



Segmentation of children and young people





Contents

Introduction

The seven segments:

C1 Growing and learning

C2 Happier at home

C3 Breaking the rules

C4 Anxious and unsure

C5 Weakening links

C6 High ambitions

C7 Exploring independence

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. children aged 10-12). 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?

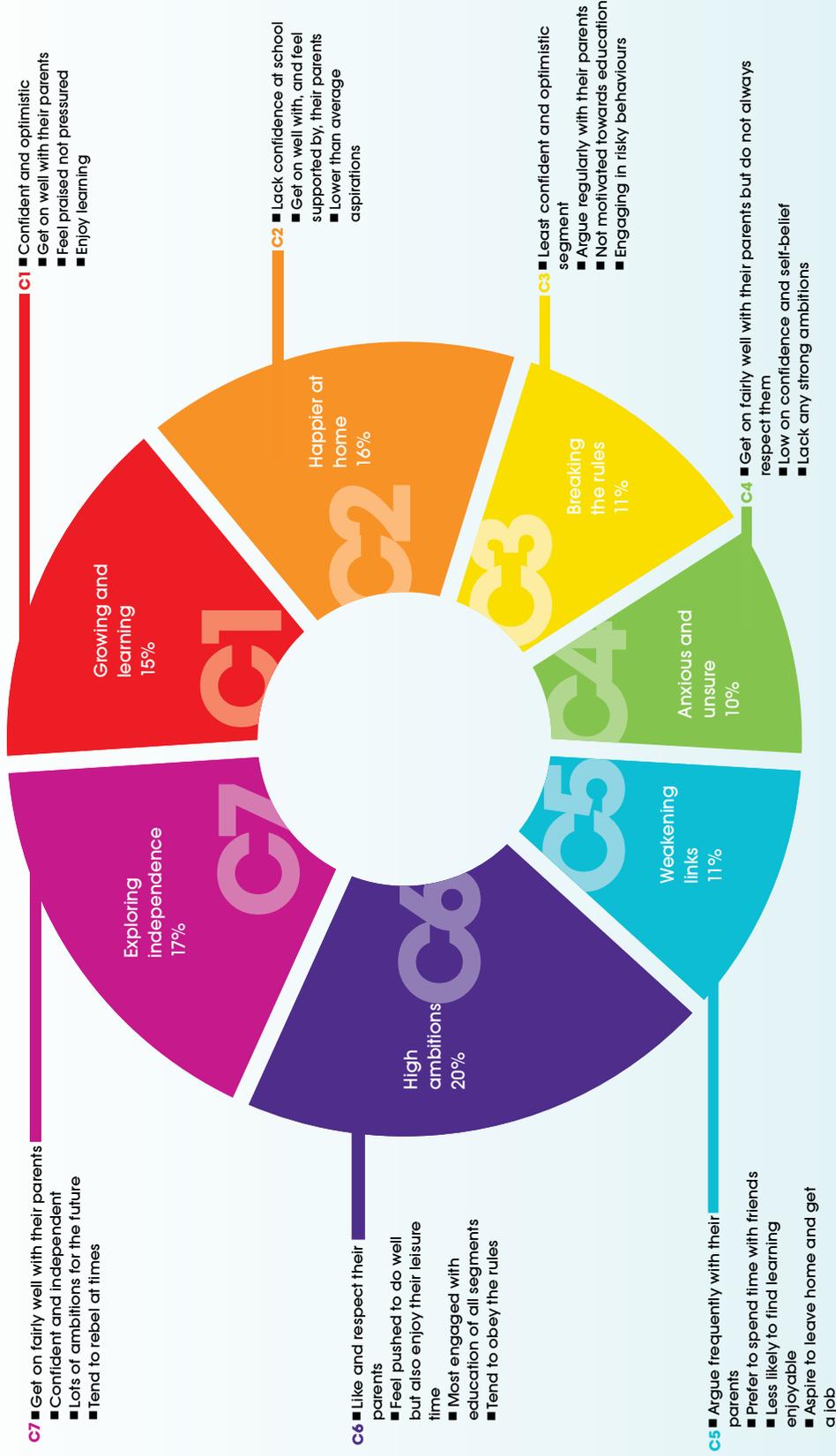
- To improve policy design by considering the needs of different groups of parents and children and their likely reaction to our policies.
- To better target messages to ensure the most effective possible communication.
- To provide a shared language for understanding these groups and communicating the 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 young people 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 young people in that segment.
- Findings picked out for each segment show where young people 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’ young people: there will be cases where a majority of those surveyed answered similarly but in some segments agreement was almost universal and in others perhaps only slightly above half gave that response.



Segmentation of children and young people



Attitudinal dimensions driving the segmentation

Dimension	Questions from the survey used to create dimension
1. Enjoyment of time with family	<p>I really enjoy spending time with my family</p> <p>I have more fun with my family than I do with my friends</p> <p>We often have fun together in this family</p>
2. Perception that parent respects and listens	<p>Disagree: Parent/guardian is always putting me down in some way (e.g. how I talk or behave)</p> <p>Disagree: There is no point talking to parent/guardian about things that are important to me - s/he never listens</p> <p>Disagree: I get on more easily with adults outside my home than I do with parent/guardian</p> <p>Disagree: Parent/guardian thinks I'm useless</p>
3. Confidence in ability to achieve	<p>Disagree: People like me don't have much of a chance in life</p> <p>Disagree: I haven't done much that I can be proud of</p> <p>Disagree: I certainly feel useless at times</p>
4. Perception of parental pressure	<p>Parent/guardian is always pushing me to do better</p> <p>Whatever I do, parent/guardian likes me to be the best at it</p>
5. Rebellion	<p>Disagree: Parents usually know best</p> <p>Disagree: I always obey the rules in this family</p> <p>Disagree: Parent/guardian doesn't have to keep asking me to do things because I usually just do them</p>
6. Enjoyment of learning	<p>Learning about new thing is enjoyable</p> <p>I like when we do something challenging at school/college, even if it's difficult at first</p>
7. Perception of 'likeability'	<p>I am a likeable person</p>
Age of child	<p>Age of child (10-19) was included in the analysis for analytical purposes</p>

My mum's funny, and she's got a great sense of humour, really girly, she loves to hang out. Sometimes she can be like a kid. I really like my mum.

We're always having a laugh. My parents let me be free – they're not tight on me.

I like making friends, a lot. At my school I literally know everyone and I get on with loads of people.

I like to learn. It's a big thing learning something new – it makes you think about it.



Parent-child bond

- They get on very well with their parents, and enjoy spending time with their families as much as they do with their friends.
- They have a close relationship with their parents and are likely to say that they respect them a lot. They rarely argue with their parents and talk to them regularly about their interests including homework.
- Their parents tend to enjoy parenting and rarely find it difficult to cope.

Confidence

- They tend to be confident and optimistic about their future, and are more likely than average to see themselves as a likeable person.
- They are as comfortable making friends as most other segments, but are more likely to say that they have more fun with their family.

Aspiration

- They tend to feel that their parents praise them for their achievements without putting them under pressure.
- Their parents tend not to be too worried about them reaching their full potential, and are more likely to be concerned about them finding an occupation they are happy in, regardless of academic or financial achievement.

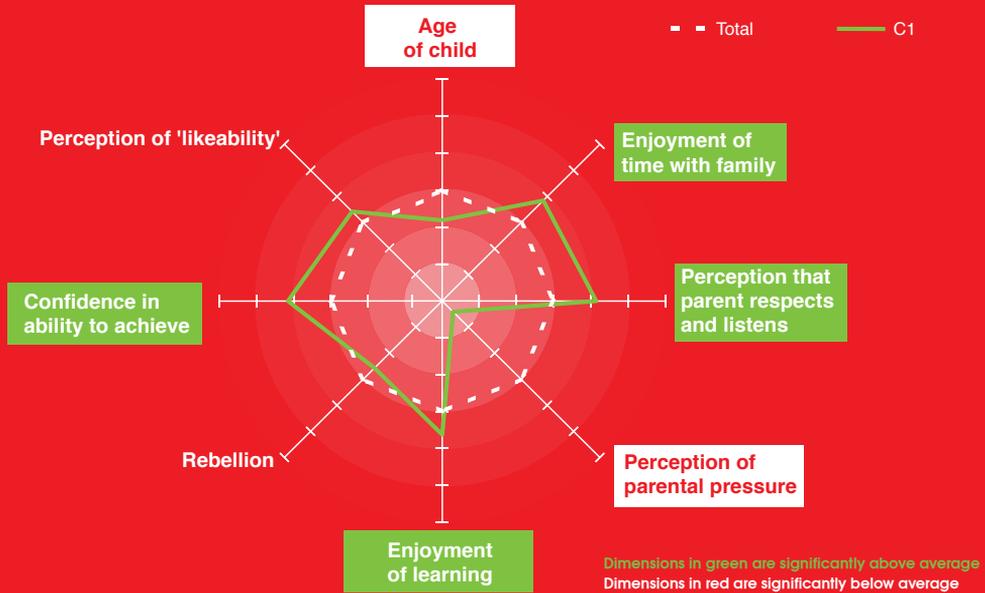
Education

- They enjoy learning, including activities such as sport and music, but are not necessarily focused on academic achievement as yet – they are in line with the average in how likely they feel it is that they will go to university.
- However, they are more likely to agree strongly that working hard at school / college will help them get on in life.

