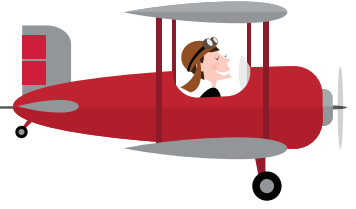


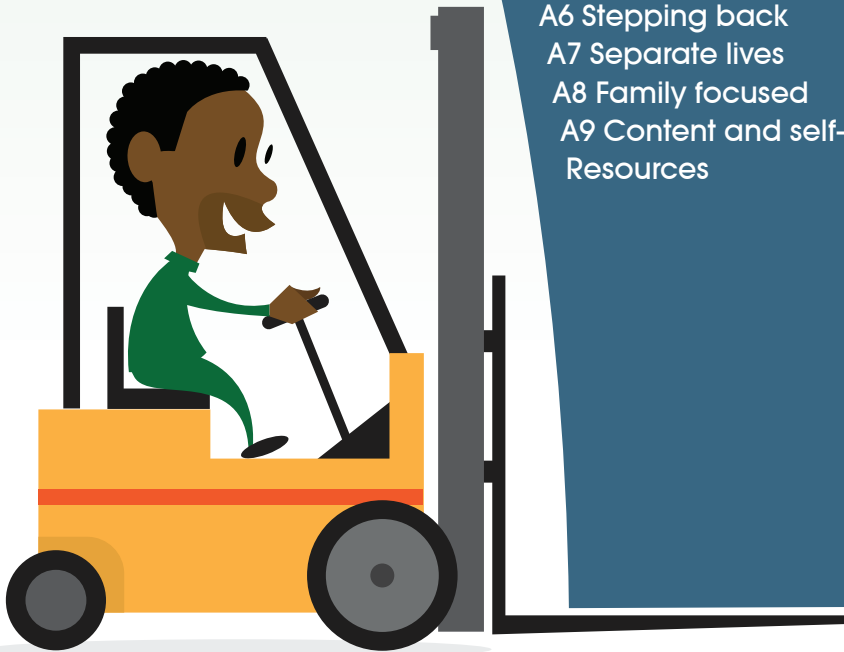
Segmentation of parents and carers



department for
children, schools and families

the
futures
company

the coming together of
Henley Centre HeadlightVision
and Yankelovich



Contents

Introduction

The nine segments:

A1 Comfortable and confident

A2 Committed but discontented

A3 Struggling through

A4 Supportive but frustrated

A5 Relaxed and caring

A6 Stepping back

A7 Separate lives

A8 Family focused

A9 Content and self-fulfilled

Resources

Introduction

What is “segmentation”?

- Segmentation is a way of breaking down an audience into smaller groups, or segments. Each segment is defined by patterns or combinations of certain traits which distinguish them from the rest of the audience – demographic, attitudinal, geographic or behavioural traits could all be used as the basis to build a segmentation. Segmentation can improve policy and communications design by helping you to tailor different solutions for each of the different segments.

What are the DCSF segmentations of parents and carers and children and young people?

- These segmentations identify different types of parents and young people based on their attitudes and behaviours towards issues that are important for the Department for Children, Schools and Families. The groupings reflect the complicated nature of real people. So while each segment is made up of individuals sharing certain attitudes and beliefs, there is also some variation among them. Each segment is therefore slightly “fuzzy” rather than tightly defined as a demographic group would be (e.g. young parents). But the segments are sufficiently distinct, with enough difference between them and enough in common within them, to provide a powerful tool when thinking about how to approach parents and young people.

How were the segmentations developed?

- A national survey of around 2,500 parents and carers of resident children aged 0-19 and 1,150 children and young people aged 10-19 was analysed to provide two separate but linked segmentations. This offers a useful focus on individual parent-child relationships, although it cannot take into account wider family dynamics (for example parents with contrasting behaviours or beliefs treating children differently). The very detailed survey built on the insight gained from an initial phase of qualitative research into the range of parenting philosophies and the parent-child bond.

How is it being used?

- To improve policy design by considering the needs of different groups of parents and children and their likely reaction to our policies.
- To better target messages to ensure the most effective possible communication.
- To provide a shared language for understanding these groups and communicating the key findings in an engaging and memorable way.
- To add to the Department’s evidence base and provide a tool which can be used in future research and insight work.

Notes on the information in this booklet

- Quotes are based on interviews with parents identified as being in the relevant segment, but are illustrative. The precise behaviours or feelings quoted were not covered in the survey and will not be shared by all parents in that segment.
- Findings picked out for each segment show where parents in that group are much more (or less) likely than the average to hold those views or act in particular ways. This does not mean it is ‘most’ or ‘few’ parents: there will be cases where a majority of the surveyed parents answered similarly but in some segments agreement was almost universal and in others perhaps only slightly above half gave that response.



Segmentation of parents and carers



Attitudinal dimensions driving the segmentation

Dimension	Questions from the survey used to create dimension
1. Enjoyment of parenting	Disagree: As a parent I find it difficult to cope Disagree: I find being a parent frustrating Agree: In general I feel very positive about myself
2. Focus on family over money and career	Disagree: I am willing to sacrifice family time in order to get ahead at work Disagree: Money is the best measure of success Disagree: Generally speaking, working for pay is more fulfilling than looking after the home and family Agree: How I spend my time is more important than the money I make
3. Satisfaction with environment	Respondent's satisfaction with the following aspects of his/her current situation: My home The area I live in My health
4. Extent that identity is linked to children	Agree: You worry about what you will do once all your children leave home Agree: Respondent experiences feelings of missing/loss when apart from CYP Agree: It is important to me that CYP does as well or better in life than I did. Agree: It's important my family think I am doing well
5. Desirability of stay-at-home parenting	Agree: If both parents work full time when children are little, they will miss out on seeing them grow and develop Agree: It's usually better if one parent can look after the child themselves all the time Agree: Once you have children, your own needs should take a lower priority
6. Importance of education	Agree: Spending money on education is an investment for a child's future life Agree: How well CYP does/did in his/her education will affect how well s/he does in life
7. Involvement in education	How involved parents feel in child's educational progress
Age of child	Age of child (0-19) was included in the analysis for analytical purposes

A1 Comfortable and confident

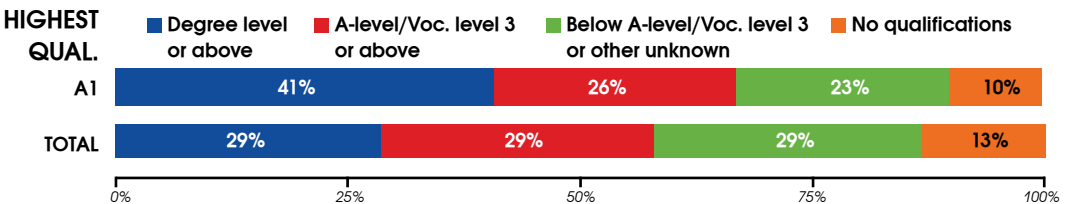
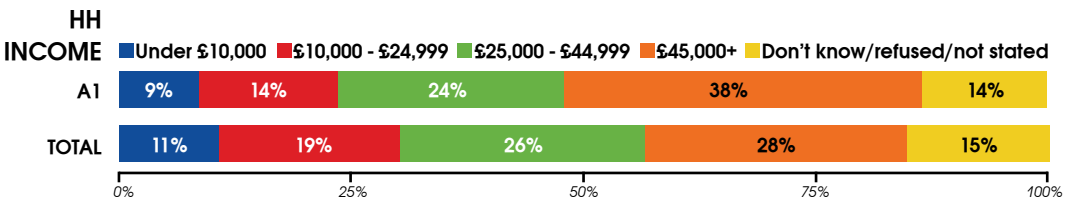
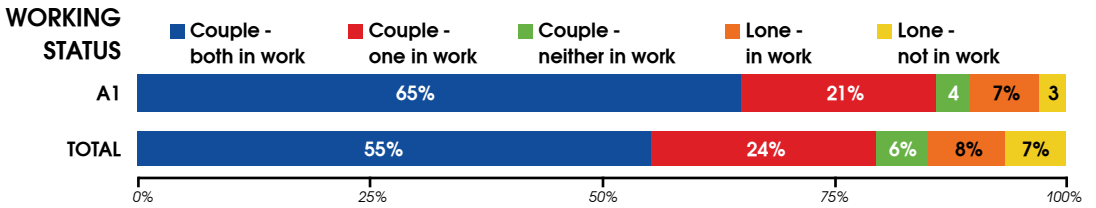
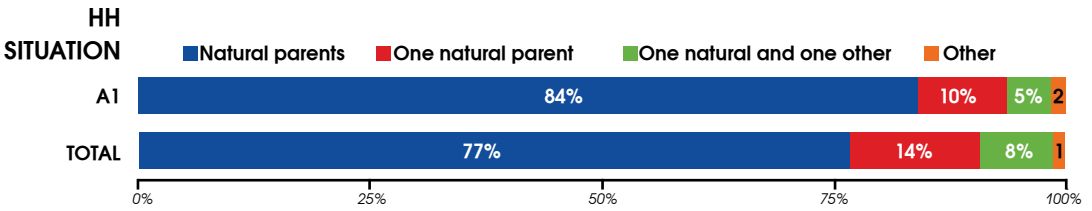
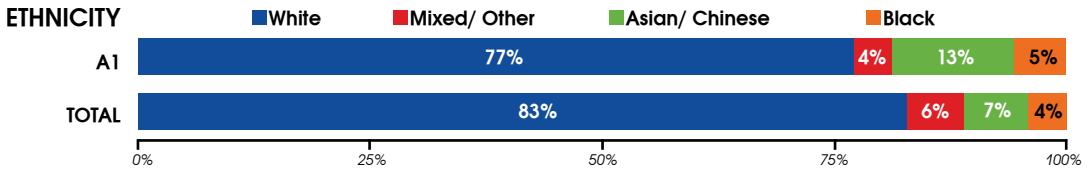
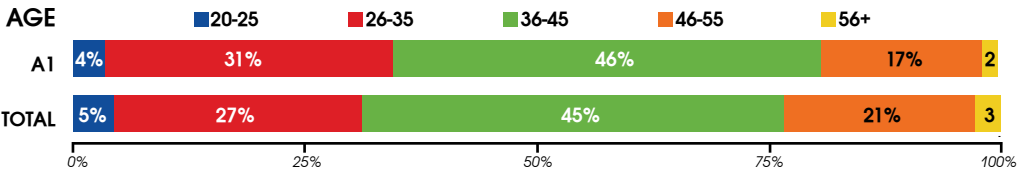
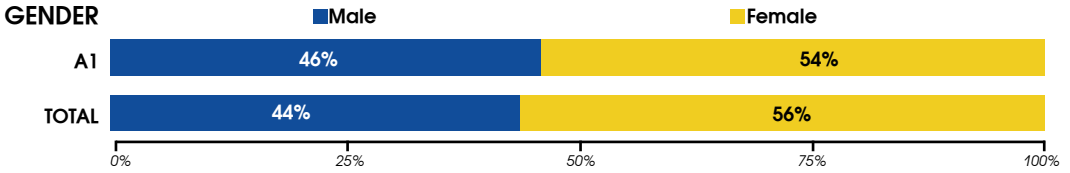


We're really lucky as a family and content with our situation. The children have everything they need and we spend quality time together going out and doing things at the weekend.

Education is really important to their future and we're already doing things to make sure they get a good start. We play lots of learning games and read together. They're in a really good pre-school and we've set up accounts for them to help pay for university.

Sometimes I have to work long hours, but when I get home my focus is on the kids and we have fun together – we mess about, tickle them and throw them around and all that sort of thing. It's so nice when out of the blue they tell me they love me. I find it so special and rewarding.

Demographic Data



Findings in key areas

Typically part of a couple where both parents work with medium-high income; 75% have children under 10

Parent-child bond

- Parents in this segment tend to enjoy parenting and spending time with their children, with the majority rarely feeling frustrated or finding it difficult to cope.
- They tend to be content with how close they are as a family and feel that they get on very well with their children. The vast majority are satisfied with the amount of time they have together and talk regularly with their children about a wide range of topics.
- Although they enjoy parenting, they are less likely to agree that their own needs should take lower priority once they have had children.

Confidence

- Parents in this segment are generally confident and optimistic about their lives, and are more likely to say that they are very satisfied with their home, job and the area that they live in.

Aspiration

- Although parents in this segment are more likely to agree that it is important to them that their child does at least as well in life as they have, they are no more likely than average to feel that their child should be pushed or to worry about them reaching their full potential.

