

Young People and Community Cohesion:

Analysis from the Longitudinal Study of Young People in England (LSYPE)

Sean Demack, Deborah Platts-Fowler,
David Robinson, Anna Stevens, Ian Wilson
Sheffield Hallam University (Centre for
Regional Economic and Social Research
and the Centre for Educational and
Inclusion Research)

This research report was written before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

Table of Contents

Executive Summary	5
1. Introduction and Background to the Study	10
1.1 The Community Cohesion Agenda: A Short History.....	10
1.2 Young People, Schools and Community Cohesion Policy.....	12
1.3 Explaining Community Cohesion.....	14
1.4 Aims of this Study.....	15
1.5 Structure of the Report	16
2. Approach and Methods	17
2.1 Introduction.....	17
2.2 Measuring Community Cohesion.....	17
2.3 Explaining Community Cohesion.....	20
2.4 Modelling and Analysis.....	20
3. Exploring Predictors of Cohesion	23
3.1 Introduction.....	23
3.2 Explaining Local Cohesion	23
3.3 Explaining Societal Cohesion	26
3.4 Conclusion.....	27
4. Local Cohesion	28
4.1 Introduction.....	28
4.2 Individual Predictors of Local Cohesion.....	30
4.3 School and District Level Predictors of Local Cohesion	38
4.4 Conclusion.....	39
5. Societal Cohesion	41
5.1 Introduction.....	41
5.2 Individual Predictors of Societal Cohesion	43
5.3 Conclusion.....	49
6 Key Conclusions and Recommendations for Promoting Cohesion.....	51
6.1 Conclusions.....	51
6.2 Recommendations for Promoting Cohesion	53

References	55
Glossary	57
Appendix 1: A Description of the Explanatory Variables.....	61
A1.1 Introduction.....	61
A1.2 Individual level variables.....	61
A1.3 School level variables.....	66
A1.4 LAD level variables.....	68
Appendix 2: Relationships between Explanatory Variables and Community Cohesion Outcome Measures	70
Appendix 3: Modelling	80
A3.2 Modelling approach	81
A3.3 Important Considerations	84

Executive Summary

Introduction

Little is currently known about what factors help explain variations in cohesion among young people. This report helps fill this gap in understanding. Variations in perceptions of community cohesion among different groups of young people are described and the factors informing these variations in community cohesion are explored. These objectives are delivered through multi-level statistical modelling of data from the Longitudinal Study of Young People in England (LSYPE).

Approach

Analysis focuses on two measures of community cohesion:

- **local cohesion** - a measure focused on the headline question on community cohesion in the LSYPE, which asks young people whether "*people from different racial and ethnic and religious backgrounds mix well together*", supplemented by a second local measure based on responses to a question about whether young people agree or disagree that "*people round where I live usually respect each others' religious differences*".
- **societal cohesion** - a national measure of cohesion among young people generated in response to criticism of previous similar studies regarding the limitations of the headline measure of community cohesion in differentiating between different spatial scales to which a person might feel they belong. It also responded to the emphasis in official definitions of community cohesion on key dimensions of citizenship, including people having similar life opportunities, trusting one another and institutions to act fairly and having a sense of belonging to Britain. The societal measure was constructed from five variables relating to citizenship rights, fairness and equality within British society.

Two types of analyses form the basis of this report. First, descriptive analyses were undertaken, which set the scene by examining the nature of the 75 explanatory variables, how they relate to the outcome variables (local and societal cohesion) and how they inter-relate to other explanatory variables. Second, statistical modelling was used to identify the key influences on (local and societal) cohesion whilst controlling for (or holding constant) other influences. This involved looking at how helpful the individual level variables are in predicting the likelihood of a young person having low cohesion and exploring if school and local authority district (LAD) level variables are also helpful in predicting low cohesion among young people.

Local Cohesion

A young person's perception of local cohesion is a product of their individual characteristics (socio-demographic characteristics, attitudes and perceptions), the school they attend and the local authority district they live in. However, individual characteristics account for the vast majority of the variation in levels of cohesion among young people.

- Low socio-economic status and deprivation are strong and consistent influences on local cohesion. Young people belonging to lower social classes are more likely to have low cohesion and local area deprivation is also a significant influence on low cohesion.
- Perception of crime is a strong individual level predictor of low local cohesion. Other important perceptions include: perceived sense of fairness, belonging and

opportunity in the UK (societal cohesion); and perceptions of local services. Increased mix of children from different ethnic backgrounds (ethnic mix) in the school increases the likelihood of perceptions of low cohesion. However, this broad finding masks wide variations in the relationship between different forms of ethnic mix (the particular ethnic groups mixing and proportion of each group) and levels of cohesion¹.

- There is a complex relationship between ethnic mix and cohesion among young people. Ethnic mix is a significant predictor of local cohesion, but increased mix is associated with low local cohesion, apparently contradicting the findings of studies on the adult population. However, low cohesion appears to be linked to particular types of mix (proportion of particular ethnic groups involved in the mix). Clearly, there is need for further research into this issue.
- Increased socio-economic mix (that is, a greater mix of pupils from different socio-economic backgrounds) appears to have a positive influence on cohesion, a finding raising significant questions for policy and worthy of further research and analysis.

These findings suggest that if local community cohesion is what needs to happen in a community to enable different (racial and ethnic) groups to get on well together, the key priorities for promoting this vision among young people are:

- tackling perceptions of crime and promoting feelings of safety
- promoting a sense of fairness, belonging and opportunity in the UK (societal cohesion)
- tackling deprivation and promoting socio-economic well-being
- improving local services, and
- promoting social mix in schools.

More targeted interventions might usefully focus on detached and excluded young people (those involved in personal risk behaviours, anti-social behaviour) and young people who are achieving academically in the context of deprivation, who appear to be at risk of becoming disillusioned, perhaps as a result of limited opportunities.

Societal Cohesion

The measure of societal cohesion spotlights perceptions of social mobility, fairness, freedom, respect, discrimination and inclusion. It extends analysis beyond the reach of previous studies that have been limited to modelling the influences on the headline measure of cohesion and the question of whether people mix and get on together in the local area.

- A young person's perception of societal cohesion is primarily a product of their individual characteristics and circumstance. The characteristics of the school they attend are less important and the local authority district did not emerge as significant during analysis.
- There is a strong relationship between perceptions of local cohesion and societal cohesion. Local cohesion is the strongest predictor of societal cohesion.
- There is a close relationship between local cohesion and societal cohesion, but the

¹ Ethnic mix refers to both the range of different ethnic backgrounds in a school and the proportion of children belonging to these different ethnic backgrounds. Detailed analysis of the relationship between ethnic mix and cohesion and what type and level of mix promotes community cohesion was beyond the scope of this study and is an issue requiring further analysis.

only significant predictors of both measures of cohesion are ethnicity, perceptions of crime, perceptions of local services and respondents' perceptions around teachers, school and education.

- Socio-economic factors have a less noticeable impact on societal, compared with local cohesion.
- Ethnic mix at the school or local authority district level are not significant predictors of societal cohesion.

These findings suggest that if community cohesion involves working toward a society in which young people believe they are accepted as worthy and valued citizens, whose rights are respected and they are treated fairly, key priorities for action could include:

- promoting local cohesion
- supporting young people to recognise and exercise their citizenship rights
- improving the school experience, reducing exclusions and suspensions and tackling bullying, and
- supporting post-16 engagement in full-time education and training.

More targeted interventions might usefully focus on: young White British/Irish people; people born in the UK; and detached and excluded young people who are involved in anti-social behaviour.

Conclusions

- *Individual level factors are the most important influence on cohesion* - a young person's perception of local and societal cohesion appears to be, first and foremost, a product of their individual characteristics and circumstance. The characteristics of the school they attend and the local authority district they live in are far less important.
- *Individual disadvantage undermines cohesion* - deprivation consistently undermines local cohesion among young people. This finding chimes with analysis of the adult population. Lower socio-economic groups are more likely to have low cohesion. Socio-economic status interacts with educational attainment so that higher attainment in more deprived areas is a negative influence on perceptions of local cohesion, pointing to the possibility of alienation in situations where limited opportunities thwart ambition and potential. Young people in full-time education are more positive about societal cohesion.
- *The school a young person attends is an influence on cohesion* - individual level factors are the most important influence on cohesion, but school characteristics do have a role in influencing cohesion. This influence is most pronounced in relation to local cohesion. The school experience - the ethos, approach and perceived quality of teaching - impact on cohesion among young people. Perceptions of teacher quality and discipline, and enjoyment of school also affect levels of cohesion.
- *There is a strong relationship between local and societal cohesion* - there is a strong and consistent relationship between perceptions of cohesion in the local area and perceptions of fairness, belonging and opportunity, as measured by societal cohesion. As perceptions of societal cohesion decline, the likelihood of low local cohesion increases, and vice versa. However, the other factors influencing levels of local and societal cohesion are different and distinct. This finding suggests that different approaches are required to affect change in these different dimensions of cohesion.

- *Ethnicity and country of birth are important influences on cohesion* - young people from minority ethnic backgrounds tend to have more positive views about local and societal cohesion than White young people. One finding contradicts this; Black-Caribbean young people are most likely to report negative perceptions of fairness, belonging and opportunity, as measured by societal cohesion. People not born in the UK tend to have more positive views about cohesion than people born in the UK.
- *There is a complex relationship between ethnic mix and cohesion among young people* - the ethnic mix (i.e. mix of pupils from different ethnic backgrounds) in the school a young person attends or in the local area where they live is not a significant influence on levels of societal cohesion. Ethnic mix is a significant predictor of local cohesion, but increased mix is associated with low local cohesion, apparently contradicting the findings of studies on the adult population. However, the way that ethnic mix is measured does not recognise the difference between ethnic groups, and consequently masks important findings that are more supportive of ethnically mixed schools. Indeed, greater ethnic mix can have a positive effect on cohesion at the school level, mirroring findings from previous studies. However, low cohesion appears to be linked to particular types of mix (proportion of particular ethnic groups involved in the mix). Clearly, there is need for further research into this issue.
- *Migration is not a significant predictor of cohesion among young people* - the level of national and international migration into a local authority district is not a significant predictor of local or societal cohesion among young people. This finding appears to contradict the findings of previous studies of the adult population, which suggest that an increasing percentage of in-migrants born outside the UK is a negative predictor of cohesion, raising the potential of different experiences of and attitudes toward immigration among young people.

Recommendations for improving cohesion

The findings summarised above suggest that tackling deprivation and disadvantage is likely to have the most profound effect on levels of community cohesion among young people. The findings also point to other more immediately realisable priorities for action. Six of these priorities are outlined below, in no particular order:

- *Bullying* - There is a strong association between personal safety and cohesion. Bullying not only makes the lives of victims a misery, undermining their confidence, self esteem and sense of security, it appears that it can also undercut cohesion. This finding underlines the importance of schools creating and implementing a whole school anti-bullying policy. Bullying within schools can also spill out into the local community, promoting concerns about well-being and safety among young people and, potentially, informing perceptions of crime that are so important to notions of local cohesion. Efforts to prevent and respond to bullying at play and leisure amenities, at youth activities and during journeys to and from school are therefore also important to promoting cohesion.
- *Anti-social Behaviour* - young people who are engaged in anti-social behaviour are more likely to have low cohesion. Various initiatives pursued in a bid to reduce anti-social behaviour and crime therefore have the potential to impact positively on cohesion. Particular examples likely to impact positively on cohesion include the provision of more opportunities for young people to get involved in extra-curricular activities and the running of targeted police initiatives at times when the risk of youth crime and disorder is highest, including after-school patrols.

- *Fairness, Belonging and Opportunity* - perceptions of fairness, belonging and opportunity are strongly associated with levels of cohesion among young people. This finding raises important questions about the way that citizenship is taught in schools. In particular, it points to the importance of complementing efforts to promote political literacy and participation and to strengthen notions of identity, with efforts to support young people to recognise and realise the rights and opportunities of citizenship. The curriculum, in delivering on the aim of enabling young people to become responsible citizens who make a positive contribution to society, should seek to support young people to recognise their citizenship rights and to negotiate the processes that might prevent them from exercising these rights. It also appears, judging from the relatively large proportion of young people reporting low levels of societal cohesion, that many young people do not perceive themselves to be accepted as worthy, valuable and responsible members of society. This finding reaffirms the importance of the citizenship agenda. It also suggests that promoting positive images of young people and their contributions to local community and society could improve cohesion.
- *Ethos, Approach and Perceived Quality of Teaching* - the ethos, approach and quality of teaching (as perceived by pupils) and enjoyment of school can affect levels of cohesion. This finding would appear to support the aim of ensuring that in every school there will be good behaviour, strong discipline, order and safety. It is also a finding that points to the importance of inspection regimes focusing on 'softer' measures of the school experience, in addition to core concerns around academic achievement, leadership and management. The school inspection system currently reports on the contribution made by the school to the well-being of pupils and the contribution made by the school to community cohesion. There is a need to reflect upon whether, in responding to these conditions, adequate information is collected and collated regarding the pupil experience: life in the classroom; life in and around school; and enjoyment of being at school.
- *Selection and Social Mix in Schools* - children who attend comprehensive schools are more positive about local cohesion than children who live in areas that operate selective education and attend either a grammar school or a secondary modern (or 'community') school. This finding suggests that cohesion benefits would flow from an end to selection in schools. It also points to the importance of ensuring that, as required by the Schools Admissions Code, admission arrangements in non-selective schools do not permit selection or 'cherry picking' of the wealthiest or brightest children by covert means.
- *Targeting interventions*- particular groups appear more prone to experience low levels of cohesion. Benefit could be gained via targeted efforts to help promote cohesion for such groups (or the areas where concentrations of these groups are apparent). Groups more prone to low levels of cohesion were found to include: White British/Irish young people; young people living in deprivation; young people involved in personal risk behaviours; and young people with low emotional well-being. Findings also point to low levels of cohesion among young people whose ambitions might be thwarted by their situations or circumstance. For example, young people living in deprived areas who secured five A*-C GCSEs and young people who were in employment with training (rather than not in full-time training or employment without training) were more likely to report low levels of cohesion.

1. Introduction and Background to the Study

If policy is to promote a cohesive society it needs to know what factors explain variations in cohesion. There is therefore interest in the predictors of community cohesion. A series of questions about community cohesion have been inserted into national surveys and a number of studies have used these nationally representative data to explore the relationship between community cohesion and a range of variables (see Laurence and Heath, 2008; Lloyd, 2010; Wedlock, 2006). Important insights have been provided, but an important gap in understanding remains regarding the predictors of community cohesion among young people. This is despite young people and schools being a key concern within the community cohesion agenda since its emergence in 2001. This report helps fill this gap in understanding by presenting findings from analysis of data from the Longitudinal Study of Young People in England (LSYPE). Using multi-level statistical modelling, it examines the demographic, experiential and attitudinal predictors of community cohesion at the individual, school and district level.

This chapter provides an overview of the broad context within which the study is situated. A brief summary of formal understandings and definitions of community cohesion is provided, before discussion goes on to consider policy on young people, schools and community cohesion. Attention then turns to previous attempts to describe and explain variations in levels of community cohesion. The chapter concludes with a summary of the key objectives of the study to be explored through analysis of the LSYPE.

1.1 The Community Cohesion Agenda: A Short History

The community cohesion agenda emerged in the immediate aftermath of a series of street disturbances in northern towns and cities in 2001. The various reports into the disturbances commissioned by government were consistent in their conclusions. Residential segregation was assumed to lead to social isolation and limited cross-cultural contact, which allows misunderstanding and suspicion to flourish and can lead to inter-community tensions and violence and disorder. Different groups, defined on the basis of their ethnic origin, were reported to be living separate or 'parallel lives'; living in different locations, going to different schools and socialising separately. Suggesting that community cohesion is about helping micro-communities gel or mesh into an integrated whole (Independent Review Team, 2001), the challenge was reported to be the development of common goals and a shared vision for communities divided by a 'them and us' attitude (Home Office, 2001). To this end, it was suggested that greater contact should be promoted between different communities by tackling the residential segregation that promotes separation in schooling, employment, service use and social life.

