



LINCOLNSHIRE & RUTLAND

**EVALUATION OF THE
LINCOLNSHIRE CONNEXIONS PILOT**

REPORT 5: RAISING ASPIRATIONS

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CGS
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CONTENTS

	<u>Page</u>
Preface	1
Executive Summary	2
Introduction	3-4
Methodology	4-6
Findings	6-7
Key Lessons	7
Recommendations	8-9

Appendices

Appendix 1	List of organisations contacted as part of a mapping exercise
Appendix 2	Questionnaire to selected organisations
Appendix 3	Young People’s questionnaires
Appendix 4	Supplementary questions
References	

PREFACE

We are greatly indebted to the following organisations who were involved in various aspects of the pilot: Caister Yarborough School; Earl of Scarborough High School; St Hugh's High School; YOI Olney; Harrowby Motorbikes Club and Skegness Youth Centre.

The authors would also like to express their sincere thanks to: Sadie Coldwell, Lincolnshire Careers & Guidance Services Ltd; Steven Foster, Lincolnshire Youth Service, and Madeleine Dawson, Lincolnshire Careers & Guidance Services Ltd, for their considerable contribution to the project as part of the multi-agency team.

A list of organisations contacted as part of the mapping of existing programmes and for other research purposes is provided in Appendix 1. We are very grateful for the positive responses and support provided from all of these organisations.

Finally, a reference group held to develop evaluation included: Lincolnshire Health Authority, Earl of Scarborough High School, Lincolnshire Training and Enterprise Council, Lincolnshire Youth Service and Lincolnshire Careers & Guidance Services Ltd, and their input was much appreciated.

Julie Foster & Allison Lawrence
Project Team Leaders

EXECUTIVE SUMMARY

This report details the findings from a project designed to support under-performing and/or disadvantaged young people by developing or extending activities that helped to improve their motivation/aspirations. It looks at some of the issues that can cause low aspirations and goes on to investigate existing organisations and activities that should help improve them.

Section 1 gives the context within which the project was developed and explains why specific geographical areas were chosen for support. This section also makes reference to wider research that was undertaken in order to support the selection of the chosen areas.

Section 2 examines the methodology chosen and details the approach adopted to outline the factors that make up aspirations/motivation. Seven key indicators were selected and these are contained within the text. The section goes on to outline the mapping approach chosen and reveals that very few existing organisations or activities had any robust data on improvements in a young person's aspirations derived from that activity. It concludes with providing some detail about the 5 projects selected for further support.

Section 3 details the findings, which include the general lack of tools or strategies to measure improvement and a consequent lack of evidence of effectiveness. There was also no mechanism to share effective strategies and best practice between organisations and professionals. As much of this project was about establishing base-lines and agreeing factors which contributed to improved aspirations, evaluation of information from 'supported projects' was still to be completed and will be available later in the year.

Section 4 outlines key lessons, which include the lack of existing information about 'what works' and the need to establish base-line information about young people before activities commence. There was an opportunity to link individual 'raising aspirations' key indicators to particular projects, if those projects appeared to have good results in raising aspirations in specific areas e.g. self-esteem.

Section 5 contains detailed recommendations to be considered by ConneXions Lincolnshire and Rutland as well as advocating that further work requires undertaking nationally on the whole area of measurement of aspirations and accreditation of activities.

1. INTRODUCTION

- 1.1 Lincolnshire is a rural county, the fourth largest in England and also the fourth most sparsely populated. Half of the county's inhabitants live outside the few towns of which Lincoln is the largest (85,000) followed by Grantham (32,000) and Boston (26,000). (Reference 1).
- 1.2 Much of the available employment is seasonal agricultural work or linked to the tourist industry along the coastal strip. The availability of relatively well-paid work without training during the summer, leads to low aspirations towards long term education for a proportion of the young people in this area. The culture of working long hours during the summer and not at all in the winter, leads to isolation and a pattern of life that does not relate to a formal educational structure.
- 1.3 Lincolnshire schools are made up of Private, Grant Aided and State Secondary schools leading to selective education in some parts of the county. There are also 5 Further Education Colleges with sites in Lincoln City, Riseholme near Lincoln, Louth, Stamford, Gainsborough, Sleaford, Grantham, Caythorpe near Grantham and Boston. Lincoln City also has a newly established University.
- 1.4 The coastal areas in particular attract families on low incomes from the surrounding urban areas of Nottingham, Sheffield and Leicester, leading to pressure on Welfare services and housing, that further increase the tendency to drop out of formal learning.
- 1.5 Pupil performance in Lincolnshire is generally in line with, or above, national standards. Boys are performing less well than girls, again in line with national patterns (Reference 2). 6% of pupils still leave school with no national qualifications. The research mapped by the Lincolnshire Disaffection Strategy Group and others indicates particular hot spots in relation to teenage pregnancy, unauthorised absence and rates of young people entering employment without training and unemployment. These areas include Boston, East Lindsey, Lincoln, South Holland and South Kesteven. (Reference 3). The 6 most deprived wards of Lincolnshire are Scarborough (Skegness), Park (Lincoln), Earlesfield (Grantham), Abbey (Lincoln), Mablethorpe and Gainsborough East. (Reference 4).
- 1.6 The aim of the project was to:

'Increase the aspirations of young people by extending and expanding activities, including leisure activities, which focus on increasing motivation/aspiration, particularly with under-performing and/or disadvantaged pupils.' (Pilot Project Development Plan, 2000)

Project milestones:

- Establish multi-agency team
- Identify by geography any patterns of low motivation/low aspiration
- Map existing projects which can be evidenced as providing greatest difference/benefit
- Identify existing projects which can be evidenced as providing greatest difference/benefit
- Develop/extend existing projects
- Workshops to develop and implement new projects
- Explore accreditation opportunities and implement accreditation mechanisms

- Monitor and evaluate process

2. METHODOLOGY

- 2.1 Using the pilot milestones as a framework, we identified current research around the issues of young people and disaffection (Reference 5). Bringing this information together allowed us to quickly identify geographical patterns and locations of particular disadvantage. Research from the completed studies is described above in the introduction to this report. It was decided that this data be used to influence where projects were extended and which schools were to be worked with. However, the nature of the project meant that this would be more relevant for the development of new projects after the completion of the pilot.
- 2.2 A further issue for the team to consider was “What are the elements that make up aspiration/ motivation?” and could they be broken down into identifiable indicators?
- 2.3 Drawing on the work of John Huskins (Reference 6) we identified seven key areas. These were:
- Self-awareness
 - Opportunity Awareness
 - Self Confidence
 - Self-Esteem
 - Commitment to control or change one’s life
 - Values
 - Goals
- 2.4 Using the above key areas we developed a questionnaire to send to projects, to allow us to build a picture of the various programmes and/or activities being used across the county that may focus on these key areas. The questionnaire also asked for evidence of positive development of young people in these key areas.
- 2.5 Through a wide consultation process, use of the mapping activity already undertaken by New Start and information from the questionnaires indicating other projects that may raise the aspirations of young people, we sent out 72 questionnaires to a range of projects/organisations throughout the County.
- 2.6 The questionnaires allowed follow-up by the team using a standard questioning framework (Appendix 2) to ascertain details of evidence. It became clear at this stage that there was very little *hard evidence* to back up claims of positive work with young people. The majority used on-going staff assessment such as the behaviour and attitude of young people. Although the views of staff are valuable, we felt that Connexions could assist in the development of collecting hard evidence to back up claims. However, a few projects used evidence such as levels of attendance at school. The team identified the need to develop a measurement tool in line with the seven key areas identified by Huskins.
- 2.7 A young people’s questionnaire was then developed. Projects were identified from the initial exercise and young people involved asked to complete questionnaires. This helped back up the claims made by the projects and field test our first attempt. (Appendix 2). A consultation process took place on the design of the questionnaires through a reference group and relevant suggestions lead to the development of the final young people’s questionnaires. (Appendix 3).

2.8 Following the return of questionnaires, an initial selection of projects was made and these were telephoned and asked supplementary questions (Appendix 4). The results of these, in addition to the Young People's questionnaires, then allowed us to make a final selection of projects to work with. Criteria for selection included:

- assessment of the value that additional funding would add to the project
- assessment of how each project was aiming to 'Raising Aspirations'
- the willingness of projects to be involved and to use the assessment questionnaire both at the beginning and end of the project
- how established and widespread each project was

2.9 Where current support and growth in a project was already being developed it was felt that support would be better directed to projects where there was clear potential for development.