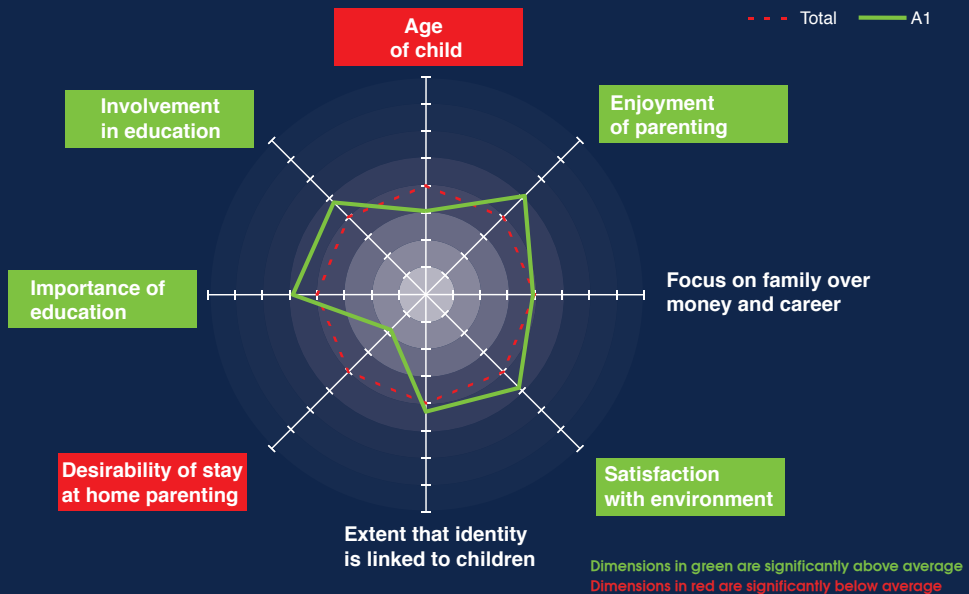
Education

- Parents in this segment place high importance on formal education and its affect on how well their child will do in life.
- They tend to say they are very much involved in their children's learning, and to feel confident about knowing what they can do to help.
- Most would say that they did better than average in education themselves – 41% are educated to degree level or above compared with an average of 29%.

Conflict and Control

- Parents in this segment are more likely to agree that their child would always know how they would respond to misbehaviour, but they are no more likely than average to say that they have clear rules or that children get on better with a regular routine.
- Their children are no more likely to see them as being strict than other segments, and are less likely to be engaged in risk-taking behaviours, although this is at least in part due to their younger age.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- Need to find the most effective ways to engage parents who although highly motivated may be short on time.
- Are there opportunities to make it easier for part-time or flexible workers to get more involved in schools?
- How can we help them maintain positive relationships as their children move into their teens?

Communication Opportunities

- There may be good opportunities to engage with this segment through digital channels, especially the internet.
- They are more likely to be accessing the internet at home and at work than other segments, and use it regularly for a wide range of purposes which make their lives easier (e.g. grocery shopping).
- They are almost as likely to read a newspaper online as to buy a paper copy. They are more likely than other segments to read the Daily Mail, Telegraph, Guardian, Independent or FT.
- They are relatively light TV viewers and will tend to be harder to reach through this channel.
- Communications need to help them fulfil their desire stay involved, despite also having other priorities and commitments in their lives.

We're strugglers, but we manage. I'm not one of these people that says I'm 100% happy - I think life can be pretty crap really.

I worry if they're alright, like my daughter being at school, I wonder if she's doing alright. My mum was at work when I was at school, and I always said, no, I couldn't do that to mine.

I'd like to move one day, but I don't know when. I'd like to buy the house one day and do it up.

I do try and help them with their homework. I don't want my kids to do what I've done. I'm proud that my daughter is going to university.

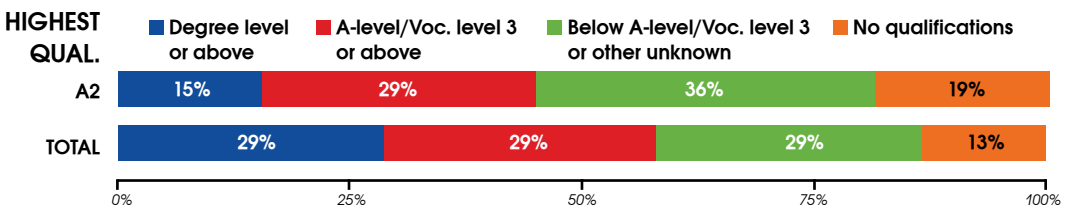
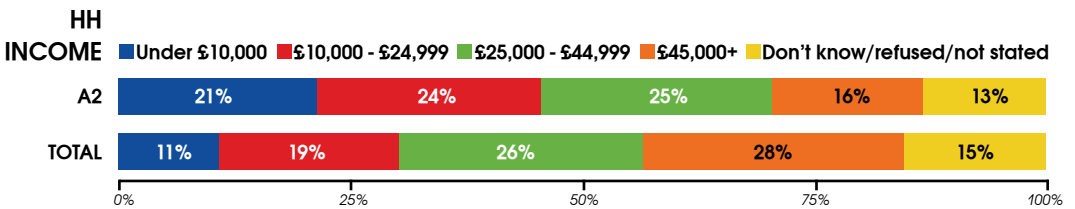
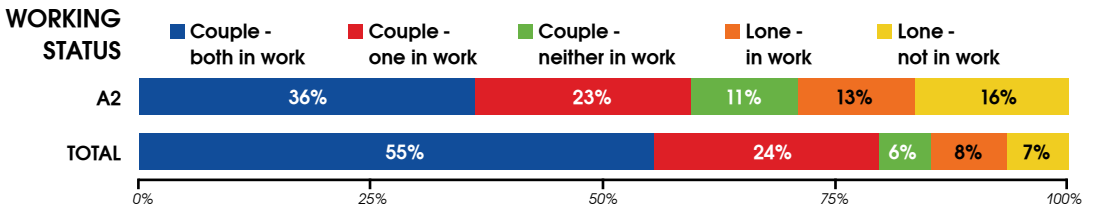
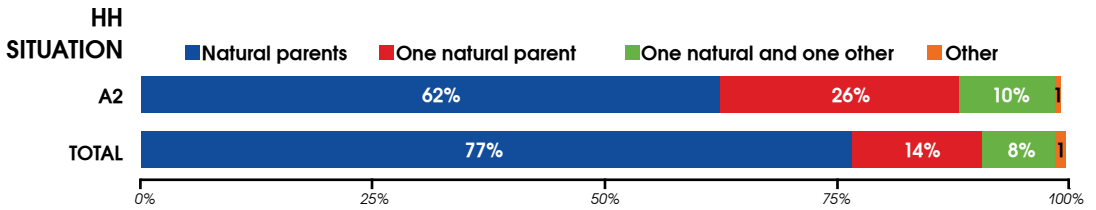
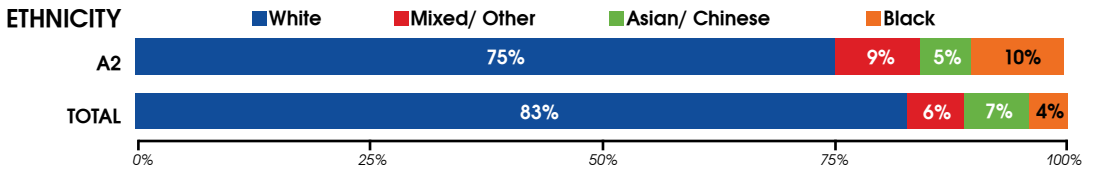
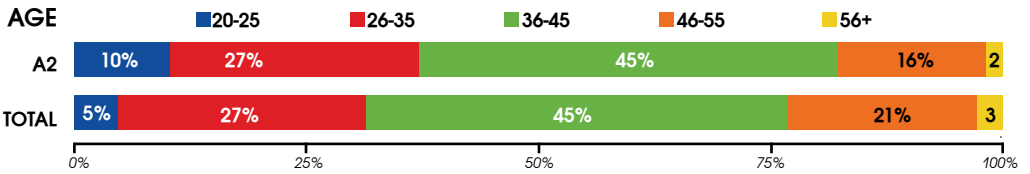
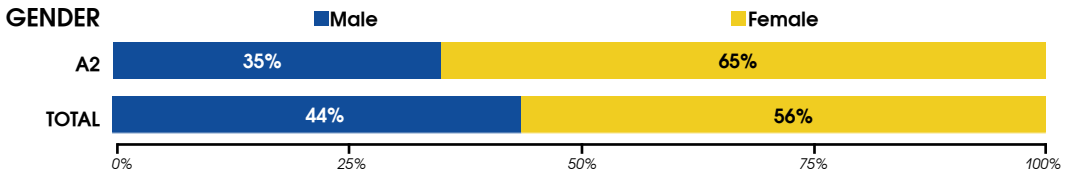
A2

Committed but discontented



PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Demographic Data



Findings in key areas

65% female; tend to have lower than average income; more likely to be single; children cross all age-bands

Parent-child bond

- Although this segment sometimes finds parenting frustrating and difficult to cope with, they are very committed and tend to believe that 'stay-at-home parenting' is important. They are also more likely to worry about what they will do once their children have left home.
- Almost all parents in this segment feel that they get on at least 'fairly well' with their children, but some parents would like to feel closer (19%) and some feel that they are too close and don't have enough personal space (11%).

Confidence

- Almost half of the parents in this segments are dissatisfied with their home and the area that they live in – they are the least confident and optimistic segment about life in general, and the least satisfied with their home, job and area that they live in.
- They are more likely to say that they feel useless at times and that they haven't done much that they can be proud of.

Aspiration

- It is very important to them that their children do well in life. They tend to worry about them reaching their full potential and are more likely to say that they should be pushed to achieve this.

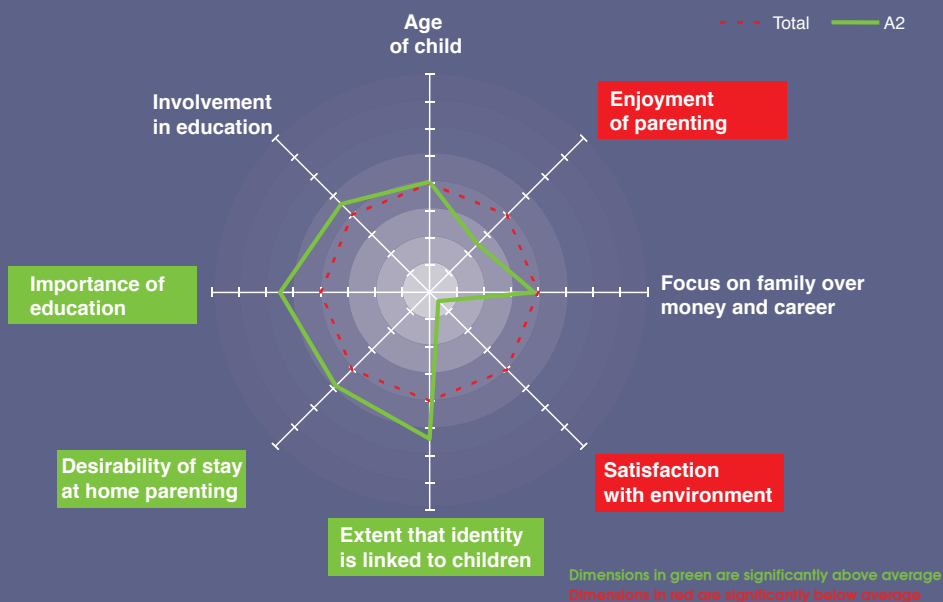
Education

- Parents in this segments have not necessarily done particularly well in education themselves, but they are keen for their children to do well and many feel very involved in their child's progress. They value education highly for its importance to their children's future.
- Their general lack of confidence is set aside when it comes to dealing with school: they tend to feel confident about helping their children with their education and approaching teachers at their child's school.

Conflict and Control

- Consistent rules and routine are a key element of their approach to parenting. This segment is more likely to say that their child knows what they would do if they misbehave and that a regular routine is beneficial for children. Their children are slightly more likely to perceive them to be very strict (9% vs. average 3%).
- They are less likely to say that they argue frequently with their children, but are somewhat more likely to report that their children have got into trouble or engaged in risky behaviours.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- Need to support parents who, although committed, may have limited resources.
- Need for mentors and role models (particularly male) to help parents whose children may be vulnerable to peer pressures, especially as they get older – 'show the kids a different way of life'.

