piloting the Questionnaire

It is always desirable to pilot a questionnaire as it allows the questionnaire content to be tested and, importantly, the whole tool to be checked (Bryman, 2004). Following the production of questions, discussed above, a consultation was carried out with young people in order to validate the questionnaire's content and structure. The researcher on the Extending Entitlement project (author of this thesis) carried out the piloting of the questionnaire and made the alterations to the questionnaire based on feedback. This was in addition to the piloting of the Psycho-social background factor section which was tested during the Pilot Project (Haines et al, 2004) by a different research team. The piloting was undertaken at a number of venues including a 'Youth Fayre' organised by Swansea and City Council and with young people involved in Funky Dragon. The piloting was

undertaken using a number of methods, such as verbal discussion with young people, post-it notes for the best words to use, and small group discussion. The piloting involved asking young people about four different aspects of the questionnaire:

- The structure of the questionnaire: Young people were provided with a copy of the questionnaire and asked to comment on the structure, overall content and length.
- Question and word comprehension: Young people were asked if they understood the questions being asked.
- Response scales: Young people were provided with a question and its response scale, and then asked if they could think of better response scales for the question.

In response to the piloting and consultation with young people, changes were made to the questionnaire. Wording was altered to be more user-friendly and the questionnaire was reduced in length. For example, the length of the questionnaire was reduced so it would take approximately 35 minutes to complete, rather than 45.

The Questionnaire Goes Live

Once the questions were piloted and finalised they were made available in an online format. This was undertaken by a technical expert from Interactive Feedback. The software Shockwave was used to run the questionnaire. In order to make the questionnaire more accessible to young people who might have reading difficulties, an audio voiceover was attached to each question, so if speakers or headphones were used, the voiceover was heard in conjunction with the written question. The visual impact of the questionnaire was important, as this can affect engagement and concentration levels of the participant. The screen was made colourful and engaging with clear instructions; this was based on feedback from previous research (Haines and Case, 2004). Also of importance to improving young people's involvement in the questionnaire was a clear and careful introduction and explanation for the research. This was incorporated into the questionnaire, see appendix 4 for the text used.

Administration of the Questionnaire

The schools in the sampling frame were all secondary schools in Wales provided by the WAG in 2006, as calculated during the sampling process 176 schools were sampled (see page 91). Schools were contacted by letter then via the telephone. There were two local authority areas that were not contacted in the same way as the other schools. In these local authorities the Young People's Partnership⁴ coordinators asked to organise the cooperation of the schools to reduce the number of requests schools receive to take part in research, and to keep all Extending Entitlement-based work through one channel (the YPPs). Following contact and consent to take part, each of the schools was provided with a personalised web page where they could access the questionnaire. Each young person was then required to go to the link and to fill in the questionnaire. Once a young person clicked 'finish' on the last page of the questionnaire, the data was sent to a secure website where the data was accessed by the researcher.

During the process of contacting schools, 31 schools were identified as unsuitable. These were establishments that had been closed or were primary schools (the database included all private schools, some of which were primary schools). The unsuitable schools were randomly replaced by other schools from the same local authority. The first contact with schools was a letter posted on the 10 June 2006. This letter was sent to 158 schools⁵ asking schools to return a slip if they were not interested in taking part. In response to this initial letter 54 schools chose not to take part. The remaining 104 schools were telephoned from the 18th of September 2006 until a confirmation of involvement was received or they declined to take part. This telephoning was undertaken on a weekly basis until mid-December 2006. From mid-December 2006 until the 17th of January 2007 schools were only telephoned when required, depending on the stage of negotiation. Once schools agreed to take part they were sent a help pack with details about technical issues and background information about the research and the

⁴ Young People's Partnerships are cross-authority organisations designed to assist in the implementation of Extending Entitlement, through partnership working.

⁵ The required sample of 176 minus local authority A (7 schools) and local authority B (11 schools).

Entitlements. The survey was in field between October 2006 and February 2007.

Of the original sample (176 schools), 116 schools had refused (see page 99 for refusal reasons) or were not contactable and 41 schools agreed to take part. At the end of October 2006 it was realised that some local authority areas would have a low number of schools or no schools participating in the research. In order to obtain a representative sample, a second sample was carried out where a further 49 schools were contacted. These were all the remaining schools in those local authority areas with low participation levels. Of these 49 schools seven agreed to take part. This means there was a total of 48 schools who agreed to take part out of a total of 225 schools contacted.

On 17 January 2007 all 48 schools who had agreed to take part were sent a letter informing them of a revised closing date. This gave them more time to run the survey in an attempt to increase the number of responses. Those who had already completed the survey were thanked for their time.

Response and Feedback

Of the 48 schools who agreed to take part, 31 schools ran the survey. There were a range of reasons for dropping out after having agreed to take part. There was variation in the proportion of young people from each school that completed the survey. Some schools ran the survey with the whole year, while others produced one or two results. A total of 2043 young people submitted completed online questionnaires. There were some recurrent reasons that schools refused or were unable to take part in the survey:

- A general lack of time in the school day.
- A lack of IT facilities or online facilities.
- Technical problems with internet access or when using the Shockwave programme.
- Over-burdening with surveys (e.g. one school was carrying out three WAG surveys the term we ran the survey).
- Some special schools for whom the survey was unsuitable, as the questionnaire was too complex for the young people attending the school.

Once the survey had closed the data was transferred from the secure web site to an SPSS dataset and prepared for analysis. This dataset and the analysis of the data addressed research questions One, Two, and Five.

Profile of the Respondents

The sample was selected to be representative according to local authority area and age. The table below provides information about the respondents' profiles.

Table 1: The Quantitative Survey Sample by Gender and Age

Age	Gender				Total	
	F (n)	F (%)	M (n)	M (%)	N	%
11	164	8.0%	136	6.7%	300	14.7%
12	227	11.1%	228	11.2%	455	22.3%
13	174	8.5%	200	9.8%	374	18.3%
14	211	10.3%	201	9.8%	412	20.2%
15	202	9.9%	183	9.0%	385	18.8%
16	65	3.2%	52	2.5%	117	5.7%
Total	1,043	51.1%	1,000	48.9%	2043	100.0%

F=Female, M=Male

When examined it was clear that the data needed to be weighted by age, this was undertaken and utilised throughout the data analysis.

Reliability, Validity and Ethical Issues

Throughout the research the ethical guidelines of the British Sociological Association have been used as guidance for ethical issues (British Sociological Association, 2002).

Reliability is relevant to the questionnaire element of the research. Reliability is concerned with the repeatability of a research method utilised (Bryman, 2004). The online computer-based questionnaire was derived from previous questionnaires that have been tested and piloted (Haines et al., 2004, Haines and Case, 2004) and the current questionnaire was piloted independently. The quantitative research is highly replicable.



Validity was a further concern throughout the research. Validity is concerned with the integrity of findings drawn from the research (Bryman, 2004). Measurement validity (Bryman, 2004) or construct validity (Thomas, 2009) examines whether research is measuring the concept it was designed to measure. In the case of this research the measurement validity is increased by using two data collection methods (quantitative and qualitative) and by piloting both data collection methods to validate young people's understanding of the questions. The quantitative research due to the large sample size (2,043) and the even dispersal of the respondents by local authority area is also highly externally valid.

Ethical Issues for the Quantitative Data Collection

There were a range of ethical issues that were addressed within the course of this research:

- **Right to withdraw:** during the questionnaire young people had the right to withdraw from the research. The data was not sent to the research team until the final page of the questionnaire was completed.
- **Sensitive issues:** Due to some of the questions covering issues of a sensitive nature (such as drinking alcohol or misbehaving) the researcher asked teachers to make available leaflets which contained information about the Extending Entitlement project, what the data was going to be used for, and a range of contacts details including the researchers, CLIC, Funky Dragon and some information about Extending Entitlement.
- **Anonymity:** The young people were not asked for names or addresses or any identifying data. The only information collected was school name, year group, ethnicity and gender.
- **Securely stored data:** Once the data was collected it was initially stored on a secure web server, and then saved to an SPSS database on a secure computer in a locked room. This ensured that the data was not accessible to anyone other than the researcher.
- **Informed Consent:** A major ethical issue was consent. In-built in the questionnaire was a consent page (see appendix 4). This asked young people if they agreed to take part in the research. Verbal or written

consent was gained from the schools taking part, and schools were also provided with a letter that could be used to ask for parental consent.

- Privacy: While the young people were filling in the questionnaires teachers were asked to stay away from the computers to allow young people the privacy to answer the questions.

Conclusion to the Quantitative Methodology

The research design for this quantitative section of the research was a fixed design with descriptive and correlational data and the research had a cross-sectional timescale. The quantitative data collection used an online computer-based questionnaire that was being run as part of a wider Extending Entitlement project. The questionnaire asked young people about their levels of access to Entitlements, Psycho-Social Background Factors and profiling information. The Extending Entitlement questionnaire was administered using a multistage stratified random sample to schools across Wales. Following a contact with schools across Wales, 2,043 young people completed the questionnaire. During the administration process the British Sociological Association ethical guidelines were used as guidance and the data was completely anonymous.

Where Next?

A limitation of this quantitative research is that the data collected does not explain any of the findings; it is not able to answer research questions two, three or six, which explore young people's explanations of the topics under examination in this research. The data does not allow the research questions of this doctoral work to be answered and, importantly, a large-scale quantitative survey alone is not able to examine any explanations of causal relationships between the factors being examined in this research.

In order to mitigate some of the problems outlined with survey research previously, and to answer the remaining research questions, further research was required. The additional research answers research questions Three and Four and Six (see page 18-19 for research questions in full).

PART Two: Qualitative Research

The qualitative research follows on from the quantitative research but expanding from the descriptive correlational data to explore explanations and causal relationships within the issues under investigation. The aim of this element of the research was to gather descriptive and explanatory data in a qualitative format which could be used to explore what young people felt and experienced around gender and perceived access to Entitlements, as well as what aspects in young peoples lives might impact of perceived access to the Entitlements. The requirement for this element of the research was to provide data to answer research questions Three, Four and Six (see page 18-19 for research questions).

Qualitative Data Collection Method

It has been ascertained that the research design for this element of the research requires an explanatory flexible qualitative research design. The research used semi-structured focus groups, as the data collection method. This method was suitable for this research as it allowed larger numbers of people to be involved in the data collection than in interviews and allowed the gender interactions between the participants to be observed. Focus groups are similar to interviews, but involve a group of people being asked questions and discussing issues (Bryman, 2004). Usually focus groups involve four to 12 individuals and a researcher (Bryman, 2004). Focus groups will normally have a theme or 'focus' which is explored in detail. Bryman (2004) describes focus groups as a focussed group interview. Focus groups are also suitable for this research because young people may feel more comfortable if there are other young people present; it is a much less formal setting than a one-on-one interview.

Other methods that might have been suitable for this research were; observations, ethnography and unstructured interviews, as these data collection methods are flexible and collect the qualitative data that was

required by the research design. The aim of this section of the research was to explore young people's access to Entitlements and what problems they might have accessing their Entitlements and whether they think gender affects their PLATE. This is not something that can be easily achieved through basic observation – the young person's thoughts and feelings on a topic cannot easily be observed. Therefore basic observation is not a suitable data collection tool. An ethnographic participant observation based study might be able to uncover this information, but access to young people over a period of time and for in-depth research would be required (Weinberg, 2002) yet that would be quite difficult. Gaining consent from both young person and parents would be difficult, and there was insufficient time to spend observing the young person. Therefore, observation and ethnographic research were not practical nor suitable for this research. Given the nature of this research, there are specific questions that this research is trying to answer. Therefore an unstructured interview would not be suitable. However, semi-structured interviews would be a suitable method for collecting information. The main disadvantages of semi-structured interviews would be access to young people, as the limited time and resources of the evaluation would not be sufficient to include many young people in the research. Given the national nature of the research, ideally the qualitative research would be carried out with a range of young people from across Wales. Therefore semi-structured interviews have not been used because of the practical difficulties of arranging individual interviews with young people across Wales.

Therefore, as stated previously, the most suitable method for collecting information about young people's views about accessing the Entitlements, gender and what affects access to the Entitlements (e.g. answering research questions Three, Four and Six) was focus groups. The main benefits of using focus groups was to allow group discussion to provide detailed information about young people's explanations of gender, PLATE and aspects in their lives that might affect these issues. Focus groups are less formal with a more relaxed dynamic than interviews; this is particularly useful with the age group in this research (11 to 16-year-olds). An additional benefit of focus groups is the possibility of observing gendered interactions and non verbal behaviour

within the group. Therefore it can be argued that focus groups are suitable because of the larger number of young people that can be involved, they are time efficient (in terms of the researcher), they break down power relations between researcher and participant by increase the number of participants and most importantly they allow explanations and causal relationships to be discussed.

Sampling

The sampling frame for the focus groups was all young people aged 11 to 16 in Wales, as this was the age group under examination in this doctoral research. The aim of the focus groups was to collect explanatory information, from young people around Wales, from a range of geographical locations and involved young people from a range of backgrounds. To try and involve young people from a range of backgrounds two samples were used; one from schools and the other from youth group organisations. These organisations were used as both are places where young people can be accessed in groups.

Schools Sample: All the schools that had agreed to take part in the quantitative research were contacted and asked if they would be interested in consenting to focus groups being undertaken with their pupils. The basis for asking these schools was that they would not be averse to participating in research as they had agreed to undertake the quantitative research. Each school was asked that six to ten young people from each school year be available to take part in a focus group for 30-50 minutes. A suitable sample size would be gained with four to six schools participating (around 25 focus groups with 200 young people). In practice letters were sent to 28 schools asking them to participate. A letter and follow up phone calls produced a positive response from eight schools who agreed to participate. Following some last minute cancellations, five schools took part, which provided a total of 25 focus groups. However, due to the time of year (focus groups were carried out in July 2008), the Year 10 students were not available to take part due to exams; therefore only Year 7-9 students took part in the focus groups.

The schools were given jurisdiction over how to select students for the focus groups, however they were asked to tell the researcher what method had been employed in selecting young people to participate. There was a range of selection methods: one school used school council members, one school selected two pupils from each set (ability based) in the year, while another school asked for volunteers. In one school they had been unable to get parental consent letters for more than five young people, therefore the five young people from a range of year groups participated in one focus group together. In total 17 focus groups were undertaken in the five schools that took part. See 112 for a profile of the participants within the school focus groups.

Youth Groups Sample: The youth group focus groups were designed as an additional sampling frame in order to collect information from young people who might be less engaged in school and to reach 16-year-olds (year 10 students), who were not in schools at the time of the school data collection. The sampling technique used was an opportunity sample, based on a range of organisations in Swansea, Cardiff and Neath Port Talbot areas. The focus groups tended to include young people aged within three years of each other. A range of youth group organisations were contacted including:

- Swansea Council – Youth Forum.
- 3G's Development Trust.
- Area Team Leaders of youth groups.
- Dowlais Community Development Forum.
- Funky Dragon.
- Gorseinon Youth Centre.
- Storm Project.
- Youth Offending Team.
- Youth Information Manager.
- Swansea Youth Service.
- Young People's Partnerships.

Letters and phone calls were made to 42 individuals from the organisations named above. Following telephone contact with most of the organisations, six individuals agreed to facilitate the organisation of one or more focus

group in their organisation. The researcher carried out a total of ten focus groups involving young people from around Swansea in July 2008. See page 111 for details of the profile of the youth group sample.

Administration of the Focus Groups

Throughout the qualitative data collection written consent was obtained from all the young people who participated. In the school focus groups consent was gained from the schools and the option of asking parental consent was provided to schools, with a parental consent form sent for their use. Youth groups consent was gained from youth group leaders. No parental consent was sought, as it was deemed by the youth group leaders to be too difficult given the transitory nature of young people in many of the youth groups.

Focus Group Content

The content of the focus groups was dictated by the research questions and by the findings from the quantitative data collected as part of the Extending Entitlement project. When preparing for the focus groups the researcher took the research questions and key findings from the quantitative findings and produced a set of 22 questions through a focused thematic evaluation of the quantitative data (see Appendix 5 for a full list of the focus group questions). The quantitative survey findings that were used within the focus groups were findings that were extreme or seemed unintuitive.

Focus groups should not exceed an hour (Bryman, 2004) so, for this reason the 22 questions were divided into five different focus group schedules as 22 questions was too many to fit into one hour. Each focus group covered between five and eight questions. All the focus groups were asked the same first question: "Do you think that males or females are more able to access their Entitlements?" From this point on the focus groups differed in the details of the content (see Appendix 6 for the focus group schedules). The questions were asked verbally but also provided on paper to negate the need for the participants to remember the question. The proposed questions were piloted with a group of young people and adults, who worked with young people, to gain feedback on the question format and wording.

Focus Group Procedure

There were a total of twenty-seven focus groups undertaken. At the start of each focus group an introduction of the research and the researcher was given and an explanation of what the data collected was going to be used for was provided. The young people were then asked to fill in a consent form agreeing to participate and to be verbally recorded. One participant in one of the youth group focus groups declined to be recorded therefore written notes were taken by the researcher. After the introduction and filling in the consent forms, the Extending Entitlement policy and the ten Entitlements were explained to the participants. To help with this a large poster displaying the ten Entitlements was available to view on the wall. Paper copies of the ten Entitlements were also available for young people to read at any point on the tables in front of them. The questions were printed in a visually appealing way and stuck to a flip chart so that young people could visually see the questions, rather than have to remember what the researcher asked. This flip chart also allowed notes from participants' comments to be made on the flipchart paper. For some of the questions the young people's views were discussed verbally only, for other questions their responses were written down on the flip chart.

To make the session more interactive and engaging some of the questions used interactive methods to measure young people's views and initiate discussion. There were different methods used; post-its were used for questions about why girls or boys might be better at accessing certain Entitlements. A pre-prepared slip of paper was also used to allow the participants to provide answers which were not discussed by the rest of the group, allowing the young people to provide an answer without worrying about peer pressure or other people's views.

For some of the youth group focus groups the youth worker suggested that for the young people participating a less formal and more accessible discussion might be required. In one case the ten Entitlements were not mentioned at all as the young people were easily distracted and did not appear to understand the more complex concepts or terms. In this case simple terms and fewer questions were used. Throughout the process of

carrying out the focus groups the language used and the approach to explaining the research evolved to reflect the methods of explaining and discussing the research that were best received by young people.

Data Collection

The focus groups were recorded in a variety of ways. The main record of discussions was a verbal recording of the session using a digital recording device. Other data collected included the researcher writing young people's responses on the flip chart. This data was photographed then uploaded to Nvivo, Nvivo is qualitative data analysis software (Gibbs, 2002). The final method of collecting the data were pieces of paper and post-it notes that young people were asked to write down their responses on. All the information was placed in Nvivo, in written, photographic or verbal formats. Having qualitative data analysis software allows one to have a container to hold data and a tool for exploring the data and analysis (Richards, 2009). Having placed the data in Nvivo analysis could then be undertaken.

Profile of Focus Group Participants

The focus group data was from a total of 27 focus groups with 180 young people in schools and youth groups. When one examines the two sample groups (schools and youth groups) it is clear that the majority of the sample came from schools (69%), see table 2. When examining the number of males and females in the two samples (schools and youth groups) there were more females in the school sample and fewer in the youth group sample.

Table 2: The Number of Males and Females in Schools and Youth Groups

	Youth group	School group	Totals
Female	23	78	101
Male	32	47	79
Totals	55	125	180

The Youth Group Sample Profile

As Table 3 illustrates the sample for the youth group focus groups was varied across the 11 to 16-year-old age range, with a focus on older young people. There were also a number of participants who were 17 years old, these young people were included as they have only recently been out of the age range in discussion and the school sample did not include the older age range and this older perspective was key to include.

Table 3: Details of the Youth Group Focus Groups

Youth Group	Number of participants	Gender*	Age Range
Gorseinon 1	2	1 F 1M	16 and 17 (older)
Gorseinon 2	2	2 F	16 and 17 (older)
St Thomas 1	5	5 F	12-14 (mid age)
St Thomas 2	7	7 M	11-13 (younger)
St Thomas 3	3	3 F	15-17 (older)
Mental Health Charity	5	1F 4M	14-17 (older)
Townhill	13	2F 11M	16 and 1x14 (older)
Clydach	7	7 M	12-13 (younger)
YOT 1	7	7 F	15-17 (older)
YOT 2	5	2F 3M	12-13 (younger)
TOTAL	56	23F 33M*	11-17

* F means Female, M means Male.

The School Sample Profile

The age group that was the focus of this research was 11 to 16-year-olds. These include Years 7 to 11 in the secondary school system. As Table 4 illustrates, the sample for the schools varied across the year groups, with the exception of Year 11. Unfortunately the time of year when the research was undertaken Year 11 had left school after their exams. This was mitigated through the contacting of more young people in the older age range as part of the focus groups sample.

Table 4: Details of school sample focus groups

School	Area of Wales	School year	Number of participants	Gender
School 1 (Girls' school)	South Wales	7	8	8 F
		8	7	7 F
		9	8	8 F
		10	8	8 F
School 2	Ceredigion	7	8	2F 6M
		8	12	6F 6M
		9	9	5F 4M
		10	9	8F 1M
School 3	Rhondda Cynon Taff	7	6	3F 3M
		8	6	2F 4M
		9	6	4F 2M
		10	6	2F 4M
School 4	Flintshire	7	8	4F 4M
		8	7	5F 2M
		9	5	1F 4M
		10	7	4F 3M
School 5	Rhondda Cynon Taff	(8-10)	5	4M 1F
	TOTAL	Yr 7-10	125	78F 47M*

* F means Female, M means Male.

Ethical Concerns of the Qualitative Research

When undertaking any research there are some ethical issues that need to be considered and adhered to, particularly in the case of research with children and young people (Hill, 2005). The key ethical principles that need to be addressed include; informed consent, withdrawal from the research, and wellbeing of the participants (Bryman, 2004, British Sociological Association, 2002) further discussion on these issues is provided below:

- **Informed Consent:** Informed written consent was obtained from all the young people who took part in the research. Verbal consent was given for the audio recording of the focus groups to be undertaken.
- **Anonymity:** Very little personal data was collected about the young people participating; the data collected was school name or youth group, then

first name and the age of the young person. The name of the young person was used to assist with managing the focus group and to help with data sorting; the names have not been used in the results at any point. The profiling information (names and youth group / school name) has been kept on a computer with a secure login in a locked room. All the data from the focus groups, including the audio recordings, has been on secure computers requiring private logins.

- Information for participants about the research: After the focus groups young people were provided with the option of taking an information leaflet for questions about Extending Entitlement and about the research. This also provided contact details about the researcher and for organisations that would be able to assist them with any issues that were raised during the focus groups. The information leaflets and the focus groups themselves will have helped the young people who took part to know and understand more about their rights and Extending Entitlement.
- Data representation: Historically there have been concerns about carrying out research with children (anyone under 18 years old) regarding potential exploitation by researchers (Kirk, 2007). However there are more and more ethical guidelines for researchers which makes research with young people feasible (Kirk, 2007). While analysing and writing up the findings from the focus groups the researcher has attempted to report the findings in an honest and true manner and to not harm the wellbeing of the participants. This is in line with ethical guidelines (British Sociological Association, 2002).
- Dissemination: Following the compilation of the doctoral research, the researcher will produce an executive summary of the findings to be provided to all the organisations that assisted with the research.

Judging the Quality of the Qualitative Research

Reliability and validity have been established as important criteria for judging the quality of quantitative research (Bryman, 2004), however there is some debate around the bearing of reliability and validity, to qualitative research

(Bryman, 2004). The terms reliability and validity can be interpreted varyingly in different situations when applied to quantitative or qualitative research (Kirk, 2007), and can be adapted to be applicable to qualitative research. However Guba and Lincoln suggest that different criteria should be used to judge the quality of qualitative research (Guba and Lincoln, 1994) that are more suited to the task of judging qualitative research. The qualitative research can be judged using Guba and Lincoln's (1994) criteria of trustworthiness and authenticity. Within these primary criteria Guba and Lincoln identify a number of criteria:

- **Credibility:** This research included multiple accounts of a social reality, in that there were over 200 participants, which is one element of credibility. It also includes respondent validation (Bryman, 2004). This was done during the focus groups by feeding back responses to the participants to confirm their views.
- **Transferability:** This research provides descriptive information about the context of the research which allows the research to be transferable to other milieu (Bryman, 2004).
- **Dependability (parallel to reliability in quantitative research):** Dependability relies on a form of auditing (Bryman, 2004). This research in part was 'audited' in that the researcher reported progress to their supervisor throughout.
- **Conformability (parallel to objectivity in quantitative research):** the researcher should act in good faith to not allow personal value to have a say in the conduct of the research (Bryman, 2004). It was consciously undertaken during this research to be objective in interpreting the data.
- **Fairness:** This research has as far as possible fairly represented the views of the participants.
- **Ontological authenticity:** The research helps the participants come to a better understanding of their environment (Bryman, 2004). In the case of this research it informed young people of their Entitlements in Wales; this would facilitate them in better understand their rights.

- **Educative authenticity:** The research helps the participants to arrive at a better appreciation of the perspectives of others (Bryman, 2004). This research encouraged young people to think about other young people's experiences of life.

As demonstrated above, this research achieves the criteria suggested by Guba and Lincoln to evaluate qualitative research (Guba and Lincoln, 1994).

Conclusion to the Qualitative Methodology

The research design for this qualitative section of the research was a flexible design with descriptive and explanatory data. The qualitative data collection involved 27 semi-structured focus groups with 180 young people. The focus groups were undertaken in schools and young people's around Wales. The focus groups were focused on examining young people's perspective and explanations of gender differences in access to the Entitlements and what aspects in their lives might impact on this relationship (research questions Three, Four and Six). During the administration process the British Sociological Association ethical guidelines were used as guidance.

Reflections on the Methodology

Given the research aim and research questions there were a number of strengths and a number of potential limitations of the methodology adopted. This research has used a mixed-methods data collection process, which is one of its major strengths. The use of mixed methods or multi-strategy is well recognised as having a number of strengths (De Vaus, 2001). The mixed methods used included an online quantitative survey in combination with qualitative semi-structured focus groups. This has enabled the two sets of data to be triangulated with each other. This mixed-methods approach has been integral to the research, as the two methods have fed from and fed back into each other, making it more robust and comprehensive. Some of the ways in which the methods were robust and comprehensive were:

- A large sample size in the quantitative research is a strength, as it allows the data to be representative of the population and therefore generalisable.
- The quantitative research is highly replicable. The quantitative research due to the large sample size (2,043) and the even dispersal of the respondents by local authority area aids external validity (Robson, 2002).
- In the case of this research the measurement validity (Bryman, 2004) is increased by using two data-collection methods (questionnaire and focus groups) and by piloting both data-collection methods to validate young people's understanding of the questions.
- A large amount of data was collected in the qualitative research. This can make analysis complex. However the researcher has provided the relevant information while reporting the findings in an honest and true manner that reflected the young people's views.

The qualitative research has been evaluated using Guba and Lincoln's (1994 in Bryman 2004) criteria of trustworthiness and authenticity. Guba and Lincoln identify a number of criteria, including credibility, transferability, dependability, conformability, and fairness, this research achieves many of the criteria suggested by Guba and Lincoln to evaluate qualitative research. This would suggest that this research combines generalisable, replicable and valid quantitative research (May, 2001) with trustworthy and authentic qualitative research (Guba and Lincoln, 1994) is therefore a robust piece of research.

One of the overarching limitations of this study is the width of the topic included. The research includes a large number of elements, including: gender, age, the ten Entitlements and aspects of young people's lives. There was a difficulty in covering all these areas in as much detail as would be desirable. Particularly for the aspects in young people's lives there has been insufficient time or word space in this document to include all the pertinent literature. However all the most important areas have been covered, in a selective focused manner.

Another limitation of the whole piece of research was the wording of the ten Entitlements, which are to a certain extent open to interpretation. However this was mitigated by the use of the young-person-friendly version of the ten Entitlements, see page 316 for further discussion of this issue.

Issues Overcome in the Quantitative Research

- **Demographic bias:** Some individuals' demographics were not known and there may have been some bias in participant response, based on who the teachers asked to carry out the questionnaire – particularly as a number of schools did not run the survey with the whole school year, as requested. The potential for bias is limited due to the large sample size of 2,043.
- **Computer literacy required:** Using a computer-based questionnaire limited the responses to young people who were computer literate. In defence, the vast majority of secondary school children are computer literate. The survey mitigated against this potential limitation by using a voiceover and, as the questionnaire was undertaken in class, young people could use peer support.
- **School attendance necessary:** Running the questionnaire in schools limited the participants to young people in schools. This excludes young people who are home-educated, excluded from school or regular truants. This is a crucial issue that this research has only been able to mitigate in part. This is an area where further research would be beneficial to access this hard-to-reach group of young people who do not regularly attend school. This research attempted to mitigate this limitation in the qualitative research by running the focus groups in youth groups as well as schools.
- **Length of the questionnaire:** The questionnaire took around 20-40 minutes to complete. This is quite a long time for young people or adults to concentrate, and may result in a lack of thought in answering, or uncompleted responses. Unfortunately it was not possible to measure unfinished questionnaires. If further research were to be undertaken a recommendation would be for a shorter questionnaire to

be used. A large number of young people managed to complete the questionnaire, therefore the limitation of length was overcome by many young people.

- Problems of closed-answer questions: With closed-answer questions there may be instances when the answer the respondent wants to give is not available. When producing the questionnaire pilots were run to try and avoid this situation and 'don't know' or 'not applicable' boxes were made use of where relevant. There were only closed-answer tick box questions, which left no room for the young people to explain their answers. The research mitigated against this by undertaking piloting of the questionnaire and by concluding group workshops with young people about the questionnaire and by carrying out separate qualitative research.

Issues Overcome in the Qualitative Research

- Time constraints on focus groups: It would have been useful to have further time in the focus groups to be able to cover the research questions in more detail. However there were time constraints within the focus groups in relation to class times. In most cases the focus groups ran for 30-50 minutes. The group nature of focus groups means that going into complex details is difficult. This could in future research be overcome by running in-depth interviews after the focus groups to discuss further detail.
- Complexity of language and concepts: In some focus groups discussion was not forthcoming due to the young people's lack of understanding of the concepts involved in the research. In the youth groups where these issues occurred, the complex concepts were successfully negotiated and simpler terms used. In the majority of the focus groups young people were much more comfortable with the terminology and understood the concepts under discussion.
- Lack of geographical representation: The focus groups were clustered in terms of geographical location, particularly in south east Wales. This was by chance, as the schools invited to take part were from around

Wales. The qualitative data has not attempted to be representative, but rather to provide some explanations and details of young people's experiences.

- Problems of group dynamics: Group dynamics can have a positive affect on research. However sometimes peer pressure can distort young people's views, or young people may feel too intimidated. To reduce the negative impact of group dynamics the researcher was aware of these issues and tried to allow everyone to partake in the discussion.

Chapter Four: Conclusion

The research design for this research was descriptive, correlational and explanatory, and the research had a cross-sectional timescale with a multiple design. There were two separate data-collection periods, one a fixed quantitative method, the other a flexible qualitative method. The fixed quantitative data collection used an online computer-based questionnaire. The questionnaire asked young people their gender and age and about their levels of access to the Entitlements (research question One and Two) and Psycho-Social Background Factors (research question Five). The questionnaire was administered using a multi-stage stratified random sample of 11 to 16-year-olds in schools across Wales. From around Wales, 2,043 young people completed the questionnaire. The second element of the research was a flexible qualitative research design that collected correlation and explanatory data to answer research questions Three, Four and Six. The method of data collection used was semi-structured focus groups, using the schools who had taken part in the quantitative research as a sampling frame from across Wales and an opportunity sample of youth groups in Swansea. In total 27 focus groups were undertaken. The focus groups asked questions about young people's access to Entitlements, the relationship between access to Entitlements and gender, and which aspects in their lives they felt might affect access to the Entitlements. The focus groups were semi-structured and a range of tools was used to help young people understand

the concepts involved in the discussions. During both data collection period's ethical guidelines were followed and consideration was given to reporting the data in an accurate and honest manor.

Chapter Five: Quantitative Results

Examining Gender Differences in Perceived Levels of Access to the Entitlements (PLATE)

Introduction

This chapter presents the quantitative findings from the survey questionnaire designed to measure young people's Perceived Levels of Access to their Entitlements (PLATE). Details of the Entitlements can be found in Appendix 1. The starting point for this chapter was to describe and examine to what extent young people perceive themselves able to access their Entitlements, with the aim of uncovering any gender and age differences in young people's perceived levels of access to their Entitlements. The research questions addressed in this chapter are:

1. Are there quantitative gender differences in young people's perceived access to the Entitlements?
2. Is the relationship between gender and young people's perceived access to the Entitlements mediated by age?

Data Analysis

Before analysis can take place the data must be in a format that is suitable for the statistical analysis used and there should not be too many variables that may make the data unwieldy.

Preparing the Data: Converting Responses to PLATE Scores

Each PLATE question asked a question, in response to which the young person indicated the strength of their answer on a five-point Likert Response Scale. The Likert Scale is a type of psychometric response scale often used in questionnaires. It was selected for this research because it is simple to use for the participants and provides information about the strength of participants' agreement with a statement or question. The data from the

questionnaire was in the form of a Likert Scale from one to five with one representing low levels of access, and five representing high levels of access.

Where more than one question was used for collecting data about perceived access to the Entitlement the answers were averaged (mean) to produce a PLATE measure for each Entitlement. For example, responses to Entitlement Four were explored using three different statements:

1. To be able to learn about things that interest and affect you.
2. To enjoy the job that you do.
3. To get involved in the activities that you enjoy including leisure, music, sport and exercise, art, hobbies and cultural activities.

The Likert scale responses to these three variables were added and then divided by the number of questions (three) to give a mean score for each participant. This produced an average result for each respondent for all the PLATE questions relating to Entitlement Four, this variable is called PLATE Four, for example $2 + 2 + 3 / 3 = 2.33$. In addition to calculating a score for each of the ten PLATE variables a total Overall PLATE was calculated. Overall PLATE was a calculation of all responses to the 19 PLATE questions for each respondent. Overall PLATE is a variable made up of the average (mean) of all the PLATE questions in the Extending Entitlement questionnaire. The 19 variables produced from the questionnaire were summed up then divided by the number of variables (19) to give a mean score (Overall PLATE), for example $3 + 3 + 4 + 3 + 2 + 4 + 2 + 2 + 3 + 3 + 3 + 3 + 5 + 1 + 3 + 4 + 3 + 3 + 3 = 57 / 19 = 3$. An introduction to each Entitlement is provided including an explanation of any specific data preparation that was used.

The data was analysed using descriptive and inferential statistical analysis. Descriptive statistics are required to describe and summarise the data and inferential statistics to make inferences from the data about overall social conditions for the whole population (Bryman and Cramer, 2005).

Descriptive statistics were employed because they allow the large amounts of quantitative data collected to be summarised in a simple and easily

comprehensible manner (Robson, 2002). However descriptive statistics do not allow any inferences or measures of statistical significance to be made. To do this inferential statistics were used. Inferential statistics have been defined as generalising from the data available (Sapsford and Jupp, 1996). Inferential statistics allowed inferences to be made from the data about general societal conditions for the whole population of 11-16-year-olds in Wales.

Descriptive Analysis: Descriptive statistical analysis included the mean calculations and frequencies (converted to percentages) of young people's responses. This descriptive information provides a basis from which to examine any differences in the average perceived level of access to each of the Entitlements. The descriptive statistical analysis can identify potentially significant gender differences and provide information about gender differences affected by age. Descriptive statistics, including the mean PLATE scores for each gender and age sub-group, were examined to look for differences and to examine the variations between males and females mean PLATE.

Inferential Statistical Analysis: Inferential statistical tests were used to determine whether there are any significant differences between the PLATE results for gender and for 'gender by age' sub-groups (e.g. 11 year old females).

There are two types of data being used;

- The PLATE variables were interval data (non-categorical). Interval data is where the distance between the numbers in the data is identical across the variable (Bryman, 2004).
- The gender data was categorical data. Categorical data are variables where data cannot be ranked (Bryman, 2004).

T-test: The aim of the inferential analysis was to examine the differences between males and females (two unrelated samples) in the PLATE variables (interval data). Given these parameters, a parametric test can be used, because the requirements to use parametric tests were fulfilled: including ratio or interval data (for dependant variable), normal distribution and equal

variance (Bryman and Cramer, 2005). The most suitable parametric test for comparisons of means between two groups is the independent T-test (Bryman, 2004). A T-test can identify any significant differences between the PLATE for females and the PLATE for males, by determining if there is a statistically significant difference between the mean PLATE scores of males and females.

When examining gender differences related to age, PLATE is used as the dependent variable. The aim is to compare PLATE scores to the independent variables (gender and age). In particular the analysis needs to determine whether gender and age combined affect PLATE scores; that is, whether gender differences are mediated by age.

ANOVA: Since both gender and age were categorical data it is appropriate to use a Two-way ANOVA. The Two-way ANOVA is a type of General Linear Model, and when applied in SPSS the tool 'General Linear Model' is utilised. In each Two-way ANOVA three elements are included – the variables age and gender, and the interaction term between age and gender. An interaction term is a new variable which combines the information in both gender and age variables for an individual. The output also reports, through the interaction term, whether the affect of age is different between the genders. This provides output that allows the gender differences to be examined by the relation they have with age. Where significant differences are found they are highlighted, and further analysis conducted using T-tests to determine which age groups display gender differences for the PLATE score.

Research Findings

Within this chapter each of the ten Entitlements will be explored in turn. Initially, Overall PLATE is presented. Within each PLATE, findings are reporting: firstly, about young people's basic PLATE; secondly, descriptive analysis is used to examine gender differences in PLATE, followed by examination of gender differences in PLATE with inferential statistics; thirdly, descriptive and inferential statistics are used to examine the relationship

between gender by age and PLATE; in the fourth and final section, a summary of the findings for each PLATE is provided.

The majority of the Entitlements utilised for this research have been kept as they were written in the young person friendly version of the Ten Entitlements, and were asked in the questionnaire as one question. This is in line with the child centred rights-based approach of the Extending Entitlement policy.

Overall PLATE: A Measure of Access to the ten Entitlements

The PLATE questions were all five-point Likert Scale questions, where respondents chose from a series of responses from one to five. One representing low levels of access, and five representing high levels of access. There were 19 questions in the PLATE section of the questionnaire, this produced 19 variables. These 19 variables were summed up then divided by the number of variables (19) to give a mean score (Overall PLATE) for each participant.

Reports of Overall PLATE

The mean score for all young people in the five-point Likert Scale was 3.19. This falls between having access 'some of the time' and having 'quite a lot' of access to the Entitlements. This score suggests that young people perceived their access to entitlement to be generally good.

Gender Differences in Overall PLATE

Descriptive analysis of Overall PLATE found that males had on average a marginally higher level of PLATE than females (mean for F=3.17 M=3.21). Few young people reported PLATE scores at the extreme of the Likert Scale ('no access at all', F=0.7%, M=2.4%) ('a lot' of access, F=2.1%, M=2.6%). A larger proportion of the males (1=2.4%, 5=2.6%) had extreme results (scoring one or five) than the females (1=0.7% 5=2.1%). However, the distribution of results across the Likert Scale (one to five) is comparable between males and females and only varies between 0.5% and 7%. Full

statistical output for Overall PLATE for the descriptive statistics is in Appendix 8.

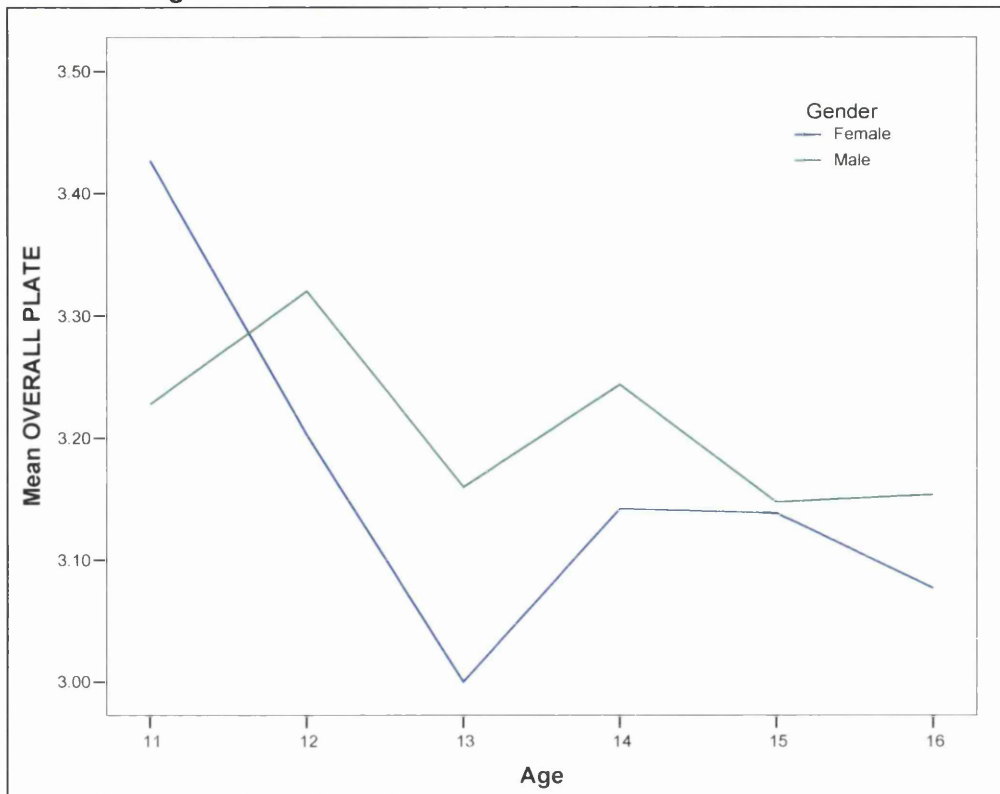
Inferential statistical analysis can be used to examine whether the gender differences observed in the descriptive analysis are statistically significant. The T-test results show that there was no statistical difference between males and females ($t=-1.304$, $p<NS$) for Overall PLATE. This is useful as the descriptive analysis found a difference in the mean scores of the males and female respondents, however, this difference has been found by the inferential tests (T-test) to be not significant statistically. The full statistical test output associated with the T-test is in Appendix 10

Gender by Age in Overall PLATE

In order to gain further information about the relationship between gender and Overall PLATE the results were broken down by age. When the PLATE scores for each gender were broken down by age, the mean scores for each sub-group showed that 11-year-old females (mean=3.43) had the highest perceived levels of access to their Entitlements, while 13-year-old females (mean=3.00) had the lowest perceived access to Entitlements (see appendix 9).

Figure 1 allows identification of the particular gender and age sub-groups with lower access than other gender and age sub-groups. It also enables age related patterns within the male and female samples to be examined. It can be seen in Figure 1 that at age 11 females started with higher access to the Entitlements but this drops between age 11 and 13. In comparison boys' Overall PLATE which is more consistent across the age range of 11-16.

Figure 1: Graph displaying the mean results for Overall PLATE by gender and age.



Inferential statistical analysis was used to examine whether the difference identified in the descriptive analysis between the gender and age sub-groups is statistically significant. A Two-way ANOVA (using a General Linear Model) was used to examine differences between gender and age groups. The ANOVA model found that there was a significant difference within the gender and age sub-groups ($f=2.76$ $p<0.05$).

In order to ascertain where differences occurred in the gender and age sub-group a series of T-tests were carried out for each age comparing the male and female means. The ANOVA was used to identify any statistically significant differences in gender by age, while the t-tests enabled where these differences were to be examined. The T-tests found that there were two ages where there were statistically significant differences between males and females. These were age 11 ($p<0.01$) and age 13 ($p<0.05$). At 11 years of age females had significantly higher Overall PLATE compared to males ($p<0.05$), whereas at 13 males had significantly higher Overall PLATE compared to females ($p<0.05$).

Table 5: Mean scores and T-test results for each age by gender.

Age	Mean scores female	Mean scores male	T-test Test statistic (t)	T-test Significance level (Sig)	Gender with highest access
11-yr-olds	3.43	3.23	2.59	**	Females
12-yr-olds	3.20	3.32	-1.61	NS	Males
13-yr-olds	3.00	3.16	-2.15	***	Males
14-yr-olds	3.14	3.24	-1.52	NS	Males
15-yr-olds	3.14	3.15	-0.11	NS	Males
16-yr-olds	3.08	3.15	-0.87	NS	Males

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

For the full statistical test output associated with t-tests please see Appendix 12.

Summary of Overall PLATE

- Descriptive statistics found that the mean score for young people's Overall PLATE was 3.19. This falls between having PLATE 'some of the time' and 'quite a lot'.
- Descriptive statistics found that males reported marginally higher Overall PLATE than females.
- Inferential analysis found no statistically significant differences between males' and females' Overall PLATE scores.
- When gender and age were analysed as a subset differences were found by T-tests to be statistically significant with 11-year-old females having significantly higher Overall PLATE than males, and 13-year-old males having significantly higher Overall PLATE than females.

PLATE One: Your Rights

- To learn what your rights are and understand them.
- To make sure you are able to claim them and to understand and accept the responsibilities arising from them.

Reports of PLATE One The mean for PLATE One was 2.72. This falls between having 'not a lot' of access and having access 'some of the time' to Entitlement One. This suggests that access to Entitlement One could be improved (see appendix 8).

Gender Differences in PLATE One

Descriptive statistical analysis of PLATE One found that females on average reported a lower perceived level of access to Entitlement One than males ($F=2.69$, $M=2.75$). Around 8% of young people perceived that they had 'no access at all' ($F=7.9\%$, $M=7.4\%$) and few young people perceived themselves as having 'a lot' of access ($F=2.6\%$, $M=2.8\%$). Generally the distribution of results across the response options (one to five) was comparable between the genders and only varied by between 0.1% and 3%. Full statistical test output associated with the descriptive statistics is provided in Appendix 8.

Inferential statistical analysis was used to examine if gender differences observed in the results were statistically significant. In order to examine any statistical differences between males and females a T-test was used to indicate whether the mean of one group (females) was different from the mean of the other group (males). The T-test results showed that there was no statistical difference between males and females ($t=-1.42$, $p=NS$) for PLATE One. This was useful as the descriptive analysis found a difference in the mean scores of the male and female respondents. However, this difference was found by the inferential tests (T-test) to be not significant statistically. Full statistical test output associated with this test is in Appendix 10.

Gender by Age in PLATE One

In order to gain further information about gender and access to Entitlements the results were broken down by 'gender and age' combined. Descriptive statistics found differences when the results were broken down by gender and age sub-groups. When gender differences, broken down by age, are examined the mean scores suggest that 11-year-old females (mean=2.97) had the highest perceived levels of access to Entitlement One, while 13-year-old females (mean=2.36) had the lowest perceived level of access to this Entitlement. Males showed less variance between the age groups. See Appendix 9 for tables of the full results.

Figure 2 identifies particular gender and age sub-groups with lower access than other gender and age sub-groups. It also enables age related patterns within the male and female samples to be examined. It can be seen in Figure 2 that at age 11 females start with higher access to this Entitlement but this drops between age 11 and 13 and rises at age 14-16. In contrast boys' mean PLATE scores are more constant across the age range of 11-16.

Figure 2: Graph displaying the mean results for PLATE One by gender and age.

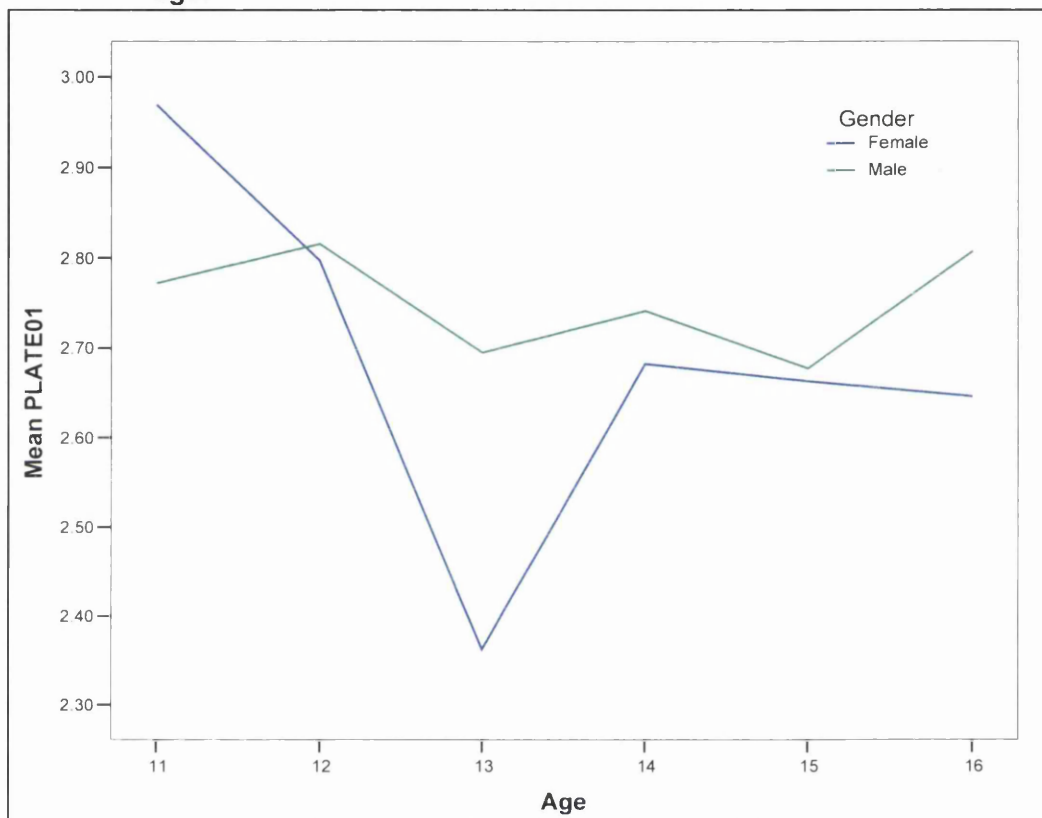


Figure 2 illustrates the fact that females had a large variation in perception of the levels of access to Entitlement One across the age range of 11 to 16. Males generally had less variation than females in the level of access across this age range.

A Two-way ANOVA (using a General Linear Model) examined differences between the genders by age. The ANOVA model found that while there was a significant difference between the gender and age sub-groups ($p < 0.01$) there was no significant difference for gender alone. (See Appendix 11 for tables with the statistical output for the ANOVA). In order to explore from where the gender and age differences are derived (which age groups and

which gender), a series of T-tests was carried out for each age comparing male and female means. The T-tests found there were two ages with significant differences between males and females (see table 6). Significant differences were found at age 11 ($P < 0.05$) and age 13 ($p < 0.001$). At 11 years of age females had higher PLATE, at 13 males had higher PLATE.

Table 6: Mean scores and T-test results for each age by gender for PLATE One.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	2.97	2.77	2.00	***	Female
12-yr-olds	2.80	2.82	-0.20	NS	Male
13-yr-olds	2.36	2.69	-3.50	**	Male
14-yr-olds	2.68	2.74	-0.65	NS	Male
15-yr-olds	2.66	2.68	-0.15	NS	Male
16-yr-olds	2.65	2.81	-1.45	NS	Male

* $p < 0.001$, ** $p < 0.01$, *** $p < 0.05$, NS Not significant

For the full statistical test output associated with this table please see Appendix 12.

Summary of PLATE One

- The mean for PLATE One was 2.72. This falls between having 'not a lot' of access and having access 'some of the time' to Entitlement One.
- A large proportion (40.5%) of young people reported that they were able to access Entitlement One 'not at all' or 'not a lot' of the time.
- Descriptive analysis suggests that males reported higher PLATE One than females.
- There was no statistical difference between male and female PLATE One.
- The result illustrates a pattern that females start with higher access at age 11, but from age 12 onwards males have higher levels of PLATE One. The most noticeable result was the low PLATE One score for 13-year-old females.
- When inferential statistics were used to explore the gender differences mediated by age, 11-year-old females had statistically significant higher PLATE One than 11-year-old males, and 13-year-old males had statistically significant higher PLATE One than 13-year-old females.

PLATE Two: Being Heard

It is your right to have the opportunity to be involved in making decisions, planning and reviewing an action that might affect you. Having a voice, having a choice even if you don't make the decision yourself. Your voice, your choice.

Reports of PLATE Two

The mean score of all young people on the five-point Likert Scale for PLATE Two was 3.15. This falls between having access 'some of the time' to having 'quite a lot' of access to Entitlement Two. This suggests that access to Entitlement Two was perceived to be reasonably good.

Gender Differences in PLATE Two

Descriptive statistical analysis of PLATE Two found that on average males reported a slightly lower perceived level of access to Entitlement Two than females ($F=3.17$, $M=3.13$). Few young people perceived that they had 'no access at all' ($F=10.9\%$, $M=12.9\%$). Similarly, few young people perceived themselves as having 'a lot' of access ($F=8.1$, $M=10.2\%$). However, generally the distribution of results across the scores (one to five) are comparable between the genders and only vary by between 0.5% and 5.3%. Full statistical output associated for the descriptive statistics is in Appendix 8.

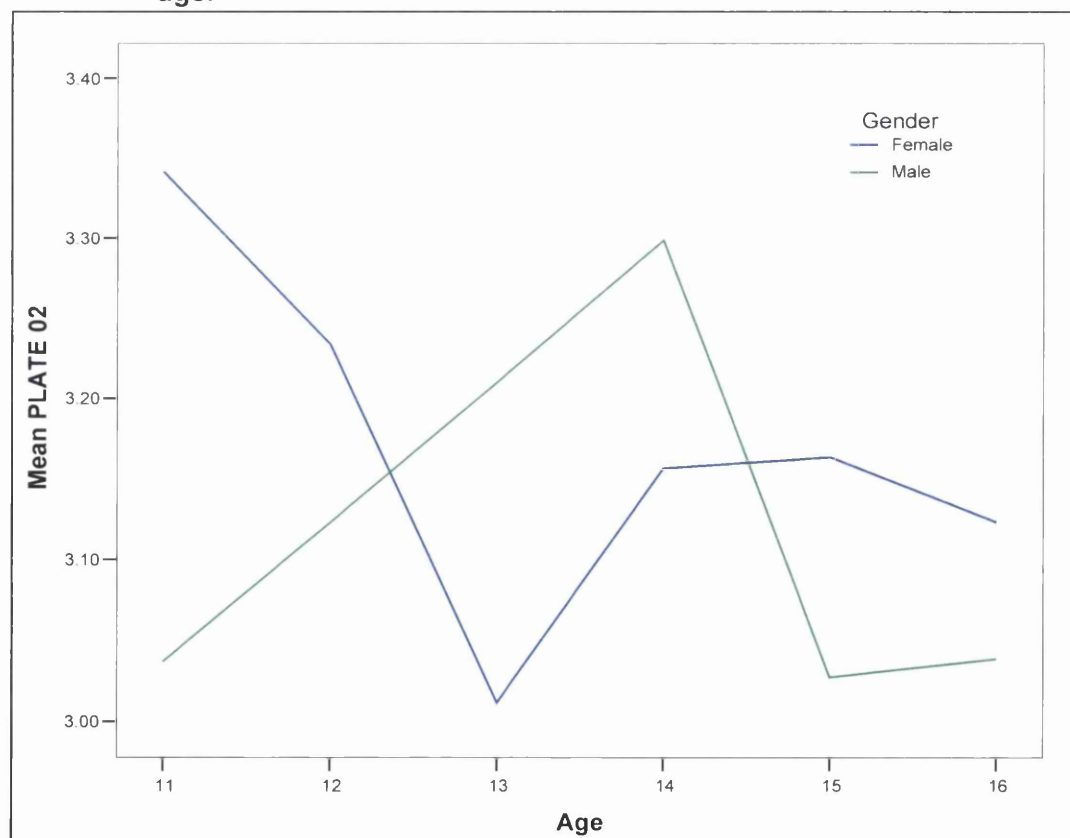
Inferential statistical analysis can be used to explore whether gender differences observed are statistically significant. In order to examine any statistical differences between males and females a T-test was used. A T-test reveals whether the mean of one group (females) is different from the mean of the other group (males). The T-test results showed that there was no statistical difference between males and females ($t=-0.980$, $p<NS$) for Overall PLATE. This is useful as the descriptive analysis found a minimal difference in the mean scores of the male and female respondents. However, this difference has been found by the inferential tests (T-test) to be not significant statistically. Full statistical test output associated with this test is in Appendix 10.

