

# Inspiring Communities, Changing Behaviour

A practical guide to delivering local campaigns  
to change behaviour and benefit young people

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## Foreword

Inspiring Communities was a cross-government programme to aid social mobility. It empowered local communities to take action to help their young people raise their ambitions and achievement at school. Young people, their parents and other members of the community in 15 different neighbourhoods worked together to design, deliver and control spending on local activities.

It supported 15 neighbourhoods to work with young people, parents and their communities to broaden horizons and create new opportunities. The aim was to help young people unlock their talent, boost their self-confidence and go on to be the best that they can be, to make a meaningful contribution to their communities. In Gorton in Manchester one group of young people organised and publicised a carnival for the local community, which was attended by over 1,000 people.

This guide explains how Inspiring Communities has worked so far. It offers practical tips for anyone interested in running similar projects that set out to change people's attitudes and the way they think about themselves and others (we call this

behaviour change). This might be a campaign looking at something very specific, like promoting a service, or more general, like reducing anti-social behaviour or increasing the number of young people getting A\*-C grades at GCSE.

It aims to help you understand the principles of behaviour change campaigns and show you how to deliver a campaign that targets a particular audience group.

There are a number of stages to a behaviour change programme including researching, developing and delivering activities. This guide is full of advice, hints, tips and ideas for local action to empower individuals and communities. It explains how you can plan, manage and run local projects and offers guidance on how you can work with partners to achieve results, and offers examples of success stories. It highlights how you can identify what funding and resources are available to you, how you can carry out the project and how you can evaluate results.

Whatever area you work in, a behaviour change campaign can help you to alter people's attitudes and behaviours so as to benefit young people and the wider local community.

**“I think this campaign to help other people realise and achieve their dreams is great. It will be good to help people get the jobs they want and have a very nice life and be happy.”**

**Evan Lloyd, aged 13, student and campaign leader for Blackburn with Darwen**

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## National context and background

Children from less well-off backgrounds tend not to do so well at school. In the most deprived areas of the country, only a quarter of pupils achieve five A\*- C GCSEs (including Maths and English), compared to over two thirds in better off areas.<sup>1</sup> This also affects their future chances in education and jobs. Indeed, children from poorer backgrounds are more likely to be unemployed later on in life.<sup>2</sup>

We want all young people to reach their potential, regardless of their background, and achieving good results at school is an important step on the way to success in later life.

**“Education allows individuals to choose a fulfilling job, to shape the society around them, to enrich their inner life. It allows us all to become authors of our own life stories.”**

**Michael Gove MP – Secretary of State for Education. *The Importance of Teaching – The Schools White Paper 2010***

Progress has been made in narrowing the gap between how young people do at school in less well off areas and the rest of the country. However, educational achievement still remains lower in more deprived areas, where limited expectations, low self-confidence and low ambitions can sometimes stop young people from doing as well as they could.

In 2008 the Cabinet Office conducted research into the impact that local communities can have on the ambitions of parents and children. They looked at the role communities play in shaping young people’s attitudes and experiences – and in improving their lives.

The report’s key findings make a strong case for community-led neighbourhood projects for raising young people’s ambitions and school results. These findings led to the Inspiring Communities project.

<sup>1</sup> Department for Children, Schools and Families (DCSF), 2007

<sup>2</sup> Blenden, Hansen & Machin, 2008

**“If you don’t start off [...] good and then you become good then people don’t like it and treat you differently [...] like being something you are not.”**

**Female, year 10, Barnsley**

**“The education system should challenge low aspirations and expectations, dispelling the myth that those from poorer backgrounds cannot aim for top universities and professional careers.”**

***Opening Doors, Breaking Barriers: a strategy for social mobility, April 2011***



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## Inspiring Communities

The research that led to the Inspiring Communities programme showed that:

- Young people's ambitions, and those of their parents, influence their success in education and employment
- 11-14 is an important life stage, when young people move from idealistic to more realistic ambitions
- Young people are more likely to do well when they develop ambitious, achievable plans for their future
- Parents are the most important influence on children. However, young people and their parents are also influenced by the people and places where they live
- Young people need to be supported by other people in the community as well as their parents to help them achieve their goals
- Communities matter – young people in certain types of neighbourhood are less likely to develop ambitious, achievable goals
- Less wealthy, close-knit communities where people don't move in or out can often be places where young people are less likely to develop high educational or employment ambitions

As a response to this research a new programme was established in April 2009, Inspiring Communities. Its aim was to get local communities in deprived areas to support their 11-14 year olds to help raise their ambition and educational achievement. Fifteen local partnerships across England were selected to run pilot learning projects that could help change attitudes and behaviours in their communities and improve life for young people. These partnerships were made up of local schools, councils, voluntary organisations (such as charities), young people, as well as local businesses and service providers. Before applying, the partnerships had already drawn up a programme of activities based on discussions with young people and the community. These went on to be further developed and refined as part of the funding application process.

Each of the 15 partnerships covered a population of around 10,000 people and contained at least one area of high deprivation. They all proposed projects to be delivered through working jointly with local people and the community.

### The 15 successful projects were:

- Bowling and Barkerend, Bradford, Yorkshire
- Central and Hindpool, Barrow, Cumbria
- Colne Primet, Pendle, Lancashire
- Darwen Central, Blackburn with Darwen, Lancashire
- Dresden, Normacot and Florence, Stoke on Trent, Staffordshire
- Gorton South, Manchester
- Heath Ward, Barking and Dagenham, London
- Henbury, Bristol
- Kendray and Worsbough Bank End, Barnsley, Yorkshire
- Rawmarsh, Rotherham, Yorkshire
- Saxon and Abbey Wards, Thetford, Norfolk
- East Folkestone, Shepway, Kent
- East Shields, South Tyneside, Tyne and Wear
- The Willows, Grimsby, Lincolnshire
- Tonge with the Haulgh, Bolton, Lancashire

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## The power of community participation

Campaigns to change behaviour and attitudes on the ground begin with communities working with Big Society values, within communities. These types of local initiatives make it possible to target specific groups of people and to communicate through local media (e.g. press, radio, TV) and organisations.

Gaining community support around local issues is a crucial way of making positive change happen – particularly in areas where young people’s personalities and ambitions are influenced by family bonds and community values. Community-led campaigns also help to make powerful local partnerships that help to spread messages and increase the success and reach of campaigns.

Whatever a project’s aim and whatever issues it focuses on, campaigns will benefit hugely from involving local stakeholders or influencers (people working in the area on related issues who are likely to have an interest in the campaign), as well as the wider community.

## Behaviour change campaigns

Inspiring Communities was a behaviour change campaign, which means that it aimed to change people’s attitudes to an issue and behaviour in the long term.

Behaviour change campaigns seek to understand relevant audience groups and then develop plans that enable people to take actions that benefit themselves and their communities.

### There are four key stages to behaviour change campaigns. These are:

#### 1. Researching and understanding your audience and issue

Gaining audience understanding that you can use to develop the project, identify barriers to success and identify the right ways to reach the audience.

#### 2. Developing and testing your plans

Putting together a project plan and setting targets and timescales; developing key messages (messages that you need your audience to hear) and ways to raise awareness of your project and ensure that the right people support it. This means working with local stakeholders and the target audience to test the effectiveness and credibility of your ideas.

#### 3. Delivering your project

Using the project plan to put your ideas into action; ongoing consultation and engagement with the target audience to make sure the project is hitting the right tone (the way you say things) and reaching the right people.

#### 4. Evaluating your efforts

At the end of your campaign, finding out how successful your project has been and looking at what behaviour has changed as a result is very important. You can also use what you have learned to develop future campaigns.

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## Case study: Tower Hamlets

### Behaviour change in action – Smoking in Tower Hamlets

In 2007 around 37% of people in the London Borough of Tower Hamlets smoked, compared to the national average of 24%. At that time, it meant there were approximately 68,000 smokers in the area. NHS Tower Hamlets wanted to reduce the number of people smoking and encourage over 2,000 people to quit, particularly focusing on Bangladeshi men.

The Primary Care Trust commissioned Forster, a specialist behaviour change agency, to help them with this challenge. They began by researching potential target audiences, and through this research, refined the target audience for achieving change as Bangladeshi men aged 35-55. This group was chosen as the research revealed them to have the greatest likelihood to change their behaviour, and to be the audience with most to gain in terms of health benefits.

Following in-depth consultation with local stakeholders, the key issues, themes and barriers to success were identified. The Primary Care Trust decided that a team effort with local influencers would be the most successful way to make change happen, so they set up a steering group to co-ordinate activity in the Bangladeshi community. This group included representatives from local NHS communications teams, tobacco control teams, media associations, resident groups and those already using the stop smoking services.

To encourage Bangladeshi men to see and relate to the campaign, information materials were distributed in places relevant to them, such as community centres, mosques, shops, barber shops and restaurants. Community based advice, events and media activities were also used to reinforce the campaign's stop smoking messages.

Following the two-month campaign period, evaluation showed that the number of target audience members setting 'quit dates' had increased by 45% from 603 in 2007-08 to 1,104 in 2008-09, and the number of people classed as 'non-smokers' (if someone has stopped smoking for four weeks, they are officially classed a 'non-smoker' according to Government targets) had increased by 36%.



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# 2

## Section 2: Research

## Stage one – Researching and understanding your audience and issue

A behaviour change campaign aims to change the way people think and feel about an issue and has four key stages. These are:

1. Researching and understanding your audience and issue
2. Developing and testing your planned activities
3. Delivering your project
4. Evaluating your efforts

This section covers stage one: Researching and understanding your audience and issue.

## Identifying programme objectives (what you want to achieve)

For a behaviour change campaign to be successful, it is important to have a thorough understanding of who it is you are trying to reach and what it is you want to see change as a result.

Before getting started, the first task will be to set some objectives and goals, outlining what you want to achieve and why. For instance this could be to increase the number of people in employment in the area, or to increase the number of young people achieving grade A\*-C at GCSE level. Setting these objectives will help with planning what needs to be done and provide a useful reminder for you throughout the campaign.