Conflict and Control

- They don't tend to feel that their parents are very strict or controlling, but rather offer them support and praise without putting them under pressure.
- They tend to feel that they are encouraged to make their own decisions with support if needed.
- They are more likely than average to obey the rules in their family and less likely to be involved in risk-taking behaviours.
- Their parents are more likely to say that they are consistent in dealing with misbehaviour.

Profile on key dimensions



Thought starters

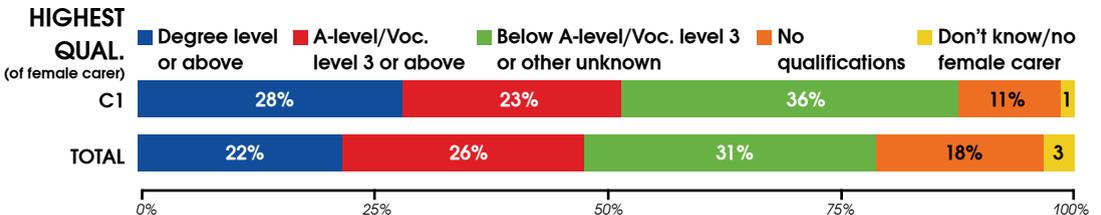
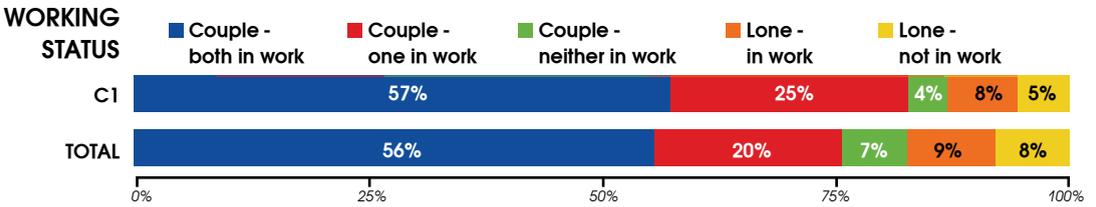
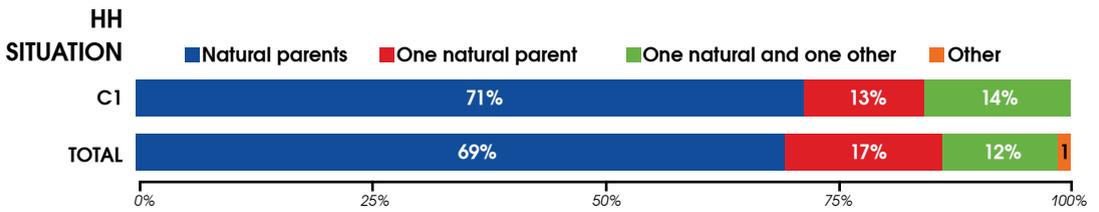
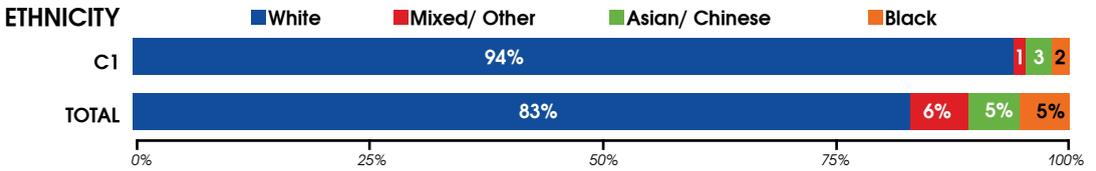
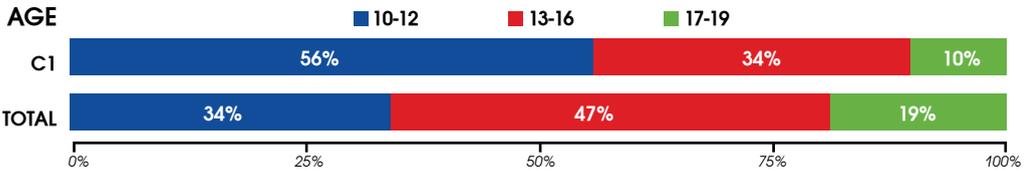
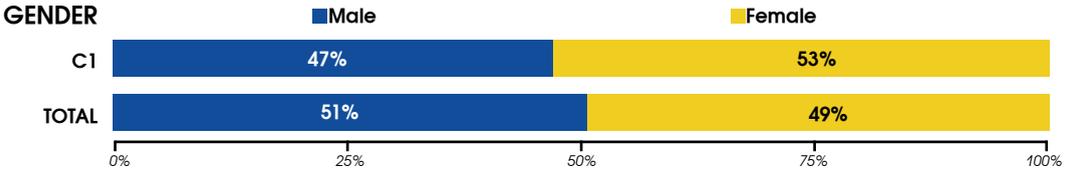
What are the key issues and opportunities for this segment?

- How to harness and maintain enjoyment of learning – is there an opportunity to engage them in mentoring their peers?
- How to alert and prepare parents for possible challenges ahead in mid or late teens, to avoid complacency about the smooth development of their child without causing unnecessary worry.

Communication Opportunities

- Engaging, relevant internet sites could be a good way of communicating with this segment; in common with other segments the majority use the internet, but they tend to visit a wider range of sites than some segments.
- Their high level of confidence, enjoyment of learning, and interest in activities such as sport and music is likely to make them a relatively easy segment to engage with through schools, clubs and other activities.
- Their general media consumption (television, radio and magazines) does not show any strong skews.
- Their close family relationships mean that communications directed via their parents are more likely to be effective in this segment.

Demographic Data





C2 Happier at home

People in my family have got a nice personality, and they would treat you nice and make you feel welcome.

You don't feel comfortable with people at school 'cause they're not related to you or anything, and you can't speak to them about anything.

If you can't find your way around school they'll like take the mick out of you. And then if you're one of the smallest they'll take the mick out of you because you're small.

It makes you uncomfortable when you can't do something. My mum and dad just say "you can do it".

I don't know what I want to be when I grow up.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Parent-child bond

- Most get on very well with their parents, look up to them and talk to them frequently about things that matter to them, although less so about school or homework.
- They rarely argue and disputes are more likely to be resolved with a discussion.
- They are likely to say they feel pushed by their parents to do better, but do not tend to say that they feel 'put down' by their parents.

Confidence

- They tend to lack confidence in their chances in life, and are much more likely to say that they feel they can't be as good as their parent wants.
- They are more likely to find it difficult making friends at school and are more likely to worry about being bullied. They are less likely to have gone out with friends in the last week.

Aspiration

- Their main aspirations for the future are more likely to be about getting a job than continuing in education.
- Their parents tend not to worry too much about their child reaching their full potential.

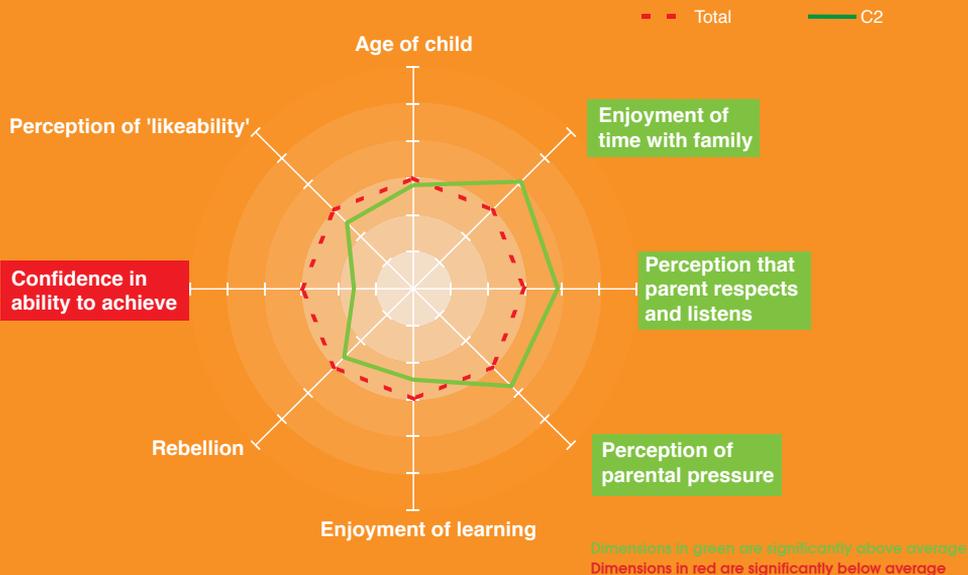
Education

- They are less likely to enjoy learning and more likely to get in trouble at school, or say that they get poor marks for their work.
- They are slightly less likely to see themselves going to university, and are less likely to enjoy doing something challenging at school.
- Their parents are in line with the average in how involved they feel in their child's education.

Conflict and Control

- They are in line with the average in terms of how strict they perceive their parent to be and in the extent to which they obey the rules at home, but they are more likely than average to have got into trouble at school.