Gender by Age for PLATE Two

In order to gain further information about gender and access to Entitlements the results can be broken down by age. When the gender differences are broken down by age the mean scores suggest that 11-year-old females (mean=3.34) had the highest perceived levels of access to their Entitlements while 13-year-old females (mean=3.01) had the lowest perceived access to their Entitlements. However the variance between the highest and lowest male scores and female scores was minimal (0.04).

Figure 3 identifies particular gender and age sub-groups with lower and higher access. It also enables age related patterns within the male and female samples to be examined. There is a clear pattern in Figure 3 that displays the opposite trends experienced by males and females in terms of their PLATE Two. Females at age 11 have a higher PLATE which dips at age 13 but rises and levels off at age 14-16. This contrasts with males who at age 11 have lower access which peaks at age 14, but 15 and 16-year-olds have lower access.

Figure 3: Graph displaying the mean results for PLATE Two by gender and age.



A Two-way ANOVA (using a General Linear Model) has been used to examine differences between the genders by age. The ANOVA model found that while there was no significant difference between males and females or between the age groups, when looking at the variable 'gender and age' there were statically significant differences within the groups ($f=2.515$, $p<0.05$). See Appendix 11 for tables with the statistical output for the ANOVA.

In order to explore where gender and age differences are derived from (which gender and which age) a series of T-tests was carried out for each age, comparing the male and female means. The results from these T-tests are summarised below. The T-tests for each age group exploring the gender differences found a significant difference at age 11 ($P<0.05$). At 11 years of age females had significantly higher PLATE Two.

Table 7: Mean scores and T-test results for each age by gender for PLATE Two.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	3.34	3.04	2.51	***	Female
12-yr-olds	3.23	3.12	0.93	NS	Female
13-yr-olds	3.01	3.21	-1.61	NS	Male
14-yr-olds	3.16	3.30	-1.26	NS	Male
15-yr-olds	3.16	3.03	1.14	NS	Female
16-yr-olds	3.12	3.04	0.65	NS	Female

* $p<0.001$, ** $p<0.01$, *** $p<0.05$, NS Not significant

For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE Two

- The mean scores for PLATE Two suggest that females reported slightly higher levels of access to their Entitlements than males.
- When examining gender alone, inferential statistical found there were no statistically significant differences between male and female PLATE Two scores.
- When exploring gender and age differences by means of a line graph a clear pattern of opposing reported levels of access to Entitlement Two was visible. Females start with higher access which dips at age 13 then rises at ages 14, 15 and 16; males start with low access at age 11 then

get progressively higher access until 14 until a large drop in the PLATE Two scores for 15- and 16-year-olds.

- Inferential statistical (ANOVA) found there were statistically significant differences between male and female at different ages for PLATE Two. The T-tests suggested that this difference was at aged 11 when females had higher access.

PLATE Three: Feeling Good

To feel confident and feel good about yourself.

Reports of PLATE Three

The mean of PLATE Three was 3.67, this falls between having access 'some of the time' to having 'quite a lot' of access to Entitlement Three. This suggests that access to Entitlement Three was perceived to be good.

Gender Differences in PLATE Three

Descriptive statistical analysis of PLATE Three found that females on average reported a lower PLATE Three than males ($F=3.55$, $M=3.79$). Both males and females felt they had 'quite a lot' of access to their Entitlements ($F=33.4\%$, $M=37.3\%$). Few young people perceived that they had 'no access at all' ($F=5.3\%$, $M=4.5\%$). Over a fifth of young people ($F=21.8\%$, $M=28.9\%$) perceived themselves as having 'a lot' of access to Entitlement Three. Generally the distribution of results across the scores (one to five) was comparable between the genders and only varied by between 0.8% and 7.1%. For details of these figures see Appendix 8.

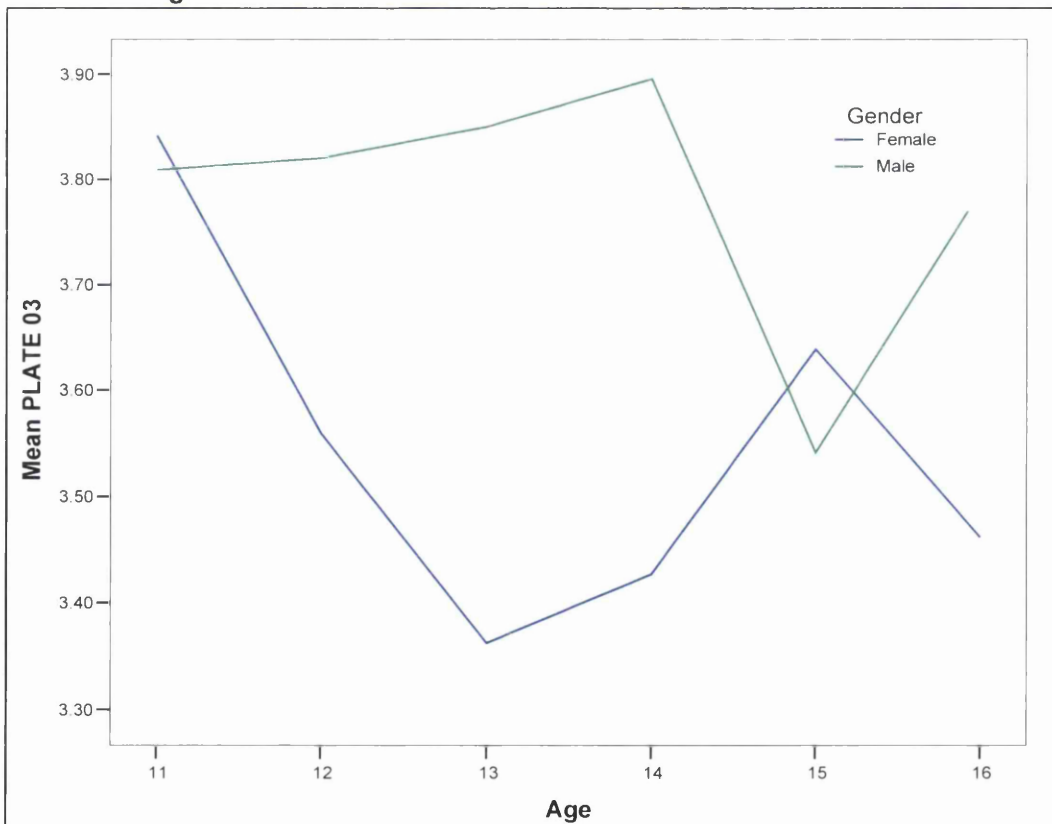
Inferential statistical analysis can be used to examine whether gender differences observed were statistically significant. In order to examine any statistical differences between males and females a T-test was used to demonstrate if the mean of one group (female) was different from the mean of the other group (male). The T-test results show that there was a statistical difference between males and females for PLATE Three ($t=-4.804$ $p=0.001$). A full statistical output for these statistics can be found in Appendix 10.

Gender by Age in PLATE Three

In order to gain further information about gender and access to Entitlements the results can be broken down by gender and age. When the gender differences are broken down by age the mean scores suggest that 14-year-old males (mean=3.90) had the highest perceived levels of access to their Entitlements while 13-year-old females (mean=3.43) had the lowest perceived access to Entitlements. However, the variance between the highest and lowest male scores and female scores was minimal (<0.1).

Figure 4 identifies where particular gender and age sub-groups have lower or higher access. It also enables age related patterns within the male and female samples to be examined. Figure 4 shows an opposing pattern in the perceived levels of access to Entitlement Three. There are similar levels of access between the genders at ages 11 and 15, however, at ages 12, 13, 14 and 16 there are wide differences, with males having higher PLATE Three scores than females. Females have particularly low PLATE Three scores at ages 13 and 14.

Figure 4: Graph displaying the mean results for PLATE Three by gender and age.



The ANOVA model found there were no significant differences between the age groups. When looking at the variable gender ($f=26.212$) and at 'gender and age' ($f=4.790$) there were statistically significant differences within the groups ($p<0.001$). See Appendix 11 for tables relating to the statistical output for the ANOVA.

In order to explore from where gender and age differences are derived (which gender and which age) a series of T-tests was carried out for each age comparing the male and female means. The T-tests for each age group, exploring the gender differences, found that there were four ages where significant differences were found between males and females. They were: age 12 ($p<0.05$), 13 ($p<0.001$), 14 ($p<0.001$) and 16 ($P<0.01$). Further exploration of the direction of the differences in the 'gender and age' sub-groups can be seen by looking at Table 8. At 12, 13, 14 and 16 years of age males had statistically significant higher PLATE than females.

Table 8: Mean scores and T-test results for each age by gender for PLATE Three.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	3.84	3.81	0.28	NS	Female
12-yr-olds	3.56	3.82	-2.18	***	Male
13-yr-olds	3.36	3.85	-3.99	*	Male
14-yr-olds	3.43	3.89	-4.21	*	Male
15-yr-olds	3.63	3.54	0.85	NS	Female
16-yr-olds	3.46	3.79	-2.66	**	Male

* $p<0.001$, ** $p<0.01$, *** $p<0.05$, NS Not significant

For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE Three

- The mean scores for PLATE Three ($F=3.55$, $M=3.79$) suggest that males reported higher levels of access to their Entitlements than females.
- Males reported statistically significant higher PLATE Three than females.
- When exploring gender and age differences using graphical representation an opposing pattern is visible in PLATE Three for males and females.

- At age 12, 13, 14 and 16 statistically significant differences were apparent between males and females, in each case males had higher access than females.

PLATE Four: Education and Employment

- a) To be able to learn about things that interest and affect you.
- b) To enjoy the job that you do.
- c) To get involved in the activities that you enjoy including leisure, music, sport and exercise, art, hobbies and cultural activities.

PLATE Four – a measure of young people’s perceived level of access to Entitlement Four - was an amalgamated variable made up of responses averaged across three PLATE questions from the online computer-based questionnaire (see Appendix 1 for full listings of the PLATE questions and appendix 7 for questions and variables).

Reports of PLATE Four

The mean of PLATE Four was 3.65. This falls between having access ‘some of the time’ to having ‘quite a lot’ of access to Entitlement Four. This suggests that access to Entitlement Four was perceived to be good.

Gender Differences in PLATE Four

The descriptive statistical analysis of PLATE Four revealed that Females had on average a lower level of access to PLATE Four than males, with a mean of 3.64 while males had a mean of 3.65. This difference is minimal at 0.01. Both males and females felt that they had ‘quite a lot’ of access to their Entitlements (F=43.7%, M=45.2%). Few young people perceived that they had ‘no access at all’ (F=1.5%, M=3.3%). Generally the distribution of results across the scores (one to five) are comparable between the genders and only vary by between 0.2% and 6.6%, see appendix 8 for full statistical output.

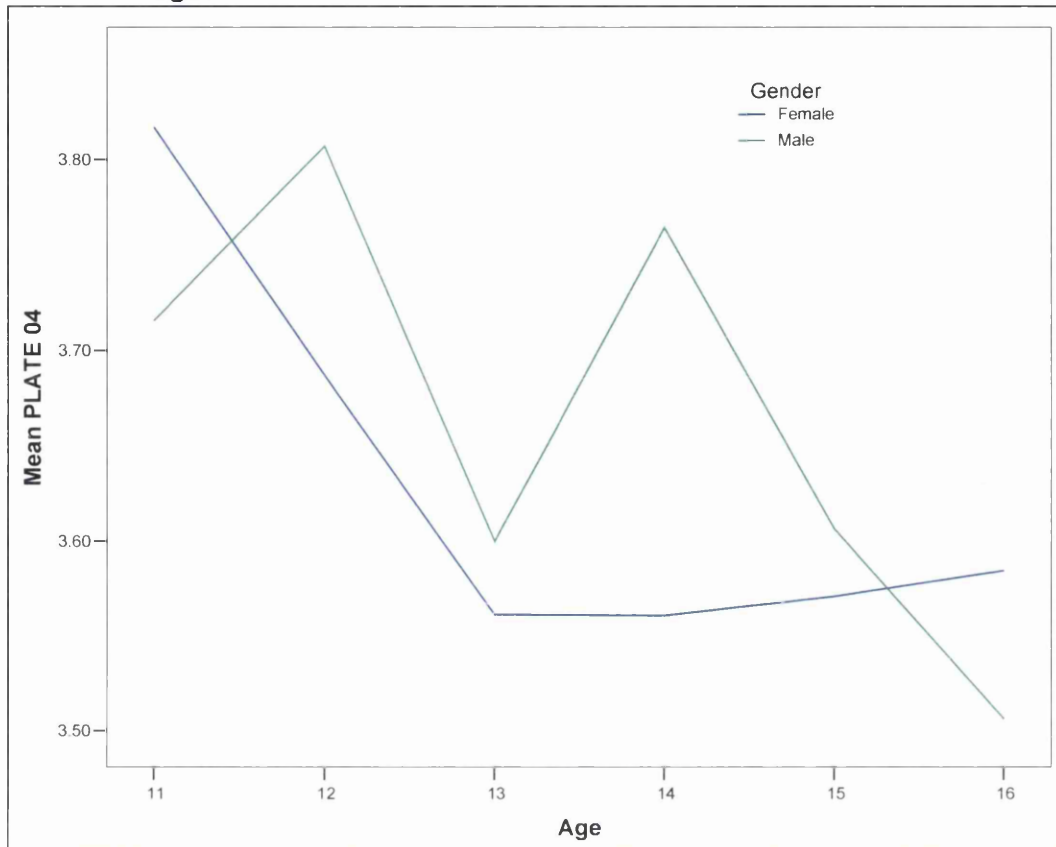
Inferential statistical analysis can be used to examine if the gender differences observed are statistically significant. In order to examine any statistical differences between males and females a T-test was used. A T-test reveals whether the mean of one group (females) is different from the mean of the other group (males). The T-test results show that there was no a statistical difference between males and females for PLATE Four ($t=-0.937$ $p<NS$).

Gender by Age in PLATE Four

In order to provide further information about gender and access to Entitlements the results were broken down by gender and age. Descriptive statistics found that when the gender differences are broken down by age, the mean scores suggested that 11-year-old females (mean=3.82) had the highest perceived levels of access to their Entitlements while 16-year-old males (mean=3.52) had the lowest perceived access. However, the variance between the highest and lowest male scores and female scores was minimal at <0.4 .

Figure 5 indicates where young people from different gender and age subgroups have lower or higher PLATE. It also enables age related patterns within the male and female samples to be examined. Both males and females experienced a general decline in PLATE Four from those aged 11 to those aged 16. In the case of females this was a swift drop from age 11-13 that then levelled off between 13 and 16, however for males there were a number of higher PLATE Four spikes at ages 12 and 14. Males had particularly low PLATE Four at age 16.

Figure 5: Graph displaying the mean results for PLATE Four by gender and age.



A Two-way ANOVA (using a General Linear Model) was used to examine the differences between the genders by age. The ANOVA model found no significant difference between the genders. When looking at the variable 'gender and age' there were no significant differences within the groups ($f=1.240$ $p<NS$). This is in contrast to findings in the T-test carried out for each gender and age sub-group displayed in Table 9, where statistical significant differences were uncovered at the lowest level ($p<0.05$) for 11, 13 and 14 year olds.

Table 9: Mean scores and T-test results for each age by gender for PLATE Four.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	3.82	3.74	0.81	***	Female
12-yr-olds	3.70	3.81	-1.10	NS	Male
13-yr-olds	3.65	3.56	-0.28	***	Male
14-yr-olds	3.58	3.79	-2.21	***	Male
15-yr-olds	3.56	3.59	-0.25	NS	Male
16-yr-olds	3.57	3.52	0.45	NS	Female

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE four

- The mean scores for PLATE Four suggested that males reported slightly higher levels of access to their Entitlements than females.
- Inferential statistical analysis (ANOVA) revealed that there were no statistically significant differences between male and female PLATE Four scores including those mediated by age, while the t-tests suggest some gender and age variations at ages 11, 13 and 14.
- When the gender differences examined were broken down by age, 11-year-old females had the highest PLATE Four and 16-year-old males had the lowest PLATE Four score of any sub-group examined.

PLATE Five: Taking Part / Getting Involved

To be involved in volunteering and to be active in your community.

Reports of PLATE Five

The mean score of PLATE Five was 3.00. This was having access 'some of the time' to Entitlement Five.

Gender Differences in PLATE Five

Females had on average a higher level of access to PLATE Five than males, with a mean of 3.03, whereas males had a mean of 2.97. Descriptive analysis of PLATE Five found that the majority of young people, both males

and females, had access 'some of the time' to their Entitlements (F=31.8%, M=34.8%). Around a tenth of young people perceived that they had 'no access at all' (F=8.2%, M=12.0%). Similarly, around a tenth of young people (F=10.5%, M=13.6%) perceived themselves as having 'a lot' of access to Entitlement Five. Generally the distribution of results across the scores (one to five) is comparable between the genders and only varies by between 3.0% and 6.7%. Full statistical test output associated with the descriptive statistics is in Appendix 8.

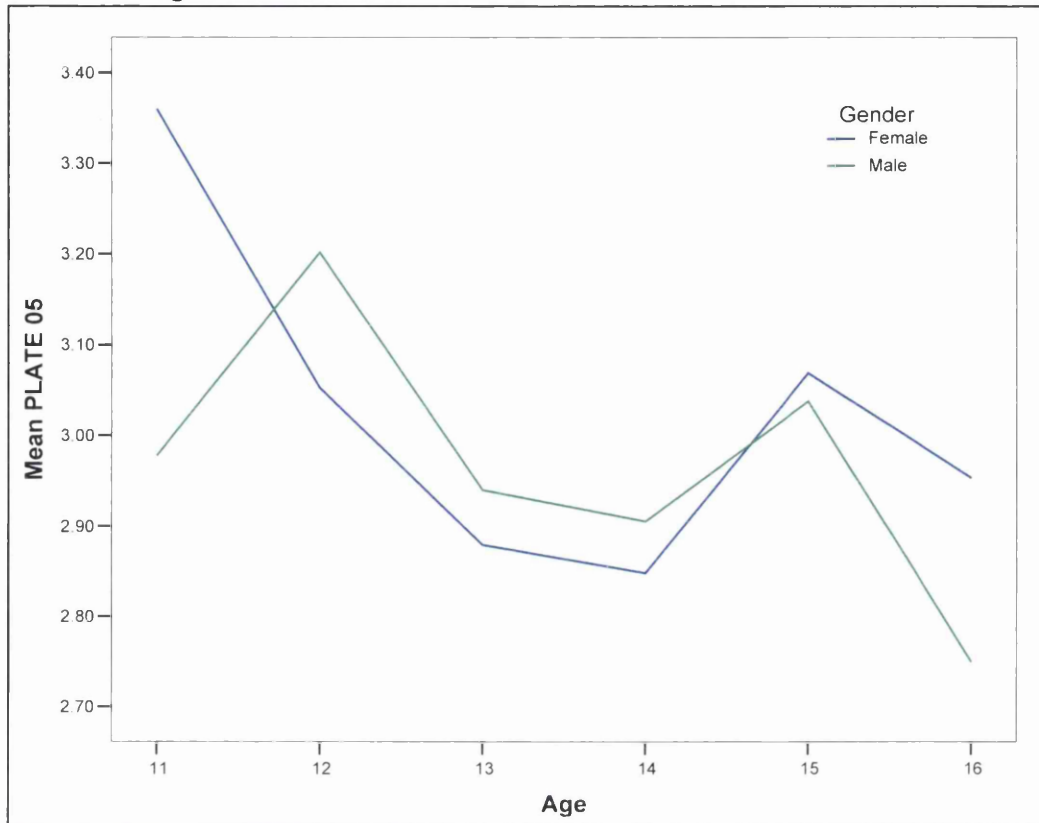
Inferential statistical analysis can be used to examine whether the gender differences observed are statistically significant. In order to examine any statistically significant differences between males and females a T-test was used. A T-test reveals whether the mean of one group (females) is different from the mean of the other group (males). The T-test results showed that there was no statistical difference between males and females for PLATE Five ($t=1.166$ $p<NS$). Full statistical output for these statistics can be found in Appendix 10.

Gender by Age in PLATE Five

In order to gain further information about gender and access to Entitlements the results were broken down by gender and age. The mean scores suggested that 11-year-old females (mean=3.36) had the highest perceived levels of access to their Entitlements while 16-year-old males (mean=2.75) had the lowest perceived access.

Figure 6 allows identification of any particular gender and age sub-groups with lower access. It also enables age related patterns within the male and female samples to be examined. With the exception of 11-year-olds, there was symmetry in the patterns of males and females across the age range. While females start with higher PLATE males start with lower access, both genders then dip at 13 and 14, and both rise at 15 then drop off at 16. At age 11 the difference between females and males was significant.

Figure 6: Graph displaying the mean results for PLATE Five by gender and age.



A Two-way ANOVA (using a General Linear Model) was used to examine the differences between the genders by age. The ANOVA model found that while there was no statistically significant difference between males and females ($f=1.443$ $p<NS$), when looking at the variables of age ($f=5.151$ $p<0.001$) and 'gender and age' ($f=2.587$ $p<0.05$) there were significant differences within the groups. In order to explore where the gender and age differences come from (which gender and which age) a series of T-tests were carried out for each age comparing the male and female means. The T-tests (see Table 10 for details) found a significant difference at age 11 ($P<0.01$), at age 11 females had higher PLATE Five.

Table 10: Mean scores and T-test results for each age by gender for PLATE Five.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	3.36	2.98	2.90	**	Female
12-yr-olds	3.05	3.20	-1.21	NS	Male
13-yr-olds	2.88	2.94	-0.50	NS	Male
14-yr-olds	2.85	2.90	-0.49	NS	Male
15-yr-olds	3.07	3.04	0.25	NS	Female
16-yr-olds	2.95	2.75	1.48	NS	Female

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE Five

- Males reported marginally higher Overall PLATE than females.
- Inferential analysis found no statistically significant differences between male and female PLATE Five scores.
- When exploring gender and age differences in a graphical representation it can be seen that with the exception of 11-year-olds, there was symmetry between the genders across the ages of 12-16.
- When gender differences were mediated by age, descriptive statistics revealed that 11-year-old females had the highest PLATE Five and 16-year-old males had the lowest PLATE Five score of any sub-group examined.
- When the gender differences were examined by age, 11-year-old females had statistically significant higher PLATE Five than 11-year-old males.

PLATE Six: Being Individual

1. To be treated with respect and as an equal by everyone.
2. To be recognised for what you have to contribute and your achievements.
3. To celebrate what you achieve.

PLATE Six, a measure of young people's perceived level of access to Entitlement Six, was an amalgamated variable made up of young people's responses across three PLATE questions from the online computer-based questionnaire (See Appendix 1 for full listings of the PLATE questions).

Reports of PLATE Six

The mean of PLATE Six was 3.29. This falls between having access 'some of the time' and having 'quite a lot' of access to Entitlement Six.

Gender Differences in PLATE Six

Descriptive statistical analysis of PLATE Six found that females on average (mean) reported a lower perceived level of access to Entitlement Six than males ($F=3.23$, $M=3.35$). Both males and females reported access 'some of the time' to Entitlement Six ($F=45.0\%$, $M=40.7\%$). Few young people perceived that they had 'no access at all' ($F=2.5\%$, $M=3.2\%$), similarly few young people ($F=5.9\%$, $M=8.7\%$) perceived themselves as having 'a lot' of access to Entitlement Six. Generally the distribution of results across the scores (one to five) is comparable between the genders and only varies by between 0.7% and 4.3%. For details of these figures see Appendix 8.

Inferential statistical analysis can be used to examine whether gender differences observed are statistically significant. In order to examine any statistical differences between males and females a T-test was used. A T-test reveals whether the mean of one group (females) is different from the mean of the other group (males). The T-test results demonstrated that there was a statistical significant difference between the mean scores of males and females for PLATE Six ($t=-3.045$ $p<0.01$). Full statistical test output associated with this test is in Appendix 10.

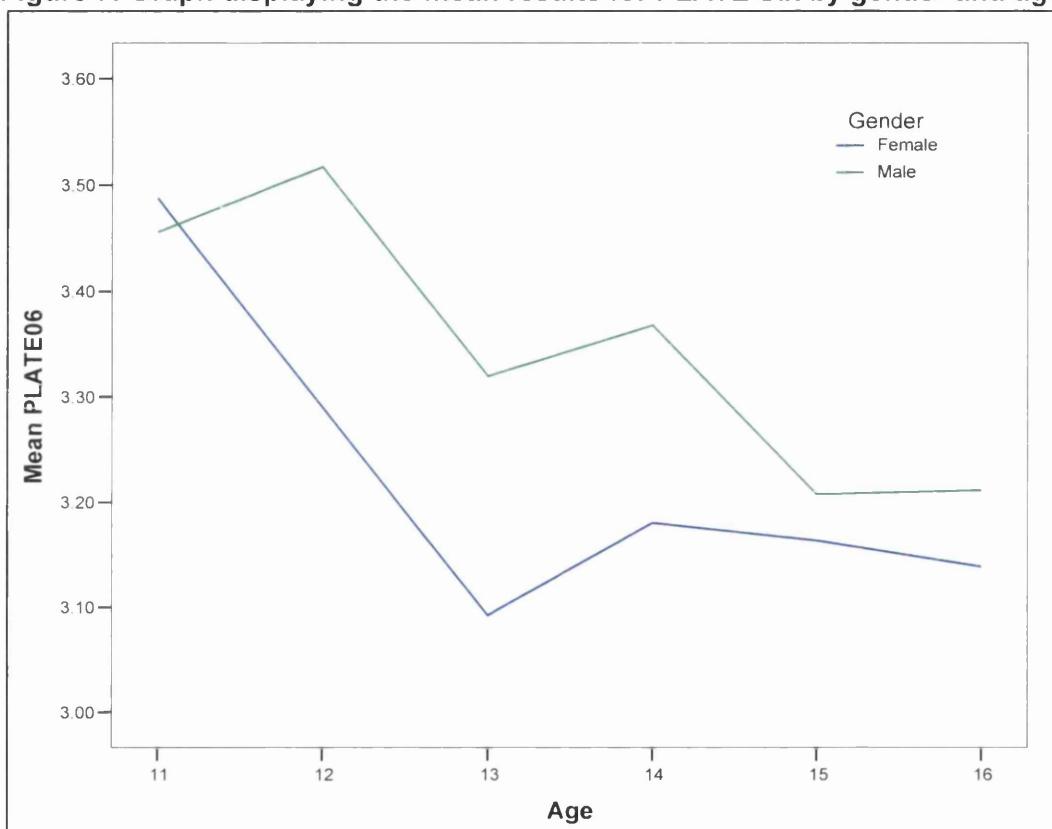
Gender by Age in PLATE Six

In order to gain further information about gender and access to Entitlements the results were broken down by gender and age. When the gender differences were broken down by age the mean scores suggested that 12-year-old males (mean=3.52) had the highest perceived levels of access to their Entitlements while 13-year-old females (mean=3.09) had the lowest perceived access to Entitlements. For ages 15 and 16 the mean scores

between the males and females were very similar ($F_{15}=3.16$, $F_{16}=3.14$ and $M_{15}=3.21$, $M_{16}=3.21$).

Figure 7 enables age related patterns within the male and female samples to be examined. The general trend for both males and females was that reported levels of access to Entitlement Six began with higher access at the younger ages and then decreased with age. In contrast to this downward trend, however, 13-year-old females had the lowest levels of access for all the ages.

Figure 7: Graph displaying the mean results for PLATE Six by gender and age.



A Two-way ANOVA (using a General Linear Model) was used to examine the differences between the genders by age. The ANOVA model found significant differences between the genders ($f=10.562$ $p<0.001$) and within the age groups ($f=7.006$ $p<0.001$). However when examining the combination of gender and age there were no significant differences ($f=1.350$ $p>NS$). The T-test carried out for each gender and age sub-group suggest gender differences at aged 11, 13 and 14, this is displayed in Table 11.

Table 11: Mean scores and T-test results for each age by gender for PLATE Six.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	3.49	3.46	0.356	**	Female
12-yr-olds	3.29	3.52	-2.366	NS	Male
13-yr-olds	3.09	3.32	-2.321	***	Male
14-yr-olds	3.18	3.37	-2.91	***	Male
15-yr-olds	3.16	3.21	-0.454	NS	Male
16-yr-olds	3.14	3.21	-0.714	NS	Male

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE Six

- Descriptive statistical analysis found a mean of 3.29. This falls between having access 'some of the time' and having 'quite a lot'.
- Inferential statistics demonstrated a significant statistical difference between the mean scores of males and females for PLATE Six.
- When the gender differences examined were broken down by age, 12-year-old males had the highest PLATE Six and 13-year-old females had the lowest PLATE Six score of any sub-group examined.
- The general trend of both males and females reported levels of access to Entitlement Six beginning with higher access at age 11 which decreased with age. In contrast to this downward trend 13-year-old females had the lowest levels of access for all the ages.
- The ANOVA found no significant difference between the gender and age sub-groups for PLATE Six, however, T-tests found a statically significant difference at ages 11, 13 and 14.

PLATE Seven: Easy Access to Services

Easy access in getting the best services that you should have, locally and nationally, and to have someone available to help you find them.

Reports of PLATE Seven

The mean of PLATE Seven produced by descriptive statistical analysis was 3.11. This was closest to having access 'some of the time'.

Gender Differences in PLATE Seven

From the descriptive analysis of PLATE Seven it became apparent that females perceived that they had on average a lower level of access to PLATE than males, with a mean of 3.07, whereas males had a mean of 3.16. This difference is minimal at 0.09. Both males and females had access 'some of the time' to their Entitlements (F=40.8%, M=39.6%). Few young people perceived that they had 'no access at all' (F=5.9%, M=7.6%). Around a tenth of young people (F=8.3%, M=11.1%) perceived themselves as having 'a lot' of access to Entitlement Seven. Generally the distribution of results across the scores (one to seven) is comparable between the genders and only varies by between 1.2% and 5.5%. For details of these figures see Appendix 8.

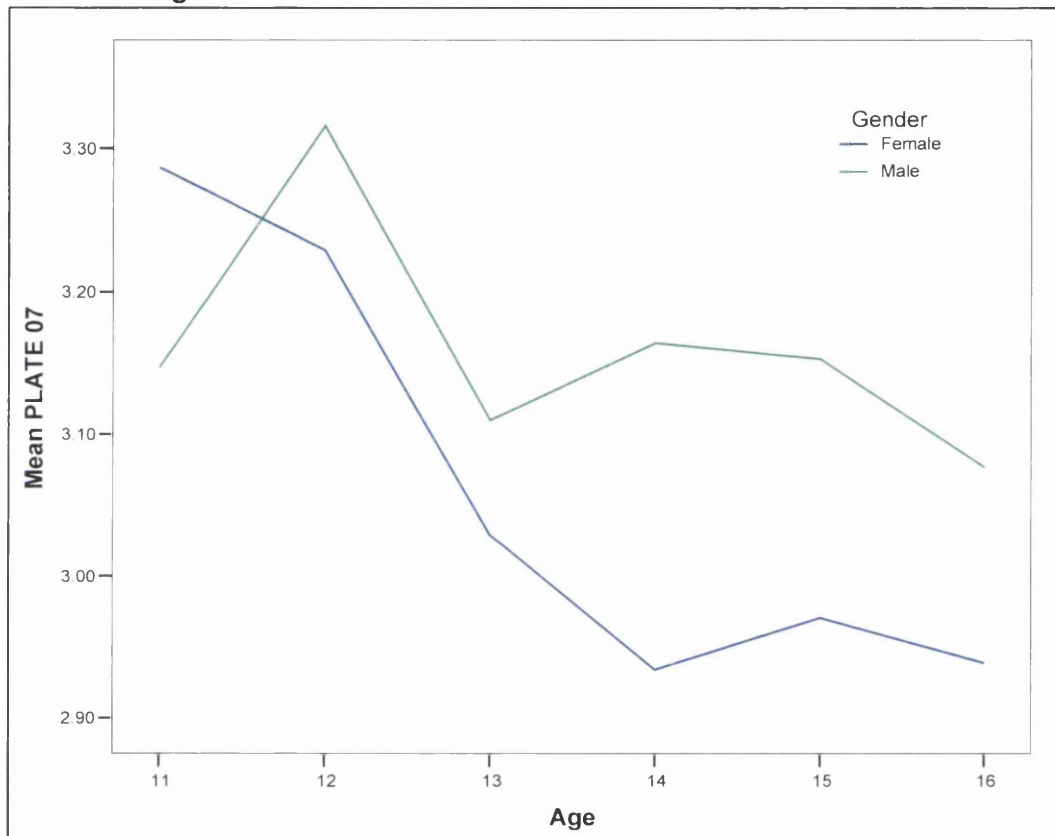
Inferential statistical analysis can be used to investigate whether gender differences observed are statistically significant. In order to examine any statistical differences between males and females a T-test was used. A T-test reveals whether the mean of one group (females) is different from the mean of the other group (males). The T-test results show that there was a statistical difference between males and females for PLATE Seven ($t=-2.131$ $p<0.05$).

Gender by Age in PLATE Seven

In order to provide further information about gender and access to Entitlements the results were broken down by gender and age. When the gender differences are broken down by age the mean scores suggested that 12-year-old males (mean=3.32) had the highest perceived levels of access to Entitlement Seven, while 14-year-old females (mean=2.93) had the lowest perceived level of access to the Entitlement.

Figure 8 presents identification of where young people have lower or higher PLATE in particular gender and age sub-groups. Figure 8 also enables age related patterns within the male and female samples to be examined. There was a general trend of decreased PLATE Seven from age 11 to age 16. However, there were some notable exceptions, including a low score for 11-year-old males, and a rise at ages 14 and 15 for males.

Figure 8: Graph displaying the mean results for PLATE Seven by gender and age.



A Two-way ANOVA (using a General Linear Model) was used to examine the differences between the genders by age. The ANOVA model found there were significant differences between males and females ($f=4.936$ $p<0.05$) and within the age groups ($f=4.175$ $p<0.001$). When looking at the 'gender and age' interaction there were no significant differences ($f=1.296$ $p<NS$). However, when the combination of gender and age was scrutinised using a T-test to examine the individual sub-groups, there was one group where a significant difference was found. At age 14 the gender difference was

statistically significant ($t=-2.194$ $p<0.05$). However, this is only significant at the 95% confidence level.

Table 12: Mean scores and T-test results for each age by gender for PLATE Seven.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	3.29	3.15	1.161	NS	Female
12-yr-olds	3.23	3.32	-0.827	NS	Male
13-yr-olds	3.03	3.11	-0.715	NS	Male
14-yr-olds	2.93	3.16	-2.194	***	Male
15-yr-olds	2.97	3.15	-1.673	NS	Male
16-yr-olds	2.94	3.08	-1.135	NS	Male

* $p<0.001$, ** $p<0.01$, *** $p<0.05$, NS Not significant. For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE Seven

- The mean scores for PLATE Seven suggest that males perceived higher levels of access to their Entitlements than females.
- Inferential statistics found a statistical significant difference between the mean scores of males and females for PLATE Seven.
- There was a general trend of decreased PLATE Seven from age 11 to age 16. However, there are some notable exceptions, including a low score for 11-year-old males, and a rise at ages 14 and 15 for males.
- ANOVA found that 14-year-olds had a statistically significant difference between males and females. Males had higher PLATE Seven.

PLATE Eight: Health and Well-being

To lead a healthy life both physically and emotionally.

Reports of PLATE Eight

The mean of PLATE Eight was 3.76. This was between having access 'some of the time' to and having 'quite a lot' of access to Entitlement Eight.

Gender Differences in PLATE Eight

Descriptive analysis of PLATE Eight found that males had on average a higher level of access to PLATE Eight than females, with a mean of 3.82, while females had a mean of 3.71. The majority of young people, both males and females, considered that they had 'quite a lot' of access to Entitlement Eight (F=34.7%, M=38.0%). Few young people perceived that they had 'no access at all' (F=4.1%, M=5.4%). Around a third of young people (F=26.9, M=30.6%) perceived themselves as having 'a lot' of access to Entitlement Eight. Generally the distribution of results across the scores (one to eight) was comparable between the genders and only varied by between 1.3% and 5.8%. For details of these figures see Appendix 8.

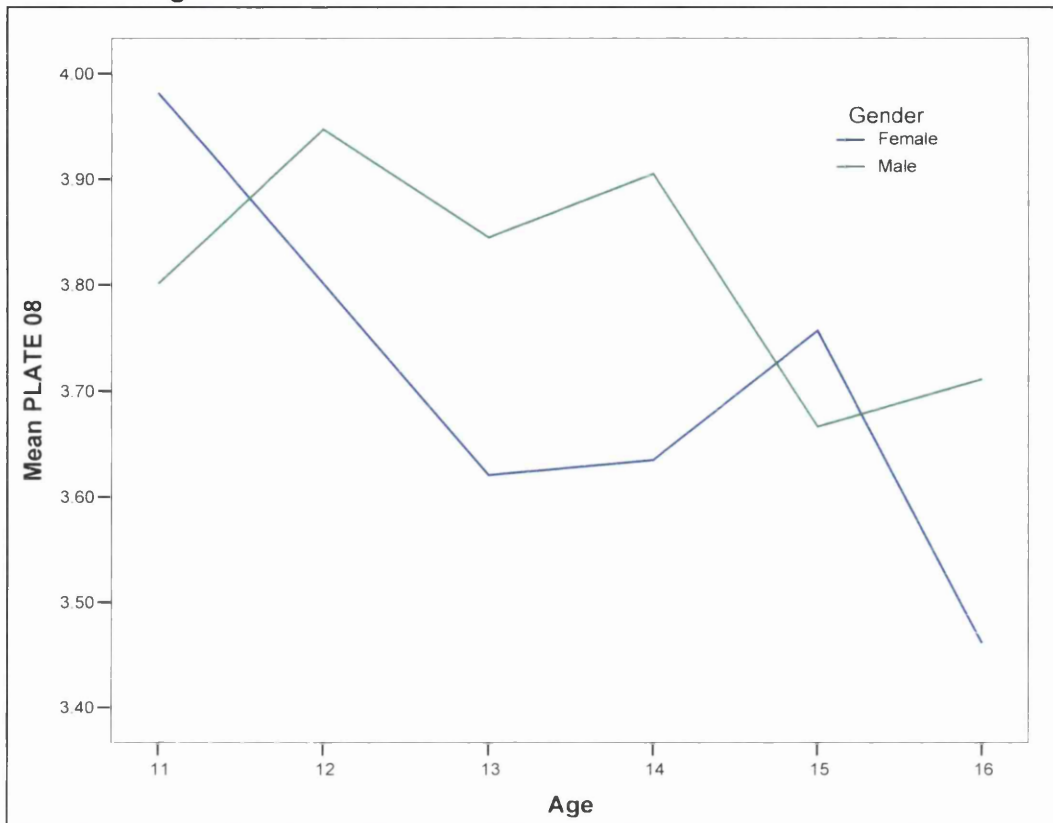
Inferential statistical analysis can be used to examine whether gender differences observed are statistically significant. In order to explore any statistical differences between males and females a T-test was used. A T-test reveals whether the mean of one group (females) is different from the mean of the other group (males). The T-test results indicated that there was a statistical difference between males and females for PLATE Eight ($t=-2.188$ $p<0.05$).

Gender by Age in PLATE Eight

In order to provide further information about gender and access to Entitlements the results were broken down by gender and age. When the gender differences were broken down by age the mean scores suggest that 11-year-old females (mean=3.98) had the highest perceived levels of access to their Entitlements, while 16-year-old females (mean=3.46) had the lowest perceived access to Entitlements.

Figure 9 identifies where young people have lower or higher access to their Entitlements. It also enables age related patterns within the male and female samples to be examined. There was a rough downward trend in both males and females in terms of PLATE Eight, with younger age young people having higher access and older age groups having lower access. Males had higher access at ages 12 to 14, while females had highest access at age 11, with distinctly low access at age 16.

Figure 9: Graph displaying the mean results for PLATE Eight by gender and age.



A Two-way ANOVA (using a General Linear Model) was used to examine the differences between the genders by age. The ANOVA model revealed that there was a significant difference between the genders ($f=5.071$ $p<0.05$), between the age groups ($f=3.887$ $p<0.01$) and between 'gender and age' ($f=2.707$ $p<0.05$). In order to explore where the gender and age differences are derived from (which age groups and which gender); a series of T-tests was carried out for each age comparing male and female means. The T-tests found a significant difference at age 14 ($P<0.01$). At 14 years of age males had higher PLATE Eight, see Table 13.

Table 13: Mean scores and T-test results for each age by gender for PLATE Eight.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	3.98	3.80	1.51	NS	Female
12-yr-olds	3.80	3.95	-1.29	NS	Male
13-yr-olds	3.62	3.84	-1.86	NS	Male
14-yr-olds	3.63	3.90	-2.64	**	Male
15-yr-olds	3.76	3.67	0.78	NS	Female
16-yr-olds	3.46	3.71	-1.82	NS	Male

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE Eight

- The mean scores for PLATE Eight suggest that males reported higher levels of access to their Entitlements than females.
- Inferential statistics found a statistical significant difference between the mean scores of males and females for PLATE Eight.
- When the gender differences examined were broken down by age, 11-year-old females had the highest PLATE Eight and 16-year-old females had the lowest PLATE Eight score of any sub-group examined.
- There was a rough downward trend in both males and females in terms of PLATE Eight.
- T-tests for each age group revealed that at age 14 there was a statistically significant difference between males and females. Males at age 14 reported higher levels of access to PLATE Eight.

PLATE Nine: Access to Information and Guidance

To be able to get information, advice and support on a wide range of issues that affect your life, as and when you need it, including advice and support relating to your career.

Reports of PLATE Nine

The mean of PLATE Nine was 3.41. This falls between having access 'some of the time' to having 'quite a lot' of access.

Gender Differences in PLATE Nine

Descriptive analysis of PLATE Nine found that males had on average a slightly higher level of PLATE Nine than females (mean for F=3.38, M=3.44). The majority of young people, both males and females, considered they had 'some' access to their Entitlements (F=34.8%, M=34.4%). Almost as many young people perceived they had 'quite a lot' of access (F=31.1%, M=30.9%). Few young people perceived that they had 'no access at all' (F=5.9%, M=4.3%). Around a sixth of all the young people perceived themselves as having 'a lot' of access (F=15.7%, M=17.3%). This represented a comparatively large number of young people with a perception of higher access. Generally the distribution of results across the scores (one to five) is comparable between the genders and varies marginally by between 0.4% and 1.6%. For details of these figures see Appendix 8.

Inferential statistical analysis was used to examine if the gender differences observed were statistically significant. To examine any gender differences a T-test was used as it was the most suitable. A T-test reveals whether the mean of one group (females) is different from the mean of the other group (males). The T-test results demonstrated that there was no statistical difference between male and female scores for PLATE Nine ($t=-1.141$ $p<NS$). For full statistical output see Appendix 10.

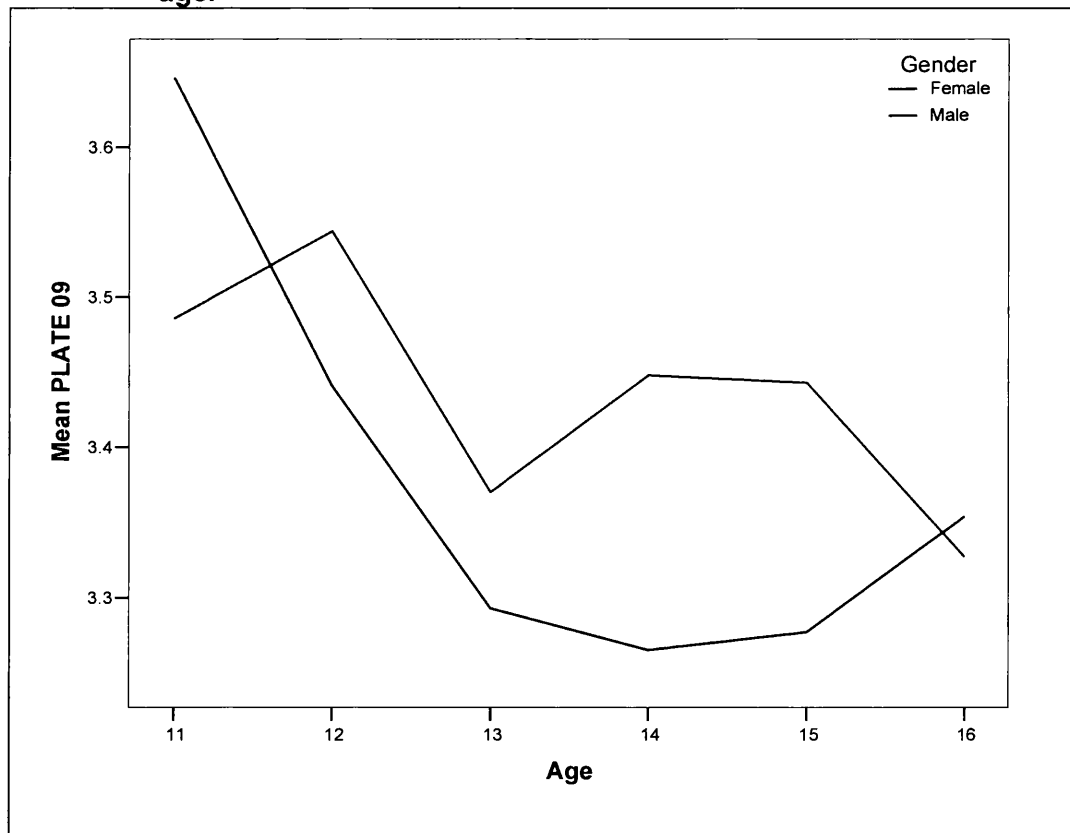
Gender by Age in PLATE Nine

In order to gain further information about gender and perceived levels of access to Entitlement nine the results were broken down by gender and age.

When the gender differences were broken down by age the mean scores suggested that 11-year-old females (mean=3.65) had the highest perceived levels of access to Entitlement nine while 14-year-old females (mean=3.27) had the lowest PLATE nine. However the variance between the lowest male and female scores was minimal (0.05).

Figure 10 indicates where particular gender and age sub-groups have lower or higher access. It also enables age related patterns within the male and female samples to be examined. The data displayed in Figure 10 suggests that males and females experience a downward trend in PLATE Nine as they get older. However while this is quite pronounced for females, it demonstrates that males at ages 14 and 15 experience noticeably higher PLATE than females.

Figure 10: Graph displaying the mean results for PLATE Nine by gender and age.



A Two-way ANOVA (using a General Linear Model) was used to examine the differences between the genders by age. The ANOVA model showed that,

while there was no significant difference between males and females (f=1.602 p=NS), there were significant differences (f=2.930 p<0.05) when looking at the age groups. When examining the 'gender and age' variable there were no significant differences (f=1.270 p=NS). This is supported by the T-test's carried out for each gender and age sub-group displayed in Table 14.

Table 14: Mean scores and T-test results for each age by gender for PLATE Nine.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	3.65	3.48	1.34	NS	Female
12-yr-olds	3.44	3.54	-0.95	NS	Male
13-yr-olds	3.29	3.37	-0.67	NS	Male
14-yr-olds	3.26	3.45	-1.73	NS	Male
15-yr-olds	3.28	3.44	-1.47	NS	Male
16-yr-olds	3.35	3.33	0.21	NS	Female

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE Nine

- Descriptive statistical analysis using the mean scores found that males reported higher PLATE Nine than females.
- Inferential statistics found that there were no statistically significant differences between male and female PLATE Nine scores including those mediated by age.

PLATE Ten: Safety and Security

To live in a safe, secure home and community.

Reports of PLATE Ten

The mean of PLATE Ten was 3.90. This falls between having access 'some of the time' to having 'quite a lot' of access to Entitlement Ten, although the average figure was closest to having 'quite a lot' of access.

Gender Differences in PLATE Ten

Descriptive analysis of PLATE Ten found that on average males perceived that they had a higher level of access to PLATE Ten than females, with a mean of 3.92, while females had a mean of 3.89. There was a rising trend, with the majority of young people having higher levels of access to Entitlement Ten. The majority of young people, both males and females, felt they had 'a lot' of access to this Entitlement (F=36.2%, M=39.8%). Few young people perceived that they had 'no access at all' (F=3.3%, M=5.2%). Generally the distribution of results across the scores (one to five) was comparable between the genders and only varied by between 0.6% and 2.9%. For details of these figures see Appendix 8.

Inferential statistical analysis was used to examine if the gender differences observed were statistically significant. To examine any gender differences a T-test was used as it was the most suitable. A T-test reveals whether the mean of one group (females) is different from the mean of the other group (males). The T-test results indicated that there was no statistical difference between males and females for PLATE Ten ($t=-0.613$ $p<NS$). This was useful as the descriptive analysis found a difference in the mean scores of the male and female respondents. However, this difference has been found by the inferential tests (T-test) to be not statistically significant. Full statistical outputs associated with this test are in Appendix 10.

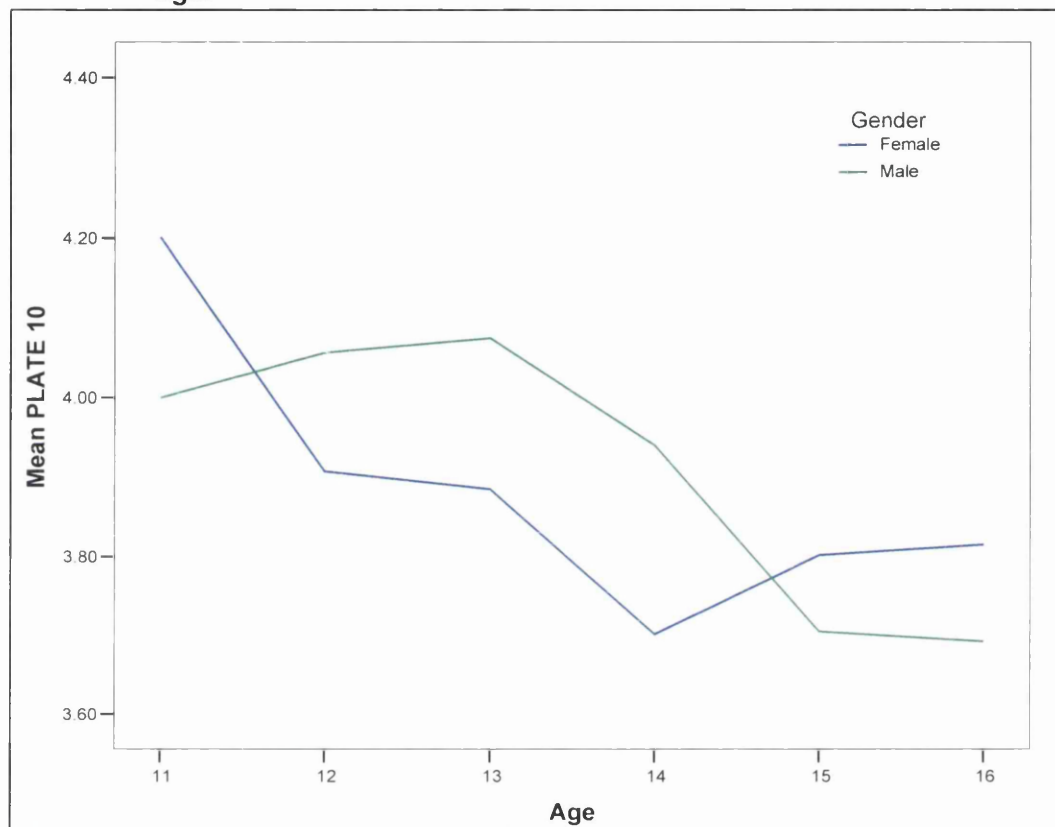
Gender by Age in PLATE Ten

In order to gain further information about gender and access to Entitlements the results were broken down by gender and age. When the gender differences were broken down by age the mean scores suggested that 11-year-old females (mean=4.20) had the highest perceived levels of access to their Entitlements while 16-year-old males (mean=3.69) had the lowest perceived access. However the variance between the lowest male scores and female scores was minimal (0.01), see Appendix 9 for further details.

Figure 11 enables age related patterns within the male and female samples to be examined. Young people at aged 11 had higher access, which got lower for older young people. Females started with much higher access than

males. At age 12 the female level of access then drops until age 14, where females perceived they had lowest access. Young people's level of access to PLATE Ten then increased at age 15 and 16. In an opposing pattern males considered that they had their highest levels of access at ages 13 and 14 and their lowest levels at 15 and 16.

Figure 11: Graph displaying the mean results for PLATE Ten by gender and age.



A Two-way ANOVA (using a General Linear Model) was used to examine the differences between the genders by age. The ANOVA model revealed that there was no significant difference between males and females ($f=0.307$ $p<NS$). When looking at the variables of age ($f=5.735$ $p<0.001$) and 'gender and age' ($f=2.571$ $p<0.05$) there were significant differences observed within the groups. In order to explore where the gender and age differences come from (which age groups and which gender) a series of T-tests was carried out for each age comparing male and female means. The T-tests found a significant difference at age 14 ($P<0.05$). At 14 years of age males had higher PLATE.

Table 15: Mean scores and T-test results for each age by gender.

Age	Mean scores female	Mean scores male	Test statistic (t)	Significance level (Sig)	Gender with highest access
11-yr-olds	4.20	4.00	1.69	NS	Female
12-yr-olds	3.91	4.06	-1.27	NS	Male
13-yr-olds	3.88	4.07	-1.61	NS	Male
14-yr-olds	3.70	3.94	-2.04	***	Male
15-yr-olds	3.80	3.70	0.77	NS	Female
16-yr-olds	3.81	3.69	0.95	NS	Female

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

For the full statistical test output associated with the t-tests please see Appendix 12.

Summary of PLATE Ten

- Descriptive statistical analysis found that males reported higher levels of access to their Entitlements than females.
- Inferential analysis found no statistically significant differences between male and female PLATE Ten scores.
- Young people generally started with higher access at age 11 which then reduced for the older young people. In an opposing pattern between males and females, males had their highest levels of access at ages 13 and 14 and their lowest levels at 15 and 16.
- T-tests for each age group indicated that at age 14 there were significant differences between males and females. 14-year-old males had significantly higher PLATE Ten than 14 year old females.

Chapter Five: Summary

This summary presents the key findings from this chapter. The findings are presented in table format, providing the key results for each PLATE in turn and for Overall PLATE. This allows comparisons to be made between each Entitlement and for any general trends in PLATE to be highlighted.

Access to Entitlements

Table 16 below displays the mean scores and the rank of the mean scores for each Entitlement, rank 1 has the lowest levels of PLATE, while 10 is the highest.

Table 16: Key Results for PLATE for All of the Entitlements.