For the 15 Inspiring Communities partnerships, setting objectives and identifying targets was a key part of their applications for funding. They also had to show how their objectives met the core aim of the Inspiring Communities programme – to raise the ambitions and educational results of young people in their communities, and narrow the achievement gap between pupils receiving free school meals and other pupils.

**“Setting clear objectives from the start helped us to identify where support was needed most and made sure we were aiming the right activities at the right group of people.”**

**Rebecca Cronshaw, Neighbourhood Manager, Pendle Borough Council**

**“We set some really clear aims for our campaign, which are all mapped against the overall Inspiring Communities objectives. We want to ensure that parents and schools enjoy more constructive relationships, young people engage in more community-focused positive activity, employment opportunities for adults and young people improve, police and young people work together to reduce youth crime and the community becomes more proud of its young people.”**

**Ruth Ibegbuna, Inspiring Communities campaign lead, Gorton**

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## Identifying and reaching target audience

Research to understand audiences better was a key part of the Inspiring Communities project. Research was carried out in the 15 pilot areas to build on the existing data and information held by organisations in each area. To make sure each area would have accurate information about the young people and parents in their communities, an independent research firm, the British Market Research Bureau (BMRB), was commissioned to carry out research into the attitudes, views and ambitions of young people and their parents. The BMRB also looked at barriers to achievement, local opportunities and current resources in each of the 15 areas.

This work was needed to support the work of the behaviour change agency, Forster, who had been commissioned to support the design process of each of the 15 areas programmes and oversee the behaviour change strategy. It was envisaged that they would use the findings to work with each partnership to create a plan for each Inspiring Communities area.

The research team completed extensive research within each of the 15 communities. This was conducted over a number of different stages and using a variety of research techniques.

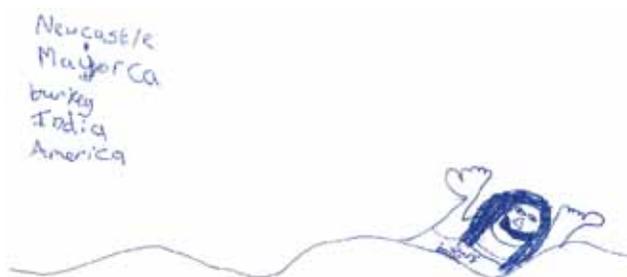
## Group discussions

The first stage was to speak with young people and their parents in each of the areas to get their opinions and views on where they live. This was done via several discussion groups where young people were asked to discuss and explore various ideas and attitudes. It was also important to ensure that the groups represented the whole community, so there were a mix of boys and girls from different ethnic backgrounds in a number of groups.

Two discussion groups were then conducted with parents. In each group eight parents were brought together to discuss and explore their own hopes and concerns for their children – as well as to talk about some of the themes and findings that had resulted from the sessions with the young people.

### Figure 1: Places I'd like to go to one day.

One young person in East Shields wanted to go to the beach and had never been, even though it's only half a mile away.



## Observing people's behaviour and understanding feelings

The group discussions were followed by research to find out more about the young people and who they listen to and respect. This involved studying the young people's behaviour in their own homes and communities. The researchers also wanted to find out about local networks and friendship groups (who they hang out with and why). The young people were also asked to fill in scrapbooks, giving them a private and fun way to express their thoughts and feelings, helping researchers to find out more about their hopes and fears for the future.

### Figure 2: What success looks like.

One research participant's view of what someone who does well in school looks like.



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## In-depth interviews with high achievers

In order to provide some background to the research, a number of interviews were conducted with young people who were doing particularly well in school. In each area, four children from similar socio-economic backgrounds to those who took part in the original discussion groups, and who were expected to do particularly well at school, were interviewed to compare their thoughts with those of the main discussion groups. These children were all aged 11-14 and were identified with help from local schools.

## Interviews with local influencers

The final part of the research involved a series of telephone and face to face interviews with the wider community. These were with both people who directly knew the children involved in the study, such as teachers and youth workers, and those who had important but more distant roles, such as local authority representatives, charity workers and local business people.



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## The results

The research from across the 15 partnerships was collated to provide a national picture of the top ten barriers stopping young people reaching their ambitions and achieving more at school. These were identified as:

### 1. Lack of roadmap and destination

Young people were unsure of what they wanted to do when they were older, and if they did have an idea, didn't know how to get there. Young people also felt they had enough to worry about in the present, and didn't have time to think about the future.

### 2. Lack of self-confidence to stand out

The research identified that young people and their parents lacked self-confidence and were scared of doing things that they hadn't done before – believing that it would be better not to try, than to try and fail. Some young people were also worried that doing well in school would make them stand out from their friends and appear different to them.

### 3. Actual geography

Some areas lacked regular and affordable transport, and as a result young people were more likely to 'stay put' and miss out on opportunities.

### 4. Perceived geography

Some people thought that even short distances were too far to travel for activities such as sports and classes. However, they didn't always think the same way if they were travelling the same distance for other leisure reasons, such as shopping.

### 5. Economic deprivation

People stated that they didn't believe they could afford to take part in activities.

### 6. Lack of 'people precedent'

The research highlighted that young people didn't have many positive examples to follow, and therefore couldn't relate to suggestions and guidance on career and education choices.

### 7. Space and safety

Some people felt that it wasn't safe to enter certain parts of the community. However, these opinions weren't always based on fact, but rather people's perceptions of what was happening their area.

### 8. Parental passivity

Many of the young people who took part in the research believed their parents weren't bothered or interested in their education. The research with parents showed that this related to a lack of confidence and involvement with the education system themselves.

### 9. Disconnect with (academic) education

Young people didn't understand the relevance of certain subjects at school, as they didn't know why they would be useful to them in the future.

### 10. Ethnicity and cultural duties

This was particularly found in some Black and Minority Ethnic (BME) families, where young people felt that their family duties could prevent them from reaching their goals, particularly if they were expected to stay close to home.

The 15 partnerships used these findings, alongside their own data, to revise their activity plans and identify relevant channels for communication and ways to approach their audience. The outcomes are demonstrated in the case studies.

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## Case study: Henbury

Henbury is situated in North Bristol. It is a deprived area with lots of social housing and the community is somewhat divided due to the design of local infrastructure such as roads and parks.

The target audience research showed that young people had very narrow horizons and key reasons for this were that they were unsure about what steps they needed to take to achieve what they wanted and lacked positive role models to follow. Furthermore, the research revealed that many parents were disconnected with their child's education, and this lack of support was stopping the young people from thinking about their future success and looking at options outside of the local area. More positively, the research also found that parents wanted to support their children in achieving more in the future but didn't always know how.

Sue Tunstall, campaign lead for Henbury, said: "The research findings led us to change our programme to include more activities to help young people find their direction and plan their future. We are proactively engaging parents in this programme as well, through activities such as the Community Media Club, where young people and parents work together to make films about their possible futures and the deployment of Attainment Advisers who work in parallel with both children and their parents to develop 'route mapping' skills. This ensures that it's not only the young people who benefit, but parents also have the opportunity to increase their self-confidence and knowledge."

**"The customer insight research and working with the BMRB and Forster helped us think through the issue around parents wanting to help their children achieve but often not knowing how. This led us to develop activities in our programme aimed directly at raising parents' own aspirations and self confidence so they can support their children in taking advantage of opportunities and make positive, informed choices."**

**Steve Robson, Neighbourhood Manager,  
Barrow Borough Council**

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## Doing it yourself

The Inspiring Communities national findings may be useful background for your project but local insight is vital to make sure your campaign is relevant and targeted to each of your audience groups. It is usually best to carry out your own research. This will help you to understand your audience and will ensure that the community is involved in the project from the outset.

Before you start, check what research has already been done locally. For instance, your local authority or Primary Care Trust may be a good source of information. They could already have research and data on your area, which you could access – potentially saving you time and money.

Some of the areas that you could explore in your research include:

- Where and how are your target audience living their lives? What are their biggest concerns? What do they spend their time doing?
- What are the main influences on your target audience (e.g. friends, parents, TV, magazines, websites)? This will help you to develop your plans and communicate with your target audience.
- Where do they 'hang out'? What do they do? Where do they go?
- What are their attitudes towards the issue you are researching?



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## Research methods

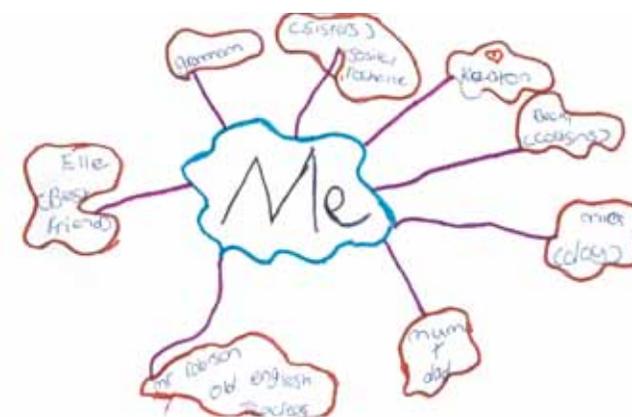
- **Desk research** – this is a good way to start the research process. It will provide you with crucial information on your target audience and a chance to see what projects have worked well in other areas. Your desk research could include exploring other national and local behaviour change projects and how these were run. Desk research will help you to build a picture of who it is you need to target, and help you identify who needs to be the focus of your behaviour change activity. It also ensures that you make the most of all the knowledge and information you already have. Newspaper and local authority websites are a good place to find facts and figures about your community.
- **Interviews with key members of the community** – you, your colleagues and other people working in the area have valuable knowledge and insights. It is really important that you gather information early on in your project. You can do this through formal interviews or informal discussions, face to face, over the phone or by email.
- **Focus groups** – these are a good way of listening to the views of a number of people at once. Focus groups are groups of around 6-12 people who discuss a particular subject in a relaxed environment. One or two people (called facilitators) will lead the session, asking the group questions on the subject they are researching. Discussions are generally open and honest, with no right or wrong answers. To help ensure that people attend, and if you have budget available, it can be useful to offer participants a small incentive (gift) to thank them for taking part, perhaps a voucher. Ideally the group should take place in a familiar and easily accessible setting, such as a community centre or youth club, so that participants feel comfortable and can get there without difficulty.
- **One to one interviews** – interviews with individuals can help develop your understanding of a particular issue and give you the opportunity to explore in detail any central themes raised in focus groups. Interviews can be done over the phone or face to face. They are a good way of

talking to people who might find it difficult to attend a group session: for example people with caring responsibilities or limited ability to travel.