In 2002, Guidance on Community Cohesion (LGA et al., 2002) was issued providing the first formal definition of the concept. A cohesive community was defined as one where:

- there is a common vision and a sense of belonging for all communities
- the diversity of people's different backgrounds and circumstances are appreciated and valued
- those from different backgrounds have similar life opportunities, and
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

This definition was widely adopted and informed the development of theme-based guidance, which was developed by the Community Cohesion Panel established by the Home Office in

2003, and the Faith and Cohesion Unit of the Home Office. Various other reports and guidance documents were produced in 2004 and 2005, including the final report of the Community Cohesion Panel, which reviewed progress made since the publication of the report of the Independent Review Team (Independent Review Team, 2004) and an update of the guidance on community cohesion originally published in 2002 (LGA, 2004).

In 2005, government's commitment to community cohesion policy was formalised in the publication *Improving Opportunity, Strengthening Society* (Home Office, 2005), which married the cohesion and race equalities agendas. According to the introduction to the strategy, the aim was to set out:

...how we will ensure that a person's ethnicity is not a barrier to their success and foster the social cohesion necessary to enable people from minority and majority communities to work together for social and economic progress.
(Home Office, 2005, p.16)

The strategy reinforced the notion that community cohesion was, first and foremost, about relations between different groups defined on the basis of race or ethnicity. Life chances were reported as important to the building of strong and cohesive communities. Deprivation and a lack of opportunity were recognised as significant contributory factors underpinning the disturbances in 2001. Two subsequent updates of *Improving Opportunity, Strengthening Society* (CLG, 2006; 2007) also drew attention to material inequalities. First and foremost, however, attention remained focused on the promotion of a shared belonging and identity, nurtured through interaction and shared participation:

a strong society relies on more than simply good individual life chances. Experience suggests that people also need a sense of common belonging and identity, forged through shared participation in education, work and social activities, and through mutual understanding of cultural difference. National cohesion rests on an inclusive sense of Britishness which couples the offer of fair mutual support – from security to health and education – with the expectation that people will play their part in society and respect others.
(Home Office, 2005, p.20)

The community cohesion agenda was consolidated in 2007 with the launch of *Our Shared Future*, the final report of the Commission on Integration and Cohesion (CIC). The CIC was charged with updating community cohesion agenda in light of two key developments that were perceived to be destabilising society. The first was the problem of 'violent extremism', most obviously evidenced by the London bombings of 2005. The second was the arrival of relatively large numbers of migrant workers following the accession of Eastern European states to the European Union in 2004. In response, the CIC report sought to merge the policy response to cohesion and integration, while recognising the two concepts as distinct.

The final report of the CIC presented a new framework for cohesion. Four key principles were identified as underlying this understanding of integration and cohesion: 'shared futures'; a new model of rights and responsibilities; a new emphasis on mutual respect and civility; and visible social justice (p.1). The CIC report also broadened the range of locality types considered likely to experience cohesion problems, beyond the inferred focus on inner city locations with relatively large South Asian populations.

In 2008, Government published a formal response to the CIC report (CLG, 2008), which sought to articulate "*a clear statement of cohesion policy...and set out a clear framework for prioritised local action.*" (p.9). The response agreed with the CIC's call for a new definition of integration and cohesion which "*reflected increasing local complexity and changing patterns of migration, and one that goes beyond issues of race and faith*" (p.9). This new definition

confirmed integration and cohesion as twin concerns. Community cohesion was defined as "*what must happen in all communities to enable different groups of people to get on well together. A key contributor to cohesion is integration which is what must happen to enable new residents to adjust to one another*" (p.10). The vision of an integrated and cohesive society was reported to be based on three foundations:

- people from different backgrounds having similar life opportunities;
- people knowing their rights and responsibilities;
- people trusting one another and trusting local institutions to act fairly.

and on three ways of living together:

- a shared future vision and sense of belonging;
- a focus on what new and existing communities have in common, alongside a recognition of the value of diversity;
- strong and positive relationships between people from different backgrounds.

This new definition claimed to be different from the old definition of community cohesion in two key ways. First, it placed greater emphasis on the importance of citizenship and community empowerment to building cohesion; "*ranging from rights and responsibility to a shared future vision*" (p.10). Second, it spotlighted the increasing importance of integration to cohesion; "*how important a sense of having things in common is to building trust and positive relationships between new and existing residents*" (p.10).

1.2 Young People, Schools and Community Cohesion Policy

Young people and schools have been a key concern within the community cohesion agenda ever since it emerged as a distinct policy in 2001. The terms of reference of the Independent Community Cohesion Review Team emphasised the importance of obtaining the views, opinions and experiences of young people. To this end, the Review team's visits to towns and cities across England included meetings with youth and community workers and visits to schools and community projects involving young people. The resulting report (Independent Review Team, 2001) emphasised the importance of younger people being engaged in the national debate that was called for in a bid to develop some shared principles of citizenship and ensure ownership across the community.

The report identified schools as having a central role to play in breaking down barriers between young people and helping to create cohesive communities. Recommendations included the need to place a statutory duty on schools to promote understanding and respect for different cultures through a programme of cross-cultural contact and to consider the ways in which to ensure that their intake is representative of local cultures and ethnicities. Advice to schools about their contribution to community cohesion soon followed.

The emphasis placed on schools as an agent of change reflects their recognised potential to serve as sites of integration, bringing together young people from different backgrounds ('race', ethnic, faith, gender, and social class); sites of citizenship training, promoting shared understandings and sense of belonging; and sites of knowledge and skills acquisition, promoting similar life opportunities:

Schools and colleges have a key contribution to make to cohesion by giving young people the skills to adapt to change and deal with difference, alongside giving them a sense of belonging. Schools also provide an environment which brings together people from different backgrounds. (CLG, 2008; p.18)

In 2004, the Home Office published guidance on community cohesion standards in schools (Home Office, 2004), which were framed by four strategic aims focused on: closing the achievement gap between students from different backgrounds; promoting common values of citizenship; building good community relations; and removing barriers to access and participation. Subsequently, the Education and Inspections Act 2006 introduced a duty on the governing body of schools in England to promote community cohesion and on Ofsted to report on the contributions made in this area, a requirement that emerged out of debate about admissions and faith schools and concerns about segregation in schooling. These developments were in addition to the duty placed on all schools by the Race Relations Act 2000 to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

Guidance for schools on the duty to promote community cohesion was published in July 2007 (DCSF/CLG, 2007) and contained the following working definition of community cohesion:

*By community cohesion, we mean working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.*
(DCSF/CLG, 2007 p.3; emphasis in original)

Each school was encouraged to develop its own approach to community cohesion reflecting the nature of the school's population (whether it serves pupils drawn predominantly from one or a small number of religions or beliefs, ethnic or socio-economic groups or from a broader cross-section of the population, or whether it selects by ability from across a wider area) and the location of the school (for instance, whether it serves a rural or urban area and the level of ethnic, socio-economic, religious or non-religious diversity in that area). Equal emphasis was placed on activities targeted at the pupil base and engagement with the wider community:

- *Teaching, learning and curriculum* – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand within citizenship education.
- *Equity and excellence* – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- *Engagement and extended services* – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

The guidance advised that community cohesion should not be limited to race and faith, and encouraged schools to recognise where other strands of the equalities agenda - including

gender, sexual orientation, disability and age - are interconnected with the aspiration to promote community cohesion. However, schools were reminded that the main focus of the duty is cohesion across different cultures, ethnic, religious or non-religious and socio-economic groups (DCSF/CLG, 2007; p.5).

Other policy developments in relation to young people, schools and community cohesion have included the Diversity and Citizenship Curriculum Review, led by Sir Keith Ajegbo. The Review team's report was published in January 2007 and made a series of recommendations aimed at promoting diversity across the schools curriculum and the content of the curriculum for Citizenship Education. The Government has been working to implement the report's recommendations, including the introduction of the revised secondary curriculum for citizenship including a new identity and diversity strand and establishing a new agency to support school linking². The Government response to the report of the Commission for Integration and Cohesion also encouraged local authorities to consider how they can improve community cohesion and support schools in their duty to promote community cohesion through the renewal of school buildings under the Building Schools for the Future programme and the Primary Capital programme. Finally, in 2007 Government published *Aiming High for Young People: a ten year Strategy for positive activities*. Among other things, the strategy underlined the important role positive activities can have in developing community cohesion, particularly in bridging the gaps between young people from different ethnic and faith groups as well as improving relationships across different generations.

1.3 Explaining Community Cohesion

There have been various attempts to explain the factors influencing community cohesion (DTZ, 2007; IpsosMORI, 2007; Lloyd, 2010; Wedlock, 2006). Some common themes have emerged, including the importance of deprivation and crime as predictors of community cohesion, but there are also inconsistencies. The significance or otherwise of ethnicity as a predictor is one obvious example. It has therefore been difficult to venture beyond the broad conclusion that an individual's sense of cohesion is a product of their individual characteristics and the characteristics of the community they live in, and that the factors influencing community cohesion are therefore numerous and vary between areas (CLG, 2010). Even less is known about the predictors of community cohesion among young people, little attention having been paid to community cohesion among children and young people (Hetherington et al., 2007).

The most robust, nationally representative evidence on community cohesion in England is provided by the work of Laurence and Heath (2008). This study used data from the 2005 Citizenship Survey, the 2001 Census and the Indices of Deprivation 2004 to construct a number of different statistical models that explored potential socio-demographic and attitudinal predictors of community cohesion at the individual and community levels. The key conclusion to emerge was that, irrespective of the level of diversity in a community, disadvantage consistently undermines perceptions of cohesion. Diversity does not interact (statistically) with disadvantage to further divide areas with larger minority populations. Even in White homogeneous areas with little diversity, disadvantage has a similar effect on undermining cohesion between individuals. Disadvantage is thus the stronger negative predictor of cohesion: this is the case at both the individual and the community level. Disadvantage is, however, not the only negative predictor of cohesion. Other key explanatory variables identified by Laurence and Heath included:

² Please note that this report was written before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy.

- *the undermining effect of crime* - the strongest negative predictor of community cohesion at the community level was found to be the levels of and fear of crime. At the individual level, fear of crime and fear of racist attack were two of the strongest negative drivers of cohesion. This finding corresponds with the findings of analysis of the 2003 Citizenship Survey, which found that as recorded rates of crime decreased the "sense of community" increased (Wedlock, 2006).
- *the effect of having friends from different backgrounds* - in most cases, ethnic diversity was reported to be a positive predictor of cohesion once other factors have been accounted for. People in ethnically diverse communities were reported to be much more likely to mix with people from different backgrounds and as a result may experience greater levels of cohesion. Having friends from different ethnic groups was found to have a significant positive effect on perceptions of cohesion.
- *cohesion in White and Pakistani & Bangladeshi areas* - for the most part, ethnic diversity and cohesion were positively associated. Just one exception was found: living in an area with both a large White and a large Pakistani & Bangladeshi population (but no other significant minority ethnic population) was reported to be a negative predictor of cohesion. There was no clear relationship between population change and cohesion at the local level, but if a large proportion of people moving into an area are non-White and born outside the UK, there is a negative effect on cohesion.
- *the positive effect of community empowerment* - people who felt they could influence local level decisions were more likely to think that their local area was cohesive (although ability to influence national level decisions had no effect on cohesion). Feeling cut off from the local decision making process was thus a negative predictor of cohesion.

1.4 Aims of this Study

It is difficult to actively promote cohesion when little is known about the factors that influence it. In response, a number of studies have been commissioned to explore the relative significance of individual and community characteristics in explaining levels of cohesion. This study adds to this emerging body of evidence by focusing on a group that has been central to the community cohesion agenda since its emergence but neglected in analysis of the factors influencing cohesion; young people.

The study addresses two key aims:

- to describe different perceptions of community cohesion among different groups of young people, and
- to explore the factors informing these variations in community cohesion.

These aims were pursued through multi-level statistical modelling of data from the Longitudinal Study of Young People in England (LSYPE). The LSYPE³ is a large-scale panel survey, managed by the Department for Education (DfE). It is following thousands of young people across England and its key role is to identify and improve understanding of the factors which affect young people's progression from the later years of compulsory education through to further and higher education, training, work, or other outcomes. It is a

³ More detail on the LSYPE can be found at <https://ilsype.gide.net/workspaces/public/wiki/LSYPE>, further detail and access to the data files can be accessed at www.esds.ac.uk/longitudinal/access/lsype/L5545.asp

longitudinal study, in that it interviews the same cohort of young people (and their parents) annually and can track changes in their circumstances, attitudes and other factors. LSYPE began in Spring 2004 with an achieved initial sample of almost 16,000 young people drawn from Year 9 schools rolls (in both maintained and independent sectors) in England. Young people respondents were aged 13-14 years old at the time of first interview. Interviews have taken place annually (in the spring/summer), resulting in a total of six annual interviews or 'waves' up until 2009. For the first four years the young person's parents or guardians were also interviewed. There have also been sample boosts for the six major minority ethnic groups. One effect of this is to also boost sample numbers of members of non-Christian faiths, in particular Muslims.

The LSYPE brings together rich and detailed data from these annual interviews with the sample (most of which also had interviews with at least one parent) with public examination results and other data from the National Pupil Database (NPD); data about the *schools* sample members have attended since entering education and data about the *neighbourhoods* sample members were resident in each year of interviewing (from postcode derived links). Data collected from parents included detailed *family history* and *employment histories* (both back to birth of young person sampled). For further information on the LSYPE please see: <https://ilsype.gide.net/workspaces/public/wiki/Welcome>

1.5 Structure of the Report

Chapter 2 outlines the definition of community cohesion employed in the study and summarises the approach to modelling and analysing variations in community cohesion. Chapter 3 presents the descriptive analysis of the 75 potential explanatory variables considered during analysis. Chapters 4 and 5 present the results to emerge from the multi-level modelling. Conclusions and recommendations for promoting cohesion are presented in Chapter 6. More detailed information regarding the definition of community cohesion employed in the study, the explanatory variables explored and the approach to modelling is presented in three appendices attached to the report.

2. Approach and Methods

2.1 Introduction

This chapter reviews the process and profiles the measure of community cohesion used in this study and the predictor variables analysed, before going on to provide an overview of the analytical techniques used to explore the main factors associated with low cohesion among young people in England.

2.2 Measuring Community Cohesion

Community cohesion is a multi-dimensional and complex concept that simultaneously addresses issues of citizenship rights and responsibilities, inclusion within the normal business of living and working within society, perceptions of belonging, acceptance and worth and relations between different groups, identified on the basis of race, faith and socio-economic backgrounds. It is a concept rooted in the perceptions, attitudes, behaviours and actions of individuals, groups and institutions. It is first and foremost concerned with relations within and between communities of place, but also speaks to identities and notions of belonging at other geographical scales, including the town, city and the nation-state. This complexity renders the measurement of community cohesion a challenging prospect.

In 2003 the Home Office set out a list of 10 indicators to be used by local authorities and their partners to help build a picture of community cohesion in their area. A headline indicator was presented as capturing the main essence of community cohesion in a single survey question: "*to what extent do you agree or disagree that this local area (within 15/20 minute walking distance) is a place where people from different backgrounds get on well together*" (Home Office, 2003). A further nine indicators were grouped under the themes of the broad definition of community cohesion which appeared in the guidance to local authorities issued in 2002. The headline indicator has been widely used to measure community cohesion.

