

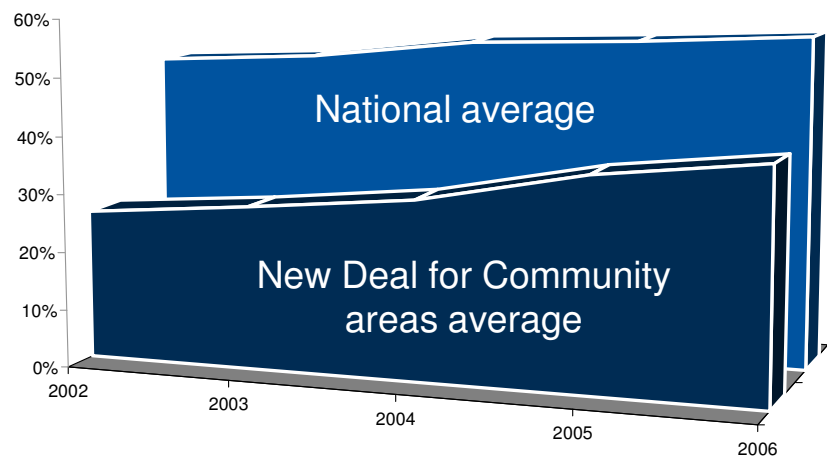


Inspiring Communities

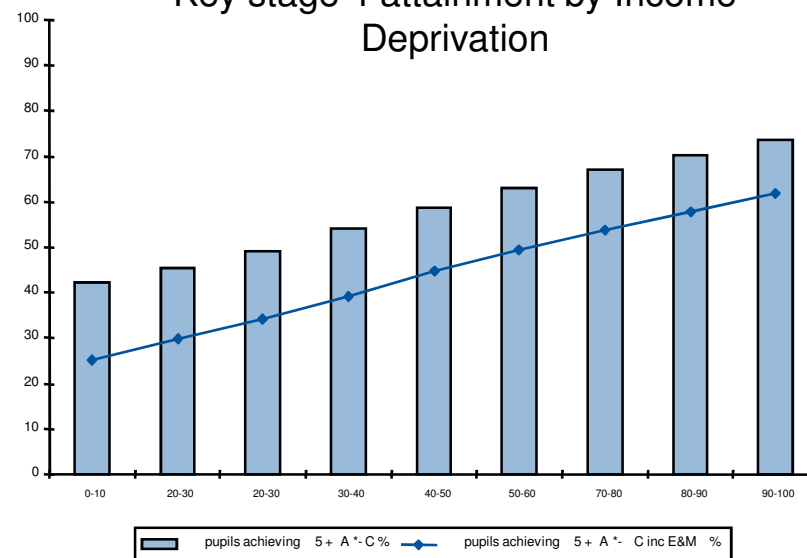


Fair chances: All young people should be able to fulfil their potential, regardless of family background or the places where they live.

Key Stage 4 attainment 2002-2006



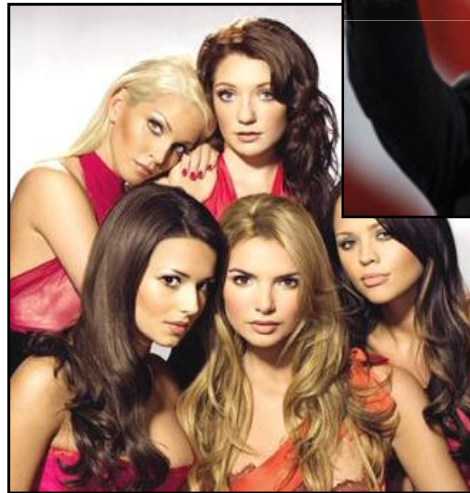
Key stage 4 attainment by Income Deprivation



Aspirations - the goals young people set for the future, their inspiration and motivation to work towards these goals - have a significant influence on life chances.

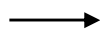


Young people with higher aspirations have **greater motivation and higher educational attainment** than their peers, as do those whose parents hold higher educational aspirations for them.



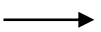
Educational and career aspirations developed during adolescence can have **lifelong significance, influencing future occupational outcomes.**

Idealistic?



Realistic?

Hope?