Entitlement	Entitlement title	Mean	Rank (1-11)
1	Your Rights	2.72	1
2	Being Heard	3.15	4
3	Feeling Good	3.67	8
4	Education and Employment	3.65	7
5	Taking Part / Getting Involved	3.00	2
6	Being Individual	3.29	5
7	Easy Access	3.11	3
8	Health and Well-being	3.76	9
9	Access to Information and Guidance	3.41	6
10	Safety and Security	3.90	10
Overall	All ten Entitlements	3.19	-

By comparing mean levels of access to the Entitlements, it can be seen young people perceived themselves least able to access Entitlement One 'knowing, understanding and claiming your rights'. Young people 'felt' most able to access Entitlement Ten 'living in a safe, secure home and community'. Young people on average 'felt' they could access six of the ten Entitlements 'some of the time'. The remaining four Entitlements young people perceived that they were able to access 'quite a lot' of the time.

Gender and PLATE

Table 17 below presents the key findings of young people's perceived level of access to their Entitlements and how this level varies by gender. The table compares the mean levels of access for males and females and presents any significant differences between males and females using the T-test results.

Table 17: Key results for gender and PLATE for all the Entitlements.

Entitlement number	Entitlement	Mean for Female	Mean for Males	Gender with highest mean	T-test result
1	Your Rights	2.69	2.75	Male	NS
2	Being Heard	3.17	3.13	Female	NS
3	Feeling Good	3.55	3.79	Male	*
4	Education and Employment	3.64	3.65	Male	NS
5	Taking Part / Getting Involved	3.03	2.97	Female	NS
6	Being Individual	3.23	3.35	Male	***
7	Easy Access	3.07	3.16	Male	***
8	Health and Well-being	3.71	3.82	Male	***
9	Access to Information and Guidance	3.38	3.44	Male	NS
10	Safety and Security	3.89	3.92	Male	NS
Overall	All ten Entitlements	3.17	3.21	Male	NS

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

In the majority of cases young people's responses indicated that males had higher levels of access to the Entitlements. For Entitlements Two and Five females had higher levels of access, but these differences were not significant. Entitlement Two is 'being involved in decision making' while Entitlement Five is 'taking part and getting involved in volunteering', both these Entitlements are about getting involved in activities.

There were four Entitlements where the T-tests found significant differences between males' and females' PLATE scores. In all these cases males had higher PLATE. The Entitlements where males had statistically significant higher levels of access were Entitlements Three, Six, Seven and Eight ('being individual', 'easy access', 'health and well-being' and 'feeling good').

PLATE: Gender by Age

Table 18 below provides the key results when the data is broken down by both gender and age. The table presents both descriptive and inferential statistical analysis. The highest and lowest sub-groups (gender and age) are represented. The ANOVA supplied information of any significant difference between the 'gender and age' sub-groups, which was then examined in detail to discern which ages have significant differences, with results from the T-test. The gender that has the highest level of access in the statistically significant cases is then provided.

Table 18: Key Results for Gender, Age and PLATE for the Entitlements.

Entitlement	Highest access	Lowest access	ANOVA significance	Ages with sig differences (t-tests)	Gender with highest sig. access
1. Your Rights	11-yr-old females	13-yr-old females	**	11-yr-olds	Female
				13-yr-olds	Male
2. Being Heard	11-yr-old females	13-yr-old females	***	11-yr-olds	Female
3. Feeling Good	14-yr-old males	13-yr-old females	*	12-yr-olds	Male
				13-yr-olds	Male
				14-yr-olds	Male
				16-yr-olds	Male
4. Education and Employment	11-yr-old females	16-yr-old males	NS	11-yr-olds	Female
				13-yr-olds	Male
				14-yr-olds	male
5. Taking Part	11-yr-old females	16-yr-old males	***	11-yr-olds	Female
6. Being Individual	12-yr-old males	13-yr-old females	NS	11-yr-olds	Female
				13-yr-olds	Male
				14-yr-olds	male
7. Easy Access	12-yr-old males	14-yr-old females	NS		
8. Health	11-yr-old females	16-yr-old females	***	14-yr-olds	Male
9. Access to Information	11-yr-old females	14-yr-old females	NS		
10. Safety and Security	11-yr-old females	16-yr-old females	***	14-yr-olds	Male
Overall	11-yr-old females	13-yr-old females	***	11-yr-olds	Females
				13-yr-olds	Males

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

For seven of the ten Entitlements 11-year-old females had the highest PLATE. For all but one of the Entitlements, 11 or 12-year-olds had the highest PLATE. The 13 to 16-year-olds had consistently the lowest PLATE, the majority were females. For Entitlements Four, Six, Seven and Nine ('education and employment', 'being individual', 'easy accesses', 'access to information') the ANOVA found no significant differences within the 'gender and age' sub-groups. Where significant differences were found between the 'gender and age' sub-groups some trends were apparent:

- Females of 11 years had significantly higher access than 11-year-old males to Entitlements One, Two, Four, Five and Six.
- 14 to 16-year-old males had higher access than females of the same age to Entitlements One, Two, Three, Four, Six, Eight and Ten.

Chapter Five: Conclusions

The findings from this chapter demonstrate that the majority of young people felt they could access their Entitlements at least 'some of the time'; in particular Entitlements Three, Four, Eight and Ten were accessed very well.

When these results are explored by gender it becomes apparent that males tended to have higher PLATE than females, particularly for Entitlements Three, Six, Seven and Eight. Although the results are not statistically significant females felt they had marginally higher access for Entitlements Two and Five, these Entitlements strongly incorporate being involved in social situations and activities, such as volunteering and making decisions about one's life.

The findings suggest that 11-year-old females had higher levels of access than 11-year-old males, and that 14 and 15-year-old males had higher access than females of the same age. These results suggest that there was a general trend where younger females have highest perceived level of access to their Entitlements, but by 14 and 15 males have higher perception of their access.

Chapter Six: Qualitative Results

Exploring and Explaining Gender Differences in PLATE

Introduction

Chapter Six follows on from Chapter Five by examining the relationship between PLATE, gender and age, this chapter focuses on Research Question Three and Four:

3. How do young people explain any gender differences in their perceived access to the Entitlements?
4. Does age mediate gender differences, in young people's explanations of perceived access to the Entitlements?

This chapter is informed and expands upon the quantitative data presented in chapter Five. This chapter presents the findings from qualitative data collected during 25 focus groups undertaken with young people in Wales. The focus groups were informed by the quantitative questionnaire data. The quantitative survey results fed into the production of content for the qualitative focus groups. The qualitative focus group data goes beyond the quantitative survey and explores some of the mechanisms and reasoning behind key findings from the survey. The focus groups took place with young people in schools and youth groups around Wales.

Data Analysis

This chapter builds on the findings from the quantitative survey presented in the last chapter. The quantitative data was able to explore what gender differences existed in young people's perceived access to their Entitlements. This information is taken as a starting point for the data presented in this chapter. In the qualitative focus groups young people were informed of some

of the key findings from the survey and asked if they agreed or disagreed and encouraged to explore and explain the data found in the quantitative survey.

Once the data was recorded in Nvivo (Bazeley, 1997) the analysis process was undertaken. The analysis of the qualitative data was an iterative process, similar to grounded theory that has been referred to as the constant comparative method by some authors (Thomas, 2009). The data was used to produce theory (in this case themes from the data), which was then used to code the data to enable interpretation. The thematic constant comparative method is one of the key building blocks of qualitative analysis (Thomas, 2009) and is the most relevant to use in the case of this research as the data needs to be combed through for themes.

The first stage of the analysis took part during the data inputting, while the data was being transcribed and entered, common findings and general trends were noted. This was followed by a read through of all the data to find key themes and start coding the data according to the themes that were observed. Following this process the themes were used to search for all reference to the theme in the data and these were coded. By the end of the process all the data had been searched for the themes and coded. The focus group questions, the ten Entitlements, and groups such as gender, age, year group, school, and youth group were coded, so that results could be observed by these categories. This coding enabled all the data from one school, or age range, or female 12-year-olds, to be viewed in Nvivo. Once the coding was complete, Nvivo was used to search for and pull out data about themes and for a range of participant sub-groups. The themes identified from the data were used to write up the qualitative data.

There was a large amount of data collected during the qualitative focus groups. There was too much data to include all the information collected, therefore, a selection of the data is included. The included data was selected based on the themes that were pertinent to the research that was commonly discussed or raised. All effort has been made to portray the data provided as a fair representation of the views of the young people who took part.

Research Findings

This chapter focuses on exploring young people's PLATE and gender differences, including age-related differences. This follows on from the results chapter on Perceived Levels of Access to the Entitlements (Chapter Five), which presented the quantitative survey findings. Firstly, gender and how able young people feel in accessing their rights is address for the Entitlements as a whole (overall PLATE). Secondly, the results are broken down by the individual Entitlement, for each Entitlement the gender and age differences are discussed. Also included throughout the chapter are brief discussions comparing the qualitative data and the quantitative survey data which was the starting point for the qualitative data.

Exploring and Explaining Gender Differences in Overall PLATE

As a starting point for this research the quantitative survey findings were used. The key findings from the quantitative survey are outlined below.

A Summary of the Quantitative Survey Findings

- When examining overall PLATE the majority of young people reported they could access their Entitlements at least 'some of the time'.
- When these results are explored by gender for Overall PLATE there was no statistically significant difference between males and females.

In order to explore young people's views of gender differences in PLATE young people were asked: "Do you think that boys or girls are more able to access their Entitlements?" Based on the response to this first question, the *majority* of young people thought access to the Entitlements was equal between boys and girls. However, some young people felt there were differences between the genders but they balanced out, an example is provided below, from a year eight pupil who explains one perspective on gender and PLATE.

"I think boys and girls both get about the same because boys and girls have different strengths that they can do. Girls are more likely to be scared in an alley; boys are more likely to volunteer for a sport" (Year 8, School focus group).

This quote illustrates the view of many young people that Overall PLATE is equal for boys and girls; they accessed some Entitlements better than others and different genders access them differently. Some young people also suggested that individual factors, such as personality, concentration and the different Entitlements, were of as much significance as gender, as illustrated below:

“I think it doesn’t matter if you are a certain gender it all depends on what type of personality you have” (Year 9, School focus group).

Many young people suggested that gender differences depended on which Entitlement was being discussed; for some Entitlements, girls were better, while for some Entitlements, boys were better as explained by a year 9 participant, “for different Entitlements, a different gender may have more of a chance” (Year 9 School).

Of the minority of young people who did not think access to the Entitlements was equal for boys and girls, most thought that boys had higher access to their Entitlements than girls. A range of reasons were provided by the young people as to why they felt boys were better at accessing their Entitlements. These included issues around society being sexist (towards females), boys being better at saying what they want / need, boys being better at being individual and strong, boys being confident, boys having an active lifestyle and being involved in things. An example of this view is provided by one of the girls at a youth group focus group: “Boys are more boisterous and tend to get more opportunities than girls” (YOT Girls Youth Group). As the above quote demonstrates, young people felt that boys were better at certain behaviours (such as being boisterous) and also had better access to certain opportunities in society. Many of the examples provided by young people in explaining the view that boys accessed Entitlements better were those from the adult world, such as jobs, or an example of institutional sexism in the police.

A small minority of the young people thought that girls had better access to the Entitlements. Some of the reasons behind their opinions were: that girls have a good attention span and get things done; they ask about things; and boys get into trouble more. Interestingly the only single-sex school to take

part in this research was a girls' school, and in general participants from this were far more opinionated about women's rights and the role of society and sexism in making girls their access to the Entitlements harder. This may be down to the education provided at the school. However, other possible influences are the fact that the focus groups were female only, or possibly the class and social background of the school location.

Amongst the younger age group (11 to 13 year olds) there tended to be a divide in opinion along gendered lines. Males thought that boys were better at accessing their Entitlements while girls thought that girls were better:

“Because girls are better than boys, but boys think they are better than girls in everything but they aren't” (Girl in Year 8, school focus group).

This gender divide of opinions for this age group was apparent in most of the mixed gender focus groups for Years 7 and 8 school children.

Comparing the Quantitative and Qualitative Results: The main findings from both the quantitative survey and the qualitative focus groups suggest that young people did not report any difference between males and females in Overall PLATE. Both pieces of research highlight the perception that there are gender differences in levels of access for some individual Entitlements, but not for the Overall PLATE.

Age-Related Gender Differences in Accessing Overall PLATE

As a starting point for this research the quantitative survey findings were used. The key findings from the quantitative survey are outlined below.

A Summary of the Quantitative Survey Findings

- 11-year-old females had high PLATE compared to other age females and males.
- 13 to 16-year-olds (of both genders) had lowest PLATE.
- 14 and 15-year-old males had higher access than females of the same age.

These results suggest that there is a general trend where females have highest PLATE at age 11, but by 14 and 15 males have higher PLATE.

When young people were asked if they felt age made any differences to how well males and females accessed their Entitlements, many young people believed that older young people (14 to 16-year-olds) found it easier to access some Entitlements. Contrary to the majority view some young people felt there was no difference in accessing Entitlements by age. This finding is contrary to the quantitative survey results that suggest that 11-year-olds had the highest perceived levels of access to Entitlements.

The survey results were used to frame questions for the qualitative focus groups. One of the key findings in the quantitative survey was that 11-year-old females had particularly high perceived levels of access to the Entitlements compared to other age groups. Therefore a question was asked of young people in the focus groups regarding this finding. Some of the suggestions as to why 11-year-old females might have better access to the Entitlements were: many of the young people thought that at age 11 young people were childlike, less self-conscious and less aware of the difficulties of the world around them. Young people also suggested that 11-year-olds did not have to:

- think about the future as much as older young people,
- care as much about image, and
- were less influenced by peer pressure.

Additionally it was suggested that at age 11 young people are provided with more assistance and advice from parents and teachers to help with their problems. This is typified by the quote below from a year 10 pupil.

“More complex when older, personal relations, you are expected to sort your own stuff out” (Year 10, school sample).

It was suggested by some young people that as you get older you have to deal with more pressure from things such as school work, exams and thinking about jobs and your future. Some suggestions as to why 11-year-old boys had worse access to the Entitlements than 11-year-old girls were:

- Boys are happier to have things (like access the Entitlements) done for them.

- Boys are more clingy to parents, and therefore do not access their Entitlements as much.
- 11-year-old females are better behaved than 11-year-old males.

As well as being asked why 11-year-old females had higher PLATE, the young people in the focus groups were also asked why older age groups might have lower PLATE. Puberty was suggested as one reason why older females in particular might find it harder to access Entitlements. The young people suggested that when females go through puberty they become more self-conscious and worried. Young people also felt that as you get older you do fewer activities. Another part of life that young people, particularly at the lower age range, thought might make it harder to access Entitlements when getting older was that you were more likely to get into trouble or become part of a gang, this is illustrated in a quote by a year seven below:

“Because 13 to 16-year-olds get into more trouble, get a bad name for themselves, some nick stuff and get bad reputation for older kids“ (Year 7 school focus group)

Comparing the Quantitative and Qualitative Findings: When one examines young people perceived access to Entitlements and the relationship with age, the findings from the survey and focus group research on first inspection seem contradictory. The survey suggests that 11-year-olds have highest access to the Entitlements, with 13-year-olds having lowest PLATE (particularly girls). However, the focus groups suggest that older young people (15/16) had highest access. However, the focus group does provide evidence to suggest that young people felt that at age 11 many of the problems associated with being a young person were absent.

Taking both pieces of research, one can conclude that, at age 11, young people are unaware of many social and personal issues, which they become aware of at puberty. However at age 15 and 16, many young people seemed to become generally more confident and comfortable and felt more able to access their Entitlements.

Summary of the Key Findings for Gender (and Age) Differences for the Overall PLATE

The majority of young people thought that access to Overall PLATE was equal between boys and girls. Many young people suggested that having access to the Entitlements depended on the individual Entitlements. Some young people thought that boys found it easier to access their Entitlements than girls, a range of reasons was given, including issues around society being sexist (towards females), boys being better at saying what they want / need, being better at being individual and being strong, confident, having an active lifestyle and being involved in things. A small minority of the young people thought that girls had better access to the Entitlements. Some of the reasons behind their opinions were that girls: have a better attention span and get things done, they ask about things and because boys get into trouble more.

Despite some seemingly contradictory evidence, it can be suggested that young people generally felt that at age 11 life was easier in terms of getting help from adults and having fewer life pressures. As puberty hits young people suggested that access to the Entitlements was harder, particularly for females, who felt more self-conscious and felt more pressure from peers and society. However, some young people suggested (mainly those 16 and over) that as they became older still (15 and 16) they started to feel more comfortable and confident with fewer worries about life and peer pressure. One reason for the difference between quantitative and qualitative results could be down to the way in which the young people classified age groups

Gender Differences for Individual Entitlements

This section examines young people's perception of gender differences in their access to each of the ten Entitlements. The section is organised by Entitlements. For each Entitlement the gender differences and age-related gender differences are discussed. Throughout the section the qualitative data is compared and contrasted to the quantitative survey results.

Entitlement One: Your Rights

- a. To learn what your rights are and understand them.
- b. To make sure you are able to claim them and to understand and accept the responsibilities arising from them.

Gender Differences: The survey results suggested that males have higher PLATE One than females; however, this was not a statistically significant difference. The qualitative focus group findings suggest that accessing Entitlement One, knowing and understanding your rights, was not affected by gender. Some young people did not feel that they knew if gender had an affect. "There is a difference, [but] not really a gender issue more down to personality" (Year 9 school focus groups). Some young people seemed not to care or understand the point to this Entitlement.

Age-related Gender Differences: The survey results suggest that at age 11 females had significantly higher access to Entitlement One, but at age 13 males had significantly higher access. In the focus groups when young people were asked if they felt age made any difference to how well males and females access their Entitlements, many young people believed that older young people (14 to 16-year-olds) found it easier to access knowing about their rights, which is part of Entitlement One. The young people who expressed this view were mainly Year 10 in school or aged 15 and 16 in the focus groups. No further information was provided about age-related gender differences from the focus groups.

Comparing the Quantitative and Qualitative Findings: The survey and focus group findings are in agreement in finding there were no gender differences in young people's PLATE One. When examining age-related gender differences the quantitative and qualitative data suggested contrasting results. The qualitative results suggest that young people would feel more able to access Entitlement One when they were older, yet the quantitative survey found that PLATE was higher at age 11 than any other age.

Entitlement Two: Being Heard

It is your right to have the opportunity to be involved in making decisions, planning and reviewing an action that might affect you. Having a voice, having a choice even if you don't make the decision yourself. Your voice, your choice.

Gender Differences: The survey results, although not statistically significant, suggest that females had higher access for Entitlement Two. Most of the focus group participants suggested that 'being heard' was accessed no differently for boys and girls. However, some young people felt that boys were better at being heard, they were thought to be louder, while others felt that girls were better at being heard as they were more likely to talk about things and therefore make themselves heard.

Age-related Gender Differences: In the quantitative survey, 11-year-old females had the highest PLATE Two and 16-year-old females had the lowest PLATE Two score of any sub-group examined. There was a different pattern of access across the age range for each gender (see page 132 for more detail). In the focus groups when young people were asked if they felt age made any difference to how well males and females accessed their Entitlements, many young people believed that older young people (14 to 16-year-olds) found it easier to access Entitlement Two:

"Being heard, is better when older, not being able to say what you think and not being able to speak up for self, there is a lack confidence when younger also a lack knowledge of things when younger" (Youth Group).

Contrary to the general view, some young people felt there was no difference by age.

Comparing the Quantitative and Qualitative Findings: The survey and focus group findings suggest that there was little or no gender difference in accessing Entitlement Two. When examining age-related gender differences in the quantitative and qualitative data, a contradiction was found. The qualitative results suggest that young people would become better able to access PLATE Two when they were older, yet the quantitative survey found that PLATE Two scores were highest at aged 11.

Entitlement Three: Feeling Good

To feel confident and feel good about yourself.

Gender Differences: The survey results suggest that males have higher PLATE Three than females, this difference is statistically significant. Young people in the focus groups suggested that Entitlement Three was better accessed by boys; this is in line with the survey findings. Most young people felt that boys were better at feeling good and confident and that girls are more self-conscious. These findings are illustrated by the two quotes below: “Girls are more insecure” (Year 10 School focus group) and “Girls worry what they look like” (Year 7 Schools focus group). In a different approach, one focus group, consisting of older girls, suggested that boys were not really more confident, but that people just thought they were, for example, one participant suggested that “Boys hide emotions more” (Year 9 School focus group). Some young people felt gender made no difference to feeling good and confident.

Age-related Gender Differences: The survey data found statistically significant differences between the gender and age sub-groups, with females aged 11 having higher PLATE Three, which decreased by age 12 to 14, when females have much lower PLATE Three than males. The focus group data suggests that young people thought feeling good and confident would be harder as you got older, particularly for females. Puberty was suggested as one reason why older females in particular might find it harder to access Entitlement Three; the young people suggested that when females go through puberty they become more self-conscious and worried, this was a view advocated by a group of year 10 participants in the quote below:

“Puberty could affect you [accessing Entitlement Three]; girls are affected by peer pressure [as] at older ages boys don’t feel it as much” (Year 10 school focus group).

The focus group data suggested that ‘older’ young people are more self-conscious, more likely to get into trouble with the law, more stressed and worried about life, feel more pressure about school performance and think about or worry about their future and jobs. A year 7 participant suggested that “11 to 12-year-olds don’t have as much pressure as 13 to 16-year-olds”

(Year 7 school focus group).

Comparing the Quantitative and Qualitative Findings: Males were found to have better PLATE Three in both the survey and focus groups. Gender and age differences in accessing the Entitlements suggest the same trends of being much more able to access Entitlement Three at an earlier age, which then gets harder, for females in particular, as they get older.

Entitlement Four: Education and Employment

- a. To be able to learn about things that interest and affect you.
- b. To enjoy the job that you do.
- c. To get involved in the activities that you enjoy including leisure, music, sport and exercise, art, hobbies and cultural activities.

Gender Differences: When the survey results were explored by gender, males had higher PLATE Four than females; however this result was not statistically significant. Entitlement Four was discussed a lot by the young people participating in the focus groups; they felt it was very relevant to their lives. There were elements to this Entitlement that were discussed separately, but that as a whole young people suggested there were no gender differences. When one breaks the entitlement four components down, there were clear gender differences. Males and females were felt to be better at accessing different elements of the entitlement which meant when examining entitlement four as a whole the differences evened out. In discussions about taking part in learning about things of interest a gendered divide emerged. Boys tended to feel that girls had more opportunities, while girls tended to feel that boys had more.

Young people suggested that females were generally better at accessing education; they were more enthusiastic. One of the participants in a youth group focus group suggested that “girls are better at education, they try harder” (Youth Group, mixed group age 14-16 year olds). Girls were also felt to be better at achieving in education one year 10 participant suggested that “girls are better at achieving” (Year 10 Schools focus group). A minority of the

participants in the focus groups suggested that gender made no difference to accessing education. In terms of education, there was one example where young people from one of the youth groups felt that teachers in school were sexist as they picked only girls to do responsible jobs (e.g. taking messages) and picked only boys to lift boxes a relevant quote from this focus group is provided below to illustrate this point:

“Teachers tell us all the time that girls are brighter but there are both girls and boys who are swots. Teachers are sexist. They pick only girls to do some jobs, but only pick boys to do lifting. It is not fair“(Youth Group Aged 12-13, Mixed Gender).

The young people felt quite strongly that this was sexist and not fair on the young people who did not typify the gendered judgement made by the teachers. It was felt by some of the older girls in another youth group focus group that the school system of doing sport and drama / art was sexist, as it allowed boys and girls to do only particular types of activities. While there was not thought to be a difference in the number of opportunities, it was felt that young people were not able to access the same activities; the quote below typifies their response:

“More sport options for boys, although there are some sports boys can’t do. People don’t throw the ball in mixed sport... in art and drama boys can’t do it as much, they get called gay” (Youth Group Aged 15-18, Girls only Group).

Another part of the responses from young people relating to Entitlement Four was getting jobs. Often the young people would provide examples of how they felt employment was gendered in adult cases. Young people generally seemed to feel that as adults men got better jobs than women and males were paid more (than females) for their work. Many of the participants felt that as young people there were no gender differences in enjoying the job one does, or being able to access jobs (one element of entitlement four).

Sport and activities, integral components of entitlement four, were mentioned frequently in the focus groups indicating that they were a commonly known and accessed part of the Entitlement. It often caused conflict between males and females in the groups; males sometimes thought that boys did more sport (and occasionally the girls would agree) but often girls thought that girls

also did as much sport, albeit different types of sport / activities. Some young people felt that the amount of exercise was more determined by age than gender, while other young people felt that there was no difference in the amount of sport undertaken by males and females. "Being involved in leisure activities like sport is no difference [by gender]" (Youth Group Older Girls). Despite the discussions above the general consensus seemed to be that boys do more sport than girls. This was the view particularly of younger age groups, one year 10 student suggested that "boys do more sport... more opportunities such as team sport" (Year 10 School focus group).

Age-related Gender Differences: In the quantitative survey when the gender differences examined were broken down by age, there were no statistically significant differences, although, 11-year-old females had the highest PLATE Four and 16-year-old males had the lowest PLATE Four of any sub-group examined.

Young people were asked in the focus groups if they felt age made any difference to how well males and females accessed their Entitlements. Older age participants suggested that they found it easier to access entitlement four that they used to when younger, particularly employment. These young people were mainly in Year 10 or aged 15 to 17. Young people did not think gender made a difference to accessing Entitlement Four at different ages. This was the only data available regarding age-related gender differences for PLATE Four.

Comparing the Quantitative and Qualitative Findings: PLATE Four, education and employment, was found by the survey to be unrelated to gender. However the focus group research pulled out a complex level of gender-related differences. Females were thought to be better at education, while getting jobs as adults was deemed to be easier for males, as was sport and activities. In relation to age related gender differences, the survey found no statistically significant differences, while the focus group data suggests that entitlement four was felt to be a bit easier to access when older, particularly employment.

Entitlement Five: Taking Part / Getting Involved

To be involved in volunteering and to be active in your community.

Gender Differences: When the survey results were explored by gender it became apparent that females had marginally higher access to Entitlement Five, taking part, this result was not statistically significant. In the focus groups, volunteering, which is part of Entitlement Five, was found to have some difference in access between males and females. Quite a few young people thought that girls were more involved in volunteering and accessed the Entitlement more. Some young people suggested that boys were better at taking part as they were less fussy about who they did activities with, one view along these lines is expressed by a year seven boy,

“Boys are better, girls say they don’t want to do it because they will break a nail” (Year 7 Boy, Mixed gender school focus Group).

Some young people thought it depended on the type of volunteering and as suggested in the quote below where the volunteering takes place,

“in school girls do more [volunteering], girls put their hands up more, and outside school [gender] makes no difference; no one does anything anyway so no point” (Youth Group, Aged 12-13, Mixed Gender).

Age-related Gender Differences: The quantitative survey data found that PLATE Five was similar for males and females of different ages with the exception of 11-year-olds, where females had statistically significantly better PLATE Five.

Only a small number of the focus group’s participants discussed Entitlement Five specifically in relation to age difference in levels of access. Those who did discuss entitlement five, suggested that older young people would find it easier to access Entitlement Five and suggested that it was, “easier to get involved when you are older” (Youth Group). This reflected the general view that as one got older, accessing the Entitlements was easier. Gender was not discussed in relation to the age differences in accessing Entitlement Five.

Comparing the Quantitative and Qualitative Findings: The quantitative survey found that young people perceived that Entitlement Five, taking part and getting involved, was not perceived to be accessed differently by males or females. The qualitative focus groups found that for Entitlement Five, females

were perceived to be slightly more able take part in volunteering, although some young people felt gender made no difference.

Entitlement Six: Being Individual

- a. To be treated with respect and as an equal by everyone.
- b. To be recognised for what you have to contribute and your achievements.
- c. To celebrate what you achieve.

Gender Differences: The survey results suggest that males had statistically significant higher PLATE Six than females. In the focus groups Entitlement Six was found as a whole to be better accessed by boys. Boys were thought to be better at being individual, although there was some disagreement about this. Girls were thought to be more inclined to form social groups and conform to those groups, therefore not being happy being themselves: “Girls find it harder than boys – more pressure from males [for them] to look good” (Youth Group, Older Young People).

There was some disagreement about boys being better at being individual with some young people feeling that there was no gender differences in being individual: “Makes no difference, boys find it a bit easier” (Year 9 Girls only school focus group).

Age-related Gender Differences: There were no statistically significant differences within the gender and age sub-groups in the quantitative survey. In the focus group research when young people were asked if they felt age made any difference to how well males and females accessed their Entitlements, many young people believed that older young people (14 to 16-year-olds) were happier being individual; this is exemplified by the quote below.

“When younger you were more worried out what people think. [The] hardest stage for being individual is 12 to 14 [years old]” (Youth Group, older age group).

Comparing the Quantitative and Qualitative Findings: Males were found to have better perceived access to Entitlements Six in both the survey and

focus groups. Quantitative and qualitative data suggested a slight improvement in access to PLATE Six for older young people.

Entitlement Seven: Easy Access

Easy access in getting the best services that you should have, locally and nationally, and to have someone available to help you find them.

Gender Differences: When the survey results are explored by gender it is apparent that males had statistically significant higher PLATE Seven than females. The majority of the young people in the focus groups thought that feeling able to access Entitlement Seven, easy access to services, was not affected by gender. Young people suggested that factors than gender were of more importance, as suggested by the participants: “gender makes no difference; depends more on who it is” (Year 7 Girls school focus group) and that “accessing services is equal [for males and females]” (Year 8 Girls school focus group). One group felt that girls were better at accessing services as they were more likely just ask for help accessing services. Most young people felt they had the same opportunities to access services but that girls utilised this opportunity more often.

Age-related Gender Differences: The quantitative survey found that both younger males and females had higher access to PLATE Seven than older age groups. When the gender differences examined were broken down by age, 14-year-old females had statistically significant lower PLATE Seven than males. In the focus groups many young people believed that older young people (14 to 16-year-olds) would find it easier to access services (Entitlement Seven) than younger age groups, as when they were older they knew more about where to get services from. This was the only data available from the focus groups regarding age-related gender differences for PLATE Seven.

Comparing the Quantitative and Qualitative Findings: The quantitative survey found that males were perceived to be better at accessing Entitlement Seven, easy access to services. The qualitative focus group findings suggested that young people thought that gender made little difference to

how well they were able to access Entitlement Seven. The age-related gender differences were opposite in the quantitative and qualitative data, with the survey suggesting younger age groups, were better at accessing their Entitlements and the focus groups suggesting older young people would have better PLATE Seven.

Entitlement Eight: Health and Well-being

To lead a healthy life, both physically and emotionally.

Gender Differences: When the survey results are explored by gender it becomes apparent that males had statistically significant higher PLATE Eight than females. When examining the qualitative focus group data young people's views suggested a complex set of gender differences for different elements of being health. It became apparent that young people thought that Entitlement Eight, health and well-being, included elements which were accessed differently by each gender. Boys were felt to be better at accessing some elements, such as sport and fitness, while girls were thought to be better at accessing other factors, such as thinking about a healthy diet.

There was some contention about whether boys or girls were better at eating healthily. Generally girls were thought to consider their diet more, although it was discussed that this could lead to them thinking about diet too much and not eating enough, some young people suggested this was a bad thing...

"Boys are better [at eating a good diet], girls think they are fat" (a male participant from a 14 to 16 aged Youth Group).

In relation to health, some groups talked about emotional health and it was suggested that girls were more emotionally healthy. Some other groups felt that being healthy was related more to personality and personal choices than gender. The quote below exemplifies the complex components of Entitlement eight, leading a healthy life.

"Girls care about weight but do much less sport than boys, they over analyse food and don't eat properly, [they] starve themselves" (Year 10 mixed gender school focus group).

Age-related Gender Differences: In the quantitative survey 11-year-old females had the highest PLATE Eight and 16-year-old females had the lowest PLATE Eight. In the focus groups many young people believed that older young people (14 to 16-year-olds) would find it easier to access Entitlement Eight than younger age groups. In the focus groups young people did not mention how access to health and well-being specifically might be related to gender in relation to age.

Comparing the Quantitative and Qualitative Findings: The quantitative survey found that Entitlement Eight, health and well-being, was perceived to be better accessed by males. The qualitative survey suggested that elements of Entitlement Eight, such as thinking about diet, were accessed better by females, while other elements, such as doing more sport, were slightly better accessed by males.

Entitlement Nine: Access to Information and Guidance

To be able to get information, advice and support on a wide range of issues that affect your life, as and when you need it, including advice and support relating to your career.

Gender Differences: When the survey results are explored by gender it becomes apparent that males have higher PLATE Nine than females; however, this was not statistically significant. In the qualitative data young people felt that Entitlement Nine was no easier or harder to access for males or females a typical response by young people was...

“Accessing information and guidance is no different, because everyone uses [the] internet” (Year 10 mixed gender school focus group).

Some young people suggested that it was easier for girls to ask for help and that there were fewer people for boys to talk to and therefore it might be harder for boys to access entitlement nine, as is suggested by the quote below.

“Less male adults around to talk to about things” (Youth Group Older Young People, Mixed Gender).

Some young people also suggested that, while girls might find it easier to ask for help, boys were happy just getting on and dealing with any problems as is illustrated in the quote below:

“Girls are better [at accessing entitlement nine], but boys will just sort it out themselves or ignore [any problem]” (Year 8 mixed gender school focus group).

Age-related Gender Differences: In the quantitative survey, there were no gender differences by age that were statistically significant. In the focus group research, many young people believed that older young people (14 to 16-year-olds) would find it easier to access their Entitlements than younger young people. Older young people suggested that they now found it easier to access information (Entitlement Nine) than they had when younger. These young people were mainly Year 10 or aged 15 to 17 years old; an example comes from a 16 year old in a youth group;

“I’m better now at accessing information and guidance” (Youth Group Older Young People, Mixed Gender).

Comparing the Quantitative and Qualitative Findings: Both the survey and focus group findings suggest that gender was not a particularly relevant factor in young people’s perceived access to Entitlement Nine.

Entitlement Ten: Safety and Security

To live in a safe, secure home and community.

Gender Differences: When the survey data was explored it was apparent that males had higher perceived levels of access to Entitlement Ten than females; however, this difference was not statistically significant. In the qualitative focus groups young people suggested, in line with the survey, that Entitlement Ten was better accessed by boys. Young people across the age and gender groups thought that girls felt less safe than boys, a typical response is provided in the quote below:

“Girls are not as good at that [feeling safe] men make them feel less safe, people view girls as less safe, parents worry about safety and girls worry about it as well” (Year 9, Girls only school).

There was some disagreement about the location of feeling safe; some young people raised questions about whether it in the home or out on the streets or in schools. Many of the girls suggested that they felt safe at home but less safe on the streets. Some of the older young people (Year 9 and 10) also suggested that, although girls felt less safe than boys, boys were actually more likely to come to harm, possibly because they felt safer and put themselves in harm's way. A further point was made by some young people that the area where one lives makes a large difference to how safe young people feel.

Age-related Gender Differences: in the quantitative survey, when the gender differences were broken down by age, 11-year-old females had the highest PLATE Ten and 16-year-old females had the lowest PLATE Ten score of any sub-group examined. Overall many young people believed that older young people (14 to 16-year-olds) would find it easier to access their Entitlements than younger young people. There was little information available from the focus group data about age-related gender differences for PLATE Ten.

Comparing the Quantitative and Qualitative Findings: The survey found that young people perceived that Entitlement Ten, feeling safe and secure, was not accessed differently by males or females, yet in the focus groups found that for Entitlement Ten feeling safe and secure, males were perceived to be much more able to feel safe and secure.

Variations Based on Young People's Demographics

There were some broad differences in how young people answered the questions in the focus groups based on how old they were, what gender they were, whether they were in the youth groups or in school and whether the focus group was all female, all male or mixed gender.

Gender Differences: Throughout the responses to "Are boys or girls better at accessing their Entitlements?" there were tendencies for differences of opinion to be gendered. There were some accusations of the opposite sex of being sexist. This differentiation of views along gender lines was particularly the case for the younger age groups; Years 7, 8 and 9 in schools, and in

young people aged 10 to 13 in the youth groups. This was less the case in the youth group focus groups, as many of these groups happened to be single gendered.

Age Variations: Older young people, particularly those in youth groups, seemed to conform less to stereotypical views and were more even-sided in discussions, thinking about both sides of an argument or seeing issues as complex rather than simplistic. When answering questions about how age affecting access to the ten Entitlements, those young people who were 16 and 17 tended to suggest that they now felt more able to access their Entitlements, while young people who were younger than 15 seemed to be more unsure about how being older than they were would affect access to Entitlements.

School / Youth Groups: There was a greater variation in the opinions of the youth group participants than those young people in the schools. This could be due to the larger variation of age in the youth groups (see page 110 for age profile information) or it may be down to differing experiences and background of the two samples. The older youth group samples (15 to 17-year-olds) were much more opinionated and happy to discuss issues, while the younger focus groups (10-14) were much less engaged in the process and not as sure about their responses to questions. Consequently the older youth group focus groups tended to have much more differences of opinion and variation of views (they were happy to disagree and argue). In general the school focus groups were somewhere between the two youth group responses, most school focus groups were responsive and engaged but did not go into as much details and discussion with fellow participants as the older youth group focus groups.

The opinion of the participants in the youth groups varied much more than the schools. In the youth groups, many of the participants argued and voiced their opinions. In other youth groups there was a lack of focus or interest in the topic. This was also linked into age; older youth group participants (14-17-year-olds) were quite interested, whilst many 10 to 13-year-olds were less focused or involved. By comparison participants in schools tended to conform more.

Chapter Six: Summary:

Gender Differences for Overall PLATE: The main findings from both the quantitative survey and qualitative focus groups suggest that young people did not perceive any difference between males and females in the levels of access to their Entitlements as a whole.

Gender Differences for Individual Entitlements: Young people in the focus groups felt that the following Entitlements were not accessed differently based on gender, knowing about your rights (One), being involved in decision making (Two), employment as a young person (part of Entitlement Four), accessing services (Seven) and accessing information (Nine).

Males were thought to be better at feeling good and confident (Three), doing more sport (part of Entitlement Four), being individual (Six) and feeling safe and secure (Ten). Females were thought to be slightly better at volunteering (Five) and asking for help (part of Entitlement Seven) and were better at trying harder in education (part of Entitlement Four) and thinking about health and well-being issues (part of Entitlement Eight).

Comparing the Quantitative and Qualitative Findings: In both the survey and focus group findings males were found to have better perceived access to Entitlements Three (feeling good) and Six (being individual). For your rights (One), being heard (Two) and access to information (Nine) no gender differences in access were suggested in either the quantitative or qualitative data.

No gender differences were found for Entitlements Four, Five and Ten in the survey findings, however in the focus groups:

- Education and employment (Entitlement Four) was discovered to have complex gender differences, with girls felt to be better at education, boys a little better at doing sports, and adult males in a better situation to get employment.

- Volunteering (Entitlement Five) was perceived by young people to be accessed slightly higher by females, as they were more likely to put themselves forward for volunteering.
- Feeling safe and secure (Entitlement Ten) was felt by the vast majority of young people to be easier for males to access, as girls were more afraid for their safety.

For Entitlements Seven and Eight the survey found that males had higher levels of access, while the focus group findings suggested that:

- Young people felt there were no gender differences in easy access to services (Entitlement Seven). Young people provided no explanation for this view.
- There were complex gender differences for health and well-being (Entitlement Eight), with females being better at accessing some elements of being healthy (such as thinking about diet and fitness and talking about problems) and males being better at accessing other parts (doing more physical exercise and not worrying as much about things like diet).

Overall the majority of young people believed that older young people (14 to 16-year-olds) found it easier to access education, information, being heard, getting employment, knowing about your rights and were happier being individual.

When one examines access to Entitlements and the age-related gender differences, the findings from the survey and focus group's on first inspection seem contradictory. The survey suggested that 11-year-olds (particularly females) had highest access to the Entitlements with 13-year-olds having worse access (particularly females), while the focus groups suggested that for certain Entitlements (One, Two, Four, Six and Nine, see Appendix 1 for details) older young people (15/16) had better access.

Chapter Six: Conclusions

The qualitative data collection has built on and gone beyond the quantitative survey by being able to provide *explanations* for why some gender differences have occurred and uncovered gender differences in PLATE that were unseen in the quantitative data. Both the qualitative focus groups and quantitative survey have examined research questions One and Two (see below). The qualitative focus groups have gone much further and found answers to research questions Three and Four (see page 18-19 for research questions), which examined the underpinning mechanisms and explanations for relationships between gender and Entitlements.

Explanations for Gender Differences in PLATE

In answer to research question three “How do young people explain any gender differences in their perceived access to the Entitlements?” there were some recurring themes that emerged as explanations of these gender differences in PLATE. These thematic explanations were based on the key finding of the focus group data (see page 186 for a summary of these findings) and are outlined below:

Trying hard to access the Entitlements, girls are ‘swots’: there appeared to be a theme (running through the focus group data) of girls trying harder or being more eager to put themselves forward (such as being a ‘swot’) and were therefore more able to access certain Entitlements. Examples include accessing education (parts of entitlement four), volunteering (entitlement five), asking for help when they needed it (encompassed by entitlement seven) and getting health issues seen to (encompassed in Entitlement eight). This may suggest that boys feel less able to put themselves in a position to access these elements of the Entitlements. The ‘swot’ behaviour that this is focused on suggests that because of social pressures boys are less likely to ask for help or try harder as they do not want to be seen as ‘swots’.

Concerns over image and appearance; girls are more self-conscious: a theme that ran through a number of Entitlements was of girls being (particularly in the view of boys) too concerned about appearance and image. This was linked to a lack of self-confidence, being a ‘sheep’ and being more

worried about things. This theme of image and concern suggested that girls were worse at feeling good and confident about themselves (entitlement three), being individual (six) and health and well-being (eight), and safety and security (ten).

Gender differences ran along lines of societal stereotypes: it seemed that many of the gender differences that young people discussed and felt affected PLATE were in line with stereotypes in society. Some of these included boys being noisier (encompassed in Entitlement Two), girls trying harder in school (encompassed in Entitlement Four) and girls being more talkative (encompassed in Entitlement Two). Young people's perspective being in-line with stereotypes was apparent in general discussion and comments, particularly from younger age groups about the other gender.

The importance of things apart from gender: for some of the Entitlements no gender differences were suggested by the young people. In many of these cases there was the suggestion that other things such as the individual's personality or the environment one lives in might have more affect on accessing the Entitlements than gender. This was suggested for knowing about your rights (entitlement one) and access to information (entitlement nine). This would suggest that other aspects in young people's lives would usefully be examined to see how much they impact on how able young people feel in accessing their Entitlements. This is the focus on the next two chapters of this thesis.

Explanations for Age Related Gender Difference in PLATE

Taking both the qualitative and qualitative pieces of research together one can conclude that at age 11 young people are less aware of many social and personal issues, which they become more aware of at puberty and as older young people. However at aged 15 and 16, many young people seem to become more confident and comfortable and it was suggested they are much more able to access their Entitlements, this process it was suggested was exaggerated for females.

Where Next?

This chapter has explored and examined explanations for gender and age differences in PLATE. The qualitative focus group data has gone beyond the quantitative survey and explored some of the mechanisms and underlying explanations behind gender differences in PLATE. There was a suggestion by young people in the focus groups that other things in their lives are at times more important than gender in affecting how able they felt in accessing their Entitlements. This suggests along with evidence from previous research (Haines et al., 2004, Bradshaw and Mayhew, 2005) that social, structural and individual aspects in young people's lives should be addressed in relation to their impact on PLATE. This is undertaken in the next two chapters (chapters Seven and Eight). These chapters will enable a better understanding what aspects in young people's lives might be related to PLATE and which might be associated with higher or lower PLATE.

Chapter Seven: Quantitative Results

Examining the Psycho-Social Background Factors Associated with Perceived Levels of Access to the Entitlements

Introduction

This chapter presents quantitative findings that examine what aspects in young people's lives may be related to their perceived levels of access to the Entitlements (PLATE). This chapter is focused on research question Five:

5. What is the quantitative relationship between gender, age, aspects in young people's lives and perceived levels of access to the Ten Entitlements?

The aim of this chapter was to explore the relationship between PLATE and a range of aspects in young people's lives and examine any gender differences in this relationship. In this chapter aspects of young people's lives are measured using Psycho-Social Background Factors (PSBF). The quantitative data used in this chapter was produced as part of the 'Extending Entitlement Project' using an online computer-based questionnaire. Because this data is cross-sectional, and the PLATE and PSBF variables were measured at the same time, this chapter cannot attempt to examine causal relationships, but focuses on identifying associations or relationships between PLATE and PSBF across the gender and age groups.

Data Analysis

The data from the online computer-based questionnaire was automatically uploaded into a secure SPSS-compatible webpage. The data was then transferred into an SPSS spreadsheet. All the analysis was undertaken in SPSS. In order to examine the relationship between PLATE, PSBF and young people's gender, multivariate analysis was used. The multivariate

analysis undertaken aimed to find out what PSBF in young people's lives were statistically related to PLATE, both for higher and lower PLATE and for males and females at different ages. This analysis using the quantitative data is the basis for further qualitative research exploring the explanations for relationships between PLATE, PSBF and gender and age (findings presented in Chapter Eight).

Two sets of data are discussed in this chapter, PLATE and PSBF. The PLATE data and PSBF data were derived from 55 PSBF statements and 19 PLATE questions asked in the computer-based online questionnaire. This is a total of 74 statements and questions, which were stored as variables in an SPSS database. The number of variables needed to be reduced to make the data manageable, understandable and practical to use in analysis. The PLATE and PSBF variables were reduced independently as they are different measures.

PLATE Data Reduction: There were 19 questions asked in the online questionnaire about young people's perceived access to their Entitlements (PLATE). To enable interpretation of results by Entitlement, the findings from the 19 questions have been reduced into the ten Entitlements they were based on. For example, in the questionnaire three questions were asked about Entitlement Six. The results for these questions have been averaged into one score for PLATE Six. The questions were reduced using mean calculations. An Overall PLATE score was also produced by calculating the average (mean) of the 19 PLATE questions. These 19 questions were summed up then divided by the number of questions (19) to give a mean score (Overall PLATE) for each participant.

PSBF Data Reduction: There were 55 statements about young people's PSBF. These 55 statements were produced by the Extending Entitlement Project steering group within five domains – behaviour, education, family, lifestyle and neighbourhood. The PSBF data was collected by providing a series of statements, to which the young person was asked to answer from one to five, based on the strength of agreement or disagreement. The scale used was a five-point Likert Scale. The young person was asked to pick from the following response options: YES, yes, neither yes or no, no, NO.

Capitalisation is used to increase and so differentiate the strength of the response. For example, in response to the statement: '*There is lots of crime and disorder in my neighbourhood*', YES would indicate the young person strongly agreed with the statement and felt there was lots of crime and disorder in their neighbourhood, while, NO would indicate they strongly disagreed with the statement.

Due to the large number of PSBF variables (55) some form of data reduction was required to enable interpretation of the findings and to make the data manageable and practical to work with. The data reduction tool utilised was factor analysis.

“Factor analysis standardises and eradicates correlations from large numbers of variables; compressing information into factors that are truly independent of each other and controlling for multicollinearity” (Case, 2005: 194).

Factor analysis is an important part of preparing the data in this research, where many of the variables have potential to be correlated. Factor analysis groups the variables where there is high correlation into 'factors'. Some early attempts at factor analysis caused multicollinearity in later analysis, these factors had to be abandoned and new factors produced. Multicollinearity measures whether variables are measuring the same thing, it looks at the “high correlations among the independent variables” (Kinnear and Gray, 2000: 322). In order to retain the meaning of the original PSBF statements and make sure that the new composite PSBF were measuring statistically different things, factor analysis was interpreted so that each new PSBF was made up of variables from within just one of the domains that the statements were originally produced around. The process of using factor analysis to guide the production of PSBF was an iterative and complex task that required testing for correlation between the PSBF and reworking based on problems with multicollinearity. It was determined that the final eight PSBF produced have minimal correlation and do not suffer from multicollinearity. Eight composite PSBF were produced using factor analysis; these eight factors used the composite variables that were thematically relevant and included 48 of the original 55 statements. The eight PSBF are:

1. Family relationships
2. School relationships and consultation
3. School disaffection
4. Neighbourhood crime and drug use
5. Antisocial behaviour and lifestyle
6. Individual problems
7. Extracurricular activities
8. Individual temperament

The table below provides the composite PSBF and the statements that make up the new PSBF.

Table 19: The variables within the PSBF factors

PSBF	PSBF Statements
PSBF One Family relationships	My parents / carers usually know where I am when I go out.
	My parents / carers worry about me if I don't come home on time.
	My parents / carers regularly communicate with me.
	My parents / carers often show me affection.
	My parents / carers make clear rules for my behaviour.
	My parents / carers are interested in the things I do.
	My parents / carers are usually fair when they tell me off.
	I get along well with my parents / carers.
PSBF Two School relationships and consultation	My parents / carers ask my opinion about things.
	I usually like school.
	Pupils at my school are asked for their opinions about things.
	The rules at my school are clear.
	I get on with most of my teachers.
PSBF Three School disaffection	My teachers show me respect.
	I often stay away from school without permission.
	I don't do as well at school as I think I should.
PSBF Four Neighbourhood crime and drug use	I've been a bully.
	There is lots of crime and disorder in my neighbourhood.
	It's easy to get drugs in my neighbourhood.
PSBF Five Antisocial	Have you been a victim of crime?
	I regularly hang around the streets.
	I have friends who commit crimes (e.g. stolen property, a car, money).
	I get involved in committing crimes (e.g. stolen property, a car, money).

behaviour and lifestyle	I have friends who cause trouble in public (e.g. make lots of noise, damage things, annoy other residents).
	I get involved in causing trouble in public.
	I think taking drugs is acceptable for young people my age.
	I have friends who use drugs.
	I have problems because I drink or take drugs.
	I think smoking cigarettes is acceptable for young people my age.
	I think drinking alcohol is acceptable for young people my age.
PSBF Six Individual problems	I often feel sad, miserable or upset about my life.
	I worry about the future.
	I have problems eating or sleeping.
	The way I've felt has made me try to hurt myself.
PSBF Seven Extracurricular activities	I am regularly involved in activities outside school (like: youth clubs, scouts / guides, sport, drama / music, after-school groups).
	I enjoy doing leisure-time activities with my parents / carers.
PSBF Eight Individual temperament	I often rush into things without thinking.
	I do things an adult might think were dangerous.
	I usually give in easily to other people.
	I get bored easily.
	I get very stressed, frustrated or angry.
	I want things straight away.
	I need excitement.

Multivariate Analysis

The focus of the analysis presented in this chapter is the relationship between PLATE and PSBF with a particular focus on gender differences and age-related gender differences. This analysis involves multiple variables and so multivariate analysis techniques can be applied (Bryman, 2004). A number of multivariate analysis techniques were considered for analysis. The models chosen for the analysis were linear regression and logistic regression. Regression models are suitable to use in examining the relationship between PLATE and PSBF as regression allows a prediction to be made from the dependent variable (PLATE) to the independent variable (PSBF), thus allowing a measure of the level of association between the two variables (Bryman and Cramer, 2005). Multivariate analysis was used as

analysis was required that analysed each PLATE with the eight PSBF together, allowing the interaction between the eight PSBF variables to be taken into account. Additionally gender and age must be considered. Due to the various benefits and weaknesses of both linear and logistic regression, both tools have been used to provide comprehensive and comparable information. Linear regression is used to provide an overview of the relationships between PLATE and PSBF with the full dataset utilised. This is complemented by logistic regression which only presents extreme values, but provides detail about the independent relationships of higher and lower PLATE. Together linear and logistic regression provide information about which PSBF are associated with PLATE for the whole sample, each gender and gender and age groups. This enables exploration of gender differences, PLATE and young people's lives.

Linear Regression

Linear regression uses the relationships between variables to predict associations (Sapsford and Jupp, 1996), so in the case of this research to be able to predict the likelihood of PLATE scores from the PSBF. Linear regression generates a 'line of best fit', which summarises the relationship between the variables being examined (Kinnear and Gray, 2000), once the 'line of best fit' is computed, predictions can be made about the possible values of the dependent variable (PLATE) (Bryman and Cramer, 2001). The ability of linear regression to predict the likely values of the dependent variables is useful with this research as it allows PSBF to be used to predict the likely values of PLATE, thus indicating the strength of the association between two variables (Field, 2009). Linear regression assumes that the variables being examined have a linear relationship (Bryman and Cramer, 2005). The relationships under consideration do not display any significant non-linearity which makes linear regression a suitable model to use (Sapsford and Jupp, 1996). Linear regression uses the whole range of data available by using interval data, allowing all the PLATE responses to be included. This is advantageous for the regression results will reflect the spread of the young people's responses. Therefore the PLATE data was usable in its original format, which was interval data. Each of the PLATE

variables (11 in total, ten Entitlements and the Overall PLATE variable) were used to run linear regression with the eight PSBF, therefore multiple regression was used within SPSS (Kinnear and Gray, 2008, Field, 2009). Linear regression was able to look at how accurately a PSBF can predict the value of PLATE.

Upon examination of the linear regression model after application to the data it is worth considering if the assumptions within the model have been met (Field, 2009)⁶:

- Quantitative variables must be used: The PLATE and PSBF are all quantitative interval data variables.
- Linearity: The relationships under consideration do not display any significant non-linearity.
- Independent variables: The values of the dependent (PLATE) and independent (PSBF) variables are independent entities.
- Normally distributed errors: On examination the residuals are symmetric and broadly compatible with the normal distribution. Given this, and the large sample size, we can safely treat the residuals as being normally distributed.
- Multicollinearity is not present: This was a concern with the PSBF variables but was resolved using correlation models to inform the re-configuration of the PSBF with no multicollinearity.
- None zero variance: The data shows some variance in the values.
- More than the minimum sample size: Using Green's (1991) sample size calculations the minimum sample size for the linear regression models used with PLATE and PSBF would be either 112 or 114 sample size. The actual sample size for this research is 2043 which is well over the minimum suggested sample size (Green, 1991).

All the assumptions of the linear regression model have been satisfied and the data produce by this statistical module can be used with confidence.

⁶ The list of assumptions below is adapted from Field (2009) p220.

Logistic Regression

Logistic regression is a regression module that allows for a non-linear relationship between the dependent and independent variables and needs to be used with categorical dependent variables (Kinnear and Gray, 2008). It can be used when the dependent variable is dichotomous data and therefore categorical (Field, 2009). In the case of this research, it is useful to be able to examine the incidence of higher and lower PLATE separately. Examining higher and lower PLATE separately can demonstrate where there are differences in the levels of access, for example just because there is a relationship between lower PLATE Four and lower levels of a PSBF, it does not mean that there are also associations between higher PLATE Four and the same PSBF. By examining higher and lower PLATE independently this distinction can be drawn. In order to use logistic regression, data must be categorical (Kinnear and Gray, 2008) and in the case of this research dichotomous. This means that the data had to be separated into lower and higher PLATE. For each PLATE variable, higher and lower PLATE were defined as the top 20% and bottom 20% of the sample. Higher and lower PLATE were calculated and new variables produced for the 11 PLATE variables. Once the data was formatted into dichotomous variables, each of the variables was used to run logistic regression with the eight PSBF. A binary logistic regression model was used as each regression model is used (Field, 2009). See the appendices for a list of all the PLATE variables (appendix 7) and PSBF variables (appendix 15). This method excludes the middle range of information in the dataset, so while providing information about the relationship between PLATE and PSBF, logistic regression represents the extreme values in the dataset. Because it is useful to examining the higher PLATE and lower PLATE scores independently which is categorical or dichotomous data, linear regression cannot be used therefore logistic regression was the most obvious solution (Field, 2009).

Upon examination of the logistic regression model after application on the data it is worth considering the if assumptions within the model have been met (Field, 2009)⁷.