- **Street surveys and questionnaires** – these can be used to build on what you've learned in the focus groups and interviews, and are a way of finding out the opinions of a wider group of people from the community.

**Figure 3: A 'map' of all the people in my life.**

A young person's diagram of all the important people that matter to them in their life.



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## Case study: South Yorkshire

### Research in action – Raising aspiration among children and young people in South Yorkshire

Children and young people in South Yorkshire appear to have lower aspirations than their counterparts in many other parts of the country.

In 2009 the local authorities and health authorities of Barnsley, Doncaster, Rotherham and Sheffield came together with South Yorkshire Police and South Yorkshire Fire and Rescue to test a new approach to improving the lives of young people across the sub-region.

The first step for the programme was to conduct research or a 'scoping' exercise to investigate the motivations and behaviours of children and young people in the area, explore what affects their aspirations and to consider how the partners could work together in a more effective way to raise them.

This research incorporated a number of different methods. It included a review of all existing good practice; a review of existing provision in South Yorkshire and extensive consultation with children and young people and their parents and carers, who were identified as a key influence on children and young people's aspirations.

Research with the target audience was conducted in Barnsley, Sheffield, Doncaster and Rotherham and included:

- Interviews with stakeholders to review existing services and understand some of the major challenges to increasing aspiration in their region
- Focus groups with children and young people
- Focus groups with parents and carers
- A community consultation event with children and young people, parents and carers and key stakeholders
- A street survey of 200 parents and carers
- An online questionnaire that was filled out by 178 children and young people

Key to this process was to ensure a wide representation of children and young people and parents and carers from each area. This was achieved through forming strong contacts in communities and using their local knowledge to recruit focus groups.

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# 3

## Section 3: Development

## Stage two – Development

The second stage of a behaviour change campaign is development, where you use findings from the research phase to structure a successful campaign. This phase involves building relationships with local influencers and the wider community, planning the activities you are going to run and setting timescales. Development also includes further work and consultation with your target audience to test your plans. This is to ensure your ideas will engage and interest them.

## Using your research

A key part of any behaviour change plan is to understand what might be stopping your target audience from taking the action you want them to. One of the main aims of your research should be to identify what these obstacles are. You can then begin to think about appropriate ways of helping them to change, through messages, communications materials and changes to services.

A useful exercise is to look at the barriers (or problems), that arose during the research phase and then think about how you would overcome these barriers. As an example, the following table shows some young people's attitudes, which came about through Inspiring Communities research towards anti-social behaviour in their area, and suggestions for how you could tackle these problems to positively influence their thinking.

Barrier	Exchange
It's a lot of fuss about nothing – it really doesn't matter	Crime/anti-social behaviour in your town is taken seriously – a conviction for anti-social behaviour could result in a jail sentence
Everyone does it	Actually, the vast majority of people in your town don't commit crime/anti-social behaviour
I don't really care – it's nothing to do with me	If you're letting it go by, you're part of the problem – you need to stand up for what you think
It's not like there's anything else to do	There's a lot happening in your town at the moment – talk to us to find out more
I just want to be left alone	Everyone has a contribution to make in their own way. Becoming involved can be good fun and rewarding and you could make a difference

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- Sharing and learning
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- Bringing the campaign to life
- Testing your ideas
- Running a community panel
- Key questions to ask in the development stage
- Identifying support and resources in your area
- Resource mapping

“We realised that in order to achieve our overall aim of improving educational performance in The Willows and West Marsh we needed to look at each of the identified barriers and establish how they impact young people before deciding on the best activity to overcome them. For example, one barrier was that young people did not have the skills and knowledge to set and reach goals. This can lead to a level of defeatism or unrealistic expectations. Our response includes seeking to identify mentors from among those who have progressed in education locally. We want to see what impact it makes having these mentors supporting and encouraging young people and modelling different possible future options for them.”

Canon Peter Mullins, local parish priest and Community Champion for The Willows and West Marsh, Grimsby partnerships



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## Behaviour change theories

Behavioural change theories explain the reasons behind changes in individuals' behavioural patterns. It can be helpful to look at the different theories of behaviour change to help inform the action you take. The three theories listed were all used in Inspiring Communities to understand how neighbourhoods might take action to change behaviour.

### Social Norms Theory

Misunderstanding what other people are doing can embed negative behaviours. For instance, if someone believes that the 'norm' is to not do well at school, they will apply this to their own behaviour. Showing people that this isn't the 'norm' can change their attitude to education.



### Social capital

Using existing links and assets such as property and buildings (i.e. schools, community centres) can help people to take action. It is easier to bring about positive change in an area that has a strong sense of community and positive social networks.

### Goal setting

Setting realistic and specific goals can help people bring about change. In Inspiring Communities it is important that the target audience are asked to do something that they can realistically achieve by giving them a particular goal to aim for (e.g. achieving a GCSE grade A\*-C in a particular subject).



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## Working with the community and building partnerships

Your campaign may be more likely to succeed if local people feel that they 'own it'. It is important that the community, including young people, are involved in designing and delivering the programme of local activities as shown in the case studies.

Also vital to the Inspiring Communities project is joining up with key players in the local community.

Working with stakeholders is critical to the success of your campaign. Building partnerships with relevant people and organisations enables you to open up new ways of reaching your target audience and provides you with extra support and backing to deliver your activities.

Local influencers and community members know and care about their area. They are likely to share your ideas and enthusiasm and may be keen to support your efforts. The relationships you build can also help ensure that your project is a success in the longer term and will help you deliver any future campaigns.

The research you do as part of stage one will help you identify the key people you should be working with. These could include:

- Children's trusts or centres
- Primary or secondary schools or teachers
- Sixth form or further education colleges or universities
- Neighbourhood management teams
- Local businesses
- Police, youth offending teams
- Health services or social services
- Learning and skills councils and job advisors
- Voluntary organisations and other youth organisations and groups



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## Case study: East Folkestone

The East Folkestone Together project harnesses the power of community and includes everyone, both young people and adults, in a campaign to increase opportunities for all. The partnership is engaging the community in a range of fun activities to encourage participation in the programme. They are working closely with 11 to 14 year olds and their parents to inspire them to think about new possibilities for the future. They are also targeting groups that often miss out, such as the migrant community. Activities are seeking to celebrate local cultures and the history of the neighbourhood.

The strong partnership structure with local stakeholders that was in place through East Folkestone Together highlights the benefits of working with a range of local initiatives to entrench the campaign within a community. This ensured all relevant parties were involved in the planning and design of the project.

Andrea Bennett, Inspiring Communities Team, East Folkestone, said: "Our project is strengthening networks by being firmly rooted within the local community. East Folkestone Together, a neighbourhood partnership, is leading the project, and will work closely with local schools and providers of young people's services in programme delivery. Young people are being directly involved in the design of some project activities through an expanded Community Panel that meets regularly to guide the development of the programme and work towards sustainability."

**"It was important to us to ensure that the Programme Partnership Board had representatives from across the neighbourhood. We therefore invited a variety of community representatives such as councillors, teachers, police officers and individuals from a range of faiths to be involved from the start of the project. The members contributed to the consultation, development, write up and submission of the funding bid and have agreed to stay involved for the duration of the project and beyond."**

**Nasim Qureshi, Director, Inspired Neighbourhoods, Bradford**

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## Planning your programme

Once you have gathered information about your target audience, analysed it and decided what it is you want to achieve, it is time to start developing more detailed activity and delivery plans.

The partnerships also had to show how the activities they were suggesting fit into the four core aims of the Inspiring Communities programme, which were to:

- Broaden young people's horizons
- Provide advice and inspiration to young people
- Raise parents' own aspirations and self-confidence
- Develop strong networks of people in communities

When you get to this stage, one of the first things to do is decide what key tasks and activities you need to carry out. Your activities should be planned according to the key issues and barriers identified from your research. For instance, the Inspiring Communities research showed that there was a lack of positive role models for young people in all 15 areas. An activity to address this might be to invite local residents or professionals in the area to talk to school pupils about job prospects.

Within the Inspiring Communities programme, some of the other activities that were proposed included:

- Leisure activities, such as dance, arts and sports, to build self-esteem and confidence and provide young people and their parents with something fun to do as a family.
- Education and training advice for young people to help them decide what they would like to do in the future – this included work placements, volunteering, coaching on interview skills, and confidence building exercises.
- Participating budgeting including Dragon's Den and The Apprentice style challenges.
- Activities to help parents to return to learning and equip them with new skills and build their confidence – including mentoring and IT training.
- Recruitment of parent support advisers to help parents whose children have been excluded from school by building their confidence to deal with issues themselves and working with them to identify appropriate help and support.
- Inter-generational volunteering such as young people organising a christmas party for an older people's group.



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## Case study: Barnsley

Kendray & Worsbrough Bank End are two neighbourhoods in Barnsley, traditionally a mining town that has seen industrial decline over the last 25 years. The local community is characterised by a lack of opportunity for employment and general support for young people.

A lack of local role models and negative perceptions about the benefits of education have been reducing some young people's ideas of success in the local community. Young people and their parents also lacked confidence with their literacy skills. The Barnsley Partnership focused activity around the newly opened Barnsley Academy. Its initial plans focused on ways of motivating and inspiring young people, through initiatives such as an e-portal to record pupils' achievements. After talking to the young people and parents who would potentially participate in the programme, it became apparent that parental engagement was an equally important issue and that this

was not fully addressed in the original plan. The project team revised the plan and came up with additional strategies. New programmes focus on young people as well as their families. Young people are being provided with mentors and coaches. The e-portal idea has been refined to provide a tool for young people to use in conjunction with their mentors. A project specifically to engage parents has also been developed. This will include the recruitment of a parent support adviser, personalised family information and advice and guidance sessions. The community has achieved some fantastic results already, helping to open access to university and build community support for young people.