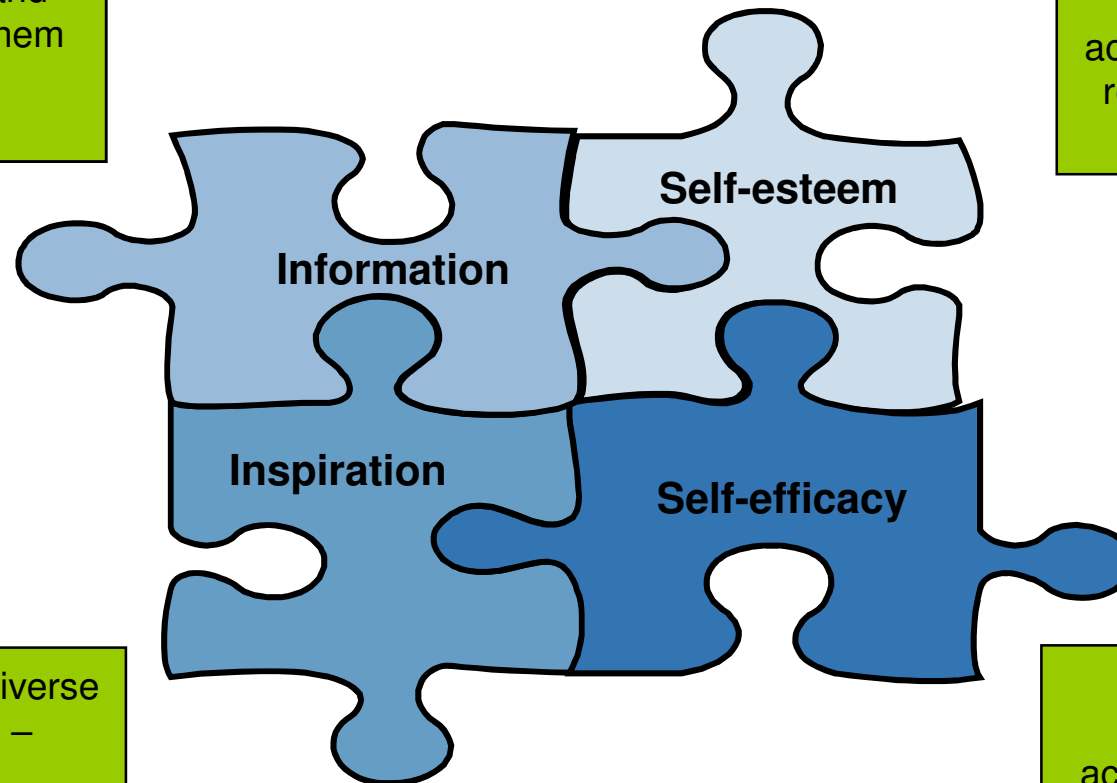


Expect?

Recipe for success

Young people and their parents need appropriate and reliable advice and information to help them to make informed choices.

Young People need to believe that they have the skills and aptitudes to achieve their goals and the resilience to cope with set backs.

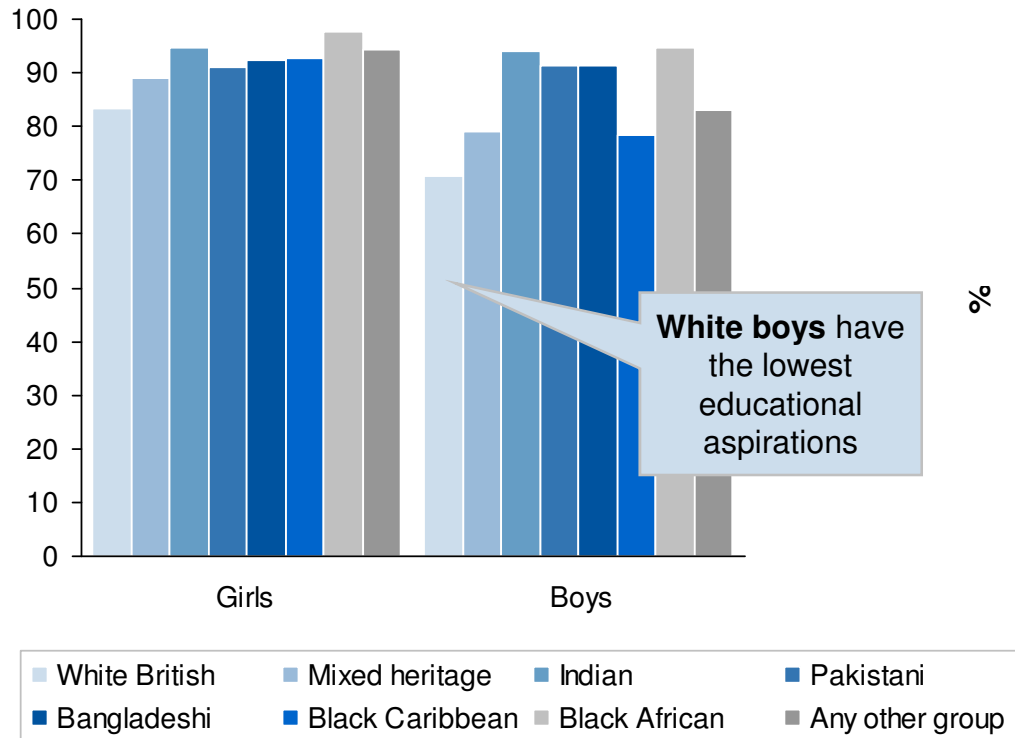


Young people need diverse sources of inspiration – through meeting new people, trying out new experiences and broadening their horizons