Profile on key dimensions



Thought starters

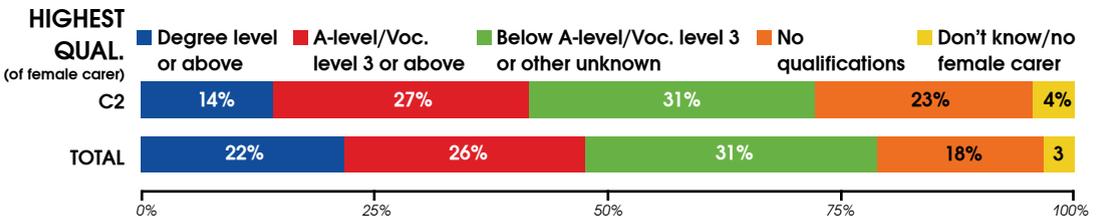
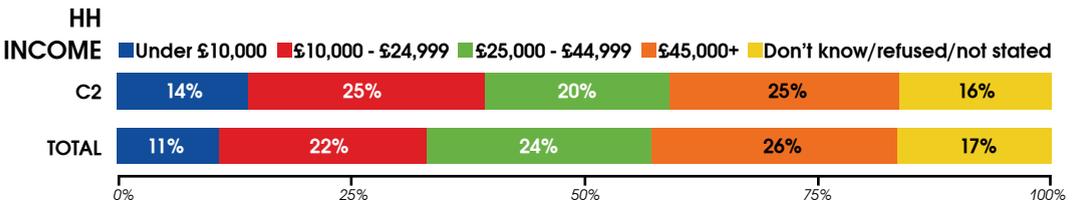
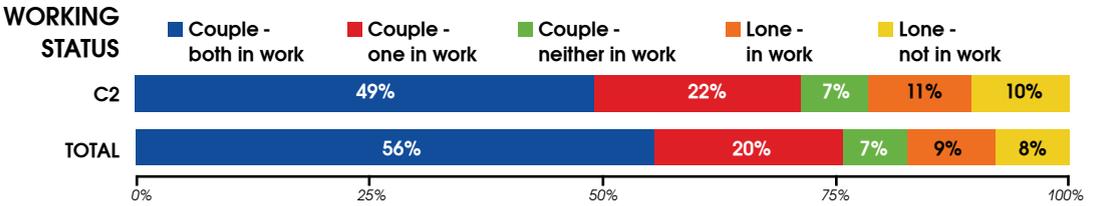
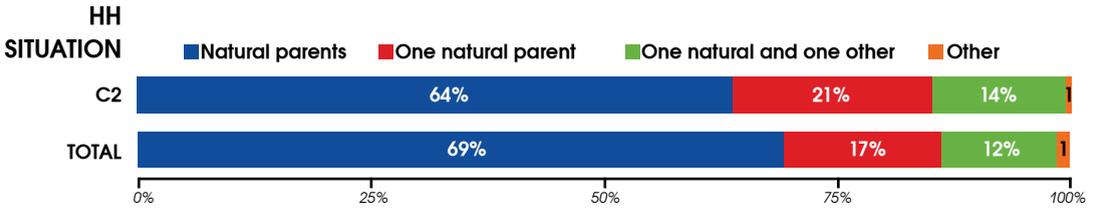
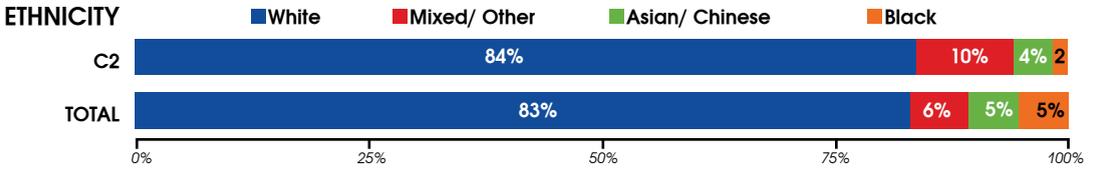
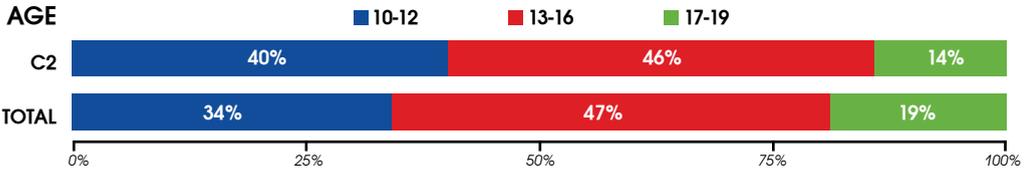
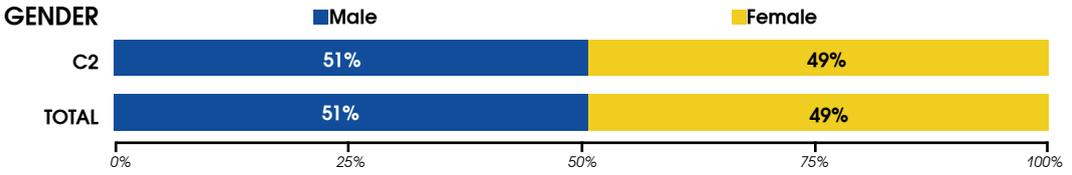
What are the key issues and opportunities for this segment?

- Need for support for parents, to maintain contact and avoid the development of a situation where truancy is condoned.
- Need to maintain ongoing education, even if it is outside of a formal setting, while children are also offered support and counselling.
- Increased support for these children before their difficulties become entrenched – are there ways we can help schools to identify children in this segment, who may not always be easy to spot?
- Is there an opportunity for family interventions?
- As families provide more positive experiences than the wider world for this segment, are they more likely to start families themselves when still very young?

Communication Opportunities

- Communicating with them via school is likely to be less effective than for other segments, due to their lack of confidence and discomfort in this environment.
- It is also likely to be harder to reach them via the internet due to their lower than average internet use.
- The most effective communications are likely to be those which target them as a family and take advantage of the high level of trust that they have in their parents.
- Their media consumption (television, radio and magazines) tends to be lower than that of other segments. This, coupled with their general lack of confidence, means that communicating with them directly through these channels is less likely to be effective.

Demographic Data



We argue all the time, but I am quite independent. She gets too stressed out, and I'm not going to sit around and have someone shout at me, even if it is my mum.

I'm hardly ever at home. I'm usually out with friends playing football or hanging out at a friend's house.

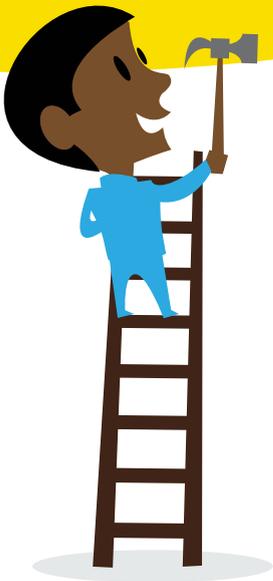
We might hang around from 4 o'clock in the afternoon until midnight, and we'll be outside on the estate, just laughing about.

If I'm angry with someone I beat them up.

When I do drink, I drink excessively.

School didn't educate me. I've taken tests in school but they didn't teach me nothing really.

C3 Breaking the rules



Parent-child bond

- They have the most strained relationship with their parents out of all the segments, with the majority having arguments more than once a week.
- They tend to say they don't get on very well with their parents and don't enjoy spending time with them very much. They are less likely to talk to their parents, especially about school or homework.
- They are more likely to say that their parents don't really care about what they do with their life and that they are always putting them down.
- Their parents are less likely to enjoy parenting and at times find it difficult to cope.

Confidence

- The least confident of all the segments; more likely to feel that they can't meet their parents expectations and don't have much of a chance in life.
- Although they spend a lot of time with friends, it tends to be spent 'hanging around' rather than doing specific activities. They don't always find it easy to make friends at school.

Aspiration

- They are not particularly motivated towards work or study, and are more likely than average to be looking forward to leaving home and having their freedom.
- Their parents are more than twice as likely to be very worried about their child reaching their full potential.

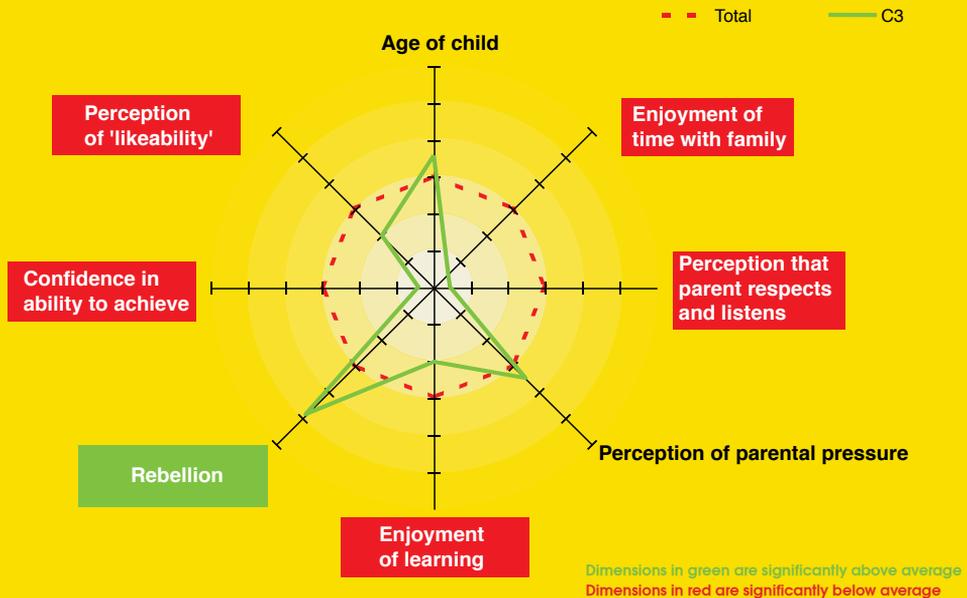
Education

- One of the segments least engaged with education, they are less likely to agree that it will help them in the future, and they are more likely to think work experience is more useful than a degree.
- Their parents are less likely to see education as a worthwhile investment and they are less likely than average to be involved in their child's progress.