Communication Opportunities

- This segment is keen to be as involved as possible in their children's progress and are likely to be relatively easy to engage with, although a mixture of channels is likely to be required to reach them directly.
- Schools are likely to be of particular importance in communicating with this segment.
- Internet channels will not necessarily be easy for all parents in this segment to access, (68% have broadband at home compared with an average of 75%, and they are less likely to use e-mail).
- However, those that do have access to the internet are more likely to use it heavily, especially for downloading music and video, instant messaging and shopping online. There is an opportunity to show these parents how they can use the internet more to support their children's learning.
- They are less likely to read a newspaper, but tend to read more magazines than other segments and this could have potential as a channel to reach them. Favourite titles include: Take a Break (22% read in the last year), Chat (15%) and Cosmopolitan (18%).
- Tend to watch slightly more TV than average; more likely to watch comedy, films and entertainment (favourite shows include Never Mind the Buzzcocks and The Simpsons); less likely to watch sports.

A3 Struggling through

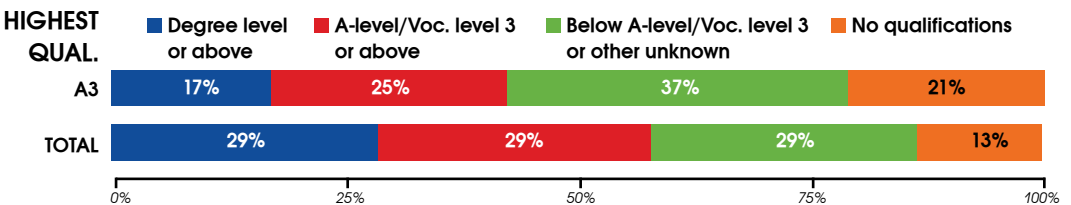
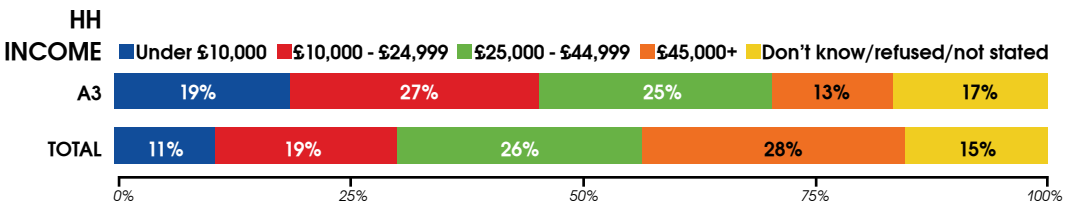
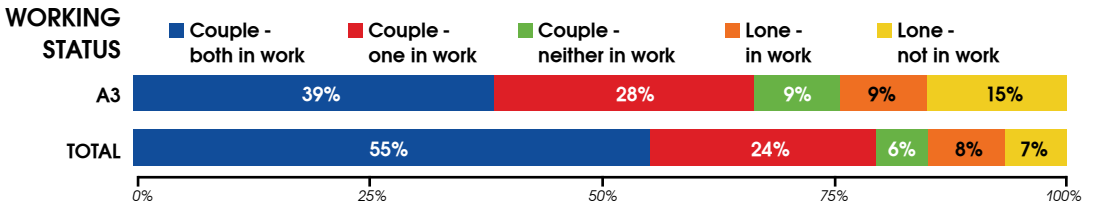
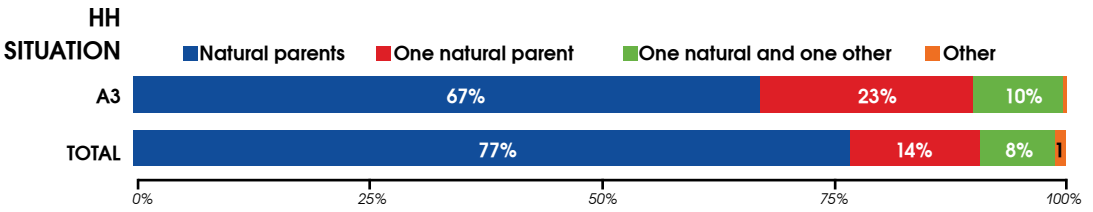
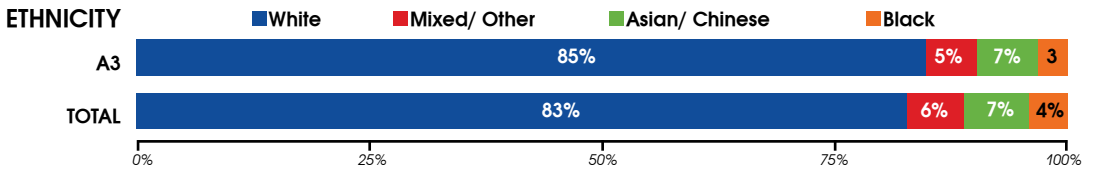
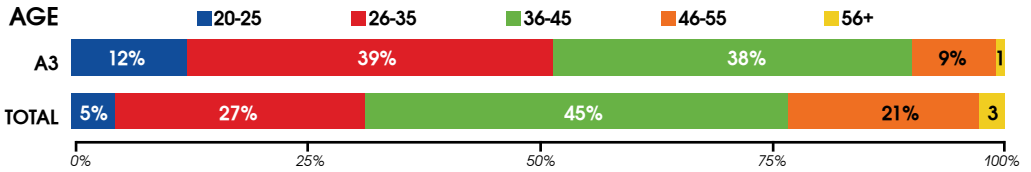
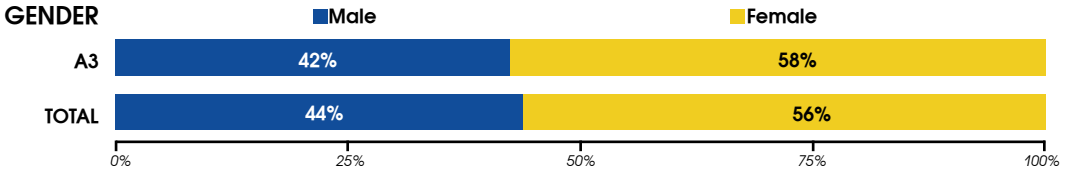


All I do is like 'kids, husband, kids, husband'. That's all you think about. There's not enough hours in the day to do what you want to do – I'm constantly rushing. You can't spend individual time with each child – you're split between everybody.

Sometimes I'm just really tired and I just can't be bothered. I'm not very confident. Sometimes I feel like people are watching.

I think compared with when I was at school they expect too much from them these days – there's far too much pressure on them. It's hard trying to fit all the homework in.

Demographic Data



Findings in key areas

Tend to have lower than average income; more likely to be single and to have had children in their teens or early twenties; 70% have children under 10

Parent-child bond

- This segment sometimes finds parenting frustrating or difficult to cope with and even unrewarding.
- Spending time together as a family can be fun some of the time, but they tend to feel that they don't get enough quality time together and almost a quarter would like to be closer as a family.
- They are less likely to feel that they get on very well with their children than other segments and less likely to have talked to them about a range of topics in the last week.
- They are more likely to feel that there is a limit to what they can do for their children. Despite this, their identity is more strongly linked to their children than some other segments.

Confidence

- They tend to be less confident than other segments, and are less likely to be very satisfied with their environment.

Aspiration

- They are more likely than average to want their children to do better in life than they did, and worry about them reaching their potential, but they are less likely to value the role of education in achieving this.
- They are more likely to want their children to get a job and to learn a trade by their mid-20's.

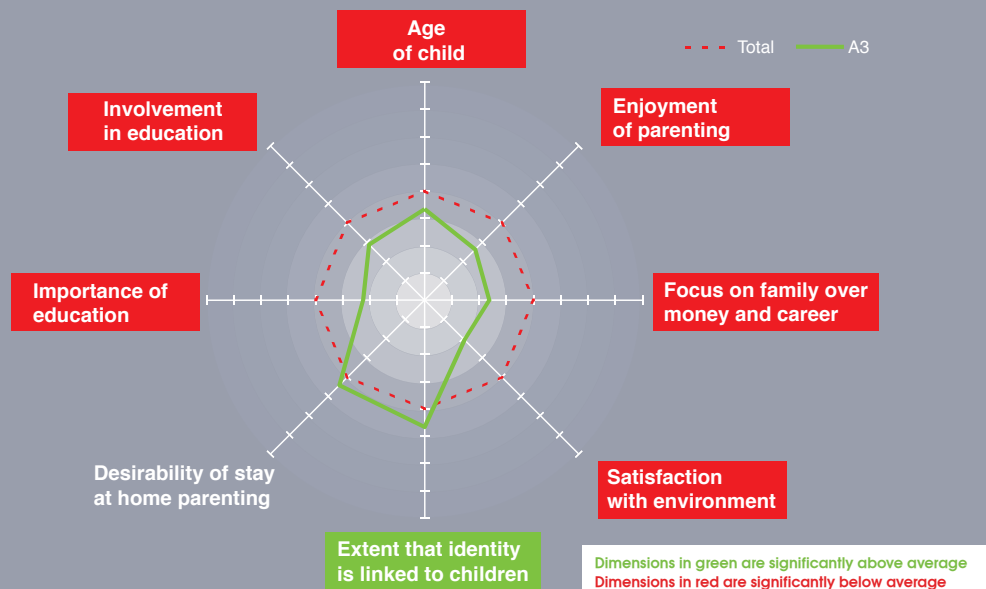
Education

- The least engaged segment with education – they are unlikely to feel it will have a strong impact on how well their child does in life.
- They tend to think they have done average or below average in education themselves and are less likely to be very involved in their child's education or know a lot about what they can do to help.

Conflict and Control

- They are more likely to argue regularly and are less likely to have consistent rules for dealing with misbehaviour.
- Their children are more likely to be taking part in a number of risk-taking behaviours including smoking and truancy.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- Need sustained interventions that work within and respect the culture of hardship that many of these families live in.
- Need to focus on direct, visible benefits for their children and for family life, rather than aspirational benefits that don't sit well with their value system.
- Building links with communities away from their immediate neighbourhoods could help demonstrate potential opportunities they feel are closed to them, but would be hard to initiate and require investment to sustain.
- Mentoring for parents and young people could be valuable – in particular to provide positive male role models for young people in these households and communities.

Communication Opportunities

- It is important that messages targeted at this segment are accessible and not intimidating – this is particularly true for communications delivered via schools.
- Messages targeted at them directly will have to overcome their tendency to be disengaged, especially with education.
- Internet channels will not necessarily be easy for all parents in this segment to access, (68% have broadband at home compared with an average of 75%, and they are less to access the internet at work or elsewhere). Those who do access the internet tend to be less frequent and wide ranging in their use of it than other segments.
- They are not particularly heavy newspaper or magazine readers, but more likely to read the Daily Star, Sun or Mirror than other segments and are more likely to be interested in celebrity news and gossip.
- Tend to watch slightly more TV than average; more likely to watch comedy, game shows or quizzes and children's TV; more likely to watch digital entertainment channels.

Watching the two of them grow up has been an absolute revelation. It has been wonderful – I have so many memories of us just laughing. We all laugh even now.

We all eat together on Sundays. We sometimes get a take away on Saturday – that is our treat. We always do a roast dinner on Sunday – the children love it.

It can be difficult when you feel unable to understand your children or meet their needs.

I don't let my son hang around if he is outside. He has to go out for a reason. He's not allowed on corners. He can't go to a shop without telling me first.

I want my children to do better than what I've done. I think that children benefit from learning being a communal thing.