2.10 The projects eventually selected were as follows:

(a) **Widening Participation**

This was a current initiative from Nottingham Trent University. Wide ranges of activities were offered, including visits to the University by schools whose pupils had often traditionally not considered H.E as an option. It was decided to use pupil questionnaires (Appendix 3) to measure the key Raising Aspirations criteria both before and after a University visit. It was then decided to extend this concept by involving a school on the coast which was furthest removed from an H.E institution and set up a visit with its closest – The University of Lincolnshire and Humberside. Year 10 pupils would be selected by the school head of year based on criteria designed to indicate pupils that had the academic potential to aspire to a university education. Pupils would then be involved in a visit to the University of Lincolnshire and Humberside for the day, being involved in small group work focusing on University life and the benefits of a university education. Evaluation was also carried out with school staff to establish the value of such activities for the future.

(b) **Getting Connected**

This is a curriculum framework designed to prepare young people for adult life. Through the mapping exercise it was felt that it would be valuable to extend the groups of young people to whom it was being delivered. It had recently been initiated in the Learning Gateway, but had the potential to be piloted with a younger age group in schools as well as a complementary group at the associated Youth Centre. The aim was to explore collaboration and establish a system to ensure that school based programmes and work in the Youth Centre complemented each other, rather than duplicate activities. Other potential uses included a group in a Young Offenders Institution who were currently offered little structured PSE development work. This valuable extension intends to train prison and probation staff and other organisations working in the YOI, such as the YMCA, to deliver the programme. This will be overseen by the Personal Adviser, so that on release and possible entry to the Learning Gateway, the young offender could continue with the programme and eventually receive accreditation.

(c) **Pacific Institute programmes**

These were chosen as 3 schools in Lincolnshire had identified the programmes as having an innovative approach to 'raising aspirations' after demonstrating a proven record in other parts of the Country. Teachers who were familiar with the programmes felt that the Pacific Institute's programmes had a great deal to offer in raising the aspirations of young people. They were geared particularly to 'increasing self esteem' and 'giving one the commitment to control or change one's life.' The programmes involved quite lengthy, expensive, but none the less rigorous, training for those who then wished to deliver the programmes to young people. Two different approaches would be tried. One with a school who had a business contact who could deliver the training and one by training school staff/Personal Advisers through the Institute's programme. Extensive evaluation has already been undertaken by the Institute in other areas of the country.

(d) **Harrowby Motorbike Club**

This was piloted as an example of a 'leisure based' activity aimed at some of the most disaffected young people in the Harrowby area. It was also a good example of voluntary workers and professionals working together on a community based activity. Unfortunately results from the young people questionnaires are not available at the moment due to a suspension of the project resulting from the foot and mouth outbreak.

(e) **Young Enterprise**

There is much potential here to extend the Young Enterprise to work with disengaged groups of young people. Currently, Team Enterprise is aimed predominantly at 6th Formers and high achievers. However, there is an opportunity to extend this to those who may not have achieved academically but could be motivated towards starting a business. Current funding in Lincolnshire for Young Enterprise has meant that there isn't sufficient spare resource available to promote this potential new direction.

3. Findings

- 3.1 There are higher levels of 'at risk' behaviour likely to lead to disaffection and lower aspirations, in Boston, East Lindsey, Lincoln, South Holland and South Kesteven.
- 3.2 The pilot mapping exercise showed that there are numerous programmes and schemes currently being used across the County, all claiming to raise the aspirations of young people. However, there is 'limited' hard or measurable evidence to substantiate these claims.
- 3.3 The programmes and diverse range of approaches are presently uncoordinated. Many professionals are trying out different programmes, but there is no conduit for the sharing of good practice across the different agencies.
- 3.4 The findings from the pilot showed that there were no apparent long-term measurement strategies to record and track the aspirations of young people and measure development over-time.

3.5 Work in the 'supported' projects is currently ongoing with training for 'Getting Connected' and 'Pacific Institute' programmes being undertaken by relevant staff.

3.6 Initial results from questionnaires completed by young people undertaking the 'Widening Participation' Project revealed the following;

- Feedback from young people attending was generally positive
- 76 out of 82 (92.7 %) respondents stated that the activity had helped them to think about their future.
- 72 out of 82 (87.8 %) respondents reported that it had made them think more about their qualifications.
- 63 out of 82 (76.8 %) indicated that it had made them think more about the jobs that they want to do.
- 79 out of 82 (96%) stated that they wanted to get better grades as a result of the activity.

However, when compared with pre-visit responses, the percentages had not risen significantly.

4. Key Lessons

4.1 In designing a questionnaire to be used with young people to measure 'raising aspirations', a base-line measurement must always be recorded of young people's existing aspirations.