Conflict and Control

- They tend to see their parents as strict, express resentment of their efforts to get involved in their life and have little respect for them or their rules.
- They are the segment that is most likely to say that they have taken part in the full range of risk-taking behaviours, including truancy, drinking, smoking, taking drugs and other illegal activities.

Profile on key dimensions



Thought starters

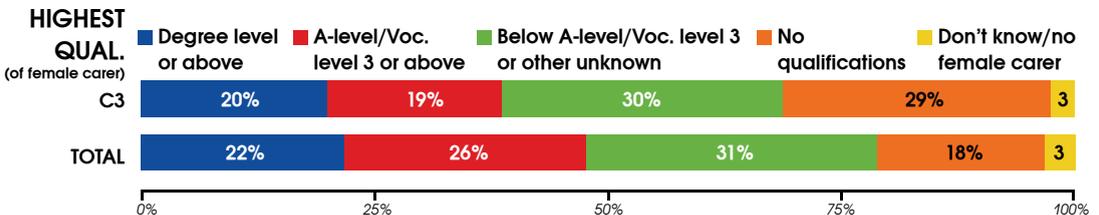
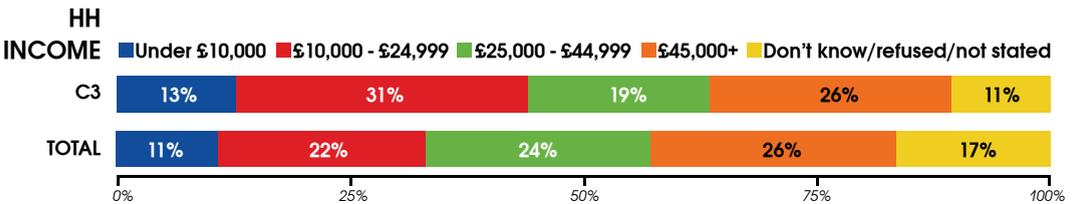
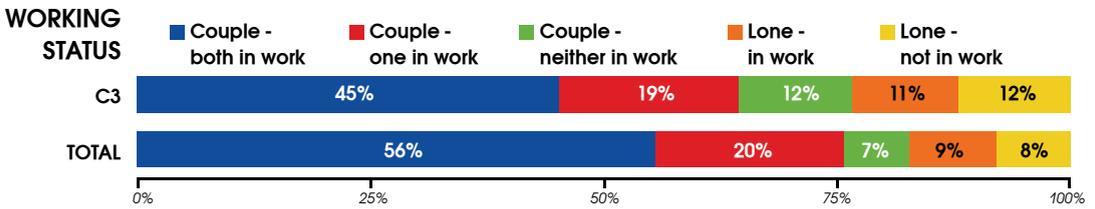
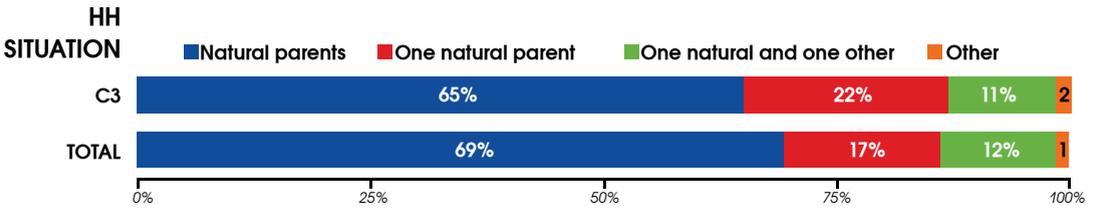
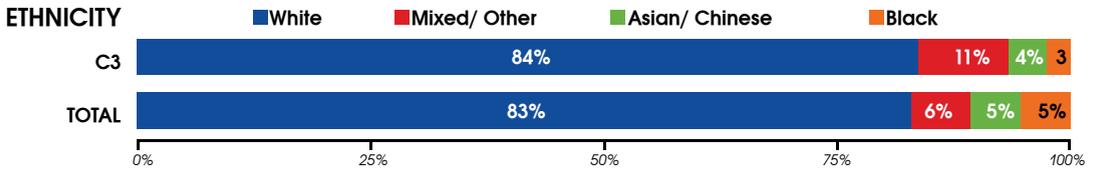
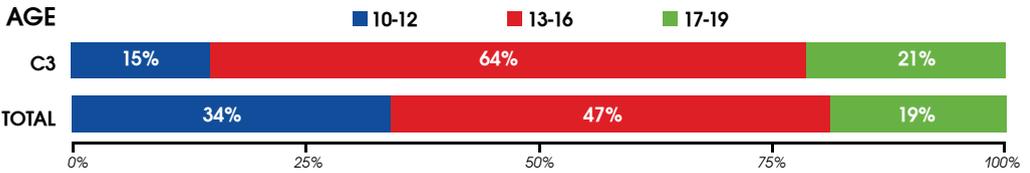
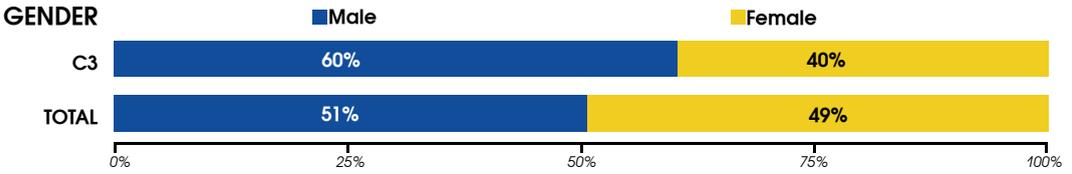
What are the key issues and opportunities for this segment?

- Do initial interventions need to focus on raising confidence and self esteem, rather than on educational engagement or attainment?
- Need for interventions that provide independence and are different from their educational experience so far.
- Interventions very likely to need credibility through advocacy by near peers – young people from age cohorts 1-3 years above – rather than parents or authority figures.
- Can we stop young people getting into this segment through early identification of those that may be at risk within younger segments?

Communication Opportunities

- This segment uses a wide range of media; the challenge in reaching them is likely to be gaining and holding their attention with credible and relevant communications.
- There may be a role for digital communications that take advantage of their higher than average internet use, especially of social networking and media sharing sites.
- Their general disengagement with education means reaching them via schools is likely to be difficult.
- Strained family relationships mean that communications directed via their parents are less likely to be effective in this segment; there is more likely to be a need to provide parents with information to support them in dealing with difficult situations, and to help them maintain and improve their relationship.

Demographic Data



C4 Anxious and unsure



My mum's alright sometimes, but sometimes she can be so annoying – you just want her to go away!

I've got pushy parents like this – they don't give you any space.

I just got bullied because of my skin colour and that.

I like to learn a bit but not a lot. I'd like lessons to be a lot less detailed, because we only get 20 minutes playtime.

It's hard for me to concentrate – that's why I don't really get anywhere with work.

Findings in key areas

Typically aged 10-12 or early teens; lower than average socio-economic group

Parent-child bond

- The majority get on 'fairly well' with their parents, and arguments are not more or less frequent than for the average child. However they are less likely to respect their parents than some segments.
- They are less likely to say that they get on very well with their parents and do not talk to them very regularly about things that matter to them.
- They are very likely to feel that their parent is always pushing them to do better – sometimes they feel that they can't live up to this.
- They are more likely to say that their parents get too involved in their lives and that they decide most things for them, even if they would rather they didn't.

Confidence

- They have lower than average confidence and self belief. They are the most likely segment to have experienced bullying or to be worried about it happening to them.

Aspiration

- Most lack any strong enjoyment of learning or ambition to go to university.
- They are more likely to feel that their chances in life are limited and are less likely than most segments to say that they expect to leave home after finishing their education.

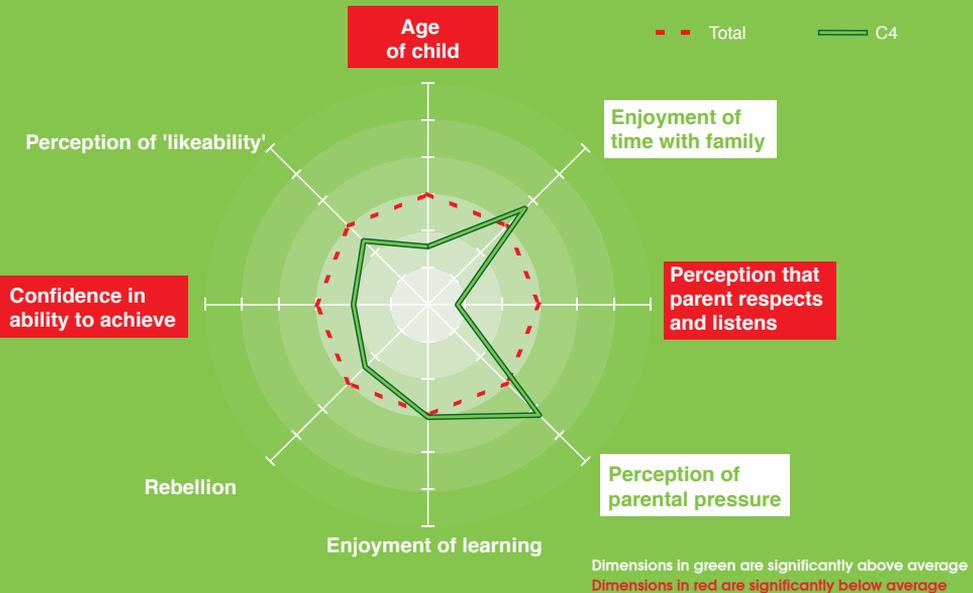
Education

- Although they are not strongly engaged with education they are not completely disengaged, with the majority saying they feel that it is at least quite likely that they will go to university. However, the tendency is for them to value work experience more than a degree.