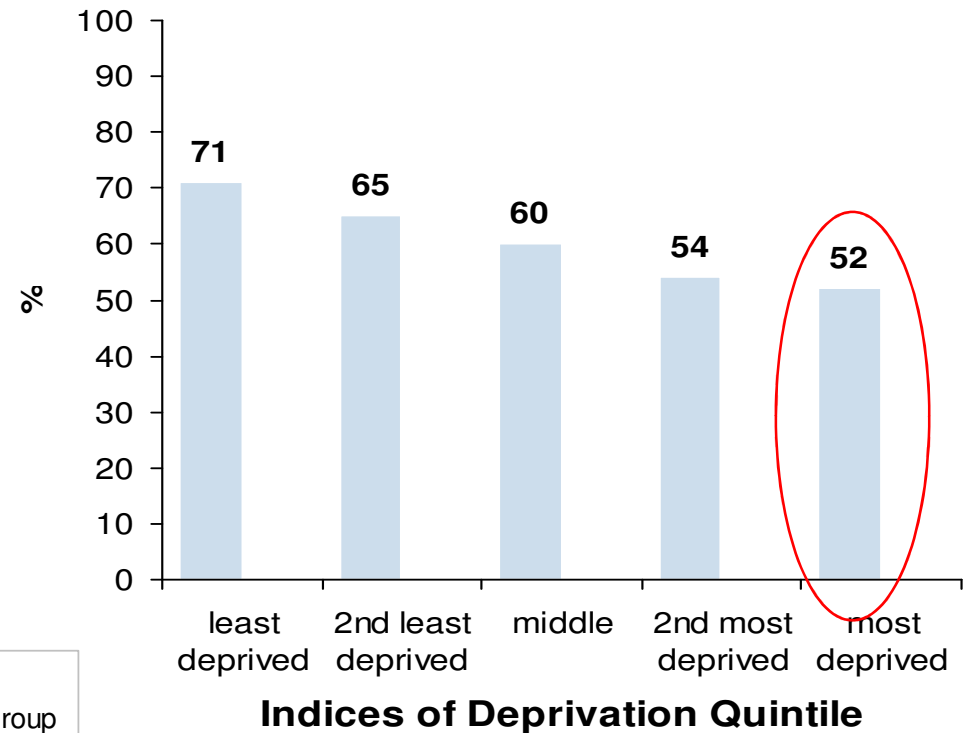
Young People need to believe that they can achieve their goals through working hard and to feel confident that they have a fair chance of success.

Aspirations and expectations: key patterns

% of 14 year olds who say they will stay on in Further Education after Year 11



% young people saying they will go on to Higher Education



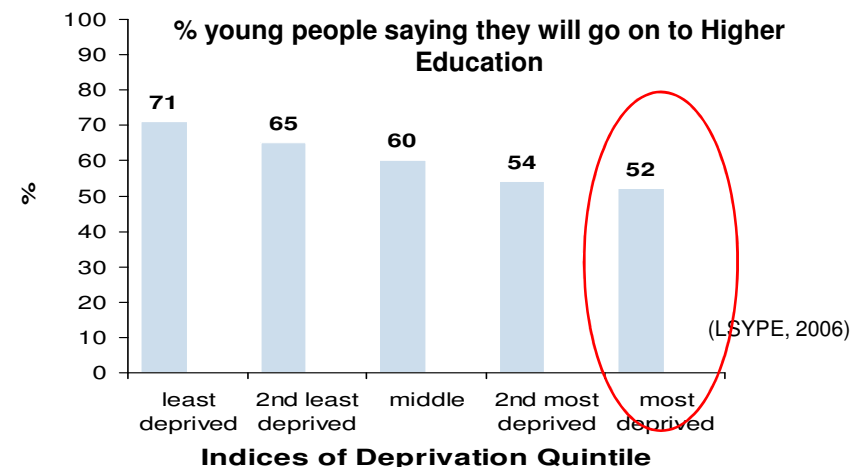
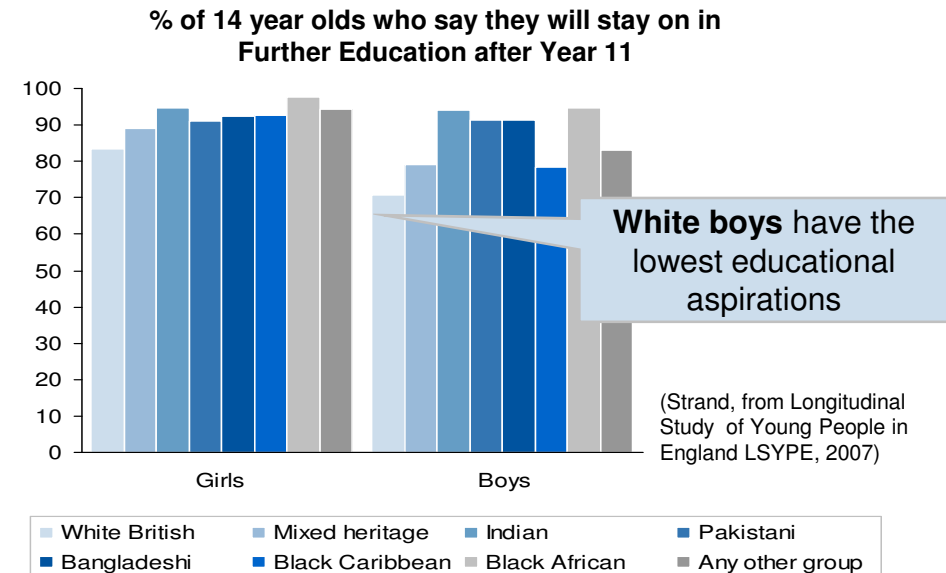
Indices of Deprivation Quintile