4.2 The measurement tool must be as simple as possible for both young people and staff to complete, collate and analyse.

4.3 Some projects had particular strengths in one or more of the seven 'Raising Aspirations' criteria that were used. These could be taken into account by Personal Advisers when attempting to help young people explore options and access relevant opportunities.

4.4 There is currently a diverse range of provision aimed at young people in Lincolnshire that is designed to help motivate them as well as offering encouragement and support. Self-motivation and 'active' engagement in learning is a key factor towards helping young people to succeed. New and innovative approaches are required across a range of 'formal' and 'informal' settings throughout Lincolnshire and Rutland.

5. Recommendations

Connexions Lincolnshire and Rutland

- 5.1 Programmes designed to monitor and assess young people's aspirations require time and there are real challenges in terms of measuring specific 'hard' outcomes. The pilot project has shown that a key factor to ensure success is the 'positive relationship' that needs to be developed between the young people and the personal adviser/facilitator. The new service should target the areas identified during the pilot project as those most likely to have high levels of disengagement from formal learning opportunities.
- 5.2 It should also invest in the further development of programmes already identified through the pilot such as the 'Pacific Institute' and 'Widening Participation' programmes. The findings show that pilot work should be extended to include targeted groups of young people for example: Young Enterprise.
- 5.3 Measurements of young people's aspirations should be linked to 'assessment and diagnostic' and 'pooling and tracking' functions within the new Connexions service.
- 5.4 Further development work should be undertaken to develop measurement tools for gauging young people's aspirations on an ongoing basis. This should involve the expertise of an appropriately trained psychologist to advise on design and implementation. These measurement tools should be offered to projects across partner agencies, supported by relevant training, and systems developed to fully monitor and evaluate the benefits of using measurement tools. This approach would encourage evidence-based practice to help assess what works and what does not work.
- 5.5 There is need for an agreed county/national measurement system to assess the reliability and validity of instruments used to measure young people's aspirations. Further research and development work is required.
- 5.6 There is scope to identify a specialist role for the co-ordination of programmes and approaches designed to help raise young people's aspirations.
- 5.7 Personal Advisers should receive training and support in the application and assessment of instruments and approaches that can be used to help raise young people's aspirations. A 'practitioner toolkit' is required to enable them to draw on a diverse selection of resources. This could also link in to other resources such as a network of local agency contacts and a description of the services on offer.
- 5.8 The new service should develop 'best practice conferences' for all staff involved in working with young people in the Connexions target group. This should be planned and delivered as and when required, in response to local needs. It would also provide an opportunity to showcase success stories and enable practitioners and managers to share policies and practices.
- 5.9 Using the National Record of Achievement (NRA), young people should be encouraged to record and review their aspirations and where possible, accreditation should be made available in order to motivate and provide an incentive.

- 5.10 There is much potential to further extend the projects to involve work with parents /carers. Research should be undertaken to explore the aspirations that parents/carers have for their daughters/sons. Projects such as the widening participation university visits should also involve parents/carers to explore their pre-conceptions about higher education.

Connexions Service National Unit

- 5.11 A national / regional strategy needs to be devised to enable Connexions services to share good and interesting practice across areas in relation to the Connexions aim of 'raising young people's aspirations'.
- 5.12 Instruments and tools designed to measure and assess young people's aspirations need to be fully developed and tested to ensure that the results are valid, reliable and accurate.