Dave Berry, campaign lead for the partnership, said: "The insight really helped us to refine our plans and make sure that we were focusing on the people we really need to. Going forward, we're looking at ways of targeting our activity to groups of parents

and young people. Furthermore we're really keen to make sure that the knowledge we've gained so far has a life longer than the project and carries on building. If we can grow the confidence and skills of parents in the area, we will be in a much stronger position to help young people achieve everything they can in life."

**"It was very important for us that all our plans reflected and addressed the needs of the whole community. The research gave us the opportunity to re-focus our plans so we could do everything we could to tackle each of the challenges raised. Using this insight has made us more able to help young people to aspire and plan for the future, and also help their parents to share in the journey to make those goals a reality."**

**Dave Berry, campaign lead for the Partnership**

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## Project management

A strong project management structure is vital in any behaviour change campaign. It was important for the partnerships to show detailed plans of how their projects were going to be delivered, and how this process was going to be managed. As a result all of the partnerships appointed a campaign leader, (similar to a community organiser) to be the public face of the programme and take an overall leadership role in designing and delivering the campaign. The campaign leader was generally a figure with local influence, such as a neighbourhood manager, head teacher or local business leader.

The partnerships also needed to have an accountable body, an organisation responsible for administering and reporting on the funding, and a project co-ordinator such as a local authority, a charity or a school.

Project management also involved identifying any potential risks associated with their programme, and detailing how these could be addressed.

Some of these risks included:

- Partners not getting involved with the campaign
- Young people and families not finding out about the campaign
- Young people not being interested in the campaign
- Young people not getting involved with the project activities
- Partners being unable to fulfil their project obligations
- Schools being unable or unwilling to support campaign

As an added element you could also look at getting a young person involved in the actual set up and management of the project, so they feel they have ownership.

**“It was very important for us that all our plans reflected and addressed the needs of the whole community. The research gave us the opportunity to re-focus our plans so we could do everything we could to tackle each of the challenges raised. Using this insight has made us more able to help young people to aspire and plan for the future, and also help their parents to share in the journey to make those goals a reality.”**

**Rebecca Leyland, Project Manager, Florence, Normacot and Dresden, Stoke on Trent**

**“I’m proud to be the community champion for Gorton. The area could be okay and there are some nice people here but it needs everyone working together and people supporting their kids.”**

**Joshua Dall, Junior Champion Leader (then aged 13), Gorton, Manchester**

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## Sharing and learning

In addition to the work focused within their own areas, each of the partnerships was encouraged to use the opportunity to inspire other areas and share their work, both at a regional and local level.

As part of your plans you might want to consider how to share experiences in your local area. Your research should help you identify relevant organisations or groups to contact and you could organise a community meeting to open up the discussions. There may also be online discussion forums you could start or join.

## Campaign proposition

Creating relevant materials for your programme of activity, such as a campaign theme and promotional materials such as posters, can be key to the success of a behaviour change campaign particularly when communicating with different audience groups. Ideas and designs should be led by the specific audience knowledge you have, so that they appeal and grab the attention of those you are trying to reach.

As part of the design process the partnerships were given support from a specialist behaviour change and design agency, Forster. The agency provided support and advice on designing a campaign in a way that actively involved stakeholders and the community.

The agency worked with the partnerships to discuss and work-up a theme for their campaigns. The idea was to create an overall theme that would identify their programme of activities and could be used as the basis for messages and communications with target audiences. The ideas for the campaigns were based on the research findings, and tackled the issues and barriers that had been identified.

For instance, the research revealed for one of the partnerships that there was a lack of positive role models and that often young people were afraid to stand out from the crowd by doing well in school or being more involved in the community. A theme that arose from this, and which has been taken forward by the partnership, was “I dared”. The thought behind this was to illustrate that real people in the area were living productive lives and that they dared to stand out from the crowd by being ambitious and working towards their goals.



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## Bringing the campaign to life

As well as working with the partnerships to use the research findings to shape their activity plans, the agency also worked with most of the partnerships to design a look and feel for their campaign. This was done by analysing the research findings and seeing how these could be applied to create a visual message. For instance, for areas that had few positive role models, a creative mock-up was developed to show real people in the community who were doing well and had been successful. As well as looking at how the campaigns could be communicated via images, the agency also worked with the partnerships to create a message or 'strap line' that summed up what the campaign was all about.

Three creative ideas, showing possible images to use, campaign names and strap lines were developed for the partnerships to test with their community panels.

## Case study: Darwen

Research revealed that young people in Blackburn with Darwen lacked the self confidence to stand out from the crowd and break away from a negative 'comfort zone'. They lacked direction and understanding of how to set or achieve goals for the future.

It was decided the programme should focus on addressing the barriers to achievement, by promoting positive local role models, providing information, advice and guidance and by giving more support to parents. The research was also used by Forster as a basis for the development of Blackburn with Darwen's campaign theme and visuals, which would bring their behaviour change campaign to life. The routes were then tested at the community panel.

### Route one

The first theme was 'Make something of it'. The idea behind this was to encourage young people to make something of their lives. Through a set of film strips it showed a variety

of stories to highlight the different routes into future education as well as how parents can find out about education and careers.



### Route two

'Outstanding' aimed to highlight the people that were standing out in their area and doing well but were still part of their community – thus addressing people's fears that doing well in education or a career could make them negatively stand out from the crowd.



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### Route three

'Open up Darwen' aimed to show the various opportunities and possibilities that are available for young people in the area. It used a mix of real life photography of residents and also illustrations to symbolise the community opening up for citizens.



### Testing

The three creative themes were tested at a Community Panel (see 'Testing your ideas' section below). Some key points that were raised, and which were integrated into the campaign theme, were:

- The young people wanted the images to be positive, and for those pictured to look happy

- The 'Make something of it' theme had negative connotations, inferring that someone might want to start a fight
- The film strip idea was not understood and they could not relate to what was being shown
- They liked a mix of photographic images and illustration
- They wanted the illustrations to represent Darwen and well known places in the town (the Darwen Tower for instance, which is well known by all residents)
- They liked having the name of the town included in the theme, as they believed it made it more relevant to their lives
- They liked the fun photography included in the 'Outstanding' theme, as it was eye catching and different

The feedback was then used to create a campaign theme for inclusion in the funding submission.

### The developed campaign theme

The Blackburn with Darwen partnerships is now using a theme of 'Stand out in Darwen' for their behaviour change campaign to challenge the perceptions of a community held back by economic deprivation and low self-esteem and where young people are afraid to stand out and be seen to do well. A local design agency was appointed to develop the theme and create the visuals, which will be used in a number of communications activities to raise awareness of the campaign including billboards and bus stop advertising, radio campaigns and creative marketing collateral.



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## Testing your ideas

The final stage of the development process involves working with your target audience to test your ideas and plans. This helps to make sure that your project will reach the right people, is using an appropriate tone of voice and provides value for money.

For Inspiring Communities testing was done through a 'community panel', where different members of the community, including young people, parents and other interested local influencers, were brought together to discuss their views on which of the three creative ideas they preferred – giving feedback on whether they liked the chosen images and words. The local school and stakeholders assisted in the recruitment of participants and Forster led the sessions by asking questions and taking notes.

**NB.** Testing could be conducted at various points throughout your campaign to make sure that activity stays relevant. Continued community involvement is key to success.



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## Case study: Thetford

Thetford is geographically isolated and the local community tend to live and socialise within their own estates. Young people face particular challenges because of poor public transport links which make it difficult to get to the educational opportunities available in other towns. The jobs available locally are generally low skilled and low paid, so young people have few opportunities and people to look up to, although the relationships within their families and local community are very strong.

A key element of Thetford's Inspiring Communities plan was the creation of a school and community radio station for young people. The radio station idea was pitched to a panel of young people who were representative of their community. The feedback was that they were unlikely to listen to a local radio station and were more interested in online and digital media.

The youth panel suggested that the skills and learning part of the project was something they would be more interested in, and learning broader media skills would be more beneficial to their development. The original plan was therefore changed to meet the needs of the young people and a 'Media Skills' course was developed to include learning about technical aspects of the media such as website development, Web 2.0 skills and writing, delivering and distributing podcasts. The activity is now linked to a new local internet based radio station, which will allow young people to put their newly learned skills into practice.

**“By involving young people, parents and stakeholders from Heath in shaping and designing the campaign, we are confident the activities will be effective in engaging and inspiring the whole community. The participation of young people has already highlighted that one of our intended activities, a local radio station, was not going to work. Indeed, testing of this idea with young people revealed that creating podcasts would enable them to focus on a range of different topics, offering them greater flexibility and also allowing them to develop useful media skills.”**

**Sandy Prior, Inspiring Communities Lead,  
Barking & Dagenham**

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## Running a community panel – what you could cover

There are a number of areas you might want to explore as part of your community panel. Some suggestions are outlined in this section.

### Introduction

The aim is to explain the purpose of the community panel, including why you are there, what you want to achieve and also the structure for the session. This is also a chance for the participants and group leaders to introduce themselves.

In order to get the most value out of the session it is important to establish a sense of trust within the group and to make participants feel comfortable to speak. This could be done by explaining to participants what you need from them (for example to find out their views on the proposed activities, how they feel about the area in which they live and their hopes and ambitions). Their views and experiences will be vital to helping you deliver the right activities for the community.

As an 'ice breaker' exercise you could ask participants to say something about a pastime they enjoy.

### Drawing exercises

To help people express their thoughts and opinions, you could ask participants to draw pictures showing what their community means to them. This doesn't have to be a detailed or creative picture: it could be a series of marks, stick men or symbols. Participants could be asked to talk through their drawing with the rest of the group. To ensure that the images created are interpreted correctly you should prompt the participants for insights. Some areas you might like to cover are:

- Reasons for choosing to draw certain things
- The commonalities/differences in the way people have chosen to draw things
- What an Inspiring Community looks like to participants and what their dream community would be like

### Overcoming obstacles

Having found out what participants' overall attitudes are to aspiration and the community you could ask the participants to explore how these aspirations might be reached. One way of doing this would be to ask people in pairs to

discuss the question "What would support you/young people in your community in achieving your/their ambitions?"