A number of limitations have been recognised with these indicators and warnings issued about the insights that can be inferred from their application. A general concern relates to the use of ambiguous terms, which can be interpreted in different ways. In relation to the headline indicator, Ratcliffe et al. (2008) argue that the focus on 'background' prevents the attribution of causal factors to any one variable, such as ethnicity, age or gender. The reliance on indicators based upon perceptions is also open to a number of problems. These include issues around survey completion and the 'acquiescent response set' problem, whereby people agree with a statement regardless of its content, and complex issues around understanding and interpretation of definitions (for example, of 'background' and 'getting along'). Ratcliffe et al. (2008) also raise concerns about the reference to multiple spatial scales, making it difficult to determine to what entity a person might feel they belong (neighbourhood, town, region, country), and the tendency for indicators to focus on negative elements of ethnic relations (tensions and disturbances), even when seeking to measure positive relations.

The LSYPE permitted the development of a measure of community cohesion that was sensitive to these concerns. When the respondents were age 17/18 (in the fifth wave of the LSYPE), a specific community cohesion module was inserted. This included questions on: level of importance to self-identity of age, ethnicity, and religion (or lack of one); perceptions

of: openness of British society, treatment of young people by the media, importance of religion or religious values, treatment of young people by police and fairness and respect for rights in Britain today; perceptions of prevalence of, and own past experience of, discrimination based ethnicity or religion; if and how discrimination might affect them in the future and perceptions of neighbourhood. Drawing on this data, two outcome measures were constructed for the current analyses.

One output measure focused on local cohesion and one on elements of cohesion within the national context (referred to as societal cohesion), in an attempt to distinguish between and explore notions of belonging at these different spatial scales. These measures were generated through a process of statistical techniques (primarily correlation) and critical judgement, to create measures that address the key dimensions of community cohesion.

The **local cohesion measure** follows the lead of Laurence and Heath (2008) and focuses on the headline indicator of community cohesion. However, the headline question on community cohesion in the LSYPE is notably different to the headline indicator employed in the Citizenship Survey. Rather than asking if "*people from different backgrounds get on well together in the local area*" the LSYPE asks young people whether "*people from different racial and ethnic and religious backgrounds mix well together*". The focus is squarely on ethnic and religious attributes, the prime concerns of the community cohesion agenda (DCSF/CLG, 2007), helping to address the problem of attribution raised by Ratcliffe et al. (2008).

This headline measure is supplemented by a second local measure, based on responses to a question about whether young people agree or disagree that "*people round where I live usually respect each others' religious differences*". Together, these two questions capture how a young person perceives the attitudes of people in their local area toward others, defined on the basis of ethnicity and religion. Respondents who disagreed with both original statements (13 per cent of all respondents) are defined as exhibiting low local cohesion.

Table 2.1: Measuring perceptions of local cohesion⁴

Variable 1: "My local area is a place where people from different racial and ethnic and religious backgrounds mix well together"		
Agree or Agree Strongly	74%	6,796
Disagree or Disagree Strongly	26%	2,391
Variable 2: "People round where I live usually respect each others' religious differences"		
Agree or Agree Strongly	79%	7,202
Disagree or Disagree Strongly	21%	1,912
↓		
These two variables were combined to identify respondents who disagreed with both of the above statements		
Disagreed with BOTH of the above statements	13%	1,108
Did not disagree with both of the above statements	87%	7,400
The final outcome focuses on 13 per cent of respondents reporting the lowest perceived local cohesion		

⁴ In the LSYPE questions, the local area was defined as 'within a 10/15 minute walk' of the respondents residence'. All data are from wave 5 of the LSYPE and weighted for non-response.

The measure of national or **societal cohesion** among young people responds to criticisms about the limitations of the headline measure of community cohesion in differentiating between different spatial scales to which a person might feel they belong. It also responds to the emphasis in official definitions of community cohesion on key dimensions of citizenship, including people having similar life opportunities, trusting one another and institutions to act fairly and having a sense of belonging to Britain. Table 2.2 summarises the construction of this outcome.

Table 2.2: Measuring perceptions on societal cohesion

Variable 1: "It is easier now for people like me to get on and improve things for themselves than it was for my parents"			
Agree or Agree Strongly	78%		7,365
Disagree or Disagree Strongly	22%		2,078

Variable 2: "Britain today is a place where people are usually treated fairly no matter what background they come from"			
Agree or Agree Strongly	54%		5,400
Disagree or Disagree Strongly	46%		4,525

Variable 3: "Britain is a free country where everyone's rights are respected no matter what their background"			
Agree or Agree Strongly	60%		5,919
Disagree or Disagree Strongly	40%		3,906

Variable 4: "How much discrimination do you feel there is in Britain today?"			
A little / none	55%		5,416
A lot	45%		4,497

Variable 5: "How fairly do you think people like yourself are treated by Government in Britain today"			
Neutral / fairly / Very fairly	79%		7,842
Unfairly (very or quite)	21%		2,081



The above five variables were combined create a 5-point scale: Overall Perceptions on societal cohesion = V1+V2+V3+V4+V5			
Highest societal cohesion	0	24%	2,084
	1	24%	2,086
	2	22%	1,878
	3	17%	1,512
Lowest societal cohesion	4 or 5	13%	1,090
The final outcome focuses on the 13 per cent of respondents who report the lowest perceived societal cohesion			

Analysis focused on exploring factors explaining low perceptions of local and societal cohesion and involved profiling the respondent types exhibiting negative perceptions of cohesion. This approach was rooted in the presumption that focusing on low cohesion was more likely to facilitate analysis and interpretation that would point to relevant and appropriate interventions to promote cohesion than focusing on identifying respondents with the most positive perceptions on cohesion.

2.3 Explaining Community Cohesion

The LSYPE questionnaire covers a range of topics that facilitate exploration of potential key influences on cohesion among young people. These include issues identified as important in previous studies (see section 1.3) and various school related factors that have not been tested before in relation to cohesion. In addition, other datasets were brought into the analysis to extend the exploration of school and local authority district (LAD) level factors. These came from a range sources, including administrative data from DfE; Department of Communities and Local Government; Department for Work and Pensions; Office of National Statistics; the Home Office; and the School Level Annual Schools Census; and the local authority Place Survey, co-ordinated by CLG. The result was a total of 75 explanatory variables, which were organised into three levels, summarised in Tables 2.3, 2.4 and 2.5 below:

Level 1:	The respondent, household & local area	48 variables
Level 2:	The school and the area around the school.	11 variables
Level 3:	Local Authority District (LAD)	16 variables

For more information about and full definitions of the explanatory variables see Appendix 1.

2.4 Modelling and Analysis⁵

Two types of analyses⁶ were undertaken. *Descriptive analyses* set the scene, by examining the nature of the explanatory variables, how they relate to the outcome variables and how they inter-relate to other explanatory variables. This involved looking at the distributions of all variables selected for the analysis and looking for relationships between variables, particularly to identify those that are strongly associated. The results are discussed in Chapter 3.

Statistical modelling identified the key factors associated with low cohesion whilst controlling for (or holding constant) other factors. This involved looking at how helpful the individual level variables (i.e. those relating to the young person, including their household and local area) are in predicting the likelihood of a young person having low cohesion, using logistic regression techniques. It also involved exploring if school and LAD level variables are also helpful in predicting low cohesion among young people, using multilevel logistic regression techniques. These techniques allow analysis to explore complex interrelationships between variables. For example, a young person's school and LAD may influence their perceptions of cohesion over and above individual level factors, or school and LAD level factors may influence individual level factors, which in turn influence their perceptions of cohesion. A multilevel model 'untangles' these kinds of relationships by controlling for factors at all levels to determine which are most strongly associated with cohesion. The findings from the multilevel modelling are the focus of discussion in Chapters 4 (on local cohesion) and 5 (on societal cohesion).

⁵ See Appendix 3 for a detailed discussion of the modelling approach.

⁶ All analyses are weighted to take account of non-response and to account for the boosted sample sizes relating to ethnicity and religion. See Appendix 3 for more information.

Table 2.3: List of Individual level explanatory variables used in the cohesion analysis

Demographics	<ul style="list-style-type: none"> • Ethnicity • Age (month of birth within the academic year) • Religion • Disability • English language ability • Household composition (number of parents) • Whether the young person is born in the UK • Geographical region • Gender • Type of location (urban/rural indicator)
Socio-economics	<ul style="list-style-type: none"> • Main educational / economic activity of young person (age 17-19) • Housing tenure • Parental social class (NS-SEC) • Local area Index of Multiple Deprivation (IMD). • Household income • Local area (reported) crime incidents
Educational experience and engagement	<ul style="list-style-type: none"> • GCSE attainment • Whether young person has a Special Educational Need (SEN) • School suspension • Parental education • Frequency of truanting (age 13-16) • Parental engagement with education (attendance at parents evenings) • Experience of being bullied (age 13-19) • Use of private tuition
Wellbeing and behaviour	<ul style="list-style-type: none"> • Emotional well-being (GHQ12) • Attendance at a community centre • Whether young person is a carer • Attendance of a youth club/centre • Participation in sport • Personal risk behaviour (smoking, alcohol, cannabis) • Playing a musical instrument • Anti-social behaviour (fighting, vandalism, graffiti, shoplifting)
Educational perceptions	<ul style="list-style-type: none"> • Young person's perception of teacher quality and discipline • Parental perceptions of the quality of their child's school • Young person's perception of their engagement and enjoyment of school • Parental satisfaction with their child's schooling • Young person's perception of being happy at school • Parental perceived involvement with their child's education • Young person's educational aspirations and expectations for the future • Parental educational aspirations and expectations for their child's future
Social, political and cultural perceptions	<ul style="list-style-type: none"> • Young person's satisfaction with local services (shops and buses) • Young person's perception of their relative poverty/wealth • Young person's likelihood of voting in the next general election (civic engagement / belonging) • Young person's perception of local area cohesion • Young person's perception of being proud to be British • Young person's perception of crime in the local area • Perception of how (un)fairly young people are treated by the media and the Government • Young person's perception of societal cohesion

Table 2.4: List of School level explanatory variables used in the cohesion analysis

The School	<p>Items sourced from the National Pupil Database (NPD):</p> <ul style="list-style-type: none"> • School admissions policy (e.g. comprehensive/modern/selective) • Ethnic mix (categorised entropy index) • Proportion of pupils whose first language is known (or understood to be) a language other than English • Size of school • Pupil teacher ratio • Faith status • Percentage of pupils eligible for Free School Meals (FSM) • Percentage of pupils attaining 5+ A*-C GCSEs (including Maths and English) • Type of school • Contextual Value Added (CVA) score • Single sex or mixed school
-------------------	---

Table 2.5: List of Local Authority District (LAD) level explanatory variables used in the cohesion analysis

The Local Authority District	<ul style="list-style-type: none"> • Ethnic mix (categorised entropy index) (source: ONS) • Population size (mid-year population estimates 2007) (source: ONS) • Deprivation (indices of deprivation 2007) (source: CLG) • GCSE attainment: % 5+ A*-C including Maths and English by pupil residence (source: DfE) • Proportion in the LAD who gained access to their highest preference secondary school in 2008 (source: DfE) • Crimes rates per 10K population (against the person and against property) (source: Home Office) • National and international migration into the LAD (source: ONS) • Place Survey (2008/09)⁷ adult survey items: <ul style="list-style-type: none"> • Proportion who feel they belong to their immediate neighbourhood • Proportion who agree that they can influence decisions in their local area • Proportion who are satisfied with their local area as a place to live • Overall satisfaction with council services • Satisfaction with local council services • Satisfaction with local transport services • Satisfaction with local leisure services
-------------------------------------	---

⁷ See <http://www.audit-commission.gov.uk/localgov/audit/nis/pages/placesurvey.aspx>

3. Exploring Predictors of Cohesion

Summary

- Perceptions of crime are strongly associated with perceptions of cohesion (in particular, local cohesion). The more young people perceive crime in their local area to be a problem, the more likely they are to have low cohesion.
- Perceptions of local and societal cohesion are related. On average, young people with low local cohesion are likely to have low societal cohesion as well (and vice versa).
- Factors at the individual, school and Local Authority District level are all associated with local cohesion, but societal cohesion is primarily influenced by factors at the individual level.
- Socio-economic factors (such as parental social class, income, local deprivation and educational/economic activity) are associated with both local and societal cohesion, but they are particularly strong for local cohesion.
- Experiences (e.g. truancy and bullying) and perceptions (e.g. of teacher quality and engagement) of school are associated with perceptions of local and societal cohesion. The more negative these experiences and perceptions, the more likely the young person is to have low cohesion.
- Demographic and socio-economic factors tend to be inter-related and are highly influential on a range of other factors that are associated with levels of cohesion among young people.

3.1 Introduction

This chapter introduces the key associations between local and societal cohesion (i.e. the two outcome measures) and the 75 potential explanatory factors considered during analysis. These findings serve to set the scene before discussion goes on to present and interpret the findings from the statistical modelling, which was used to explore in more depth the key influences on cohesion.

3.2 Explaining Local Cohesion

In total, 19 explanatory factors were found to have a statistically significant association (i.e. an association unlikely to have occurred by chance) with perceptions of local cohesion. These 19 factors are listed below under three headings: individual factors (relating to the young person or their household); school level factors; and Local Authority District level (LAD) factors. Within each level, variables are listed in order according to the strength of association with local cohesion.

Individual level factors

- **Perception of local crime** - perception of local crime was the explanatory factor most strongly associated with local cohesion. Over half of respondents who reported the highest perceived crime problem locally also reported low levels of local cohesion. This compares with less than five per cent of respondents who reported the lowest perceived crime problem locally. This finding is consistent with analysis of predictors of community cohesion within the adult population, which found that crime and fear of crime strongly undermine cohesion. However, it is interesting to note that recorded crime did not emerge as a significant influence on cohesion among young people, despite being a strong negative predictor of community cohesion within the adult population (Laurence and Heath, 2008).
- **Perception of societal cohesion** - just over a third of respondents who reported the lowest levels of societal cohesion also reported low levels of local cohesion, while only four per cent reported the highest levels of societal cohesion.
- **Local area deprivation** (as measured through the Index of Multiple Deprivation) - 27 per cent of respondents in the 10 per cent most deprived areas reported low local cohesion, compared with five per cent of respondents in the 10 per cent least deprived areas.
- **Perception of teacher quality and discipline⁸** - respondents who reported more negative perceptions of teacher quality and discipline were more likely to report low local cohesion.
- **Involvement in anti-social and personal risk behaviour** - higher levels of self-reported involvement in anti-social behaviour (i.e. fighting, vandalism, graffiti, shoplifting) and personal risk behaviour (i.e. alcohol, cigarettes, cannabis) were associated with more negative perceptions of local cohesion.
- **Frequency of truanting** - low local cohesion was reported by 22 per cent of respondents who self-reported being a persistent truant, compared with 10 per cent of respondents who reported no truancy.
- **Happiness at school and perceived engagement / enjoyment at school** - more positive experiences at school were associated with decreased likelihood of low local cohesion.
- **Experience of being bullied** - respondents who reported being bullied in Years 9, 10 and 11 were more likely to report low local cohesion compared with respondents who reported no experience of being bullied.
- **Exclusion (permanent or temporary)** - young people who had been excluded from school (permanently or temporarily) were most likely to report low local cohesion.
- **Ethnicity** - White British/Irish respondents were more likely than other ethnic groups to report low local cohesion.

⁸ The perception of teacher quality and discipline used here is based on the young people's responses to a number of related questions, including how much young people think teachers in their school take action when anyone breaks school rules; make it clear how pupils should behave; can keep order in class; make sure pupils do any homework set; praise them when they do their school work well; mark their work; and make them work.