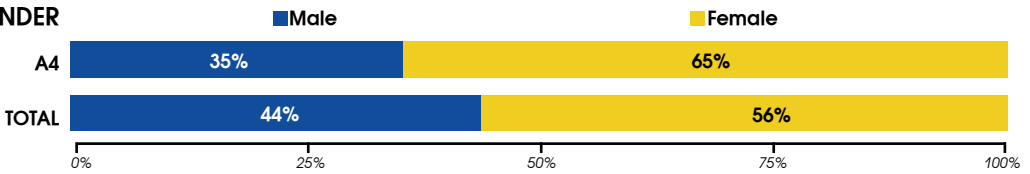


A4

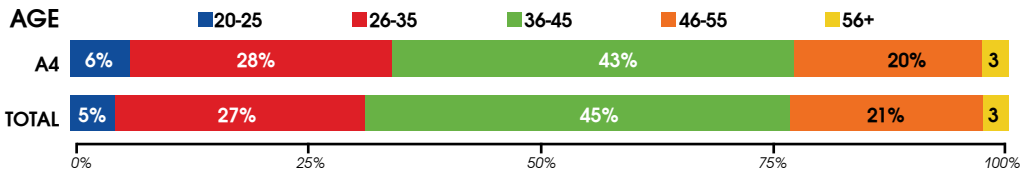
Supportive but
frustrated

Demographic Data

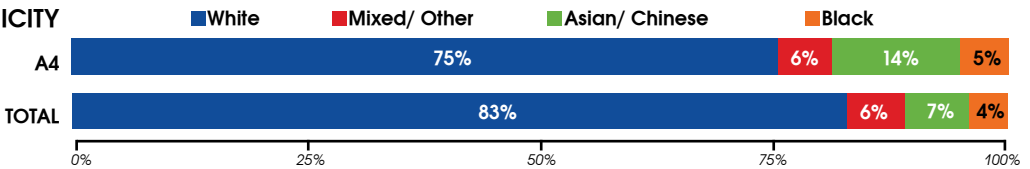
GENDER



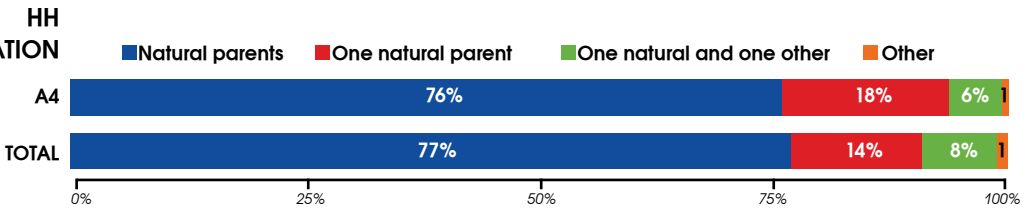
AGE



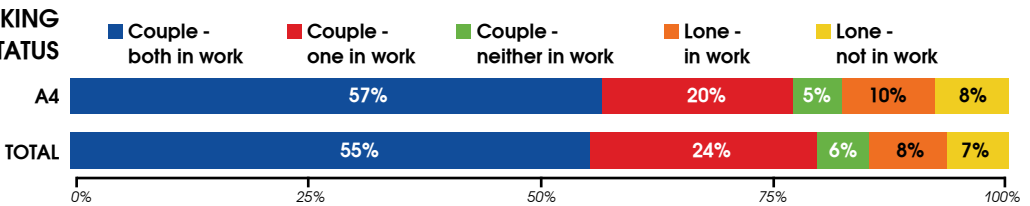
ETHNICITY



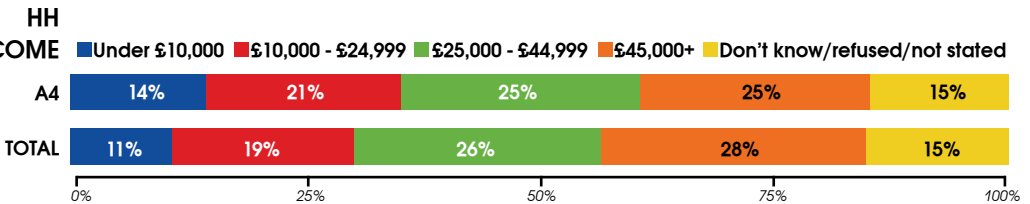
HH SITUATION



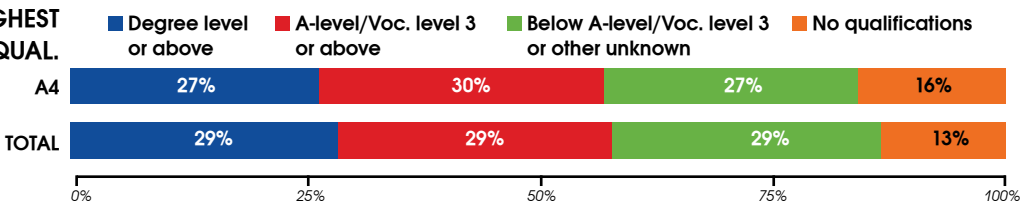
WORKING STATUS



HH INCOME



HIGHEST QUAL.



Findings in key areas

More likely to be female (65% vs 56% average); spread across income and age bands; mostly likely to be working part-time

Parent-child bond

- Although they sometimes find parenting frustrating or difficult to cope with, they enjoy spending time with their family and feel happy with how close they are.
- They are slightly more likely to agree that stay-at-home parenting is desirable and that their own needs should take lower priority to their children's.
- They are more likely to say that they give in when their children pester them for something.
- They are more likely to worry about what they will do when their children leave home and to experience feelings of missing or loss when they are apart.
- Their children are more likely to feel that their parent likes to decide most things for them, even when they would rather they didn't sometimes.

Confidence

- The vast majority (over 96%) are very or fairly satisfied with their home and the area that they live in, yet they are not as confident and optimistic about life in general as some segments.
- They are the segment most likely to feel incompetent and lacking in confidence when caring for their children (13% vs. 4% average).

Aspiration

- Their child's success in life is a high priority for them – they are more likely to agree strongly that it is important to them that their children do as well or better in life than they did (67% vs 48% average), but they are not significantly more worried about their child reaching their potential than other segments.
- They are more likely to want them to go to university, and also more likely than average to say they would like to see them settled in a relationship by their mid-20s.

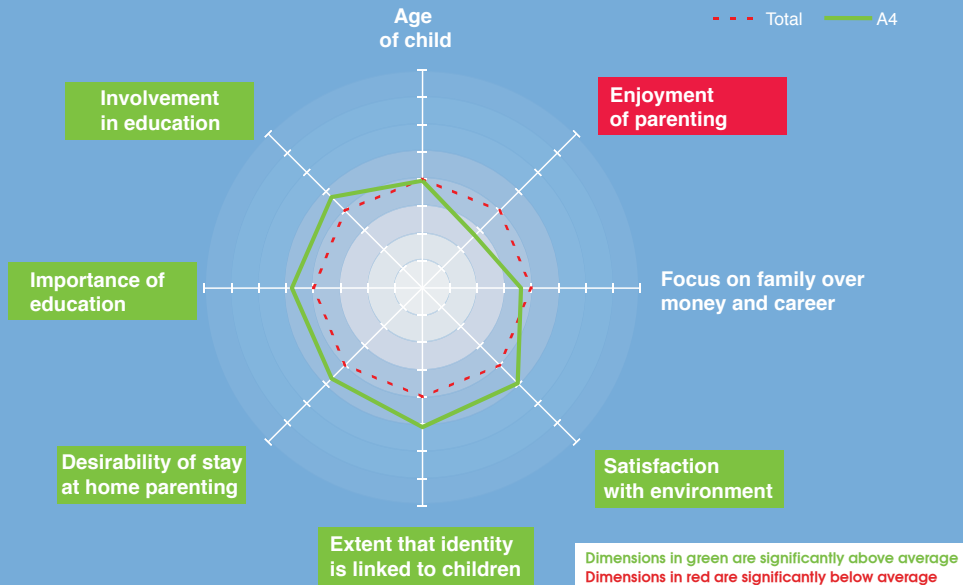
Education

- Although they tend to feel that they did 'average' in education, they believe that it is important to their child's future success, and are more likely than average to be very involved in their children's learning.
- They are fairly confident about knowing how to help them and about approaching teachers.

Conflict and Control

- They tend to have consistent rules and resolve conflicts constructively.
- Their children are slightly below average for risk-taking behaviours.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- Though they may have the resources and desire to help their children succeed, they might need a little more support in doing so than other segments, and they might not be proactive in seeking or accepting that support.
- Work to build parental esteem and confidence generally could be beneficial – how can we support them to grow their confidence both in themselves and their role as a parent?
- Is there an opportunity for schools to reach out these parents – can we help schools to identify and support them?

Communication Opportunities

- Their children's success in life is a high priority for this segment, and they are likely to be relatively easy to engage for this reason. The main barrier is likely to be a lack of confidence in themselves, and messages targeted at this segment need to take account of this.
- Schools are likely to be of particular importance in communicating with this segment, who are already happy approaching teachers and keen to be involved in their child's learning.
- As for all of the segments, the majority of parents in this segment have broadband at home, but they do not use the internet quite so extensively as some of the other segments. There is an opportunity to show these parents how they can use the internet more to support their children's learning.
- They are the segment most likely to read a newspaper everyday (36% vs. 30% average), but no individual papers stand out as particularly popular with this segment, making them difficult to target via this channel.
- They tend to read a similar number of magazines to other segments, but are more likely to read more traditional women's magazines, general lifestyle and supermarket magazines.
- They tend to watch slightly less TV than average; their viewing patterns don't have any particularly strong skews.

A5 Relaxed and caring

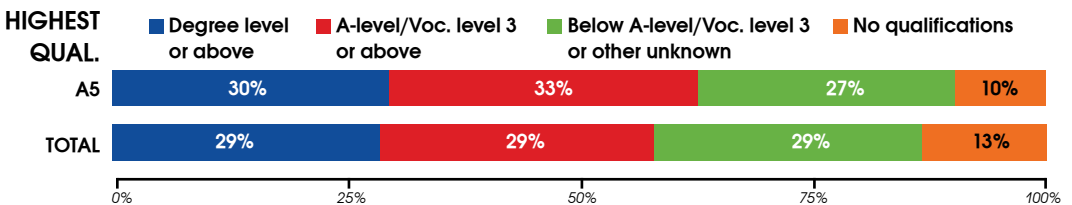
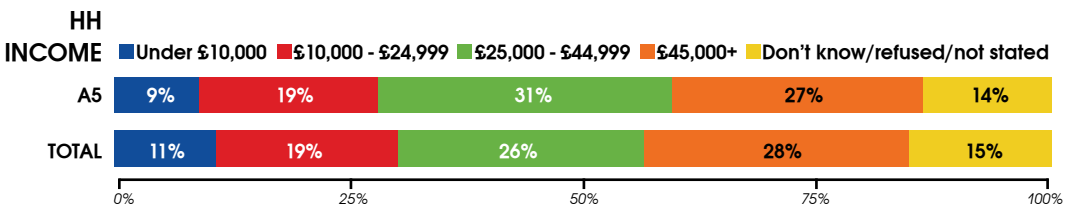
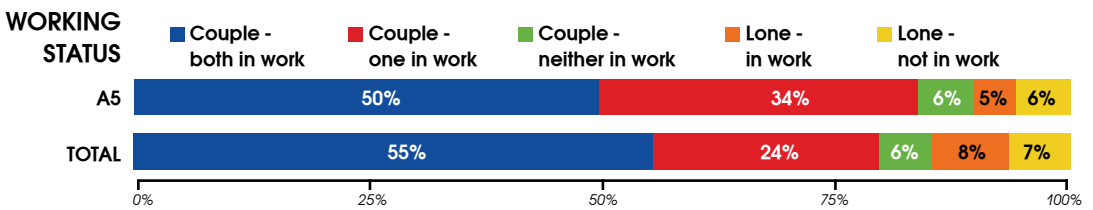
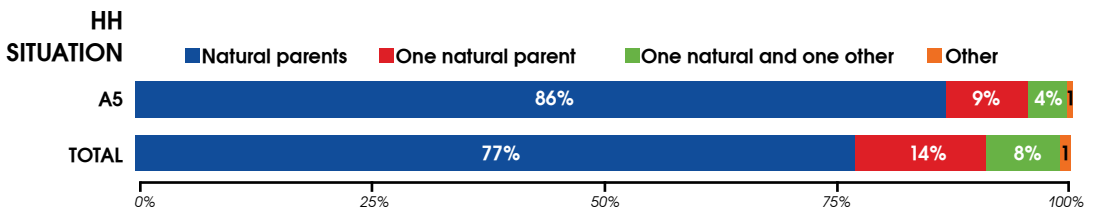
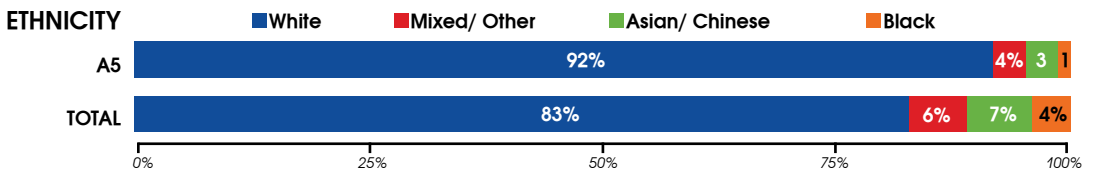
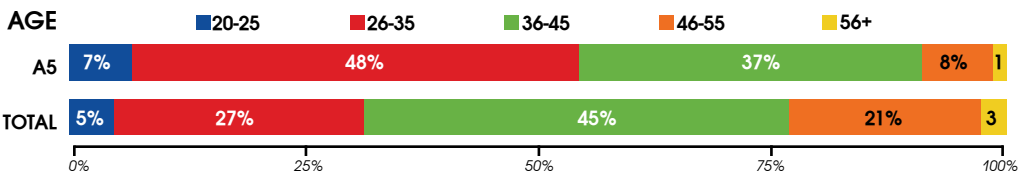
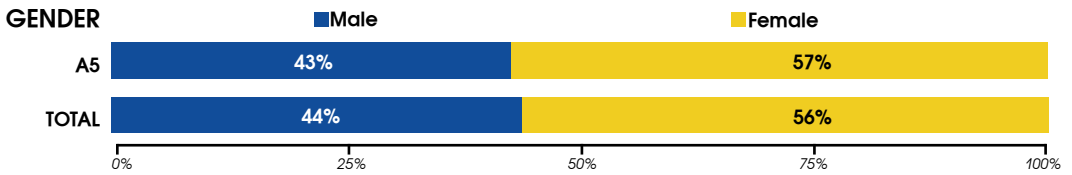


Apart from school, my kids are never out of my sight. We're together 24/7 really. Family is everything to me. My husband and I get on really well. It's just happy all the time. We're a very cuddly family.