(LSYPE, 2006)

(Strand, from Longitudinal Study of Young People in England LSYPE, 2007)

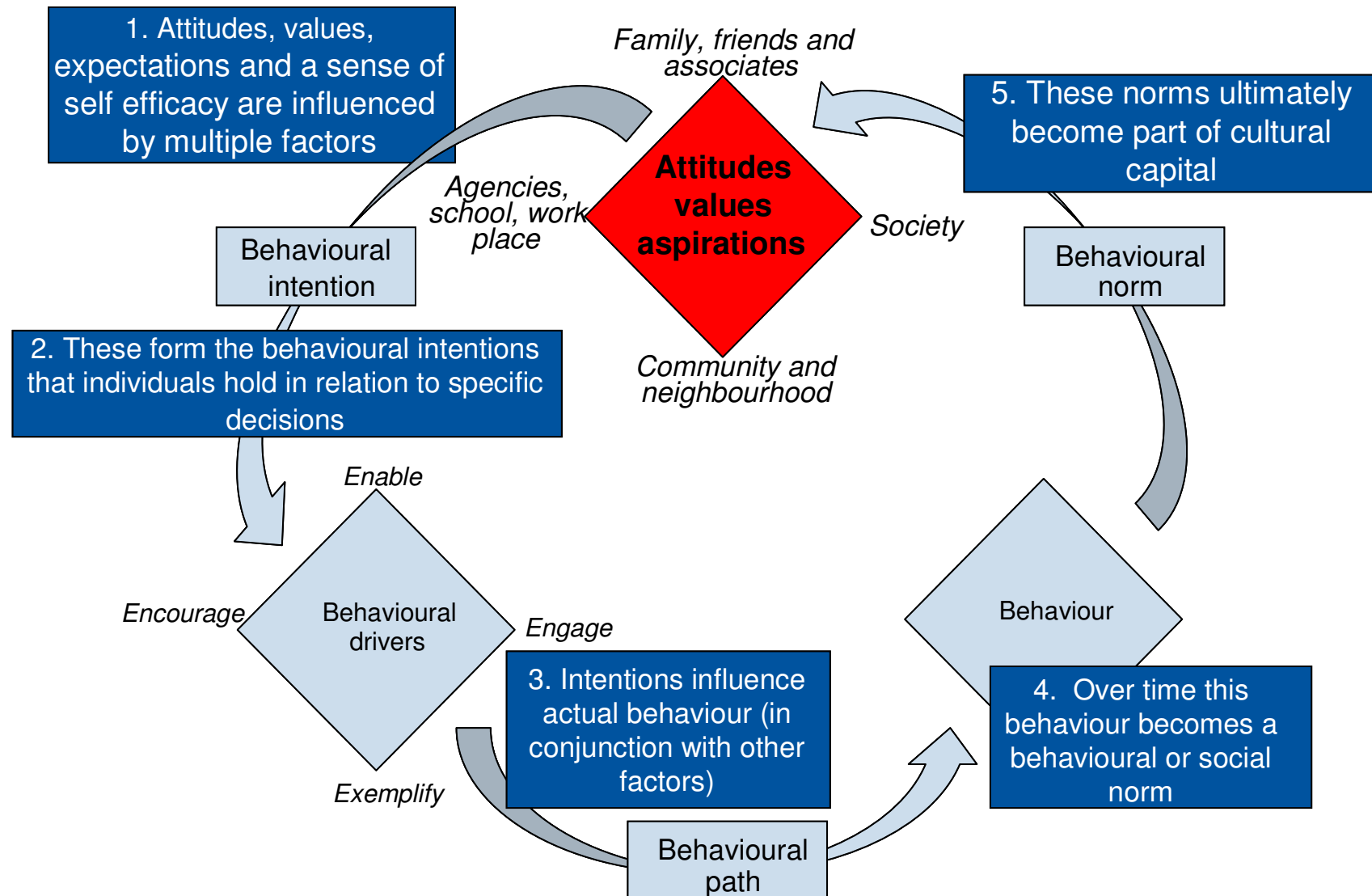
Aspirations and expectations: key patterns

- **Girls** consistently have higher educational aspirations than boys.
- **White** young people have **lower educational aspirations** than most other ethnic groups. Similarly, the educational attainment of white boys is failing to improve at the rates of most other ethnic groups.
- Parents with few financial resources tend to hold lower educational expectations for their children. Young people from **socially disadvantaged backgrounds** also tend to have lower expectations.
- Both parents and young people in **deprived areas** tend to have lower educational expectations.