- **Religion** - respondents with no religion were more likely to have low local cohesion compared with young people reporting a religious affiliation.
- **English language ability** and whether respondents were **born in the UK** - these factors were significantly (but relatively weakly) associated with local cohesion. Respondents who were born in the UK and who spoke English fluently were most likely to report low cohesion.
- **GCSE attainment** - GCSE attainment of respondents was found to be significantly (but very weakly) associated with perceptions of local area cohesion. Young people with five GCSEs A*-C (including English and Maths) were less likely to report low local cohesion than young people without these qualifications. GCSE attainment was more strongly associated with local cohesion at the school and LAD levels, suggesting that the level of attainment within a school cohort (or area of residence) is more influential on perceptions of local cohesion than a young person's own GCSE attainment.

School level factors

- **GCSE attainment** and **Value Added** - respondents attending schools with higher levels of GCSE attainment and those with higher Contextual Value Added (CVA) scores were less likely to report low local cohesion.
- **Proportion of pupils eligible for Free School Meals** - respondents attending schools with greater proportions of pupils eligible for Free School Meals (used here as a proxy for school level deprivation) were more likely to report low local cohesion.

Local Authority District (LAD) level factors

- **Satisfaction with local area as a place to live** - respondents living in LADs with greater overall satisfaction with their area as a place to live were less likely to have low cohesion.
- **GCSE attainment** - respondents living in LADs with higher overall GCSE attainment were less likely to have low cohesion.
- **Rates of crime against property** - respondents living in LADs with higher rates of property crime were more likely to have low cohesion.
- **Deprivation (IMD)** - respondents living in LADs with higher levels of deprivation were more likely to have low cohesion.
- **Satisfaction with how the council runs things** - respondents living in LADs with greater overall satisfaction with how their council runs things were less likely to have low cohesion.

3.3 Explaining Societal Cohesion

The 15 explanatory factors listed below were significantly associated with young people's perceptions of societal cohesion. The analysis looked across all three levels - the individual, school and Local Authority District (LAD) level factors - but only individual level factors were found to be significantly associated with levels of societal cohesion. The factors below are listed in order of strength of association with societal cohesion.

- **Perceptions of local area cohesion** - perception of societal cohesion is most strongly associated with perceptions of local area cohesion. Just over 30 per cent of respondents who reported the lowest local area cohesion also reported low societal cohesion. This compares with seven per cent for respondents who reported the highest perceived level of local area cohesion.
- **Perceptions of local crime** - 27 per cent of respondents who perceived crime to be a major problem locally also reported low societal cohesion. This compares with nine per cent for respondents who reported the lowest perceived crime problem.
- **Involvement in anti-social and personal risk behaviour** - higher levels of self-reported involvement in anti-social behaviour (i.e. fighting, vandalism, graffiti, shoplifting) and personal risk behaviour (alcohol, cigarettes, cannabis) were associated with increased likelihood of low societal cohesion.
- **Young person's activity at age 17/18** - the association between societal cohesion and socio-economic factors was weaker than for local cohesion. The strongest association was between the economic/educational activity of respondents at age 17/18. Respondents in full-time education were least likely to report low societal cohesion; 11 per cent compared with 22 per cent for respondents who were Not in Education, Employment or Training (NEET) and 19 per cent for respondents in employment with training.
- **School experiences** - there were significant associations between attitudes towards and experiences at school and societal cohesion. Increased levels of truancy, being bullied, being excluded (permanently and temporarily) and reduced engagement, enjoyment and happiness at school were all associated with increased likelihood of low societal cohesion. For example, low societal cohesion was reported by 27 per cent of respondents who were persistent truants compared with 10 per cent of respondents who reported no truancy.
- **Intention of voting** - there is a relatively weak but substantive association between intention to vote and societal cohesion for young people. Young people who reported an intention to vote in the next general election were less likely to have low societal cohesion than those who do not intend to vote.
- **Young Person's Higher Education aspirations (age 17/18)** - young people who had applied or intend to apply for Higher Education (HE) were less likely to have low cohesion than those who do not intend to apply.
- **Subjective poverty/wealth** - this is a perception measure based on whether respondents think they usually have enough money to do what they like. Young people who reported that they typically do not have enough money to do what they like were more likely to report low cohesion than young people who did report this as a problem.

- **GCSE attainment** - young people gaining five or more GCSEs A*-C (including maths and English) were less likely to report low cohesion than those who did not.
- **Parental satisfaction with their child's schooling** - greater satisfaction reduced the likelihood of low societal cohesion. Where parents were satisfied with their child's schooling, young people were less likely to report low societal cohesion.
- **Satisfaction with local services** - young people's perceptions of their local services (e.g. shops and buses) were significantly, but weakly, associated with societal cohesion. A fifth of respondents who reported local services to be poor had low societal cohesion, compared with only a tenth of respondents who reported services to be good.
- **Importance of 'being British'** - young people's perceptions of how important it was to them "being British" was weakly associated with societal cohesion. Perhaps unsurprisingly, the less important being British was to a young person, the more likely they were to report low societal cohesion.
- **Ethnicity** - Across all ethnic groups, the Black-Caribbean group was most likely to report low societal cohesion.
- **Religion** - Non-religious respondents were more likely than young people with a religious affiliation to report low societal cohesion.
- **Parental satisfaction with the school** - the quality of the school, or at least perceptions of the quality of the school, were associated with societal cohesion. Twenty-six per cent of respondents whose parents reported the quality of the school to be poor had low societal cohesion, compared with just 13 per cent of respondents whose parents reported the school to be good.
- **English language ability and whether born in the UK** - these were significant but very weakly associated with societal cohesion. Respondents who were fluent in English and born in the UK were most likely to report low cohesion.

3.4 Conclusion

This chapter has introduced the key associations between (local and societal) cohesion and the 75 potential explanatory factors included in the analysis. Nineteen individual, school and LAD level variables have been revealed to have a significant association with levels of local cohesion. Fifteen individual level variables were identified as being significantly associated with societal cohesion.

This descriptive analysis provides an initial insight into the factors associated with young peoples' perceptions of cohesion. However, it is important to remember that this descriptive analysis does not take into account relationships that might exist between explanatory factors. For example, a young person's demographic characteristics and socio-economic status are often linked. This has implications for our understanding of what might be driving levels of cohesion and points to the need for more complex statistical analysis that can control for many effects at the same time. The findings to emerge from this analysis are presented in the following two chapters.

4. Local Cohesion

Summary

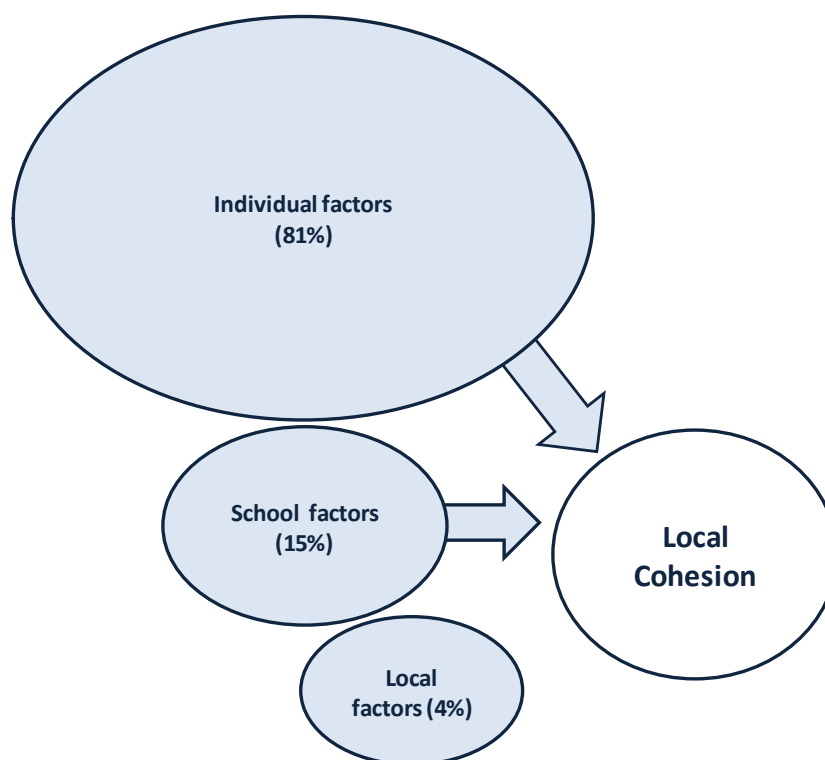
- A young person's perception of cohesion in the local area was, first and foremost, a product of their individual characteristics and circumstance. The characteristics of the school they attend and the local authority district they live in were less influential.
- Low socio-economic status and high deprivation were strongly and consistently associated with low local cohesion.
- Perception of crime is a strong predictor of local cohesion. Controlling for all other factors, the more young people perceive crime in their local area to be a problem, the more likely they are to have low local cohesion. Other perceptions associated with low local cohesion include: a low perceived sense of fairness; a low feeling of belonging and opportunity in the UK (i.e. societal cohesion); and dissatisfaction with local services (i.e. shops and buses).
- lower educational attainment and a higher proportion of pupils eligible for free school meals were significant predictors of low cohesion at the school level. A selective school admissions policy was also a significant predictor of low local cohesion.
- Increased levels of ethnic mix within the school were negatively associated with local cohesion. However, there is strong evidence that the relationship between ethnic mix and cohesion depends on which ethnic groups are mixed together and in what concentrations. In many circumstances school ethnic mix was positively associated with local cohesion.
- The only significant predictor of local cohesion at the local authority district level is the level of satisfaction with the area as a place to live.

4.1 Introduction

Local cohesion was measured by the headline question exploring whether people from different racial and ethnic and religious backgrounds mix well together, supplemented by a second local measure based on responses to a question about whether young people agree or disagree that '*people round where I live usually respect each others' religious differences*'. Respondents who disagreed with both statements were defined as exhibiting low local cohesion.

Variables significantly associated with low local cohesion among young people were reviewed across three levels: the young person (individual); the school; and the local authority district (LAD). Analytical techniques were used to estimate the relative importance of these three levels in explaining the variation in young people's perceptions of local cohesion. The results point to the central importance of individual level factors, which account for 81 per cent of the variation in low local cohesion among young people; the school and LAD level factors account for 15 per cent and four per cent of the variation respectively.

Figure 4.1: The relative importance of individual, school and LAD level factors in explaining local cohesion among young people (not to scale)



The discussion below draws on findings to emerge from two models - a structural model and a perception model - to explore this relationship between local cohesion and individual, school and LAD factors. It is worth explaining at the outset the difference between the two models:

- **the structural model** - focuses on 'fixed' factors at the individual level, such as socio-demographic characteristics, past behaviours and experiences. Young people's perceptions were not included. In the structural model, individual factors have by far the greatest explanatory power. Table 4.1 shows (in order of importance) the individual, school and local authority district level factors that were significant predictors of low local cohesion in the structural model. Appendix 3 contains more detailed information about the structural model.
- **the perception model** - takes account of structural *and* perceptual variables at the individual, school and LAD levels. By taking account of perceptions, this model is able to explain more of the variation in local cohesion among young people. Table 4.1 shows the individual, school and local authority district level factors that were significant predictors of low local cohesion in the perception model, ordered according to importance. Comparing this with the significant variables in the structural model reveals that controlling for perceptions results in changes in the significant variables highlighted by analysis. Appendix 3 contains more detailed information about the perception model.

Discussion below focuses, primarily, on the perception model, although findings from the structural model are highlighted where they serve to cast further light on the issues under discussion.

Table 4.1: Factors significantly associated with low local cohesion among young people
(ordered by strength of association)

Level	Structural Model	Perception Model
Individual	<ul style="list-style-type: none"> Local deprivation (33%) Emotional well-being (19%) Ethnicity (14%) Parental social class (8%) Region (7%) Experience of being bullied (6%) Involvement in anti-social behaviour (4%) Involvement in personal risk behaviour (4%) Religion (4%) GCSE attainment (2%) 	<ul style="list-style-type: none"> Perception of local crime (58%) Perception of societal cohesion (17%) Ethnicity (5%) Satisfaction with local services (5%) Local deprivation (1%) Region (2%) Parental social class (2%) Emotional well-being (2%) Perception of teacher quality & discipline (2%) GCSE attainment (2%) Gender (1%) Involvement in personal risk behaviour (1%) Perception of engagement & enjoyment at school (1%)
School	<ul style="list-style-type: none"> Admission policy Ethnic mix GCSE attainment Proportion eligible for free school meals 	<ul style="list-style-type: none"> Proportion eligible for free school meals (FSM) Pupil attainment
Local Area District	No significant variables	<ul style="list-style-type: none"> Satisfaction with local area as place to live

Note: The percentages represent the amount of variation in local cohesion that each individual level factor is able to explain; assuming that all individual level factors sum to 100 per cent. The greater the proportion, the more helpful the factor in predicting which young people are more (or less) likely to have low local cohesion. Equivalent calculations are unavailable for level 2 (school) and level 3 (LAD) factors using multilevel modelling techniques.

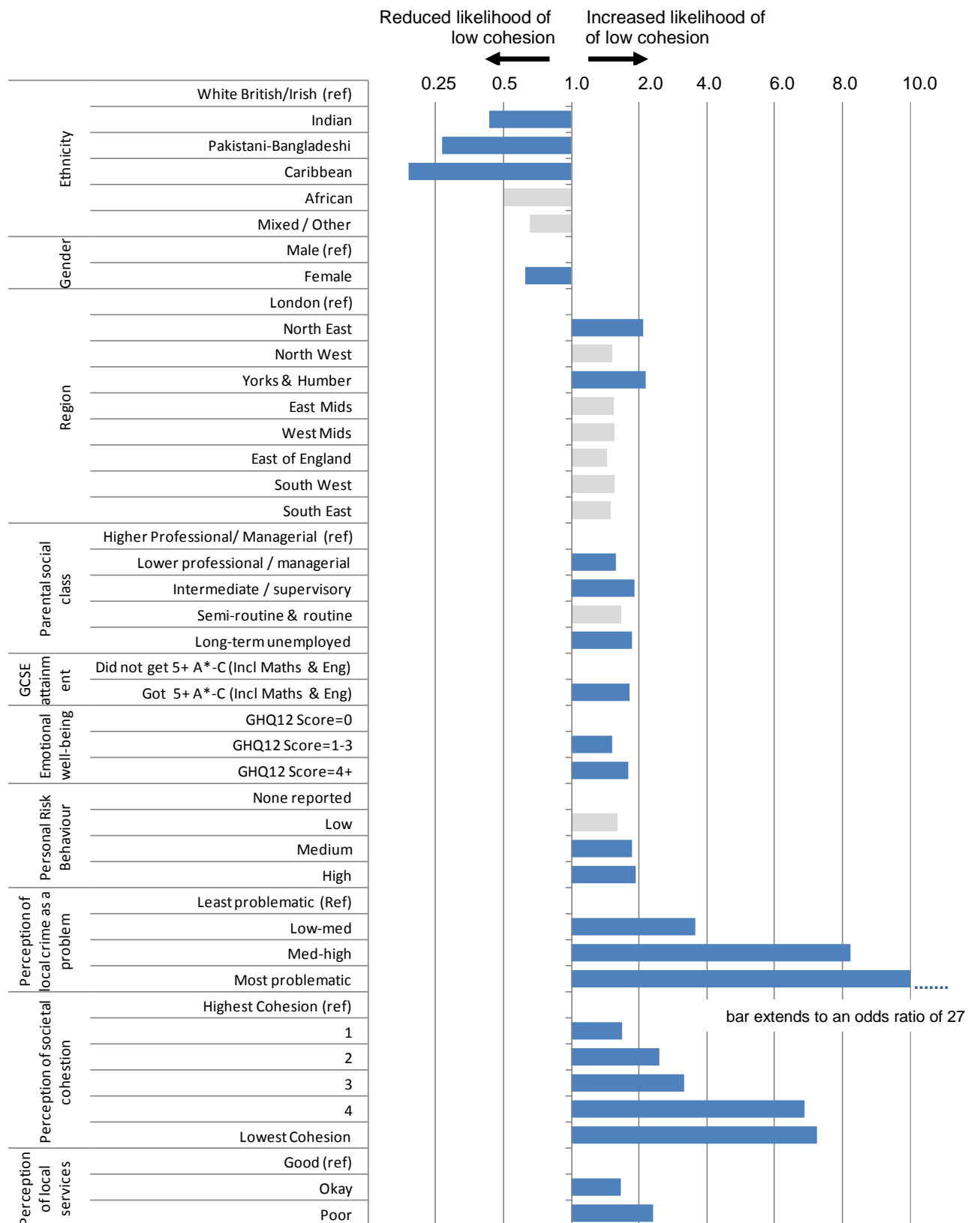
4.2 Individual Predictors of Local Cohesion

Forty-eight potential predictors of local cohesion were analysed at the individual level (see Chapter 2). This section focuses on the 13 variables that emerged as significant predictors⁹ of local cohesion for young people in the perception model, and reflects on some notable exceptions that were not associated with cohesion. Factors that were significant predictors of local cohesion when analysis focused only on structural variables, but receded in importance when perceptions were introduced to the model, are also noted. Figure 4.1 presents a visualisation of the relative strength of association of these variables¹⁰ with low local cohesion, derived from odds ratios.