- Independence of errors: the cases of data are not related, this is the case with PLATE and PSBF.
- Multicollinearity is not present: This was a concern with the PSBF variables but was resolved using correlation models to inform the re-configuration of the PSBF with no multicollinearity.

One of the benefits of logistic regression it that is has fewer binding assumptions that other statistical models (Field, 2009).

Due to the various strengths and weaknesses of linear and logistic regression for the requirements of this research, both tools have been used to provide comprehensive and comparable information. Linear regression is used to provide an overview of the relationships between PLATE and PSBF with the full dataset utilised. This is complemented by logistic regression, which provides detail about the independent relationships between PSBF and higher and lower PLATE.

Chapter Seven Research Findings

Structure of the Results: The relationship between gender (including gender by age) the ten Entitlements and PSBF will be explored for Overall PLATE and then for each of the ten Entitlement in turn.

The majority of the Entitlements utilised for this research have been kept as they were written in the young person friendly version of the Ten Entitlements, and asked in the questionnaire as one question. This is in line with the child centred rights-based approach of the Extending Entitlement policy. For with details of the numbers and titles of the Entitlements see Appendix 1.

For each Entitlement the following structure is used.

⁷ The list of assumptions below is adapted from Field (2009: 273)

- Linear regression: A detailed discussion of the linear regression analyse undertaken including outlining the PSBF that are associated with PLATE for the:
 - whole sample
 - gender
 - gender and each age group
- Logistic regression: A detailed discussion of the logistic regression analyse undertaken including outlining the PSBF that are associated with PLATE for the:
 - whole sample
 - gender
 - gender and each age group
- Key findings for each PLATE.

Following the results being presented for Overall PLATE and for each of the ten Entitlements, a summary and conclusion of the findings are provided.

For each Entitlement a summary of the statistical outputs for linear and logistic regression is provided in a table. Some information about these tables is provided below to assist the reader:

In the table (see 205 for the first table) the blue boxes signify a statistically significant positive relationship, while the green boxes indicate a statistically significant negative relationship between Overall PLATE and the PSBF. A positive relationship between the PLATE and a PSBF would mean that young people who reported higher levels of the PLATE also reported higher levels of the PSBF and similarly for lower PLATE and lower levels of the PSBF. A negative relationship between the PLATE and a PSBF means that young people who reported higher levels of PLATE tended to report lower levels of the PSBF and vice versa.

The p value (level of significance) is illustrated using asterisks to represent the significance of the result where * means 0.001, ** means 0.01 and *** means 0.05. Due to the dichotomous nature of the data, the results of the

logistic regression are presented as higher and lower Overall PLATE for each of the sub-categories of the sample.

In the tables the following terms have been abbreviated to allow the table to fit onto one page:

- Logistic regression for higher perceived levels of access to the Entitlements (PLATE) has been abbreviated to “log higher PLATE”.
- Logistic regression for Lower perceived levels of access to the Entitlements (PLATE) has been abbreviated to “log lower PLATE”
- Females has been abbreviated to “F”
- Males has been abbreviated to “M”

Numbers 11 to 16 refer to the age of the young people, therefore “F 11”, refers to “11 -year-old females”.

Overall PLATE

This section of the results will examine the relationship between young people’s perceived level of access to their Entitlements (Overall PLATE) and a range of Psycho-Social Background Factors (PSBF). Overall PLATE is an outcome measure that is an average (mean) of all the responses to the PLATE questions.

Linear Regression

Whole Sample: When examining the results from the whole sample using linear regression analysis of Overall PLATE and the eight PSBF it was found that there were positive associations between Overall PLATE and four of the PSBF: ‘family relationships’, ‘school relationships and consultation’, ‘individual problems’ and ‘extracurricular activities’ (see table 20 on page 205). Therefore, when higher levels of the PSBF were reported in young people’s lives they were more likely to report higher Overall PLATE and when the PSBF were lower young people were more likely to have a lower Overall PLATE. There was a negative association between Overall PLATE and ‘antisocial behaviour and lifestyle’. This suggests that young people who

reported higher levels of PLATE tended to report lower levels of 'antisocial behaviour and lifestyle', and vice versa.

Gender: For the female sub-sample there were no PSBF associated with Overall PLATE (see table 20 on page 205). The one gender difference that was statistically significant was that males had a positive association between 'school disaffection' and Overall PLATE, while there was no association for females (a positive association means that, when more 'school disaffection' was reported in young people's lives they were more likely to report higher Overall PLATE and vice versa for lower PLATE and lower PSBF).

Gender by Age: When examining gender and age using linear regression some key points were (see table 20 on page 205):

- There was a positive association between Overall PLATE and 'school relationships and consultation' for both males and females in every age group.
- When examining the gender and age sub-groups using linear regression, it was found that there was a positive association between Overall PLATE and reported levels of 'family relationships' for the males and females aged 13 and 15, females aged 11 and 14, and males aged 16.
- 11-year-olds, both female and male, were found to have a negative relationship between 'neighbourhood crime and drug use' and Overall PLATE. This means that if they reported higher Overall PLATE they were more likely to report lower levels of neighbourhood crime, disorder and drug abuse.
- There was a positive relationship between Overall PLATE and 'individual problems' for female 13 and 16-year-olds and for male 14-year-olds.
- 'Extracurricular activities' were positively associated with Overall PLATE for males and females aged 12 and 13, females aged 16 and males aged 11 and 14.

Logistic Regression

Whole Sample: For the PSBF 'family relationships', 'school relationships and consultation', 'individual problems' and 'extracurricular activities' there were

positive associations with both higher Overall PLATE and lower Overall PLATE (see table 20 on page 205). There were positive associations between Overall PLATE and the PSBF 'individual temperament' and 'school disaffection'. If a young person reported lower Overall PLATE they tended to report lower levels of 'individual temperamental behaviour' and 'school dissatisfaction'.

The PSBF 'antisocial behaviour and lifestyle' was negatively associated with Overall PLATE for both lower and higher PLATE. School dissatisfaction was negatively associated with lower PLATE (see table 20 on page 205).

Gender: When logistic regression was used to examine the relationship between Overall PLATE, males and females individually, both genders had positive relationships between 'family relationships', 'school relationships and consultation' and 'extracurricular activities' and lower and higher PLATE (see table on page 205). Both males and females with lower Overall PLATE had lower levels of 'individual problems' and males additionally had positive associations with higher PLATE.

Males who reported lower Overall PLATE tended to report lower levels of 'school disaffection' and higher levels of 'antisocial behaviour and lifestyle'.

Gender by Age: When examining gender and age using logistic regression some key points were (see table 20 on page 205):

- There were positive associations between Overall PLATE and 'school relationships and consultation' for males and females aged 12 to 16 and for males aged 11.
- Lower Overall PLATE in males aged 13 to 16 was significantly associated with lower levels of 'extracurricular activities'.
- 16-year-olds tended to have more PSBF associated with Overall PLATE (both higher and lower Overall PLATE) than other age groups. Both males and female 16-year-olds had some positive associations between Overall PLATE and 'family relationships', 'school relationships and consultation', 'school disaffection', 'individual problems', 'extracurricular activities', 'individual

temperament'. Both male and female 16-year-olds had a negative association between Overall PLATE and 'antisocial behaviour and lifestyle'. The associations for 16-year-olds were not always for both higher and lower PLATE.

Key Findings for Overall PLATE

The PSBF that had the most positive associations with higher levels of Overall PLATE were within the areas of 'family relationships', 'school relationships and consultation' and 'extracurricular activities'. The area which had most negative associations was 'antisocial behaviour and lifestyle'. For females the area of 'family relationships' had more significant associations than males, while for males, 'extracurricular activities' had more significant associations than for females. Logistic regression found that 16-year-olds had far more associations than any other age.

The linear and logistic regression models suggest that 'school disaffection' has both negative and positive associations. Key relationships appear to be a positive association for males, between Overall PLATE and 'school disaffection', particularly for 16-year-olds, and an association between lower Overall PLATE and higher 'school disaffection' for the whole sample.

The linear and logistic regression models found negative associations between Overall PLATE and 'antisocial behaviour and lifestyle'. This suggests that if 'antisocial behaviour and lifestyle' is present in a young person's life they are more likely to have lower Overall PLATE.

Both the linear and logistic regression found some positive associations between Overall PLATE and 'individual problems' for the whole sample, males, females and male and female 13 and 16-year-olds, and male 12 and 14-year-olds. The positive associations discovered in the regression models suggested that when young people from the groups mentioned above have higher levels of 'individual problems' they are likely to have higher Overall PLATE and vice versa for lower levels.

Table 20: Linear and logistic regression for overall PLATE broken down by males, females and age groups.

PSBF	Regression models	Whole Sample	F		M		F		F		F		M		M		M			
			11	12	13	14	15	16	11	12	13	14	15	16	11	12	13	14	15	16
Family relationships	Linear regression	*	*																	
	Log higher PLATE	*	**																	
	Log lower PLATE	*	*	***	***	***														
School Relationships and Consultation	Linear regression	*	***	*	**	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Log higher PLATE	*	***	***	***	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Log lower PLATE	*	*			***	***	***	*	*	*	*	*	*	*	*	*	*	*	*
School Disaffection	Linear regression					***														
	Log higher PLATE					**														*
	Log lower PLATE	**																		***
Neighbourhood crime and drug use	Linear regression																			
	Log higher PLATE																			
	Log lower PLATE																			
Antisocial behaviour and lifestyle	Linear regression	*	*			*														
	Log higher PLATE	***																		
	Log lower PLATE	*				**														**
Individual problems	Linear regression	*	*	**	**	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Log higher PLATE	**				***														
	Log lower PLATE	*	*			*														
Extracurricular activities	Linear regression	*	*	**	**	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Log higher PLATE	**	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Log lower PLATE	*	**			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Individual temperament	Linear regression																			
	Log higher PLATE																			
	Log lower PLATE	***																		**

M = male, F=female, Log=logistic regression. 11=11 year olds, 12=12year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see Appendix 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship.

Entitlement One: Your Rights

- a) To learn what your rights are and understand them,
- b) Make sure you are able to claim them and to understand and accept the responsibilities arising from them.

PLATE One is an amalgamated variable made up of six of the PLATE questions from the Extending Entitlement questionnaire (see Appendix 1 for full listings of the PLATE questions).

Linear Regression

Whole Sample: When examining the whole sample linear regression found that there were positive relationships between PLATE One and three of the PSBF, 'family relationships', 'school relationships and consultation' and 'extracurricular activities' (see Table 21 on page 210). Therefore when these PSBF were present in young people's lives they had higher PLATE One. There was a negative association between PLATE One and 'antisocial behaviour and lifestyle' and 'neighbourhood crime and drug use'. Therefore young people who reported higher PLATE One tended to reported lower 'antisocial behaviour and lifestyle' and 'neighbourhood crime and drug use' and vice versa.

Gender: The linear regression examined findings for males and females independently. Both males and females had positive associations between PLATE One and 'family relationships' and 'school relationships and consultation' and negative associations with 'neighbourhood crime and drug use'.

- Males reported a negative association between PLATE One and the PSBF 'antisocial behaviour and lifestyle', while no associations were found for females.
- Females experienced a possible association between PLATE One and 'extracurricular activities' and a negative association between PLATE One and 'school disaffection' while males had no associations with these PSBF.

Gender by Age: When examining PLATE One and the PSBF for each gender and age group some key points were (see Table 21 on page 210):

- There were positive associations between PLATE One and reported levels of 'family relationships' for females aged 11, 13 and 15 and male 16-year-olds.
- 'Extracurricular activities' were reported as positively associated with PLATE One for females aged 12, and negatively associated for males aged 16.
- 'School disaffection' was reported as positively associated with PLATE One for males aged 16, yet negatively associated for females aged 11.
- There was a positive association between PLATE One and 'school relationships and consultation' for males and females aged 14, for males only at age 11, 12, 13 and 15 and females only at age 16.
- There was a negative association between PLATE One and reported levels of 'neighbourhood crime and drug use' for female 16-year-olds and male 11- and 15-year-olds.
- There was a negative association between PLATE One and reported levels of 'antisocial behaviour and lifestyle' for males and females aged 12 and for 14-year-old males.

Logistic Regression

Whole Sample: For the whole sample the PSBF 'family relationships' and 'school relationships and consultation' there were associations with both higher PLATE One and lower PLATE One (see Table 21 on page 210). For the whole sample:

- Lower PLATE One was associated with higher reported levels of 'antisocial behaviour and lifestyle'.
- Lower reported levels of 'neighbourhood crime and drug use' were associated with higher levels of PLATE One.
- Higher levels of 'extracurricular activities' were associated with higher PLATE One.

Gender: When examining males and females independently, both genders reported a positive association between PLATE One and 'family relationships' and 'school relationships and consultation' (see Table 21 on page 210). Females with higher PLATE One reported higher levels of 'extracurricular activities', while males reported negative associations between PLATE One and 'neighbourhood crime and drug use' and 'antisocial behaviour and lifestyle'.

Gender by Age: When examining gender and age the logistic regression found:

- There were some positive associations between PLATE One and 'family relationships' for males and females aged 16 and females aged 11 and 13.
- There were some positive associations between PLATE One and 'school relationships and consultation' for 14 and 16-year-old females and 11- and 15-year-old males.
- There was a negative association between PLATE One and 'school dissatisfaction' for 11 and 14-year-old females. However, there was a negative association for 16-year-olds both male and female.
- Higher levels of PLATE One were associated with reported higher levels of 'extracurricular activities' for male 12 and 14-year-olds.
- Lower levels of 'individual temperament' were associated with lower PLATE One for female 15-year-olds and male 16-year-olds, and with higher PLATE One levels for female 14-year-olds.

16-year-olds tended to have more PSBF associated with PLATE One (both higher and lower PLATE One) than other age groups.

Key Findings for PLATE One

The PSBF that had the most positive associations with PLATE One were the areas of 'family relationships' and 'school relationships and consultation', the areas which had most negative associations were 'neighbourhood crime and drug use' and 'antisocial behaviour and lifestyle'. Family was more often associated with females, while school was more often associated with males.

There were a number of differences between males and females regarding which PSBF are associated with higher and lower levels of PLATE One. For example both regression modules found that for 'school disaffection', male 16-year-olds had a positive association for while 11-year-old females had a negative association.

Both regression models found some negative associations between PLATE One and 'antisocial behaviour and lifestyle' for the whole sample, males and for 16-year-old males specifically. This is useful in suggesting that if 16 year old males are involved in antisocial behaviour they are more likely to have lower PLATE.

Few significant relationships were found by either regression models for 'individual problems' and PLATE One, 15 year old females appeared to have a negative association and 16 year old females a positive association with 'individual problems'.

'Extracurricular Activities' was positively associated with PLATE one for females but not males, this suggests that this PSBF is particularly pertinent for females gaining higher PLATE.

Table 21: Linear and logistic regression for PLATE One broken down by males, females and gender and age groups.

		Whole Sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear regression	*	**	**	**		***		***							*
	Log higher PLATE	*	*	**	**					**						***
	Log lower PLATE	**	***	***			***									**
School relationships and consultation	Linear regression	*	*	*			*			*	*	**	**	*	*	
	Log higher PLATE	*	**	*			**								***	
	Log lower PLATE	*	***	*						**	***					
School disaffection	Linear regression		**		*											**
	Log higher PLATE				**											
	Log lower PLATE						***			*	**					**
*Neighbourhood crime and drug use	Linear regression	*	**	**						**	**					
	Log higher PLATE	**		**												
	Log lower PLATE															
Antisocial behaviour and lifestyle	Linear regression	**	***	***								***				*
	Log higher PLATE															
	Log lower PLATE															*
Individual problems	Linear regression									**						
	Log higher PLATE								**							
	Log lower PLATE									***						
Extracurricular activities	Linear regression	***	***													***
	Log higher PLATE	**	***											***		
	Log lower PLATE															
Individual temperament	Linear regression															
	Log higher PLATE															***
	Log lower PLATE															***

M = male, F = female, Log = logistic regression. 11 = 11 year olds, 12 = 12 year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Entitlement Two: Being Heard

It is your right to have the opportunity to be involved in making decisions, planning and reviewing an action that might affect you. Having a voice, having a choice even if you don't make the decision yourself. Your voice, your choice

Linear Regression

Whole Sample: When examining the whole sample linear regression analysis of PLATE Two and the eight PSBF found that there were positive relationships between PLATE Two and 'family relationships' and 'school relationships and consultation' (see Figure 22 on page 215). This suggests that if young people have higher scores of the PSBF above, they will have higher PLATE Two.

Gender: There were no differences between males and females in terms of the association between PLATE Two and PSBF (see Figure 22 on page 215).

Gender by Age: When examining the relationship between PLATE Two and PSBF for gender and age some key findings are (see Figure 22 on page 215):

- There was a positive association between reports of higher and lower PLATE Two and 'school relationships and consultation' for many of the gender and age sub-groups'
- There was a positive association between PLATE Two and reported levels of 'family relationships' for the following young people: females aged 11 and 14 years old and males aged 13 and 16 years old.
- 'Extracurricular activities' were positively associated with PLATE Two for males aged 13 and 16.
- For females, there was a positive association between PLATE Two and 'individual temperament' for 16-year-olds, but a negative relationship for 11-year-olds.

- For 14-year-old males, higher PLATE Two was associated with higher levels of 'school disaffection' and lower levels of 'neighbourhood crime and drug use'.

Logistic Regression

Whole Sample: When examining the whole sample the PSBF 'family relationships' and 'school relationships and consultation' had positive associations with higher and lower PLATE Two (see Figure 22 on page 215). Higher reported levels of 'school disaffection' were associated with higher levels of PLATE Two (see Figure 22 on page 215). The only negative association found in the logistic regression for the whole sample was for lower levels of 'antisocial behaviour and lifestyle' which was associated with higher levels of PLATE Two.

Gender: When examining males and females independently (see Figure 22 on page 215 for data):

- For females there was just one association between a PSBF and PLATE Two, this positive association was with 'school relationships and consultation'.
- For males, PLATE Two was positively associated with 'family relationships' and 'school relationships and consultation'.
- Males with higher PLATE Two tended to report higher levels of 'school disaffection'.

Gender by Age: When examining gender and age sub-groups the statistically significant findings were:

- PLATE Two was positively associated with 'family relationships' for female 11-year-olds and male 16-year-olds.
- There was some level of positive association between PLATE Two and 'school relationships and consultation' for males and females aged 13 and 14 and males aged 11 and 15. There were more associations for higher PLATE than for lower PLATE.

- For 14-year-old males higher PLATE Two was associated with higher levels of ‘school disaffection’ and lower levels of ‘neighbourhood crime and drug use’.
- 16-year-olds of both genders tended to have more associations than other age groups:
 - 16-year-old females had positive associations between PLATE Two and ‘individual temperament’ and ‘individual problems’, and a negative association with ‘antisocial behaviour and lifestyle’.
 - 16-year-old males had positive associations between PLATE Two and ‘antisocial behaviour and lifestyle’, ‘individual problems’ and ‘extracurricular activities’.

Key Findings for PLATE Two

The PSBF that had the highest number of positive associations with PLATE Two were the areas of ‘family relationships’ and ‘school relationships and consultation’. School was more commonly associated for males. The areas which had highest number of negative associations were ‘neighbourhood crime and drug use’ and ‘antisocial behaviour and lifestyle’.

Extracurricular activities were positively associated with PLATE Two for males. There were no associations for females.

14-year-old males had some associations which were not apparent for other age and gender groups, 14 year old males had a positive association between PLATE Two and ‘school dissatisfaction’ and negative association with ‘neighbourhood crime and drug use’ (with both the linear regression and logistic regression for higher PLATE).

In contrast to the majority of the associations between PLATE two and ‘antisocial behaviour and lifestyle’ which were negative, 16-year-old males logistic regression found positive associations between PLATE Two and ‘antisocial behaviour and lifestyle’.

There were a number of associations that seemed to be more prevalent for 16 year-olds:

- Logistic regression found that PLATE Two had positive associations with 'individual problems' for male and female 16 year-olds.
- For 16-year-old males linear and logistic regression found that PLATE Two had positive associations with 'extracurricular activities'.

Both linear and logistic regression found that 'individual temperament' had a positive association with PLATE Two for female 16-year-olds (higher PLATE only for logistic regression).

Table 22: Linear and Logistic regression for PLATE Two broken down by males, females and age groups.

	Whole sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	*		*			**					**			*
	Log Higher PLATE	**		***											*
	Log lower PLATE	***		**											*
School relationships & consultation	Linear Regression	*			**	*		**	***	*	**		*	*	
	Log Higher PLATE	*		*	***	***	***			**		***	***	**	
	Log lower PLATE	*		**						***			***	***	
School disaffection	Linear Regression														
	Log Higher PLATE	**											***	***	
	Log lower PLATE														
Neighbourhood crime and drug use	Linear Regression												**		
	Log Higher PLATE												***		
	Log lower PLATE												***		
Antisocial behaviour and lifestyle	Linear Regression														
	Log Higher PLATE	***							*						**
	Log lower PLATE							***							
Individual problems	Linear Regression														
	Log Higher PLATE														**
	Log lower PLATE														**
Extracurricular activities	Linear Regression														
	Log Higher PLATE											***			***
	Log lower PLATE														**
Individual temperament	Linear Regression			**											
	Log Higher PLATE								*						**
	Log lower PLATE										***				

M = male, F = female, Log = logistic regression. 11 = 11 year olds, 12 = 12 year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Entitlement Three: Feeling Good

To feel confident and feel good about yourself.

Linear Regression

Whole Sample: When examining the whole sample, linear regression analysis of PLATE Three and the eight PSBF found that there were positive relationships between PLATE Three and 'family relationships', 'school relationships and consultation', 'individual problems' and 'extracurricular activities' (see Table 23 on page 220). There was a negative association between 'antisocial behaviour and lifestyle' and PLATE Three.

Gender: When examining gender, males had the associations described above and additionally a positive association between PLATE Three and 'school disaffection' and a negative association with 'individual temperament' (see Table 23 on page 220).

Females had positive associations between PLATE Three and 'family relationships', 'school relationships and consultation' and 'individual problems', and a negative association with 'antisocial behaviour and lifestyle'.

Gender by Age: When examining PSBF and PLATE Three relationships for gender and age a few key findings were:

- There was a positive association between PLATE Three and reported levels of 'family relationships' for males and females aged 11 and 12 and males aged 13 to 16.
- There was a positive association between PLATE Three and 'school relationships and consultation' for males and females aged 15 and females aged 16.
- 'Antisocial behaviour and lifestyle' was negatively associated with PLATE Three for females aged 14 and males aged 15.
- There was a positive relationship between PLATE Three and 'individual problems' for females aged 13 and 16 and males aged 14 and 15.

- 'Extracurricular activities' were positively associated with PLATE Three for females aged 13.
- Older young people (aged 15 and 16) tended to have more PSBF associated with PLATE Three than other age groups.

Logistic Regression

Whole Sample: When examining the whole sample the PSBF 'family relationships', 'school relationships and consultation', 'individual problems' and 'extracurricular activities' were positive associations with both higher and lower PLATE Three. Lower reported levels of 'antisocial behaviour and lifestyle' were associated with higher levels of PLATE Three (see Table 23 on page 220).

Gender: When examining males and females individually both genders had positive associations between PLATE Three and 'school relationships and consultation' and 'individual problems' (see Table 23 on page 220). In addition:

- Females had a negative association between PLATE Three and 'antisocial behaviour and lifestyle' and lower levels of 'school disaffection'.
- Males had a positive association between PLATE Three and 'family relationships', 'school disaffection' and 'extracurricular activities'.
- Males had a negative association between PLATE Three and 'individual temperament'.

Gender by Age: When examining the logistic regression by gender and age some key points were:

- There were some positive associations between PLATE Three and 'family relationships' for male and female 16-year-olds and male 11 and 13-year-olds.
- Higher PLATE Three was associated with reported higher 'neighbourhood crime and drug use' for females and male 16-year-olds.

- There was a negative association between PLATE Three and 'antisocial behaviour and lifestyle' for males and females aged 13 and females aged 14, 15 and 16.
- There were positive associations between PLATE Three and 'individual problems' for females aged 12, 13 and 16, and males aged 14 and 15.
- For 12-year-old females higher PLATE Three was associated with higher levels of 'extracurricular activities'.
- There was positive association between PLATE Three and 'school relationships and consultation' for older young people (15-year-old females and 15 and 16-year-old males). However, 16-year-old females had a negative association between PLATE Three and 'school relationships and consultation'.

16-year-olds tended to have a higher number of associations than other young people:

- 16-year-old females had positive associations between PLATE Three and 'family relationships', 'neighbourhood crime and drug use', 'individual problems' and 'individual temperament'.
- 16-year-old females had negative associations between PLATE Three and 'school relationships and consultation', 'school disaffection' and 'antisocial behaviour and lifestyle'.
- 16-year-old males had positive associations between PLATE Three and 'family relationships', 'school relationships and consultation', 'school disaffection', 'neighbourhood crime and drug use'.
- 16-year-old males had negative associations between PLATE Three and 'individual temperament'.

Key Findings for PLATE Three:

The PSBF that had the highest number of positive associations with PLATE Three were within the areas of family and school. Family was more often associated with males the area which had highest number of negative

associations was 'antisocial behaviour and lifestyle'. Some of the pertinent findings are highlighted below:

- 'Extracurricular activities' was positively associated with PLATE Three for males; however, there were no associations for females.
- Both regression models found associations between PLATE Three (feeling good) and 'school relationship and consultation' in the gender and age groups for 15 and 16 year olds only. This could suggest that for 15 and 16 year olds school is more important than for younger people.
- When exploring the relationship between PLATE three and 'school dissatisfaction' males, had positive associations while females tended to have had negative associations, this was particularly pronounced for 16-year-olds.
- The only associations apparent between PLATE Three and 'neighbourhood crime and drug use' were positive associations for male and female sixteen year-olds,
- Both regression modules found positive associations between PLATE Three and 'individual problems', there appears to be a cluster of associations around 12 and 13 years-old and 16 years old for females and 14 and 15 years-old for males. This suggests that individual problems may be affecting male and female young people at different ages.
- Both linear and logistic regression found that, for males, 'individual temperament' was found to be negatively associated with PLATE Three, however there were positive associations for 16 year-old females.

Table 23: Linear and Logistic regression for PLATE Three broken down by males, females and gender and age groups.

		Whole sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	*	*	*	*	*				**	*	*	*	**	***	*
	Log Higher PLATE	**		**									***			
	Log lower PLATE	*		*							***		**			*
School relationships & consultation	Linear Regression	*	*	*				*		***					***	
	Log Higher PLATE	*		*											***	*
	Log lower PLATE	*	*	***				***							***	
School disaffection	Linear Regression			*						***						
	Log Higher PLATE		***	**						*			**			**
	Log lower PLATE			*						**						*
Neighbourhood crime and drug use	Linear Regression															
	Log Higher PLATE									***						**
	Log lower PLATE									*						**
Antisocial behaviour and lifestyle	Linear Regression	*	*	***			***								***	
	Log Higher PLATE	**	**						***	***			***			
	Log lower PLATE		***				***									
Individual problems	Linear Regression	*	***	*						*					*	
	Log Higher PLATE	*	***	***										***	*	
	Log lower PLATE	*	***	***										***	***	
Extracurricular activities	Linear Regression	**		***						*						
	Log Higher PLATE	***								***						
	Log lower PLATE	***		***												
Individual temperament	Linear Regression			**												**
	Log Higher PLATE			***						***						***
	Log lower PLATE			**						***						***

M = male, F=female, Log=logistic regression. 11=11 year olds, 12=12year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Entitlement Four: Education and Employment

- a) To be able to learn about things that interest and affect you.
- b) To enjoy the job that you do.
- c) To get involved in the activities that you enjoy including leisure, music, sport and exercise, art, hobbies and cultural activities.

PLATE Four is an amalgamated variable made up of three of the PLATE questions from the Extending Entitlement questionnaire (see Appendix 7 for full listings of the PLATE questions). Three questions were used because the Entitlement in its young-person-friendly version has three sections. These three variables were summed up then divided by the number of questions, to give a mean score for each participant.

Linear Regression

Whole Sample: When examining the whole sample, linear regression of PLATE Four and the eight PSBF found that there were positive relationships between PLATE Four and 'family relationships', 'school relationships and consultation', 'school disaffection', 'individual problems' and 'extracurricular activities'. There was a negative association between 'neighbourhood crime and drug use' and PLATE Four.

Gender: When examining the data by gender, linear regression found that there were positive relationships for both males and females between PLATE Four and 'family relationships', 'school relationships and consultation', 'school disaffection' and 'extracurricular activities'.

Females had an additional positive association between PLATE Four and 'individual problems'. Females reported a negative association between 'neighbourhood crime and drug use' and PLATE Four.

Gender by Age: When examining the gender and age sub-groups a number of trends were apparent:

- There was a positive association between PLATE Four and reported levels of 'family relationships' for females and males aged 12 and males aged 13 and 16.

- There was a positive association between PLATE Four and reported levels of 'school relationships and consultation' for both males and females across the whole age range, with the exception of 12-year-old males.
- There was a positive association between PLATE Four and 'school disaffection' for older young people; female 16-year-olds and male 14 and 15-year-olds.
- There was a positive relationship between PLATE Four and 'individual problems' for older females aged 13, 15 and 16.

Logistic Regression

Whole Sample: When examining the whole sample, the PSBF 'family relationships', 'school relationships and consultation', 'individual problems', 'school disaffection' and 'extracurricular activities', were positively associated with PLATE Four. There was a negative association between higher reported levels of 'neighbourhood crime and drug use' and lower levels of PLATE Four.

Gender: When examining males and females independently there were positive associations for females and males between PLATE Four and 'school relationships and consultation', 'school disaffection' and 'extracurricular activities'. Additionally, males had a positive association between PLATE Four and 'family relationships', while females had a negative association between higher PLATE Four and lower 'neighbourhood crime and drug use'.

Gender by Age: When examining gender and age sub-groups some key findings were:

- There were some positive associations between PLATE Four and 'school relationships and consultation' for most of the gender and age sub-groups.
- For 15-year-olds (both male and female) 'school disaffection' was positively associated with both higher and lower PLATE four.
- 16-year-old males with higher PLATE Four tended to report lower levels of 'antisocial behaviour and lifestyle' and higher levels of 'individual problems' – the only group to have associations with these PSBF.

- There were positive associations between PLATE Four and 'extracurricular activities' for some older young people, from ages 12 to 16.
- For 16-year-olds (both male and female) 'individual temperament' was positively associated with PLATE Four, however, for 11-year-old females it was negatively associated.

Key Findings for PLATE Four:

The PSBF that had the most positive associations with higher levels of PLATE Four were within the areas of 'school relationships and consultation' and 'extracurricular activities'. Given that Entitlement Four is education and employment as expected there are lots of associations with the PSBF 'school relationships and consultation'. Contrary to intuitive expectation school disaffection was also positively associated with PLATE four.

'Extracurricular activities' and had a higher number of positive associations for males than females. The area which had the most negative association was 'neighbourhood crime and drug use', which was more significant for females than males.

Logistic regression suggested some negative associations between 'neighbourhood crime and drug use' and PLATE Four for female 11 and 16-year-olds and male 12 and 14-year-olds, in contrast linear regression found a positive association between 'neighbourhood crime and drug use' and PLATE Four for 13-year-old males.

The only association for 'antisocial behaviour and lifestyle' was that, logistic regression found that 16-year-old males had a negative association with 'antisocial behaviour and lifestyle'.

Table 24: Linear and Logistic regression for PLATE Four broken down by males, females and gender and age groups.

	Whole sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	***	*		**						**	**			*
	Log Higher PLATE		***	***											
	Log lower PLATE		*												
School relationships & consultation	Linear Regression	*	*	*	*	*	*	*	*	*		**	*	*	*
	Log Higher PLATE	*	*	***	***	**	**	*	*	***	***	***	*	*	**
	Log lower PLATE	*	*	**	**	**	**	*	*	***			***	***	
School disaffection	Linear Regression	*	*						*				***	**	
	Log Higher PLATE	*	***					***	***					***	
	Log lower PLATE	*	**	**				***	***			***		***	
Neighbourhood crime and drug use	Linear Regression	***													
	Log Higher PLATE	***	**	**					*		***		***		
	Log lower PLATE	***													
Antisocial behaviour and lifestyle	Linear Regression														
	Log Higher PLATE														*
	Log lower PLATE														
Individual problems	Linear Regression	**								**					
	Log Higher PLATE	***						***	***						*
	Log lower PLATE	**													
Extracurricular activities	Linear Regression	*	*		*	*	*	**	**	***	**	***	**	**	
	Log Higher PLATE	*	*		**	**			*	***	**	***	**	**	
	Log lower PLATE	*	*		**	**		***	***		***	***	***	***	***
Individual temperament	Linear Regression														
	Log Higher PLATE								*						***
	Log lower PLATE														

M = male, F = female, Log = logistic regression. 11 = 11 year olds, 12 = 12 year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Entitlement Five: Taking Part

To be involved in volunteering and to be active in your community.

Linear Regression

Whole Sample: When examining the whole sample, linear regression analysis of PLATE Five and the eight PSBF found that there were positive associations between PLATE Five and 'family relationships', 'school relationships and consultation' and 'extracurricular activities'. There was a negative association between 'antisocial behaviour and lifestyle' and PLATE Five.

Gender: When exploring the linear regression for males and females independently, there were positive relationships between PLATE Five and 'family relationships', 'school relationships and consultation' and 'extracurricular activities' for both males and females. In addition to those PSBF noted above, males had a negative association between PLATE Five and 'school disaffection', while females reported a negative association between 'antisocial behaviour and lifestyle' and PLATE Five.

Gender by Age: When examining the linear regression output broken down by gender and age there was:

- A positive association between PLATE Five and reported levels of 'family relationships' for females aged 13 and 16 and males aged 15.
- A positive association between PLATE Five and reported levels of 'school relationships and consultation' for both males and females across the whole age range, with the exception of 11, 13 and 16-year-old females.
- For 14-year-olds (male and female) and 11-year-old males, there was a negative association between PLATE Five and 'school disaffection'.
- 'Neighbourhood crime and drug use' was positively associated with PLATE Five for 13-year-old males, but negatively associated for 16-year-old males.

- Male 13-year-olds were the only sub-group with an association between PLATE Five and 'antisocial behaviour and lifestyle'. It was a negative relationship.
- There was a negative association between PLATE Five and 'individual temperament' for female 11-year-olds. However, for male 16-year-olds it was a positive association.

Logistic Regression

Whole Sample: When examining the whole sample the PSBF 'family relationships', 'school relationships and consultation', and 'extracurricular activities', were positive associations with PLATE Five.

Gender: When examined independently, females had the same association as the whole sample, males had fewer associations, with only 'school relationships and consultation' and 'extracurricular activities' positively associated with PLATE Five.

Gender by Age: When examining the gender and age sub-groups key trends are:

- There was a positive association between PLATE Five and 'family relationships' for female 16-year-olds. This was the only association in the sub-groups for 'family relationships'.
- Higher PLATE Five was associated with reported lower levels of 'neighbourhood crime and drug use' for 16-year-olds of both genders.
- For male 13-year-olds there was negative association between PLATE Five and 'antisocial behaviour and lifestyle'.
- Lower PLATE Five was associated with reported lower levels of 'extracurricular activities' for female and male 16-year-olds and male 13-year-olds.
- PLATE Five was negatively associated with 'individual temperament' for 11-year-old females. However, it was positively associated for 16-year-olds of both genders.

- There were few associations between PLATE Five and the PSBF for females aged 11 to 14.

Key Findings for PLATE Five:

The PSBF that had the highest number of positive associations with PLATE Five were the areas of 'family relationships', 'school relationships and consultation' and 'extracurricular activities'. School relationships had more associations for males, while family had more associations for females. The area which had the most negative associations was 'antisocial behaviour and lifestyle'.

'Neighbourhood crime and disorder' was a negatively associated factor for 16-year-olds of both genders. 'Individual temperament' was a positive association for 16-year-olds, but negative for 11-year-old females. .

Males who were 13 and female 16-year-olds had a higher number of associations across the PSBF than other age and gender groups. This suggests that at these ages young people are more likely to have associations between PLATE Five (Taking part) and the PSBF.

Table 25: Linear and Logistic regression for PLATE Five broken down by males, females and gender and age groups.

	Whole sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	***	***			***			**					**	
	Log Higher PLATE								***						
	Log lower PLATE	**							**						
School relationships & consultation	Linear Regression	*	*		***		***	**		**	*	*	*	**	*
	Log Higher PLATE	*	*				***	***		***	**	**	***	***	
	Log lower PLATE	*	*							***			***	***	**
School disaffection	Linear Regression		***			***				***	***		***		
	Log Higher PLATE														
	Log lower PLATE														
Neighbourhood crime and drug use	Linear Regression											***			**
	Log Higher PLATE								***			***			
	Log lower PLATE														***
Antisocial behaviour and lifestyle	Linear Regression	*	***							***		**	**		
	Log Higher PLATE											***	***		
	Log lower PLATE											***	***		
Individual problems	Linear Regression														
	Log Higher PLATE														
	Log lower PLATE														
Extracurricular activities	Linear Regression	*	**	*	***				***			**	**		***
	Log Higher PLATE	**	**												***
	Log lower PLATE	*	*									***	***		*
Individual temperament	Linear Regression			***					***	***					
	Log Higher PLATE			***					***	***					
	Log lower PLATE								***	***					**

M = male, F = female, Log = logistic regression. 11 = 11 year olds, 12 = 12 year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Entitlement Six: Being Individual

- a. To be treated with respect and as an equal by everyone.
- b. To be recognised for what you have to contribute and of your achievements.
- c. To celebrate what you achieve.

PLATE Six is an amalgamated variable made up of three of the PLATE questions (relating to the three elements of the Entitlements) from the Extending Entitlement questionnaire.

Linear Regression

Whole Sample: When examining the whole sample, linear regression analysis of PLATE Six and the eight PSBF found that there were positive relationships between PLATE Six and 'family relationships', 'school relationships and consultation', 'individual problems' and 'extracurricular activities'. There was a negative association between 'antisocial behaviour and lifestyle' and PLATE Six.

Gender: The only notable gender difference, in the findings for PLATE six, was that females had a positive association between PLATE Six and 'individual temperament'.

Gender by Age: When examining gender and age sub-groups some key findings were:

- There was a positive association between PLATE Six and reported levels of 'family relationships' for middle range age groups (12 to 15 years old) for both genders.
- There was a positive association between PLATE Six and reported levels of 'school relationships and consultation' for both males and females across the whole age range.
- For male 11-year-olds there was a negative relationship between PLATE Six and 'neighbourhood crime and drug use'.
- For female 16-year-olds there was a negative association between PLATE Six and 'antisocial behaviour and lifestyle'.
- Males aged 13 to 16 all had positive associations between PLATE Six and 'extracurricular activities'.

- For female 16-year-olds there was a positive association between PLATE Six and 'individual temperament'.

Logistic Regression

Whole Sample: When examining the whole sample, the PSBF 'family relationships', 'school relationships and consultation', 'individual problems' and 'extracurricular activities', had positive associations with PLATE Six. There was a negative association between PLATE Six and 'antisocial behaviour and lifestyle'.

Gender: When examining the linear regression by males and females individually, there was a positive association for females and males between PLATE Six and 'school relationships and consultation' and 'individual problems'. There was a negative association between PLATE Six and 'antisocial behaviour and lifestyle' for both males and females. Females who reported higher PLATE Six tended to report higher levels of 'family relationships' and 'individual temperament'. Males had some positive association between PLATE Six and 'family relationships' and 'extracurricular activities'.

Gender by Age: When examining the gender and age sub-groups a few key trends were noted:

- There were some positive associations between PLATE Six and 'family relationships' for female 12-year-olds and male 13 and 16-year-olds.
- There were some positive associations between PLATE Six and 'school relationships and consultation' across the gender and age sub-groups. The exceptions to this were male 12 and 13-year-olds.
- For 16-year-olds (male and female) there were some negative associations between PLATE Six and 'school disaffection'.
- Higher PLATE Six was associated with reported higher levels of 'neighbourhood crime and drug use' for male 12 and 15-year-olds.
- There was a negative association between PLATE and 'antisocial behaviour and lifestyle' for 16-year-old males and females and 11, 12 and 13-year-old males.

- 'Individual problems' has some positive associations with PLATE Six for 13- and 16-year-olds (both genders) and for 12-year-old males.
- For 15 and 16-year-old females there were positive associations between 'individual temperament' and PLATE Six.

Key Findings for PLATE Six

The PSBF that had the most positive associations with higher levels of PLATE Six (being individual) were within the areas of 'school relationships and consultation' 'extra-curricular activities' and 'individual problems'. The area which had the most negative association was 'antisocial behaviour and lifestyle'.

'Extracurricular activities' had more associations for males than females, while, 'neighbourhood crime and drug use' was associated only with males.

There were some unusual findings from the regression analysis when exploring PLATE six and 'neighbourhood crime and drug use', females had no associations while for males, 11 and 15 year-olds had a negative association, yet 12 year olds had a positive association.

The linear and logistic regression models found that PLATE Six was negatively associated with 'antisocial behaviour and drug use' for 16-year-old females, Logistic regression found additional negative associations for males aged across the age range

When examining 'Individual temperament' and PLATE six, only females had positive associations, and in particular 15 and 16 year-old females. This suggests that older young females if they have higher levels of individual temperament they are likely to have higher PLATE six (being individual).

Table 26: Linear and Logistic regression for PLATE Six broken down by males, females and gender and age groups.

		Whole sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	*	**	*	**				***			*	**	**		*
	Log Higher PLATE	*	***	*								***	***			***
	Log lower PLATE	***														
School relationships & consultation	Linear Regression	*	*	*	*	*	*	*	**	*	*		***	***	*	*
	Log Higher PLATE	*	*	*	***	***				**			***	***	**	***
	Log lower PLATE	*	*	*	***		*	**	***		*		***	**	***	**
School disaffection	Linear Regression									***						
	Log Higher PLATE															**
	Log lower PLATE										***					
Neighbourhood crime and drug use	Linear Regression															
	Log Higher PLATE											***			***	
	Log lower PLATE															
Antisocial behaviour and lifestyle	Linear Regression	*	*	*						*						
	Log Higher PLATE	*	**	**						**		**	***	***		***
	Log lower PLATE	*	**	***						*	***		***	***		
Individual problems	Linear Regression	*	*	*	**	*	*	*		**		**			***	
	Log Higher PLATE	*	***	***	***	***				***		***	*			**
	Log lower PLATE	*	*	*	***	***		**		*		***	**	**	**	**
Extracurricular activities	Linear Regression	*								**						
	Log Higher PLATE	***														
	Log lower PLATE	*	*	*			**			**				*	**	
Individual temperament	Linear Regression		**							*						
	Log Higher PLATE	***	***						***	**						
	Log lower PLATE	*								*						*

M = male, F=female, Log=logistic regression. 11=11 year olds, 12=12year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship.

Entitlement Seven: Easy Access to Services

Easy access in getting the best services that you should have, locally and nationally, and to have someone available to help you find them.

Linear Regression

Whole Sample: When examining the whole sample, linear regression analysis of PLATE Seven and the eight PSBF found that there were positive relationships between PLATE Seven and 'family relationships' 'school relationships and consultation', 'individual problems', 'extracurricular activities' and 'individual temperament'. There was a negative association between PLATE Seven and 'school disaffection' and 'antisocial behaviour and lifestyle'.

Gender: When examining males and females individually, linear regression found that for both males and females, there were positive relationships between PLATE Seven and 'school relationships and consultation' and a negative association between PLATE Seven and 'antisocial behaviour and lifestyle'. Females had a positive association between PLATE Seven and 'individual problems', 'extracurricular activities' and 'individual temperament', and a negative association with 'school disaffection', while, males had a positive association between PLATE Seven and 'family relationships'.

Gender by Age: When examining the gender and age groups independently:

- There was a positive association between PLATE Seven and reported levels of 'family relationships' for females aged 13 and males aged 13, 15 and 16.
- For both males and females across the whole age range there was a positive association between PLATE Seven and 'school relationships and consultation', with the exception of 13-year-old females.
- For female 16-year-olds there was a negative association between PLATE Seven and 'school disaffection' and a positive association with 'individual temperament'.
- There was a negative association between PLATE Seven and 'antisocial behaviour and lifestyle' for females aged 16 and male 11-year-olds.

- There was a positive association between PLATE Seven and 'individual problems' for females aged 14 and males aged 11 and 12.
- For females aged 12 and 13, 'extracurricular activities' was positively associated with PLATE Seven.

Logistic Regression

Whole Sample: For the whole sample, the PSBF 'family relationships', 'school relationships and consultation' and 'individual problems' had positive associations with PLATE Seven. Lower PLATE Seven was positively associated with lower levels of 'extracurricular activities' and 'individual temperament'. In a negative association, lower PLATE Seven was associated with higher levels of 'school disaffection' and 'antisocial behaviour and lifestyle'.

Gender: When examining males and females independently, there was a positive association between PLATE Seven and 'school relationships and consultation', for females and males. Females had a positive association between PLATE Seven and 'individual problems'. Additionally females with lower PLATE Seven tended to have lower levels of 'family relationships', 'neighbourhood crime and drug use', 'extracurricular activities' and 'individual temperament' and higher reported levels of 'antisocial behaviour and lifestyle'.

Males had a positive association between PLATE Seven and 'family relationships' for PLATE Seven. Males who reported lower levels of PLATE Seven also tended to report lower levels of 'individual problems'.

Gender by Age: Discussion of the PSBF and PLATE Seven relationships for gender and age:

- 'Family relationships' was positively associated with PLATE Seven for 13-year-olds (male and female) and male 16-year-olds.
- 'Family relationships' was negatively associated with PLATE Seven for 16-year-old females.
- 11-year-old females had a positive association between PLATE Seven and 'neighbourhood crime and drug use', while male 16-year-olds had a negative association.

- PLATE Seven was positively associated with 'individual problems' for females aged 14 and 16, and male 11-year-olds.
- PLATE Seven was positively associated with 'extracurricular activities' for female 13 and 14-year-olds.
- There was a positive association between PLATE Seven and 'individual temperament' for female 11 and 16-year-olds
- For 16-year-old males, lower levels of PLATE Seven were associated with lower 'individual temperament', yet higher PLATE Seven was also associated with lower 'individual temperament'.

Key Findings for PLATE Seven

The PSBF that had the most positive associations with higher levels of PLATE Seven (easy access to services) were within the areas of 'family relationships' and 'school relationships and consultation' and 'individual problems'. The area which had the most negative association was 'antisocial behaviour and lifestyle' and 'school disaffection'.

The linear regression found no statistically significant association between PLATE Five and 'neighbourhood crime and drug use', yet logistic regression found positive associations for 'neighbourhood crime and drug use' for females, particularly aged 11, yet negative associations for 16-year-old males.

Both regression models found some negative associations between PLATE Seven and 'antisocial behaviour and lifestyle' for older females (14 to 16) and younger males (11 to 12).

Table 27 Linear and Logistic regression for PLATE Seven broken down by males, females and gender and age groups.

	Whole sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	*	*			**						***		**	*
	Log Higher PLATE	***	**			***			***						*
	Log lower PLATE	*	*									***			*
School relationships & consultation	Linear Regression	*	*	*	***		*	*	*	*	**	**	*	*	*
	Log Higher PLATE	*	*	*	*	**	**		**	***			***	**	**
	Log lower PLATE	*	*	*	*	**	**		*	**	***		***	*	*
School disaffection	Linear Regression	***							***						
	Log Higher PLATE														
	Log lower PLATE	***													
Neighbourhood crime and drug use	Linear Regression														
	Log Higher PLATE														
	Log lower PLATE			***											***
Antisocial behaviour and lifestyle	Linear Regression	*	***						*	*					
	Log Higher PLATE								***	***	***				
	Log lower PLATE	*	*	**			***		*	**	***				
Individual problems	Linear Regression	*	*												
	Log Higher PLATE	***	***				***			***	***				
	Log lower PLATE	*	*				**		**	**	***				
Extracurricular activities	Linear Regression	**	**			***			**						
	Log Higher PLATE	**	**			***	***		*						
	Log lower PLATE	**	**				***								
Individual temperament	Linear Regression	***	**						*						**
	Log Higher PLATE		*	***					***						***
	Log lower PLATE	**	*						***						***

M = male, F=female, Log=logistic regression. 11=11 year olds, 12=12year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Entitlement Eight: Health and Well-being

To lead a healthy life, both physically and emotionally.

Linear Regression

Whole Sample: When examining the whole sample, linear regression analysis of PLATE Eight and the eight PSBF found that there were positive relationships between PLATE Eight and 'family relationships', 'school relationships and consultation', 'individual problems' and 'extracurricular activities'.

Gender: Both males and females when examined independently had associations with the same PSBF.

Gender by Age: When the gender and age of young people were examined there were some key results:

- There was a positive association between PLATE Eight and 'family relationships' for all the sub-groups with the exception of female 13-year-olds.
- There was a positive relationship between PLATE Eight and 'school relationships and consultation' for females aged 12 and 14 and for males aged 15 and 16.
- There was a positive relationship between PLATE Eight and 'school disaffection' for female 13-year-olds and male 16-year-olds.
- There was a negative relationship between PLATE Eight and 'neighbourhood crime and drug use' for male 16-year-olds.
- 'Individual problems' were positively associated with PLATE Eight for males and females aged 13, 14 and 15, females aged 16 and males aged 12.
- There was a positive relationship between PLATE Eight and 'extracurricular activities' for females and males aged 13, females aged 15 and 16 and males aged 14.

Logistic Regression

Whole Sample: For the whole sample, the PSBF 'family relationships', 'school relationships and consultation', 'individual problems' and 'extracurricular activities' were positively associated with PLATE Eight. The only negative association for the overall sample was higher PLATE Eight which was associated with lower levels of 'individual temperament'.

Gender: When examining males and females independently there were some positive associations for both females and males between PLATE Eight and 'family relationships', 'individual problems', 'school relationships and consultation' and 'extracurricular activities'. Males had a negative association between PLATE Eight and 'individual temperament'.

Gender by Age: When examining gender and age groups there were some noticeable trends:

- PLATE Eight had some positive associations with 'family relationships' for male and female 16-year-olds, male 11-, 14- and 16-year-olds and female 12-year-olds.
- PLATE Eight had some positive associations with 'school relationships and consultation' for male and female 16-year-olds and male 13- and 15-year-olds.
- PLATE Eight had some positive associations with 'individual problems' for females and males aged 12, 13 and 16 and females aged 14 and 15.
- PLATE Eight had some positive associations with 'extracurricular activities' for males and females aged 14 and females aged 12, 13, 15 and 16.
- Higher levels of PLATE Eight were associated with reported lower levels of 'individual temperament' for male 11-year-olds.
- 16-year-old males with lower PLATE Eight tended to report higher levels of 'neighbourhood crime and drug use' and 16-year-old males with higher PLATE Eight reported higher levels of 'school disaffection'.

Key Findings for PLATE Eight

The PSBF that had the most positive associations with higher levels of PLATE Eight (health and well-being) were within the areas of 'family relationships' and 'school relationships and consultation', 'individual problems' and 'extracurricular activities'. The area which had the most negative association was 'individual temperament'. Some of the relevant additional findings are:

- There were no negative associations for females between any of the PSBF and PLATE eight,
- There were broad similarities between males and females for most of the PSBF although females had a greater number of associations for 'extracurricular activities', and males had negative associations with 'individual temperament'.
- There were negative associations for 16-year-old males between PLATE Eight and 'neighbourhood crime' and for males, particularly 11-year-olds with 'individual temperament'.

Table 28: Linear and Logistic regression for PLATE Eight broken down by males, females and gender and age groups.

		F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	*	*	*	*		***	**	*	*	*	***	***	*	***
	Log Higher PLATE	***	*						***	***			***		***
	Log lower PLATE	*	*	***					*	***				***	*
School relationships & consultation	Linear Regression	**	*	**	**		***		***					***	*
	Log Higher PLATE	**	*	**	**				***					***	*
	Log lower PLATE	**	*	**	**				***			***		***	**
School disaffection	Linear Regression					***									*
	Log Higher PLATE														**
	Log lower PLATE		***												**
Neighbourhood crime and drug use	Linear Regression														
	Log Higher PLATE														
	Log lower PLATE														
Antisocial behaviour and lifestyle	Linear Regression														
	Log Higher PLATE														
	Log lower PLATE														
Individual problems	Linear Regression	*	*	*	*	*	***	***	*	*	*	***	**	***	**
	Log Higher PLATE	*	*	***	***	***	***	***	*	*	**	***	***	***	**
	Log lower PLATE	*	*	**	**	**	***	***	*	*	**	***	**	***	**
Extracurricular activities	Linear Regression	*	*	*	*	*	*	**	*	*	*	*	*	*	*
	Log Higher PLATE	*	*	***	*	*	*	***	*	*	*	*	*	*	*
	Log lower PLATE	*	*	***	*	**	**	***	*	*	*	*	*	*	*
Individual temperament	Linear Regression														
	Log Higher PLATE														**
	Log lower PLATE														**

M = male, F = female, Log = logistic regression. 11 = 11 year olds, 12 = 12 year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Entitlement Nine: Access to Information and Advice

To be able to get information, advice and support on a wide range of issues that affect your life as and when you need it, including advice and support relating to your career.

Linear Regression

Whole Sample: When examining the whole sample in linear regression analysis of PLATE Nine and the eight PSBF, there were positive associations between PLATE Nine and 'family relationships', 'school relationships and consultation', 'neighbourhood crime and drug use' and 'individual problems'. There was a negative association between 'antisocial behaviour and lifestyle' and PLATE Nine.

Gender: When examining males and females independently, linear regression found positive associations between PLATE Nine and 'family relationships' and 'school relationships and consultation', for both males and females.

Gender by Age: There were no further significant associations for males. However, females had a negative association between PLATE Nine and 'school disaffection', and a positive association between PLATE Nine and 'individual problems' and 'extracurricular activities'.

When examining the PSBF and PLATE Nine relationships for gender and age some key points were:

- There was a positive association between PLATE Nine and reported levels of 'family relationships' for around half the ages. There was no obvious pattern to these associations.
- There was a positive relationship between PLATE Nine and 'school relationships and consultation' for females and males aged 12, 14 and 15, and for males aged 11, 13 and 16.
- There was a negative relationship between PLATE Nine and 'school disaffection' for female 16-year-olds, while there was a positive relationship for male 14-year-olds.

- 'Individual problems' were positively associated with PLATE Nine for females aged 13.
- There was a positive relationship between PLATE Nine and 'extracurricular activities' for males and females aged 12 and females aged 12, 13, 15 and 16.
- 'Individual temperament' was positively associated with PLATE Nine for females aged 16.

Logistic Regression

Whole Sample: When examining the whole sample, the PSBF 'family relationships', 'school relationships and consultation', 'individual problems' and 'extracurricular activities', there were positive associations with PLATE Nine. Lower PLATE Nine was associated with lower levels of 'neighbourhood crime and drug use' and with higher levels of 'antisocial behaviour and lifestyle'.

Gender: When examining males and females independently, there were some positive associations for females and males between PLATE Nine and 'family relationships', 'school relationships and communication', 'individual problems' and 'extracurricular activities'. There was negative association for females, with lower PLATE Nine associated with higher 'antisocial behaviour and lifestyle'.