CONNEXIONS PILOT PROJECT - RAISING ASPIRATIONS

Project	Contact
A baby is for life	Alison Poxon
Act Theatre Company	Cresswell
Action for employment	Marlene Reardon
AEEU	Andy Simms
Air Training Corps	Mrs Steele
Army Cadets	
Bang On	Simon Hollingworth
Birchwood Young Women's Group	Denise Benetello
Boatshed Environment Project	Judi Marshall
Compact XL	Denise Benetello
Compact XL	Kim Gray
Compact XL	Patrick Prince
Compact XL	Ruth Dynan
Compact XL	Sophie Bell
Duke of Edinburgh Award Group	Jackie Seckher
Duke of Edinburgh Award Group	Stephen Foster
Earl Of Scarborough	Ruth Johnson
East Lindsey District Council Sports	Paula Hill
Education Welfare Service	Joanna Vince
Fenside Scouts Community Project	Diana Power
Fire Cadets & Youth Schemes	Andy Frankowski
First College	Liz Walker
Getting Connected	Francine Davies
Getting Connected	Liz Gayton
Getting Connected	Madeline Dawson
Getting Connected	Stephen Foster
Gleed Girls	Mrs Extance
Gleed Boys	Mr Stibbons
Harrowby Motorbike Project	Rev Anthony Pick
Learning Gateway	Helen Tomlinson
Learning Gateway	Janette Wilson
Learning Gateway (New Options)	Ruth Dynan
Letts Project	Hilary Pearce
Lincoln Youth Matters	John Benton
Martin Youth Bikers	Ferg Phillips
Millennium Volunteers	Nicola Dewhirst
Millennium Volunteers	Stephen Stephens
National Children's Home	Chris Ransome
New Deal Bus	Andy Storer
New Deal Trailblazers	Darren Lount
New Options	Ann Farr
New Options	June Davis
New Options	Viv Hughes
New Options	Annetta Betts
New Start Mentors	Janet Farr
NHS Healthy Living Centres	Janet Flett/Rachel Kitson

Nottingham Trent University Access
Options

Sally Mellors
Gill Wenlock

APPENDIX 1

Pathways to Excellence	Paula Williams
Phoenix Projects	Darren Lount
Princes Trust Action	Lincolnshire TEC
Princes Trust Volunteers	Lincolnshire TEC
Prison - Me No Way	Officer Ken Hickling
Real Deal	George Clifton
Real Game	Jim Robson
Re-Start	Richard Barter
Retracking	Ann Zamorski
Shaw Linc	Cindy Aimley
Shaw Trust	Lesley Knapton
Shaw Trust	Shaheen Mitha
Shout	Office 3
Social Services	Philip Hunt
Widening Participation Project	Helen Rycroft
Work Related Learning	Helen Adams
Work Related Learning	Julie Wanstall
Work Related Learning	Stan Brocklehurst
You Can Do It!	DFEE/Carole Lang
Young Enterprise	Lynne Spink
Youth Councils in Lincolnshire	Judi Marshall
Youth Councils in Lincolnshire	Malcolm Ryan
Youth Matters	John Benton
Youth Theatre	Simon Hollingworth

QUESTIONNAIRE TO SELECTED ORGANISATIONS

Raising Aspirations

Mapping projects working with young people aged 13-19

Project Activity : Increasing the aspirations of young people by extending and expanding activities including leisure activities, which focus on increasing motivation/aspiration, particularly with under-performing/disadvantaged young people.

Project title

Contact name

Telephone number.....

Please indicate in the boxes below to what extent your project focuses on developing the areas listed:

- 1= Not at all
- 2= To some extent
- 3= Major element

Raising aspirations	Diagnosing needs	Increasing self awareness	Increasing opportunity awareness	Increasing self confidence	Increasing self esteem	Developing a commitment to control or change their lives	Exploring values	Goal setting/ action planning

APPENDIX 2

For each area that you indicated either a 2 or 3 score, please explain how you develop/deliver each area and whether the change in each young person is measured.

Raising Aspirations	
How is this developed/delivered?	
How is the change measured?	

Diagnosing needs	
How is this developed/delivered?	
How is the change measured?	

Increasing self awareness	
How is this developed/delivered?	
How is the change measured?	

Increasing opportunity awareness	
How is this developed/delivered?	
How is the change measured?	

APPENDIX 2

Increasing self confidence	
How is this developed/delivered?	
How is the change measured?	

Increasing self esteem	
How is this developed/delivered?	
How is the change measured?	

Developing a commitment to control or change their lives	
How is this developed/delivered?	
How is the change measured?	

Exploring values	
How is this developed/delivered?	
How is the change measured?	

Goal setting / action planning	
How is this developed/delivered?	
How is the change measured?	

Please list any other ways in which your project has made a difference:

--

Attached are a list of projects that have received this questionnaire. Please list any other Lincolnshire projects that you think may raise the aspirations of young people aged 13-19 years

Project title	Contact name, address and telephone number

Many thanks for completing the survey
 Please return in the envelope provided **by 27th October 2000**

CONNEXIONS PILOT
YOUNG PEOPLE'S QUESTIONNAIRES

Please circle either "YES" or "NO" for each question.

Be an honest as you can!

Thank you.