You can then ask the pairs to report back to the group, highlighting the three main things that would support/encourage them to achieve their goals.

Possible areas to discuss are:

- What practical things are there that we could do to help young people?
- Do they need things to do/more help at school/more help at home?
- Is there a shortage of activities? Do they need good role models etc?
- What practical things could be done to help parents?

Examples of solutions proposed by young people can be found in the case studies highlighted.

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## Reviewing your ideas

The next step is to explore the different activities you are proposing. You could start by presenting a checklist of proposed activities – and get participants to discuss in groups which they prefer and what they might look like.

Some possible areas to discuss include:

- What activities have you seen/respected/ found useful?
- Who do you think takes part in the current activities? What age are they, and what kind of people?
- What three things could help communities support young people to achieve their dreams?
- What are your views and feedback on these activities? Are they effective, etc?
- How relevant, appealing, interesting or fitting are the activities to your own values?
- How might the activities meet your needs and how might they be improved?
- What local organisations, centres or places are there for young people to meet (for example youth clubs, religious settings, leisure centres)?

- What are the most used/trusted sources of information for young people in the area (for example government, teachers, parents, family, friends, voluntary organisations)?
- Do you think there are changes that could be made to services that already exist?

## Creative brainstorm

The aim of this is to explore what the campaign itself could look like. Images from the drawing exercise could be used to plan key messages and communications. Alternatively, as with many of the partnerships you could use this time to test some ideas that you have already put together, or to get opinions on any existing creative campaigns in the area to find out what people like and don't like. At the end, you can ask them to vote on their favourite visual.

## Close

Continued consultation with local people should be a key part of your planning, and to close the session you could outline the next steps of the project and see if the participants would be willing to remain involved in the project, for example by taking part in meetings or receiving email updates.

**“The formation of a community panel was essential to the success of this project. They will meet regularly to ensure the continuous involvement of young people, parents and stakeholders throughout the lifetime of the Inspiring Communities project and help strengthen local networks so that the project has a legacy beyond the initial funding in terms of improved community cohesion and capacity to change.”**

**Rachel Mullins, Inspiring Communities Team, Rotherham**

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### Key questions to ask in the development stage

- What is the behaviour that you are trying to change and what action do people need to take to do this?
- What is preventing people from taking this action?
- What activities could you run that will help people change their attitudes and opinions?
- What materials or support do you need to run these activities?
- What can you ask partners and other groups to do to help you?

**“It was really important for us to get young people and their parents to feed back not only on the activities that we designed but also on the creative themes and ideas. One small, but crucial piece of feedback, was that neither the young people nor their parents understood the term ‘Tonge with the Haulgh’ as they considered themselves to be from one or the other area. Following this, we had to refine our programme slogan so that the campaign theme would be more relevant to the young people and parents we were targeting.”**

**Derri Burdon, Inspiring Communities Team,  
Tonge with the Haulgh**



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## Identifying support and resources in your area

Investigating what support and resources already exist in your local area is an important part of delivering your programme. There may be financial support available that will help deliver your activities. There may also be organisations in the area that are already running projects with similar objectives and with whom you could work/share resources and budgets with.

### Resource mapping

Resource mapping is a process used to collect and map information on the resources available within a community, for instance funding, assets – such as property and buildings, and also relevant organisations and groups. It helps people build a picture of what is available to them locally, and assess how any resources could be accessed or utilised as part of their programme or campaign.

Resource mapping was a core part of the Inspiring Communities programme. It enabled partnerships to identify what resources are available locally, as well as how they can be used most effectively.

A specialist resource mapping agency, Tribal, was commissioned to support the partnerships with this process.

#### Resource mapping enables you to:

- Find out what local services exist that are aimed at your audience
- Identify any gaps in services that are currently provided
- Avoid running activities that already exist
- Make best possible use of the land and buildings (assets) in the community – including looking at how they could be shared with other projects or organisations
- Identify any additional sources of funding for your activities from national programmes and other funding streams
- Use your resources in the best way to meet the particular needs of your neighbourhood

The resource mapping process is split into four stages:

#### Stage 1

##### Planning and community involvement

To take advantage of the resources available within your community you will need to use local knowledge and experience to find out, not only what resources already exist, but how they are currently used. The best way to do this is to make contact with key local influencers. The more you involve local community contacts as you plan your resource mapping the greater depth of information you will get.

#### Stage 2

##### Identifying funding

The next stage is to identify and further explore the existing and potential funding and support available within your neighbourhood. This can be done as follows:

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## Local research and investigation

Begin by reviewing what relevant services and facilities are already offered in your local area and how these are supported financially. This could involve:

- A review of your neighbourhood to find out what relevant services and facilities already exist and which you could work with to help deliver your campaign. It may also be worth looking into the services funded outside your area. Your neighbourhood review should be based on the results of your local research and draw on local expertise and knowledge. It is likely that there are local people and professionals who you can call upon to show you around the neighbourhood and the services and facilities available.

### Some of the questions you could include in your questionnaire are:

- The amounts available to be spent during the period you are going to be running your project
- The nature and type of resources available
- Whether the funding is current or capital

- The theme to which each source of funding relates (see list below)
- Whether the funding is given directly to the receiver (or, goes through a local authority) and the name of the local delivery agency or owner of the asset.

Your best point of contact to help you with the data gathering is probably a finance officer in a local authority but you should also consult with local individuals or groups that are known to have a strong interest in youth issues.

At the same time as the local research, you can also carry out what is called a 'centre-out analysis', to see how national and regional funding reaches down to a local level. This process involves identifying relevant funding programmes from government departments and then exploring how these are allocated to regional bodies, local authorities and community organisations.

## Stage 3

### Identifying opportunities for greater partnership working

The third stage of resource mapping involves evaluating the financial resource information collected in stage two. The aim of this evaluation is to assess if:

- There is any doubling up of project resources and current local services
- There is any overlap in both the providing of services and the administration supporting these services
- There are any opportunities available for improved efficiency of current services, such as sharing resources and funding

The first task for your assessment is to set out key themes around your campaign aims. For instance, during the Inspiring Communities project, 12 themes were developed to assess the range of local activities that related to increasing young people's ambitions and improving educational performance.

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- Planning your programme
- Project management
- Sharing and learning
- Campaign proposition
- Bringing the campaign to life
- Testing your ideas
- Running a community panel
- Key questions to ask in the development stage
- Identifying support and resources in your area
- **Resource mapping**

The 12 themes were:

1. Supporting parental involvement
2. Creating space for young people
3. Providing positive role models and mentoring
4. Connecting with the community
5. Exploring life choices and career pathways
6. Tackling substance abuse
7. Targeting interventions (at those who are Not in Employment, Education or Training – NEETs)
8. Physical activities
9. Developing life skills
10. Engaging young people, and encouraging participation
11. Improving self-esteem
12. Enabling learning outside the classroom

The financial information received through your questionnaires can be grouped by these themes so you can identify funding available by the type of activity. The knowledge you get from this can be used to support your decision making. If you find that different organisations or groups are working within the same category with local budget split between them, you may be able to identify opportunities for working in partnership with them (join up on service delivery or sharing facilities).

#### Stage 4

##### Producing and implementing a resource action plan

Once your data has been collected and analysed, you should have a resource map for your area that enables you to:

- Identify overlapping funds and potential for budget sharing
- Identify joint working opportunities
- Identify the potential for sharing a location to deliver services

The final stage of the process is then to create an action plan, using your map to:

- Work out partnership roles and responsibilities
- Develop a practical timeline for your programme to take place
- Establish targets for success

It is important to treat the resource map as a “live” document. It should be continually updated as new information becomes available and circumstances change. In this way it can be used to guide the efficient use of resources enabling you to achieve maximum impact with every pound at your disposal.

#### Case study: East Shields

Data about the resources available to support the Inspiring Communities programme in East Shields, South Tyneside were collected by speaking with partners and asking them to note in a spreadsheet any relevant sources of central government or local authority funding as well as infrastructure and other types of asset that may be used to deliver the programme’s objectives.

Officers from South Tyneside Borough Council took a lead role in seeking out and supplying relevant data for the resource mapping exercise. The exercise pointed the way towards new and more effective ways of working for the benefit of young people in East Shields. For example, there are clear opportunities for better budget alignment and even budget pooling in some cases by local police and fire services, neighbourhood partners, the health sector, central government departments and voluntary agencies. There is also hidden potential in the use of community assets for a wider range of outcomes than at present and several possible sources of extra national funding for which the partnership may qualify remain untapped.

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### Stage two – Development

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- Key questions to ask in the development stage
- Identifying support and resources in your area
- **Resource mapping**



# 4

## Section 4: Local Evaluation

## Stage four – Local evaluation

This section provides a summary and review of the activities implemented by the 15 neighbourhood partnerships as part of the delivery stage of their behaviour change campaign, and also details key learning from the partnerships. Collectively they offer a range of inspirational and replicable project approaches that can be readily adopted by others wanting to tackle low aspiration and educational attainment in future. This section also looks at techniques for evaluation, which is the fourth stage of any behaviour change campaign, and highlights some of the local evaluation that has taken place.

## Ways you might evaluate

Evaluation is a key part of any behaviour change campaign. It is important that you consider evaluation at the outset of your project, not just at the end. This includes setting some performance indicators and milestones and planning how you are going to measure the success of your activity. It can also be helpful to review your performance indicators at a mid-way point in the project – then if the results are not as you had hoped, you have an opportunity to make changes which will impact on the second half of the project.

## Method

At the planning stage, it is important to consider what your process is going to be. Below is a process for evaluation which should ensure you have covered all bases:

1. **Scope:** This stage is about being clear about how and what you are evaluating
2. **Develop:** The performance indicators that are essential to your programme's success
3. **Implement:** The necessary measure to evaluate your programme for example, gather data on uptake of a programme/activity
4. **Learning:** What worked well/less well with your programme? Did you achieve the outcomes you wanted to?