Gender by Age: When examining gender and age the key results were:

- PLATE Nine had some associations with 'family relationships' for female 11 and 13-year-olds and male 15 and 16-year-olds.
- PLATE Nine had some associations with 'school relationships and consultation' for male and female 12 and 14-year-olds, female 15-year-olds and male 11, 13 and 16-year-olds.
- For female 16-year-olds, lower PLATE Nine was associated with reported lower levels of 'school disaffection'.
- For 15-year-old females and males and 16-year-old males, lower PLATE Nine was associated with lower levels of 'neighbourhood crime and drug use'.

- There were some positive associations between PLATE Nine and 'individual problems' for female 16-year-olds and 12-year-old males.
- 'Extracurricular activities' had some positive associations with PLATE Nine for female 13 and 16-year-olds and male 12-year-olds.
- PLATE Nine had some positive associations with 'individual temperament' for female and male 16-year-olds and female 11-year-olds.

Key Findings for PLATE Nine

The PSBF that had the highest number of positive associations with PLATE Nine (access to information and guidance) were within the areas of 'family relationships' and 'school consultation and relationships', 'individual problems' and 'extracurricular activities'. The area which had the most negative association was 'antisocial behaviour and lifestyle' and 'school disaffection'.

'School relationships' had a higher number of associations for males, while females had more associations with 'extracurricular activities' and 'individual problems'. 'School disaffection' was positively associated for males yet negatively associated for females.

Logistic regression found that lower levels of PLATE Nine were associated with lower reported levels of 'neighbourhood crime and drug use' for the whole sample, males individually and female 15-year-olds specifically (positive association), yet for 16 year old males there was a negative association.

Linear regression found a negative relationship between PLATE Nine and 'antisocial behaviour and lifestyle', while logistic regression found an association between lower PLATE Nine and higher 'antisocial behaviour and lifestyle'.

Table 29: Linear and Logistic regression for PLATE Nine broken down by males, females and gender and age groups.

		Whole sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	*	*	*	*		**	*		***			**		*	**
	Log Higher PLATE	*	*	*	**		***								***	
	Log lower PLATE	*	***	***	**										***	*
School relationships & consultation	Linear Regression	*	*	*	*	*	*	*	**		*	***	***	*	***	*
	Log Higher PLATE	*	*	*	*	**			***		**	***	***	***		*
	Log lower PLATE	*	*	*	*	**	**	**			**	***	***	***		*
School disaffection	Linear Regression		***							*				***		
	Log Higher PLATE									*				***		
	Log lower PLATE									*				***		
Neighbourhood crime and drug use	Linear Regression															
	Log Higher PLATE															***
	Log lower PLATE								**						***	
Antisocial behaviour and lifestyle	Linear Regression															
	Log Higher PLATE															
	Log lower PLATE		***													
Individual problems	Linear Regression	*	*	*	*											
	Log Higher PLATE	**	***	***	***							**				
	Log lower PLATE	**	**	**	**											
Extracurricular activities	Linear Regression	*	*	*	*	*	*	*	***	***		***	***	*	***	*
	Log Higher PLATE	**	*	*	*	*	*	*	***	***		***	***	***		*
	Log lower PLATE	**	***	***	***	***	***	***				***	***	***		*
Individual temperament	Linear Regression															
	Log Higher PLATE															**
	Log lower PLATE				***											**

M = male, F=female, Log=logistic regression. 11=11 year olds, 12=12year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Entitlement Ten: Safety and Security

To live in a safe, secure home and community.

Linear Regression

Whole Sample: When examining the whole sample, linear regression analysis found that there were positive relationships between PLATE Ten and 'family relationships', 'school relationships and consultation', 'neighbourhood crime and drug use', 'individual problems' and 'extracurricular activities'. There was a negative association between 'antisocial behaviour and lifestyle' and PLATE Ten.

Gender: When examining males and females independently, linear regression found that there were positive relationships between PLATE Ten and 'family relationships', 'school relationships and consultation', 'neighbourhood crime and drug use' and 'extracurricular activities' for both males and females. In addition to those PSBF noted above, males had a negative association between PLATE Ten and 'individual temperament', and a positive association between 'individual problems' and PLATE Ten.

Gender by Age: When exploring the PLATE Ten and PSBF relationships by gender and age the following were key findings:

- There was a positive association between PLATE Ten and reported levels of 'family relationships' for all the sub-groups of young people with the exceptions of female 12-year-olds and male 14-year-olds.
- There was a positive relationship between PLATE Ten and 'school relationships and consultation' for females and males aged 16, females aged 12 and males aged 14.
- There was a positive relationship between PLATE Ten and 'neighbourhood crime and drug use' for females and males aged 14 and 15, and females aged 12, 13 and 16.
- 'Individual problems' were positively associated with PLATE Ten for males aged 11 and 12.

- 'Extracurricular activities' were positively associated with PLATE Ten for males aged 15.
- There was a positive relationship between PLATE Ten and 'individual temperament' for female 16-year-olds. However, there was a negative relationship for female 12-year-olds.

Logistic Regression

Whole Sample: When examining the whole sample, the PSBF 'family relationships', 'school relationships and consultation', 'neighbourhood crime and drug use' and 'individual problems' there were positive associations with PLATE Ten. Higher levels of 'extracurricular activities' were associated with higher PLATE Ten.

Gender: When examining males and females independently:

- There was a positive association for females and males between PLATE Ten and 'family relationships' and 'neighbourhood crime and drug use'.
- Females had a positive association between higher PLATE Ten and higher levels of 'extracurricular activities'.
- Males had a positive association between PLATE Ten and 'school relationships and consultation' and 'individual problems'. Females did not have this association.

Gender by Age: When examining gender and age some of the key findings from the logistic regression were:

- PLATE Ten was positively associated with 'family relationships' for females and males aged 11 and 15, and for females aged 16.
- For 16-year-old males there was a positive association between PLATE Ten and 'school relationships and consultation'.
- PLATE Ten was positively associated with 'neighbourhood crime and drug use' for females and males aged 14 and 16 and females aged 12 and 15.
- Higher PLATE Ten was associated with lower 'antisocial behaviour and lifestyle' for male 16-year-olds.

- PLATE Ten was positively associated with 'individual problems' for female 15-year-olds and 12 and 16-year-old males.
- PLATE Ten had some positive associations with 'extracurricular activities' for female 16-year-olds and male 15-year-olds.
- PLATE Ten was negatively associated with 'individual temperament' for male and female 12-year-olds.
- PLATE Ten had some positive associations with 'school disaffection' for female 13-year-olds, but negative associations for female 16-year-olds and male 11-year-olds.

Key Findings for PLATE Ten:

The PSBF that had the most positive associations with PLATE Ten, safety and security, were 'family relationships' and 'neighbourhood crime and drug use'. The areas where there were some negative associations were 'antisocial behaviour' and 'individual temperament'.

Females had a higher number of positive associations for 'neighbourhood crime and drug use' and 'family relationships', while males had more positive associations with 'individual problems' and 'extracurricular activities'.

While, linear regression found no statistically significant associations between PLATE ten and 'school disaffection', logistic regression found a negative association for female 16-year-olds and male 11-year-olds, yet a positive associated for 13-year-old females.

'Individual temperament' was a PSBF with seemingly complex associations while the regression modules suggest that male and female 12-year-olds had negative associations 16 year old females had a positive association in the linear regression.

Table 30: Linear and Logistic regression for PLATE Ten broken down by males, females and gender and age groups.

	Whole sample	F	M	F 11	F 12	F 13	F 14	F 15	F 16	M 11	M 12	M 13	M 14	M 15	M 16
Family relationships	Linear Regression	*	*	*	**	**	*	*	**	*	**	*		**	**
	Log Higher PLATE	*	*	**				***	***	***				***	
	Log lower PLATE	*	**	***					*						
School relationships & consultation	Linear Regression	*	*		*				**				**		*
	Log Higher PLATE	**	**												***
	Log lower PLATE	*	*												*
School disaffection	Linear Regression														
	Log Higher PLATE					***			**	***					
	Log lower PLATE														
Neighbourhood crime and drug use	Linear Regression	*	*	*	*	**	*	*		*	*		*	**	*
	Log Higher PLATE	*	*	*	***	**	***	***	***	*	*		**	**	***
	Log lower PLATE	*	**	**	***		***		**	**		**	***		
Antisocial behaviour and lifestyle	Linear Regression	***													**
	Log Higher PLATE														
	Log lower PLATE														
Individual problems	Linear Regression	**	**												
	Log Higher PLATE	*	**					***							***
	Log lower PLATE	***	***								***				
Extracurricular activities	Linear Regression	**	**												
	Log Higher PLATE	**	**						**						
	Log lower PLATE														
Individual temperament	Linear Regression		***		***				***						
	Log Higher PLATE														
	Log lower PLATE														

M = male, F=female, Log=logistic regression. 11=11 year olds, 12=12year olds etc.

*0.001, **0.01, ***0.05 (For full statistical outputs of the results see appendices 13 and 14).

Blue boxes signify a statistically significant positive relationship. Green boxes a statistically significant negative relationship

Chapter Seven: Summary

PSBF Associated with PLATE for the Whole Sample

When examining the Entitlements individually there were statistically significant positive associations for 'family relationships' and 'school consultation and relationships' for all of the ten Entitlements. The PSBF that had the highest number of statistically significant positive associations with Overall PLATE were within the areas of family, school, and activities (the associations discussed above can be identified in Figure 20 on page 205). The key associations between the PSBF and individual PLATE are outlined below. Please note that all associations referred to are statistically significant and that details of the Entitlements can be found in Appendix 1.

- Family Relationships: All ten of the Entitlements had some level of positive associations between the PLATE scores and reported 'family relationships' (in the linear regression, logistic regression or both).
- School Relationships and Consultation: All ten of the Entitlements had positive associations between the PLATE scores and reported 'school relationships and consultation' (in the linear regression, logistic regression or both).
- School Disaffection: PLATE Four and Seven had positive associations with 'school disaffection'.
- Neighbourhood Crime and Drug Use: 'Neighbourhood crime and drug use' had negative associations with PLATE One, Two and Five and a positive association with PLATE Ten.
- Antisocial Behaviour and Lifestyle: 'Antisocial behaviour' had some negative associations with PLATE One, Two, Three, Five, Six, Seven, Nine and Ten (see Appendix 1 for details of the Entitlements). Only PLATE Four and Eight did not have associations for this PSBF.
- Individual Problems: Positive associations were found between 'individual problems' and PLATE Three, Four, Six, Seven, Eight, Nine and Ten. Only PLATE One, Two and Five did not have associations for this PSBF.

- Extracurricular Activities: 'Extracurricular activities' had positive associations with all the Entitlements apart from PLATE Two.
- Individual Temperament: 'Individual temperament' had negative associations with PLATE Eight and a positive association with PLATE Seven.

Gender Differences in the PSBF Associated with PLATE

When examining Overall PLATE, young people had many of the same associations regardless of gender, however there are some key trends, these are outlined below.

Family Relationships: In general there were few gender differences in the relationship between PLATE and 'family relationships'. For PLATE Four and Seven both males and females had a positive association with 'family relationships', but this was weaker for females ($p < 0.05$ or no association).

School Relationships and Consultation: There were minimal gender differences in the relationship between PLATE and 'school relationships and consultation'.

School Disaffection: There were a number of complex gender variations in the relationship between 'school disaffection' and PLATE.

- A positive association was found between 'school disaffection' and PLATE Two, Three and Eight for males only.
- A negative association was found between 'school disaffection' and PLATE One, Three, Seven and Nine for females only.
- A negative association was found between 'school disaffection' and PLATE Five (only 0.05 level association) for males only.

Neighbourhood Crime and Drug Use: Findings suggest there were no gender differences with the exception of PLATE Four, where females had negative associations with 'neighbourhood crime and drug use' and males had no associations.

Antisocial Behaviour and Lifestyle: Males had negative associations between 'antisocial behaviour' and PLATE One. Females had no association for this PLATE. Females had negative associations between 'antisocial behaviour'

and PLATE Three, Five and Nine, whereas males had no associations for these PLATE.

Individual Problems: Females had positive associations between 'individual problems' and PLATE Four, Seven and Nine. There were limited (only one association of $p < 0.05$) associations for males. PLATE One had a positive relationship with 'individual problems' for males, but no statistically significant association was found for females with PLATE One.

Extracurricular Activities: Females were found to have a positive association with PLATE One, Seven and Nine and 'extracurricular activities'. There were limited (only one association of $p < 0.05$) associations for males. Males were found to have a positive association between PLATE Three and 'extracurricular activities', there was no association for females.

Individual Temperament: Females had a positive association with 'individual temperament' for PLATE Six and Seven. No statistically significant relationship was found for males. Males had a negative association with 'individual temperament' for PLATE Three, Eight, and to a lesser extent PLATE One. No statistically significant relationship was found for females.

Gender Related Age Differences in the PSBF Associated with PLATE

Once the data is analysed by the gender and age sub-groups it becomes harder to see obvious patterns or trends in the data. However the findings were generally similar to the findings for the whole sample and those for males and females. One obvious trend was that 16-year-olds had more statistically significant associations between the PLATE and PSBF than other 'age groups (see appendix 16).

'School disaffection' had different associations across the Entitlements and between gender and age groups. However, it appears that the trend is that females tended to have negative associations while males tended to have positive associations.

Antisocial Behaviour and Lifestyle: Across the Entitlements 'antisocial behaviour and lifestyle' was negatively associated to PLATE, but this association as found more often older young people, particular 16 year old males.

Individual Temperament: For some of the Entitlements (Two, Three, Five and Seven) older young people (often females) had positive associations, while younger young people often had negative associations.

Chapter Seven: Conclusion

The aim of this chapter was to explore any gender differences in the relationships between PLATE and a range of aspects of young people's lives. In this chapter aspects of young people's lives have been explored using Psycho-Social Background Factors (PSBF). This chapter has focused on the research questions:

- 5 What is the quantitative relationship between gender, age, aspects in young people's lives and perceived levels of access to the Ten Entitlements?

This chapter has analysed the data using linear regression and logistic regression (Field, 2009), by using these two regression models the analysis has been able to use two variations of the dependent variable (PLATE). One in which interval data was used (linear regression analysis) and one which was categorical or dichotomous data was used (logistic regression). This was done in order to examine two facets of the PLATE data. The linear regression allowed the whole dataset to be examined while the logistic regression allowed individual relationships between higher PLATE and the PSBF between lower PLATE and the PSBF to be explored. Both models have their constraints however by using both the analysis is able to examine the relationship between PLATE and PSBF as thoroughly as possible.

The analysis presented in this chapter has found that PSBF are related to young people's perceived level of access to the Entitlements (PLATE) in complex relationships which are discussed in more detail below:

When examining the gender differences and gender-related age differences in relationships between PLATE and the PSBF there were a number of key differences in individual cases. The PSBF where large gender differences were visible were 'school disaffection' and 'individual temperament'. When

examining the relationship between Overall PLATE and 'school disaffection' females tended to have negative associations while males tended to have positive associations. This would suggest that females who 'stay away from school and don't achieve as well as they should' may find accessing the Entitlements harder. Conversely, males who are disaffected with school may find accessing their Entitlements easier.

When examining the gender differences for perceived access to the Entitlements (PLATE) for 'individual temperament' it was clear that for females the PSBF was positively associated with access to the Entitlements (PLATE) and for males they were negatively associated with access to the Entitlements (PLATE). This suggests that for females being of an 'individual temperament' may make accessing the Entitlements easier, while for males of these personality traits may make PLATE harder. When the data about 'individual temperament' is examined looking at age-related gender differences, there is the trend that older young people tended to have positive associations (often females), while younger young people often had negative associations.

Positive Associations: The PSBF that were most commonly associated with higher PLATE were: positive 'school consultation and experiences'; positive 'family relationships' and the availability of 'extracurricular activities'. There were minimal gender differences identified in relation to the PSBF mentioned above, however the findings suggest that males tended to have more associations with school experiences, and females had more associations with 'extracurricular activities'.

Negative Associations: PSBF that were associated with young people's lower perceived access to the Entitlements (PLATE) were 'antisocial behaviour' and to a lesser extent 'neighbourhood crime and drug use'. These are PSBF that may adversely affect young people's access to the ten Entitlements. There were limited gender differences in these PSBF.

At this stage it is difficult to explain these findings. The next chapter uses qualitative research to explore potential underlying explanations for higher or lower PLATE and to understand some of the gender differences uncovered. To do this, the next chapter asks, what *explanations* do young people propose

for any variations found between males and females at different ages in perceived access to the ten Entitlements?

Chapter Eight: Qualitative Findings

Exploring and Explaining the Relationship between Aspects in young people's lives and PLATE

Introduction

This chapter uses qualitative data collected in the focus groups to examine and explore how aspects identified by young people are associated with PLATE, and what gender differences exist. The focus groups were informed by the quantitative survey data collected using an online questionnaire (results presented in the previous chapter). The survey results were used to produce content for the qualitative focus groups. The research question this chapter focuses on is research question Six:

6. How do young people explain the relationship between perceived levels of access to their Entitlements, aspects in their lives and gender?

The focus groups were undertaken with 180 young people. A large amount of data was collected during the qualitative focus groups, including approximately 25 hours of verbal recordings and 150 photographs of flip charts and 20 sets of post-it notes with comments. This data was all imputed into Nvivo for analysis (see page 164 for details of analysis).

Chapter Structure

This section is based on themes that are aspects in young people's lives that are related to PLATE these themes were drawn from the data and are based on what young people felt might impact on their levels of access to the ten Entitlements. The focus group questions (see Appendix 5 for a full list of questions) were based on the Perceived Levels of Access to the Entitlements (PLATE) and Psycho-Social Background Factors (PSBF) findings from the quantitative survey.

The themes are clustered into overarching themes as there were clear links between some of the sub-themes that allowed them to be organised into groups. The overarching themes that are used to structure this chapter are provided in Table 31 with details of each sub-theme that sits within the overarching themes. The overarching themes have been ordered to fit as much as possible with the order of the PSBF discussed in the last chapter. Table 31 also shows where the quantitative PSBF fit into the themes and headings.

Within each overarching theme the aim was to determine which sub-themes in young people's lives impact on gender differences in their perceived access to the Entitlements, how they affect access and which Entitlements they might affect, and whether age is related to themes or access to the Entitlements.

Table 31: The sub-themes that sit within each overarching themes

Overarching Themes	Sub-Themes
1. Family and Friends PSBF family relationships	Family
	Friends
2. Society and Neighbourhood PSBF school relationships and consultation PSBF school disaffection PSBF neighbourhood crime and drug use	School and teachers
	Neighbourhood
	Safety
	Crime
	Services
	Transport
3. Young People's Lifestyle PSBF extracurricular activities PSBF antisocial behaviour	Activities
	Achievement
	Poor or antisocial behaviour
	Drug use (smoking / drinking)
	Missing school
4. Young People's Personality PSBF individual problems PSBF individual temperament	Individual problems
	Personality
	Worrying and resilience
5. Other People's Behaviour and Interactions No PSBF directly related	Peer pressure and academic pressure
	Bullies
	Racism and religion
	Discrimination
6. Young People's Development	Puberty

No PSBF directly related	Maturity
	Sexuality
7. Young People's Financial Situation No PSBF directly related	Wealth
	Money
8. Young People's Health No PSBF directly related	Health
	Disability or illness

Within each of the themes, data is presented about any gender differences in access to the Entitlements, differences in young people's perception, interpretation, explanation and understanding of the theme (e.g. do females / males of different ages have a different views of the theme and how it affects access to the Entitlements?).

Research Findings

It is useful to note that most of the quotes in this chapter are made with reference to the age and type of focus group (e.g. school or youth group). No individuals are identified as it is not possible to identify individuals from the verbal recordings taken of the focus groups.

1. Family and Friends

The themes of family and friends are related to other people in young people's lives. Each of these themes will be discussed in turn.

Family

When asked to explain the relationship between accessing their rights and family, most of the young people in the focus groups suggested that family and parents in particular could enable or be a barrier to feeling able to access the Entitlements. While this was a commonly suggested theme, few details were provided as to how family might have this impact and on which entitlements this would be. Some information was collected about young people's views on how home experiences might affect access to Entitlements. Those young people who talked about this point suggested that positive home

experienced would make it easier for young people to access their Entitlements. “Home problems would cause problems at school and make it harder to socialise” (Year 10 Focus Group). When asked about home problems, young people suggested that this would make accessing the Entitlements harder, particularly Entitlement Four (education and employment) Three (feeling good and confident) Eight (health and well-being, Ten (being safe and secure at home) Nine, (information and guidance), and Entitlements that involved socialising.

“Home problems [make it] harder [to access] education and employment, being heard and feeling good about yourself, harder to get information and guidance and to feel safe at home” (Older Girls’ Youth Group).

One group suggested that females who have home and school problems might be more resilient as they are forced to cope with things.

Friends

When the young people in the focus groups were asked what might stop or help them access their Entitlements many of them suggested that friends might enable or inhibit access to the Entitlements. Whether they helped or stopped PLATE depended on the Entitlements and on the behaviour or influence of the friend. This was not an area covered by the survey, which would suggest that adult perceptions of what affects young people’s access did not include friends and peers; however to young people their friends were in a position to affect their access to the Entitlements.

“Making friends would help you feel good and confident, friends who did activities makes it easier to do things that interest you” (Year 9 School Focus Group).

The above quote suggests that friends could help young people to access Entitlements Three (feeling good) and Four (education and employment).

2. Society and Neighbourhood

The theme of society and neighbourhood consisted of the sub themes of school and teachers, neighbourhood, safety, crime, services and transport. These are all related to the society and neighbourhood that a young person

lives in (see Table 31 on page 255 for details). Each of these themes will be discussed in turn.

School and Teachers

School was covered in two ways in the quantitative survey (see 247 for a summary of the survey findings); therefore the young people in the focus groups were asked about schools in a range of circumstances, including being asked about missing school. A lack of consistency at school and positive school experiences were felt to affect young people's access to the Entitlements. When young people were asked what they thought might affect access to the Entitlements, school was suggested as something that could both help and make access harder. Few details were provided on how or why this might be. However, when the young people were asked how positive school experiences might affect access to Entitlements, all the young people who answered the question stated that positive experiences helped them feel more able to access the Entitlements. Most of the participants in the study had positive things to say about school; however a few did not enjoy school.

“School is rubbish, we have no facilities, it makes it harder to get education, you don't enjoy school” (Year 10 School Group).

Young people were asked what might affect and influence their relationship between school and how able they felt to access to the Entitlements, many of the young people stated that teachers could be promoters of or barriers to access to the Entitlements. When asked to give more comments, some of the young people, particularly those in poorer areas, or those who did not engage with education, suggested that the teachers were unfair. Teachers were also one of the reasons that young people suggested that 11-year-olds had better access to their Entitlements, quite a few young people suggested that teachers are much nicer to 11-year-olds: “Teachers are nicer to younger people” (Year 8 School Group); “Youngest at school get babied” (Year 7 School Group).

Neighbourhood

Many of the young people explained that ‘where you live’ or ‘neighbourhood’ would be a barrier to accessing Entitlements or could offer assistance in

accessing the Entitlements. Young people were asked *how* they felt positive neighbourhood experiences could have an impact on access to Entitlements. They were also asked if lack of activities in the neighbourhood would stop or help them accessing their Entitlements. The young people who answered these questions all thought that by having positive experiences within their neighbourhood their access to Entitlements would be easier and one group thought that having these good neighbourhood experiences would make accessing Entitlement Two, being involved in decision making easier. If the neighbourhood lacked activities this would make accessing their Entitlements harder. In particular, Entitlements Four, Five and Seven (education and employment, taking part, and easy access to services) were thought by some young people to be made harder by a lack of neighbourhood activities. One group of Year 9 young people also mentioned the stigma attached to coming from a 'bad' neighbourhood and the affect this could have people's treatment of each other. In contrast another group suggested that having an area with no activities might improve access to the Entitlements by attracting facilities to the area.

Safety

When young people were asked what would make it harder or easier to access their Entitlements, none of them mentioned 'safety' as a category in itself, although, young people thought that the following things would make it harder to access the Entitlements: mean people, bullies, people who don't like them, crimes, the neighbourhood, the area and discrimination. All these things are part of what makes up being and feeling safe. When examining gender and safety young people across the age and gender groups thought that girls felt less secure than boys, although a few young people felt both males and females were equally safe, many of the girls suggested that they felt safe at home but less safe on the streets.

Many of the themes discussed merge together and overlap to form this theme. Safety is a broad area that includes neighbourhood, crime, being bullied, racism, and discrimination. It also covers young people's perceptions and feelings of safety.

Young people explained that crime would stop them accessing their rights. However when they were asked if they thought being a victim of crime would affect their PLATE, the majority of young people who answered the question thought that being a victim of a crime made it harder to access their rights. Young people thought that being a victim of crime would make it much harder to access Entitlements Three, feeling good and confident, and any other Entitlements that might be linked to levels of confidence, such as taking part, being heard, and education (Entitlements two, four and five). Some young people also suggested that having been a victim of crime would make it harder to access Entitlement One, feeling safe and secure.

“Having been a victim of crime would make you shy and less confident” (Year 7 Focus Group).

Other groups suggested that having been a victim of crime might make it easier to access some Entitlements such as Entitlement One, knowing about your rights, Entitlement Seven, access to services such as healthcare, and Entitlement Nine, access to information and advice. This is based on the assumption that one would be forced by circumstances to access these Entitlements.

“Being a victim of crime stops you a lot, a loss of confidence. It does not make it easier to access services, you just have to [access services]” (Year 10 focus Group).

One group pointed out that this does not actually make it easier to access the Entitlements.

Services

Young people explained that a range of services would help them to access their Entitlements. Some of the common types of services that were thought to make accessing the Entitlements easier were; youth clubs, library, Info Nation, police, NHS or doctors, and one group suggested social services. While it is not a traditional service, as such, many of the young people suggested that the internet (accessed at home, school or in a library) would help them access their Entitlements, particularly in knowing and understanding one’s rights and getting information and advice.

Transport

Young people in around half of the focus groups felt that if you had good transport – either public transport or parents who could transport you around – it would make it easier to access the Entitlements, particularly access to services and taking part in activities. There was little detail provided by young people as to exactly how good or poor transport would affect access to the Entitlements. One group suggested that gender was not something that made any difference to transport and its effect on accessing the Entitlements.

3. Young People's Lifestyle

The themes in this overarching heading are all related to the young person's lifestyle and how they behave in relation to themselves and others (see Table 31 on page 257 for details). The PSBF that relate to these themes are 'antisocial behaviour', 'school disaffection' and 'extracurricular activities'.

Activities

The data from the focus groups suggested that young people felt that doing activities, having them locally and available would make accessing Entitlements easier and not doing activities would making accessing Entitlements harder:

“Lack of activities in neighbourhood made it harder to access rights”
(Year 8 School Group).

The specific Entitlements that having activities available would affect were felt to be: Entitlement Four, education and employment, Entitlement Five, taking part / getting involved, and Entitlement Seven, accessing services.

“Lack of activities in neighbourhood makes it harder to get Entitlements Four and Five” (Year 9 School Focus Groups).

Sport was talked about as a large part of activities young people did - doing exercise or sport was thought to make accessing the Entitlements easier particularly Entitlement Eight, health and well-being and Entitlement Four, education and employment. Sport was thought to be easier to access for boys (as discussed in Chapter 5 on page 178) and accessing sport was

suggested to improve access to some of the Entitlements (notably Entitlement Four). Joining an activities club or a youth club was thought to help young people access Entitlements. Conversely some young people suggested that youth clubs might also stop them from accessing some Entitlements.

The cost of some activities was suggested as a possible limiting factor to doing activities, and not doing activities was suggested to reduce access to Entitlements. Also noted by young people was that if facilities for activities (sports facilities, clubs etc) were not available locally this would reduce their access to the Entitlements. One group of young people suggested that being lazy would stop them taking part in activities and this would reduce their access to Entitlement Four, while another group suggested that if one did not enjoy activities then this would reduce their access to Entitlements.

Achievement

Many of the young people who participated in the focus groups suggested that having good achievements (e.g. good exam results) would make accessing the Entitlements easier, both in the context of educational achievement, but also in other achievements such as winning at sports events. These would help access to Entitlement Four, education and employment, but also Entitlement Three, feeling good, and health and well-being. Some young people said it would help access to Entitlements just by “being good at something” (Year 9 School Group). Young people also suggested that negative results in school would make it harder for them access the Entitlements.

Poor or Antisocial Behaviour

Most of the young people in the focus groups suggested that poor or antisocial behaviour would negatively affect young people’s access to their Entitlements, particularly Entitlement Four, as one might get a criminal record which would affect employment and opportunities at school. Young people gave a few reasons why involvement antisocial behaviour might make accessing the Entitlements harder, including that people will stop listening to them and that:

“Antisocial behaviour would make it harder, you get a reputation

and people will not give you opportunities” (Year 9 School Focus Group).

Some young people discussed the possibility that antisocial behaviour could make accessing some Entitlements easier. Some suggested that Entitlements One, Five, Six and Ten (your rights, taking part / getting involved, being individual and feeling safe and secure) might be easier to access if the young person was involved in antisocial behaviour. Young people suggested that:

“Acceptance of antisocial behaviour makes worse access to the Entitlements. However, people who break the rules were better at accessing Entitlement Five, Six and Ten” (Mixed Age School Focus Group).

As well as commenting on the varied impact of antisocial or poor behaviour on the levels of access to the Entitlements, many of the groups brought out the complexities of poor or antisocial behaviour. Also that the impact this had on the Entitlements varied depending on the type of behaviour in question and indeed the person involved.

“Antisocial behaviour depends on person and behaviour, harder to be individual, easier to One and Five, knowing about rights and taking part. Harder to be employed” (Older Girls’ Youth Group)

Young people suggested that older young people were more often involved in poor or antisocial behaviour.

Drug Use (Smoking / Drinking)

When asked the questions about smoking or drinking as possible factors impacted on access to their Entitlements, young people generally suggested that smoking made accessing Entitlements harder overall. When discussing individual Entitlements, young people suggested that smoking made it harder to access Entitlements Four and Eight (education and health). Young people also suggested that smoking made accessing Entitlement Three, feeling good, and Entitlement Six, being individual, easier, as one might feel more confident and individual. One of the year 8 focus groups suggested that...

... “Smoking makes it harder to be healthy, might feel good and hard if you smoke. You might think your more individual – depends on what group it is, you might be part of a smoking group” (Year 8 School Group).

There were many references in the young people's discussions about smoking, to those who smoke thinking they were cool and more confident, but this was not a universal opinion. Some young people suggested that smoking could make you feel tired and less confident, particularly older young people:

“Smoking or drinking – health would be worse, bad reputation, would make you feel tired and less confident” (Year 10 School Group)...

When young people were asked to think about what might affect their access to Entitlements, illegal drugs were only mentioned by one focus group. Yet when the questions asked about illegal drugs, young people generally suggested that drug taking would make accessing the Entitlements harder:

“... Drug taking [will] stop access to Entitlements, harder to do stuff when on drugs” (Year 9 School Group).

When examining how drug taking affected access to the individual Entitlements, some of the young people thought it varied. Young people suggested that drug taking would make it harder to access Entitlements Four, Eight and Ten (education and employment, health and well-being, safety and security). Drug taking was thought to make those Entitlements harder to access because of the negative effects of having a criminal record or a druggy reputation (in relation to education and employment); because drugs generally have a bad affect on health (in relation to health and well-being); and because one is more vulnerable when on drugs and may be paranoid (in relation to safety and security). A typical statement is provided in the quote below:

“Smoking and drug taking – would stop you accessing Entitlements ‘cos you spent all your money on drugs. No difference to accessing services... drug taking could make you paranoid. People might drug take because they have problems” (Year 9 School Group).

Entitlement Three, feeling good and confident, was an Entitlement where young people had very different views of how it would be affected by drug use. Some young people felt that young people using drugs might feel more good and confident, while others suggested that drug use might make them feel less good and confident. Some of the young people also thought it would be harder to carry out day-to-day activities and responsibilities if one took drugs, although it was noted by some groups that the consequences for

Entitlements of drug taking depended on the type of drugs in question. These more complex ideas were often noted by the older age groups.

Missing School

When the young people in the focus groups were asked what aspects would affect their access to the Entitlements, only two groups suggested that missing school or being excluded from school might affect access to their Entitlements. When asked whether missing school would affect their access to Entitlements, most of the young people thought that it would generally make accessing the Entitlements harder.

... "Missing school would make it harder, but it depends why you miss school" (Year 9 School).

Entitlement Four, education and employment, would be particularly badly affected by missing school. Some of the young people suggested that if one missed school accessing some services may be easier as you have more free time. However, other young people suggested that getting information and advice would be harder if one missed school, as schools provide information and advice. Some young people thought that accessing Entitlement Six, being individual, was easier if you missed school, as you were classified as different and were 'cool'. The definition that young people used to form this view of 'being individual' is probably based more on the title of the Entitlement rather than the detailed description of the Entitlement. The quote below is taken from a discussion about how missing school might affect access to Entitlements, and it also documents the experience of one 16-year-old who missed school when younger.

"[Missing school] would make education and employment harder, getting involved would be harder, apart from getting involved in trouble. You would get involved in other activities such as older people and college etc. When expelled you can't get a job, I did get involved in other stuff such as drug taking etc. Missing school is not a punishment, my father offered me a drink, was quite good fun, but now I can't get a job" (Older Girls' Youth group).

The quote above is a good example of the complex nature of how missing school was perceived to affect access to Entitlements, in that missing school might make accessing some Entitlements easier to

access temporarily but harder in the long run.

The survey findings suggested that young people who missed school were better at accessing services and knowing and understanding their rights. The young people in the focus groups were asked why they thought this might be, some young people suggested that if they missed school then they might have more time to access services and to find out about their rights. Young people suggested that one might also come into contact with people who would assist in access to rights, people such as social workers, police etc. When asked why young people who missed school would be better at feeling good about themselves. One reply was:

“More free time, they think they are individual and doing stuff they enjoy, [which is] not school, they think they are better than those in school. Because they could have more time off” (Youth Group Aged 14 Plus).

They also suggested a reason why young people who missed school might know more about their rights:

“They go on courses and stuff to tell them what they should be doing – they get information and services” (Youth Group Aged 14 plus).

Another element of school that young people suggested would make accessing the Entitlements harder overall was if the school was inconsistent in how it treated young people:

“...if your school was inconsistent, you would know more about your rights but less about most other Entitlements” (Year 9 School Group).

There were a number comments similar to the above quote that suggested that Entitlement One, knowing and understanding your rights, might be easier to access (one might be forced to find out about) if the school was inconsistent in its treatment of young people.

4. Young People's Personality

The sub-themes within this theme were all related to the personality and individual characteristics of the young person (see Table 31 on page 256). Each of these themes will be discussed in turn. There is some crossover between the themes of personality and health in terms of mental health issues.

Individual Problems

Some individual problems have been discussed under other themes, including, depression, health problems and anxiety or worry. However, other individual problems were mentioned by young people as explanations for what aspects impact on their access to the Entitlements. Some of the problems that young people suggested would make accessing Entitlements harder, included, getting pregnant at a young age, hormones, mental illness and a lack of confidence. Young people suggested that older young people had more problems than younger young people, and that having more problems and things in their life sometimes made accessing the Entitlements harder. It was also suggested by a few groups that females had more individual problems than males, although this was a controversial issue, with lots of disagreement along gendered lines.

Personality

Young people suggested that personality would impact on their access to the Entitlements, either making it easier or harder depending on the Entitlement and the personality of the individual. It was also suggested by young people that personality could make more difference to accessing Entitlements, particularly Entitlements One (your rights) and Nine (access to information and guidance) than gender. Being shy and unmotivated were noted as personality traits that would make accessing the Entitlements harder.

The focus groups involved asking young people if they agreed with some of the survey results around the PSFB and gender differences. In many cases young people felt that the differences that the survey found did not represent their experience, and that the personality and type of person involved made more difference to accessing Entitlements than either gender or age. When

asked if gender or age might affect access to Entitlements, some of the Year 9 group made the comments:

“... Depends on what type of personality you have ... Not really a gender issues more down to personality” (Year 9 School Focus Group).

In the focus groups some questions were asked regarding the survey findings. The researcher stated that the findings of the survey found positive associations between having temperamental personality characteristics, and in some cases having better access to the Entitlements. Many of the young people thought that this was not the case according to their experiences and knowledge, and were not able to explain these findings. However in contrast, some young people suggested that if young people have a problem with their personality (e.g. they are moody or angry) then they might be better at accessing their Entitlements as they would be forced to get help, such as information and advice, however, this was not a commonly held view.

Some gendered aspects of young people’s personalities that were thought to affect to impact on access to Entitlements included girls being grumpy, moody and insecure, which was thought to make it harder for them to access their Entitlements. It was also noted that boys tend to hide their emotions more.

Worrying and Resilience

Worrying was mentioned by young people under a variety of names and perspectives. Many young people suggested that the following things would make it harder to access your Entitlements; a lack of confidence, low self-esteem, feeling bad about oneself and being ashamed. When asked what might stop them accessing the Entitlements, a Year 9 group suggested:

“Having a shy personality... being ashamed or having poor self-image” (Year 9 Focus Group).

Some groups suggested things such as confidence, enthusiasm, happiness and motivation would make it easier to access the Entitlements.

Young people thought that worrying or having low confidence was associated with older young people. The young people were given some of the results from the survey regarding age and access to the Entitlements, and one older

youth group (16 or older) suggested that age makes a difference in worrying about life.

“When younger were more worried about what people think, hardest stage... was 12 to 14, I was not as worried about stuff at 11 or when 16” (Older Focus Group).

Some of the young people suggested that young people start to worry as they get older about the future, jobs, the opposite sex, and what life is about.

There was also a gendered angle to worrying. Most of the young people who discussed worrying suggested that girls worry more than boys, although some older boys did argue that this was just a misconception – which boys are just better at hiding their emotions, but are still worried about things:

“... Girls have more to worry about” (Year 10 Focus Group).

Girls' worrying more was commonly given as a reason why they did not feel as good and confident. Young people were asked if they thought girls were worse at accessing feeling good and confident about themselves, a Year 7 group's comments provided are outlined below:

“Boys [are] better under pressure
Girls worry loads – family and friends make them worry.
Girls worry about illness, talk about you behind your back,
Girls get more stressed, although some thought it was the same.
Boyfriends worry girls.
Sometimes girls just worry because they do.
Girls worry about what to wear and make up – hair image.
Girls are grumpy, can be linked to periods” (Year 7 Focus Group).

This was typical of the view expressed by young people, particularly those in year 7 and 8. Being self-conscious, fashion and weight, were brought up as common causes of worry for girls. When asked why girls might be worse than boys at being individual, a common response was that girls are more self-conscious and want to impress other girls and boys:

“... girls feel like need to fit it (celebrities etc)... girls are less confident (especially older girls) ... image is important to girls” (Year 9 Focus Group).

The idea of image, and being image-conscious came up recurrently as something which causes girls to worry, as is illustrated by the quote below.

“Girls don’t want to be left out – groups are less inclusive. girls wear make up because they don’t feel confident – girls more extreme than boys. Girls worried about how they look – pop stars and celebrities make them worry. girls worry about what boys think of them” (Mixed Age School Focus Group).

5. Other People’s Behaviour and Interactions

This heading relates to themes that are all related to how other people behave and interact with young people (see Table 31 on page 256 for details). Each theme will be discussed in turn.

Peer Pressure and Academic Pressure

Some young people suggested that peer pressure was a factor in making access to the Entitlements harder. Young people explained that peer pressure was thought to be more prominent for young people who were female and for young people who were older:

“... Peer pressure more with girls, girls care more about image, girls want to look pretty” (Year 7 School focus group).

Some of the focus groups suggested that females were affected more by peer pressure to look good and eat less (which would negatively affect their access to Entitlements). When young people were under the age of 12 to 13 it was suggested that they were less aware of pressure to conform to normal social stereotypes:

“[When] younger there isn’t so much pressure to do what everyone else [is]” (Year 8 Schools).

This suggests that Entitlements involving activities, volunteering etc, were better accessed at an earlier age due to the negative affects of peer pressure among older young people.

It was also suggested that peer pressure could result in young people getting into bad behaviour and not doing well in school and therefore education (Entitlement Four) could be affected. Pressure to perform academically was also mentioned by young people as something that could affect some Entitlements, particularly Entitlement Three, feeling good and confident and being healthy (emotionally). One group suggested that parental pressure to

do things might affect access to the Entitlements.

Bullies

Young people explained that bullying from peers, friends and other young people was something that would make it harder to access Entitlements. No further explanation was provided by young people about which Entitlements this might affect.

Racism

Racism was suggested by five of the youth groups as something that might explain lower levels of access to the Entitlements. When asked, some of the youth groups suggested that if one lived in certain areas, then race may make a difference to how well you were able to access your Entitlements. One young person explained that “Asian parents in white background [environment]” (Year 9 Pupil in a school Focus Group) would make accessing the Entitlements harder.

Some young people in the focus groups suggested that if a young person was from a racial minority in an area with a different racial majority then it can affect how people treat them. A larger proportion of the focus groups who discussed racism were youth groups.

A few of the young people in the focus groups, mainly 13-year-olds or older, suggested that religion might affect how able young people are to access their Entitlements. This was linked to discrimination and racial recrimination. One group talked about parents and religion, and if a young person’s parents were strongly religious this may stop them doing some things including accessing some of the Entitlements.

Discrimination

Age discrimination was suggested, by two of the youth groups and one school group, as something that would affect access to the Entitlements. It was also suggested that discrimination could affect access to the Entitlements, either positively or negatively, depending on the situation. In many cases the assumption was that the discrimination was by adults. One group of the youth group focus groups was very passionate and annoyed at the unfair age

discrimination they received from shop-keepers and older people who treated them as if they were all gang members in hoodies:

“... Old people stare at you and Shop keepers are really rude”
(Mixed Gender and Age Youth Group).

Gender discrimination mentioned only in passing as many of the issues raised in the focus groups regarding gender differences are discussed in the first section of this chapter. In the context of explaining access to the Entitlements, gender discrimination was rarely raised by young people when they were asked what things in their life might be related to lower or higher access to their Entitlements.

6. Young People’s Physical Development

The themes under this heading are all related to the personal development of young people. Each of these themes will be discussed in turn.

Puberty

In the survey findings found that 11-year-old females had higher access to the Entitlements, while 13-year-old females had the lowest. Young people were told about these results then asked if they agreed, and what the reasons might be for these findings. Some of the young people in the focus groups suggest that periods or puberty affects girls around 13, and this might be the cause, a typical view is provided in the quote below:

“... Girls go through changes, girls grow up faster than boys, they start puberty sooner” (Year 7 Focus Group).

Some young people suggested that puberty might change how females access Entitlement Three, feeling good and confident as illustrated below:

“There are changes between 11 and 16, you grow, hormones, get more freedom” (Year 9 Focus Group).

Young people seemed to think that puberty was only something girls had to deal with and that it would affect access to the Entitlements negatively.

Maturity

In relation to the survey findings, 11-year-old females had better perceived levels of access to their Entitlements than 11-year-old boys - some of the young people suggested that this was down to a higher level of maturity in girls:

“Because [boys] are less mature and don’t care about things” (Year 8 School Focus Group).

Sexuality

One of the groups suggested that sexual orientation might be an explanation of why some young people found accessing Entitlements harder.

“Being gay might make it harder, you might get depressed with people bullying you” (Year 9 School Focus Group).

This was not discussed by any of the other focus group, but would warrant further investigation in future research.

7. Young People’s Financial Situation

This heading includes the themes of wealth and money. These themes are all related to topics concerning money, wealth and finance in a young person’s life.

When asked what would influence access to Entitlements most of the young people suggested that having money or wealth would make it easier to access the Entitlements. Conversely they also felt that not having money would make it harder to access the Entitlements. There was a distinction drawn by some of the young people between their personal wealth and that of their parents. Although both forms of wealth were thought to make accessing Entitlements easier.

“If you’re rich everyone wants to be your friends. People might want to be your friend if they feel sorry for you when you are poor. If you have friends you feel good” (Year 9 Focus Group).

Young people also commented on the cost of accessing services / getting healthy food / doing activities, and the impact this would have on accessing

Entitlements. This was noted particularly by older age groups, especially those who had less financial support from their parents or home environment. When asked what would make accessing their Entitlements easier, young people from one Year 10 group stated:

“Quick accessible healthy cheap food... cost of services” (Year 10 School Focus Group).

8. Young People’s Health

This heading includes themes related to anything in young people’s lives that affects their access to the Entitlements concerning health. These are often outside the young person’s control. For information on gender differences relating to doing exercise and being healthy, see page 181.

Health

Around two-thirds of the focus groups mentioned health as something that might affect access to Entitlements. Some young people did not think about how health would affect access to Entitlements. Young people suggested that being generally healthy, including exercise, diet, mental well-being and physical health would make it easier to access the Entitlements, particularly Entitlement Eight, health and well-being.

Some young people suggested that diet would affect access to their Entitlements. If a young person had a bad diet it would stop them accessing some Entitlements. Others suggested that having healthy food in schools that was generally affordable and available would help young people to access their Entitlements, particularly Entitlement Eight, being healthy. Having been asked what might help them access their Entitlements young people suggested

“... health clinics, text information, internet access, health and do[ing] exercise, and eating better” (Boys Aged 12-14 Young Focus Group).

Some young people thought that having health clinics or services would help them access their Entitlements.

As part of the focus group questions young people were asked to explain how they thought depression would affect access to their Entitlements. Most young people felt that having a mental health problem or depression would make it harder to access the ten Entitlements. Most young people suggested that all the Entitlements would be harder to access if they had depression but particularly Entitlements Two, Three and Eight, being heard, feeling good and confident, and leading a healthy life. Young people suggested that the social difficulties of being depressed might affect how a young person can fit in and if they did not go to school and fit in, they would miss out on many opportunities. Despite the general consensus being that depression would make it harder to access the Entitlements, some groups of young people suggested that depression might help access some Entitlements, particularly Entitlement Five and Seven, being individual and accessing services. One group suggested that: “depression was a bit of both, making it harder and easier [to access Entitlements]” (Mixed Age Group School Focus Group). Another group suggested that depression, if it was recognised, would help young people access some Entitlements. However, they felt that if depression was not recognised (by professionals, teachers or parents) then it would be harder to access the Entitlements. Some young people, particularly the younger age groups, had quite contradictory views on depression.

“Person 1: “[If you had] depression you get extra help”

Person 2: “... depressed people do stupid stuff and kill themselves, depressed people are normally Emos” (Year 7 School Group).

This illustrates that many of the young people have quite different experiences and knowledge about depression and mental health issues, and how these relate to accessing their Entitlements.

Disability or Illness

Many young people thought that having a disability would make it harder to access the Entitlements. Some young people stated that accessibility to some things, such as services without disabled access, would be harder for some young people with disabilities. Young people also thought that, as well as hindering access to Entitlements, having a disability might also help them access some Entitlements.

“Being disabled might stop you feeling good, but you might get other options and more options, depends on the type of disability” (Year 9 School Focus Group).

This quote from a Year 9 focus group suggests that some of the young people were aware of the complexities of how having a disability might affect their access to the Entitlements, depending on the disability and also on how this disability might affect the individual. Some young people (three of the youth groups) thought that having an illness or poor health would affect access to the Entitlements.

Chapter Eight: Conclusions

This chapter has addressed research question six;

6. How do young people explain the relationship between perceived levels of access to their Entitlements, aspects in their lives and gender?

This chapter has led on from chapter Seven (chapter seven examined quantitative associations between PLATE and psycho-social background factors in young people’s lives). The focus groups tell us that there are a large number of aspects that affect how able young people felt in accessing their rights. These aspects include virtually all areas of a young person’s life in particular friends and family, the neighbourhood and individuals, personality and behaviour. These are all important in affecting how able a young person is to access their Entitlements. The ways in which these aspects affect PLATE appear to be complex, although on the whole, young people’s views were a reflection of societal / stereotypical views. Many of the key themes identified during the research could have had a negative or positive affect on PLATE, depending on the situation.

Some themes were identified that explained some of the mechanisms behind the relationships between aspects (or PSBF) and PLATE in a number of ways. The explanations depended on the aspect and on the entitlement, but they included;

A lack off conformity to *Societal norms* which were a barrier to accessing Entitlements, e.g. racism, discrimination also *stigmatisation* of certain

behaviours explained why activities such as drug use or antisocial behaviour would impact on access to the Entitlements.

Encouragement from people would guide or help in accessing the Entitlements; e.g. Friends would support you in getting advice, parents would help you understand your rights, support from teachers would help you achieve.

Self confidence and esteem was a theme that emerged in relation to a number of aspects and different Entitlements. Many of the aspects and PSBF could impact on a young person's sense of self confidence and esteem, which in turn would impact on how able they felt in accessing their rights. For example, friends, family, school achievement, activities, smoking, young people felt could increase levels of self confidence and esteem, while other aspects such as missing school, poor achievement, a lack of achievement, poor family relationships could make a young person feel lower confidence. A young person's lower confidence or low self esteem could in turn impact on how able they felt in accessing the Entitlements.

Data from the focus groups has also suggested that the relationships between all the variables in this research are complex in that many are reciprocal, for example, the aspect of 'friends and family' impacts on the entitlement two 'being heard' which in turn impacts on the types of relationships and support provided by family and friends. This reciprocity between some of the PSBF and Aspects and the PLATE adds additional complexity to the data.

In addition to the complexities of PLATE explored above a key variable that needed to be examined was gender. As has been discussed in chapter Two (page 51) gender is a key building block in society and is one of the main focuses of this research.

Does Gender influence the relationship between PLATE and Aspects in young people's lives?

There have been some limitations in being able to explain if young people felt that gender differences occur in the relationship between PLATE and aspects in their lives that impact on PLATE. There are a large number of variables investigated in this Research; gender, aspects of young people's lives, and

PLATE. It became clear during the production of the focus group questions and indeed while undertaking the focus groups, that asking about all three variables was going to be difficult. In order to determine young people's perspective of aspects in their lives that affected PLATE young people were asked what might affect access to the ten Entitlements. Then they were asked what Entitlements these aspects would affect. Then they were asked if they felt gender made a difference in these aspects in relation to accessing the Entitlements. When asked this series of complex questions some young people suggested that gender did not make a difference to the relationship between aspects and PLATE. Given the complex nature of the questions it is highly possible that some of the young people either did not understand the question, or did not have the time or concentration to think through an answer. Even given this, some data was collected about the impact of gender on the relationship between PLATE and aspects to the Entitlements.

Some of the themes where young people felt there was equality in the impact on PLATE between males and females were:

- Family
- Missing school
- Safety and crime
- Services, including transport
- Achieving
- Antisocial behaviour and drug use: While young people generally suggested that gender did not affect the relationship between antisocial behaviour, drug use and PLATE, there were comments about how this was in contrast to the past. Young people felt that girls are now far more involved in these activities than previously.

There were a number of gender differences in the relationship between PLATE and the themes or aspects identified impacting on PLATE. Some of these were thought to affect females' PLATE more than males. Some of the themes tended to have a positive impact on PLATE.

- It was suggested that girls used friends to support them more than boys; which would help with PLATE.

- Girls were also thought to find it easier to achieve and enjoy in school, which meant PLATE was higher.

Other themes that applied more to girls were thought to have a negative impact on PLATE. It was suggested by some young people that females had more problems than males (such as moodiness and worrying). This would suggest that females might be disadvantaged in PLATE by having more problems. This however was a controversial issue, with much disagreement along gendered lines. Other themes that young people felt were more pertinent for females were:

- Peer pressure was thought to make PLATE harder and was thought to affect girls more than boys.
- Puberty was thought to increase girls' levels of worry and being worried about life and growing up, but not to affect boys.

The themes outlined above are aspects in females' lives that the young people felt would have a detrimental affect on PLATE, more so than for males.

One of the few areas where boys were the focus of gender differences was the theme of activities. Many of the young people suggested that boys undertook more sport. However there was a mixed and complex response from young people about gender and activities. These findings reflect young people's views that activities are different for males and females, but not always unequal.

It is also pertinent to note that some young people suggested that some teachers were sexist. This affects both males and females equally, yet relates to gender differences in access to PLATE. A number of young people of both genders in the focus groups felt that teachers restricted the tasks allocated to individuals based on gender – such as boys doing physical tasks and girls undertaking 'responsible' tasks.

In summary, when examining gender, perceived access to the Entitlements and the relationship with aspects of young people's lives, it is apparent that far more aspects (identified as themes in the analysis) in young people's lives

affected females than males. The aspects that affected females more than males were both positive and negative themes. Girls were thought to have more friend and school-related themes that caused higher PLATE, yet were also thought to suffer more from peer pressure, problems and the negative aspects of puberty. The only theme that young people suggested may affect PLATE more for boys was taking part in activities such as sport, which it was felt boys did more and would therefore make PLATE easier.

This data suggests that the PLATE is mediated by social (family, neighbourhood, and school), socio-structural (services, transport) and individual factors including gender and age and race and importantly the interconnectedness of these factors. For example, a young person's gender and race may impact on their experiences of stigmatising at school and how they are treated in their neighbourhood which can impact on their levels of confidence, and impact how able they felt to access the Entitlements.

In-part the underpinning trends discussed (*self confidence and esteem, encouragement, Societal norms and stigmatisation*) also suggest that much of young people's explanations of their experiences in accessing their Entitlements are affected by aspects in their lives that are socially constructed.

Chapter Nine

Discussion: Examining the Relationship between Gender and Perceived Access to Their Entitlements

This research set out to address the issues of gender equality and young people's rights by exploring and explaining the relationship between a young person's gender and their perceived access to their Entitlements. Research has explored young people's access to their rights in Wales (Croke and Crowley, 2006, Croke and Crowley, 2007, Funky Dragon, 2007a) and has evaluated access to the Ten Entitlements (Haines et al., 2004, Case et al., 2005). However research has not examined whether gender inequalities exist in young people's access to their Entitlements. Indeed, in the UK as a whole, there has been minimal focus on gender differences in young people's access to rights, with the exception of specific areas (Bielby, 2000, Bradley, 1999, Reskin and Padavic, 1994, Elmuti et al., 2003, Ringrose and Epstein, 2008).

The research has examined gender inequalities in young people's perceived access to their Entitlements by addressing six research questions (see page 18-19 for questions in full). These questions aimed to describe a social phenomenon – the relationship between gender and young people's perception of access to Entitlements – but moreover they aimed to explain why these relationships occur by examining additional aspects in young people's lives.

This discussion chapter takes the research questions and places them within the context of current understandings. The results from the research are examined and discussed in relation to previous literature, drawing on past research for explanations for the findings.

Examining the Gender, and Age, Differences in PLATE

The starting point of this research was to explore the nature of the relationship between gender and how well young people felt they could access their rights. This part of the research is addressed in research questions One, Two, Three, and Four.

Overall PLATE

The research findings suggest that if the Ten Entitlements are examined together, there are no difference between males and females perceived levels of access to their Entitlements. This is in contrast to a feminist perspective, which would suggest that females would find it harder to access their rights, as the feminist perspective works on the assumption that there are gender inequalities and that females have fewer opportunities than males. Measor and Sikes (1992) state that opportunity and access [to opportunities in society] is dependent on gender, as do many feminists (Measor and Sikes, 1992). The findings are also at odds with expectations from intersectional feminist theory which suggested that female young people would find accessing their rights harder, due to a 'double-whammy' of discrimination (Taefi, 2009). It has been argued that gender differences exist in young people's lives (Nayak and Kehily, 2008, Aapola et al., 2005).