There are multiple influences on young people's aspirations

The cultural capital framework



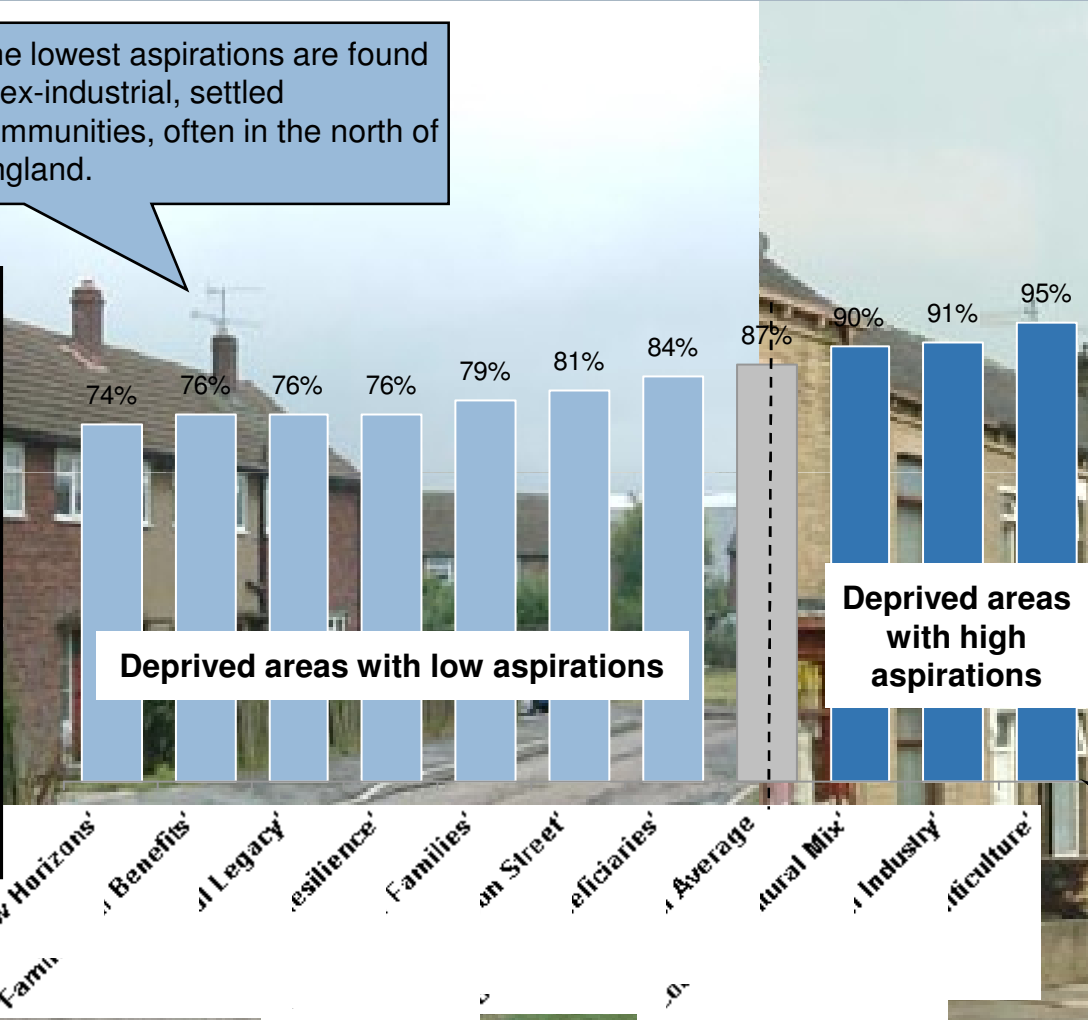
“It takes a village to raise a child”

African proverb

Bucking the trend: Not all deprived neighbourhoods have low educational aspirations

The lowest aspirations are found in ex-industrial, settled communities, often in the north of England.

'Low Horizons'
 Large cities in North
 Active family and support networks
 Most deprived area type
 Families with school age children
 Income support, money worries
 High use public transport
 High levels in social housing
Lowest level of aspirations
Lowest average GCSE scores



'South Asian Industry'
 Large families
 Some overcrowding
 Low qualifications
 Modest incomes
 Free school meals
 Terraces in provincial cities
 Religion important
 Sense of community
 Fear of racism
Higher GCSE scores (than would be expected given deprivation levels)

Three types of neighbourhood – all deprived urban areas with high proportions of ethnic minorities – have aspirations higher than the national average.