At the moment my daughter wants to be a gymnast! Whatever they choose to do, I'll back them as long as they're happy.

Fulfilment and happiness I suppose are my main hopes. I hope she feels able to take advantage of as many opportunities as possible.

Demographic Data



Findings in key areas

More likely to be under 35; 87% have children under 10; least likely to be single or in a step-family

Parent-child bond

- This segment enjoys the time that they spend with their children and rarely finds it difficult to cope. They tend to be satisfied with the amount of time they have together and how close they are as a family.
- They are more likely to strongly believe that stay-at-home parenting is desirable and that their own needs should take lower priority to those of their children.
- They are more likely to spend time talking to their children about friends, interests and hobbies.
- Although based on a small sample, their children (aged 10-19) are more likely to say that they have more fun with their family than they do with friends.

Confidence

- They tend to be fairly satisfied with their environment and the majority feel confident and optimistic about the future most of the time.
- They are unlikely to doubt their competence as parents or to lack confidence in approaching the teachers at their child's school.

Aspiration

- It is less likely to be very important to them that their child should do as well or better in life than they did.
- They are more likely to believe that children should be allowed to develop at their own pace without pressure, and are more concerned about their children's happiness than their academic success. This is likely to be influenced by the age of their children – typically they have children under 10.

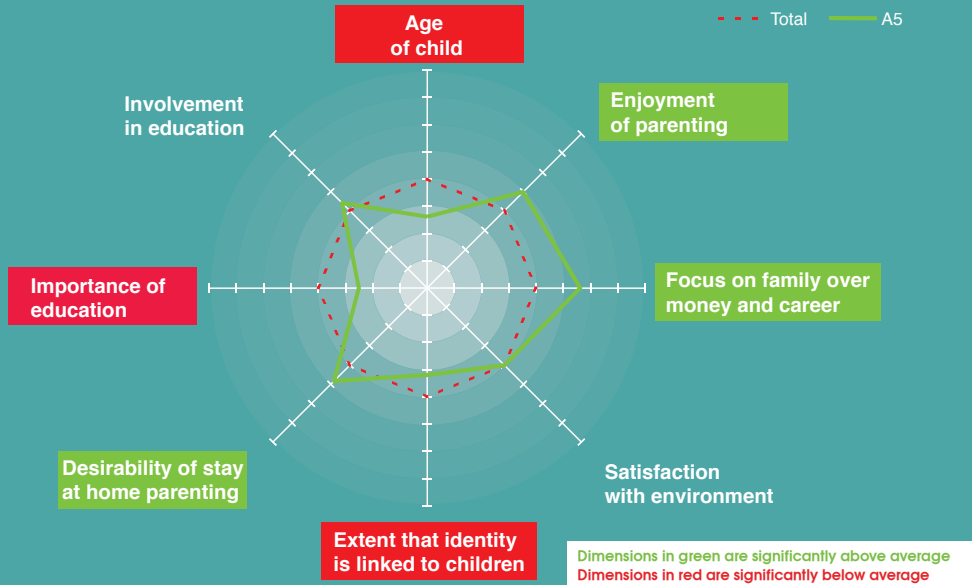
Education

- They are more likely than average to get involved with their children's learning, although not to so high a degree as some other segments more focused on formal education.
- They do not see getting good qualifications as the only path to success in life – they are less likely than other segments to strongly disagree that a degree is a waste of time.

Conflict and Control

- They are more likely to say that they have consistent rules for dealing with misbehaviour.
- Their children are less likely to have taken part in risk-taking behaviours, although this is partly due to them tending to be younger than average.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- While recognising the value of fun and happiness particularly for younger children, there is a need to ensure that parents' aspirations for educational attainment increase as their children reach transition to secondary schooling.
- There may be a need to show parents that school is a central part of a child's life from age 11, and that they have the responsibility to prepare their child to prosper and fit in well with school life and expectations of behaviour and work – failure to do this could lead to problems with disengagement in adolescence.
- Do we need to try to raise their perceptions of the benefits of formal childcare in early years?
- Is there a need to raise children's aspirations for education directly?

Communication Opportunities

- Although this segment is highly engaged and involved with their children, they are likely to prefer to take the leading role in their care and may be resistant to outside advice. Messages targeted at this segment need to take this into account, particularly in relation to education where highlighting the broader benefits rather than focusing on academic achievements alone will be important.
- Schools are likely to be of particular importance in communicating with this segment, who with the right approach could be encouraged to get more involved in their child's learning.
- There may be good opportunities to engage with this segment through digital channels, especially the internet. In common with most of the segments, over 80% access the internet at home, and use it regularly for a wide range of purposes.
- They are not particularly heavy newspaper or magazine readers, but are more likely to be interested in reading about childcare than most segments.
- They tend to watch slightly less TV than average, but more likely to watch comedy, sports and children's TV; less likely to watch chat shows and general entertainment.

It's a love/hate relationship really - sometimes he's really good, sometimes he's really bad. At times of course I want to scream and go to a desert island.

They try to push the boundaries so you have to reason with them. I get a bit frustrated sometimes just because of your life and how busy you are.

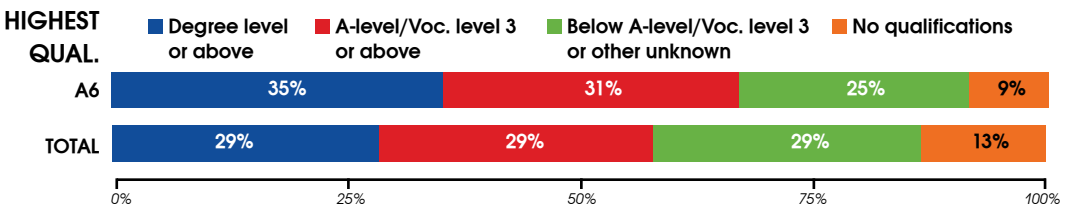
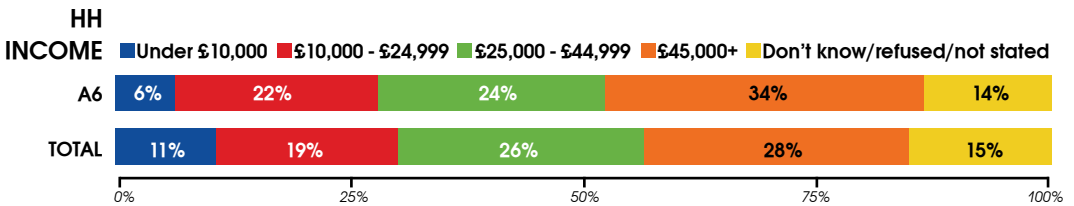
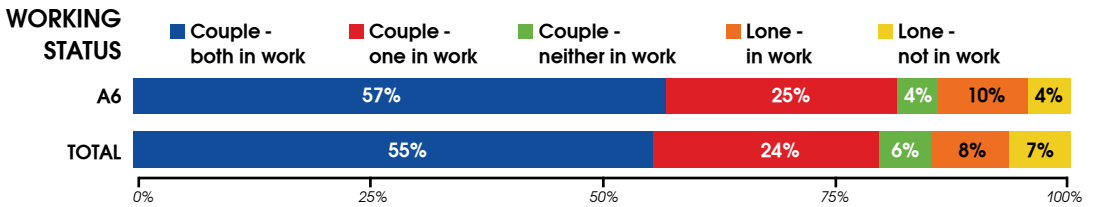
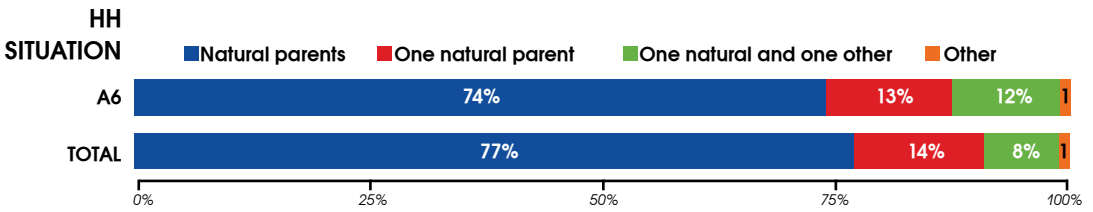
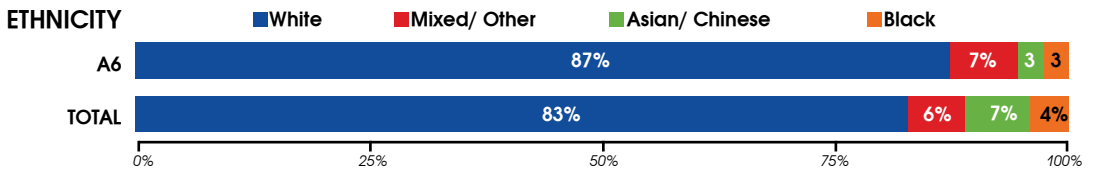
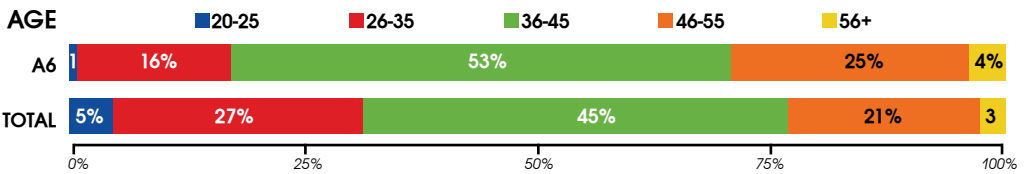
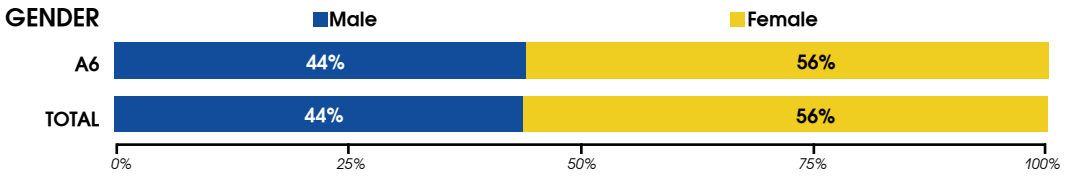
I'd like to have more time to learn with them. I didn't have my children to put them in a nursery full time. I want to be with my children. In an ideal world I probably wouldn't work at all.

Education is really important. It's got us where we are now. I'm really happy with the school, but there's quite a bit of pressure on us to learn with them and I find it hard to find the time.



PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Demographic Data



Findings in key areas

The majority are older (over 35), with more children in their late teens; likely to have higher than average household income

Parent-child bond

- Relationships in this segment tend to be less close and to experience some tensions.
- Although the majority find parenting rewarding, it is not without frustration, and they tend to argue relatively frequently. They are more likely to say they get on 'fairly well' rather than 'very well' with their child than other segments.
- The picture is one of some tension and contradiction: compared with other segments they are more likely to say that they enjoy spending time together 'some of the time' rather than 'most of the time', yet they are also more likely to feel they don't spend quite enough time together.
- They tend to believe that stay-at-home parenting is desirable, but are no more likely than average to be doing this, and are less likely to be worried about what they will do when their children leave home.
- Their children are somewhat more likely to say that they wish they spent less time with their parents and that they get on better with adults outside the home.

Confidence

- They are less likely to be very satisfied with their home, job and area that they live in – although they don't tend to be very dissatisfied either.
- Although they are less likely than some segments to say that they feel very confident and competent as parents, nor are they likely to see themselves as incompetent or to lack confidence in speaking to teachers.

Aspiration

- They are less likely to agree strongly that it is important to them that their child does at least as well in life as they have done.
- They are in line with the average for worrying about their child reaching their potential and feeling that they should be pushed.