The results from this research are, however, more complex than simply examining the Entitlements combined. In line with intersectional feminist theory this research suggests that boys had higher PLATE for more of the Entitlements than girls. However, these finding are not simple with complex and contested gender differences emerging. In the quantitative survey boys had higher PLATE for four of the ten Entitlements; girls had no statistically significantly higher PLATE. In the focus groups young people felt that boys had better access to more of the Entitlements than girls. A range of reasons was given, including society being sexist towards females, boys being better at: saying what they want, being individual and strong, being confident, having an active lifestyle and being involved in things. The sexism that was discussed was predominantly the behaviour of adults; when they had different expectations of young people based on their gender and this was felt to be

done in a sexist manner. This was a reason provided only by girls, none of the boys suggested that sexism was an issue. The finding that sexism is experienced is in line with the feminist approach that suggests that females are discriminated against in society. The key trends that emerge regarding explanations for gender inequality are boys being more confident, outgoing and active than girls.

Age-related Gender Differences in the Entitlements Overall: Age is a crucial factor to examine in relation to gender and young people's experiences, as there are major changes that occur in a young person's life between the ages of 11 and 16 (Pain, 1995, Madge et al., 2000, Steinberg, 1993). Because of the importance of age in young people's lives and experiences, this research deliberately examined age-related gender differences as a factor in how able young people felt in accessing their Entitlements.

The survey findings found that the younger age groups had higher PLATE. In particular, eleven-year-old females had the highest PLATE for seven of the ten Entitlements. The older age groups, 13 to 16-year-olds, consistently had the Lowest PLATE; the majority were females more so than males. In the survey males had much less variation in the level of access across the ages range, whereas, females have more extreme changes. Despite this, however, at age 13 females have particularly low access, which continues to be lower than males. In answer to Research Question Two the survey results suggest there are clear age-related gender differences in young people's access to the Entitlements overall. It can be argued that the age difference in young people's experiences of accessing their rights is not surprising, given the changes that young people go through during puberty (Steinberg, 1993).

The focus groups data appeared to be contradictory to the survey findings. In the focus groups many young people believed that the older participants would find it easier to access their Entitlements than those younger than themselves. This finding is contrary to the quantitative survey results which suggest that 11-year-olds had the highest perceived levels of access to their Entitlements. One reason for this difference in findings could be a result of the way in which the young people classified age groups. When discussing age

and access to Entitlements the young people participating in the focus groups did not differentiate clearly between the ages, mainly referring to 'older' and 'younger' young people. It can be suggested from their comments that 'older' young people generally meant 15 and 16-year-olds, while 'younger' referred to 11 and 12-year-olds. This is unfortunate as it ignores the 13 and 14-year-olds, who, as it can be seen in the quantitative survey results, seem to experience distinctly different levels of access to Entitlements from 11- and 12-year-olds, and from 15- and 16-year-olds, particularly females.

Data from both qualitative and quantitative research suggests that young people at a younger age (11 and 12-year-olds) and at an older age (15 and 16-year-old) found accessing the Entitlements overall easier than 13 and 14-year-olds, with females having more extreme differences than males. This suggests that in answer to Research Question Two there are clear age differences in young people's perception of their access to the Entitlements. These findings would suggest that young people aged 12 to 15 found access to the Entitlements hardest and may benefit most from support in accessing their Entitlements. This survey and focus group research would suggest that the onset of puberty at around age 12 (Steinberg, 1993) may be an explanation as to why young people aged 12 to 14 feel that accessing their rights is harder during this time.

Young people were asked in the focus group why they thought that in the quantitative survey 11-year-old females were found to have highest access to the Entitlements. Young people suggested that at age 11 young people were childlike, less self-conscious, less aware of difficulties, did not think about the future, did not care as much about image and were less influenced by peer pressure. Additionally it was suggested that at age 11 young people are provided with more assistance and advice from adults. Young people also thought that as one got older one did fewer activities. Puberty was also nominated as one reason why older females in particular might find it harder to access Entitlements; the young people suggested that when females go through puberty they become more self-conscious and worried, these trends have been documented in previous research (Blakemore et al., 2009, Steinberg, 1993). Another part of life that young people, particularly younger

young people, thought might make it harder to access Entitlements was that as young people got older they were more likely to get into trouble and become part of a gang. It was also considered that the older age range would participate in fewer activities. Many of the young people in the focus groups did not suggest how the reasons they suggested would actually affect access to their Entitlements.

Many of the reasons provided by the young people explore why 11-year-olds might have better access to Entitlements than older young people, but do not consider why female 11-year-olds have better access than 11-year-old boys. A few suggestions for these differences were provided, including the notion that boys are happier to have things done for them and tend to cling to parents and thus do not access their Entitlements as much. Additionally some young people suggested that 11-year-old females were better behaved than 11-year-old males. Previous research suggests that females develop at a quicker rate than males up to puberty (Stafford and Galle, 1984). This may be a contributing factor to why 11-year-old females are perceived in the quantitative survey as being better at accessing their Entitlements than 11-year-old males.

Despite some seemingly contradictory evidence, young people generally felt that at age 11 life was easier in terms of getting help from adults and having fewer life pressures. At puberty young people suggested that access to Entitlements was harder, particularly for females, who felt more self-conscious and experienced pressure from peers and society. However, some young people suggested (mainly those 16 and over) that as they got older still (15 and 16) they started to feel more comfortable and confident with fewer worries about life and peer pressure.

To allow the complexities of the research findings to be explained each of the Entitlements will be examined in turn.

Entitlement One: Knowledge and Understanding of Rights

Young people perceived themselves least able to access Entitlement One. This is problematic, as if young people do not know about their rights this will impact on their ability to access and enjoy them. The right to information is

enshrined in the UNCRC (United Nations, 1989), and the focus group data suggested that young people knew of and had an understanding of the term 'rights'; however, the majority of young people felt unable to understand or claim their rights as a general term, and all but a few young people knew nothing about Extending Entitlement or their rights in a Welsh context. This is supported by Lister (2005), who noted that around half of a sample studied struggled to identify their rights. This would suggest that education and knowledge about rights needs to be improved and that the Welsh Assembly Government needs to disseminate more information if young people are to become familiar with the Extending Entitlement policy. However, a number of problems can be foreseen in attempting to inform young people about the Extending Entitlement rights. This research has uncovered a major hindrance in informing and educating young people about Extending Entitlement, namely related to terminology and complex concepts. Some of the young people in the focus groups had difficulty understanding the terms concerning the Ten Entitlements. In a number of the youth group focus groups, the Extending Entitlement wording and format was abandoned in favour of a simpler definition of the Ten Entitlements and dropping the word 'Entitlement' altogether. This suggests that in general research with young people or information for young people needs to be undertaken and thought through to be clear and understandable in line with the Rights-based approach and the discourse of participation and viewing the child as a social actor.

This evidence would suggest that attempting to educate and inform young people about Extending Entitlement in its current format may be difficult (one element of Entitlement One). Possibly a competency-based approach would be more suitable (Archard, 2004). This approach would argue that children and young people should have rights (including the right to know about the rights) based on their level of competency rather than age. However a number of practical difficulties are apparent with this approach. It would involve every child in Wales having someone to judge their competency to be told about their rights. A more practical approach to increasing young people's knowledge and understanding of their rights and the Extending Entitlement

policy might be to produce a simpler version, or a number of versions, for different age ranges, than to run a large-scale dissemination campaign.

When examining Entitlement One for gender differences both the quantitative and qualitative data collection found no difference between male and females PLATE and there appears to be no previous research addressing gender difference in young people's knowledge and understanding of rights.

When examining gender and age difference in PLATE One The qualitative data found that many young people believed that older young people (14 and 16-year-olds) found it easier to access Entitlement One, and when the survey examined gender and age, females had higher PLATE than males at age 11, yet males had higher PLATE One than females at age 14 and 15.

The crossover between the two data collection methods suggests that Entitlements One was felt to be better accessed by older young people. There seem to be few similarities between the quantitative and qualitative results for the other findings.

Entitlement Two: Involvement in Decision-Making

There has been an increasing amount of recognition of children's right to be involved in decision-making (Wyse, 2001), to participate in formal and informal structures in society (Mason and Fattore, 2005, Marshall, 1997, Ang et al., 2006), and to recognise children and young people as competent social actors (John, 2003). Previous research has also suggested that young people would like to be more involved in decisions that affect them (Morrow, 1999). The quantitative survey found that young people felt able to access Entitlement Two 'some of the time', this was reasonably good, although it could be improved. These findings when combined with previous literature suggest that the rhetoric around young people's participation in decision making is strong but does not appear to be occurring as much as it could in reality.

In terms of gender inequalities in PLATE Two, in the quantitative survey, females reported higher perceived levels of access to Entitlement Two (being heard), but this gender difference was not statistically significant. In the focus group the majority of young people felt there were little or no gender

differences in accessing Entitlement Two. Therefore both the quantitative and qualitative data suggested there were no gender differences in PLATE Two. Despite this, as is often the case with qualitative data, some young people had contradictory views. A minority of young people suggested that boys were better at being heard because they were louder; however, other young people felt that girls were better at being heard as they were more likely to talk about things and therefore make themselves heard. This range of views suggests that being involved in decision making is an Entitlement where young people had different gendered experiences although the majority of young people felt that gender was not a relevant factor in PLATE Two. There appears to be little previous research examining gender and young people's access to participation rights, including being heard and involved in decision-making. These findings suggest that being involved and participating in decision-making is not a right that young people access differently based on their gender.

When examining gender and age differences it was felt by young people that older age groups would have higher PLATE, particularly male; however, in contrast to this trend 11-year-old females had higher PLATE. This suggests that younger males and older females may need further support than is currently available in feeling able to access Entitlement Two.

Entitlement Three: Feeling Good and Confident About Yourself

Analysis of the quantitative survey revealed that for Entitlement Three, males had statistically higher levels of PLATE. This is in line with previous research which suggests that young females reported worrying more than young males (Funky Dragon, 2007a). The qualitative data for Entitlement Three was in line with the quantitative data and found that the majority of young people felt that boys were better at feeling good and confident about themselves. Bradshaw (2005) supports these findings, suggesting that that emotional health issues (e.g. unhappiness) are experienced more by girls (Bradshaw and Mayhew, 2005). In addition, other research found that girls had higher levels of anxiety than boys (Hill and Tisdall, 1997). The focus group data suggested that young people felt that girls had lower PLATE Three because they worried more and were more self-conscious. This is supported by a range of research which

found that in adolescence boys have higher self-esteem than girls (Street, 2005, Dennison and Coleman, 2000) and that girls' bodies and looks are becoming increasingly high profile and often problematic (Frost, 2001).

Although the majority of young people suggested that boys were better at feeling good about themselves, the qualitative data found some complexities in gender differences about feeling confident and good about yourself. There were some things within Entitlement Three that girls were thought to be better at, such as: girls were better at talking. This would suggest that by being more able to talk about any issues girls are making access to Entitlement Three easier. Young people reported that boys were more confident yet girls were better at talking about issues, which it was suggested was a way of feeling good thus increasing levels of access to Entitlement Three - feeling good and confident.

The data found in the qualitative research, and in previous literature, gives a mixed picture, with some complex and potentially contradictory views, however, a possible explanation may be found by applying research undertaken in Norway. A study carried out in Norway suggested that 10 and 14-year-old boys tended to overestimate their social competence while girls of the same age underestimated it (Flekkøy and Kaufman, 1997). This suggests that perception of skills including feeling confident may be overestimated by boys and underestimated by girls. When examining this theory in relation to PLATE Three, this may suggest that boys and girls own estimation of their levels of confidence may impact on the findings.

It can be concluded from examination of the results in the context of previous literature that, while there was some variation, in general boys were better than girls at feeling good and confident and that this was linked into girls' low self-esteem and body image issues.

Entitlement Four: Accessing Education and Employment

No gender differences were found for Entitlement Four in the survey. The lack of any differences in the survey were explained in the focus groups by complex and contradictory gender differences present in the different elements of Entitlement Four. In effect, the different parts of Entitlement Four

cancel each other out. This hypothesis highlights the usefulness and necessity of the qualitative research to uncover the complexities of young people's experiences of accessing their Entitlements. The stereotype of girls achieving in education (The Times Online, 2006) and men / boys having more opportunities in the workplace (Bielby, 2000, Bradley, 1999, Reskin and Padavic, 1994, Elmuti et al., 2003) and sporting activities (Vilhjalmsson and Kristjansdottir, 2003) was evident in young people's views. Entitlement Four includes three different elements (see appendix 1) and young people had very different explanations about gender differences for each of these elements.

Entitlement Four includes young people's rights to sport and exercise. Sport was mentioned frequently in the focus groups and was obviously a commonly known and accessed activity. Previous research has also suggested that sport and activities are key parts of young people's lives (Haines et al., 2004). There was evidence of a conflict of views between males and females; boys often thought that boys did more sport (and occasionally the girls would agree) but often girls felt that although girls took part in as many sports activities, these were of a different nature. Research has suggested that for boys sport and athleticism is more important as part of their gendered identity, with parents and teachers as well as children recognising that sports and athleticism are more valued in boys (Blakemore et al., 2009) and that boys participate in more sport (Funky Dragon, 2007c). It was felt by some older girls that the school system was sexist with relation to activities such as sport, as it allowed boys and girls only to do particular types of activities. While there was not thought to be a difference in the number of opportunities for males and females, young people suggested they were not able to access the same activities. Past research has documented that there was a variation in the levels of sports participation between males and females, with females in the focus groups not enrolling or continuing with organised sports activities (Hill and Tisdall, 1997). Although this is not something that was suggested by most focus group participants, some of the older girls did feel girls did not do enough sport. The focus group findings suggested that young people felt that the opportunities available were not equal, that boys had to play certain sports while girls were forced to play other traditional female sports. This variation

has been documented in other research (Richman and Shaffer, 2000, Vilhjalmsson and Kristjansdottir, 2003). In terms of being active (as a broader definition than sport) research indicates that from an early age males are more physically active than females (Coakley and White, 1992). This supports the findings of this research that boys are generally more active and take part in more sports. In conclusion, although there were mixed views about gender and access to sports young people suggested that boys had slightly more access to sports, a finding supported by previous research (Vilhjalmsson and Kristjansdottir, 2003, Blakemore et al., 2009).

The perception of access to this part of Entitlement Four is key to understanding gender differences in PLATE. When discussing 'taking part in learning about things of interest' (another element of Entitlement Four) there was a gendered divide in opportunities to learn about things of interest. Boys felt girls had more opportunities, while girls felt the boys had more. This would suggest that the perception about accessing things of interest and learning was skewed based on gender, with each gender feeling that the other has advantages. There was no relevant literature to confirm or oppose young people's perceptions of taking part in things of interest to be able to place these findings in context. Therefore, one can conclude that perception of access to this part of Entitlement Four is key to understanding gender differences in PLATE, with females believing they had a hard time accessing 'taking part in learning about things of interest' and males believing they found this harder.

Educational achievement was found to be higher for girls; it was felt this could lead to problems for boys in accessing education but also other Entitlements later in life. In terms of Education (another element of Entitlement Four), in the focus groups young people felt that females try harder and got better grades. This is in line with current research which suggests that in secondary schools females are achieving better marks than males (Hill and Tisdall, 1997), although some research has highlighted that in terms of classroom power and teachers' attention boys are dominant (Shaffer, 2000, The Times Online, 2006). Historically schooling has been very male focused and males have achieved better (Ringrose and Epstein, 2008, Popay et al., 1998). This

trend would suggest that gender itself is not the reason behind this educational achievement difference, but that it is due to gender roles and stereotypes, or the style in which education is delivered and assimilated. In the focus groups there was one example of a group of young people who felt that teachers in school were sexist as they only picked girls to do responsible jobs (e.g. taking messages) and only picked boys to lift boxes. The young people felt quite strongly that this was sexist and not fair on the young people who did not typify the gendered judgement made by the teachers. This example would suggest an argument that the socially constructed roles that society, in this case, teachers, give to young people constricts what young people of different genders are allowed or supported to do and achieve. The fact that some of the young people in the focus groups discussed the treatment by teachers as reinforcing distinct gender roles, could lead to some young males feeling that they are not encouraged to carry out the now typical 'girly' traits of trying hard and being responsible. This is in line with the current research which suggests that it is only recently that boys' underachieving academically been examined (Lloyd, 2005, Popay et al., 1998, Clark and Millard, 1998). Ringrose and Epstein (2008) claim that there is now a panic over boys failing in education. They suggest that the media and society are over-reacting and, rather than boys underachieving, it is a backlash to previous expectations educational achievement (Ringrose and Epstein, 2008). Misbehaviour and exclusion from schools can lead to a lack of access to education or reduction in the chances of accessing education. Lloyd (2005) states that 80% of all exclusions in England were male (Lloyd, 2005). This would point to a section of the young male population having difficulties accessing education. In conclusion, achievement in education is higher for females (Ringrose and Epstein, 2008) and this is reflected in young people's views encountered in this research, with the majority of participants suggesting that girls were better at accessing education.

Employment is another part of Entitlement Four. The information from the young people in the focus groups would suggest that young people felt that accessing employment was not affected by gender, but that once they became adults this would become a problem. Young people generally

seemed to feel that men were employed in better jobs than women, and also paid more for their work. This is supported by a range of literature and research about the workplace and gender, which finds that women earn less than male counterparts (Ringrose, 2008) and face a range of difficulties in the workplace (Lloyd, 2005). There was no literature available from previous research about 11-16-year-olds' gendered experiences of working. A social constructionist approach would suggest that if society can manage to keep young people of both genders feeling that males and females have and should have equal opportunities to jobs and equal pay, which over time, as these young people become adults they will influence society with their views on employment and gender. However, this process would be very slow and, as previous research has demonstrated, systems, structures and cultures in workplaces have strong gender biases that will not disappear over time (Bielby, 2000). In conclusion, while young people felt there were no gender differences in accessing work as youths, there was concern that employment as adults involved gender differences. This is supported by evidence of gender inequalities in the workplace (Ringrose and Epstein, 2008, Bradley, 1999, Lloyd, 2005).

When examining Entitlement Four it can be argued that gender differences in individual elements of the Entitlement cancel each other out so that when examining as a whole there are no gender differences, however when examined separately gender differences are quite pronounced for example, sport and exercise were accessed less by older females, while educational achievement was lower for males, and employment was accessed worse by females when they were adults. Even within these findings there were a range of views based often on gender differences.

The quantitative data analysis found no significant differences within the 'gender and age' sub-groups for PLATE Four and the qualitative data found that many young people believed that older young people (14-16-year-olds) found it easier to access Entitlement Four. The findings suggest that older young people would find it easier to access entitlement four, this would indicate that these young people may need more support in accessing education and employment.

Entitlement Five: Taking Part and Getting Involved

Taking part in volunteering and getting involved in the community was the only Entitlement where both survey and focus group data implied that girls had higher levels of access than boys. However, the quantitative data results were *not* statistically significant, so should be used with extreme caution and the qualitative results, as often is the case in qualitative data and did not represent the view of all the participants. Even with these caveats the results do indicate that young people felt girls were a little better at accessing volunteering and being involved in their community, although the type of volunteering was thought to make a difference to which gender was more involved. This is in line with the general stereotype of girls being more active in social activities than boys (Blakemore et al., 2009). Blakemore et al. (2009) found that boys and girls took part in different types of helping, with girls and women tending to take part in pro-social help, such as being kind or reassuring and donating, while boys and men tending to provide physical rescue and assistance. However, in contrast to the research findings, Shaffer (2000) found that there were no gender differences in how 'social' children were in terms of the activities and engagement in social groups (Shaffer, 2000).

There appears to be some evidence to suggest that females were better at taking part and getting involved (Entitlement Five), which is supported by evidence that suggests females are more sociable (Blakemore et al., 2009), however, this is in contrast to other research which has found no evidence of gender differences in social engagement (Shaffer, 2000). This suggests a slightly confused picture with the suggestion that males have lower PLATE Five, but further research would be required to state this with confidence.

Female 11-year-olds had significantly higher access than 11-year-old males for Entitlement Five (taking part). There was no data available from the qualitative results about this finding.

Entitlement Six: Being Individual

The quantitative survey found that males have statistically significant higher PLATE Six. Similarly, the findings from the qualitative data suggest that boys

were better at feeling able to be individual. This is supported by previous literature which has suggested that boys tend to display more 'individualistic' characteristics, and stereotypes of males as independent are common in Western societies (Shaffer, 2000). These stereotypes are supported by research that suggests that in the classroom setting girls were 'out-voiced' by males, who were more talkative, while girls were quieter. Shaffer (2000) found that boys tended to be more self-reliant while girls were more socially compliant thus supporting the findings of this research that boys tend to be better at being individual.

But what does this finding tell us about why boys have higher levels of being individual? Reasons given by young people; that girls felt the need to form social groups while boys felt less need and that girls were worried about appearance and fashions and were not happy being themselves. The phrase girls are 'sheep' was used by males quite frequently, and is documented in previous research (Aapola et al., 2005). There was some disagreement and conflict during the focus groups as some young people felt there was no difference in being individual by gender. This is a view held particularly by older young people. In conclusion there appears to be evidence supported by previous research (Shaffer 2000, Blakemore et al., 2009) that males were better at being individual (Entitlement Six).

It should be noted that in this Entitlement there may have been some differences of opinion regarding the meaning of the Entitlement (for the full Entitlement see Appendix 1). The title of the Entitlement is 'being individual', yet the contents include being treated with respect and being recognised for achievements and celebrating achievements. The detailed content is not entirely reflected within the title and it is the author's belief that despite attempts to explain the full wording and have copies of the full wording available, many young people in the qualitative focus groups, when thinking about Entitlement Six, will have identified with the title only, rather than the detailed content of the Entitlement. Therefore it is wise to bear this in mind when examining the results.

The quantitative data analysis found no significant differences within the 'gender and age' sub-groups for PLATE Six, while, the qualitative data found

that many young people believed that older young people (14 to 16-year-olds) found it easier to access Entitlement Six. These findings suggest that older young people would find it easier to access entitlement six; which would indicate that younger young people may need more support being individual.

Entitlement Seven: Access to Services

For Entitlement Seven (ease of access to services) the survey found that males had higher perceived levels of access to services, while the focus group findings suggested that for Entitlement Seven young people felt there were no gender differences. In contrast to the majority view, one group felt that girls were better at accessing services as they just asked for help if it was needed, therefore would access services more. The suggestion being that young people felt they had the same opportunities to access services but that girls utilised this opportunity more often. This is in conflict with the survey findings, unfortunately the young people offered little explanation for reasons behind the survey findings. There appears to be no obvious reason why the data collection methods have provided different results.

Much of the literature concerning accessing services is focused on specific services, such as education or healthcare. This literature has been examined to see if any evidence is found to support the survey or focus group findings. When young people were asked about accessing healthcare services, Haines et al. (2004) found that there were only minimal differences between males' and females' access to the GP or dentist, and how often they had visited these services (Shaffer, 2000). In relation to accessing education as a service, it is compulsory for all young people under 16 to have an education, therefore in theory there should be no gender differences in accessing education. The research by Haines et al (2004) and Shaffer (2000) supports the focus group findings that there are no gender differences in PLATE Seven. The focus group data, survey data and literature combine to suggest a contested and complex picture which is as yet unclear, which can be suggested needs further research to be fully understood.

The quantitative data analysis found no significant differences within the 'gender and age' sub-groups for PLATE Seven and the qualitative data had no data relating to gender and age differences for PLATE seven.

Entitlement Eight: Health and Well-being

The quantitative survey found that for Entitlement Eight, males had statistically significantly higher PLATE. This is in line with previous research which suggests that young females reported health difficulties more than young males (Children Commissioners' in the UK, 2008). In contrast the focus group data suggested that when addressing the Entitlement as a whole young people felt that girls were healthier yet when examined in more detail a more complex picture emerges, these complexities are examined in the context of previous research below.

Generally speaking, in the focus groups, girls were thought to consider their diet more, and this was supported by research (Byely et al., 2000), although it was suggested that this focus on diet could lead to them thinking too much about food and weight and led to them not eating enough. The focus by girls on image is well documented and research suggests females suffer more from eating disorders (Funky Dragon, 2007a, Frost, 2001). The focus group findings and past evidence suggests that this gender difference in focus on diet can have both a negative and positive impact on young people's health (Entitlement Eight) depending on how far it is taken.

The qualitative data also found complex gender differences relating to mental health and well-being. Young people in the focus groups suggested that girls were more emotionally healthy as they were better at talking about any problems they had, but it was suggested that girls worry about how they look and are more self-conscious. The view expressed by many young people was that girls were better at being emotionally literate and therefore suffer less mental health issues. This is in line with previous literature which suggests that boys are more likely to experience mental health problems than girls (Street, 2005, Dennison and Coleman, 2000) and that boys are more likely to commit suicide than girls (Blakemore et al., 2009, Shaffer, 2000, Feingold, 1994, Major et al., 1999). However there were some conflicting research in

the literature, as Shaffer (2000) found that the rate of female depression was twice as high as for men and McLaughlin reports that girls were twice as likely to suffer from a depressive disorder (McLaughlin, 2005). This previous research may support the research finding that girls worry more about body image and are more self-conscious. The findings and previous literature suggests a complex and not altogether clear picture of gender and young people's health, particularly their mental health and well-being (Frost, 2001) with a number of contradictory findings .

In terms of physical health the focus group data found that girls now smoked more than boys, this is supported by research by Livingston and Room (2009). There were many references in the young people's discussions about smoking being physically bad for your health but also the suggestion that those who smoke thought they were cool and more confident. This, however, is not a universal opinion, as some young people conversely suggested that smoking could make you feel tired and less confident. In relation to alcohol use, previous literature was in line with the research findings which suggest that drinking is more prevalent among boys than girls (Bradshaw and Mayhew, 2005).

It is clear that gender differences in young people's perspectives about access to health were complex. Some areas, such as physical activity, were perceived as being undertaken more by males. Males were found to smoke less, however, some evidence suggested that males suffered from more serious mental health problems, while girls appeared to be better at talking about health problems and thinking about their diet.

The quantitative data found that 14 and 15-year-old males had higher access than females of the same age for Entitlement Eight (health and well-being) and the qualitative data had no data relating to gender and age differences for PLATE seven.

Entitlement Nine: Access to Information and Guidance

Young people felt that perceived access to Entitlement Nine was not affected by gender. When examining PLATE Nine the survey results found no statistically significant gender differences. In line with the survey findings, in

the focus group data, young people felt that Entitlement Nine had no gender differences. This they felt was in part because of the use of the internet for information, which was not gendered. In contrast to the majority view some young people suggested that it was easier for girls to ask for help and that there were fewer adult males around for boys to talk to, and therefore girls would have higher PLATE Nine. However, some young people in the focus groups suggested that while girls might find it easier to ask for help, boys were happy just getting on and dealing with any problems, on their own without need for information and guidance. There was no literature available to shed any further light on the lack of gender differences experienced in this research in relation to information and guidance. The findings suggest that no gender differences were found within the age groups for PLATE Nine.

Entitlement Ten: Feeling Safe and Secure

The quantitative data revealed that the majority of young people perceived they had high levels of access to Entitlement Ten (safety and security). This is supported by research by the Children's Commissioners (2008), which revealed that that most children in the UK state that they are safe from being hurt by others (Bradshaw and Mayhew, 2005). The survey found no statistically significant gender differences in young people's PLATE Ten; however, the qualitative results found that young people suggested that girls felt less safe and secure than boys therefore had lower PLATE Ten than males. In support of the focus group findings, psychological research has suggested that girls are more fearful or timid of unknown situations than boys (Shaffer, 2000) and report fear more frequently than boys do (Van der Gaag, 2004, Payne, 1991). In the focus groups some of the older young people (Year 9 and 10) did also suggest that although girls felt less safe than boys, boys were actually more likely to come to harm and might feel less safe than they admitted to. This is supported by research which found that boys from aged five years old onwards learn to hide emotions such as fear (Children's Commissioners in the UK, 2008). A complex and contradictory picture starts to emerge that the survey data (supported by the literature) found no gender inequalities yet when examining the focus group data gender differences are clearly apparent (supported by other research).

An explanation for the differences between the quantitative and qualitative results for PLATE Ten may be down to the wording of the question in the quantitative survey and the interpretation of the Entitlement in the qualitative focus groups. In the quantitative survey the question asked was: 'How able are you to live in a safe, secure home and community?', while the qualitative focus group the Entitlement title is 'safety and security', which can be interpreted more vaguely. From the comments made it seemed that young people were talking about how safe they felt, whether they felt threatened or at risk, rather than how safe they actually were. It can be argued that in the quantitative research young people are answering about actual levels of safety, while in the qualitative data collection young people were discussing how safe they feel. In the qualitative data young people discussed girls feeling they could not walk home on their own. Research has suggested that the perception of risk of crime among women is not accurate with crimes which are most feared, such as attacks outside the home, yet most attacks on females occur within the home (Blakemore et al., 2009). While other research suggests that those groups that express the most fear of crime, such as women and the elderly, typically have the lowest victimisation rates (Seals and Young, 2003, Paquette and Underwood, 1999). This previous research supports the findings of the focus groups that females feel more at risk from crime and less safe.

In conclusion the research findings may be interpreted to suggest that while there was no gender difference in actual safety, young people suggested that females felt less safe. Another possible explanation may be due to group pressures in the focus groups. It may be that boys felt less able to express any fears for their safety in the group situation, this may suggest that boys may feel that typical roles of masculinities do not allow them to express fear, while femininity allows girls to do so. This hypothesis may suggest that the survey gives a more accurate view of young people's experiences as young people are answering in a private and individual setting and less likely to be influenced by peer pressure. This is supposition however and the results can only be used within the bounds of these possible explanations.

The quantitative data found that 14 and 15-year-old males had higher access than females of the same age for PLATE Ten, the qualitative data had no data relating to gender and age differences for PLATE seven.

Exploring and Explaining the Relationship between Gender, PLATE and Aspects in Young People's Lives

Having discussed the relationship between PLATE, gender and age, it is worth examining what other aspects may affect PLATE. The final element of this discussion examines what aspects other than gender and age affect PLATE; this was undertaken by addressing Research Questions five and six:

5. What is the quantitative relationship between gender, age, aspects in young people's lives and perceived levels of access to the Ten Entitlements?
6. How do young people explain the relationship between perceived levels of access to their Entitlements, aspects in their lives and gender?

In this section the quantitative data has been compared and contrasted with the qualitative data and discussed within the context of previous research. The themes (qualitative data) and the Psycho-Social Background Factors (PSBF) (quantitative data) have developed as the most suitable analysis and organisational structure for this section. In this discussion they will be integrated within and compared to each other. The themes from the qualitative data are used to structure the discussion as they are broader concepts, while the PSBF are placed within them and compared and contrasted to produce discussion that scrutinises all the relevant data within the context of previous research. Each of the themes is discussed in turn exploring: what aspects are related to PLATE, explanations of how they impact on PLATE and if gender is associated with this relationship.

Family and Friends

Findings from this research suggest that young people of both genders had associations between perceived access to the Entitlements and family relationships. In the qualitative data family and friends were thought by young people to be able to help or hinder access to their Entitlements. Funky Dragon

research into life in Wales (Funky Dragon, 2007b), supports the findings of this study in suggesting family and friends were important to young people. In terms of young people's relationships with their peers, UNICEF reported that most young people found their peers 'kind and helpful'; however, this was the lowest-ranked of the Organisation for Economic Co-operation and Development (OECD) countries (UNICEF 2007). This would suggest that in the UK, young people could be better supported by peers according to UNICEF findings. This, when applied to the findings from this doctoral research, suggests that an improvement in peers being kind and helpful could increase young people's perceived levels of access to Entitlements (PLATE).

The survey data, when analysed by gender and age, revealed that females had more positive associations between PLATE with family experiences than males, while the focus group data did not find any gender differences in how family and friends affected on PLATE. The Trust for the Study of Adolescence found that gender made little difference to young people's experience of family changes and that there appeared to be no clear evidence relating to parenting and the affect of gender during adolescence (Trust for the Study of Adolescence, 2000). In contrast, some research has highlighted the particular importance of social engagement for girls (Lloyd, 2005).

In conclusion, family and friends were clearly an important factor in affecting young people's PLATE. It can be suggested that in policy and past research there is insufficient focus on the impact of social relationships on access to the Entitlements (Haines et al 2004), particularly a focus on relationships with people who are not parents (e.g. friends). There was little evidence to suggest gender differences in how these family and friends affected young people's PLATE.

Society and Neighbourhood

When exploring what might affect PLATE there was a range of themes that young people in the focus group identified that fell under the heading of society and neighbourhood. The PSBF from the quantitative survey data which fitted within the category of society and neighbourhood, were 'school relationships', 'school disaffection' and 'neighbourhood crime and drug use'.

School and education are part of society; both the qualitative and quantitative data found that young people of both genders had positive associations between accessing the Entitlements and school relationships. In the focus groups, it was suggested that school, and teachers within schools, were able to both increase and decrease access to the Entitlements.

In terms of the affect of school on gender and PLATE, the survey data found that males had more positive associations with school experiences than females, this is out of kilter with the findings that girls are achieving higher in school (Ringrose and Epstein, 2008, Arnot and Mac-an-Ghail, 2006, Jackson et al., 2010). On occasion teachers could help when required, but they were also seen as sexist and unfair at times. Young people's experiences of school varied a lot, which suggests the affect school has on PLATE, will be different for different young people. Previous research (UNICEF, 2007, Bradshaw, 2005) and the findings from the focus groups and survey suggest that school plays a very important role in young people's access to their rights.

Neighbourhood is a complex idea that encompasses issues of poverty, housing, crime, and welfare. In the survey data 'neighbourhood crime and drug use' was associated with lower levels of PLATE. In the focus groups young people suggested that if the external environment they lived in involved crime and was stigmatised as 'bad' then it would make accessing the Entitlements harder, although some young people suggested that more services might be provided (Entitlement Seven) if the area was 'bad', which would make accessing PLATE Seven easier. If young people did not feel safe in their neighbourhood, they suggested this made accessing the Entitlements harder.

Previous research has suggested that the quality of housing a young person lives in will affect their welfare (Daniel and Ivatts, 1998), as will the levels of crime (Bailey and Hales, 2004) and drug use (Powell et al., 2006). This previous research is in line with the findings from both the survey and focus groups that neighbourhood was thought to affect young people's feelings around accessing rights. Neighbourhood and the impact this has on rights is also linked into the services available for young people.

Services are an aspect in young people's lives that was not included in the quantitative data collection, yet it was suggested by young people as something that would impact in their access to the Entitlements, in this way the qualitative research has been able to uncover areas that were previously not thought of when examining what may affect access to the Entitlements. Many young people suggested a range of services would improve access to Entitlements. Some of the common types of services that were thought to make accessing the Entitlements easier were; youth clubs, library, Info Nation, police, NHS, doctors and one group suggested social services. A service that is often not thought of when examining children's rights is housing, yet around half of all homeless people in the UK are children (Daniel, 1998) and it has been noted that homelessness has a serious and damaging affect on children's development and lives (Daniel, 1998). The young people did not discuss the impact of gender on services and how that would impact PLATE.

Transport was an aspect in young people's lives that was not included in the quantitative data collection, yet it was suggested by young people as something that would affect young people's access to the Entitlements, Young people in around half the focus groups suggested that if there was good transport, either public transport or parents who could offer transport, it would make it easier to access the Entitlements, particularly services (Entitlement Seven) and taking part in activities (Entitlement Four and five). It was not felt that gender was something that made any difference to transport and how transport affects accessing the Entitlements. There seemed to be limited literature relating to transport and how a lack of transport may affect access to rights. However this relationship between transport and access to rights, such as activities and access to services and indicates that research is required into the ways transport could be improved for young people, because it is clearly an issue that young people feel affects their ability to access to the Entitlements.

Young People's Lifestyle

There are a number of aspects within a young person's lifestyle from this research that relate to PLATE, these include, from the qualitative focus

groups; activities and achievement, poor behaviour, smoking and drinking and missing school, and from the quantitative data; extracurricular activities.

When examining if undertaking activities affected PLATE, the survey findings suggested that 'extracurricular activities' were positively associated with access to Entitlements, while, 'extracurricular activities' were not mentioned specifically by young people in the focus groups, they thought that having a range of activities available would help them access their Entitlements and a lack of activities would make accessing the Entitlements harder. Previous research has suggested that children and young people are generally keen to take part in activities (Haines et al., 2004, Children's Commissioners in the UK, 2008, Riddoch et al., 1994). Young people suggested that having local and accessible activities would help access to Entitlements, particularly Entitlements Four, Five and Seven. Cost of activities was also an issue for young people, so having affordable activities was felt to increase access to Entitlements.

In the focus groups there was a mixed and complex response from young people about gender and activities. Some felt that boys had more opportunity to take part in activities. However, most young people thought that while, different activities were available to young people, they were more or less available for both genders, however in the survey data males tending to have more positive associations between extracurricular activities and PLATE than females, this is in line with research by Riddoch suggested that boys were more physically active (Riddoch et al., 1994). Riddoch observed that through adolescence girls spend more time on relationship-orientated activities, such as personal care, while boys spend more time in sports and typically male activities (Riddoch et al., 1994); this supports the finding of focus group and survey data. These findings reflect young people's views that activities are different for males and females, but not necessarily unequal.

Education and sporting achievement was thought by young people to make access to the Entitlements easier, particularly Entitlements Three, feeling good and confident, and Eight, health and well-being. The literature relating to educational achievement in the UK suggests that educational attainment and young people's achievement is increasing (Bradshaw and Mayhew, 2005,

Children's Commissioners in the UK, 2008). The young people in the focus group suggested that lack of achievements would make accessing the Entitlements harder. This would suggest that helping young people to have experiences of achieving would help them to access their Entitlements. The young people in the focus groups did not discuss any gender difference in how 'achieving' affected perceived access to the Entitlements. There was no literature concerning how achievement affects access to rights and the relationship of this to gender.

An element of young people's lifestyle is classified as poor or antisocial behaviour, in the focus groups young people thought that poor or antisocial behaviour would negatively affect access to the Entitlements. This is in line with the survey findings. There is previous research that suggests that young people involved in antisocial behaviour are often disengaged with education and become involved in more serious crime (Hunt, 2005). This would then make accessing some of the Entitlements harder for young people involved in antisocial behaviour. Antisocial behaviour is often associated with young people or 'youth' and research has shown that in adolescence problem behaviours do generally increase, e.g. eating disorders, depression, antisocial behaviour (Moffitt et al., 2001, Steinberg, 1993). The previous research supports the focus group and survey findings in suggesting that if young people are involved in antisocial behaviour they are likely to have lower access to their Entitlements.

Young people in the focus groups suggested that males were generally involved more in antisocial behaviour, although some older girls contested this. Research by others such as Alder and Worrall suggest that there has been an increase in the violence and antisocial behaviour by young women (Alder and Worrall, 2004). The involvement of more males in antisocial behaviour would suggest that they are likely to find it harder to access their Entitlements, although this may be becoming more prevalent among young females as well. The survey found that 'Antisocial behaviour and lifestyle' was more often associated with older young people, and in concurrence the focus groups found that older young people were more often involved in poor or antisocial behaviour.

In the focus groups it was suggested that smoking or drinking would make access to Entitlements Four (Education and employment) and Eight harder (health and well-being), but access to Entitlements Three (feeling good) and Six (being individual) easier. Previous research has suggested that a reasonable minority of young people in Wales smoke or drink alcohol, (Bradshaw and Mayhew, 2005, Haines et al., 2004, UNICEF, 2007). It has also been observed that alcohol and drug misuse have serious negative affects on child users and on the children of adult users (Children's Commissioners in the UK, 2008). The previous research, combined with the data from this research, suggest that a sizable minority of young people in Wales are smoking and/or drinking which will affect how able they feel in accessing their Entitlements, particularly those related to health.

In terms of gender differences in alcohol and smoking abuse, drinking alcohol was found to be more prevalent among boys (Livingston and Room, 2009) while smoking is noted as being more common among girls (Bradshaw, 2005), this was also noted by some of the young people in the focus groups. The survey and focus group findings combined with previous research suggest that smoking and drinking can negatively affect access to the Entitlements and that there are some gender differences.

Missing school was a topic that was discussed in both the quantitative and qualitative data collection tools. In the quantitative survey, 'school dissatisfaction' (see Appendix 15 for the questions included in school disaffection) had different associations across the Entitlements and between gender and age groups. It appears that when gender and age are examined, females tended to have negative associations, while males tended to have positive associations. This suggests that when females missed school, did not do as well at school or were a bully at school they tended to have higher PLATE in contrast males who had the same negative experiences of school tended to have lower PLATE. The finding for the males was supported by evidence from young people in the focus groups who felt that missing school would make accessing the Entitlements harder. Previous research suggests that between 5% and 10% of the school aged population miss school (Department for Children Schools and Families, 2009a). This would suggest

that for those young people who do miss school they will find accessing some of the Entitlement harder. The findings of the focus group and survey do not always correlate with each other, although they both suggest that young people's perceptions of missing school and access to Entitlements is variable and complex.

Young People's Personality

The relationship between young people's personalities and their perceived access to the Entitlements was covered in the quantitative data collection in two PSBF, 'individual temperament' and 'individual problems'. Each of these will be discussed in turn, bringing in the qualitative data and relevant literature, to examine young people's views on the affect of 'personality' on PLATE.

The quantitative survey found a range of associations between 'individual temperament' and the Ten Entitlements, however, there were limited opportunities for trends, however; some the patterns emerge:

- Entitlements Eight (health), Nine (information) and Ten (safety) had negative associations with 'individual temperament'. This suggests that for these Entitlements when young people had individual temperaments, such as, rushing into things, getting bored, getting stressed or needing excitement they had lower PLATE than those young people without this temperament.
- For Entitlements Two (being heard), Three (feeling good), Five (taking part) and Seven (services), older young people (often females) had positive associations with 'individual temperament', while younger young people had negative associations.

However for most of the Entitlements 'individual temperament' appears to have different associations for different gender and age groups. Young people in the focus groups disagreed with some of the survey findings that individual temperamental personality might make accessing some of the Entitlements easier. Young people's experiences were that having a temperamental personality would make accessing the Entitlements harder across the range of Entitlements and for all gender and age groups.

Higher levels of individual problems were associated with higher PLATE for four of the Ten Entitlements⁸, suggesting that perceived access to these Entitlements was higher if young people experienced individual problems (see Appendix 15 for a list of the statements in this PSBF). In the focus groups young people discussed how 'individual problems' would affect access to the Entitlements, but in contrast to the survey, young people generally suggested that having individual problems would make it harder to access the Entitlements.

Young people felt that for shy or unmotivated people accessing the Entitlements might be harder. Also a lack of social confidence, low self-esteem and being ashamed were all aspects of young people's self-perception that they felt would make access to the Entitlements more difficult. Young people felt that girls had more problems with these feelings, as did older young people in the 14-16 age range. These findings are supported by previous literature (Frost, 2001).

Other People's Behaviour and Interactions with Young People

There were no survey findings directly related to friends or peers and other people's treatment of young people. This means that less generalisable data is available about how other people's behaviour affects young people's access to their Entitlements. However it may be telling that young people themselves felt that other people's behaviour affected their access to the Ten Entitlements, while the survey was less focused on others' behaviour.

Young people in the focus groups felt that peer groups were very important but that they could have a bad impact upon access to the Entitlements, the importance of peer groups is highlighted by Steinberg suggest that they play prominent role in young people's lives (Steinberg, 1993). It was suggested by young people that peer pressure and pressure to perform academically could cause stress and unhappiness, thus affecting access to Entitlement Three. Peer pressure was thought by young people in the focus groups to make access to the Entitlements harder. Previous research has suggested that peer group pressure has a well-established influence on behaviours such as

⁸ Three (feeling good), Six (taking part), Seven (services) and Eight (health)

smoking, drinking and drug-taking (Cullingford, 1997, Denscombe, 2001). These activities can then lead to a lower level of access to other Entitlements, such as being healthy (eight). Peer pressure was also highlighted in the literature as having a positive influence on young people (Santor, 2000, Bradford Brown, 1982). This was not a perspective that young people seemed to consider independently.

Young people in the focus groups felt that peer pressure affected girls more than boys. Dennison and Coleman (2000) suggest that girls worry a lot more about their friends than boys. Peer pressure for girls was associated with image and anxiety relating to image and social conformity and there is evidence to suggest an increasing obsession, by young women, with body image (Frost, 2001).

Bullying, racism and discrimination were all themes that young people felt made access to the Entitlements harder. Types of discrimination that young people felt stopped access to Entitlements were age, gender and racial discrimination. Young people in the focus groups felt that they were discriminated against based on their age; this is supported by previous literature which has suggested that children felt that they were not respected and looked down on due to age (Allan and Lanson, 2004, Bradshaw and Mayhew, 2005, Hunt, 2005, Morrow, 1999). Moreover public attitude towards young people across the UK tends to demonise children and young people and they are often excluded from public spaces (Children's Commissioners in the UK, 2008). It has been commented that young people are often seen as deviant figures within society (Daniel, 1998) and can be seen by older people as a threat (Roche et al., 2004). The findings from the focus groups and from the literature suggest that young people are experiencing age discrimination which is in some cases stopping them from feeling able to access their Entitlements.

Some of the young people in the focus groups suggested that religion or race would affect how able young people felt in accessing their Entitlements; this was linked to young people's views on racial discrimination. Some young people suggested that people of different races or religions are treated differently, and this could make accessing some of the Entitlements difficult,

particularly if a young person lived in an area where they were seen as an outsider. Previous research supports this by stating that racial discrimination occurs among children and young people in the UK (Beishon et al., 1998, Siraj-Blatchford, 1994) and in Wales specifically (Croke and Crowley, 2007). In conclusion previous literature has suggested that racial discrimination occurs, in line with the findings from the research. However the focus group findings go further to suggest that this racial discrimination will impact on young people's PLATE.

Young People's Development

The findings from this research develop a number of aspects in young people's lives that affect PLATE. It was suggested that being mature would help access the Entitlements. This was mentioned in relation to girls being more mature at the age of 11 than boys, therefore better able to access their Entitlements. This is supported by the quantitative findings from this research which suggest 11-year-old girls have higher PLATE than boys. While limited specific research examines this context, research in the USA has suggested that young people who mature later than average experience a range of problems, (Duncan et al., 1885), thus suggesting that maturity can impact on young people's lives and potentially their rights

Young people suggested that the onset of puberty might also affect access to the Entitlements. Puberty was thought to increase girls' levels of worry and being anxious about life and growing up. All older young people (both boys and girls) were thought to worry more than younger young people. As Steinberg (1993) suggests the period of adolescence is a period of change, although the changes and differences experienced by young people vary between individuals and cultures and although is often stereotyped as a period of worry and anxiety it is not so for many young people.

It can be concluded that both maturity and puberty were felt by young people to affect how able they felt in accessing their Entitlements. These developmental aspects could have either a positive or negative impact on PLATE depending on the situation and young person.

Young People's Financial Situation

The focus group data indicates that a young person's financial situation will have an impact on how able they feel in accessing their Entitlements. Some young people suggested that with more money it would be easier to access the Entitlements, they also noted that being very poor would make access to some Entitlements such as activities harder. These views of young people are supported by research which has found that a lack of resources affects a range of areas (Bradshaw, 2005), including those covered by the Ten Entitlements as the quote below suggest:

“Child poverty affects children's education, health, future employment and life chances” (Save the Children and Beven Foundation, 2008:4).

While poverty as a term was not discussed by young people in the focus group research, they did consider the consequences of a lack of wealth and suggested that a lack of wealth would have a series of negative impacts on most of the Entitlements particularly health. This is supported by previous research which suggests that poverty causes a number of problems including a negative impact on health (Annandale and Hunt, 1999). Young people suggested that both parental and personal wealth would make a difference to accessing Entitlements. Research found that Wales had the highest rates of child poverty in the UK in 2002 (Bradshaw, 2005).

Young people in the focus groups did not perceive that wealth was a gendered issue; it was associated more to other characteristics. In contrast previous research (Lloyd 2005, Bradshaw 2005) has highlighted poverty and lack of wealth as gendered issues, with women more likely to experience poverty throughout their lives (Lloyd 2005) although this is in adults not young people and may not be applicable for young people. These previous research findings and the data from the focus groups suggest that a lack of wealth and experience of poverty will have a negative affect on young people being able to access their Entitlements. The previous research also outlined how many young people in Wales live in this situation and thus the importance of limited wealth as a barrier for many young people in living a fulfilled life with access to their Entitlements.

Young People's Health

Many young people in the focus groups discussed health as being a factor that might affect how able they felt in accessing the Ten Entitlements. Some young people suggested that being generally healthy, including doing exercise, having a good diet, mental well-being and physical good health, would make it easier to access the Entitlements, particularly Entitlement Eight, health and well-being. In previous research in the UK most young people stated their general health was good or very good (Children's Commissioners in the UK, 2008, Trust for the Study of Adolescence, 2000), although Bradshaw suggests that diet in British young people is relatively poor (Bradshaw and Mayhew, 2005). It seems logical that having poor health will make accessing some of the Entitlements, such as health and well-being, hard to access. Bradshaw's (2005) observation that young people in the UK have a poor diet and this clearly leads to poor health can be suggested to impact upon access to the Entitlements. Disability and illness were suggested by young people as making it harder to access the Entitlements.

Worrying, anxiety and mental health problems were mentioned in the focus groups as affecting PLATE, particularly, Entitlements three (feeling good) and Eight (health). Depression was thought by young people in the focus groups to make access to the Entitlements harder. Some of the explanations young people gave for what might cause mental health problems and worrying which would in turn make accessing the Entitlements harder were lack of confidence, low self-esteem, feeling bad about oneself, and being ashamed. According to the UK Children's Commissioners (2008) children's mental health in the UK has got worse in the last 30 years, however even given this finding, most children in the UK state that they are happy (Children's Commissioners in the UK, 2008) this supports the focus group data that found young people were generally happy.

There was an age element to mental health issues with younger people suggesting that older young people had more problems. This is supported by Quilgars et al (2005) who suggested that older children experience more mental / emotional health problems than younger children. When asked why older people might have worse access to their Entitlements, some of the

young people suggested that they started to worry when they get older about the future, jobs, the opposite sex and what life is about.

Worry as an aspect in young people's lives, was reported by young people as having gender differences in terms of young people's experiences of worrying. Most of the young people suggested that girls worry more than boys, although some older boys did argue that this was just a misconception – that boys just were better at hiding their emotions, but were still worried about things, this was supported by previous literature which suggests boys learn to hide certain emotions at a young age (Children's Commissioners in the UK, 2008). In contrast to the findings from the focus groups, previous research suggests that boys are more likely to experience mental health problems than girls, while, emotional health issues (e.g. unhappiness) are experienced more by girls (Quilgars et al., 2005).

Being self-conscious was suggested as a common reason for girls to worry; fashion and weight were also issues that cause girls to worry. Research suggests that in adolescence girls have lower self-esteem linked into poor body image (Trust for the Study of Adolescence, 2000). It has been suggested by past research that the reason for gender variations in mental and emotional health are due to the differing coping mechanisms used by males and females, rather than the problems experienced (Trust for the Study of Adolescence, 2000).

Explanations of Aspects Affecting PLATE

One of the key themes that emerge from young people's perspectives of aspects of their lives that might reduce their ability to access the Entitlements was poverty. Young people who live in poverty tend to experience many of the factors identified by young people as hindering access to the Entitlements, such as living in a 'bad' neighbourhood, not having enough money, being a minority, being depressed, bullying and discrimination, and missing school. This would imply that if levels of poverty were reduced then young people would feel better able to access their Entitlement.

Another key theme identified was 'problems of youth'. Many of the remaining aspects young people identified as hindering access to the Entitlements have been associated with 'problems of youth' such as antisocial behaviour, smoking and drinking and illegal drug use. These 'problems' are not easily reduced, however this research has highlighted the far reaching consequences of these problems in society and the impact on young people's access to their rights. It must be noted that of more importance than the negative experiences of poverty and 'problems of youth' were young people positive experiences which have more of an impact on how able young people feel in accessing their Entitlements. Most of these aspects are linked to a young person having positive experiences of life, if they enjoy life, including school, and interactions with family and friends is it likely that they will feel able to access the Entitlements.

The Policy Relevance of the Research

This research did not set out to evaluate Extending Entitlement as a policy, however in the course of the research it became apparent that, while based on well meaning and theoretically sound underpinning concepts, the Extending Entitlement policy has had difficulty being implemented (Haines et al., 2004). This seems in part due to politics within the WAG (Williamson, 2007), but also, this research found, in practitioners and young people's understanding of Extending Entitlement. The complexities of the terms and ideas within the policy have appeared to limit the accessibility for young people.

Another problematic point is the two versions of the policy; there is the original policy and a young-person-friendly version. The two versions are not comparable in all the areas. For example, Entitlements three (in the young person version), feeling confident and feeling good, is not mentioned in the original Extending Entitlement document, neither are these terms part of an article in the UNCRC. In terms of young people's understanding and abilities to claim these rights as laid out in Extending Entitlement, it can be argued that the language and concept of 'Entitlements' are tricky for some young people

and basic language, such as, using the word 'rights' and clearer wording might be beneficial, however it can also be argued that the document can be utilised by adults providing services or parents to inform children of their rights in the Welsh context. It can be concluded that Extending Entitlement is a worthwhile and well meaning policy rhetoric; however there remain some reservations regarding implementation in reality (Williamson, 2007).

Despite these reservations the Extending Entitlement policy takes a rights-based (rather than services provision focused) universal approach to children's rights and is in line with the UNCRC which is internationally recognised as a template for children's rights policies. The policy also addresses the participation rights of young people as well as the more traditional participation and provision rights, this is underpinned by the developing construction of children and young people as socially competent individual (John, 2003, James and James, 2004).

The findings from this research can be utilised by practitioners and policy makers in:

- Understanding gender inequalities in access to particular rights (for examples females feel less safe and secure than males),
- Understanding details of who might feel more or less able to access their rights (for example 12-14-year-olds may find difficulties and need further support), this can be done using the table in Appendix 16.
- Informing practice regarding what aspects in young people's lives can help or hinder them in feeling able to access their rights (for example increasing positive home and school experiences).

The research has uncovered a number of areas where further research would be beneficial to explaining knowledge and improving young peoples lives in Wales:

- It has been suggested that further qualitative research needs to be undertaken to ascertain further details regarding the experiences of young females because it appears that they feel less able to access some of the Entitlements.

- Examination of the impact of other background factors, such as income of parents, class and poverty, on how able young people feel in accessing their Entitlements. The research suggests at a possible class issue. This was not the focus of this research but further examination of the implications of this would be useful.
- Further examination of the older age range from 16 to 20 year olds. This would be useful to ascertain if levels of PLATE continue to get easier as young people get older.
- A major next step that is vital is the dissemination of the research findings within the academic community but importantly also to other stakeholders in the research such as participants and interested parties, such as, WAG and Funky Dragon.

Chapter Nine: Summary

The relationship between gender and young people's access to their Entitlements that was uncovered by this research was complex. When the Ten Entitlements were grouped together young people felt there was no inequality between males and females. This was in contrast to the feminist literature, which suggests that females are marginalised (Renold, 2006), as are children, therefore female children will feel 'double whammy' of being less able to access their rights (Taefi, 2009). However when the Entitlements are examined individually there are complex gender inequalities in PLATE, some of these gender differences support intersectional feminist theory (Taefi 2009).

The Entitlements include a wide range of rights, and when examined separately, the findings suggest there were variations in PLATE based on gender⁹, the gender differences in PLATE were complex with some

⁹ Young people perceived that girls had better access to Entitlements: five, parts of eight, (thinking about their diet) and parts of Entitlements four (achieving in education), Boys were perceived to have better access to Entitlements: three, six, seven, eight, ten, and some elements of Entitlement Four (getting involved in sport and activities).

contradictory data¹⁰. This complexity is compounded by the difficulties of analysing qualitative data in drawing clear conclusions as the young people sometimes divided the Entitlements into constituent parts. However it can be suggested that boys had higher perceived access to more of the Entitlements than females, this supports intersectional feminist theory (Taefi 2009).