⁹ The use of the term 'significant' means statistically significant, and is used to denote a finding that is unlikely to have occurred by chance and is relevant to the wider population of young people beyond those responding to the LSYPE survey.

¹⁰ Variables based on continuous or sliding scale categories are not included in the chart.

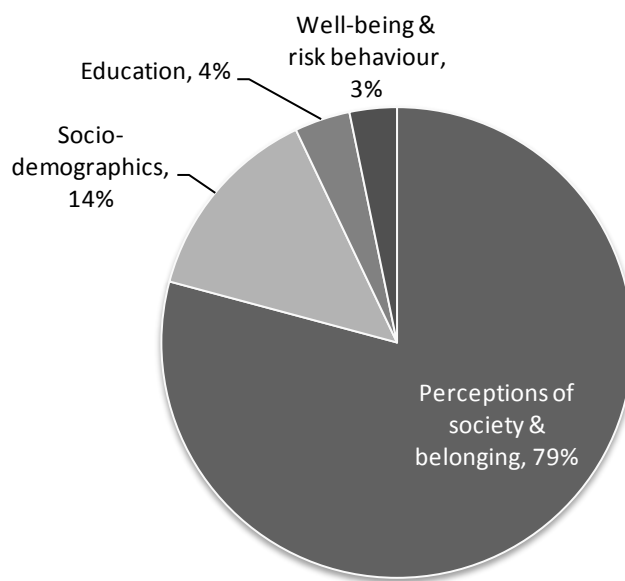
Figure 4.1 Odds ratios for the factors explaining variance in low local cohesion among young people (non-significant categories shaded grey)



Odds ratios express the strength and direction of a factor's association with the outcome variable (in this case whether a young person has low cohesion or not) after all other factors in the model have been taken into account. Each odds ratio is expressed relative to a reference group. The reference group always has an odds ratio of 1.00. In the model shown above, London is the reference group for region. If the North East category has an odds ratio of 2.00 this means that a young person living in the North East region, is, on average, twice as likely to have low cohesion compared with a young person living in London after all other factors (including age, ethnicity etc.) have been taken into account; alternatively an odds ratio of 0.50 means that a young person is half as likely to have low cohesion.

The discussion below groups the 13 significant predictors of local cohesion under four general topic headings: perceptions of society and belonging; socio-demographics; education; and well-being and personal risk behaviour. Figure 4.2 provides an indication of the relative importance of each of these categories in accounting for the variation in local cohesion (at the individual level) in the perception model, assuming that the variance accounted for by these categories sums to 100 per cent.

Figure 4.2: The relative importance of each category of individual level explanatory factors in predicting low local cohesion among young people (based on findings for the perception model)



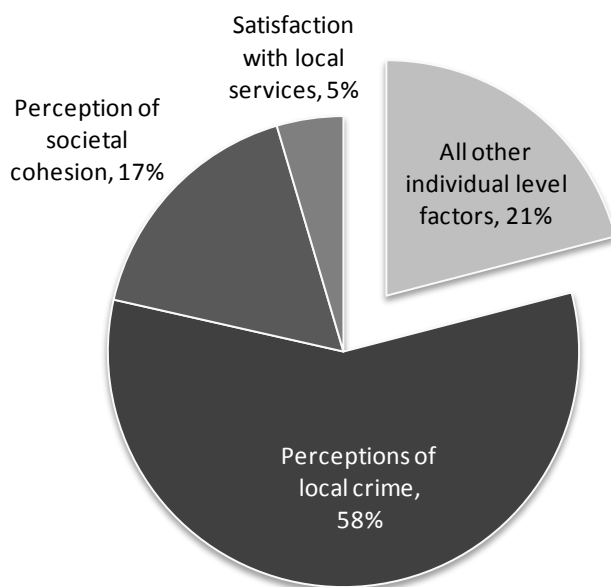
4.2.1 Perceptions of Society and Belonging

Three factors relating to perceptions of society and belonging were significantly associated with local cohesion:

- Perception of local crime
- Perception of societal cohesion
- Satisfaction with local services (shops and buses)

Figure 4.3 below shows the relative importance of these three perception factors in predicting low local cohesion among young people compared with other individual level factors.

Figure 4.3: The relative importance of perception factors in predicting low local cohesion among young people (based on findings for the perception model)



Levels of local cohesion were closely related to perceptions of: crime; fairness, belonging and opportunity in the UK; and perceptions concerning the quality of local services. This bundle of perceptions account for almost 80 per cent of the variation in levels of cohesion explained by the final model. **By far the most important predictor of low cohesion within this bundle was perception of crime in the local area.** Perception of crime was a more important predictor of cohesion than ethnicity, ethnic diversity or socio-economic status or deprivation and accounted for over half of the explanatory power of the final (perception) model.

The relationship between perceptions of local crime and cohesion was strong and consistent. As the fear of crime increases, so does the likelihood of low local cohesion. Controlling for school and LAD level factors, young people with the highest levels of concern about crime locally were over 20 times as likely to have low cohesion compared with young people with the lowest levels of crime concern. In contrast, there was no significant relationship between reported local crime incidents and local cohesion. Regardless of actual levels of crime, therefore, the more a person perceives crime to be a problem in their local area the more likely they were to report low cohesion. These findings are in line with the results from previous studies regarding the relationship between crime and cohesion. The Citizenship Survey¹¹ has consistently reported a relationship between perceived level of anti-social behaviour and cohesion (Lloyd, 2010) and Lawrence and Heath (2008) found fear of crime to be one of the strongest negative drivers of cohesion at the individual level.

Lawrence and Heath (2008) reported that fear of racist attack was also a strong negative driver of cohesion at the individual level. In response, analysis of the relationship between

¹¹ <http://www.esds.ac.uk/support/E33347.asp>

crime and cohesion was extended to consider perceptions of racial/religious crime. This involved the development of an additional outcome measure based on respondents who agreed with the statement "*people being attacked or harassed because of their race, ethnic origin or religion is a big problem in my local area*". Analysis revealed **a strong relationship between perceptions of local cohesion and concerns about racial/religious crime.**

There are overlaps in the predictors of low local cohesion and the likelihood of a young person perceiving racial/religious crime to be a major problem in the local area. For example, higher deprivation, lower socio-economic groups (measured by parental occupation - see glossary for further information), and negative school experiences (such as frequency of truanting and being bullied) were all generally associated with low cohesion and increased likelihood that a young person will perceive racial crime to be a problem. There were other notable differences with the factors associated with perceptions of racial crime compared with local cohesion. For example, young men were most likely to perceive low local cohesion, but young women were most likely to perceive racial crime to be a big problem. Religion also provides an interesting contrast. Christians were most likely to have low local cohesion, but Hindus, Sikhs and Muslims were most likely to perceive racial crime to be big problem in their local area.

A strong and consistent relationship was revealed between local cohesion and perceptions of fairness, belonging and opportunity in the UK as measured by societal cohesion (fairness, freedom, respect and inclusion), which accounted for just under a fifth of the explanatory power of the final (perception) model for local cohesion. As perception of societal cohesion declines, the likelihood of low local cohesion increases. Young people with the lowest perception of societal cohesion were over six times as likely to have low local cohesion as those with the highest levels of societal cohesion. In contrast, there was no significant relationship between feeling 'proud to be British' and levels of local cohesion among young people, a finding that contradicts previous studies of the wider population, which have identified 'belonging to Britain' as a positive influence on cohesion (CLG, 2010). Neither was civic engagement, measured by young peoples' intention to vote, participation in sport, playing a musical instrument, attendance of a community centre and attendance of a youth club or centre, a significant predictor of local cohesion.

These results perhaps suggest that the emphasis on active citizenship in the framework for community cohesion (CLG, 2008) and emphasised in the government's 'Big Society' agenda , which aims to create communities of participation through support for voluntary engagement, empowerment to inform improvements in public services and engagement in democracy, will have only a limited impact on levels of cohesion among young people. More important will be efforts to address the processes through which young people come to perceive they are being excluded from the rights and opportunities of citizenship. However, it should be noted that the association between civic engagement and local cohesion may be a product of how the former was measured; participation in sport, playing a musical instrument and attending a youth centre might be argued as better representing a measure of engagement in positive activities than a measure of civic engagement. Clearly, this is issue demanding further analysis.

Lower satisfaction with local services (i.e. shops and buses) was significantly associated with low local cohesion. Respondents who reported that their local shops and buses were poor were over twice as likely to report low cohesion compared with respondents who reported that local services were good.

4.2.2 Socio-demographics

Individual level socio-demographic variables account for 14 per cent of the explained variation in the final (perception) local cohesion model. Six socio-demographic factors were significantly associated with local cohesion:

- Gender
- Ethnicity
- Religion
- Local deprivation
- Region
- Parental social class

Young men were more likely than young women to report low cohesion, a finding that appears to contradict evidence regarding greater fear of crime among young women. For example, although women are less likely to be the victim of a mugging, they are twice as likely as men to report being 'very worried' about being mugged (Simmons, 2003). It is difficult to know whether this gender difference is linked to real differences in perceptions, or whether men are less likely to report fear of crime than they are low cohesion. Interestingly, gender was only found to be a significant predictor of local cohesion in the final (perception) model. This finding may suggest that young men and women have distinct social, political and cultural views that might inform their perceptions of local cohesion.

White British/Irish young people were most likely to have low cohesion. Significant difference between different non-white respondents was not identified but Black-Caribbean young people were seen to be the least likely to have low cohesion, followed by Pakistani/Bangladeshi. These results correspond with Laurence and Heath's (2008) finding that people from minority ethnic backgrounds generally have more positive views of cohesion than White British/Irish individuals.

The English language ability, country of birth, disability, household composition and living in an urban or rural location (which has previously been reported to be a positive influence on cohesion) were not significant predictors of local cohesion at the individual level among young people. These findings run counter to Laurence and Heath's (2008) finding that vulnerable groups, including women and disabled people, have more negative perceptions of cohesion. **Religion was a significant predictor of level of local cohesion** before analysis controlled for the different perceptions of young people and focuses on structural variables (socio-demographics, educational and behavioural characteristics of the young people and their parents). In this case, Christians were significantly less likely than those with no religion to have low cohesion.

Local area deprivation was a significant predictor of low local cohesion. This was particularly the case before analysis controlled for the different perceptions of young people and focused on structural variables. In this model, deprivation was the strongest single predictor of low cohesion among young people, accounting for one-third of the individual level variation. As deprivation increases so does the likelihood of low cohesion. Respondents living in the most deprived 10 per cent of areas were more than twice as likely to report low cohesion compared with respondents in the least deprived 10 per cent. It should be noted that this is not the whole story of how deprivation and cohesion are associated. An interaction between educational attainment and local deprivation was also identified (see the education section 4.2.3 below for more on this).

There was a strong relationship between cohesion and socio-economic status. Higher socio-economic group (as measured by parental occupation) were least likely to have low cohesion. This result confirms Laurence and Heath's (2008) finding that at the individual level, indicators of advantage and disadvantage strongly impact on cohesion. Perhaps surprisingly, however, the intermediate/supervisory group were most likely to have low cohesion (even more likely than the long-term unemployed). On average, this group is almost twice as likely to have low cohesion compared with the high professional/managerial group. This finding points to the possibility that people in more insecure, low paid work, perhaps with thwarted ambitions (regarding social and/or residential mobility) and getting-by with minimal help from the state, are more prone to low levels of cohesion. This conclusion appears to be supported by the fact (discussed below) that young people with five or more A*-C grades at GCSE (including English and Maths) living in deprived neighbourhoods and young people in jobs with training (rather than in full-time education or Not in Employment, Education or Training (NEET)) were more likely to have low cohesion.

The importance of socio-economic status and deprivation to levels of local cohesion is not a surprising finding. The competition for scarce resources can be an important trigger of tension and conflict along lines of class and ethnicity (John et al., 2005; 2006; Letki, 2008). The availability of housing, for example, has emerged as a contentious issue with the potential to promote conflict between new arrivals and settled residents, to promote racist sentiments and undermine community well-being, particularly in 'tight' housing markets where demand far outstrips supply (Robinson, 2010). However, no significant relationship was found between low cohesion and either household income or housing tenure within the models (although this association was present at the bivariate level – see Appendix 2).

The region in England where young people live was a significant predictor of cohesion. More specifically, living in Yorkshire and the Humber and, to a lesser extent, the North East, was a significant predictor of low cohesion. Respondents in these regions were twice as likely to report low cohesion compared with respondents in London. This remained the case when taking account of factors at the school and LAD level, suggesting that this difference does not relate to socio-economic factors or deprivation. Yorkshire and the Humber also stood out as distinct during analysis of concerns about racial and religious crime, being the only region where concern about such crimes was not significantly less likely than London when analysis focused on structural factors. This finding appears to be consistent with the findings of the Citizenship Survey, which found that people in Yorkshire and the Humber were least likely out of all the English regions to report that people respect ethnic differences and most likely to be fearful about being the victim of a crime (Lloyd, 2010). It is also consistent with the findings of DTZ's (2007) modelling of risks to integration and cohesion, which found that the only significant risk factor to emerge, other than recent immigration, was industrial decline. In particular, the model suggested that areas with an industrial heritage in textiles, steel or coal tend to be less cohesive. It is also worth pointing out that the data from the LSYPE analysed in this study was collected less than a year after the media spotlight had focused on Yorkshire as the home of the young men who carried out the London bombings of 2007.

4.2.3 Education

Four educational factors were significantly associated with local cohesion:

- GCSE attainment
- Experience of being bullied
- Perception of teacher quality & discipline
- Perception of engagement & enjoyment at school

Educational factors were significantly associated with local cohesion, although these were much weaker predictors of low cohesion than some of the other factors discussed above. Young people's **GCSE attainment helped to predict local cohesion** in both the structural and the perception models. When perceptions were controlled for, young people with five or more GCSEs grades A*-C (including Maths and English) were more likely (1.7 times as likely) to have low local cohesion compared with young people with lower GCSE attainment. Further analysis suggests that this finding may be the result of an interaction between GCSE attainment and local area deprivation. To summarise, high GCSE attainment is associated with reduced likelihood of low cohesion until local deprivation is controlled for; at which point high GCSE attainment becomes associated with low cohesion. For example young people in the most deprived areas in England are likely to have lower GCSE attainment and more likely to have low cohesion than young people living in the least deprived areas in England. However, in deprived areas, young people with five or more GCSEs grades A*-C (including Maths and English) are more likely to have low cohesion than young people without this level of attainment.