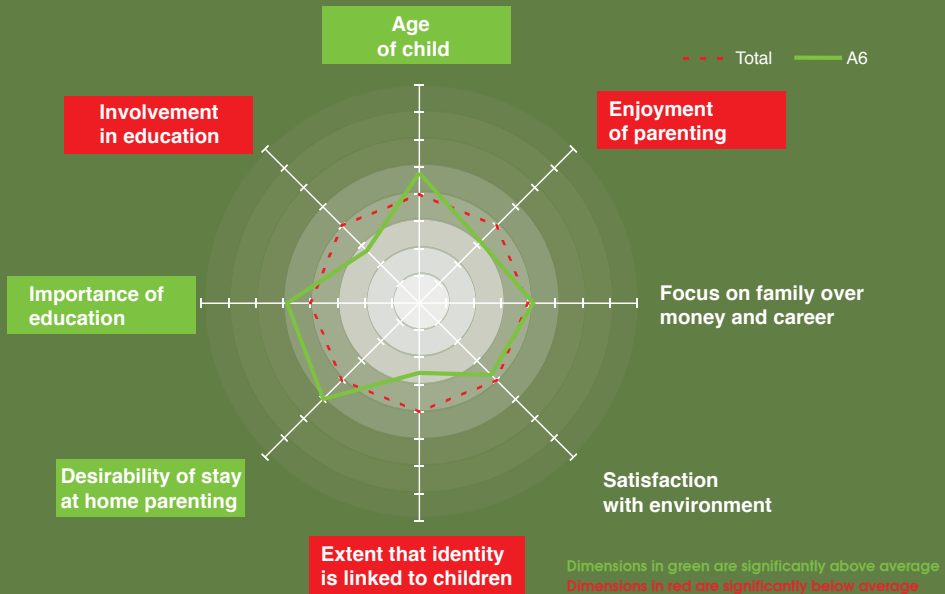
Education

- They believe in the importance of education for how well their children will do in life, but tend not to be very involved or to push them all that much.

Conflict and Control

- Close to the average in having consistent rules for dealing with misbehaviour.
- However they tend to argue fairly frequently and disagreements are more likely to turn into a big row or to be avoided rather than discussed.
- Children are more likely than average to have been involved in risk-taking behaviours (33% say they have been drunk in the last 12 months compared with an average of 25%).

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- May need support in dealing with teenage behaviour, difficult issues or times where they may lack confidence.
- How can we encourage or maintain involvement in their children's education as they get older?
- Do we need to communicate the message that children need their parents more, not less, when they begin at secondary school and that it is a time to find new ways to support them, not to step back and let them find their own way?
- Can we provide support in keeping involved and supporting their child's learning that fits in with their busy lives? Online or text based services could be well received, as long as they don't overwhelm the parent with trivial information.

Communication Opportunities

- Messages targeted at this segment will need to recognise the pressures and tensions in their lives, and offer realistic suggestions for how they can be more closely involved in their children's lives.
- There may be good opportunities to engage with this segment through digital channels, especially internet and e-mail. In common with most of the segments, over 80% access the internet at home, and use it regularly for a wide range of purposes. They have the highest use of e-mail of all segments.
- They are likely to be relatively difficult to reach through traditional media. They are not particularly heavy newspaper or magazine readers, with no strong skews towards particular titles. They tend to be light TV viewers; less likely to watch soaps, dramas, entertainment or reality TV; more likely to watch sports and current affairs.

A7 Separate lives



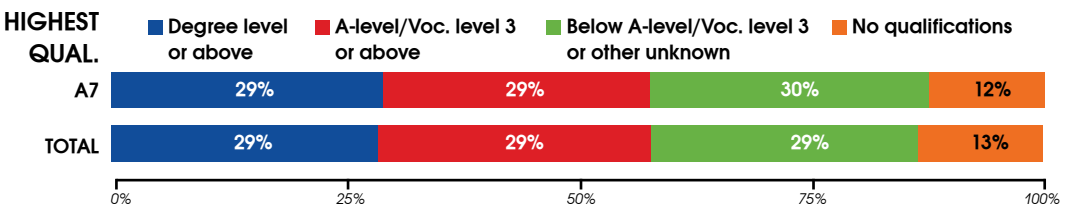
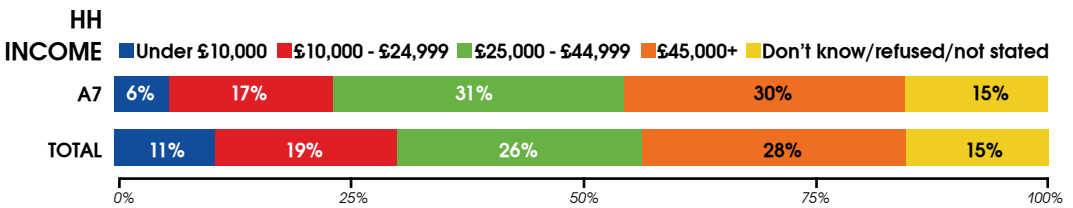
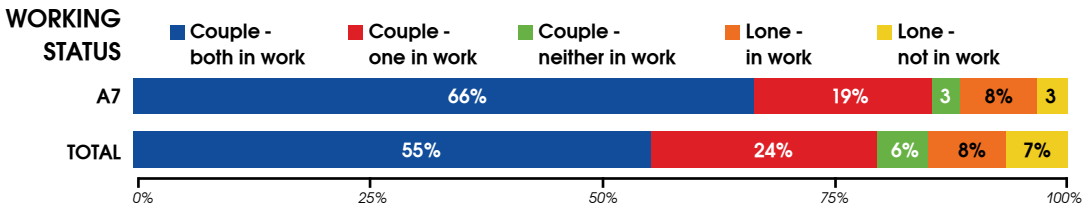
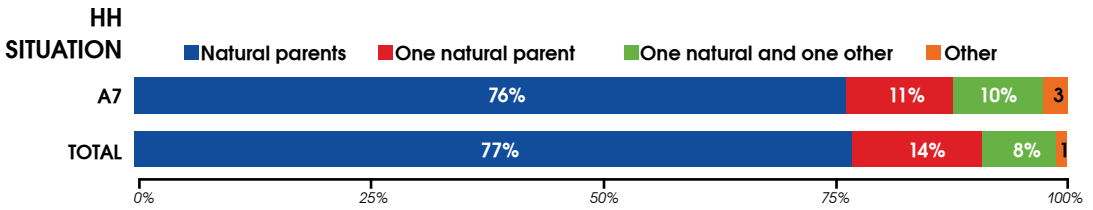
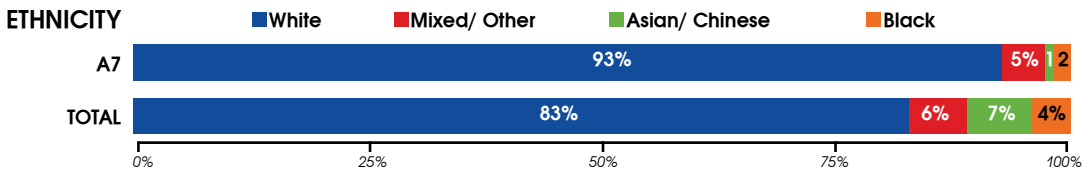
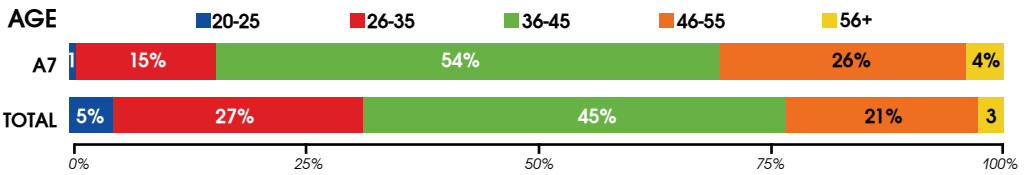
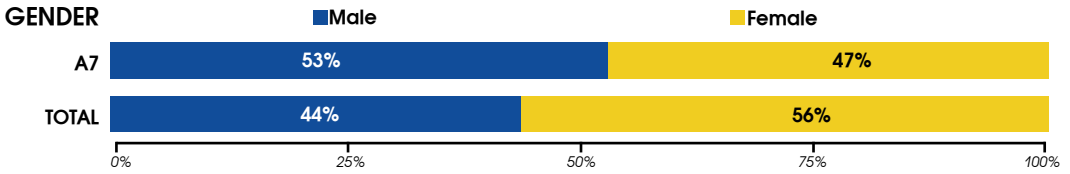
So long as they are working to their ability – that's the key to it I think. Not that they should get this grade or that grade. That's all you want – that they try.

You've got to let them find their own way and you can't just push them. If you liked football they might not like football.

If they enjoy the job and it's not particularly high paid then that's fine by me, as long as they are happy.

I've just let them get on with it.

Demographic Data



Findings in key areas

More likely than average to be male; tend to be older (over 35); children more likely to be at secondary school

Parent-child bond

- Relationships in this segment don't tend to be as close as in some, although there is not necessarily a lot of conflict or arguments. Parents tend to say that they get on at least fairly well with their children, although they are less likely to get on very well, and tend to be satisfied with how close they are as a family.
- Enjoyment of parenting tends to be somewhat lower for parents in this segment, but the majority feel able to cope most of the time. They are much less likely than other segments to agree that once you have children your own needs should take lower priority (31% vs 61% average).
- They are less likely to feel that stay-at-home parenting is desirable and more likely to say that there is only so much you can do for your children.

Confidence

- They are more likely than average to say they have been feeling confident and optimistic some of the time, but are not the most confident segment.
- They to be at least fairly satisfied with their home and the area that they live in, but are more likely to be dissatisfied with their job than other segments.

Aspiration

- It is less likely to be very important to them that their children do better in life than they did and they only tend to worry a little about whether they will reach their full potential.
- Their children are less likely to feel that their parents want them to be the best at whatever they do (31% agree a lot vs. 43% average).
- In general they tend to be less involved in their children's lives than most other segments.

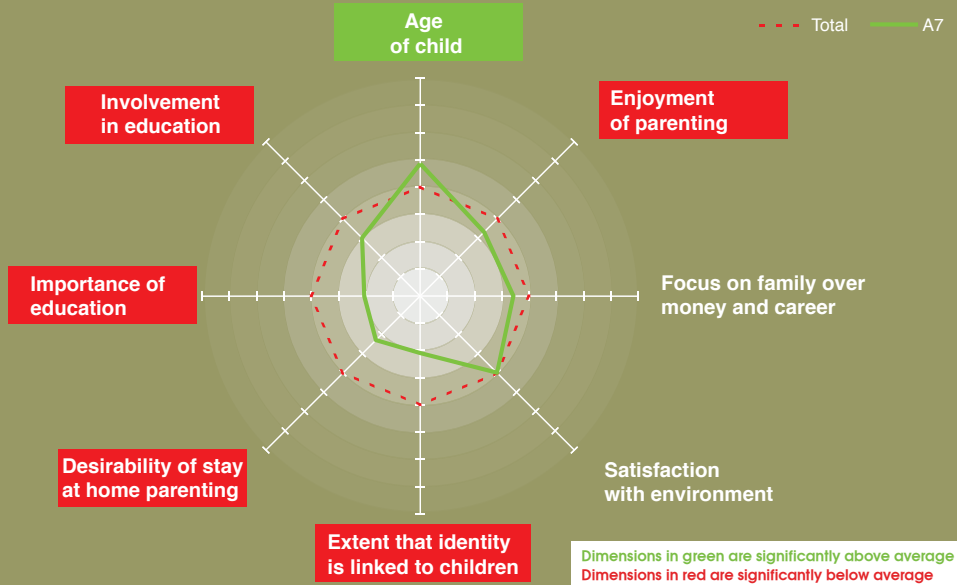
Education

- They are much less likely to feel that education will strongly affect how well their child does in life, and they are also less likely to feel very involved in their learning, although they are unlikely to be completely unengaged.
- They are less likely to say that they know a lot about what they can do to help, or to feel very confident about approaching their children's teachers.
- They are less likely to aspire for their children to go to university and more likely to want them to get a job and leave home by their mid-20's.

Conflict and Control

- They are more likely to say that they are consistent in how they deal with misbehaviour most rather than all of the time.
- Their children are more likely to say that they have been drunk in the last 12 months (32% vs. average 25%), but no more likely to say they have been involved in other risk-taking behaviours.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- Do interventions need to appeal initially to their strong interests outside of the family, and offer personal benefit, rather than aspirational benefits for their children?
- Are their attitudes and behaviour the result of their own personal skills and experiences in childhood?
- Do they reflect the other parent taking greater responsibility, particularly in areas such as education?
- We need to be realistic about the level of positive engagement that can be achieved with this segment, and may need to engage directly with their children instead.
- Knowing more about this segment could provide further insights as there are still some unanswered questions about this segment.