On first inspection when you consider perceived access to Entitlements and the relationship with age, the findings from the survey and focus group research seem contradictory. Taking both the pieces of research together one can conclude that at age 11 young people are unaware of many social and personal issues, which at puberty and as young people become aware of social requirements and pressures, started to make PLATE harder, however at age 15 and 16 many young people became more confident and comfortable accessing their Entitlements.

The period which seemed to be most problematic in perceived access to the Entitlements were ages 13 and 14, the time when most young people, were changing from childhood to adulthood and trying to deal with these experiences (Steinberg, 1993). This would suggest that a focus on support for this age range would improve perceived access to the Entitlements. The only gender variations linked to age was that females tended to have higher PLATE, at a younger age, this suggests that younger boys (aged 11 and 12) may well be struggling to feel able to access the Entitlements.

As well as gender and age the research examined other aspects in young people's lives associated PLATE. The research findings suggested that positive experiences of family and education were associated with higher access to the Entitlements. Young people also suggested that affordable, local and accessible activities would improve PLATE. Further aspect that young people felt assisted in accessing the Entitlements were, support from people around them, a good local neighbourhood, having a personality that meant you were mature or not anxious about life and other aspects that were outside the individuals control; being from a majority ethnic or religious group, being healthy or having wealthy parents.

¹⁰ Entitlement eight was found by quantitative analysis to be better access by boys but the qualitative data suggests girls had better access.

The aspects that young people perceived would *reduce* their perceived ability to access the Entitlements varied but tended to be stereotypical of social norms. A range of *behaviour* related aspects were identified, such as; antisocial behaviour, drug use, missing school, not doing activities and eating badly. As well as *actions of other people*, such as; pressure or bullying and discrimination, other aspects were *outside the control of young people*, such as; living in a 'bad' neighbourhood, being disabled, having an illness or having a poor family. Some aspects associated with *personality type* were; being worried or unhappy, being a minority (such as being homosexual), going through puberty, being immature and being depressed, these all made PLATE harder.

Throughout the aspects identified by young people as affecting PLATE a number of underpinning trends appeared. Many of the aspects discussed are linked to a young person having positive experiences of life, if they enjoy life, including school, and interactions with family and friends is it likely that they will feel able to access their Entitlements. The trends or underpinning mechanisms that emerge from young people's perspectives of aspects of their lives that might reduce their ability to access the Entitlements were poverty and 'problems of youth'.

Chapter Nine: Conclusion

The situation of gender and its influence on children's rights in Wales, and the Extending Entitlement policy in particular, have evolved from a complex and contested series of changes in society's social constructions of gender, children, youth and children's rights. How society has constructed children's rights, childhood, youth and gender has led to the production of policy, in Wales, that is universal and child-focused (Drakeford, 2010). This can be seen in Extending Entitlement, which was a new way of thinking about support and service provision for young people (Case et al., 2005) While academics (Case et al., 2005, Williamson, 2007, Drakeford, 2010) have extolled the virtues of the Extending Entitlement rhetoric, it is clear that this rhetoric is arguably meaningless without the reality of young people being able to access the rights outlined in Extending Entitlement (Haines and Case

2004). Young people's perception is also key as it allows the research to examine the issues of access to Entitlements from a young person's standpoint. If someone does not perceive themselves (feel able) to access a right then they will be unlikely or unable to access it. It is key that this research has focused on examining the reality of children and young people's access to their Entitlements and comparing this to the rhetoric of policy, by examining young people's perception of their access to the Entitlements the reality of their experience is measured. This has been undertaken using a measure of perceived levels of access to the Entitlements (PLATE).

Examining Gender Differences in Children's and Young People's Rights

To date there is a scarcity of research which considered the influence of gender on children and young people's access to their rights. Although the social construction of gender roles is likely to influence children's access to their rights, there has not been research into this. However, the feminist movement has long emphasised the importance of gender in access to rights, this has yet to be applied consistently to the children's rights discourse and there have been few studies which have focused on a combination of the two areas of gender equality and children's rights (Olsen, 1992a, Lim and Roche, 2000), with the exception of areas such as child abuse and trafficking. No research has comprehensively examined if gender differences exist in young people's perception of access to the Entitlements in Wales. Indeed in the UK as a whole there has been little focus on gender differences in children and young people's access to their rights, with the exception of specific areas such as education or health (Street, 2005, Browne, 2004, Ringrose and Epstein, 2008, Measor and Sikes, 1992). Some feminist authors (Richardson and Robinson, 2008, Lovecy, 2002) have argued that females are discriminated against, through a lack of gender equality, while it is argued that children are discriminated against through a lack of children's rights (Freeman, 2000). It can be argued that if one is discriminated against on two levels then rights will be harder to access (Taefi, 2009). This double-whammy' of discrimination is the argument made by intersectional feminists (Montgomery, 2005, Taefi, 2009).

This research has used research questions One and Three to drive examination of gender differences and to explore the possibility of intersectional feminist theory. This research has uncovered gender inequalities in access to a range of specific Entitlements, although when examining the PLATE as a whole there were no gender differences observed. The majority of the gender inequalities uncovered suggest that females had lower perceived access to their Entitlements than males.

- The research found that young females had *lower* perceived levels of access to; feeling good (three), being individual (six), easy access (seven), health and well-being (eight), safety and security (ten) and getting involved in sport and activities (part of four). These are areas where resources could be focused to improve young female's access to their rights in Wales.
- Areas where young males had *lower* access were taking part (five), being moderate about their diet (part of eight) and achieving in education (part of four), these findings were only found in the qualitative data not the quantitative.

Given these key findings in relation to gender inequality it can be concluded that there were more Entitlements where young people felt that boys were better able to access their Entitlements than girls. These findings support to some degree the intersectional feminist theory that girls would feel less able to access their rights as they have a 'Double whammy' of discrimination of being a young person and being female (Taefi, 2009). This research suggests that there are different areas where girls and boys are failing to perceive themselves as able to access their Entitlements. Some of the underpinning trends or mechanisms that seemed to be related to gender differences in perceived access to the Entitlements were around, girls concerns over image and appearance; and being more self-conscious, boys not trying as hard with girls being 'swots'. It was also worth noting that many of the young people's views of gender differences in PLATE were along the lines of societal stereotypes. It can be suggested that further qualitative research needs to be undertaken to ascertain further details regarding the experiences of young females in terms of the Entitlements they felt less able to access than males.

The Importance of Other Factors to Young People's PLATE

A key element of this research was to examine gender differences in perceptions of access to the Entitlements; however, it is important to explore what else may impact on young people's perceptions of their access their Entitlements. The age of a young person has an impact on their life and how they live (Steinberg, 1993), this may also have an impact on how able they feel to access their Entitlements. The research has addressed the affect of age on PLATE using research questions two and four. The Findings from this research suggest that age is relevant when exploring gender and PLATE. The age of young people where PLATE was lowest was aged 12, 13 and 14, particularly for females. These were the ages at which it was felt that young people struggled to access their Entitlements, due to puberty and the extra pressures of life. This age in young people's life (12 to 14 years old) is where young people need more assistance to enable them to have higher PLATE.

As well as gender and age there are other aspects in young people's lives that may impact on access to rights. These other aspects are important as if aspects can be identified they can be recommended as areas to target to help young people feel more able to access their Entitlements. There is currently a limited understanding of what really affects how able children and young people feel in accessing their Entitlements in Wales and in the broader rights context. If young people are unable to access their Entitlements they are likely to have poorer life outcomes (Haines et al., 2004). This research has comprehensively explored aspects in young people's lives to see if they impact on PLATE, by addressing research questions five and six. The research has uncovered areas in young people's lives that require further attention to improve their access to their Entitlements these are positive home and school relationships, safe neighbourhoods, a reduction in poverty and a reduction in 'problems of youth'. However it is worth noting that the positive aspects in youth people's lives were of more importance in how they affected PLATE.

This research is an original piece of work that comes at a time when Wales is in the process of underpinning children's rights (UNCRC) in law (Welsh Assembly Government, 2010b) so is highly relevant to the current policy

context. The research has gone further than previous research in this field to uncover what underpinning mechanisms are related to young people's access to their rights in Wales. The findings contribute to a field of knowledge which is under developed and aims to drive forward research exploring gender inequalities in children and young people's rights.

This research is a robust and comprehensive piece of work that makes an important contribution to academic and policy knowledge. This research has examined a complex set of concepts and found that the relationships under examination are complex and at times inconstant. Despite this it can be stated that PLATE is related to and affected by gender, age and other aspects. However these findings are different for different Entitlements and for a range of aspects.

Exploring Gender Differences in Children and Young People's Perceived Access to their Entitlements in Wales

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Appendices

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Appendix 1

The young person friendly version of the ten Entitlements

Extending Entitlement - For Young People Aged 11-25 in Wales

The Welsh Assembly Government wants every young person in Wales aged 11-25 to have the same rights or entitlements (things you should have/have a right to). Rights come with responsibilities – for adults and for you as a young person. The things the Assembly thinks you should be entitled to are opportunities and choice.

The Government in Wales believes that every young person in Wales should be able to get a number of important things in order to be able to take advantage of the opportunities and choices that they will be presented with. As these things are what the government believes young people are entitled to receive they are referred to as entitlements. The Government thinks that these are important to help young people make choices about the things that they do based on good quality information and to gain personal development and enjoyment as a result of it and lead fulfilling lives.

1. Your Rights

To learn what your rights are and understand them

Make sure you are able to claim them and to understand and accept the responsibilities arising from them

2. Being Heard

It is your right to have the opportunity to be involved in making decisions, planning and reviewing an action that might affect you. Having a voice, having a choice even if you don't make the decision yourself. Your voice, your choice.

3. Feeling Good

To feel confident and feel good about yourself

4. Education & Employment

To be able to learn about things that interest and affect you

To enjoy the job that you do

To get involved in the activities that you enjoy including leisure, music, sport and exercise, art, hobbies and cultural activities

5. Taking Part/Getting Involved

To be involved in volunteering and to be active in your community

6. Being Individual

To be treated with respect and as an equal by everyone,

To be recognised for what you have to contribute and of your achievements

To celebrate what you achieve

7. Easy Access

Easy access in getting the best services that you should have, locally and nationally, and to have someone available to help you find them.

8. Health & Wellbeing

To lead a healthy life, both physically and emotionally

9. Access to Information & Guidance

To be able to get information, advice and support on a wide range of issues that affect your life, as and when you need it including advice and support relating to your career

10. Safety & Security

To live in a safe, secure home and community.

Appendix 2

Welsh Assembly Government Rolling action plan for UNCRC

Priorities for Wales

Ahead of the September 2008 review, the UN Committee asked a number of supplementary questions about key priorities for the future. The following priorities were agreed for Wales between the Welsh Assembly Government and representatives of the NGO Monitoring Group and submitted to the UN Committee.

1. Tackling poverty for children and young people in Wales
2. Delivering positive outcomes for the most vulnerable children and families
3. Raising Awareness of the UNCRC with Children and Adults
4. Reducing the gap between policy & outcomes for children & young people
5. Improving learning achievement for all children and young people
6. Supporting emotional well-being for all children and young people
7. Improving opportunities for all children and young people to play in safety
8. Increasing opportunities for all children and young people in Wales to participate in decision-making on issues which affect them
9. Working to eliminate discrimination against children and young people with disabilities; improving their access to services & support
10. Working to make physical punishment of children and young people illegal in all situations
11. Working to eliminate bullying including homophobic bullying
12. Working to ensure that refugee and asylum seeking children and young people in Wales can claim their UNCRC and human rights
13. Working to eliminate discrimination / inequality against children and young people
14. Working to ensure that children and young people in the most deprived areas of Wales (e.g. Communities First areas) can enjoy all of their UNCRC and human rights
15. Improving the transparency of budgeting for children and young people at Welsh Assembly Government level
16. Working to ensure that children and young people from Wales in the Criminal Justice System can claim their UNCRC and human rights”

(Welsh Assembly Government and Cymry Ifanc/Young Wales, 2009)

WELSH ASSEMBLY GOVERNMENT & CYMRU IFANC/YOUNG WALES (2009) Getting it right 2009: United Nations Convention on the Rights of the Child. Welsh Assembly Government.

Appendix 3

Welsh Assembly Government Seven Core Aims

“Every Child and Young Person in Wales (0-25 yrs) has a basic entitlement to:

1. Have a flying start in life
2. Have a comprehensive range of education and learning opportunities
3. Enjoy the best possible health and are free from abuse, victimisation and exploitation
4. Have access to play, leisure, sporting and cultural activities;
5. Are listened to, treated with respect, and have their race and cultural identity recognised
6. Have a safe home and a community which supports physical and emotional wellbeing
7. Are not disadvantaged by poverty”

(Powys County Council, 2010).

Appendix 4

Questionnaire

Online Questionnaire

Terms defined at the side of the screen

Rights (button)

A right is something you have which cannot be taken away, such as a legal right (e.g. free speech) or a human right (e.g. food and shelter).

Entitlements (button)

According to the Welsh Assembly Government there are 10 specific rights every young person in Wales should have. These are called 'Entitlements'.

Responsibilities (button)

In society, people have to carry out certain acts and stick to rules. These are called responsibilities. For example, people have a responsibility to not break the law.

Respect (button)

Respect is knowing the value of somebody or something (e.g. rules, property). An example of respect is treating other people in a polite way.

Anonymity (button)

Your answers are anonymous; we will not ask or record your name, and no one will know the information has come from you.

Extending Entitlement on-line questionnaire

We need young people age 11 to 16 to help improve the service you receive

The Welsh Assembly Government has a strategy for promoting opportunity and choice for young people in Wales, this is **Extended Entitlement**. The Welsh Assembly has commissioned a study to measure the impact and effectiveness of their strategy. The study is being conducted by Interactive Feedback, who have produced this questionnaire.

This questionnaire is designed to evaluate the level to which you feel you are benefiting from these entitlements and what in your life might help or hinder you getting access to them.

[Continue >](#)

The purpose of this questionnaire is so that information can be produced that helps the Welsh Assembly Government to improve the services you receive and to increase your opportunities and choices.

Do you agree to complete this questionnaire?

Yes – continue (automatic)

No – exit – thank you for your time

Remember – the answers you give are confidential and anonymous. For more information see the buttons on the bottom of the screen.

[Continue >](#)

You can see on the right of the screen there are buttons with some tricky words on them, if you want to know what they mean just move your cursor over them.

[Continue >](#)

Evaluating Entitlements

This section of the questionnaire asks how much you think you can access your Entitlements. It is important when answering these questions that you think about your life in the **last year** only.

Continue >

We will have "The Welsh Assembly Government says that you are entitled to the section in bold:" as a header through out this section

1.
How much do you know about your rights?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

2.
How much are you able to claim your rights and to understand and accept the responsibilities arising from them?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

3.
Has anyone explained your rights to you?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

4.
How much do you know about your entitlements?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

5.
How much are you able to claim your entitlements and to understand and accept the responsibilities arising from them?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

6.
Has anyone explained your entitlements to you?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

7.

How much are you able to have the opportunity to be involved in making decisions, planning and reviewing an action that might affect you. Having a voice, having a choice even if you don't make the decision yourself. Your voice, your choice?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

8.

How much are you able to feel confident and feel good about yourself?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

9.

How much are you able to learn about things that interest and affect you?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

10.

How much do you enjoy your education, training or employment?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

11.

How much are you able to get involved in the activities that you enjoy including leisure, music, sport and exercise, art, hobbies and cultural activities?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

12.

How much are you able to be involved in volunteering and to be active in your community

Not at all	Very little	Sometimes	Quite a lot	A lot
------------	-------------	-----------	-------------	-------

Continue >

13.

How much are you treated with respect and as an equal by everyone?

Not at all	Very little	Some of the time	Quite a lot	A lot
------------	-------------	------------------	-------------	-------

Continue >

14.

How much are you recognised for what you have to contribute and for your achievements?

Not at all	Very little	Some of the	Quite a lot	A lot
------------	-------------	-------------	-------------	-------

		time		
--	--	------	--	--

Continue >

15.

How much are you able to celebrate what you achieve?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

16.

How much are you able to have easy access in getting the best services that you should have, locally and nationally, and to have someone available to help you find them?

Not at all	Very little	Some of the time	Quite a lot	A lot
------------	-------------	------------------	-------------	-------

Continue >

17.

How much are you able to lead a healthy life, both physically and emotionally?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

18.

How much are you able to get information, advice and support on a wide range of issues that affect your life, as and when you need it?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

19.

How much are you able to live in a safe, secure home and community?

Not at all	Very little	Some	Quite a lot	A lot
------------	-------------	------	-------------	-------

Continue >

Factors that Help or Hinder you

On the following pages we are going to ask you about different aspects of your life. Please answer each question in turn as best you can.

It is important when answering these questions that you think about your life in the **last year**.

Continue >

We will have "Remember to think about only the last year of your life when answering the questions" as a header through out this section

Family

20.
My parents/carers usually know where I am when I go out

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

21.
My parents/carers worry about me if I don't come home on time

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

22.
My parents/carers regularly communicate with me

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

23.
My parents/carers often show me affection

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

24.
My parents/carers make clear rules for my behaviour

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

25.
My parents/carers are interested in the things I do

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

26.
My parents/carers are usually fair when they tell me off

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

27.
I get along well with my parents/carers

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

28.
My parents/carers often shout and argue with each other

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

29.
My parents/carers ask my opinion about things

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

Education

This section is all about your education. When we say school in this section we also refer to college, university or any other education.

30.

I usually like school

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

31.

I often stay away from school without permission

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

32.

Pupils at my school are asked for their opinions about things

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

33.

The rules at my school are clear

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

34.

Some pupils who break school rules are treated different to others

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

35.

I get on with most of my teachers

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

36.

My teachers show me respect

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

37.

There are lots of activities I take part in out of lessons

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

38.

I don't do as well at school as I think I should

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

39.

I've been bullied at school

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

40.

I have a parent/carer who takes an active interest in my school work

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

41.

I've been a bully

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

42.

Have you been suspended or excluded from school?

Yes/No

Continue >

Neighbourhood

Now we are going to ask you about the area where you live.

43.

I like the area I live in

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

44.

The adults and young people in my neighbourhood get on well together

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

45.

There is lots of crime and disorder in my neighbourhood

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

46.

It's easy to get drugs in my neighbourhood

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

47.

Most adults in my area would tell young people off if they were breaking the law or misbehaving

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

48.

There aren't many things to do for young people my age (e.g. sports facilities, youth clubs) in my area

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

49.

I feel safe in my area during the day

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

50.

I feel safe in my area at night

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

51.

Have you been a victim of crime? (Yes/No)

Continue >

Lifestyle

The next set of questions are all about your lifestyle and what you do in your leisure time.

52.

I am regularly involved in activities outside school (like: youth clubs, scouts/guides, sport, drama/music, after school groups)

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

53.

I regularly hang around the streets

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

54.

I have friends who commit crimes (e.g. stolen property, a car, money)

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

55.

I get involved in committing crimes (e.g. stolen property, a car, money)

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

56.

I have friends who cause trouble in public (e.g. make lots of noise, damage things, annoy other residents)

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

57.

I get involved in causing trouble in public

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

58.

I am regularly bored with nothing to do

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

59.

I enjoy doing leisure time activities with my parents/carers

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

60.

I think taking drugs is acceptable for young people my age

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

61.

I have friends who use drugs

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

62.

I have problems because I drink or take drugs

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

63.

I think smoking cigarettes is acceptable for young people my age

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

64.

I think drinking alcohol is acceptable for young people my age

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

65.

I have taken an illegal substance (e.g. cannabis, cocaine, LSD, ecstasy, poppers)

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

Your thoughts and Behaviour

In this section of the questionnaire we want to ask you about your thoughts and your behaviour.

66.

I often feel sad, miserable or upset about my life

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

67.

I worry about the future

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

68.

I have problems eating or sleeping

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

69.

The way I've felt has made me try to hurt myself

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

70.

I often rush into things without thinking

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

71.

I do things an adult might think were dangerous

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

72.

I usually give in easily to other people

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

73.

I get bored easily

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

74.

I get very stressed, frustrated or angry

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

75.

I want things straight away

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

76.

I need excitement

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Personal details

In this section we would like you to give us some personal details. Please remember, however, your name is not recorded and you cannot be personally identified from the information you provide.

77.

Are you:

Male

Female

Continue >

78.

What school year group are you in?

Year 7

Year 8

Year 9

Year 10

Year 11

Continue >

79.

What is your age?

10/11/12/13/14/15/16/17

Continue >

80.

How would you describe your ethnicity?

White
 Black African
 Black Caribbean
 Other Black
 Mixed race
 Indian
 Pakistani
 Bangladeshi
 Other Asian
 Chinese
 Other

Continue >

Feedback section

In this last section, please tell us what you thought about completing this questionnaire

81.

I found using this computer questionnaire more interesting and enjoyable than a paper questionnaire

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

82.

I found answering some of the questions upsetting (trigger to support line or similar after sending results)

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

83.

I found this questionnaire interesting and would be happy to do it again in the future

NO!	no	Neither yes or no	yes	YES!
-----	----	----------------------	-----	------

Continue >

That's it! Thank you very much for completing this questionnaire.

Please click on 'End' to send off your results

End

Appendix 5

Focus group questions

1

Q1. Do you think that males or females are more able to access their Entitlements?

2

Q2a. Females had lower access to Entitlement 3 'feeling good and confident' Do you agree with our results? Why might females have lower access?

3

Q2b. Females had lower access to Entitlement 6 'Being individual', being treated with respect, and being recognised for achievements. Do you agree with our results? Why might females have lower access?

4

Q2c. Females had lower access to Entitlement 7 'Easy access' to services. Do you agree with our results? Why might females have lower access?

5

Q2d. Females had lower access to Entitlement 8 'health and wellbeing' Do you agree with our results? Why might females have lower access?

6

Q3a. 11 year old Females felt they had higher access to most of the entitlements compared other age groups. Can you think of any reasons why?

7

Q3b. The older age range 13 to 16 year olds felt they had lower access to their entitlements, Particularly 13 year old females. Can you think of any reasons why?

8 + 9

Q4a. What do you think could cause young people to have higher or lower access to the 10 Entitlements?

Q4b. We looked at these things:

- Positive School, home and Neighbourhood experiences
- Temperamental personality, depression and acceptance of antisocial and drug taking behaviour
- Home and school problems
- Poor School Attendance
- Lack of activities in the neighbourhood
- Having been a Victim of crime
- Lack of Consistency of treatment at school

How would these factors affect your access to your entitlements?

10

Q5a. Why do you think that poor school attendance would be linked to higher access to entitlements?

- Entitlement 1: Knowing and understanding your rights
- Entitlement 6: being individual and being treated with respect
- Entitlement 7: easy access to services

11

Q6a. Poor school attendance was most commonly linked to higher access to entitlements for with 16 yr olds. Why do you think this might be?

12

Q5b. Why do you think that temperamental personality characteristics, depression and acceptance of antisocial and drug taking behaviour would be linked to higher access to entitlements:

- Entitlement 3: Feeling good and confidence
- Entitlement 4: education and employment
- Entitlement 8: Health and wellbeing
- Entitlement 9: access to information and guidance
- Entitlement 10: Safety and security

Temperamental personality characteristics, depression and acceptance of antisocial and drug taking behaviour was also linked to lower access to Taking part in volunteering and being active in the community, why do you thin this would be?

13

Q6b. Temperamental personality characteristics, depression and acceptance of antisocial and drug taking behaviour was most commonly linked to higher access to entitlements for Females. Why do you think this might be?

14

Q5c. Why do you think that being a victim of crime would make your more able to access your entitlements? Why entitlements might it affect?

15

Q6c. How do you think being a victim of crime might make you more able to access your entitlements?

16

Q5d. Why do you think that when your school is not consistent in its treatment of young people who break rules you are more likely to have lower access to entitlements:

- Entitlement 6: being individual, being respected and recognised
- Entitlement 7: Easy access to services
- Entitlement 8: Health and wellbeing
- Entitlement 9: access to information and guidance
- Entitlement 10: Safety and security

17

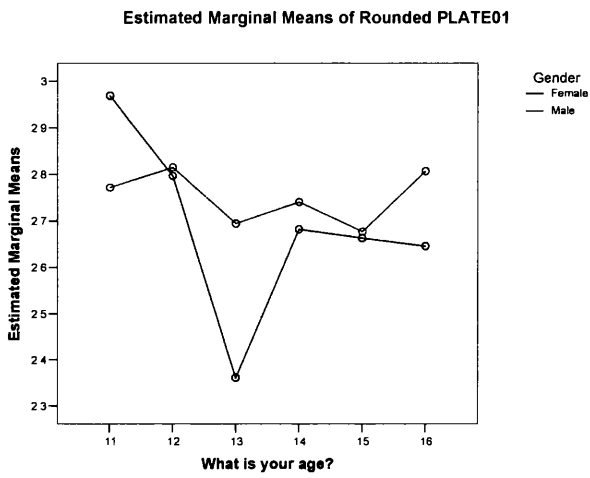
Q6d. Females were more likely to have a link between lack of consistency in school and lower access to entitlements. Why do you think this might be?

18

Q7. Positive experiences were strongest link to accessing entitlements – what positive experiences do you think would help you access these entitlements?

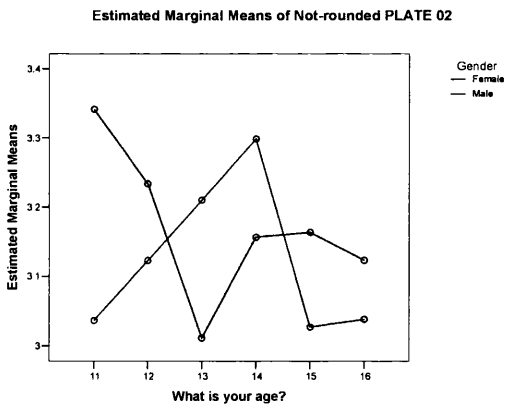
19

QXa. Looking at this graph can you see where the differences are? Why do you think those differences occur?



20

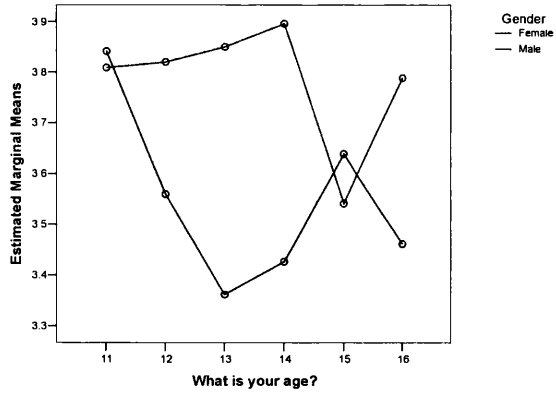
QXb. Looking at this graph can you see where the differences are? Why do you think those differences occur?



21

QXc. Looking at this graph can you see where the differences are? Why do you think those differences occur?

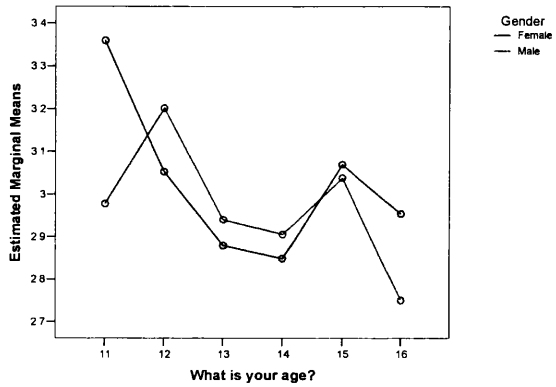
Estimated Marginal Means of Not-rounded PLATE 03



22

QXd. Looking at this graph can you see where the differences are? Why do you think those differences occur?

Estimated Marginal Means of Not-rounded PLATE 05



Appendix 6

Focus Group Schedules

Stage	Time	FG Schedule 1
Time		
School Info		Information from School staff how many, how composed, why picked?
Set-up		set up – posters and chairs, switch on recording
Welcoming	5	Welcome people as they come into the room, make them at ease – general chit chat
Personal Introduction	10	Personal intro/research topic intro/background of research see sheet
Group Introduction	15	Ask everyone to introduce themselves, first name and age. Note down spatial drawing of the group, names and places. say why they are there. <ol style="list-style-type: none"> 1. Everyone one there feet – line up in alphabet order of first names 2. Line up on a value continuum according to how much you like chocolate then how much you like meat.
1	20	Boys or girls better at getting their entitlements? Method: Discussion – WRITE NOTES on paper
2	25	Girls didn't feel as good and confident about themselves as boys did? Method: Discussion – WRITE NOTES on paper
3	30	11 year old girls felt they had better access to their Entitlement ? Method: I ask for up to 6 reasons then write each one on a flip chart piece of paper then stick these to the walls, ask everyone to go round and rank 1-5 which they think would be the most likely reason for female 11 years having higher access.
4a	35	What would stop you getting your Entitlements? What would help you get your Entitlements? Method – make notes on the paper
4b	40	We looked at these things ... Good school, home and neighbourhood etc – how do these How would these things help or stop young people getting their entitlements Method – make notes on the paper
5	45	We found that... young people who missed school felt they were much better at: Knowing about their rights Being an individual/getting respect Getting easier access to services Method: each young person has some Stick-its write on answers then place on a big sheet of paper with the entitlements written on the top.
6	50	We found that... Positive experiences were the most important thing in helping young people get their entitlements Method: discussion
Ending dissuasion	55	Finish on a positive and completed note. How things can be changed or improved. Prepare them for the end, give warning etc.
Thanks and information		Stress the usefulness of their time and hand out a leaflet about rights and where they can find out more information and contact me if necessary.

Stage	Time	FG Schedule 2
Time		
School Info		Information from School staff how many, how composed, why picked?
Set-up		set up – posters and chairs, switch on recording
Welcoming	5	Welcome people as they come into the room, make them at ease – general chit chat
Personal Introduction	10	Personal intro/research topic intro/background of research see sheet
Group Introduction	15	Ask everyone to introduce themselves, first name and age. Note down spatial drawing of the group, names and places. say why they are there. 3. Everyone one there feet – line up in alphabet order of first names 4. Line up on a value continuum according to how much you like chocolate then how much you like meat.
1	20	Boys or girls better at getting their entitlements? Method: Discussion – WRITE NOTES on paper
2	25	Girls felt they were worse at 'Being individual' than boys ? Method: Discussion – WRITE NOTES on paper
3	30	13 to 16 year olds felt they had worse access to their entitlements ? Method: I ask for up to 6 reasons then write each one on a flip chart piece of paper then stick these to the walls, ask everyone to go round and rank 1-5 which they think would be the most likely reason for female 11 years having higher access.
4a	35	What would stop you getting your Entitlements? What would help you get your Entitlements? Method – make notes on the paper
4b	40	We looked at these things ... Good school, home and neighbourhood etc – how do these How would these things help or stop young people getting their entitlements Method – make notes on the paper
5	45	We found that... young people who tended to feel depressed, be involved in antisocial behaviour and thought it was ok to take drugs, drink alcohol and smoke were better at: Method: each young person has some Stick-its write on answers then place on a big sheet of paper with the entitlements written on the top.
6	50	We found that... Positive experiences were the most important thing in helping young people get their entitlements Method: discussion
Ending dissuasion	55	Finish on a positive and completed note. How things can be changed or improved. Prepare them for the end, give warning etc.
Thanks and information		Stress the usefulness of their time and hand out a leaflet about rights and where they can find out more information and contact me if necessary.

Stage	Time	FG Schedule 3
Time		
School Info		Information from School staff how many, how composed, why picked?
Set-up		set up – posters and chairs, switch on recording
Welcoming	5	Welcome people as the come into the room, make them at easy – general chit chat
Personal Introduction	10	Personal intro/research topic intro/background of research see sheet
Group Introduction	15	Ask everyone to introduce themselves, first name and age. Note down spatial drawing of the group, names and places. say why they are there. 5. Everyone one there feet – line up in alphabet order of first names 6. Line up on a value continuum according to how much you like chocolate then how much you like meat.
1	20	Boys or girls better at getting their entitlements? Method: Discussion – WRITE NOTES on paper
2	25	Girls found it harder to get 'easy access' to services than boys ? Method: Discussion – WRITE NOTES on paper
3	30	11 year old girls felt they had better access to their Entitlement ? Method: I ask for up to 6 reasons then write each one on a flip chart piece of paper then stick these to the walls, ask everyone to go round and rank 1-5 which they think would be the most likely reason for female 11 years having higher access.
4a	35	What would stop you getting your Entitlements? What would help you get your Entitlements? Method – make notes on the paper
4b	40	We looked at these things ... Good school, home and neighbourhood etc – how do these How would these things help or stop young people getting their entitlements Method – make notes on the paper
5	45	Being a victim of crime would help or stop you get your entitlements Method: each young person has some Stick-its write on answers then place on a big sheet of paper with the entitlements written on the top.
6	50	We found that... Positive experiences were the most important thing in helping young people get their entitlements Method: discussion
Ending dissuasion	55	Finish on a positive and completed note. How things can be changed or improved. Prepare them for the end, give warning etc.
Thanks and information		Stress the usefulness of their time and hand out a leaflet about rights and where they can find out more information and contact me if necessary.

Stage	Time	FG Schedule 4
Time		
School Info		Information from School staff how many, how composed, why picked?
Set-up		set up – posters and chairs, switch on recording
Welcoming	5	Welcome people as they come into the room, make them at ease – general chit chat
Personal Introduction	10	Personal intro/research topic intro/background of research see sheet
Group Introduction	15	Ask everyone to introduce themselves, first name and age. Note down spatial drawing of the group, names and places. say why they are there. 7. Everyone one there feet – line up in alphabet order of first names 8. Line up on a value continuum according to how much you like chocolate then how much you like meat.
1	20	Boys or girls better at getting their entitlements? Method: Discussion – WRITE NOTES on paper
2	25	Girls did not feel they led a 'healthy life' as much as boys did ? Method: Discussion – WRITE NOTES on paper
3	30	13 to 16 year olds felt they had worse access to their entitlements ? Method: I ask for up to 6 reasons then write each one on a flip chart piece of paper then stick these to the walls, ask everyone to go round and rank 1-5 which they think would be the most likely reason for female 11 years having higher access.
4a	35	What would stop you getting your Entitlements? What would help you get your Entitlements? Method – make notes on the paper
4b	40	We looked at these things ... Good school, home and neighbourhood etc – how do these How would these things help or stop young people getting their entitlements Method – make notes on the paper
5	45	We found that... when your school is not fair in its treatment of young people who break rules, young people were worse at: Being individual Getting easy access to services Leading a Healthy life Accessing information and guidance Feeling safe and secure Method: each young person has some Stick-its write on answers then place on a big sheet of paper with the entitlements written on the top.
6	50	We found that... Positive experiences were the most important thing in helping young people get their entitlements Method: Discussion
Ending dissuasion	55	Finish on a positive and completed note. How things can be changed or improved. Prepare them for the end, give warning etc.
Thanks and information		Stress the usefulness of their time and hand out a leaflet about rights and where they can find out more information and contact me if necessary.

Stage	Time	FG Schedule 5
Time		
School Info		Information from School staff how many, how composed, why picked?
Set-up		set up – posters and chairs, switch on recording
Welcoming	5	Welcome people as they come into the room, make them at ease – general chit chat
Personal Introduction	10	Personal intro/research topic intro/background of research see sheet
Group Introduction	15	Ask everyone to introduce themselves, first name and age. Note down spatial drawing of the group, names and places. say why they are there. 9. Everyone one there feet – line up in alphabet order of first names 10. Line up on a value continuum according to how much you like chocolate then how much you like meat.
1	20	Boys or girls better at getting their entitlements? Method: Discussion – WRITE NOTES on paper
2	25	We found that 11 year old girls felt they had better access to their Entitlement ? Method: I ask for up to 6 reasons then write each one on a flip chart piece of paper then stick these to the walls, ask everyone to go round and rank 1-5 which they think would be the most likely reason for female 11 years having higher access.
3	30	We found that... Positive experiences were the most important thing in helping young people get their entitlements Method: Discussion
Ending dissuasion	35	Finish on a positive and completed note. How things can be changed or improved. Prepare them for the end, give warning etc.
Thanks and information		Stress the usefulness of their time and hand out a leaflet about rights and where they can find out more information and contact me if necessary.

Appendix 7

PLATE questions and PLATE variables

Question No.	PLATE question	PLATE variable
Question ARight01	How much do you know about your rights	PLATE one
Question ARight02	How much are you able to claim your rights and to understand and accept the responsibilities arising from them?	
Question ARight03	Has anyone explained your rights to you?	
Question ARight04	How much do you know about your entitlements?	
Question ARight05	How much are you able to claim your entitlements and to understand and accept the responsibilities arising from them?	
Question ARight06	Has anyone explained your entitlements to you?	
Question ARight07	How much are you able to have the opportunity to be involved in making decisions, planning and reviewing an action that might affect you. Having a voice, having a choice even if you don't make the decision yourself. Your voice, your choice?	PLATE two
Question ARight08	How much are you able to feel confident and feel good about yourself?	PLATE three
Question ARight09	How much are you able to learn about things that interest and affect you?	PLATE four
Question ARight10	How much do you enjoy your education, training or employment?	
Question ARight11	How much are you able to get involved in the activities that you enjoy including leisure, music, sport and exercise, art, hobbies and cultural activities?	
Question ARight12	How much are you able to be involved in volunteering and to be active in your community?	PLATE five
Question ARight13	How much are you treated with respect and as an equal by everyone?	PLATE six
Question ARight14	How much are you recognised for what you have to contribute and for your achievements?	
Question ARight15	How much are you able to celebrate what you achieve?	
Question ARight16	How much are you able to have easy access in getting the best services that you should	PLATE seven

	have, locally and nationally, and to have someone available to help you find them?	
Question ARight17	How much are you able to lead a healthy life, both physically and emotionally?	PLATE eight
Question ARight18	How much are you able to get information, advice and support on a wide range of issues that affect your life, as and when you need it?	PLATE nine
Question ARight19	How much are you able to live in a safe, secure home and community?	PLATE ten

Appendix 8

Descriptive statistics for whole sample, male and female

Descriptive statistics displayed: Mean, standard deviation and frequencies

Overall PLATE

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.19	3.17	3.21
Standard Deviation (Std D)	.708	.667	.749
Not at all (score = 1)	1.5%	0.7%	2.4%
Not a lot (score = 2)	10.5%	11.0%	9.9%
Some /some of time (score = 3)	57.9%	61.1%	54.6%
Quite a lot (score = 4)	27.7%	25.1%	30.5%
A lot (score = 5)	2.3%	2.1%	2.6%

PLATE one

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	2.72	2.69	2.75
Standard Deviation (Std D)	.903	.904	.902
Not at all (score = 1)	7.7%	7.9%	7.4%
Not a lot (score = 2)	32.8%	34.3%	31.2%
Some /some of time (score = 3)	41.9%	40.8%	43.0%
Quite a lot (score = 4)	14.9%	14.3%	15.5%
A lot (score = 5)	2.7%	2.6%	2.8%

PLATE two

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.15	3.17	3.13
Standard Deviation (Std D)	1.117	1.090	1.144
Not at all (score = 1)	9.1%	8.1%	10.2%
Not a lot (score = 2)	16.7%	16.9%	16.4%
Some /some of time (score = 3)	36.0%	35.2%	36.9%
Quite a lot (score = 4)	26.4%	28.9%	23.6%
A lot (score = 5)	11.8%	10.9%	12.9%

PLATE three

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.67	3.55	3.79
Standard Deviation (Std D)	1.100	1.107	1.080
Not at all (score = 1)	4.9%	5.3%	4.5%
Not a lot (score = 2)	9.4%	11.2%	7.4%
Some /some of time (score = 3)	25.2%	28.3%	22.0%

Quite a lot (score = 4)	35.3%	33.4%	37.3%
A lot (score = 5)	25.2%	21.8%	28.9%

PLATE four

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.65	3.64	3.65
Standard Deviation (Std D)	.917	.873	.961
Not at all (score = 1)	2.4%	1.5%	3.3%
Not a lot (score = 2)	7.1%	7.0%	7.2%
Some /some of time (score = 3)	29.6%	32.8%	26.2%
Quite a lot (score = 4)	44.4%	43.7%	45.2%
A lot (score = 5)	16.4%	14.9%	18.1%

PLATE five

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.00	3.03	2.97
Standard Deviation (Std D)	1.159	1.116	1.203
Not at all (score = 1)	10.5%	8.2%	12.9%
Not a lot (score = 2)	23.5%	25.4%	21.4%
Some /some of time (score = 3)	33.2%	31.8%	34.8%
Quite a lot (score = 4)	20.8%	24.0%	17.3%
A lot (score = 5)	12.0%	10.5%	13.6%

PLATE Six

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.29	3.23	3.35
Standard Deviation (Std D)	.890	.865	.911
Not at all (score = 1)	2.8%	2.5%	3.2%
Not a lot (score = 2)	13.6%	15.3%	11.8%
Some /some of time (score = 3)	42.9%	45.0%	40.7%
Quite a lot (score = 4)	33.4%	31.4%	35.6%
A lot (score = 5)	7.2%	5.9%	8.7%

PLATE Seven

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.11	3.07	3.16
Standard Deviation (Std D)	1.038	1.008	1.067
Not at all (score = 1)	6.8%	5.9%	7.6%
Not a lot (score = 2)	19.0%	21.6%	16.1%
Some /some of time (score = 3)	40.2%	40.8%	39.6%
Quite a lot (score = 4)	24.4%	23.3%	25.5%
A lot (score = 5)	9.6%	8.3%	11.1%

PLATE Eight

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.76	3.71	3.82
Standard Deviation (Std D)	1.095	1.083	1.105
Not at all (score = 1)	4.7%	4.1%	5.4%
Not a lot (score = 2)	8.1%	9.2%	6.8%
Some /some of time (score = 3)	22.3%	25.1%	19.3%
Quite a lot (score = 4)	36.3%	34.7%	38.0%
A lot (score = 5)	28.7%	26.9%	30.6%

PLATE Nine

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.41	3.38	3.44
Standard Deviation (Std D)	1.066	1.076	1.056
Not at all (score = 1)	5.2%	5.9%	4.3%
Not a lot (score = 2)	12.8%	12.4%	13.1%
Some /some of time (score = 3)	34.6%	34.8%	34.4%
Quite a lot (score = 4)	31.0%	31.1%	30.9%
A lot (score = 5)	16.5%	15.7%	17.3%

PLATE Ten

	Whole Sample	Females	Males
Sample size	2043	1057	986
Mean	3.90	3.89	3.92
Standard Deviation (Std D)	1.124	1.099	1.151
Not at all (score = 1)	4.2%	3.3%	5.2%
Not a lot (score = 2)	7.8%	8.5%	7.1%
Some /some of time (score = 3)	19.8%	21.1%	18.3%
Quite a lot (score = 4)	29.9%	30.2%	29.6%
A lot (score = 5)	38.3%	36.9%	39.8%

Appendix 9

Descriptive statistics for each age group for males and females

Descriptive statistics displayed: Mean, standard deviation and frequencies

Overall PLATE: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate	Valid N	186	170	158	174	179	189
for each Ent	Mean	3.427	3.203	3.000	3.142	3.139	3.077
(for table)	Std Deviation	.637	.641	.645	.609	.677	.710
1.00	Col %	.0%	1.3%	1.1%	.5%	1.5%	.0%
2.00	Col %	3.7%	6.6%	17.2%	10.0%	10.4%	18.5%
3.00	Col %	54.3%	64.3%	62.1%	65.4%	62.9%	58.5%
4.00	Col %	37.8%	26.0%	19.5%	23.2%	23.3%	20.0%
5.00	Col %	4.3%	1.8%	.0%	.9%	2.0%	3.1%

Overall PLATE: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate	Valid N	154	171	182	166	162	151
for each Ent	Mean	3.228	3.320	3.160	3.244	3.148	3.154
(for table)	Std Deviation	.779	.708	.726	.621	.760	.888
1.00	Col %	2.2%	.9%	2.0%	.0%	2.2%	7.7%
2.00	Col %	13.2%	7.9%	11.5%	8.5%	12.6%	5.8%
3.00	Col %	45.6%	53.1%	57.0%	60.2%	56.8%	53.8%
4.00	Col %	37.5%	34.6%	27.5%	29.9%	25.1%	28.8%
5.00	Col %	1.5%	3.5%	2.0%	1.5%	3.3%	3.8%

PLATE One: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate	Valid N	186	170	158	174	179	189
for each Ent	Mean	2.970	2.797	2.362	2.682	2.663	2.646
(for table)	Std Deviation	.929	.817	.841	.867	.838	1.002
1.00	Col %	3.0%	4.0%	14.9%	5.7%	5.0%	15.4%
2.00	Col %	29.3%	32.2%	42.5%	38.4%	40.6%	24.6%
3.00	Col %	41.5%	45.4%	33.9%	40.8%	39.6%	43.1%
4.00	Col %	20.1%	17.2%	8.6%	12.3%	12.9%	13.8%
5.00	Col %	6.1%	1.3%	.0%	2.8%	2.0%	3.1%

PLATE One: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	2.772	2.816	2.695	2.741	2.678	2.808
	Std Deviation	.877	.897	.904	.796	.896	1.042
1.00	Col %	8.1%	5.3%	7.0%	5.5%	7.7%	11.5%
2.00	Col %	26.5%	31.1%	36.0%	30.8%	35.0%	26.9%
3.00	Col %	47.1%	44.3%	41.0%	48.3%	42.6%	34.6%
4.00	Col %	16.9%	15.4%	12.5%	14.9%	11.5%	23.1%
5.00	Col %	1.5%	3.9%	3.5%	.5%	3.3%	3.8%

PLATE Two: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	3.341	3.233	3.011	3.156	3.163	3.123
	Std Deviation	1.041	1.015	1.173	1.078	1.041	1.173
1.00	Col %	4.9%	4.4%	13.2%	8.5%	7.4%	10.8%
2.00	Col %	14.6%	17.6%	17.8%	16.6%	16.3%	18.5%
3.00	Col %	35.4%	39.6%	33.9%	34.6%	37.1%	30.8%
4.00	Col %	31.7%	26.9%	24.7%	31.3%	30.7%	27.7%
5.00	Col %	13.4%	11.5%	10.3%	9.0%	8.4%	12.3%

PLATE Two: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	3.037	3.123	3.210	3.299	3.027	3.038
	Std Deviation	1.201	1.174	1.101	1.006	1.160	1.212
1.00	Col %	13.2%	11.0%	5.5%	4.0%	13.1%	15.4%
2.00	Col %	16.9%	15.8%	21.5%	14.9%	15.3%	13.5%
3.00	Col %	36.0%	37.7%	33.5%	41.3%	38.3%	34.6%
4.00	Col %	20.6%	21.1%	25.5%	26.9%	22.4%	25.0%
5.00	Col %	13.2%	14.5%	14.0%	12.9%	10.9%	11.5%

PLATE Three: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	3.841	3.559	3.362	3.427	3.639	3.462
	Std Deviation	1.032	1.082	1.188	1.150	.974	1.154
1.00	Col %	3.7%	4.4%	8.6%	7.1%	2.0%	6.2%
2.00	Col %	5.5%	11.5%	14.4%	13.3%	9.4%	13.8%
3.00	Col %	23.8%	29.1%	27.6%	28.4%	31.7%	29.2%
4.00	Col %	37.2%	33.9%	31.0%	32.2%	36.6%	29.2%
5.00	Col %	29.9%	21.1%	18.4%	19.0%	20.3%	21.5%

PLATE Three: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	3.809	3.820	3.850	3.896	3.541	3.788
	Std Deviation	1.145	1.123	1.051	.897	1.133	1.101
1.00	Col %	4.4%	4.4%	3.5%	.5%	7.1%	7.7%
2.00	Col %	10.3%	8.8%	7.5%	5.0%	8.7%	3.8%
3.00	Col %	19.1%	20.6%	20.0%	27.9%	28.4%	15.4%
4.00	Col %	32.4%	32.9%	38.5%	37.8%	34.4%	48.1%
5.00	Col %	33.8%	33.3%	30.5%	28.9%	21.3%	25.0%

PLATE Four: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	3.823	3.705	3.563	3.583	3.564	3.569
	Std Deviation	.843	.856	.876	.893	.869	.879
1.00	Col %	.6%	1.3%	.6%	1.9%	1.5%	3.1%
2.00	Col %	6.1%	5.7%	11.5%	7.1%	7.4%	4.6%
3.00	Col %	23.8%	30.4%	31.6%	36.5%	37.6%	36.9%
4.00	Col %	49.4%	46.3%	43.7%	39.8%	40.1%	43.1%
5.00	Col %	20.1%	16.3%	12.6%	14.7%	13.4%	12.3%

PLATE Four: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	3.743	3.807	3.590	3.791	3.590	3.519
	Std Deviation	.996	.855	.892	.841	1.001	1.156
1.00	Col %	3.7%	.4%	2.5%	.0%	4.4%	9.6%
2.00	Col %	5.9%	6.6%	7.5%	7.5%	8.2%	7.7%
3.00	Col %	25.7%	25.4%	31.0%	25.4%	27.9%	21.2%
4.00	Col %	41.9%	46.9%	46.5%	47.8%	43.2%	44.2%
5.00	Col %	22.8%	20.6%	12.5%	19.4%	16.4%	17.3%

PLATE Five: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	3.360	3.053	2.879	2.848	3.069	2.954
	Std Deviation	1.118	1.084	1.087	1.085	1.086	1.159
1.00	Col %	6.7%	6.2%	8.0%	9.0%	8.4%	10.8%
2.00	Col %	14.0%	26.4%	33.9%	31.8%	20.3%	27.7%
3.00	Col %	32.3%	34.4%	27.6%	33.2%	37.1%	26.2%
4.00	Col %	30.5%	22.0%	23.0%	17.5%	24.3%	26.2%
5.00	Col %	16.5%	11.0%	7.5%	8.5%	9.9%	9.2%

PLATE Five: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	2.978	3.202	2.940	2.905	3.038	2.750
	Std Deviation	1.313	1.190	1.124	1.043	1.179	1.347
1.00	Col %	16.9%	8.3%	9.0%	8.0%	10.4%	26.9%
2.00	Col %	17.6%	19.7%	27.5%	27.9%	22.4%	11.5%
3.00	Col %	34.6%	32.9%	35.5%	37.3%	33.9%	34.6%
4.00	Col %	12.5%	21.5%	16.5%	19.4%	19.7%	13.5%
5.00	Col %	18.4%	17.5%	11.5%	7.5%	13.7%	13.5%

PLATE Six: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	3.488	3.291	3.092	3.180	3.163	3.138
	Std Deviation	.810	.855	.889	.854	.857	.877
1.00	Col %	.6%	2.6%	5.2%	2.8%	2.5%	1.5%
2.00	Col %	7.3%	11.0%	16.7%	15.2%	18.3%	23.1%
3.00	Col %	45.7%	48.0%	44.8%	48.3%	43.6%	40.0%
4.00	Col %	35.4%	31.3%	30.5%	28.4%	31.7%	30.8%
5.00	Col %	11.0%	7.0%	2.9%	5.2%	4.0%	4.6%

PLATE Six: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	3.456	3.518	3.320	3.368	3.208	3.212
	Std Deviation	.842	.913	.918	.803	.944	1.010
1.00	Col %	1.5%	2.6%	2.5%	1.0%	4.4%	7.7%
2.00	Col %	9.6%	9.6%	13.5%	10.4%	15.8%	11.5%
3.00	Col %	39.7%	32.5%	43.5%	46.3%	41.5%	40.4%
4.00	Col %	40.4%	43.9%	30.5%	35.3%	31.1%	32.7%
5.00	Col %	8.8%	11.4%	10.0%	7.0%	7.1%	7.7%

PLATE Seven: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	3.287	3.229	3.029	2.934	2.970	2.938
	Std Deviation	.983	.873	1.045	.993	.992	1.097
1.00	Col %	4.9%	3.1%	6.9%	6.6%	6.4%	7.7%
2.00	Col %	11.6%	13.2%	23.6%	26.5%	23.8%	30.8%
3.00	Col %	45.1%	48.0%	37.9%	39.8%	43.6%	30.8%
4.00	Col %	26.8%	29.1%	23.0%	20.9%	18.8%	21.5%
5.00	Col %	11.6%	6.6%	8.6%	6.2%	7.4%	9.2%

PLATE Seven: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	3.147	3.316	3.110	3.164	3.153	3.077
	Std Deviation	1.195	1.053	1.046	.943	1.021	1.145
1.00	Col %	10.3%	5.7%	8.0%	2.5%	6.6%	13.5%
2.00	Col %	19.1%	12.7%	17.0%	20.9%	15.3%	11.5%
3.00	Col %	30.9%	40.4%	39.5%	43.3%	44.8%	38.5%
4.00	Col %	25.0%	26.8%	27.0%	24.4%	23.0%	26.9%
5.00	Col %	14.7%	14.5%	8.5%	9.0%	10.4%	9.6%

PLATE Eight: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	3.982	3.802	3.621	3.635	3.757	3.462
	Std Deviation	.999	1.036	1.181	.983	.996	1.219
1.00	Col %	1.2%	3.1%	6.3%	3.3%	3.0%	7.7%
2.00	Col %	7.3%	7.5%	9.8%	8.1%	6.9%	15.4%
3.00	Col %	21.3%	24.2%	28.2%	28.9%	25.7%	23.1%
4.00	Col %	32.3%	36.6%	27.0%	41.2%	40.1%	30.8%
5.00	Col %	37.8%	28.6%	28.7%	18.5%	24.3%	23.1%

PLATE Eight: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	3.801	3.947	3.845	3.905	3.667	3.712
	Std Deviation	1.172	1.049	1.028	.904	1.146	1.310
1.00	Col %	5.1%	3.5%	3.5%	2.0%	5.5%	13.5%
2.00	Col %	11.0%	4.8%	7.0%	4.5%	9.8%	3.8%
3.00	Col %	16.2%	21.9%	19.5%	20.4%	25.1%	11.5%
4.00	Col %	33.8%	32.9%	41.5%	47.3%	31.7%	40.4%
5.00	Col %	33.8%	36.8%	28.5%	25.9%	27.9%	30.8%

PLATE Nine: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	3.646	3.441	3.293	3.265	3.277	3.354
	Std Deviation	1.144	1.018	1.097	.969	.974	1.185
1.00	Col %	5.5%	3.5%	6.9%	4.7%	4.0%	10.8%
2.00	Col %	9.1%	13.2%	14.9%	12.3%	16.3%	9.2%
3.00	Col %	28.7%	34.4%	33.9%	45.0%	36.6%	30.8%
4.00	Col %	28.7%	33.5%	30.5%	27.5%	34.2%	32.3%
5.00	Col %	28.0%	15.4%	13.8%	10.4%	8.9%	16.9%

PLATE Nine: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	154	171	182	166	162	151
	Mean	3.485	3.544	3.370	3.448	3.443	3.327
	Std Deviation	1.054	.986	1.009	.980	1.103	1.208
1.00	Col %	4.4%	2.6%	3.5%	1.5%	4.9%	9.6%
2.00	Col %	13.2%	10.1%	13.5%	14.9%	13.7%	13.5%
3.00	Col %	27.9%	35.5%	40.5%	36.8%	33.3%	30.8%
4.00	Col %	38.2%	33.8%	27.5%	30.8%	28.4%	26.9%
5.00	Col %	16.2%	18.0%	15.0%	15.9%	19.7%	19.2%