Conflict and Control

- They are more likely to be doing things for their parents (household chores, etc.) without being asked.
- Although less likely than other segments to say they have got drunk or taken drugs, they are more likely to have started a fight with someone or run away from home.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

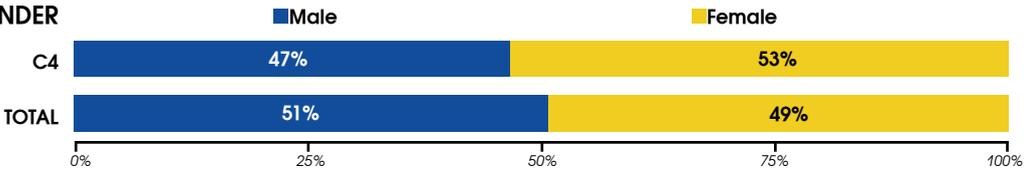
- Do we need to work with parents alongside this segment so that they can re-establish shared goals and an understanding of how to reach them?
- Do initial interventions need to focus on raising confidence and self esteem, rather than on educational engagement or attainment?
- Are there ways we can help schools to identify children in this segment, who may not always be easy to spot?
- Do we need to be more realistic about educational expectations, so that this segment can feel that there are options and opportunities for them even if degree-level study is an unrealistic goal? This segment could be a key target for apprenticeships and diplomas.

Communication Opportunities

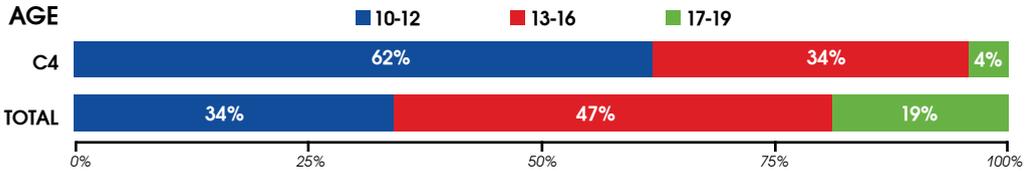
- Communications targeted at this segment need to recognise their lack of confidence and the tensions that may exist in their relationship with their parents – this is particularly relevant for information relating to education, including communications via schools.
- Overall, this is likely to be quite a difficult segment to communicate with directly. They have lower than average internet use, but are more likely to see media targeted at children, including TV and magazines.
- Communications which target them as a family, and deliver messages which also speak to their parents, may also be effective.

Demographic Data

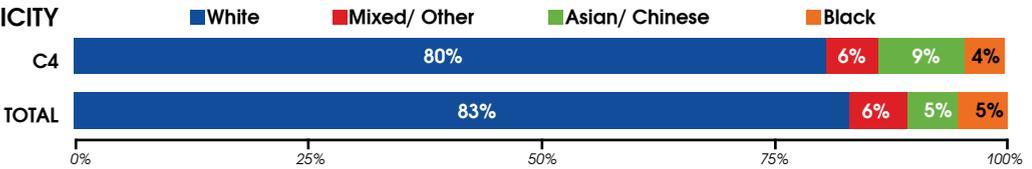
GENDER



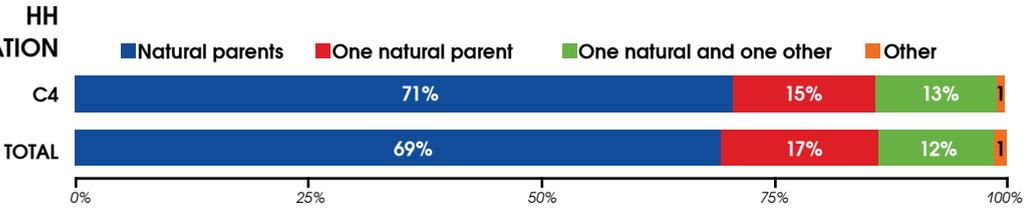
AGE



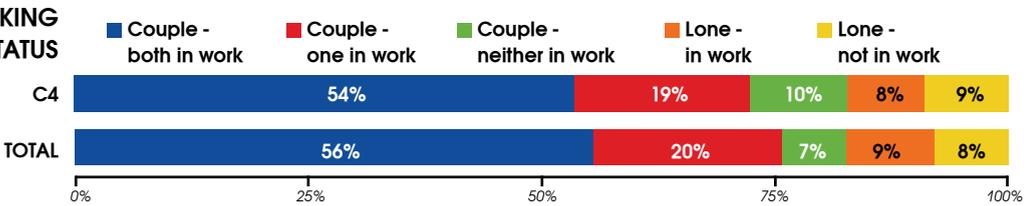
ETHNICITY



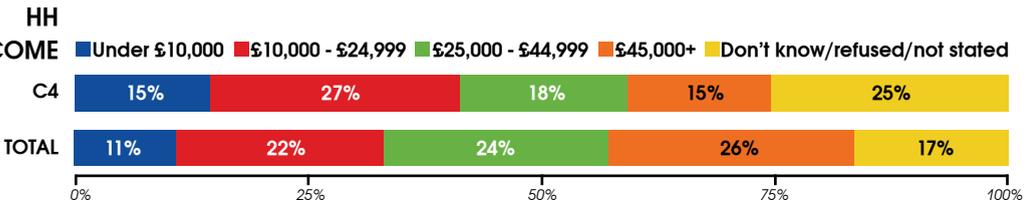
HH SITUATION



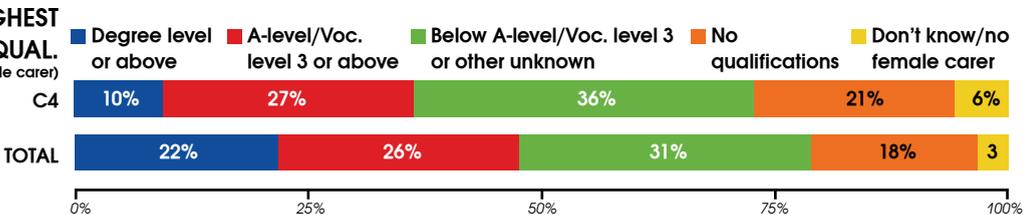
WORKING STATUS



HH INCOME



HIGHEST QUAL. (of female carer)



C5 Weakening links



I argue a lot with my mum – mostly small things.

My parents think ignorance is bliss, they don't really get involved. My parents have always said 'you do what you want to do.'

I do half an hour work and then I just get bored, and I just laugh.

I don't revise anything for the tests. It don't matter to me to be honest with you, 'cause all I think is if you're dumb or if you're clever, everyone can get a job can't they, so it doesn't matter to me.

I think you've got to experiment with drink and that. If you don't do it you're always going to say 'I wish I had done it'.

Parent-child bond

- Although the majority get on fairly well with their parents, they tend to argue frequently and prefer spending time with their friends.
- They are more likely to argue regularly and they are much less likely to say they have a lot of respect for their parents or want to be like them when they are older. Their parents are more likely to say they would like their family to be closer.
- They are less likely to say they feel pushed or that they frequently receive praise from their parents. Their parents are more likely to say that the best parenting approach is to let their children develop at their own pace, and that finding an occupation they are happy in is more important than academic or financial success.

Confidence

- They do have a moderate level of self confidence and although they do not always find it very easy to make friends at school, they tend to say that they have more fun with their friends than with their families.

Aspiration

- Their aspirations are to get a job and leave home – which is what many of them believe their parents expect them to do.

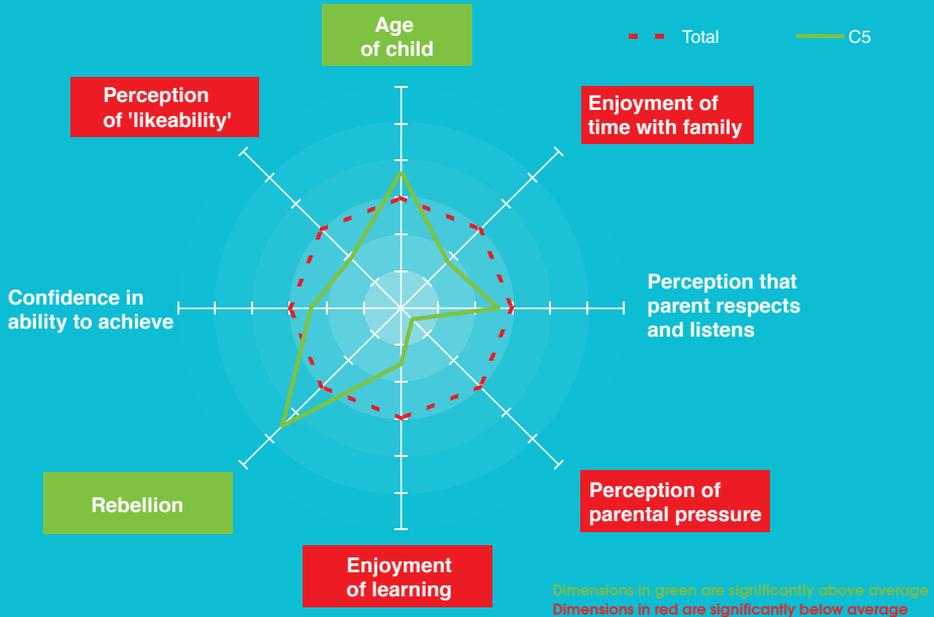
Education

- Although they are less likely to find learning enjoyable and tend to say that they don't get good marks, the majority still think it is at least quite likely that they will go to university.
- Their parents are less likely to see education as important for their child's future and are less likely to be very involved in their education.