Negative perceptions of teacher quality and discipline (a derived variable - see Appendix 1 for further explanation) **were associated with low local cohesion, as were negative perceptions about the school experience** (whether or not a young person enjoys school). These findings point to the potential for the ethos, approach and quality of teaching to positively impact on cohesion among young people. Other aspects of the educational experience and engagement (parental education, school suspension, exclusion and expulsion, experience of being bullied, having a special educational need, frequency of truanting, parental engagement) and perceptions (being happy at school, educational aspirations and parental perceptions and aspirations regarding education) were not significant predictors of local cohesion in the final (perception) model. However, before young people's perceptions were controlled for, experience of being bullied was significantly associated with low local cohesion. As a young person's experience of being bullied increased, so did the likelihood of low local cohesion.

4.2.4 Well-being and Behaviour

Three aspects of well-being and personal behaviour were significantly associated with local cohesion:

- Emotional well-being
- Involvement in personal risk behaviour
- Involvement in anti-social behaviour

Emotional well-being and personal risk behaviours were significant but relatively weak predictors of local cohesion, but when analysis focuses on structural factors both were strongly associated with low levels of local cohesion. **Before young people's perceptions were taken into account, emotional well-being** (as measured by the 12-item General Health Questionnaire) **was the second most important predictor of low cohesion after deprivation.**

Increased involvement in personal risk behaviours (alcohol, cigarettes, cannabis) **was also associated with low cohesion.** Young people reporting high levels of personal risk behaviour were almost twice as likely as those reporting none to have low cohesion. Involvement in anti-social behaviour (fighting, vandalism, graffiti, shoplifting) was a significant predictor of low cohesion when analysis focused on structural variables, increased engagement in anti-social behaviour increasing the likelihood of low local cohesion. Young people who reported the highest levels of anti-social behaviour were on average 1.8 times as likely to have low cohesion compared with young people who reported none.

4.3 School and District Level Predictors of Local Cohesion

Multi-level modelling has enabled analysis to explore the hierarchical relationships between individual, school and local authority district (LAD) level predictors of community cohesion. Most of the variation in levels of cohesion among young people was explained by individual level factors, but some variation was explained by school level and LAD level factors. Two school level factors and one LAD level factor were significantly associated with local cohesion:

- Level of free school meals
- Pupil attainment
- Level of satisfaction with local area as place to live

At the school level, socio-economic disadvantage has a positive effect on cohesion, in a reversal of the relationship at the individual level. As the proportion of pupils eligible for free school meals (FSM) increases, the likelihood of low cohesion *decreases*. Respondents from schools with the lowest 10 per cent FSM concentration were more than 1.5 times as likely to report low cohesion compared with respondents from schools with the highest 10 per cent FSM concentration. Combined with the finding to emerge from the structural model that pupils of a secondary modern or 'community' school were 1.7 times as likely, and pupils of a selective or grammar school were 2.4 times as likely, to have low local cohesion compared with pupils at a comprehensive school, this result points to the possibility that socio-economic mix might promote cohesion. However, it should be noted that socio-economic mix is not measured directly so this finding has to be viewed with caution. This is an issue worthy of further analysis.

Educational attainment of the school population was a significant predictor of local cohesion. Lower educational attainment across the school population was associated with increased likelihood that a young person at that school will have low cohesion. Respondents in the schools with the lowest 10 per cent attainment were over twice as likely to report low cohesion compared with respondents in schools with the highest 10 per cent attainment. This finding is a reversal of the relationship between educational attainment and cohesion at the individual level, where higher educational attainment was associated with low cohesion, particularly among young people living in deprived areas. Higher educational attainment of the whole school appears to have a positive affect on cohesion.

The only factor at the LAD level significantly associated with local cohesion was the proportion of people satisfied with the local area as a place to live. Lower satisfaction was associated with lower levels of cohesion. Various characteristics of the LAD in which respondents live, which have been identified as important influences on cohesion by other studies (ethnic diversity, rural location, socio-economic disadvantage, reported crime incidents), were not significant predictors of cohesion among young people in this study. Ethnic mix¹², inward migration, deprivation, GCSE attainment, crime, civic engagement and participation and satisfaction with services at the district level were not significant predictors of local cohesion for young people.

When young people's social, political and cultural views were controlled for (via the perception model), ethnic mix did not emerge as a significant predictor of cohesion at the school level. However, when perceptions were ignored (in the structural model), **increased ethnic mix in the school was a significant predictor of low local cohesion for its**

¹² Ethnic mix refers to both the range of different ethnic backgrounds in a school and the proportion of children belonging to these different ethnic backgrounds.

pupils. This is an important finding, which appears to contradict Letki's (2008) finding that when economic deprivation is accounted for, there is no evidence of an eroding effect of ethnic diversity on cohesion. It also runs counter to conventional wisdom that presumes mix facilitates interaction and allows people to form networks with individuals who they might not otherwise come into contact, promoting understanding, tolerance and cohesion. This result also contradicts the finding of previous studies that ethnic diversity at the community or area level is positively associated with community cohesion (DTZ, 2007; Laurence and Heath, 2008).

However, it must be noted that ethnic mix measured by the entropy index does not recognise the different groups comprising the ethnic mix, and consequently overlooks some circumstances where ethnic mix may promote local cohesion. For example where the concentration and mix of different ethnic groups is taken into account, it emerges that at schools where all the pupils were ethnically White, young people were more likely than pupils at most other schools to have low local cohesion. Conversely young people at schools comprising a minority of White pupils, with relatively high proportions of other ethnic groups were least likely to have low local cohesion. Hence, greater ethnic mix can have a positive effect on cohesion at the school level. Issues of low cohesion seem to be linked to particular types of mix. For example, a school mix of medium-to-high White pupils with high proportions each of any two other ethnic groups was most strongly associated with low local cohesion. This was also the trend for a mix of medium-to-high White with a high proportion of Pakistani/Bangladeshi pupils (and low proportions of other ethnic groups). Further exploration of this relationship was beyond the scope of this study, but it is clearly an issue demanding further research.

Neither national and international migration or ethnic mix were significant predictors of cohesion at the LAD level. These facts question the increasing concern expressed about the negative effect of diversity on sense of community and cohesion (Goodhart, 2004; Putnam, 2007), which has prompted calls from policy makers for the pursuit of "strength in diversity", through the promotion of shared values and the creation of "unity from diversity" (CIC, 2007; CLG, 2008; Home Office, 2001; Independent Review Team, 2001). As Letki (2008) points out, much of the evidence supporting this conclusion has come from the USA. The results of this study add to an emerging body of evidence suggesting that diversity may have a different effect on cohesion in the UK context (Laurence, 2009).

4.4 Conclusion

The findings presented in this chapter show that a young person's perception of local cohesion is a product of their individual characteristics (socio-demographic characteristics, attitudes and perceptions), the school they attend and the local authority district they live in. This finding appears to be consistent with the conclusion drawn by other studies that have explored influences on cohesion (CLG, 2010). Multi-level modelling reveals that individual characteristics account for the vast majority of the variation in levels of cohesion amongst young people.

Low socio-economic status and deprivation were strongly and consistently associated with local cohesion. Lower socio-economic groups (measured by parental occupation) were more likely to have low cohesion; and local area deprivation was also significantly associated with low cohesion. When analysis focuses on structural variables, deprivation was the strongest single predictor of low cohesion among young people. This finding is consistent with evidence of the importance of socio-economic status and deprivation as influences on cohesion in the adult population (Laurence and Heath, 2008). Socio-economic status interacts with **educational attainment** so that higher attainment in more deprived areas was seen to negatively influence perceptions of local cohesion, pointing to the

possibility that high attainers in deprived areas are prone to be more dissatisfied or disillusioned with opportunities in the local area.

The results of this study are consistent with previous evidence of the corrosive effect of **crime** on community cohesion (Laurence and Heath, 2008; Wedlock, 2006). Perceptions of local crime accounted for over half of the variation in young people's perceptions of low local cohesion. Perceptions of local cohesion were also seen to influence perceptions of (racial and religious) crime; accounting for over 70 per cent of the variation in peoples perceptions that racial/religious crime is a big problem in their local area.

Low levels of **emotional well-being** and high levels of **involvement in personal risk behaviours** (alcohol, cigarettes, cannabis) and **anti-social behaviour** (fighting, vandalism, graffiti, shoplifting) were all significant predictors of low cohesion when analysis focuses on structural variables. A strong and consistent relationship also exists between perceptions of **fairness, belonging and opportunity** in the UK and levels of cohesion.

The mix of people from different ethnic backgrounds (ethnic mix) and the level of migration into the local authority district were not significant predictors of local cohesion in young people. However, **ethnic mix at the school level** did emerge as a significant predictor of local cohesion when analysis focused on structural variables (socio-demographics and educational and occupational characteristics of the young people and their parents). In general, increased ethnic mix in the school increases the likelihood of low cohesion. This result appears to contradict evidence from other studies that diversity improves relationships between ethnic groups and, in most cases, is positively associated with community cohesion (DTZ, 2007; Laurence and Heath, 2008). However, additional analysis suggests that school ethnic mix may be positively associated with cohesion depending on the ethnic groups contributing to the mix and on the concentrations of these ethnic groups. Further research in this area is strongly recommended.

Findings hint that increased **socio-economic mix** (that is, a greater mix of pupils from different socio-economic backgrounds) at the school level might have a positive influence on cohesion, low cohesion being associated with a higher proportion of pupils being eligible for free school meals and with comprehensive schools (compared with secondary modern/community schools and selective/grammar schools).

These findings suggest that if local community cohesion is what must happen in all communities to enable different (racial and ethnic) groups to get on well together, the key priorities for promoting this vision among young people are:

- tackling perceptions of crime and promoting feelings of safety
- promoting a sense of fairness, belonging and opportunity in the UK (societal cohesion)
- tackling deprivation and promoting socio-economic well-being
- improving local services, and
- promoting social mix in schools.

More targeted interventions might usefully focus on detached and excluded young people (involved in personal risk and anti-social behaviour) and young people who are achieving academically in the context of deprivation, who may be at risk of becoming disillusioned, perhaps as a result of limited opportunities.

5. Societal Cohesion

Summary

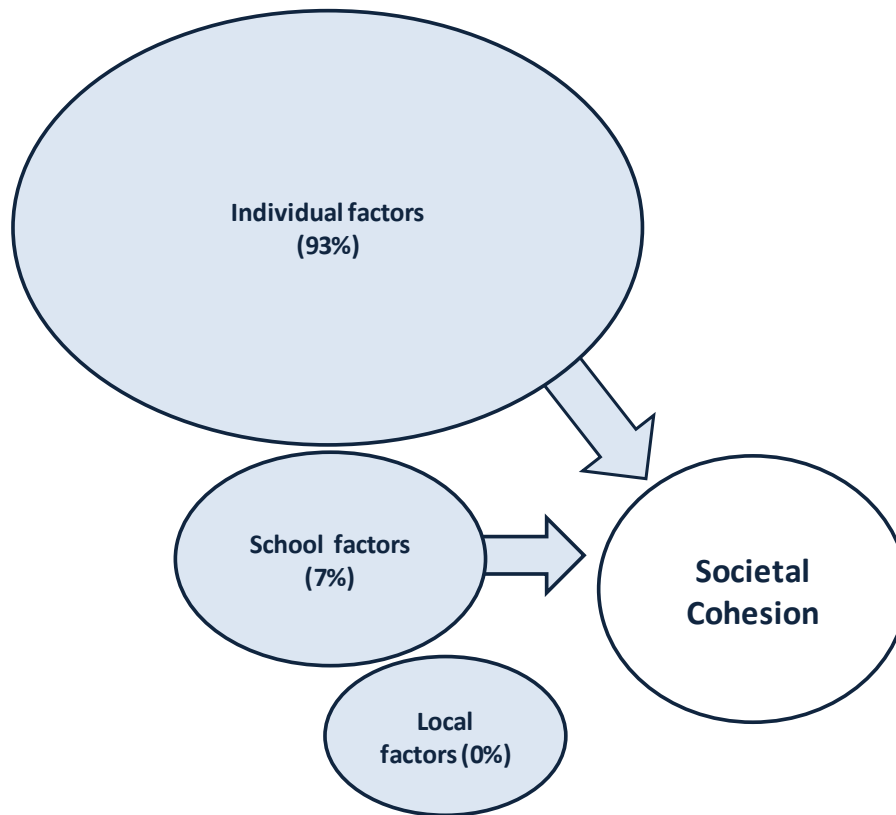
- A young person's perception of societal cohesion is primarily a product of their individual characteristics and circumstance. The characteristics of the school they attend are less important and the local authority district they live in is of little importance.
- There is a strong relationship between perceptions of local cohesion and societal cohesion. Local cohesion is the strongest predictor of societal cohesion.
- Other strong indicators of societal cohesion relate to issues of fairness and inclusion and include: being proud to be British; engagement in education; involvement in anti-social behaviour; perceptions of crime; and ethnicity. The more alienated young people feel from mainstream society, the lower their societal cohesion.
- There is a close relationship between local and societal cohesion, but the only significant predictors of both measures are ethnicity, perceptions of crime, perceptions of local services and perceptions about education.
- Socio-economic factors have a less noticeable impact on societal cohesion, compared with local cohesion.
- Ethnic mix at the school or local authority district level is not a significant predictor of societal cohesion. Neither is migration into the local authority district.

5.1 Introduction

The measure of societal cohesion spotlights perceptions of social mobility, fairness, freedom, respect, discrimination and inclusion. It extends analysis beyond the reach of previous studies that have been limited to modelling the influences on the headline measure of cohesion and the question of whether people mix and get on together in the local area.

Analysis of the influences on societal cohesion looked across three levels: the young person (individual); the school; and the local authority district (LAD). Analytical techniques were used to estimate the relative importance of the three levels in explaining the variation in young people's perceptions of societal cohesion. Individual level factors were the most important, accounting for 93 per cent of the variation in levels of societal cohesion among young people. School level factors accounted for seven per cent of the variation and LAD level factors accounted for none of the variation.

Figure 5.1: The relative importance of individual, school and LAD level factors in explaining societal cohesion among young people (not to scale)



The discussion below draws on findings to emerge from two models - a structural model and a perception model - to explore relationships between societal cohesion and the 48 explanatory factors included in the analysis (see section 4.1 for more information on the use of these two models). Individual level factors were of primary importance in explaining variations in cohesion in both models. No school or LAD level factors included in the analysis were found to be significantly associated with societal cohesion. This suggests that other factors not tested in this research must be responsible for the seven per cent of variance accounted for by school level factors. There is little existing evidence on what these factors might be and further analysis is clearly needed.