Communication Opportunities

- Messages targeted at this segment will need to engage with their own interests as well as their children's in order to appeal to them.
- Communications need to recognise that they lack confidence in getting involved, especially with their children's education and schools.
- There may be good opportunities to engage with this segment through digital channels, especially internet and e-mail; 89% access the internet at home, and use it regularly for a wide range of purposes. They are more likely to have broadband than any other segment.
- They are slightly more likely than other segments to read a newspaper regularly and are more likely to read The Mail or The Telegraph; they are particularly interested in sport.
- They are likely to be relatively difficult to reach through television. They tend to be relatively light TV viewers; less likely to watch soaps, dramas, entertainment or reality TV; more likely to watch comedy, sports, documentaries and current affairs.

I'm happy with the way my children are turning out.

I'm protective, really. I like to keep her as a child as long as I can.

I just want them to have the best education they possibly can. So, for us to push them, the schools to push them, that's it. We do their homework with them, we try our best, you know. They've got all the books, computers – if they need it they'll have it.

I was born to be a mum. I'd do anything for those kids. Those kids come before anybody.

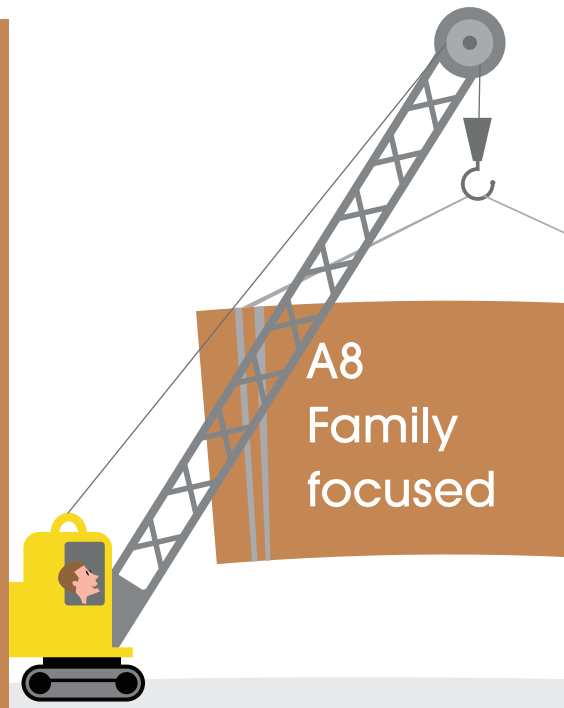
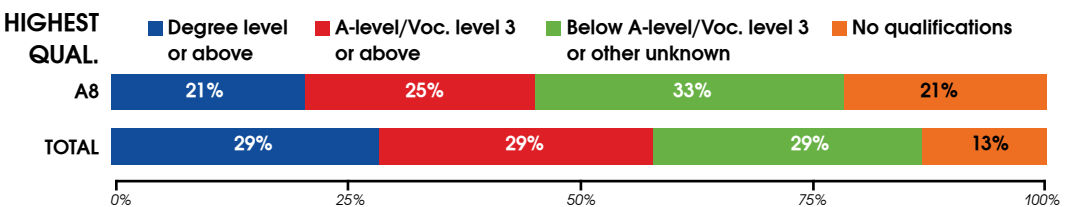
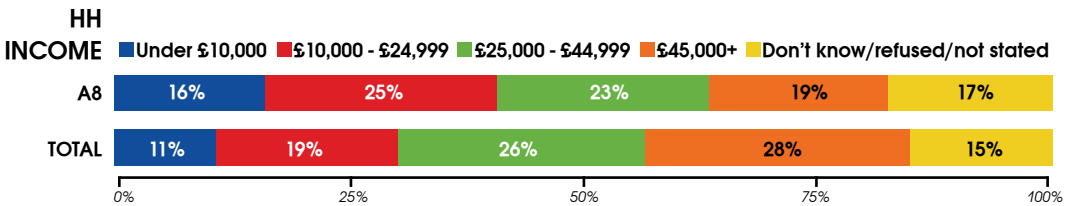
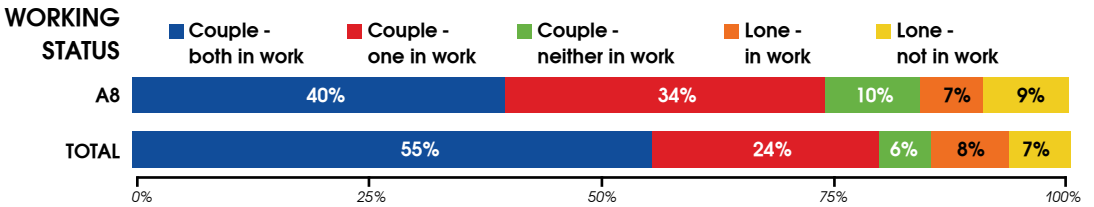
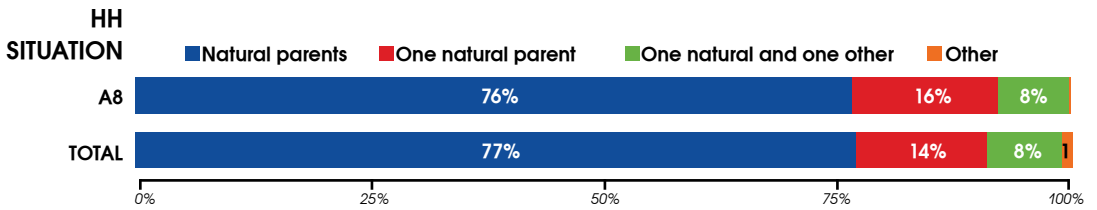
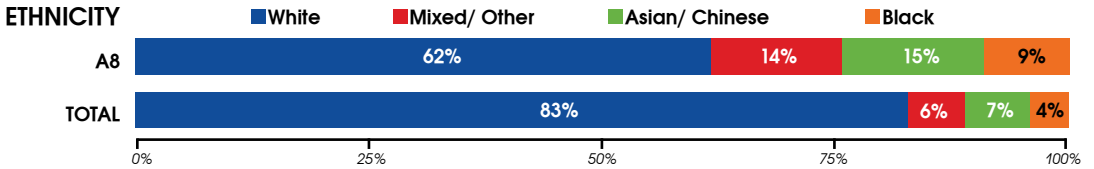
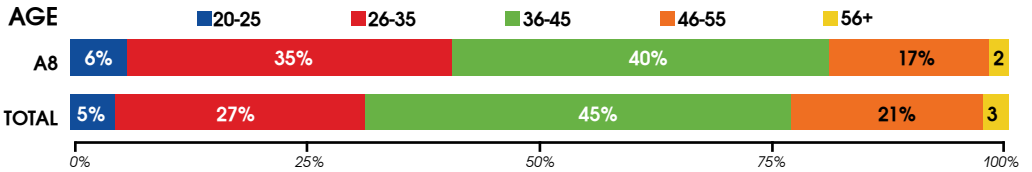
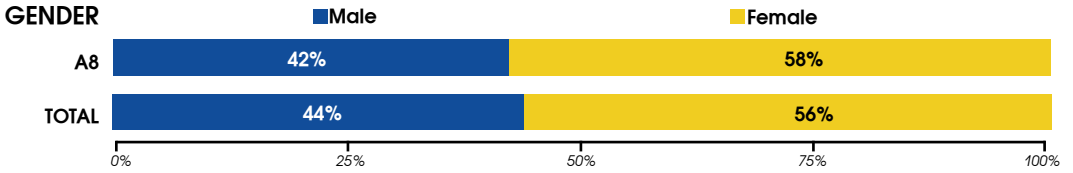


PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Demographic Data



Findings in key areas

A higher than average proportion are from minority ethnic groups; children tend to be under 14

Parent-child bond

- These parents are likely to find parenting enjoyable and rewarding; they tend to say that they get on very well with their children and are happy with the amount of time they spend together.
- They tend to agree that stay-at-home parenting is desirable and that their needs should take less priority than their children's. They are also much more likely to worry about what they will do when their children leave home.
- They are less likely than other segments to talk to their children about their friends, TV, music, films or the news, but more likely to talk to them about homework.

Confidence

- They are more likely to feel confident and optimistic and generally are more satisfied than average with their environment and circumstances.
- They tend to feel confident about approaching their child's teachers.

Aspiration

- They are much more likely than average to want their children to do well in life, and they are also more likely to worry quite a lot that they won't achieve this.

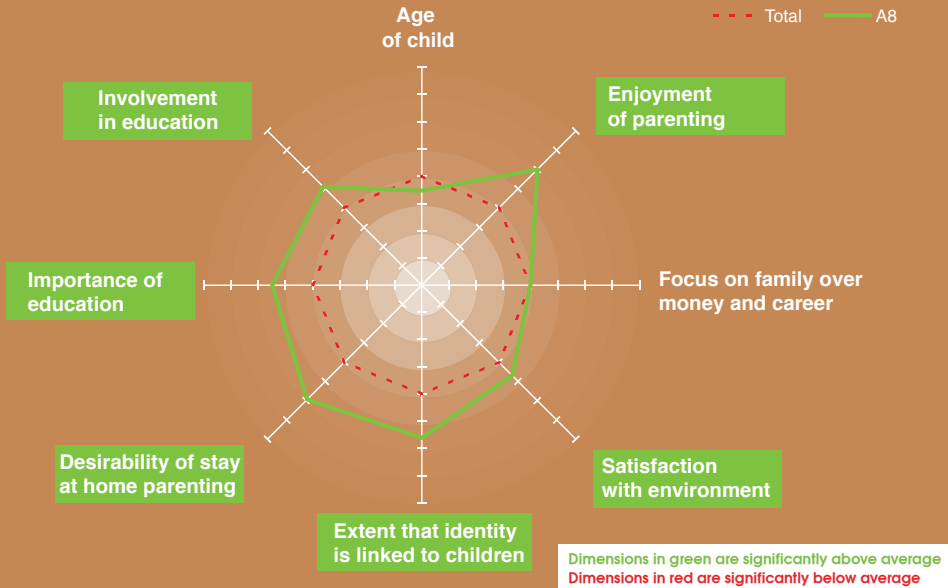
Education

- They are much more likely to strongly agree that how well their child does in education will affect how well they do in life. They are also the most involved of all the segments in their children's educational progress.
- They are more likely to have been born outside the UK, and not to have any formal educational qualifications.

Conflict and Control

- They are more likely to have a consistent routine and rules, and believe parents should be a role model to their children.
- They are less likely to say that they argue regularly and their children are less likely to be involved in risk-taking behaviours.
- Their children do not perceive their parents as being strict, but are more likely to say that issues get left rather than discussed when their parents are unhappy with something they have done or said.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- May need some support and encouragement to let their children explore boundaries as they grow older, and to see them 'in the round' – helping them to develop into mature teenagers that are able to fit well into society as well as succeeding academically.
- Is there a need for more targeted information about opportunities for their children to benefit from new experiences, gain different skills, etc, that would not be possible within the family or immediate community?
- Should we be encouraging better use of early years learning – is there a need for better communication of the benefits, including those that are non-educational such as better socialisation, etc?

Communication Opportunities

- Internet channels will not necessarily be easy for all parents in this segment to access; 67% have broadband at home compared with an average of 75%, and they are likely to be relatively inexperienced and infrequent internet users).
- Television may be a relatively effective channel for reaching this segment. They tend to be slightly heavier than average TV viewers; more likely to watch consumer affairs and some sports programmes, digital documentary and foreign language channels.
- They are not particularly heavy newspaper or magazine readers, with no strong skews towards particular titles.
- Communications need to help them fulfil their desire to stay involved while avoiding the creation of any undue anxiety about their child's progress.