PLATE Ten: Female

		What is your age?					
		11	12	13	14	15	16
rounded plate for each Ent (for table)	Valid N	186	170	158	174	179	189
	Mean	4.201	3.907	3.885	3.701	3.802	3.815
	Std Deviation	1.052	1.116	1.085	1.088	1.089	1.111
1.00	Col %	1.8%	4.4%	3.4%	2.8%	4.5%	3.1%
2.00	Col %	7.9%	6.6%	7.5%	12.8%	6.9%	9.2%
3.00	Col %	12.2%	20.7%	21.8%	22.7%	23.3%	26.2%
4.00	Col %	24.4%	30.4%	31.6%	34.6%	34.7%	26.2%
5.00	Col %	53.7%	37.9%	35.6%	27.0%	30.7%	35.4%

PLATE Ten: Male

		What is your age?					
		11	12	13	14	15	16
rounded plate	Valid N	154	171	182	166	162	151
for each Ent	Mean	4.000	4.057	4.075	3.940	3.705	3.692
(for table)	Std Deviation	1.148	1.059	1.089	1.067	1.219	1.283
1.00	Col %	5.9%	3.1%	3.5%	2.5%	7.1%	9.6%
2.00	Col %	5.1%	5.7%	6.5%	9.0%	8.7%	7.7%
3.00	Col %	14.7%	17.5%	15.0%	17.9%	24.0%	21.2%
4.00	Col %	31.6%	29.8%	29.0%	33.3%	26.8%	26.9%
5.00	Col %	42.6%	43.9%	46.0%	37.3%	33.3%	34.6%

Appendix 10

T-test statistical Output for PLATE by gender

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Rounded OVERALL PLATE	Equal variances assumed	15.699	.000	-1.309	2041	.191	-.041	.031	-.102	.020
	Equal variances not assumed			-1.304	1974.402	.192	-.041	.031	-.103	.021
Rounded PLATE01	Equal variances assumed	.535	.465	-1.412	2041	.158	-.056	.040	-.135	.022
	Equal variances not assumed			-1.412	2031.816	.158	-.056	.040	-.135	.022
Not-rounded PLATE 02	Equal variances assumed	.530	.467	.980	2041	.327	.048	.049	-.048	.145
	Equal variances not assumed			.979	2013.622	.328	.048	.050	-.049	.146
Not-rounded PLATE 03	Equal variances assumed	6.269	.012	-4.800	2041	.000	-.232	.048	-.327	-.137
	Equal variances not assumed			-4.804	2037.002	.000	-.232	.048	-.327	-.138
Rounded PLATE04	Equal variances assumed	4.007	.045	-.940	2041	.347	-.038	.041	-.118	.041
	Equal variances not assumed			-.937	1986.981	.349	-.038	.041	-.118	.042
Not-rounded PLATE 05	Equal variances assumed	2.075	.150	1.166	2041	.244	.060	.051	-.041	.160
	Equal variances not assumed			1.163	1999.367	.245	.060	.051	-.041	.161
Rounded PLATE06	Equal variances assumed	7.007	.008	-3.050	2041	.002	-.120	.039	-.197	-.043
	Equal variances not assumed			-3.045	2011.548	.002	-.120	.039	-.197	-.043
Not-rounded PLATE 07	Equal variances assumed	6.605	.010	-2.131	2041	.033	-.098	.046	-.188	-.008
	Equal variances not assumed			-2.127	2009.393	.034	-.098	.046	-.188	-.008
Not-rounded PLATE 08	Equal variances assumed	1.106	.293	-2.188	2041	.029	-.106	.048	-.201	-.011
	Equal variances not assumed			-2.187	2025.156	.029	-.106	.048	-.201	-.011
Not-rounded PLATE 09	Equal variances assumed	.038	.845	-1.141	2041	.254	-.054	.047	-.146	.039
	Equal variances not assumed			-1.142	2035.918	.254	-.054	.047	-.146	.039
Not-rounded PLATE 10	Equal variances assumed	.541	.462	-.613	2041	.540	-.030	.050	-.128	.067
	Equal variances not assumed			-.612	2014.417	.541	-.030	.050	-.128	.067

Appendix 11

ANOVA statistics for PLATE by gender and age

Figure X: PLATE one

	Test statistic (F)	Significance level (Sig)
Gender	2.94	NS
age	6.25	*
Gender and age	3.30	**

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Two

	Test statistic (F)	Significance level
Gender	1.092	NS
age	1.078	NS
Gender and age	2.515	***

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Three

	Test statistic (F)	Significance level
Gender	26.212	*
age	2.018	NS
Gender and age	4.790	*

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Four

	Test statistic (F)	Significance level
Gender	1.011	NS
age	4.548	*
Gender and age	1.240	NS

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Five

	Test statistic (F)	Significance level
Gender	1.443	NS
Age	5.151	*
Gender and age	2.587	***

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Six

	Test statistic (F)	Significance level
Gender	10.562	***
age	7.006	***
Gender and age	1.350	NS

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Seven

	Test statistic (F)	Significance level
Gender	4.936	***
age	4.175	*
Gender and age	1.296	NS

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Eight

	Test statistic (F)	Significance level
Gender	5.071	***
age	3.887	**
Gender and age	2.706	***

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Nine

	Test statistic (F)	Significance level
Gender	1.602	NS
age	2.930	***
Gender and age	1.270	NS

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Figure X.: GLM for PLATE Ten

	Test statistic (F)	Significance level
Gender	.307	NS
age	5.735	*
Gender and age	2.571	***

* p<0.001, ** p<0.01, *** p<0.05, NS Not significant

Appendix 12

PLATE Gender t-test statistics for each age group

Overall PLATE	t	Sig. (p Value)
11 years old	2.55	0.011
12 years old	-1.61	0.109
13 years old	-2.14	0.033
14 years old	-1.52	0.129
15 years old	-0.11	0.909
16 years old	-0.87	0.387

PLATE 1	t	Sig. (p Value)
11 years old	2.00	0.046
12 years old	-0.20	0.843
13 years old	-3.52	0.000
14 years old	-0.65	0.514
15 years old	-0.15	0.880
16 years old	-1.45	0.149

PLATE 2	t	Sig. (p Value)
11 years old	2.51	0.013
12 years old	0.93	0.353
13 years old	-1.61	0.108
14 years old	-1.26	0.210
15 years old	1.14	0.255
16 years old	0.65	0.515

PLATE 3	t	Sig. (p Value)
11 years old	0.28	0.782
12 years old	-2.18	0.030
13 years old	-3.99	0.000
14 years old	-4.21	0.000
15 years old	0.85	0.393
16 years old	-2.66	0.008

PLATE 4	t	Sig. (p Value)
11 years old	2.22	0.027
12 years old	0.30	0.768
13 years old	-2.16	0.032
14 years old	-2.24	0.025
15 years old	0.05	0.962
16 years old	-0.22	0.822

PLATE 5	t	Sig. (p Value)
11 years old	2.90	0.004
12 years old	-1.21	0.228
13 years old	-0.50	0.614
14 years old	-0.49	0.621
15 years old	0.25	0.800
16 years old	1.48	0.141

PLATE 6	t	Sig. (p Value)
11 years old	2.68	0.008
12 years old	-0.91	0.365
13 years old	-2.37	0.018
14 years old	-2.35	0.019
15 years old	-1.60	0.110
16 years old	-1.18	0.239

PLATE 7	t	Sig. (p Value)
11 years old	1.16	0.247
12 years old	-0.83	0.409
13 years old	-0.72	0.475
14 years old	-2.20	0.025
15 years old	-1.67	0.095
16 years old	-1.14	0.257

PLATE 8	t	Sig. (p Value)
11 years old	1.51	0.132
12 years old	-1.29	0.198
13 years old	-1.86	0.064
14 years old	-2.64	0.009
15 years old	0.78	0.438
16 years old	-1.82	0.070

PLATE 9	t	Sig. (p Value)
11 years old	1.35	0.178
12 years old	-0.95	0.342
13 years old	-0.67	0.504
14 years old	-1.73	0.085
15 years old	-1.46	0.145
16 years old	0.21	0.837

PLATE 10	t	Sig. (p Value)
11 years old	1.69	0.093
12 years old	-1.27	0.206
13 years old	-1.61	0.109
14 years old	-2.04	0.042
15 years old	0.77	0.441
16 years old	0.95	0.344

Appendix 13

PSBF Linear regression statistical outputs

Overall PLATE

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	0.186*	0.331*			-0.116*	0.126*	0.133*	
Female	0.162*	0.326*			-0.116*	0.156*	0.146*	
Male	0.216*	0.341*	0.071***		-0.148*	0.083**	0.121*	
F 11	0.352*	0.188***		-0.216**				
F 12		0.372*					0.241**	
F 13	0.182***	0.211**				0.211**	0.209**	
F 14	0.198***	0.353*						
F 15	0.171***	0.312*						
F 16		0.440*				0.266*	0.160**	
M 11		0.431*		-0.181***			0.175***	
M 12		0.296*					0.225**	
M 13	0.277*	0.245**					0.161***	
M 14		0.410*				0.138***	0.238*	
M 15	0.236**	0.428*						
M 16	0.400*	0.324*						

PLATE One

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	4.123*	8.076*		-3.791*	-2.651**		2.109***	
Female	3.260**	4.557*	-2.649**	-2.815**			1.964***	
Male	2.830**	6.407*		-2.872**	-1.988***			
F 11	3.045**		-5.344*					
F 12					-2.118***		2.526***	
F 13	2.450***							
F 14		3.430*						
F 15	2.575***							
F 16		5.133*		-2.607**		2.719**		
M 11		3.682*		-3.213**				
M 12		3.252**			-2.289***			
M 13		2.932**						
M 14		4.109*						
M 15		5.167*		-2.728**				
M 16	7.334*		3.283**		-4.741*		-2.566***	

PLATE Two

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	3.568*	8.139*						
Female	2.258***	5.282*						
Male	2.845**	6.090*						
F 11	4.016*							-3.108**
F 12		3.059**						
F 13		3.575*						
F 14	3.017**							
F 15		2.621**						
F 16		1.978***						3.751*
M 11		4.467*						
M 12		3.014**						
M 13	2.952**						1.973***	
M 14		3.902*	2.148***	-2.648**				
M 15		3.936*						
M 16	6.151*						2.187***	

PLATE Three

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	6.100*	5.892*			-4.534*	8.645*	2.922**	
Female	3.048*	5.228*			-3.770*	6.834***		
Male	6.758*	3.987*	3.459*		-2.432***	4.715*	2.451***	-2.966**
F 11	3.390*							
F 12	3.595*							
F 13						6.276*	2.052***	
F 14					-2.433***			
F 15		3.452*						
F 16		2.531***	-2.330***	2.566***		4.851*		
M 11	4.663*							
M 12	3.741*							
M 13	6.581*							
M 14	3.202**					2.176***		
M 15	2.560***	2.579***			-2.141***	4.030*		
M 16	7.246*							

PLATE Four

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	4.420*	14.952*	5.501*	-2.539***		2.919**	7.522*	
Female	1.994***	12.193*	3.956*	-3.193**		3.030**	5.175*	
Male	4.510*	8.767*	4.758*				5.515*	
F 11		4.980*						
F 12	3.152**	5.649*						
F 13		3.747*				2.992**	4.085*	
F 14		6.256*						
F 15		6.083*	1.836			2.110***	3.171**	
F 16		8.789*	3.611*			2.379***	2.640**	
M 11		4.681*					2.564***	
M 12	3.247**						2.992**	
M 13	2.617**	2.698**		2.387***			2.164***	
M 14		6.627*	2.466***				3.264**	
M 15		4.745*	2.989**				2.957**	
M 16	4.073*	3.663*						

PLATE Five

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	3.355*	7.672*			-3.311*		5.268*	
Female	2.404***	3.647*			-1.967***		4.399*	
Male	1.985***	6.579*	-2.424***				3.258**	
F 11							3.505*	-2.211***
F 12		2.369***					2.116***	
F 13	2.038***							
F 14		2.149***	-2.037***					
F 15		3.280**						
F 16	3.132**						2.412***	
M 11		3.344**	-2.444***					
M 12		3.362*						
M 13		4.363*		2.025***	-3.337**		2.851**	
M 14		3.781*	-2.071***					
M 15	3.028**	3.030**						
M 16		6.699*		-3.132**			2.465***	3.710*

PLATE Six

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	5.446*	12.932*			-5.313*	8.281*	5.049*	
Female	2.773**	9.829*			-4.602*	5.212*	2.760**	2.655**
Male	5.324*	7.860*			-3.330*	4.134*	4.419*	
F 11		4.837*						
F 12	2.790**	4.254*				2.909**		
F 13		4.749*				3.624*		
F 14		3.796*					2.655**	
F 15	2.098***	3.056**						
F 16		6.243*			-6.051*	3.285**		5.126*
M 11		4.169*		-2.023***				
M 12	4.634*							
M 13	3.132**	2.086***					2.800**	
M 14	3.132**	2.086***					2.800**	
M 15		4.573*				2.284***	3.287**	
M 16		5.787*					2.734**	

PLATE Seven

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	3.707*	10.102*	-2.386***		-3.453*	3.864*	2.718**	2.090***
Female	0	8.743*	-2.157***		-3.340*	3.530*	3.201**	3.021**
Male	4.579*	7.053*			-2.006***			
F 11		4.063*						
F 12		2.271***					2.435***	
F 13	2.768**						2.438***	
F 14		4.077*				2.643**		
F 15		4.087*						
F 16		6.751*	-2.213***		-4.377*			3.941*
M 11		3.804*			-4.198*	2.529***		
M 12		3.302**				2.131***		
M 13	2.553***	2.649**						
M 14		3.737*						
M 15	2.798**	3.921*						
M 16	4.071*	3.407*						

PLATE Eight

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	8.584*	5.395*				9.251*	6.651*	-2.565***
Female	6.020*	3.102**				7.164*	6.455*	
Male	5.925*	4.380*				6.621*	2.975**	-2.768**
F 11	3.683*							
F 12	4.527*	2.759**						
F 13			2.151***			5.955*	5.614*	
F 14	2.443***	2.429***				2.060***		
F 15	2.924**					2.412***	2.766**	
F 16	5.767*					7.768*	3.422*	
M 11	4.593*							
M 12	4.418*					3.777*		
M 13	2.452***					2.043***	2.649**	
M 14	2.133***					2.941**	3.202**	
M 15	3.599*	2.186***				2.292***		
M 16	2.588***	4.608*	4.175*	-2.700**				

PLATE Nine

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	5.916*	8.219*			-2.453***	3.959*	4.871*	
Female	4.138*	4.493*	-2.057***			3.741*	4.996*	
Male	4.521*	6.863*						
F 11	5.331*							
F 12		3.835*					2.050***	
F 13	2.842**					2.008***	2.195***	
F 14	3.644*	3.403*						
F 15		3.142**					2.405***	
F 16	2.422***		-3.675*			1.72	2.660**	2.327***
M 11		4.406*						
M 12		2.012***					2.290***	
M 13	2.808**	2.191***						
M 14		3.419*	2.052***					
M 15	3.908*	2.123***						
M 16	2.692**	4.458*						

PLATE Ten

	Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Whole sample	7.232*	5.093*		7.094*	-2.040***	3.171**	3.107**	
Female	5.571*	2.604**		6.465*			2.082***	
Male	4.483*	4.726*		5.031*		2.918**	2.172***	-2.324***
F 11	3.636*							
F 12		3.735*		4.260*				-2.096***
F 13	3.060**			2.664**				
F 14	3.723*			3.490*				
F 15	3.739*			4.155*				
F 16	3.010**	2.826**						2.153***
M 11	3.604*					2.027***		
M 12	3.214**					2.410***		
M 13	4.871*							
M 14		2.607**		5.059*				
M 15	3.266**			2.632**			2.419***	
M 16	3.201**	3.957*						

Appendix 14

PSBF/PLATE Logistic regression statistical outputs

Logistic regression for appendix

Logistic Regression For The Whole Sample		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.698*	0.490*	0.812**	1.063	1.339*	0.702*	0.725*	0.792***
	higher	1.606*	2.429*	1.026	0.923	0.842***	1.212**	1.241**	0.969
PLATE One	lower	-0.284**	-0.329*	-0.057	0.066	0.217***	-0.04	-0.035	-0.178
	higher	0.434*	0.351*	-0.085	-0.181**	-0.035	0.06	0.175**	-0.089
PLATE Two	lower	-0.177***	-0.368*	-0.103	0.062	0.024	-0.074	-0.053	0.009
	higher	0.209**	0.461*	0.193**	-0.004	-0.142***	0.02	0.001	-0.043
PLATE Three	lower	-0.408*	-0.266*	-0.082	0.047	0.131	-0.426*	-0.117***	0.096
	higher	0.275**	0.274*	0.024	-0.055	-0.212**	0.209*	0.142***	-0.026
PLATE Four	lower	-0.165***	-0.715*	-0.333*	0.053	-0.03	-0.165**	-0.316*	0.055
	higher	0.246**	0.881*	0.257*	-0.147***	-0.049	0.123***	0.280*	0.016
PLATE Five	lower	-0.212**	-0.319*	0.091	-0.062	0.13	-0.053	-0.249*	-0.045
	higher	0.173***	0.418*	-0.015	-0.029	-0.073	-0.034	0.160**	0.053
PLATE SIX	lower	-0.176***	-0.644*	-0.018	-0.033	0.256*	-0.411*	-0.219*	-0.062
	higher	0.452*	0.591*	-0.088	0.069	-0.322*	0.242*	0.137***	0.064
PLATE Seven	lower	-0.307*	-0.524*	0.161***	-0.093	0.296*	-0.241*	-0.151**	-0.233**
	higher	0.162***	0.467*	-0.093	0.003	-0.098	0.119***	0.08	0.077
PLATE Eight	lower	-0.529*	-0.323*	-0.06	0.017	0.027	-0.452*	-0.262*	0.13
	higher	0.397*	0.238*	0.014	-0.06	-0.046	0.355*	0.259*	-0.169***
PLATE Nine	lower	-0.290*	-0.452*	0.042	-0.126***	0.185***	-0.215**	-0.189**	-0.082
	higher	0.397*	0.406*	-0.047	-0.014	-0.068	0.167**	0.167**	0.044
PLATE Tem	lower	-0.402*	-0.229*	-0.016	-0.292*	0.012	-0.135***	-0.1	0.032
	higher	0.449*	0.205**	-0.098	0.301*	0.003	0.189*	0.157**	-0.094

Logistic Regression For Females		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.680*	0.530*	0.894	1.129	1.245	0.705*	0.767**	0.745***
	higher	1.495**	2.379*	0.951	1.017	0.832	1.128	1.241***	1.099
PLATE One	lower	-0.254***	-0.260***	0.021	0.107	0.135	-0.144	-0.111	-0.227
	higher	0.447*	0.319**	-0.174	-0.085	-0.121	0.075	0.203***	-0.041
PLATE Two	lower	-0.127	-0.283**	-0.063	0.052	0.04	-0.09	-0.033	-0.079
	higher	0.18	0.416*	0.123	0.059	-0.135	-0.042	-0.05	0.065
PLATE Three	lower	-0.183	-0.302*	0.063	0.038	0.202***	-0.374*	-0.088	-0.126
	higher	0.191	0.186	-0.188***	0.043	-0.300**	0.147	0.153	0.198
PLATE Four	lower	0.011	-0.878*	-0.322**	0.11	-0.047	-0.139	-0.266*	-0.008
	higher	0.169	0.909*	0.228***	-0.275**	0.102	0.127	0.288*	0.031
PLATE Five	lower	-0.273**	-0.133	0.098	-0.091	0.051	-0.083	-0.256*	0.069
	higher	0.081	0.249**	-0.014	-0.092	-0.009	0.024	0.210**	0.054
PLATE SIX	lower	-0.17	-0.640*	-0.006	-0.097	0.282**	-0.351*	-0.073	-0.183
	higher	0.272***	0.606*	-0.164	0.059	-0.323**	0.222***	0.112	0.246***
PLATE Seven	lower	-0.218***	-0.543*	0.193	-0.163***	0.487*	-0.249**	-0.221**	-0.450*
	higher	0.006	0.419*	-0.128	0.049	-0.111	0.162***	0.079	0.187
PLATE Eight	lower	-0.445*	-0.248**	0.068	-0.096	0.116	-0.411*	-0.319*	0.014
	higher	0.289***	0.328**	-0.033	-0.108	-0.073	0.314*	0.447*	0.001
PLATE Nine	lower	-0.288**	-0.419*	0.01	-0.111	0.269***	-0.291**	-0.205***	-0.144
	higher	0.358*	0.316*	-0.102	-0.015	-0.052	0.155***	0.290*	0.13
PLATE Tem	lower	-0.416*	-0.065	0.009	-0.359*	0.053	-0.062	-0.092	-0.126
	higher	0.462*	0.114	-0.167	0.342*	0.024	0.121	0.207**	0.002

Logistic Regression For Males		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.717***	0.446*	0.726**	1.000	1.444**	0.694*	0.668*	0.852
	higher	1.742*	2.481*	1.130	0.868	0.834	1.257***	1.232***	0.863
PLATE One	lower	-0.313***	-0.409*	-0.173	0.024	0.339***	0.131	0.041	-0.127
	higher	0.407**	0.389*	0.006	-0.259**	0.03	0.024	0.154	-0.137
PLATE Two	lower	-0.240***	-0.451*	-0.141	0.088	0.008	-0.085	-0.094	0.099
	higher	0.244***	0.516*	0.261**	-0.073	-0.161	0.124	0.068	-0.158
PLATE Three	lower	-0.803*	-0.214***	-0.340*	0.022	0.107	-0.420*	-0.161***	0.327**
	higher	0.383**	0.363*	0.261**	-0.096	-0.18	0.216***	0.132	-0.226***
PLATE Four	lower	-0.467*	-0.506*	-0.401*	-0.019	0.026	-0.15	-0.378*	0.09
	higher	0.349***	0.844*	0.318**	-0.023	-0.196	0.105	0.267**	-0.007
PLATE Five	lower	-0.116	-0.526*	0.105	-0.019	0.183	-0.065	-0.248*	-0.133
	higher	0.265	0.610*	-0.041	0.02	-0.132	-0.023	0.129	0.053
PLATE SIX	lower	-0.216	-0.661*	-0.06	0.044	0.228***	-0.465*	-0.397*	0.074
	higher	0.672*	0.560*	0.024	0.103	-0.348**	0.225***	0.156	-0.098
PLATE Seven	lower	-0.418*	-0.519*	0.118	-0.021	0.126	-0.202***	-0.096	-0.044
	higher	0.352**	0.496*	-0.02	-0.029	-0.098	0.032	0.081	-0.019
PLATE Eight	lower	-0.655*	-0.419*	-0.230***	0.122	-0.043	-0.462*	-0.205***	0.244***
	higher	0.516*	0.153	0.076	-0.006	-0.062	0.379*	0.106	-0.311**
PLATE Nine	lower	-0.272***	-0.497*	0.075	-0.129	0.092	-0.135	-0.189***	-0.02
	higher	0.417*	0.502*	0.003	-0.014	-0.099	0.196***	0.052	-0.036
PLATE Tem	lower	-0.375**	-0.433*	-0.061	-0.227**	-0.038	-0.206***	-0.112	0.205
	higher	0.427*	0.308**	-0.017	0.278*	-0.03	0.247**	0.108	-0.191

Logistic Regression for 11 year-old Females		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.782	0.569	0.802	1.213	1.097	0.794	0.947	0.890
	higher	3.060**	1.322	0.863	0.803	0.819	1.077	0.975	0.941
PLATE One	lower	-0.371	-0.014	0.115	0.833	-0.255	0.28	0.333	-0.738
	higher	1.032**	-0.398	-0.810**	0.137	-0.303	0.422	0.445	-0.19
PLATE Two	lower	-1.146**	0.166	-0.304	0.476	-0.426	0.037	0.336	0.515
	higher	0.707***	0.323	0.112	-0.079	-0.023	-0.189	-0.32	-0.174
PLATE Three	lower	-0.563	-0.043	-0.17	0.323	-0.246	0.131	-0.078	-0.045
	higher	0.439	0.103	-0.006	-0.275	0.053	-0.075	-0.1	-0.045
PLATE Four	lower	-0.082	-1.013**	-0.764**	0.655**	-0.105	-0.144	-0.225	0.141
	higher	0.680***	0.491	0.155	-0.389	0.206	0.099	0.008	-0.518***
PLATE Five	lower	0.162	-0.447	-0.098	0.028	-0.288	-0.048	-0.234	0.224
	higher	-0.16	0.207	0.011	-0.237	0.224	0.18	0.387	-0.454***
PLATE SIX	lower	-0.271	-0.803***	-0.247	-0.283	0.172	0.012	0.434	-0.099
	higher	-0.191	1.046*	0.178	-0.197	-0.402	0.17	-0.033	0.346
PLATE Seven	lower	-0.78	-0.416	0.151	-0.662***	1.027**	-0.195	-0.031	-0.734***
	higher	0.367	0.196	-0.125	-0.011	-0.174	0.188	0.089	-0.03
PLATE Eight	lower	-0.541	-0.104	0.008	-0.164	-0.018	0.336	-0.187	0.006
	higher	0.338	0.109	0.003	-0.223	0.199	0.025	0.157	-0.241
PLATE Nine	lower	-1.088**	0.288	-0.213	-0.035	0.148	0.215	-0.409	-0.765***
	higher	1.009**	0.352	0.353	-0.161	-0.273	-0.076	0.292	0.174
PLATE Tem	lower	-0.692***	0.162	-0.28	0.135	-0.317	0.059	0.078	0.093
	higher	0.805**	0.019	0.042	0.077	0.199	-0.101	-0.072	-0.06

Logistic Regression for 12 Year-old Females		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.506***	0.572	0.761	0.953	0.980	1.131	0.787	0.938
	higher	1.061	2.259***	1.140	1.152	0.590	1.621	2.198***	0.849
PLATE One	lower	-0.268	-0.305	0.373	-0.044	0.061	0.405	0.213	-0.04
	higher	-0.225	0.18	-0.087	-0.315	-0.205	0.086	0.389	0.298
PLATE Two	lower	-0.346	-0.038	-0.049	-0.167	0.085	0.345	-0.22	-0.075
	higher	0.213	0.425	-0.121	0.117	0.05	-0.002	0.053	-0.11
PLATE Three	lower	-0.391	-0.314	0.133	0.061	0.435	-0.400***	0.029	-0.173
	higher	0.017	0.251	-0.045	-0.222	-0.399	0.597***	0.697***	-0.166
PLATE Four	lower	-0.195	-0.903**	0.019	-0.178	-0.49	0.001	-0.311	0.436
	higher	0.436	0.739***	-0.07	-0.076	0.154	0.02	0.219	-0.017
PLATE Five	lower	-0.263	-0.362	0.245	-0.015	0.118	-0.087	-0.318	0.162
	higher	-0.028	0.274	-0.189	-0.104	0.161	-0.059	0.348	0.123
PLATE SIX	lower	-0.674***	-0.41	0.131	0.038	-0.018	-0.246	-0.107	-0.352
	higher	0.202	0.942***	-0.074	0.164	-0.456	0.482	0.198	-0.149
PLATE Seven	lower	-0.158	-0.23	-0.092	-0.265	0.039	-0.28	-0.465	0.251
	higher	-0.039	0.328	-0.049	0.076	-0.367	0.294	0.381	0.252
PLATE Eight	lower	-0.804***	-0.271	0.117	-0.235	0.226	-0.644**	-0.299	0.457
	higher	0.477	0.24	0.078	-0.262	-0.358	0.614***	0.556***	-0.25
PLATE Nine	lower	0.109	-0.882**	-0.285	-0.261	0.36	0.129	-0.203	-0.002
	higher	0.259	0.693**	0.257	0.017	-0.548	0.236	0.176	-0.016
PLATE Tem	lower	0.021	-0.288	-0.078	-0.625**	0.091	-0.399	-0.368	0.647***
	higher	0.073	0.331	0.074	0.382	-0.137	0.084	0.108	-0.336

Logistic Regression for 13 Year-old Females		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.730	0.692	0.727	0.912	1.063	0.880	0.691	0.761
	higher	2.885	2.137***	1.144	0.760	0.827	1.506	1.059	1.051
PLATE One	lower	-0.557***	-0.005	-0.06	-0.184	0.005	0.031	0.023	0.017
	higher	0.268	0.347	-0.401	-0.032	-0.317	0.663	0.249	-0.187
PLATE Two	lower	-0.439	-0.401	-0.286	-0.06	-0.013	0.146	0.005	-0.019
	higher	-0.036	0.486***	0.407	0.134	0.234	-0.255	0.159	-0.065
PLATE Three	lower	0.202	-0.1	0.082	0.166	-0.06	-0.771*	-0.344	0.042
	higher	0.083	0.192	0.066	-0.034	-0.35	0.222	0.241	0.354
PLATE Four	lower	-0.045	-0.644**	-0.003	0.225	-0.393	-0.319	-0.645**	-0.189
	higher	0.301	0.661***	0.427	-0.049	0.203	0.296	0.635**	-0.218
PLATE Five	lower	-0.437	-0.125	0.252	-0.028	0.263	-0.032	-0.234	-0.068
	higher	0.238	0.086	-0.096	-0.067	0.102	0.002	0.034	-0.141
PLATE SIX	lower	-0.446	-0.877*	-0.06	0.135	0.094	-0.478***	-0.161	0.5
	higher	0.418	0.27	0.341	0.205	-0.01	0.672***	0.124	-0.423
PLATE Seven	lower	-0.433	-0.214	0.028	-0.13	0.326	-0.173	-0.288	-0.362
	higher	0.608***	0.054	0.087	-0.153	0.044	0.108	0.419***	0.073
PLATE Eight	lower	-0.504	-0.097	-0.443	0.051	-0.108	-0.619**	-0.699**	-0.34
	higher	-0.006	0.145	0.474	0.144	-0.469	0.636***	0.972*	0.25
PLATE Nine	lower	-0.314	-0.428	-0.497	0.104	0.274	-0.454	-0.277	0.248
	higher	0.616***	0.003	0.29	-0.021	0.114	0.329	0.491***	-0.292
PLATE Tem	lower	-0.424	0.233	-0.522***	-0.392	0.018	0.278	-0.26	-0.312
	higher	0.454	0.23	0.393	0.306	-0.119	-0.102	0.25	0.261

Logistic Regression for 14 Year-old Females		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.656	0.584***	1.014	1.272	1.139	0.785	0.711	0.764
	higher	0.804	3.538*	1.212	1.444	0.760	1.210	1.064	0.706
PLATE One	lower	0.017	-0.039	0.675***	-0.023	0.07	-0.282	-0.353	-0.028
	higher	0.255	0.861**	0.188	0.124	0.017	0.005	0.052	-0.767***
PLATE Two	lower	-0.255	-0.16	-0.207	0.271	0.08	-0.022	-0.262	-0.305
	higher	0.344	0.461***	0.371	-0.053	-0.039	0.033	-0.15	-0.254
PLATE Three	lower	-0.193	-0.353	-0.375	0	0.522***	-0.269	0.014	-0.068
	higher	0.334	0.193	0.181	-0.122	-0.348	-0.087	0.158	-0.061
PLATE Four	lower	-0.34	-0.671**	-0.01	0.183	-0.067	-0.104	-0.093	-0.42
	higher	0.207	0.902**	0.315	-0.281	0.037	-0.148	0.218	0.263
PLATE Five	lower	0.06	-0.137	0.189	-0.243	0.219	-0.09	-0.162	-0.026
	higher	-0.019	0.472	-0.325	0.147	-0.226	0.029	-0.014	0.128
PLATE SIX	lower	0.002	-0.625**	-0.223	0.097	0.089	-0.27	-0.393	0.152
	higher	0.011	0.379	-0.29	0.037	-0.065	0.165	0.344	0.154
PLATE Seven	lower	0.177	-0.711**	0.316	-0.178	0.594***	-0.373	-0.496***	-0.516
	higher	-0.446	0.780**	0.191	0.019	0.04	0.421***	0.084	-0.085
PLATE Eight	lower	-0.106	-0.228	0.04	-0.293	0.221	-0.393***	-0.539**	0.094
	higher	0.09	0.475	0.129	0.144	-0.349	0.133	0.067	0.078
PLATE Nine	lower	-0.31	-0.849**	0.268	0.055	0.248	-0.484	-0.175	-0.009
	higher	0.549	0.356	-0.313	0.067	-0.282	0.183	0.303	0.121
PLATE Tem	lower	-0.347	-0.139	0.289	-0.464***	0.044	0.048	-0.04	-0.423
	higher	0.372	-0.079	-0.216	0.638***	-0.234	0.272	0.26	0.002

Logistic Regression for 15 Year-old Females		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.719	0.545***	1.600	0.943	1.268	0.780	0.813	0.644
	higher	0.903	3.242**	1.385	1.398	0.933	0.646	1.122	1.261
PLATE One	lower	-0.332	-0.538	0.142	0.012	0.571	0.141	-0.078	-0.814***
	higher	0.217	0.294	-0.047	0.310	-0.164	-0.624***	0.010	0.487
PLATE Two	lower	-0.006	-0.372	-0.130	-0.177	0.536***	0.088	0.001	-0.526
	higher	0.195	0.180	0.033	0.030	-0.087	-0.142	-0.064	0.374
PLATE Three	lower	-0.285	-0.555***	-0.328	0.202	0.338	-0.102	-0.017	-0.106
	higher	-0.092	0.483	0.298	0.198	-0.790***	0.037	0.088	0.197
PLATE Four	lower	0.014	-1.227*	-0.611***	-0.093	0.414	-0.157	-0.364***	-0.058
	higher	-0.612	1.544*	0.703***	-0.306	-0.288	0.094	0.263	0.388
PLATE Five	lower	-0.285	-0.236	0.065	-0.273	0.271	-0.227	-0.147	0.125
	higher	-0.217	0.525***	0.382	0.166	-0.235	-0.286	0.173	0.306
PLATE SIX	lower	-0.404	-0.511***	-0.007	-0.028	0.319	-0.137	0.080	-0.409
	higher	0.537	0.190	-0.149	0.142	-0.175	-0.328	-0.153	0.710***
PLATE Seven	lower	-0.244	-0.444	0.205	-0.025	0.162	-0.004	-0.151	-0.341
	higher	0.254	0.321	-0.262	-0.096	0.053	0.116	-0.161	0.337
PLATE Eight	lower	-0.319	-0.360	0.223	0.169	-0.147	-0.449***	-0.153	0.215
	higher	-0.005	0.394	-0.003	-0.124	0.002	0.307	0.393***	0.094
PLATE Nine	lower	-0.160	-0.428	0.442	-0.628**	0.491	-0.288	-0.188	-0.040
	higher	-0.183	0.587***	-0.151	0.168	0.030	0.075	0.226	0.183
PLATE Tem	lower	-0.417	-0.108	-0.133	-0.309	0.030	-0.332	-0.177	0.012
	higher	0.635***	-0.194	-0.225	0.436***	-0.072	0.492***	0.281	0.052

Logistic Regression for 16 Year-old Females		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.474***	0.257*	0.396**	1.316	3.193*	0.206*	1.361	0.501
	higher	1.447	3.433**	0.822	0.635	1.271	0.646	2.492**	4.253**
PLATE One	lower	0.029	-0.812**	-1.030*	0.222	0.323	-0.693**	-0.220	-0.488
	higher	0.992**	0.291	-0.136	-0.185	-0.050	0.192	0.155	-0.191
PLATE Two	lower	0.270	-0.318	0.109	0.109	0.103	-0.525**	0.150	-0.257
	higher	0.068	0.250	0.081	0.274	-0.913*	0.129	0.012	0.916**
PLATE Three	lower	-0.392	-0.116	0.629**	-0.285	0.305	-0.745*	-0.051	-0.663***
	higher	1.040**	-0.812**	-1.380*	0.899*	-0.744***	0.332	0.079	1.068**
PLATE Four	lower	0.388	-1.327*	-0.768**	0.128	-0.023	-0.144	0.031	0.059
	higher	-0.492	1.966*	0.554	-1.163*	0.350	-0.322	1.126*	1.838*
PLATE Five	lower	-0.570**	0.230	-0.055	-0.030	-0.409	0.040	-0.422***	0.068
	higher	0.449***	-0.100	0.058	-0.383***	-0.193	0.176	0.150	0.636***
PLATE SIX	lower	0.191	-0.485	0.166	-0.302	1.292*	-0.736*	-0.120	-1.540*
	higher	0.029	0.946**	-0.657***	-0.009	-1.290**	0.202	0.813**	1.493**
PLATE Seven	lower	-0.161	-1.225*	0.249	0.113	1.467*	-0.576**	0.292	-0.834***
	higher	-0.462***	0.870**	-0.238	0.309	-0.613***	-0.063	-0.123	0.750***
PLATE Eight	lower	-0.857*	0.137	0.261	-0.296	0.349	-0.934*	-0.455***	-0.604
	higher	0.938***	0.910***	-0.160	-0.408	0.330	0.159	0.948**	0.200
PLATE Nine	lower	-0.331	-0.181	0.407	0.039	0.155	-0.443***	-0.296	-0.629
	higher	0.351	-0.078	-0.772*	-0.129	0.239	0.088	0.449***	0.920**
PLATE Tem	lower	-0.815*	0.051	0.368	-0.512**	0.346	-0.128	0.026	-0.442
	higher	0.611***	0.148	-0.798**	0.440***	0.473	-0.030	0.577**	0.126

Logistic Regression for 11 Year-old Males		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.897	0.332**	0.789	1.121	1.540	0.726	0.755	1.288
	higher	1.267	2.076***	1.047	0.881	0.808	1.033	1.515	0.825
PLATE One	lower	0.19	-0.885***	-0.043	0.215	0.008	0.08	0.077	0.184
	higher	-0.143	0.32	-0.021	-0.155	-0.124	-0.135	0.244	-0.017
PLATE Two	lower	-0.297	-0.760***	0.239	-0.161	0.346	-0.223	0.05	0.126
	higher	-0.163	1.004**	0.023	0.083	-0.017	-0.093	-0.066	-0.02
PLATE Three	lower	-0.715***	-0.379	-0.436	0.141	0.135	-0.416	-0.038	0.218
	higher	0.31	0.3	-0.124	-0.243	0.029	0.286	0.101	-0.096
PLATE Four	lower	-0.251	-0.809***	-0.32	0.112	0.069	0.062	-0.4	0.017
	higher	0.297	0.764***	0.106	-0.144	0.144	-0.068	0.087	-0.019
PLATE Five	lower	0.104	-0.751***	0.178	-0.036	0.502	-0.037	-0.419	-0.162
	higher	-0.233	0.429	-0.247	0.029	-0.071	0.04	0.312	-0.003
PLATE SIX	lower	0.202	-1.281*	-0.338	0.286	0.677***	-0.381	-0.295	0.384
	higher	0.294	0.222	-0.082	-0.221	-0.001	0.253	0.176	-0.217
PLATE Seven	lower	-0.131	-1.114**	-0.186	0.069	0.954**	-0.756**	-0.01	0.002
	higher	0.017	0.608***	0.006	-0.109	-0.623***	0.239	0.133	-0.127
PLATE Eight	lower	-0.788***	-0.035	-0.308	-0.06	-0.076	-0.311	-0.023	0.336
	higher	0.710***	0.114	-0.195	0.008	0.085	0.279	-0.13	-0.722**
PLATE Nine	lower	-0.066	-0.982**	-0.032	-0.225	0.706	-0.29	-0.243	0.018
	higher	0.589	0.581	0.14	0.059	-0.472	0.364	0.151	-0.129
PLATE Tem	lower	-0.483	-0.064	-0.023	-0.283	-0.209	-0.149	-0.155	0.158
	higher	0.690***	-0.042	-0.539***	0.203	0.046	0.333	0.109	-0.142

Logistic Regression for 12 Year-old Males		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.826	0.351**	1.070	0.823	1.578	0.586	0.721	1.176
	higher	0.951	1.437	1.077	1.064	0.818	1.720***	1.410	0.742
PLATE One	lower	-0.198	-0.429	0.393	0.114	0.304	0.093	-0.171	0.164
	higher	-0.105	0.355	-0.052	-0.137	0.124	0.008	0.600***	-0.118
PLATE Two	lower	-0.245	-0.374	-0.203	0.114	-0.164	-0.151	0.054	0.577***
	higher	0.427	0.221	0.192	-0.079	-0.12	0.112	-0.066	-0.237
PLATE Three	lower	-0.542	-0.064	-0.057	0.085	-0.136	-0.312	-0.143	0.510***
	higher	0.628	-0.008	0.15	-0.299	0.002	0.38	0.066	-0.233
PLATE Four	lower	-0.34	-0.216	-0.429	-0.472***	0.506	-0.31	-0.581***	0.351
	higher	0.06	0.550***	0.12	0.394	-0.225	0.337	0.395	-0.211
PLATE Five	lower	-0.056	-0.394	0.198	-0.279	0	-0.065	-0.029	0.09
	higher	0.255	0.383	-0.231	0.138	-0.216	0.014	-0.153	0.202
PLATE SIX	lower	-0.281	-0.366	-0.036	-0.02	0.172	-0.456***	-0.346	0.271
	higher	0.574	0.281	0.131	0.433***	-0.920**	0.566**	0.151	-0.027
PLATE Seven	lower	-0.076	-0.631***	0.354	-0.31	0.379	-0.449	-0.168	-0.178
	higher	0.197	0.332	-0.073	0.286	-0.544***	0.298	0.155	0.112
PLATE Eight	lower	-0.393	-0.257	-0.079	0	0.036	-0.636**	-0.21	0.237
	higher	0.474	0.282	0.263	0.052	-0.297	0.555**	0.064	-0.314
PLATE Nine	lower	0.579	-0.803***	0.377	-0.273	-0.026	-0.229	-0.699***	0.388
	higher	0.09	0.144	-0.264	0.238	-0.301	0.567**	0.177	-0.166
PLATE Tem	lower	-0.163	-0.452	-0.141	-0.235	0.3	-0.516***	-0.252	0.13
	higher	-0.021	0.29	0.315	0.291	-0.006	0.376	0.171	-0.514***

Logistic Regression for 13 Year-old Males		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.598	0.535***	0.800	0.835	1.944***	0.449**	0.543***	1.168
	higher	2.181	2.778**	1.177	0.866	0.808	0.895	1.128	1.211
PLATE One	lower	-0.384	-0.097	-0.131	0.003	0.478	-0.035	-0.128	-0.202
	higher	0.519	0.241	-0.12	-0.329	0.128	-0.002	0.035	-0.052
PLATE Two	lower	-0.431	-0.224	0.054	0.074	0.069	-0.126	-0.228	0.166
	higher	0.232	0.532***	0.178	-0.13	-0.012	0.263	0.251	-0.547***
PLATE Three	lower	-0.998**	-0.291	-0.322	-0.117	0.217	-0.321	-0.189	0.339
	higher	0.948***	0.428	0.812**	-0.298	-0.555***	-0.282	0.082	0.092
PLATE Four	lower	-0.499	-0.334	-0.187	-0.004	-0.109	-0.096	-0.453***	-0.265
	higher	0.604	0.616***	0.447	0.362	-0.347	-0.222	0.398	-0.021
PLATE Five	lower	-0.382	-0.415	0.12	-0.249	0.522***	-0.156	-0.399***	-0.078
	higher	0.158	0.784**	-0.043	0.321	-0.552***	-0.113	0.194	0.062
PLATE SIX	lower	-0.52	-0.427	-0.477	-0.128	0.653***	-0.936*	-0.888*	0.053
	higher	0.961***	0.524	0.332	0.153	-0.547***	-0.13	0.143	0.309
PLATE Seven	lower	-0.814***	-0.32	0.077	-0.099	-0.184	0.179	0.092	-0.014
	higher	0.401	0.155	0.008	0.007	-0.013	-0.231	0.324	0.418
PLATE Eight	lower	-0.333	-0.502***	-0.096	-0.076	-0.091	-0.520***	-0.282	0.366
	higher	-0.025	-0.025	-0.194	0.093	0.159	0.288	0.354	-0.249
PLATE Nine	lower	-0.638	-0.303	-0.013	0.042	-0.102	-0.282	-0.272	0.223
	higher	0.363	0.555***	0.112	-0.04	-0.019	0.08	-0.032	-0.198
PLATE Tem	lower	-0.562	-0.319	0.037	-0.045	-0.022	-0.299	-0.081	0.194
	higher	0.47	0.328	-0.01	0.128	-0.138	0.201	0.024	-0.146

Logistic Regression for 14 Year-old Males		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	1.522	0.208*	0.634	1.133	1.413	0.631	0.529***	0.622
	higher	2.301	2.340***	0.855	0.766	1.579	1.406	1.852***	0.957
PLATE One	lower	-0.063	-0.366	-0.13	0.019	0.206	0.306	-0.001	-0.035
	higher	0.306	0.499	0.076	-0.242	0.105	0.19	0.613***	0.143
PLATE Two	lower	0.377	-0.732**	-0.163	0.248	-0.08	0.113	-0.015	-0.336
	higher	0.203	0.652***	0.478***	-0.434***	-0.011	0.247	0.196	-0.176
PLATE Three	lower	-0.5	-0.064	-0.153	0.096	-0.068	-0.541***	-0.244	0.078
	higher	0.645	0.074	0.103	-0.23	0.17	0.544***	0.314	-0.525
PLATE Four	lower	-0.035	-0.987*	-0.557	0.076	-0.181	-0.403	-0.421	0.212
	higher	-0.106	1.265*	0.273	-0.427***	-0.033	0.21	0.681**	0.151
PLATE Five	lower	0.1	-0.575***	0.223	0.035	0.157	-0.198	-0.167	0.26
	higher	0.049	0.397	-0.432	-0.253	0.369	-0.09	0.218	0.291
PLATE SIX	lower	-0.103	-0.794**	-0.334	-0.142	0.608	-0.13	-0.307	-0.317
	higher	0.355	0.762***	-0.201	-0.022	0.104	0.329	0.399	-0.02
PLATE Seven	lower	0.254	-0.576***	0.344	0.198	-0.204	-0.233	-0.204	0
	higher	-0.078	0.575***	-0.329	-0.288	0.398	-0.154	0.1	0.216
PLATE Eight	lower	-0.565	-0.162	-0.312	0.004	0.208	-0.464	-0.548***	0.046
	higher	0.850***	-0.065	0.051	0.089	0.125	0.36	0.403	-0.224
PLATE Nine	lower	0.789	-0.565***	-0.098	0.092	-0.188	0.12	-0.105	-0.235
	higher	0.102	0.495***	0.301	-0.085	0.088	0.124	0.101	0.067
PLATE Tem	lower	-0.104	-0.424	0.168	-0.433***	-0.216	-0.352	-0.156	0.35
	higher	0.607	0.097	-0.173	0.604**	0.499	-0.018	0.264	-0.143

Logistic Regression for 15 Year-old Males		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.803	0.544	0.813	1.096	1.163	1.011	0.587***	0.667
	higher	1.758	5.141*	1.146	0.858	0.872	1.339	1.082	1.199
PLATE One	lower	-0.148	-0.530	-0.113	0.189	0.008	0.373	-0.064	-0.607
	higher	0.420	0.744***	-0.134	-0.424	0.059	-0.032	0.298	0.185
PLATE Two	lower	0.058	-0.583***	-0.415	0.113	0.213	0.290	-0.173	-0.314
	higher	-0.391	0.937**	0.336	-0.047	-0.165	-0.185	-0.086	0.334
PLATE Three	lower	-0.521	-0.582***	-0.429	0.195	0.127	-0.572***	-0.271	-0.025
	higher	-0.055	0.756***	0.501	-0.081	-0.405	0.348	0.121	-0.249
PLATE Four	lower	-0.291	-0.706***	-0.641***	0.018	-0.127	0.082	-0.444	0.228
	higher	0.697	1.325*	0.885**	-0.292	-0.361	-0.085	-0.055	0.273
PLATE Five	lower	-0.438	-0.685***	-0.036	-0.020	0.233	-0.136	-0.169	0.041
	higher	0.577	0.518	0.396	0.149	0.022	-0.027	0.215	-0.398
PLATE SIX	lower	0.044	-0.765***	0.079	0.428***	0.030	-0.349	-0.657**	-0.380
	higher	0.720	1.249**	-0.048	0.271	-0.262	0.366	-0.026	-0.118
PLATE Seven	lower	-0.529	-0.438	-0.179	-0.223	0.178	-0.131	-0.436	-0.132
	higher	0.252	0.926**	0.312	0.040	-0.203	-0.098	0.245	0.156
PLATE Eight	lower	-0.529	-0.710***	-0.284	0.344	-0.334	-0.288	-0.289	0.076
	higher	0.358	0.298	-0.197	-0.146	-0.106	0.395	0.251	-0.089
PLATE Nine	lower	-0.757***	0.101	0.082	-0.577***	0.433	-0.292	-0.295	-0.029
	higher	0.746**	0.527	-0.042	0.171	-0.206	-0.028	0.114	0.385
PLATE Tem	lower	-0.260	-0.481	-0.288	-0.223	-0.084	0.230	-0.424***	-0.255
	higher	0.657***	0.515	0.193	0.071	0.215	-0.031	-0.026	0.013

Logistic Regression for 16 Year-old Males		Family relationships	School Relationships and Consultation	School Disaffection	Neighbourhood crime and drug use	Antisocial behaviour and lifestyle	Individual problems	Extracurricular activities	Individual temperament
Overall PLATE	lower	0.020*	0.627	0.293***	1.297	1.945	0.635	0.541***	0.253**
	higher	77.526**	59.886*	14.834*	0.621	0.017**	6.323***	0.445	0.532
PLATE One	lower	-2.324*	0.009	-1.402**	-0.459	1.665*	0.631	0.459	-0.756
	higher	1.186***	0.463	0.585	-0.297	-0.243	0.125	-0.321	-0.830***
PLATE Two	lower	-1.972*	-0.188	-0.273	0.450	-0.359	-0.025	-0.580**	-0.197
	higher	14.440*	0.908	1.307	0.942	0.347**	2.436**	1.419	0.913
PLATE Three	lower	-2.430*	0.180	-1.225*	-0.336	0.693	-0.144	-0.262	0.723
	higher	-0.746	1.635*	1.116**	0.708**	-0.452	-0.194	-0.107	-1.142***
PLATE Four	lower	-3.027*	0.010	-0.231	0.336	0.358	-0.191	-0.536***	-0.821***
	higher	1.166	1.759**	0.695	0.158	-2.319*	1.537*	-0.005	0.610
PLATE Five	lower	0.008	-0.990**	0.058	0.616***	-0.159	0.210	-0.446***	-1.127**
	higher	19.849	21.173	8.252	-4.660	-17.242	20.176	6.766	0.266
PLATE SIX	lower	-1.444***	-1.032**	1.039**	-0.083	-0.494	-1.157**	-0.129	-0.002
	higher	2.235*	1.050***	0.192	-0.187	-0.842***	0.302	0.194	-0.369
PLATE Seven	lower	-2.252*	-0.536	0.554	0.458	0.149	0.198	-0.158	-0.908***
	higher	2.099*	1.364**	0.564	-0.601***	0.162	0.317	-0.362	-1.173**
PLATE Eight	lower	-2.103*	-1.121**	-0.528	0.913**	0.030	-0.632	-0.158	0.332
	higher	1.224***	0.370	0.858**	-0.146	-0.694	0.831**	-0.206	-0.575
PLATE Nine	lower	-2.462*	-0.498	0.675	0.400	0.368	0.004	0.081	-1.364**
	higher	0.813	1.083*	-0.230	-0.514***	0.291	0.244	-0.037	0.005
PLATE Tem	lower	-0.842	-1.043*	-0.510	0.258	-0.047	-0.113	0.115	0.612
	higher	0.767	0.900***	0.443	0.577***	-1.072**	0.753***	0.222	-0.072

Appendix 15

PSB questions and PSB Factors

Psycho-social background Factor (PSBF)	PSB Questions/variables
PSBF One Family Relationships	My parents/carers usually know where I am when I go out
	My parents/carers worry about me if I don't come home on time
	My parents/carers regularly communicate with me
	My parents/carers often show me affection
	My parents/carers make clear rules for my behaviour
	My parents/carers are interested in the things I do
	My parents/carers are usually fair when they tell me off
	I get along well with my parents/carers
	My parents/carers ask my opinion about things
PSBF two School Relationships and consultation	I usually like school
	Pupils at my school are asked for their opinions about things
	The rules at my school are clear
	I get on with most of my teachers
	My teachers show me respect
PSBF three School disaffection	I often stay away from school without permission
	I don't do as well at school as I think I should
	I've been a bully
PSBF Four Neighbourhood Crime and drug use	There is lots of crime and disorder in my neighbourhood
	It's easy to get drugs in my neighbourhood
	Have you been a victim of crime?
PSBF Five Antisocial behaviour and lifestyle	I regularly hang around the streets
	I have friends who commit crimes (e.g. stolen property, a car, money)
	I get involved in committing crimes (e.g. stolen property, a car, money)
	I have friends who cause trouble in public (e.g. make lots of noise, damage things, annoy other residents)
	I get involved in causing trouble in public
	I think taking drugs is acceptable for young people my age
	I have friends who use drugs
	I have problems because I drink or take drugs
	I think smoking cigarettes is acceptable for young people my age
	I think drinking alcohol is acceptable for young people my age

PSBF Six Individual problems	I often feel sad, miserable or upset about my life
	I worry about the future
	I have problems eating or sleeping
	The way I've felt has made me try to hurt myself
PSBF Seven Extra - curricular activities	I am regularly involved in activities outside school (like: youth clubs, scouts/guides, sport, drama/music, after school groups)
	I enjoy doing leisure time activities with my parents/carers
PSBF eight Individual temperament	I often rush into things without thinking
	I do things an adult might think were dangerous
	I usually give in easily to other people
	I get bored easily
	I get very stressed, frustrated or angry
	I want things straight away
	I need excitement

Appendix 16:

Table of linear and logistic regression Statistical significant associations between PLATE and PSBF

		Male										Female									
		Perceived Level of Access to entitlements (1-10)																			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Age 11	PSBF 1			GREEN					GREEN												
	PSBF 2	GREEN	GREEN							GREEN											
	PSBF 3						YELLOW							YELLOW							
	PSBF 4	YELLOW																			
	PSBF 5																				
	PSBF 6																				
	PSBF 7																				
	PSBF 8																				
Age 12	PSBF 1																				
	PSBF 2	GREEN	GREEN																		
	PSBF 3																				
	PSBF 4																				
	PSBF 5	YELLOW																			
	PSBF 6																				
	PSBF 7	GREEN																			
	PSBF 8																				
Age 13	PSBF 1																				
	PSBF 2	GREEN	GREEN																		
	PSBF 3																				
	PSBF 4																				
	PSBF 5																				
	PSBF 6																				
	PSBF 7	GREEN																			
	PSBF 8																				
Age 14	PSBF 1																				
	PSBF 2	GREEN	GREEN																		
	PSBF 3																				
	PSBF 4																				
	PSBF 5																				
	PSBF 6																				
	PSBF 7	GREEN																			
	PSBF 8																				
Age 15	PSBF 1																				
	PSBF 2	GREEN	GREEN																		
	PSBF 3																				
	PSBF 4	YELLOW																			
	PSBF 5																				
	PSBF 6																				
	PSBF 7	GREEN																			
	PSBF 8																				
Age 16	PSBF 1	GREEN	GREEN																		
	PSBF 2	GREEN	GREEN																		
	PSBF 3	GREEN																			
	PSBF 4																				
	PSBF 5	YELLOW	GREEN																		
	PSBF 6																				
	PSBF 7	GREEN																			
	PSBF 8	YELLOW																			

GREEN = Positive relationship, **YELLOW** = negative relationship
 The following fields contain both positive and negative associations:
 F16, PLATE 3, PSBF2,
 M16, PLATE 7, PSBF8.