Conflict and Control

- They tend to be rebellious and are less likely to say that they obey the rules of the family.
- They are more likely to say they have been drunk or to have smoked cigarettes in the last 12 months, but are not significantly more likely to have been involved in other risk-taking behaviours.

Profile on key dimensions



Thought starters

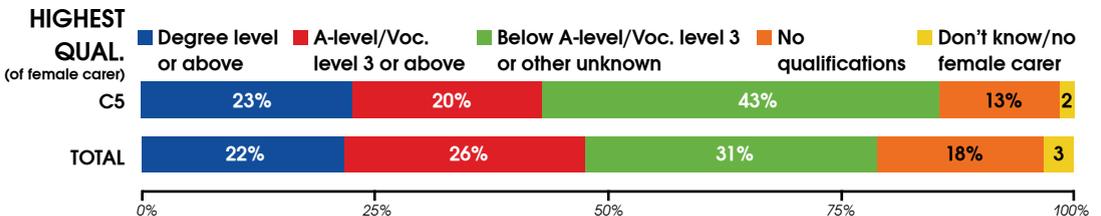
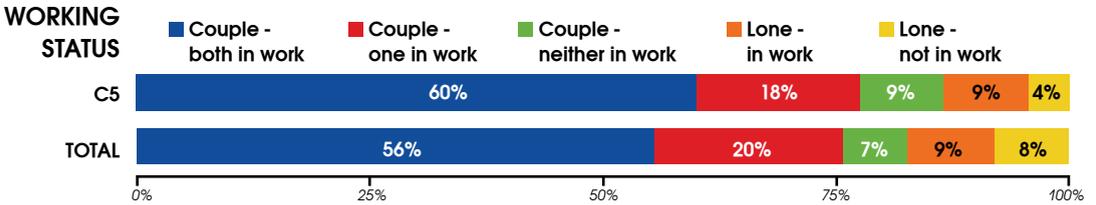
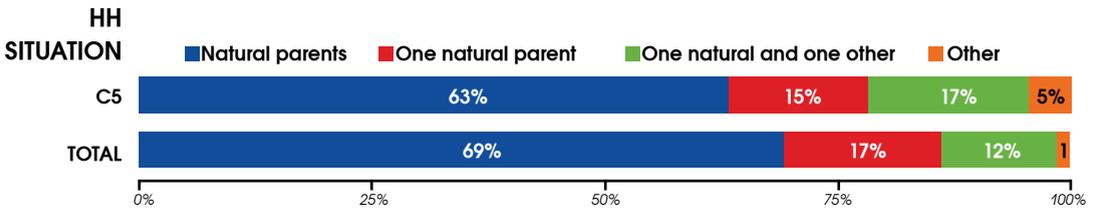
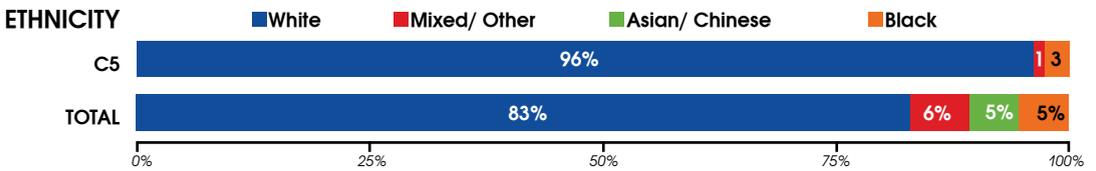
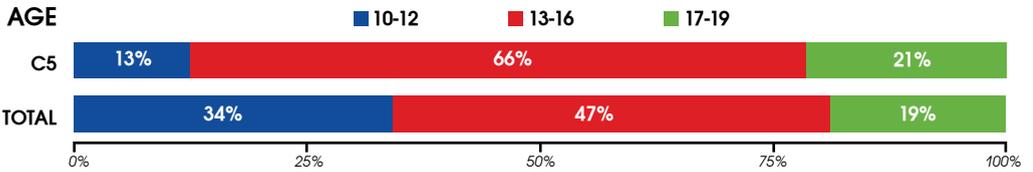
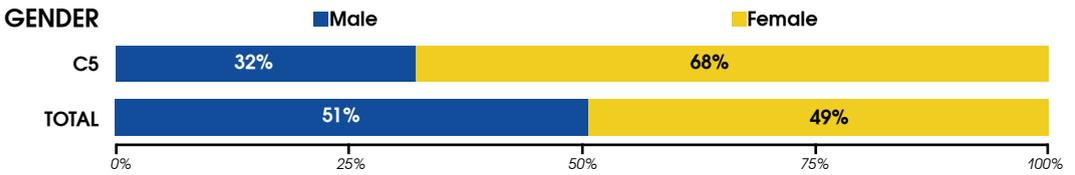
What are the key issues and opportunities for this segment?

- Would they benefit from mentoring by slightly older peers who can empathise with their mildly risky and rebellious behaviour, and help them reflect on its longer term impact on family relationships, entry to the world of work, etc?
- How can we encourage young people in this segment to 'give parents a chance'? Are there mechanisms that could support their underlying desire for better family relationships?
- Is there a role for family mentoring with this segment?
- Could other adults (e.g. teachers) outside the family help to increase aspirations in this segment, especially by maintaining engagement with education through the transition from primary to secondary school?

Communication Opportunities

- There may be good opportunities to engage with this segment directly with the right messages and media.
- They have higher than average media usage, especially social networking sites and entertainment and music on TV and radio. They are also more likely to read magazines aimed at older girls (17% have read the last issue of Cosmopolitan vs. 7% average).
- Their general disengagement with education means reaching them via schools may be more difficult, although with the right messages, which appeal to their interests as well as long-term aspirations, this could be successful.
- Strained family relationships mean that communications directed via their parents need to try to engage them in ways which help support and improve the relationship between them.

Demographic Data





C6 High ambitions

We go for walks a lot, watch TV together, and always have Sunday lunch together. I can talk to my parents about everything, especially my mum.

I do have quite a lot of friends. There's a few of us that play all the time.

I did really well at school this year. I was really happy.

I'm thinking of getting into engineering. I want to go to university.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Parent-child bond

- They are the most likely segment to get on well with their parents and to say that they have a high degree of respect for them. They are less likely to argue frequently and more likely to talk to their parents about a range of subjects that matter to them.
- Although they are more likely to say that their parents push them, they are also likely to feel they have enough space and freedom, and the majority feel that they are able to make their own decisions, with support if needed.

Confidence

- They are amongst the most confident segments and are most likely to believe they will succeed in life. They also are more likely to find it easy to make friends at school or college, and are more likely to be involved in specific activities in their leisure time rather than just 'hanging around'.
- Most have no problems making friends, but they tend to spend more of their leisure time with their family than other segments.

Aspiration

- They are highly motivated to do well at school and really enjoy learning. The majority expect to go on to university, which comes before getting a job – they feel pushed, supported and encouraged by their parents.

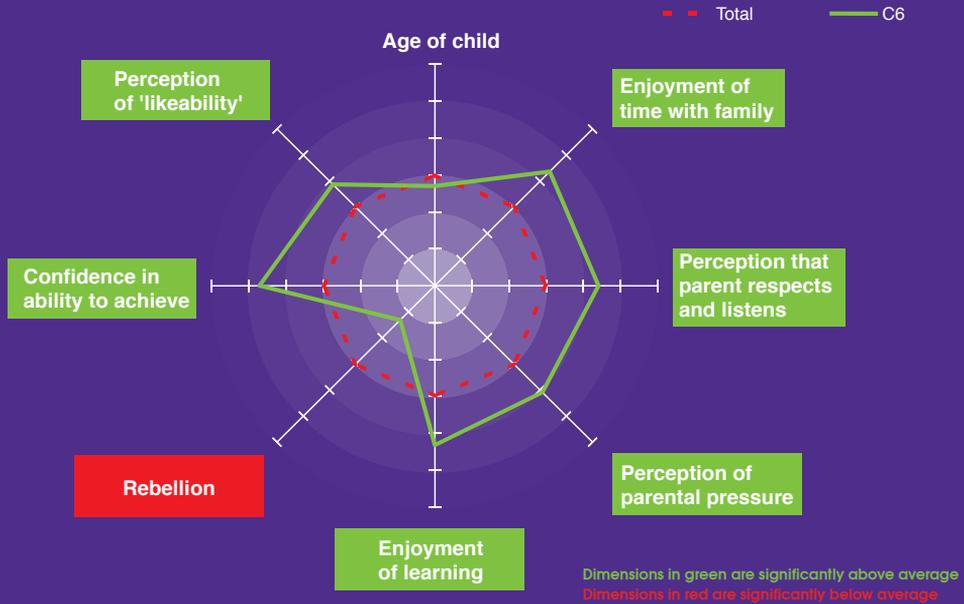
Education

- They are the most engaged with education out of all the segments. Their parents are also much more likely than average to value education and to feel very involved in their child's educational progress.