Most deprived MOSAIC typologies

The evidence pack illustrates the educational aspirations of young people in the twelve most deprived MOSAIC neighbourhood typologies. These have been selected based on their Indices of Multiple Deprivation (IMD) ranking. A brief summary of these neighbourhoods is included below.

G42 'Low Horizons' (most deprived)

Families with school age children living in very large social housing estates on the outskirts of provincial cities

F37 'Upper Floor Families'

Young families living in upper floors of social housing

D26 'South Asian Industry'

Communities of lowly paid factory workers, many of them south Asian descent

G41 'Families on Benefits'

Families, many single parent, in deprived social housing on edge of regional centres

F36 'Metro Multiculture'

High density social housing, mostly in inner London, with high levels of diversity

F35 'Bedsit Beneficiaries'

Young people renting hard to let social housing often in disadvantaged inner city locations

G43 'Ex-industrial legacy'

Older people, many in poor health from work in heavy industry, in low rise social housing

D24 'Coronation Street'

Low income families living in cramped Victorian terraced housing in inner city locations

E28 'Counter Cultural Mix'

Neighbourhoods with transient singles living in multiply occupied large old houses

H44 'Rustbelt Resilience' (less deprived)

Manual workers, many close to retirement, in low rise houses in ex-manufacturing towns

H46 'White Van Culture'

Residents in 1930s and 1950s council estates, typically in London, now mostly owner occupiers. This is not one of the most deprived area types. However, it is the predominant typology in our case study area 'changing suburb'.

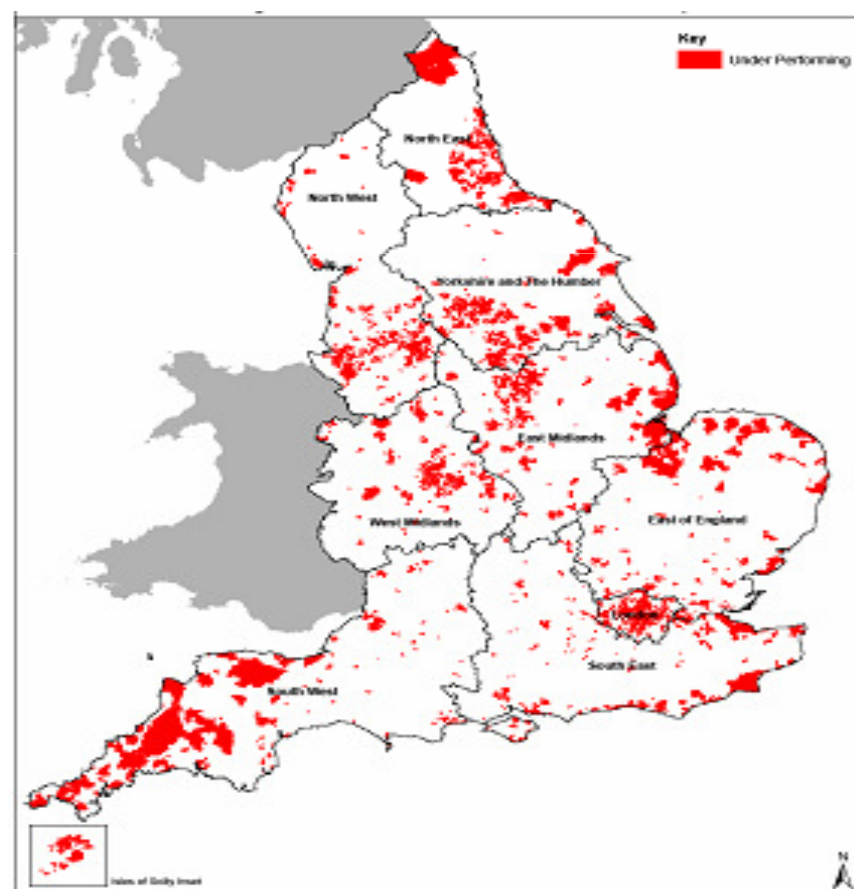
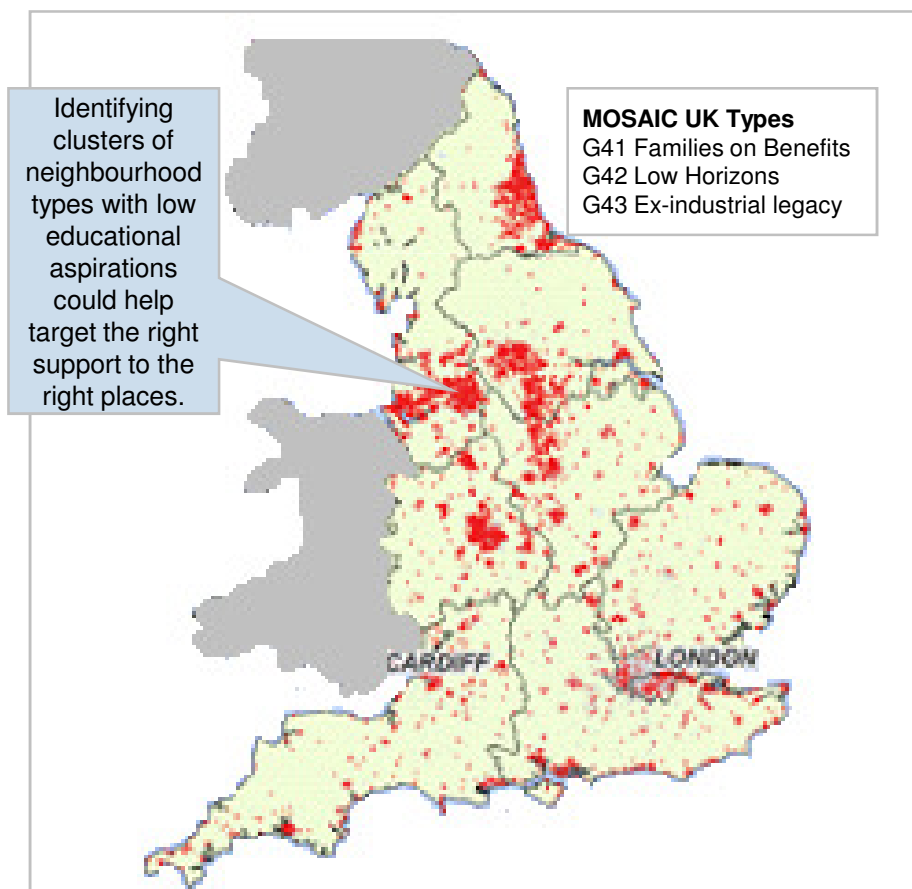
To note:

'Tower Block Living' and 'Old People in Flats' were excluded from the top 12 most deprived types as they occur only in very low frequencies across England and Wales and LSYPE covers England only.

Geographical clusters of low aspiration

The geographical spread of the three types of neighbourhood with the lowest educational aspirations, 'low horizons', 'families on benefits' and 'ex-industrial legacy'

40% most deprived neighbourhoods (LSOAs) in which young people achieve significantly lower at KS4 than would be expected given their level of area deprivation.



The influence of social networks

Social capital refers to the features of social life – **networks, norms and trust** – that enable participants to act together more effectively to pursue shared objectives. There are two main types of social capital:

Bonding social capital – characterised by strong bonds (or “social glue”) among group members, such as close friends or family members.

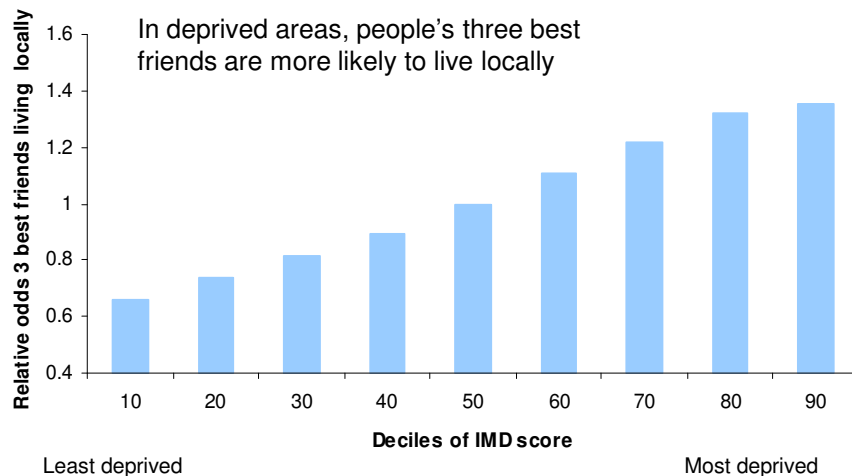
Bridging social capital – characterised by weaker, less dense but more cross-cutting ties (“social oil”). For example, with business associates, acquaintances, friends from different ethnic groups, friends of friends (Putnam, 1995).