### Benefits of evaluation

Evaluation is important to demonstrate the effectiveness of a project and the return on the funding. Evaluation helps to:

- Develop activity that is effective in influencing and changing audience behaviours
- Encourage new methods and be bold about experimentation
- Improve efficiency by highlighting the things that work best
- Forecast outcomes more accurately
- Manage expectations regarding outcomes more effectively
- Increase audience knowledge and insight
- Secure future funding through showing the success of a project

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## Scope

There are a number of different elements you can consider to determine the success of your campaign. It is good practice to agree and define precise evaluation objectives with all those working on the project. You may need to consult with a range of people in order to define your objectives, for example potential future funders about what they would need to see demonstrated in order for them to consider funding the project in the future.

## Develop

At this stage, it is worthwhile asking yourself questions around what outputs and outcomes you want to achieve, with the emphasis being on outcomes:

**Outputs:** The actual deliverables of the campaign

**Outcomes:** Success in changing attitude and behaviour

Examples of outputs include:

- Numbers involved
- Attendance rates at events
- Web hits – was your profile increased online?
- Material distribution – how much literature did you distribute?
- Stakeholder support – how successful were you in establishing new relationships?
- Media coverage – what was the total circulation of the coverage you generated?

Examples of outcomes include:

- Target group awareness of a project – has there been an increased demand for support or increasing requests for information?
- Target group change in behaviour – has there been an increase in demand for a particular

service? Are there fewer people Not in Education, Employment, or Training (NEETs) following on from activity? Have educational attainment levels improved?

At this stage, you should also choose what methodologies you are going to use to evaluate your programme. Before you do this, it is worth investigating what relevant lessons from previous behaviour change campaigns can be applied as this may impact the methodologies you choose to apply to your programme. We have listed some commonly used methodologies in the next stage – ‘implement’.

It's important to remember, change happens over time – those of you carrying out activity similar to that detailed in this guide are likely to be tackling the underlying causes behind low aspiration and low educational attainment levels so don't expect to see changes overnight. Behaviour change objectives can be less easy to measure than factors like sales and availability. For example, if your aim is to increase aspiration levels among young people then measures need to be found for measuring levels of aspiration.

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## Implement

There are a number of different methodologies that you can use when it comes to evaluation. Some examples of different ways in which you may evaluate your project are detailed below:

### Ways to evaluate – Qualitative research

There are various ways to evaluate activity using qualitative methods, for example running focus groups with stakeholders and target audiences to gather feedback on activity, pool thoughts and plan future activity. However don't limit yourself to one way of conducting qualitative evaluation – there are many different methodologies to suit different needs. For example, would it be a better use of your time and resource to host a workshop with all stakeholders involved in the project to gather learnings collectively? Or do you think that hiring trained market researchers to conduct retrospective interviewing would be useful?

Furthermore, talking to people who may have rejected or had lapses in taking part in your activity can offer valuable insights into what is working less well. Talking directly to the target audience is also a useful way to gain perspectives on which elements of activity worked well and less well, for example

through focus groups or by gathering vox pops. Depending on the nature and volume of the work that has been done, you may need to be cautious about drawing firm conclusions as some findings will be subjective.

### Ways to evaluate – Quantitative research

Using a quantitative methodology is useful as a broad indicator for attitudes and impact. Widespread distribution of surveys allows you to quantify the responses for example: x% of people think x, thereby adding to the robustness of your research.

Additionally quantitative research can form a baseline indicator: you can conduct pre and post activity surveys that will show how attitudes and/or behaviour have changed over a given timeframe.

Quantitative research need not be a time consuming task, for example distributing a survey online can be carried out quite easily. You could also commission professional researchers to conduct the quantitative research. In order to save money, you might also consider commissioning them to conduct part of the research, for example deciding respondent recruitment approaches,

designing the questionnaire or analysing the questionnaires, and then doing the rest yourself. However it is important to remember the limitations of quantitative research – it does not always explore people's attitudes in enough detail to provide you with the level of detail you may require – and think about whether you want to supplement it with qualitative research which allows for more in-depth analysis.

### Spotlight on: Pendle, Lancashire

**What:** Campaign launch of 'I Dared', a community brand that publicises a range of community activity for local young people

#### Result:

I Dared Pendle blog – 2,393 hits

54 followers on Twitter

166 individuals from the local community have signed up to the Community Pledge: **'We pledge to work together to broaden our horizons and help us reach our potential'**

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## Ways to evaluate – Social Return on Investment

Social Return on Investment (SROI) is a way of calculating return on investment. SROI aims to capture the social and environmental benefits of projects or programmes.

It measures and analyses social, environmental and economic change in financial quantitative and qualitative terms, weighing up and integrating all the main costs and benefits along the way.

You can use SROI both to forecast the social value expected to be created by particular activities or services; and to evaluate after the event whether these actually achieved their intended outcomes.

### Seven principles underpin how SROI can be successfully applied:

- First and foremost, involve relevant stakeholders throughout the process to identify what social value means to them;
- Next, understand and measure outcomes in order to provide evidence that change has taken place;
- Put a financial value on all outcomes, using proxy values\* where necessary;
- Only include the evidence which gives a true and fair picture of impacts;
- Only claim value that organisations are directly responsible for creating (excluding for example what would have happened anyway);
- Be transparent, demonstrating the basis on which the analysis may be considered accurate and honest, and showing that it will be reported to and discussed with stakeholders;
- Last but not least ensure appropriate independent assurance.

\*Proxy measurement is the method of determining certain outcomes using calculable quantities or values when you do not have the ability to measure the exact value. This mode gauges progress of activities.

For further information about using SROI visit:  
<http://www.thesroinetwork.org/>

### Three common pitfalls

#### **Not investing in your evaluation measurement at the inception of the project**

To ensure a robust evaluation of a project you need to clearly define objectives and measurements for each of your project's before you begin. Not doing so will not only leave you unclear of what success looks like at the end but also risk allowing the project to lose focus during the process.

#### **Evaluating outputs and not outcomes**

Too often evaluation becomes an exercise in what was carried out by a project and not its overall impact on the problems it seeks to address. A proper evaluation measures behaviour change or an equivalent social indicator.

#### **Evaluation becomes a PR exercise**

There is a perception that evaluation needs to justify the project, when in fact it should verify its impact. Behaviour change is often a gradual process with much learning along the way. Assessing its weaknesses and required next steps is much more progressive and equally likely to secure funding in the future.

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## Learning

The learning from the evaluation should be outlined in an evaluation report, which can inform existing and future campaigns. Once you have completed this stage, you might want to consider how to share your learning more widely. For example, you could circulate your findings to everyone involved in activity.

### Spotlight on: Norfolk, Thetford

**What:** The Meet Up Cafe – A community café for young people to meet and take part in a range of activities.

**Result:** 150 young people are members of The Meet Up Café – in excess of 100 young people visit on a weekly basis. The Meet Up Café has a dedicated Facebook page with over 400 members. 25 adults have signed up as volunteers for the Meet Up Café. Young people organised a Pensioners Christmas Meal as part of their inter-generational volunteering, which was well received and generated positive media coverage.

## Tips

### 1. Be honest

What could you do differently? What could you improve?

### 2. Look for opportunities

What next? Keep up the momentum. Are there any other stakeholder partnerships to explore? What other groups can you get involved with? Can you identify further funding opportunities? How can you ensure that the programme is sustainable?

### 3. Be brave

Ask for feedback from partners and target audiences – their honest views can make a real difference to your future plans.

Question activities that cannot be evaluated – if it couldn't be evaluated then you don't know if it has worked and it's much harder to justify further investment in activity.



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## Results of Inspiring Communities project review

### Introduction

In 2011, the Inspiring Communities programme conducted a project review. This took the form of evaluation questionnaires being distributed to all 15 partnerships to understand what activity had been implemented, the effect of these activities on parents, young people and the community as a whole and the key learning derived. In-depth interviews were also conducted with the Gorton and Rawmarsh partnerships to provide a fuller picture of activity in these areas. These case studies can be found on pages 54 and 49. Together, this information provides a flavour of activity that took place across the different partnership areas and looks at how the programme worked.



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## Engaging young people

An overwhelming majority of partnerships felt their activities positively influenced young people and helped raise aspiration levels. From the outset of the project, collaboration and consultation with young people, as well as their parents, was highlighted as being pivotal to the success of the programme. Encouragingly, across the partnerships this theme was extended from the research phase to activity being delivered and evaluated. Partnerships used a variety of mechanisms to do this, including regularly consulting young people about the process and gathering feedback on activity as the programme progressed.

**38%** of questionnaire respondents felt their campaign had made **a big difference** to young people's attitudes and behaviour, and **62%** felt it had made **some difference**.

Methods for involving young people in shaping activity included continuing the community panels that were set up during the 'development' phase of the project and recruiting and training young people to act as mentors and volunteers

to inspire others to take part in activities. By continually involving young people over the duration of the project, partnerships and other stakeholders involved in designing activity were able to build relationships and a sense of trust with this audience. Though this sometime proved challenging, many partnerships felt that this was a successful element of activity and that the groundwork was laid for future activity. For example, training young people as mentors and volunteers means that partnerships now have a workforce of people that can train and inspire a younger generation of people to become involved in activities.

### School based activity

For the most part, young people were recruited through schools as this was felt by many partnerships to be the best way to access large numbers of 11-14 year olds. In addition this allowed some partnerships to plan activity in and around the school timetable. Young people were also recruited through community networks and activities carried out by neighbourhoods were also promoted through community settings. Using both community and schools based methods

to engage with young people meant most neighbourhoods participating in the programme had extremely positive results in terms of numbers of young people partaking in events organised through the Inspiring Communities programme. Some ideas of activities that directly related to educational attainment included using older students as 'buddy readers' for younger students (Stoke on Trent), storytelling workshops (Pendle) and one-to-one support for vulnerable young people making the transition from primary to secondary school (Bolton). In East Shields, tuition was made available to individuals with lower than average reading ages and attainment levels. As a result of this, there was a dramatic increase in individual attainment levels, reading ages and attendance levels.