(A) This activity has:

- | | | |
|----|--|--------|
| 1. | Helped me think about my future | YES/NO |
| 2. | Helped me make plans for my future | YES/NO |
| 3. | Made me think more about my qualifications, exams
And course work | YES/NO |
| 4. | Made me think more about jobs I want to do | YES/NO |

(A) Because I am doing this activity:

- | | | |
|-----|--|--------|
| 1. | I work harder at school | YES/NO |
| 2. | I want to get better grades | YES/NO |
| 3. | I have a better idea of what I want to do when I get older | YES/NO |
| 4. | I have learned more about myself | YES/NO |
| 5. | I am more confident | YES/NO |
| 6. | I know more about what I might be able to do in the future | YES/NO |
| 7. | I feel better about | YES/NO |
| 8. | I feel I have more control over my life | YES/NO |
| 9. | I have thought more about what is important to me | YES/NO |
| 10. | I have a plan for my future | YES/NO |
| 11. | I know more about what I need to do next | YES/NO |

**CONNEXIONS PILOT
(Pre-activity)**

YOUNG PEOPLE’S QUESTIONNAIRE

Please circle either “YES” or “NO” for each question

Name.....

Be as honest as you can!

Thank you

(A) At the moment I feel:

- | | | |
|----|--|--------|
| 1. | I have thought about my future | YES/NO |
| 2. | I have made plans for my future | YES/NO |
| 3. | I have thought about my qualification, exams and course work | YES/NO |
| 4. | I have thought about jobs I want to do | YES/NO |

(B) How I feel about myself:

- | | | |
|-----|--|--------|
| 1. | I work hard at school/college | YES/NO |
| 2. | I want to get better grades | YES/NO |
| 3. | I have a good idea of what I want to do when I get older | YES/NO |
| 4. | I understand my thoughts and feelings | YES/NO |
| 5. | I am confident | YES/NO |
| 6. | I know what I might be able to do in the future | YES/NO |
| 7. | I feel good about myself | YES/NO |
| 8. | I feel I have control over my life | YES/NO |
| 9. | I have thought about what is important to me | YES/NO |
| 10. | I have a plan for my future | YES/NO |
| 11. | I know what I need to do next | YES/NO |
| 12. | I have thought about going to university in the future | YES/NO |

**CONNEXIONS PILOT
(Mid or end of activity)**

YOUNG PEOPLE’S QUESTIONNAIRE

Please circle either “YES” or “NO” for each question

Name.....

Be as honest as you can!

Thank you

(C) This activity has:

- | | | |
|----|--|--------|
| 1. | Helped me think about my future | YES/NO |
| 2. | Helped me make plans for my future | YES/NO |
| 4. | Made me think more about my qualifications | YES/NO |
| 4. | Made me think more about jobs I want to do | YES/NO |

(D) Because I am doing this activity :

- | | | |
|-----|--|--------|
| 1. | I have worked harder | YES/NO |
| 2. | I want to get better grades/ qualifications | YES/NO |
| 3. | I have a better idea of what I want to do when I get older | YES/NO |
| 4. | I have learned more about myself | YES/NO |
| 5. | I am more confident | YES/NO |
| 6. | I know more about the opportunities available to me now | YES/NO |
| 7. | I feel better about myself | YES/NO |
| 8. | I feel I have more control over my life | YES/NO |
| 9. | I have thought more about what is important to me | YES/NO |
| 10. | I have a plan for my future | YES/NO |
| 11. | I know more about what I need to do next | YES/NO |

SUPPLEMENTARY QUESTIONS

Mapping Follow Up	
Project:	
What age group is the project working with?	
In what setting is it delivered (Formal, informal-Where?)	
How many young people are involved?	
Who is resourcing or paying for the work?	
How would better resourcing assist young people to develop further or more quickly?	
What would you require to achieve this?	
Is there evidence of raised aspirations? Is it useable evidence i.e. written etc?	
How long has the project been running for?	
Request examples of materials	
Recommendations	

REFERENCES

References 1+2

The state of the county- a strategic review part 2
<http://www.lincolnshire.gov.uk>

Reference 3

Mapping Disaffected Youth. Newstart
Lincolnshire Health Authority. Teenage Conceptions In Lincolnshire

Reference 4

The state of the county- a strategic review part 2
<http://www.lincolnshire.gov.uk>

Reference 5

The state of the county- a strategic review part 2
<http://www.lincolnshire.gov.uk>
Mapping Disaffected Youth. Newstart
Lincolnshire Health Authority. Teenage Conceptions In Lincolnshire

Reference 6

From Disaffection to Social Exclusion
John Huskins. 1998