Conflict and Control

- They tend to obey the rules and cooperate within the family, and they are less likely to say they have been involved in any risk-taking behaviours in the last 12 months.

Profile on key dimensions



Thought starters

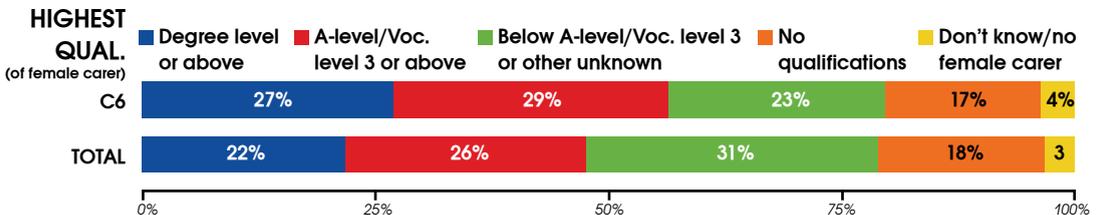
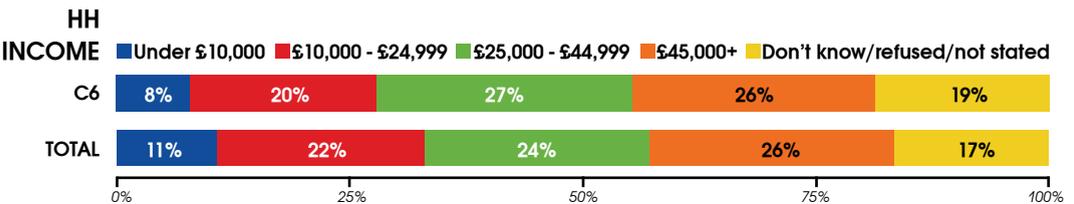
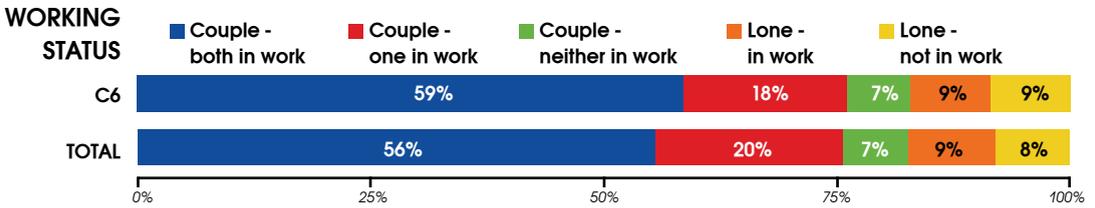
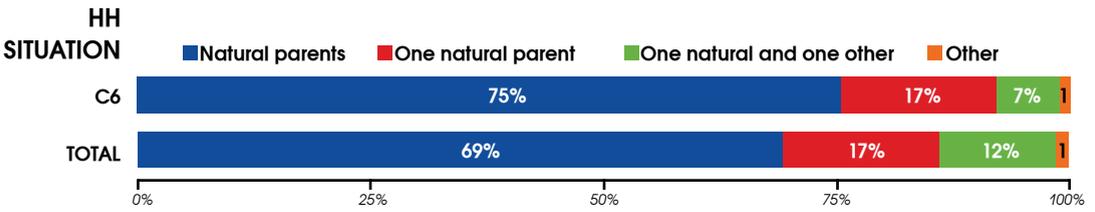
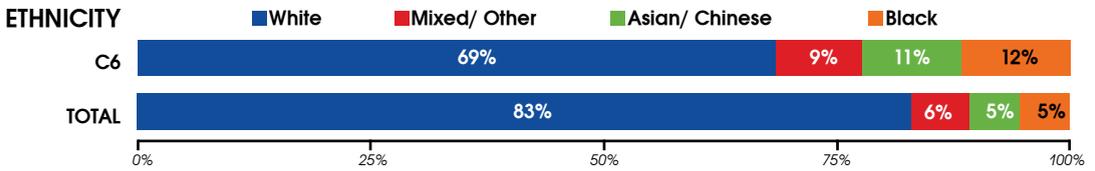
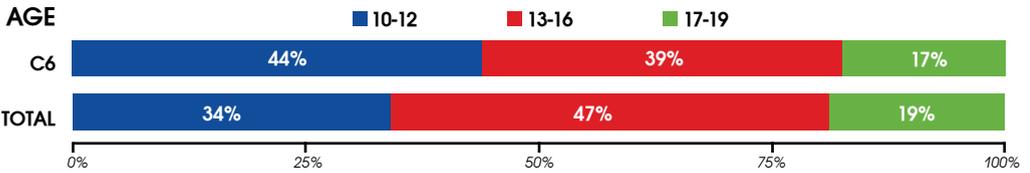
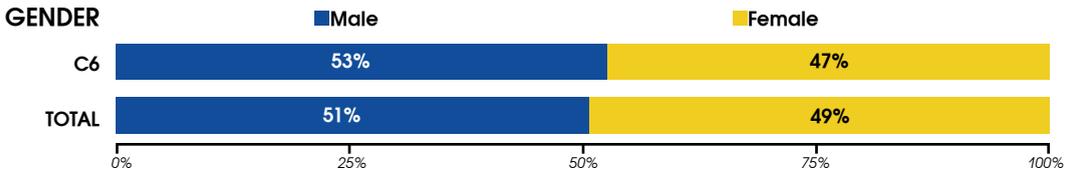
What are the key issues and opportunities for this segment?

- Is there a need to try to ensure that parental aspirations are realistic?
- Some may need support re-appraising options if their high aspirations are unrealistic or are not met. Their parents should be involved in this reappraisal.
- Is there an opportunity to engage them in mentoring their peers?

Communication Opportunities

- Engaging, relevant internet sites could be a good way of communicating with this segment, who are used to looking for information through this channel and show higher than average use of factual sites such as the BBC (51% vs. 41% average) and Wikipedia (43% vs. 34% average).
- Their high level of confidence, enjoyment of learning, and interest in activities such as sport and music is likely to make them a relatively easy segment to engage with through schools, clubs and other activities.
- Their general media consumption (television, radio and magazines) does not show many strong skews, but they are more likely to watch documentary and nature channels on TV.
- Their strong communication with their parents means that messages directed via their parents are more likely to be effective in this segment, but these should also respect their confidence and independence to make their own decisions.

Demographic Data



My mum pushes me really hard at school; she's always asking what I'm doing and tries to help.

It does get a bit repetitive, talking about my future...

I'm quite rebellious because my dad puts a lot of rules on me.

I find it hard to talk to my dad about girl things and boys and that. I'm still going to do drama, even though my dad doesn't want me to.

I'm not the sort of person who would want to stay in England for the rest of my life – I definitely want to travel the world.

C7 Exploring independence

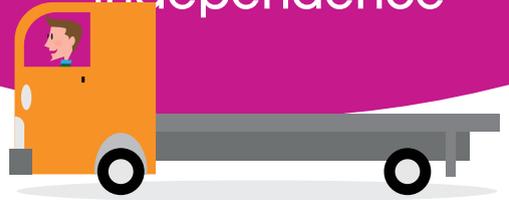


PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Parent-child bond

- The majority get on fairly well with their parents, but they are more likely than average to argue frequently and to feel pushed by their parents.
- They are less likely to be talking to their parents about things that matter to them, and they are less likely to look up to them.

Confidence

- They are confident and independent, preferring to solve their own problems, and have a strong sense of self-worth.
- They are much more likely to enjoy spending time with their friends rather than their family and tend to go out with them fairly frequently. They are more likely to be going to out away from home (e.g. parties, clubs, cinema, concerts) or involved in cultural and creative activities such as art or drama.

Aspiration

- Although education and university still matter to them, it is just one of their aspirations for the future. As well as carrying on studying, they tend to want to get away from home and have a gap year or go travelling.