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## Outside of school

Activities beyond school settings included a community café in Thetford, a launch event to introduce the community to the activity in Tonge and the Haulgh in Bolton, which attracted 2,500 people and a 'chill zone' in a neighbourhood in Bradford, for young people to take part in activities to improve their Information and Technology skills. In Shepway, a community website, B-U-T (Bringing Us Together), was set up to give people in Folkstone information on local activities available to them. Young people and families, working alongside a website professional and a parent who acted as an advisor, were given responsibility for designing and maintaining the website to promote the Inspiring Communities programme. Those involved in the website design now keep in contact through social networking sites and a dedicated Facebook page. Though the partnership has not yet evaluated this element of activity, it is hoped that the presence of this website will help ensure the legacy of their Inspiring Communities programme through a process of continually inspiring young people and parents to maintain the site.

In East Shields, an education and business partnership was set up with Blue Venture, an initiative designed for schools, colleges and employers in South Tyneside, to provide training opportunities, field trips and information sessions for young people on business and enterprise opportunities. Several events were held throughout the community with support from local businesses and organisations and as a result, there has been a rise in individual aspiration levels and participation in further learning.

### Accreditation

Where possible, partnerships offered accreditation to young people to ensure they were able to see the value of their input into activities. For example, the Inspiring Communities partnership in Barrow, Cumbria, used the Award Scheme Development and Accreditation Network (ASDAN – a programme to accredit skills for learning, skills for employment and skills for life) and found this particularly beneficial in linking learning in community settings to school based learning.



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## Pathways

Activities tailored towards more vulnerable young people and NEETs often centred around helping them identify potential future pathways. One such example was in North East Lincolnshire where Path4Life was developed to help young people develop a 'road map', which laid out their future plans relating to education and employment. Students from Whitgift School were encouraged to design personal mission statements and then supported in working out pathways to help them achieve their mission statement. To date, 34 students have enrolled in the programme and qualitative evaluation is planned to assess how helpful students have found the programme. Teachers are also being asked to give their views on whether they feel the programme has made a difference to the behaviour and attitudes of pupils. In future, it is hoped that the work will be sustained through a partnership with a local college who will help support the objective of each student having their own personal mission statement. It is also hoped that Student Advisors will be able to take overall responsibility for this piece of work.

### Spotlight on: Henbury, Bristol

**What:** BS10 Big It Up! – The BS10 Big It Up! Is a community brand developed by local young people and encompassed a range of projects and activities

**Result:** 8400 exposures to activities and opportunities related to BS10 Big It Up! 752 individuals have actively engaged with the project via the Facebook page, attending a workshop or event, voting on the brand or making a pledge



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## Inter-generational activity

Many partnerships undertook inter-generational activities and for the most part, these were referenced as one of the key ways in which partnerships were able to engage young people. In Shepway, students were offered digital training by specialists at the Folkstone Academy, and following this were incentivised to encourage their parents to sign up to the online learning system. Young people and parents in Darwen were encouraged to become volunteers in their local community through a 'taster' event, which 65 people attended – activities on offer included cookery and drumming workshops. The Tonge Choir in Bolton now has over 70 people attending on a weekly basis, with an age range from 10 to 83 years old. At Whitgift School in Grimsby, a kitchen garden project has been developed, which has included community volunteering opportunities and has been led by the young people. The garden has been visited by Alan Titchmarsh.

**“So impressed with developments at Whitgift – It’s an inspiration. Keep on growing and enjoying it.”**

**Alan Titchmarsh**



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## Case Study: Rawmarsh, Rotherham

### Bringing together young people through a shared interest.

The Rawmarsh Neighbourhood Partnership was set up in conjunction with the local school and established a panel of five local young people to act as Community Ambassadors. Each member of the panel was given a job title with specific project responsibilities [such as project lead] and met weekly with each other to progress the project.

The team agreed that the one thing they all had in common was music, so decided they would like to develop their own music festival. The team attended local festivals as research to help refine their vision; this process enabled the young people to grow in confidence through forming, expressing and debating their own views.

The project was given a great boost as the team managed to enlist the help of Tramlines, a company which organises festivals in Sheffield, to develop a communications strategy and offer training in the technicalities of staging a festival. NME Rock Photographer Tracey Welsh has also

offered her support by photographing the event.

A phase of participatory budgeting also fed into the development of the festival. As part of personal, social, health and economic education (PSHE) lessons at the local school, pupils were assisted in deciding how to spend £20,000 through proposals submitted from various community groups. The projects they chose to fund included a Glee Club, a Tea Party and two community dance projects, all of which will appear in the festival later this year.

The team decided that the project should have a legacy beyond the festival itself, and therefore created a Virtual Festival as part of the local University's Virtual Arts Centre, an online forum where people can interact and view video and photo material from the live festival.

The effect on young people in the area was significant. As testament to the sense of ownership felt by the group, young people still keep in touch with the project even though some of them have now moved on to college and beyond.



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## Engaging parents

Parents, as key influencers of their children, were one of the primary audiences for the Inspiring Communities programme. Findings from the research phase of the programme showed that in many cases, young people did not perceive their parents to be interested in their education. The research with parents showed that this was related to their own lack of confidence and involvement with the education system. Partnerships involved in the Inspiring Communities programme therefore designed activities which sought to overcome some of these barriers and many have since referenced successes they had in this respect, for example in increasing parents' confidence and in turn their ability to support their children.

**18%** of questionnaire respondents felt their campaign had made **a big difference** to parents' attitude and behaviour, and **64%** felt it had made **some difference**.

### In and out of school

In Barnsley, a popular local youth club took part in activity whereby parents and carers were encouraged to attend sessions to discuss opportunities for their children through out of school activities with the youth club workers. In order to reach as many parents as possible, parents were targeted opportunistically at times when they would be picking up their children from the youth club. As a result of this activity, 90% of parents attended the Year 9 Options Evening (in preparation for GCSE choices), compared with 15% the previous year.

In Barking and Dagenham a parental advice and support service was set up to give targeted support to parents and children aged 11-14 who had a pattern of poor attendance at school, lower than average attainment levels and greater social and emotional need. The service provided structured support to parents through:

- One-to-one advice on improving their child's/ children's attendance levels at school
- Advice on how to encourage healthier, happier lifestyles for themselves and their child/children

- Referrals to other services and activities in the borough
- Training around communicating effectively with schools about their child/children

Key to all the services that were provided was that parents were empowered and given the confidence to support their children. Feedback from parents about this project has been very positive so far – parents say that this activity has given them the opportunity to meet new people and face new challenges and that it has given them more confidence.

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## Incentives and accreditation

Partnerships involved in the programme most frequently cited engaging parents as the most challenging aspect of their activities. Many said that initial uptake of activities among parents was low and that different engagement strategies needed to be considered. In some cases, incentives were used to encourage parents to take part in the initial activity. For example, in Shepway parents were incentivised to take part in the first of a series of web design lessons. Interim evaluation conducted with the parents about this activity has shown that parents now feel more confident in computer technology and happy to work with their children on computers.

Other forms of incentives used, beyond financial incentives, included providing parents with certification for partaking in a course/activity. In Darwen, for example, parents who participated in the 'Healthy Lifestyles' programme were given a certificate on completion of the course. In this same area, street engagement work was conducted to encourage parents to register to Inspiring Communities – once registered, follow up support was offered to parents ranging from business support to information about local

colleges. This was felt to be an effective way of ensuring that parents enrolled in activity.

### Peer to peer and outreach

In the same way that many activities designed for young people included using their peers to act as positive role models, partnerships also worked with parents to recruit and train them to be ambassadors and role models to other parents. To take one example, Community Communicators were recruited in Bristol, with the aim that they would act as ambassadors for the Inspiring Communities programme in their area. These Community Communicators comprised parents as well as young people and parents received accreditation and development experience by way of a 'thank-you'.

In some areas, Parent Support Advisors (PSAs) and outreach workers have also been used to provide tailored support to parents with more complex needs. In Pendle, outreach workers have engaged with 332 individuals so far and provided support in issues ranging from employment and housing to education and parenting. For example, 28 parents in total have been referred to specific training or learning opportunities, and 17 parents have been

referred for employment support. An example of an outcome in parental engagement comes from Grimbsy, who had four vacancies for parent governors at the local school but since the Inspiring Communities programme, three of these positions have now been filled.

### Spotlight on: Kendray and Worsbrough Bank End, Barnsley

**What:** A youth club (Dale Park Community Group) that strengthens community links between young people, their parents and the local school through various after school activities

**Result:** 90% of parents attended the Year 9 Options Evening compared with 15% the previous year.



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## Engaging the community

Involving the wider community in Inspiring Communities activities was viewed as a crucial way to mobilise people to take action to help young people raise their ambitions and achievement at school and all partnerships conducted a variety of activities to help fulfil this goal.

Digital and social media avenues were cited by many to be a successful forum from which to engage whole communities with activity and make communities aware of a project's progress and successes.

**19%** of questionnaire respondents felt their campaign had made **a big difference** to the community as a whole in their local area, and **76%** felt it had made **some difference**.

### Partnership working

Where activity was felt to make the greatest difference to the community, partnerships forged strong links with local community figureheads and worked in partnership with them to deliver activity. For example, a literary project in Darwen was conducted in conjunction with the local

Premiership football club and in Grimsby, a number of meetings were held with local community groups to mobilise support for upcoming activities. In Stoke on Trent, activities for many of the events were promoted through Tenants and Residents Associations. This theme of collaboration, on which the Inspiring Communities programme was built, manifested itself in different ways across partnerships, for example some maintained and continued to grow the community panels that were established during the development phase of the project.

### Local businesses

Engaging local businesses to support Inspiring Communities was a key feature of many of the activities that were based on helping strengthen young people's and their parents' awareness of future education and career pathways. This was either in the form of work experience or talks by local businesses given in the community. Shepway partnership worked with the Channel Chamber of Commerce to conduct regular sessions offering business and IT support and advice to the community. These sessions were held at community centres throughout the area and

were a catalyst for young and old people working and learning together. A significant element of this activity was training, provided by Folkstone Academy, for young people to become Digital Mentors. Recruitment sessions for 'community mentees' took place through schools and through the sessions with the Channel Chamber of Commerce, Age Concern and St Saviour's Church. Through collaborative partnership working, this activity was deemed particularly successful.