Deprived Communities with low aspirations:

- **High levels of bonding capital**
- **Low levels of bridging capital**

This means young people:

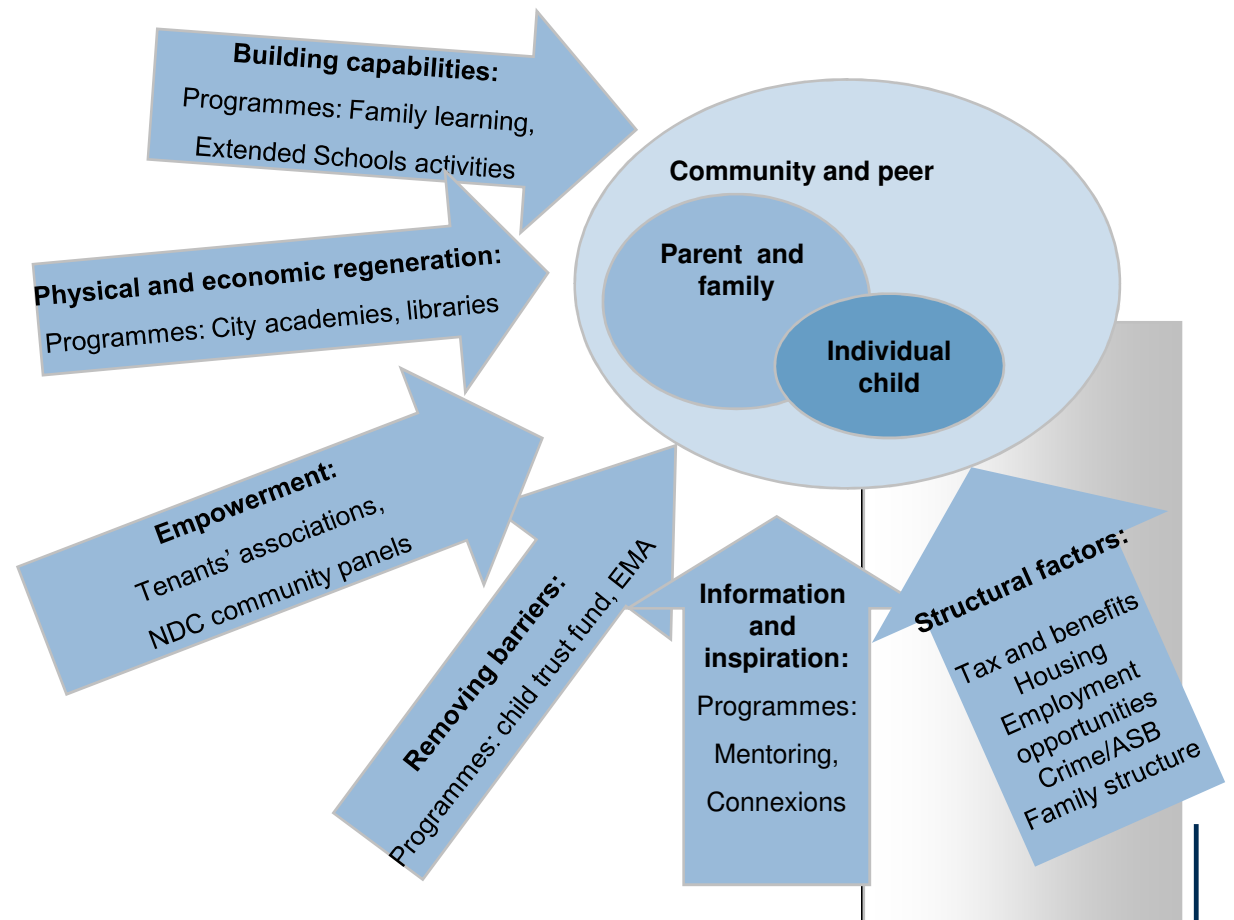
- **Have social networks that do not include diverse occupations, adults with higher level educational qualifications, role models of high achievement**
- **Parents who have low aspirations for themselves and for their children**



After accounting for individual factors, using waves 9 & 13 British Household Panel Survey matched to 1998 IMD, (Buck, 2005)

An overview of national initiatives

- A range of government departments and voluntary and community sector providers are funding initiatives that help to raise aspirations and tackle attitudinal barriers.
- There are different approaches to raising aspirations and it is possible to identify five broadly defined approaches:
 - **Building human capabilities**
 - **Physical and economic regeneration**
 - **Empowerment**
 - **Providing incentives and removing financial barriers**
 - **Information and inspiration**
 - **Structural factors**



Inspiring Communities

- Over £10m funding from central government (CLG, DCSF and Cabinet Office)
- 15 neighbourhoods
- An intensive campaign – bringing together new and existing interventions around the goal of raising aspirations
- A neighbourhood partnership – schools, businesses, local people, health services, third sector....

Neighbourhood partnership

- Communicating the campaign effectively
- Mobilising the community
- Bringing new and existing programmes together
- Pooling and aligning budgets

Design and implementation support team

- Understanding attitudinal barriers
- Mapping resources coming in to the neighbourhood
- Reviewing evidence of what works

Inspiring community campaign

Broadening young people's horizons

Raising parents' aspirations

Expanding local social networks

Providing advice and inspiration

We don't need Nikes to do it!!

“When Nike says, just do it, that's a message of empowerment. Why aren't the rest of us speaking to young people in a voice of inspiration?”

Naomi Klein