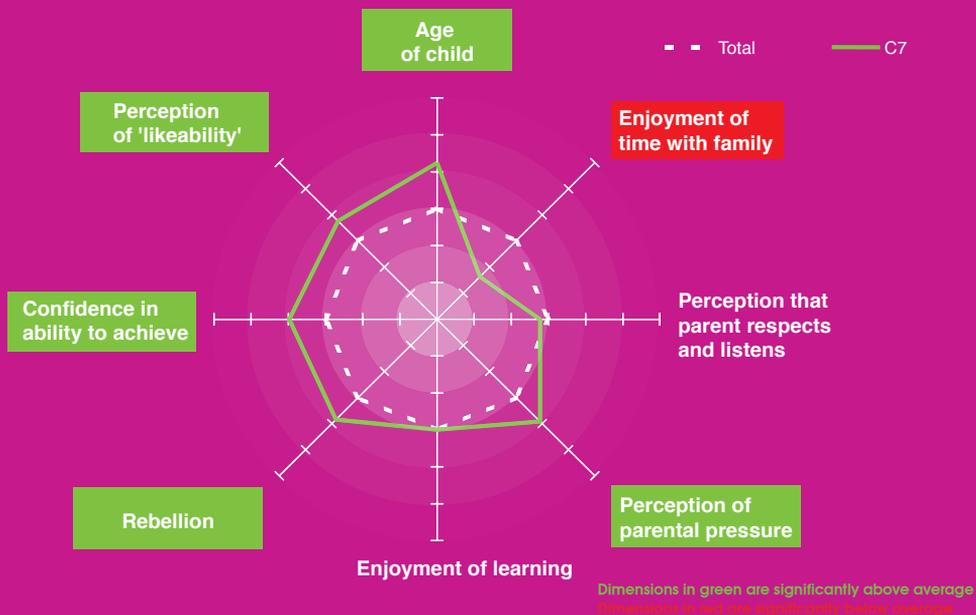
Education

- They understand the importance of education but are not as enthusiastic about their studies as some segments – their engagement with education tends to be in line with the average, although they are more likely to disagree that a degree is a waste of time.
- They are more likely to be making decisions about their educational future independently from their parents than other segments.

Conflict and Control

- They are less likely to say that they obey the rules in their family and they are more likely to like taking risks in life.
- They are twice as likely as average to say they have been drunk or have taken illegal drugs in the last 12 months.

Profile on key dimensions



Thought starters

What are the key issues and opportunities for this segment?

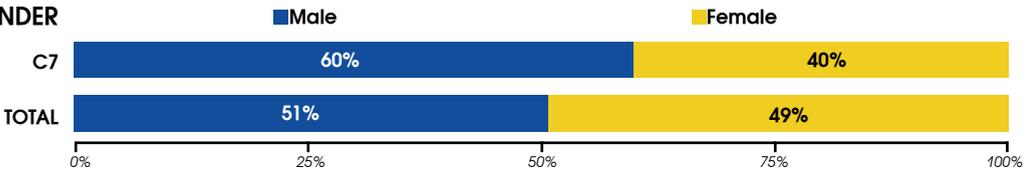
- Need to ensure appropriate careers advice for ambitious children who may not necessarily have desired role models or knowledge and experience within the family to 'get them started'.
- Need for support for times when everything doesn't go to plan.
- Need for alternative role models and mentors for those who feel that they can't turn to their parents for advice.

Communication Opportunities

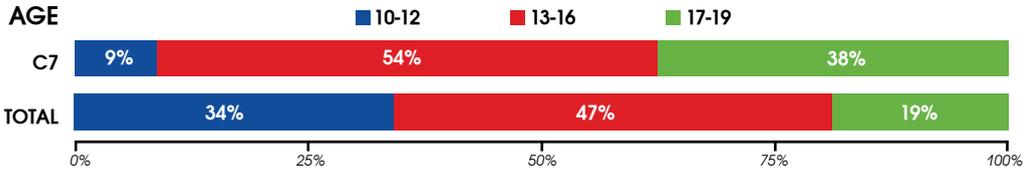
- There may be good opportunities to engage with this segment directly with the right messages and media, especially digital channels; the challenge here is likely to be one of gaining and keeping their attention, so the right tone and content will be crucial.
- They have higher than average media usage, especially social networking sites and entertainment and music channels on TV and radio.
- Their high level of confidence, and interest in activities such as art and drama is likely to make them a relatively easy segment to engage with through schools, clubs and other activities.
- Messages about education need to appeal to their broader interests and aspirations and encourage them to see how formal education can help them achieve these.
- Communications to both them and their parents need to encourage and support them to keep talking to each other, while respecting the young person's confidence and independence to make their own decisions.

Demographic Data

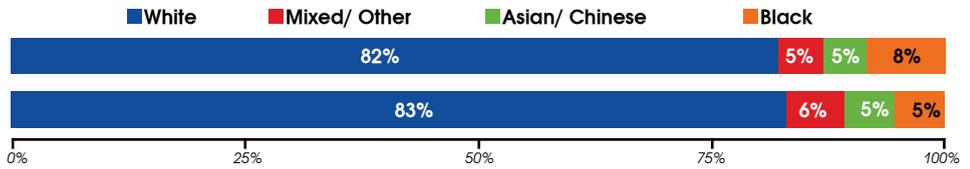
GENDER



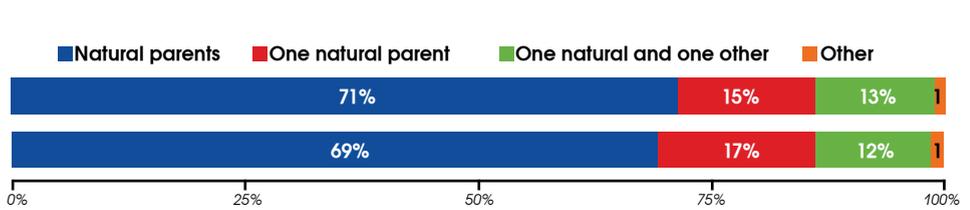
AGE



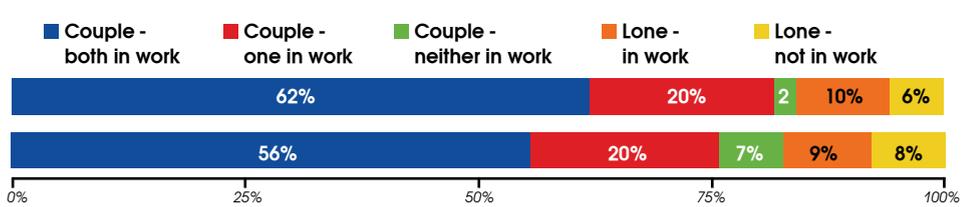
ETHNICITY



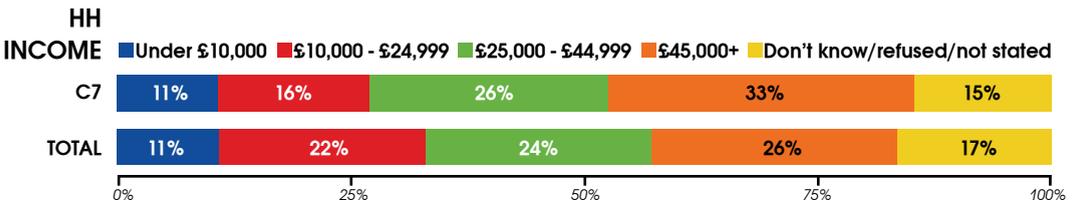
HH SITUATION



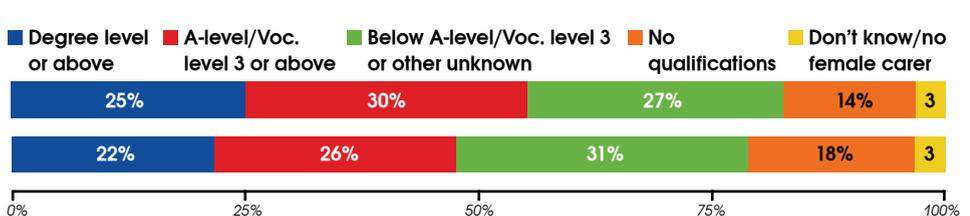
WORKING STATUS



HH INCOME



HIGHEST QUAL. (of female carer)



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

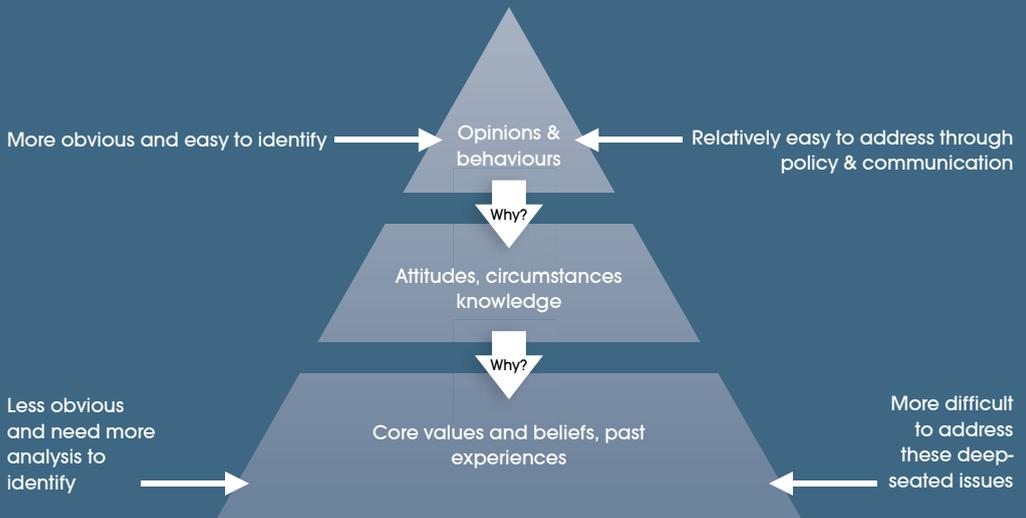
Here are some starter questions to ask when using the segmentation to think about key issues and strategic objectives. In general, it is usually more effective to think about the segments in relation to specific issues (e.g. drinking alcohol, aspiration to higher education).

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, sports or youth groups).



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