A9

Content and self-fulfilled



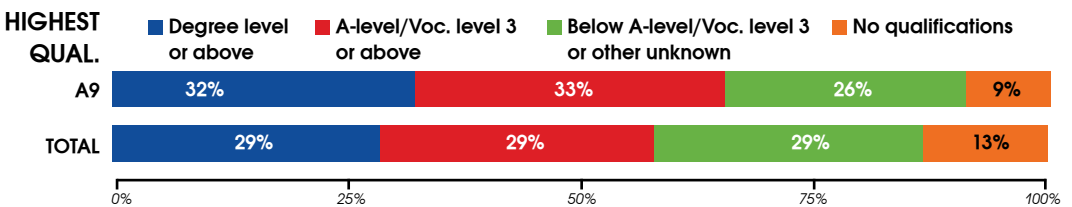
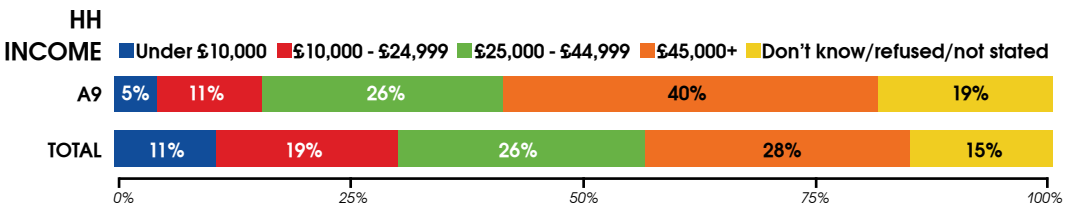
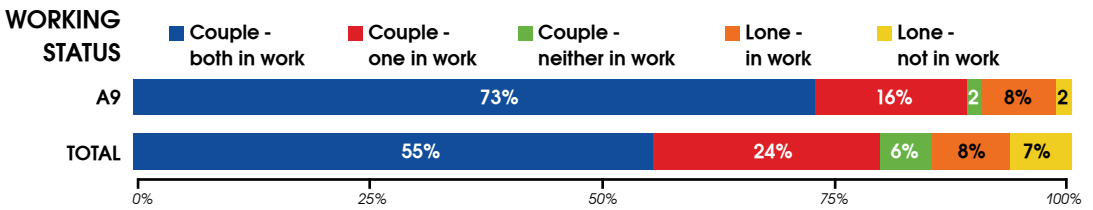
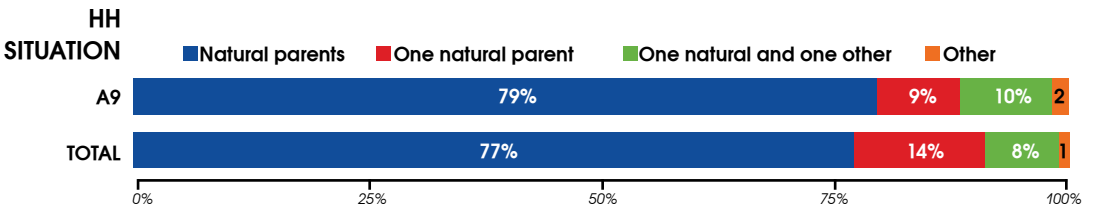
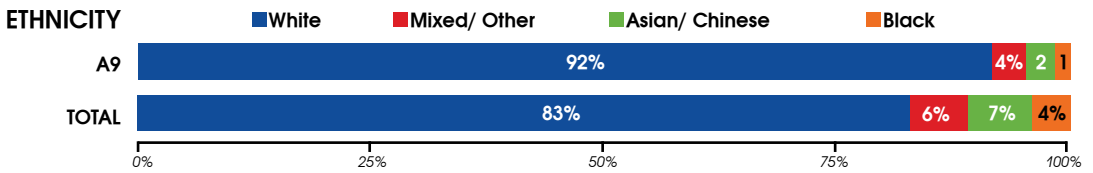
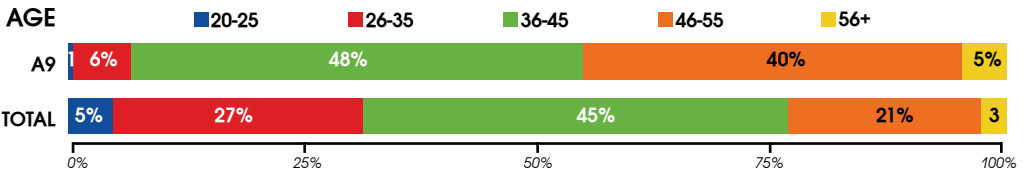
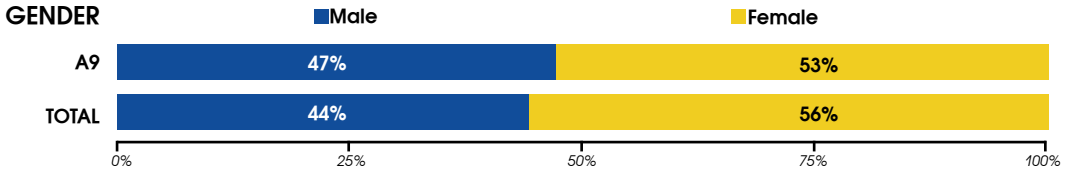
We're quite lucky here – I don't know how I would cope without the space that we've got. I suppose parenting is pretty easy going now really.

My son tells me everything. But I want it to be like that. We're all really open. We always have evening meals together – it's our forum – when we make decisions as a family.

I hope we're very close, but not close enough that they're afraid to leave the nest into the outside world. I want them to go out into the outside world and have fun, see what's out there.

I love going out with my good friends. We all go out together once a month.

Demographic Data



Findings in key areas

Typically a couple over 40 with teenage children; both in work, higher than average household income

Parent-child bond

- This segment rarely finds parenting frustrating or difficult to cope with and tends to get on well with their children without many arguments – the vast majority are happy with how close they are as a family.
- They are more likely to talk about a range of subjects with their children, including their hobbies and interests, and what is in the news.
- They don't really feel strongly about stay-at-home parenting and are unlikely to worry about what they will do when their children leave home.

Confidence

- They tend to be confident, optimistic and are more likely to be very satisfied with their home, job and the area that they live in.
- They tend to be quite independent, having their own interests outside the family and a large network of friends.

Aspiration

- It is less likely to be very important to them that their children do better in life than they have done – perhaps because they feel they have done well themselves.
- Their attitudes towards pushing their children to do well are in line with the average.

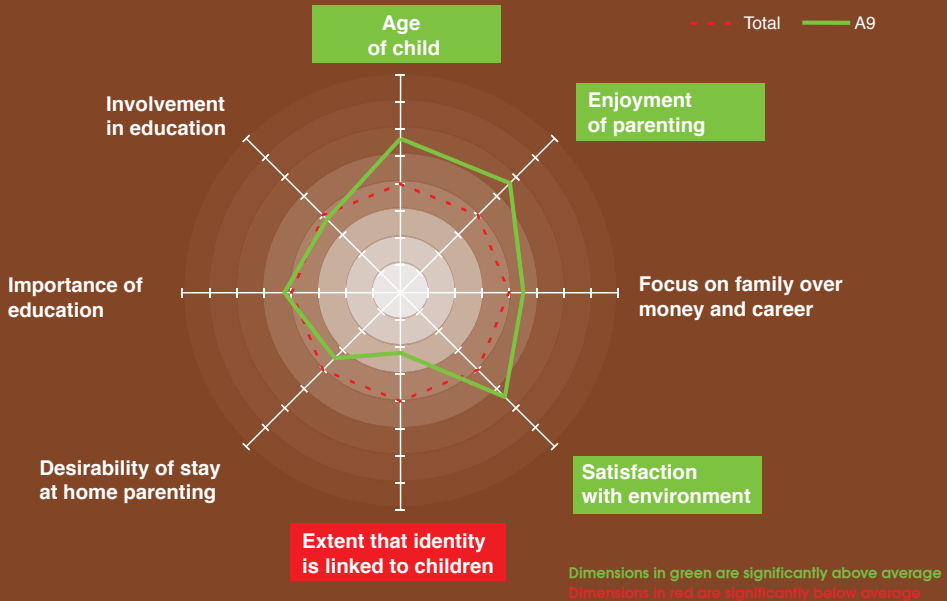
Education

- They recognise the importance of education strongly, but are not particularly highly involved in their children's learning – perhaps because their children tend to be in older age groups.
- They are more likely to get involved with homework occasionally or when their child asks for help.

Conflict and Control

- They are somewhat less likely to have clear or consistent rules in dealing with misbehaviours.
- Their children do not perceive them to be very strict and tend to say that they will have a discussion rather than a big argument when their parent is unhappy with something they have done.
- Their children are more likely to say they have been drunk in the last 12 months (probably mainly related to age), but are no more likely to be involved in other risk-taking behaviours.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

- Information needs may be limited to study options for their children and financial support if they aspire to further or higher education.
- There may also be a need to signpost them to appropriate advice and support if a difficult situation or crisis arises.

Communication Opportunities

- Communications need to help them be involved when they are needed and make sure they have easy access to the information they need to support their children.
- There may be good opportunities to facilitate this through digital channels, especially the internet.
- They have the highest levels of internet use of all segments and use it regularly for a wide range of purposes, especially work, education and general research.
- They are not particularly heavy magazine or newspaper readers, but are more likely to read the Mail, Telegraph, Times or Independent – especially at the weekend.
- Television is not an important channel for this segment. They tend to be relatively light TV viewers; more likely to watch comedy, news and current affairs; less likely to watch soaps, chat shows, reality TV and other entertainment.

Additional Information

For further information about the research behind the segmentation and how it was created please see: National survey of parents and children: family life, aspirations & engagement with learning in 2008 (BMRB Research/The Futures Company, DCSF Research Report RR059 / Research Brief RB059, October 2008) This can be downloaded from <http://publications.dcsf.gov.uk> using the report reference number.

How to start using the segmentation

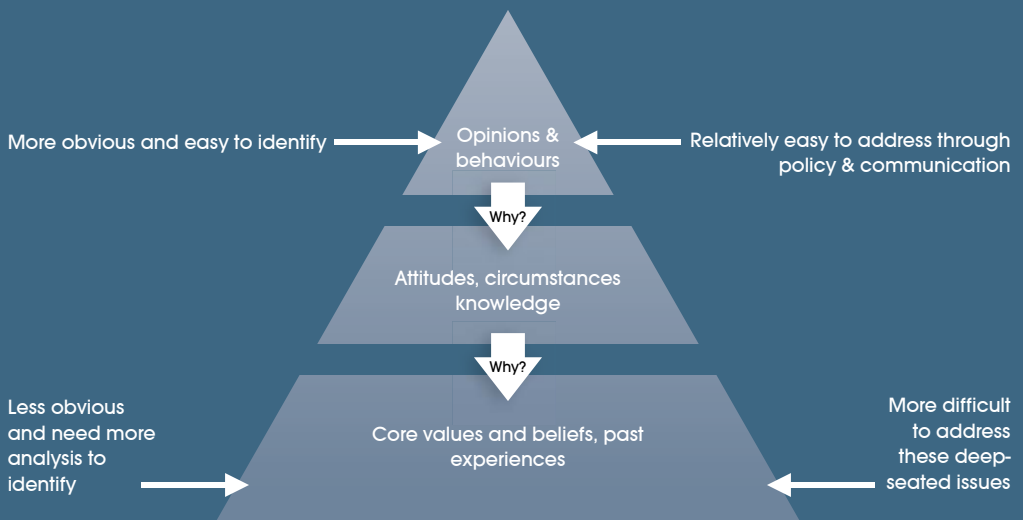
Here are some starter questions to ask when using the segmentation to think about key issues and strategic objectives. In general, it is usually more effective to think about the segments in relation to specific issues (e.g. drinking alcohol, aspiration to higher education).

Prioritising segments

- How many people are there in the segment? (SCALE)
- What percentage are affected by key issues? (SCALE)
- To what degree are they affected? (INTENSITY)
- How easy is it to identify and reach the segment? (ACCESSIBILITY)
- How does the segment overlap with other priority groups? (EFFICIENCY)

Identifying and understanding the issues

Try to understand what causes people in the priority segments to behave in certain ways and hold certain opinions, by continually asking the question “Why is that?”. Although the segmentation by itself will not provide the answers to all of these questions, thinking about it in this way can also help to provide ideas for new ways to mine other existing data or for commissioning new work.



Evaluating solutions

Use the segmentation to evaluate existing and potential policies and interventions:

- Which segments would they be most relevant for / have the greatest impact on ?
- Are they targeted at the right segments, or are they more appropriate for other segments not yet targeted?
- What are the strengths and weaknesses of the policy with each of the segments?

Taking action

Communication

- What are the main media channels used by each segment?
- What kind of messages are they likely to respond to?
- What tone of voice will be most effective?
- What communications efficiencies can you find across segments? Consider messages and media that communicate across segments vs. targeted messages.

On the ground

- Who are key influencers for these segments?
- What activities do they engage in that could be used to access them?
- What partnerships are likely to be useful for engaging with them? (e.g. schools, doctors, playgroups).



Contact Us:
Department for Children, Schools and Families

Customer Insight Unit

Sara Jones, Tel: 020 7925 5064, Email: sara.jones@dcsf.gsi.gov.uk
Tom Sutton, Tel: 0114 259 3368, Email: tom.sutton@dcsf.gsi.gov.uk

Strategic Research Team

Stephen Witt, Tel: 0114 259 3768, Email: stephen.witt@dcsf.gsi.gov.uk