Table 5.1: Factors significantly associated with low societal cohesion among young people
(ordered by strength of association)

Level	Structural Model	Perception Model
Individual	<ul style="list-style-type: none"> • Ethnicity (25%) • Involvement in anti-social behaviour (20%) • Educational / economic activity of young person (15%) • Experience of being bullied (12%) • Parental education (7%) • Local deprivation (6%) • Emotional well-being (6%) • Frequency of truanting (4%) • Born in the UK (3%) • Play a musical instrument (2%) 	<ul style="list-style-type: none"> • Perception of local cohesion (35%) • Proud to be British (8%) • Educational / economic activity of young person (8%) • Involvement in anti-social behaviour (8%) • Perception of local crime (7%) • Ethnicity (7%) • Likelihood of voting (5%) • Parental education (4%) • Experience of being bullied (4%) • Perception of relative wealth (3%) • School exclusion / suspension • Born in the UK (3%) • Satisfaction with local services (3%) • Perception of teacher quality & discipline (2%) • Perception of engagement & enjoyment at school (2%) • Perception of (un)fair treatment of youth (1%)
School	No significant variables	No significant variables
Local Area District	No significant variables	No significant variables

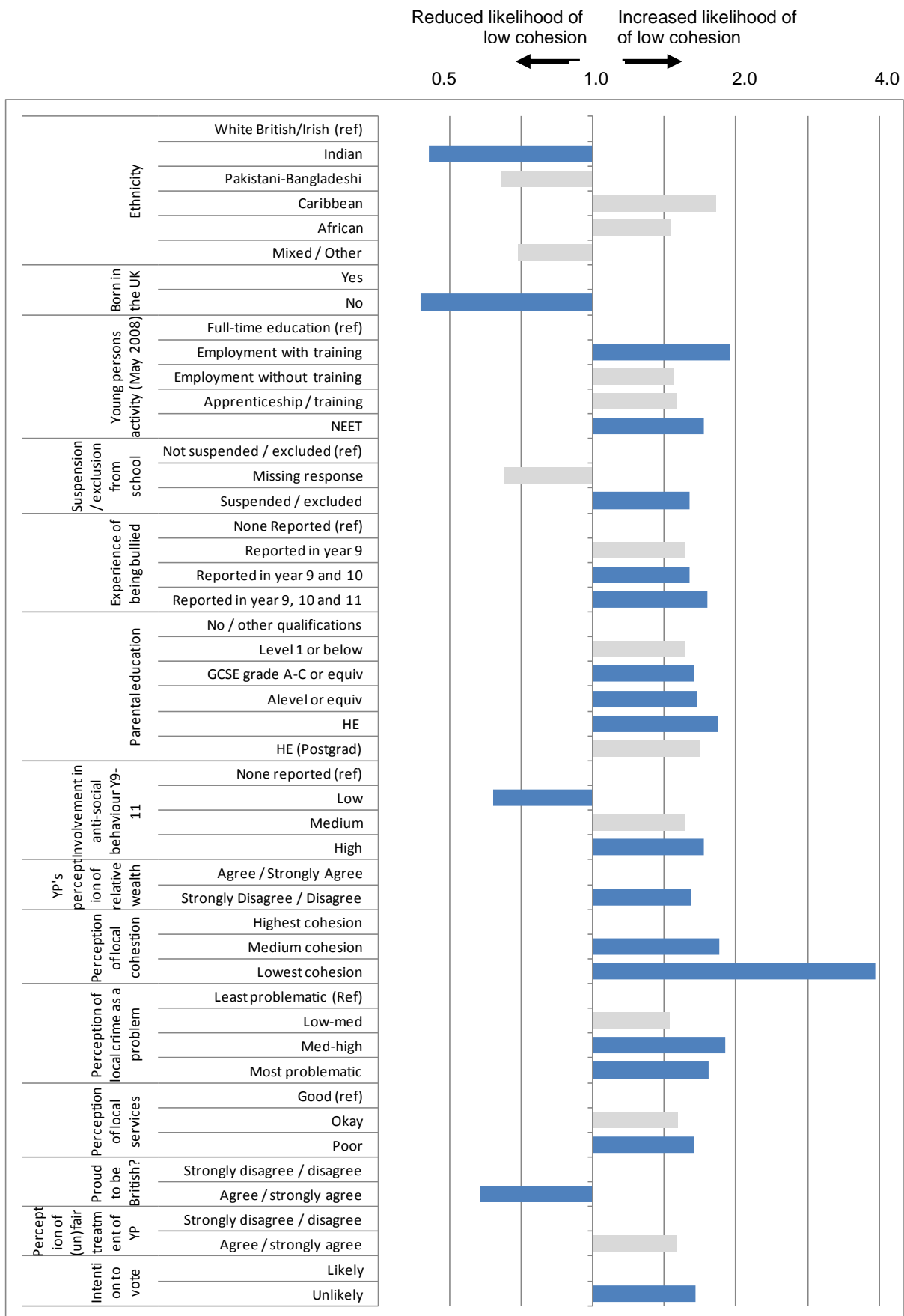
Note: The percentages represent the amount of variation in local cohesion that each individual level factor is able to explain; assuming that all individual level factors sum to 100 per cent. The greater the proportion, the more helpful the factor in predicting which young people are more (or less) likely to have low local cohesion. Equivalent calculations are unavailable for level 2 (school) and level 3 (LAD) factors using multilevel modelling techniques.

Discussion below focuses, primarily, on the perception model, although findings from the structural model are highlighted where they serve to cast further light on key issues.

5.2 Individual Predictors of Societal Cohesion

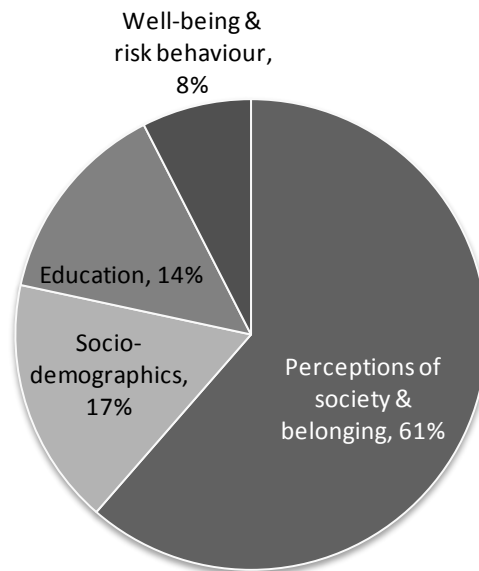
Forty-eight potential predictors of societal cohesion were analysed at the individual level (see Chapter 2). The discussion below focuses on the 16 variables that emerged as significant predictors of societal cohesion for young people in the perception model, while also reflecting on some notable exceptions that did not emerge as significant predictors of cohesion. Notable findings to emerge from the structural model are also noted. Figure 5.1 presents a visualisation of the relative strength of association of these variables with low societal cohesion, derived from odds ratios (see section 4.2 for more information on how to interpret odds ratios).

Figure 5.1 Odds ratios for the factors explaining variance in low societal cohesion among young people (non-significant categories shaded grey)



The discussion below groups the predictors of societal cohesion under four general topic headings: perceptions of society and belonging; socio-demographics; education; and well-being and risk behaviour. Figure 5.2 provides an indication of the relative importance of each of these categories in explaining variation in societal cohesion in the perception model, assuming that the total variance sums to 100 per cent.

Figure 5.2: The relative importance of each category of individual level explanatory factors in predicting low societal cohesion among young people (based on findings for the perception model)



5.2.1 Perceptions of Societal Cohesion

Perceptions of local cohesion (i.e. the perception that people from different ethnic and religious backgrounds get on well together in the local area) were **the strongest predictor of societal cohesion among young people**, accounting for over one-third (35 per cent) of the explained variation in the final model. Young people with perceptions of low local cohesion are nearly three times more likely to have low societal cohesion, compared with young people with perceptions of high local cohesion.

This finding indicates that perceived exclusion from the rights and opportunities of citizenship, as measured by societal cohesion, are informed by young people's assessments of relationships between people from different ethnic and religious backgrounds in the areas where they live. In other words experiences of community life shape a young person's wider understanding of the world around them. The finding also suggests that efforts to improve local cohesion (see Chapter 4) are likely to have a positive impact on societal cohesion.

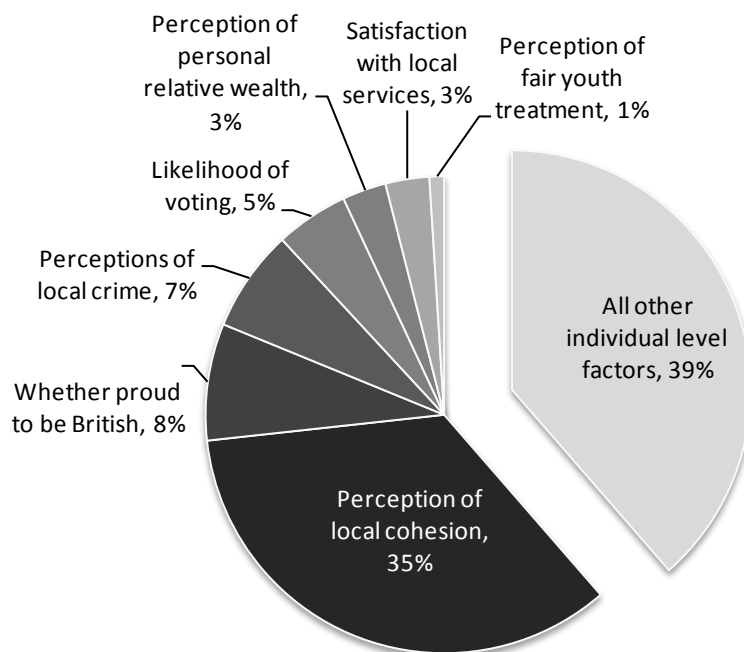
5.2.2 Perceptions of Society and Belonging

Seven factors relating to perceptions of society and belonging were significantly associated with societal cohesion:

- Perception of local cohesion
- Proud to be British
- Perception of local crime
- Intention to vote
- Young person's perception of their relative wealth
- Satisfaction with local services
- Perception of (un-)fair treatment of youth

Figure 5.3 below shows the relative importance of these seven perception factors in predicting low societal cohesion among young people compared with other individual level factors.

Figure 5.3: The relative importance of perception factors in predicting low societal cohesion among young people (based on findings for the perception model)



This bundle of variables linked to perceptions of society and belonging (as distinct from perceptions of local cohesion) collectively account for just over a quarter (26 per cent) of the explained variation in low societal cohesion at the individual level. Within this, the two most important influences are being proud to be British (explaining eight per cent of variance in low societal cohesion at the individual level) and perceptions of crime (explaining seven per cent of variance). **Young people who were not proud to be British were at least 50 per cent more likely to have low societal cohesion**, compared with young people who were proud to be British. **Perception of a high crime problem in the local area was also associated with low levels of societal cohesion.** However, perception of crime was not as important in explaining levels of societal cohesion as it was in explaining levels of local cohesion (see Chapter 5).

Other variables representing perceptions of society and belonging that have a significant influence on societal cohesion are, in order of importance, **intention to vote, perceptions of personal relative wealth, and satisfaction with local services** (which was also a significant influence on local cohesion). In all cases, a negative perception was a significant predictor of low societal cohesion. It appears that the perception that young people are treated unfairly by the media and Police is also associated with low societal cohesion, although this finding was not statistically significant in the analysis (i.e. there was not enough evidence that this finding would apply to young people beyond the survey respondents).

These findings point to a close relationship between societal cohesion among young people and their perceived position within British society and the opportunities this affords. The more alienated young people are - from notions of Britishness, from feelings of safety, from engagement with the political system, from being able to do what they want to do, from being treated fairly - the lower their societal cohesion.

5.2.3 Socio-demographics

Socio-demographic factors collectively accounted for 17 per cent of the explained variation when perceptions are controlled for in analysis (and half of the variation explained by the structural model). Four socio-demographic factors were significantly associated with societal cohesion:

- Ethnicity
- Educational / Economic activity of young person
- Local deprivation
- Born in the UK

Ethnicity was the most important socio-demographic influence on societal cohesion.

Young people of Indian ethnicity were fifty per cent less likely, and Black-Caribbean young people at least 50 per cent more likely, than White British/Irish young people to have low cohesion. Other ethnic groups showed no significant difference to the White British/Irish group. These results appear to contrast with findings regarding the importance of ethnicity as a predictor of local cohesion, discussed in Chapter 3, and with the results of previous studies, which conclude that there is a strong and consistent relationship between ethnicity and cohesion, with people from minority ethnic backgrounds having more positive views about cohesion than White people. However, previous studies have not explored variations between different ethnic groups. Laurence and Heath (2008), for example, were unable to explore differences between minority ethnic groups because of the small sample sizes in the 2005 Citizenship Survey and consequently only analysed differences between White individuals and people from a minority ethnic background. The findings of this study suggest the situation is far more complex than previously reported, with levels of cohesion varying between different minority ethnic groups. This conclusion is supported by findings from the structural model, which revealed Indian and Pakistani/Bangladeshi young people to be significantly less likely than White young people to have low societal cohesion. Young people born in the UK were more likely to have low cohesion, a result that corresponds with findings from previous studies, which report that not being born in the UK is positively associated with cohesion (CLG, 2010).

Economic activity was an important socio-demographic predictor of societal cohesion. Perhaps unsurprisingly, young people in full-time education were least likely to have low societal cohesion. Young people Not in Employment, Education or Training (NEET) were 50 per cent more likely to have low societal cohesion. However, young people

in employment with training were 90 per cent more likely to have low societal cohesion compared with young people in full-time education. It is unclear why this group should be particularly prone to low societal cohesion. It could reflect their disconnection from statutory services and formal provision and support, in contrast to young people in full-time education or training and young people not in education or training, who are often the focus of local initiatives and targeted support. Alternatively, it could reflect a sense of dissatisfaction or disillusionment with their situation (job offer and training). Clearly, this is a finding warranting further analysis.

There are no other significant relationships between socio-economic status and levels of societal cohesion among young people, other than the finding that young people who reported not having enough money to do what they like was a significant influence on societal cohesion, accounting for three per cent of the explained variation.

5.2.4 Education

Five educational factors were significantly associated with societal cohesion:

- Experience of being bullied
- Parental education
- Perception of teacher quality & discipline
- Perception of engagement & enjoyment at school
- Frequency of truanting

When analysis focused only on structural factors, educational factors accounted for 23 per cent of the explained variation in societal cohesion at the individual level. Taking account of perception factors as well, this reduced the explanatory power of educational factors to 14 per cent. Five educational factors were significantly associated with low societal cohesion in both the structural and perception models (parental education, experience of being bullied, frequency of truanting, experience of exclusion or suspension, perceptions around teacher quality and discipline and respondents' perceptions around engagement and enjoyment of school). One factor, frequency of truanting, was only significant in the structural model. This suggests that where little is known about young people's perceptions, frequency of truanting is a good predictor of which young people are more (or less) likely to have low societal cohesion. The fact that truancy is not a significant predictor of societal cohesion once perceptions are taken into account suggests that the relationship between truancy and societal cohesion is not a direct one; rather it is influenced by what young people think about the social world around them, and these perceptions of the social world are a better predictor of low societal cohesion than truanting where they are known.

There was a strong and consistent relationship between low levels of societal cohesion and a difficult school experience, as measured by the experience of bullying and suspension or exclusion. The more extensive the experience of bullying the more likely a young person was to have low societal cohesion. Young people who reported being bullied in all three of their final years of compulsory education (Y9-11) were more than one and half times as likely to have low societal cohesion, compared with young people reporting no experience of bullying.

Temporary suspension or permanent exclusion from school was also a significant predictor of levels of societal cohesion, young people who had been suspended or excluded were 36 per cent more likely to report low societal cohesion. In addition, negative perceptions of teacher quality and discipline, perceptions of teacher engagement and enjoyment of school were associated with low societal (as well as local) cohesion (see Chapter 4). These findings point to the important contribution that work within the school

community to minimise exclusion rates, tackle bullying and to positively engage young people in the school experience will make to promoting societal cohesion.

The only other significant educational influence on societal cohesion was parental education. **As the level of parental education increases, so does the likelihood of low societal cohesion.** Young people whose parents (head of household or 'main' parent) have Higher Education qualifications are more than one-and-a-half times as likely to have low societal cohesion, compared with young people whose parents had no qualifications. The reasons for this are unclear and existing literature provides no obvious explanation. More research is needed to unpick this perhaps counter-intuitive finding.

5.2.5 Well-being and Behaviour

Three aspects of well-being and personal behaviour were significantly associated with societal cohesion:

- Involvement in anti-social behaviour
- Emotional well-being
- Playing a musical instrument

In the perception model the only significant factor helping to explain low societal cohesion was involvement in anti-social behaviour (fighting, vandalism, graffiti, shoplifting). **Young people reporting a higher level of involvement in anti-social behaviour were at least 50 per cent more likely to have low societal cohesion than young people reporting no involvement.** Before analysis controlled for the perceptions of young people, involvement in anti-social behaviour was the second strongest predictor of low societal cohesion, after ethnicity.