### Events

Community events were common across all partnerships and used for different purposes. In some instances, the events were a way to showcase activities on offer through the Inspiring Communities programme while in others they were a way to recruit volunteers or ambassadors for the programme. In Thetford, events were used not only to raise awareness of the programme but also as fundraising opportunities. Each of the events held in the area, including a Halloween Quiz night and Holiday Fun Day, were very well attended. This was attributed to sustained promotion of the events for example, through monthly advertising in 'About Thetford' magazine.

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## Inter-generational activity

Inter-generational activity was viewed as an effective way of bridging the gap between young and old and also between different and sometimes fragmented communities. In Pendle, a Community Pledge, whereby members of the community were encouraged to sign up to 'pledge to work together to broaden our horizons and help us reach our potential', was used as a way of strengthening community ties and encouraging a shared sense of responsibility. Since the launch event 166 individuals, of all age ranges, signed the Pendle Pledge.

Community twinning was another way in which partnerships encouraged young and old people to broaden their horizons. In Shepway, young people took part in Get the Elderly Active where they worked collaboratively to brainstorm sporting activities that would appeal to all audiences – one such activity was carpet bowls.

In Grimsby, visits to other communities took place through Extended Schools and once funding for Extended Schools in 2011/12 is established, the partnership plans to build on this activity by getting parents to volunteer to lead the activity. This will be done in consultation with parents whereby their skills/hobbies and interests are established at the outset to ensure good uptake of the programme.



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## Case study: Gorton, Manchester

### Using young people to lead the campaign and engage with parents and the community.

The Gorton People brand was developed following a funding application to Inspiring Communities from Urbis, an urban regeneration group that trains disadvantaged young people in advocacy and leadership skills. Following the successful application Gorton People began developing a range of community projects for young and old people in the local community. The Gorton People team is part of a partnership supported by Manchester City Council and New East Manchester; each community project is developed by a panel of 12 young people and three adults from the local area who act as community champions ensuring local people's needs are met. The team is fortunate enough to reclaim and rent a local unused building as their base to meet and hold events in. To promote the group and to advertise their events, the team developed a website and a monthly newsletter. There had been no community provision for young people in Gorton so the panel decided to start a youth club for teenagers and a junior

youth club for children at the local community centre. They forged a strong relationship with the local library and together developed an under 18's film night where DVDs donated by the library are screened each week to make young people aware of all the services offered at their local library. The group proved to be extremely popular and helped the library develop links with young people who had never accessed it before.

**“Although the youth panel developed many successful and well received initiatives they often had to overcome an initial barrier of negativity from local parents but eventually, once parents could see the value and momentum in the projects they were actually happy to volunteer!”**

**Andrea Taylor, Project Co-ordinator for Gorton People, Stronger Together**

To show the local community the positive effect that young people can have on their community, the youth panel decided to develop an I Love Gorton Funday event at an underused park. Their ambition was to provide as many activities and entertainments for free to ensure that people on lower incomes could be included. The event included music and dance performances, fairground rides, craft stalls and a charity football match. The day was a huge success and was attended by over 1,500 people as well as a number of dignitaries including Sir Gerald Kaufman MP and local councillors.



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## Challenges and learning

All partnerships developed plans for activity that ensured a community wide approach to tackling low aspiration and attainment levels. The most frequently cited challenge to achieving this goal was engaging parents and many projects cited low attendance levels of parents at events. In many areas, in-depth engagement work was needed for those parents lacking in confidence or ability to undertake certain programmes/activities. This took a variety of forms including door knocking to reach parents at the outset of activity as well as training and support for parents.

In some cases practical reasons, such as schools not releasing contact details for parents, made engaging parents challenging. This meant that some partnerships had to think more creatively about how to bring parents on board – in Stoke on Trent events for parents were promoted through children taking invitation cards home to parents and in Darwen, male only 'Adrenaline Enterprise' events were held and fathers were encouraged to attend with their sons. These 'fun' activities were used to introduce parents and families to the programme and its aims more generally first, before inviting them to more specific learning events. Also in Darwen, the simple offering of

a free crèche for parents taking part in the family learning programme, was found to make a big difference to the success of an event as it reduced the practical barriers to parents attending as they did not need to arrange childcare for their other children who were not in the age bracket for the Inspiring Communities programme.

Though most partnerships eventually succeeded in involving parents in the programme, many highlighted that building relationships with parents was a time consuming task. The Inspiring Communities partnership in Pendle recognised this to be the case and that with parents; word of mouth would be a key way in which they would become engaged in the project and activities. Using this knowledge the Pendle partnership took a tiered approach to activity by firstly engaging with young people and then parents once activity had generated momentum. Parental engagement tools in this area also had to be modified along the way, for example, University visits were originally planned for parents and their children then replaced by visits to local colleges which were deemed by parents to be more realistic first step in their children's future. In advance of taking families to colleges, parents were eased into the programme through extra-curricular activities.

For the most part, activities for parents that were held outside school settings were more popular than those held within school settings. Stoke on Trent faced challenges engaging parents with their PALS (parents actively learning to support) activity when it was located in schools, so they had to reach out to parents in community locations to get them involved – for example targeted activity in a Wacky Warehouse pub resulted in 12 parents and their children participating in a reading activity and receiving a 'goody bag' of relevant information to support them with reading at home. The Stoke team also held Family Learning Sessions during the summer holidays in a local children's centre, and a local primary school held a joint event with a local fair to consult parents on where they felt their children needed more support. This event doubled up as a fundraising opportunity and raised £1,000 for the school fund.

Activities across partnerships targeting parents were varied – some focussed on helping parents support their child make the transition from primary to secondary school whereas others centred on improving parental engagement in parents evenings at schools.

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Areas such as Grimsby have planned to progress ideas focussing on making parents evenings more of a social occasion. In the same area, the Inspiring Communities partnership is seeing to fund community twinning visits through extended schools in 2011 and encouraging parents to become volunteers of extended schools activities. Several other areas have outlined plans to extend engagement activity by tapping into extended schools funding.

Due to continual involvement and feedback from young people and parents, many partnerships had to modify activities and promotional methods along the way so they reflected the needs of local communities. Though this was problematic in some instances, this was felt to be a critical success factor for many partnerships.

For some partnerships, securing internal buy-in for the project proved difficult and this had the knock on effect of fragmented working relationships and lack of collaboration between key agencies/ projects. Negotiating the mutual benefits of the project as well as ensuring consistent reporting arrangements (i.e. regular meetings between project leaders) and writing both these factors into contracts at the outset, was considered to be a key learning.

Many partnerships emphasised that building relationships and a sense of trust with their local communities was a time consuming, albeit rewarding, task. This meant that some partnerships found delivering all their planned activities in the specified timeframe (15 months) and conducting in depth engagement work was a challenge. However, most partnerships have used this project as starting point of their journey to raise aspirations and attainment levels among young people.



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## Programme statistics

The following statistics summarise the impact of the programme, based on the questionnaires completed by neighbourhood partnerships and project partners.

### How would you rate your experience of being involved with the Inspiring Communities campaign?

Very good	45%
Good	41%
Neutral	14%
Poor	0%

### How would you rate the effect of your campaign on parents' attitude and behaviour in your area?

Made a big difference	18%
Made some difference	64%
Made little difference	18%
Made no or a negative difference	0%

### How would you rate the effect of your campaign on young people's attitudes and behaviour in your area?

Made a big difference	38%
Made some difference	62%
Made little difference	0%
Made no or a negative difference	0%

### How would you rate the effect of your campaign on the attitudes and behaviour on the community as a whole in your area?

Made a big difference	19%
Made some difference	76%
Made little difference	5%
Made no or a negative difference	0%

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## Further information

Inspiring Communities partnerships have collected local evidence on the effectiveness of their activities. Although Government funding ended in March 2011, many of the activities will continue, either through inclusion in school curriculums, attracting funding and support from local partners or new mechanisms such as setting up Community Interest Companies.

The community café in Thetford, has obtained Reaching Communities Lottery funding. The partnership in Darwen, was selected as one of the NESTA Neighbourhood Challenge projects which will allow them to continue their community campaign for another year. In Dagenham, local people realised the importance of the BASE community centre, set up with Inspiring Communities funding, and organised a petition to keep it open after March 2011. Funding has now been sourced to allow it to remain open for a minimum of a further 12 months.

If you would like to get in touch with one of the partnerships or have any general enquiries, please contact:

### Yvonne Dove

Big Society Delivery and Vanguard Division  
Department for Communities and Local Government

**Phone:** 0303 4442608

**Email:** Yvonne.Dove@communities.gsi.gov.uk

### Centre for Intergenerational Practice

The Centre for Intergenerational Practice is committed to supporting the learning from the programme. To support this it has established a dedicated web pages to capture the resources produced, will provide advice and guidance to projects looking for further development and by registering with the Centre will provide free resources, newsletters and access to regional network meetings. For more information go to: [www.centreforip.org.uk](http://www.centreforip.org.uk)

### Inspiring Communities process evaluation

The scoping report, outcomes framework and local theories of change will be published on the DCLG website in Summer 2011.

## Other research and resources

### Inspire Aspire South Yorkshire

A programme across South Yorkshire to raise the aspirations of children and young people, using a Social Marketing approach to understand the drivers that lead to low aspiration and applying this proven technique to tackle the issue.

For more information go to: [www.sheffield0to19.org.uk/i-asy](http://www.sheffield0to19.org.uk/i-asy)

### Joseph Rowntree Foundation research

A major study was published in March 2010 examining the role of attitudes, aspirations and behaviour in explaining the attainment gap between richer and poorer children. Further research will be published in Autumn 2011. One study will explore attitudes, aspirations and attainment in the context of different places. Two projects are reviewing the evidence for a causal link between attitudes, aspirations and attainment and the effectiveness of interventions to raise attainment through addressing children and parents' attitudes and aspirations.

For more information go to: <http://www.jrf.org.uk/work/workarea/education-and-poverty>

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Any enquiries regarding this document/publication should be sent to us at:

Department for Communities and Local Government  
Eland House  
Bressenden Place  
London  
SW1E 5DU  
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