In contrast to local cohesion, there was no significant relationship between involvement in personal risk behaviours (alcohol, cigarettes, cannabis), and low levels of societal cohesion. Before analysis took into account the perceptions of young people, emotional well-being was a significant predictor of low societal cohesion. **Engagement in social activities (as measured by 'playing a musical instrument') was also significantly associated with societal cohesion,** although the finding that a young person playing a musical instrument was 20 per cent more likely to have low societal cohesion is difficult to explain.

5.3 Conclusion

The measure of societal cohesion captures a range of perceptions among young people about whether they consider themselves equally empowered citizens. The key finding is that whether a young person perceives themselves to be accepted as a worthy, valuable and responsible member of society is determined by individual level factors. **One of the most important explanatory variables in societal cohesion is perceptions of local cohesion** (i.e. whether people in the local area from different ethnic or religious backgrounds get on well together and respect religious differences). This finding suggests that efforts to promote local cohesion (see Chapter 4) will have a positive influence on societal cohesion. However, the actual **ethnic mix** of the community within which a school is located and the ethnic mix within the school population are not significant predictors of societal cohesion.

Ethnicity is an important influence on societal cohesion and findings conform to the general picture painted by other studies that people from minority ethnic backgrounds tend to have more positive views about cohesion than White British/Irish people, although the findings also suggest lower levels of cohesion among young Black-Caribbean people.

Young people not born in the UK are also more likely to have positive views about cohesion than young people born in the UK, despite the fact that this group are likely to be poorer and may not be British citizens. **Another important predictor of societal cohesion is economic activity**, young people in full-time education being least likely to report low societal cohesion.

Many of the other significant influences relate, in one way or another, to issues of fairness and inclusion. Young people who perceive themselves to be excluded from opportunities because of the nature or accessibility of local provision and the attitudes and actions of others, are more likely to have lower levels of societal cohesion. The aim of removing barriers to access, participation, progression, attainment and achievement is therefore critical to promoting societal cohesion. It also suggests that the need to ensure that the National Curriculum, in delivering on the aim of enabling young people to become "responsible citizens who make a positive contribution to society", supports young people to recognise their citizenship rights and to negotiate the processes that might prevent them from exercising these rights. A related finding is the strong and significant relationship between involvement in anti-social behaviour and low societal cohesion among young people, which reinforces the impression of a close association between (actual and perceived) exclusion from the mainstream opportunities and activities and low levels of societal cohesion.

Findings suggest that if community cohesion involves working toward a society in which young people believe they are accepted as worthy and valued citizens, whose rights are respected and they are treated fairly, key priorities for action could include:

- promoting local cohesion
- supporting young people to recognise and exercise their citizenship rights
- improving the school experience, reducing exclusions and suspensions and tackling bullying
- supporting post-16 engagement in full-time education and training.

More targeted interventions might usefully focus on: young White British/Irish people; young people born in the UK; and detached and excluded young people who are involved in anti-social behaviour.

6 Key Conclusions and Recommendations for Promoting Cohesion

6.1 Conclusions

By focusing on a section of society neglected by previous studies - young people - this study adds a new dimension to emerging understanding of the factors informing perceptions of community cohesion. Similarities, and some differences, have been revealed between the factors informing levels of cohesion among young people and the drivers of cohesion within the wider population revealed by previous studies. These are summarised below in section 6.1.1. This study has also contributed to efforts to understand the complex and multi-dimensional concept that is community cohesion by moving beyond the traditional reliance on the headline indicator of community cohesion to explore notions of belonging and perceptions of cohesion at the local and national level. The associated findings are summarised in sections 6.1.2 and 6.1.3. Finally, this chapter presents a series of recommendations for promoting local and societal cohesion..

6.1.1 Key Findings

Individual level factors are the most important influence on cohesion

Lawrence and Heath (2008) concluded that an individual's sense of cohesion is a product of both their individual characteristics and the characteristics of the community they live in. So it is for young people, although analysis revealed a young person's perception of local and societal cohesion to be, first and foremost, a product of their individual characteristics and circumstance. The characteristics of the school they attend and the local authority district they live in are far less important.

Individual disadvantage undermines cohesion

Deprivation consistently undermines local cohesion among young people. This finding chimes with Lawrence and Heath's (2008) conclusion that disadvantage consistently erodes community cohesion. Lower socio-economic groups are more likely to have low cohesion. Socio-economic status interacts with educational attainment so that higher attainment in more deprived areas is a negative influence on perceptions of local cohesion, pointing to the possibility of alienation in situations where limited opportunities thwart ambition and potential. Young people in full-time education are more positive about societal cohesion.

The school a young person attends is an influence on cohesion

Individual level factors are the most important influence on cohesion, but school characteristics do have a role in influencing cohesion. This influence is most pronounced in relation to local cohesion. The school experience - the ethos, approach and quality of teaching - impact on cohesion among young people. Young people's perceptions of teacher quality and discipline, and their enjoyment of school also affect levels of cohesion.

There is a strong relationship between local and societal cohesion

There is a strong and consistent relationship between perceptions of cohesion in the local area and perceptions of fairness, belonging and opportunity, as measured by societal cohesion. As perceptions of societal cohesion decline, the likelihood of low local cohesion increases, and vice versa. However, the other factors influencing levels of local and societal cohesion are different and distinct.

This finding suggests that different approaches are required to affect change in these

different dimensions of cohesion. For example, school level factors are of greater importance to local cohesion than societal cohesion, indicating that school level interventions would better be used to target local cohesion. The differential findings for the two dimensions of cohesion also point to specific issues - and therefore approaches - for specific groups of young people. As reported earlier, all things being equal, young Black-Caribbean people are *least* likely to have low local cohesion, but the *most* likely to have low societal cohesion. This divergent finding warrants further research, but suggests that Black-Caribbean people experience disaffection from society, even though they have high local cohesion.

Ethnicity and country of birth are important influences on cohesion

Young people from minority ethnic backgrounds tend to have more positive views about local and societal cohesion than White young people. One finding contradicts this; Black-Caribbean young people are most likely to report negative perceptions of fairness, belonging and opportunity, as measured by societal cohesion. People not born in the UK tend to have more positive views about cohesion than people born in the UK.

There is a complex relationship between ethnic mix and cohesion among young people

The ethnic mix (the mix of people from different ethnic backgrounds) in the school a young person attends or in the local area where they live is not a significant influence on levels of societal cohesion. Ethnic mix is a significant predictor of local cohesion, but increased mix is associated with low local cohesion, apparently contradicting the findings of studies on the adult population; Lawrence and Heath (2008) report that ethnic diversity is positively associated with community cohesion. However, the way that ethnic mix is measured does not recognise the difference between ethnic groups, and consequently masks important findings that are more supportive of ethnically mixed schools. Indeed, greater ethnic mix can have a positive effect on cohesion at the school level, mirroring findings from previous studies. However, low cohesion appears to be linked to particular types of mix (proportion of particular ethnic groups involved in the mix). Clearly, there is need for further research into this issue.

Migration is not a significant predictor of cohesion among young people.

The level of national and international migration into a local authority district is not a significant predictor of local or societal cohesion among young people. This finding appears to contradict Lawrence and Heath's (2008) finding that an increasing percentage of in-migrants born outside the UK is a negative predictor of cohesion and suggest different experiences of and attitudes toward immigration among young people.

6.1.2 Local Cohesion

Low socio-economic status and deprivation are strong and consistent influences on local cohesion.

Lower socio-economic groups are more likely to have low cohesion and local area deprivation is also a significant influence on low cohesion.

Fear of crime undermines local cohesion

Perceptions of crime are a strong and consistent influence on levels of local cohesion. This finding corresponds with findings from previous studies, which have revealed increasing levels of crime and fear of crime to be strong negative predictors of community cohesion. There is also a strong relationship between local cohesion and perceptions of racial and religious crime, although concern varies between religious groups (stronger for Hindus, Muslims and Sikhs).

Educational attainment influences local cohesion, but it is complex

Educational attainment has a weak influence on reported perceptions on local cohesion, but this (negative) influence strengthens with increasing socio-economic disadvantage. Educational attainment is not a key influence on reported perceptions of societal cohesion.

6.1.3 Societal Cohesion

Ethnicity and country of birth are important influences on societal cohesion

Findings conform to the general picture painted by other studies that people from minority ethnic backgrounds tend to have more positive views about cohesion than White people. Young people not born in the UK are also more likely to have positive views about cohesion.

Fairness and inclusion are important drivers of societal cohesion

Young people who perceive themselves to be excluded from mainstream opportunities and activities are less positive about societal cohesion. This includes young people who engage in anti-social behaviour. This finding corresponds with Lawrence and Heath's (2008) finding that empowerment (feeling able to influence local decisions and being fairly treated by government and within society) is a powerful positive predictor of community cohesion.

Socio-economic mix may promote local cohesion

At the school level, increasing concentrations of pupils that are eligible for free school meals are associated with higher levels of local cohesion. Additionally, respondents within comprehensive schools are more positive about local cohesion compared with young people in selective (Grammar) and secondary modern or Community schools. These findings hint at the possibility that schools with a mix of pupils from different socio-economic backgrounds promote more positive attitudes toward cohesion, although more research is required to explore this possibility.

6.2 Recommendations for Promoting Cohesion

The findings summarised above suggest that tackling deprivation and disadvantage is likely to have the most profound effect on levels of community cohesion among young people. The findings also point to other more immediately realisable priorities for action that fall within the remit of DfE, local education authorities, schools and the communities in which they are located. Six of these priorities are outlined below, in no particular order:

Bullying

There is a strong association between personal safety and cohesion. Bullying not only makes the lives of victims a misery, undermining their confidence, self-esteem and sense of security. It appears that it can also undercut cohesion. This finding underlines the importance of schools creating and implementing a whole school anti-bullying policy. Bullying within schools can also spill out into the local community, promoting concerns about well-being and safety among young people and, potentially, informing perceptions of crime that are so important to notions of local cohesion. Efforts to prevent and respond to bullying at play and leisure amenities, at youth activities and during journeys to and from school are therefore also important to promoting cohesion.

Anti-social Behaviour

Young people who are engaged in anti-social behaviour are more likely to have low cohesion. Initiatives pursued in a bid to reduce anti-social behaviour and crime therefore have the potential to impact positively on cohesion. Particular examples likely to impact positively on cohesion include the provision of more opportunities for young people to get involved in extra-curricular activities and the running of targeted police initiatives at times when the risk of youth crime and disorder is highest, including after-school patrols.

Fairness, Belonging and Opportunity

Perceptions of fairness, belonging and opportunity are strongly associated with levels of cohesion among young people. This finding raises important questions about the way that citizenship is taught in schools. In particular, it points to the importance of complementing efforts to promote political literacy and participation and to strengthen notions of identity, with efforts to support young people to recognise and realise the rights and opportunities of citizenship. The National Curriculum, in delivering on the aim of enabling young people to become responsible citizens who make a positive contribution to society, should seek to support young people to recognise their citizenship rights and to negotiate the processes that might present them from exercising these rights. It also appears, judging from the relatively large proportion of young people reporting low levels of societal cohesion, that many young people do not perceive themselves to be accepted as worthy, valuable and responsible members of society. This finding reaffirms the importance of the citizenship agenda. In addition, benefits are likely to flow from efforts to improve perceptions of young people by promoting positive images of young people and their contribution to local communities and society more generally.

Ethos, Approach and Perceived Quality of Teaching

The ethos, approach and quality of teaching (as perceived by pupils) and enjoyment of school can affect levels of cohesion. This finding would appear to support the aim of ensuring that in every school there will be good behaviour, strong discipline, order and safety. It is also a finding that points to the importance of inspection regimes focusing on 'softer' measures of the school experience, in addition to core concerns around academic achievement, leadership and management. The school inspection system currently reports on the contribution made by the school to the well-being of pupils and the contribution made by the school to community cohesion. There is a need to reflect upon whether, in responding to these conditions, adequate information is collected and collated regarding the pupil experience: life in the classroom; life in and around school; and enjoyment of being at school.

Selection and Social Mix in Schools

Children who attend comprehensive schools are more positive about local cohesion than children who live in areas that operate selective education and attend either a grammar school or a secondary modern (or 'community') school. This finding suggests that cohesion benefits would flow from an end to selection. It also points to the importance of ensuring that admission arrangements in non-selective schools do not permit selection or 'cherry picking' of the wealthiest or brightest children by covert means.

Targeting Interventions

Particular groups of young people appear more prone to experience low levels of cohesion. In response, efforts aimed at promoting cohesion might be targeted at these groups (or the areas where concentrations of these groups are apparent). Groups more prone to low levels of cohesion were found to include:

- people unable to fulfil their ambitions or meet their aspirations and/or feeling ill-served or let down by the state. Examples include young people with five or more GCSE A*-C grades who are living in deprived areas; young people in jobs with training; and young people with parents in intermediate occupations
- White British/Irish young people
- young people living in deprivation
- young people involved in personal risk behaviours
- young people with low emotional well-being

References

CLG (2006) *Improving Opportunity, Strengthening Society: One Year On. A Progress Report*. London: Department of Communities and Local Government.

CLG (2007) *Improving Opportunity, Strengthening Society: Two Years On. A Progress Report*. London: Department of Communities and Local Government.

CLG (2008) *The Government's Response to the Commission on Integration and Cohesion*. London: Department of Communities and Local Government.

CLG (2010) *Cohesion Delivery Framework 2010 Overview*. London: Department of Communities and Local Government.

Commission on Integration and Cohesion (2007) *Our Shared Future*.
www.integrationandcohesion.org.uk.

DCSF/CLG (2007) *Guidance on the Duty to Promote Community Cohesion*. London: Department for Children, Schools and Families.

DTZ (2007) *Evidence on Integration and Cohesion*.
<http://www.integrationandcohesion.org.uk/>

Goodhart, D. (2004) *Too diverse?* Prospect, February.

Hetherington, M., Lines, A. and Shuayb, M. (2007) *Community cohesion: rapid evidence review* sponsored by Local Government Analysis and Research 92 (LGAR) Educational Programme published by National Foundation for Educational Research
<http://www.nfer.ac.uk/researchareas/pimsdata/summaries/community-cohesion-rapid-evidence-review.cfm>

Home Office (2001) *Building Cohesive Communities: A Report of the Ministerial Group on Public Order and Community Cohesion*. London: Home Office.

Home Office (2003) *Building a Picture of Community Cohesion. A Guide for Local authorities and Their Partners*. London: Home Office.

Home Office (2004) *Community Cohesion Education Standards for Schools*. London: Home Office.

Home Office (2005) *Improving Opportunity, Strengthening Society: The Government's strategy to increase race equality and community cohesion*. London: Home Office.

Independent Review Team (2001) *Community Cohesion. A Report of the Independent Review Team*, Chaired by Ted Cattle. London: Home Office

Independent Review Team (2004) *The End of Parallel Lives? The Final Report of the Community Cohesion Panel*. London: Home Office.

IpsosMORI (2007) *Public Attitudes Towards Integration and Cohesion*.
<http://www.integrationandcohesion.org.uk/>

John, P., Margetts, H., Rowland, D. and Weir, S. (2005) *The far right in London: A challenge for local democracy?*. York: Joseph Rowntree Reform Trust.

John, P., Margetts, H., Rowland, D. and Weir, S. (2006) *The BNP: The roots of its appeal*. Democratic Audit, Human Rights Centre, University of Essex.

Laurence, J. (2009) The effect of ethnic diversity and community disadvantage on social cohesion: a multi-level analysis of social capital and interethnic relations in UK communities. *European Sociological Review* (advanced access published 9 December).

Laurence, J. and Heath, A. (2008) *Predictors of Community Cohesion: Multi-level Modelling of the 2005 Citizenship Survey*. London: Department of Communities and Local Government.

Letki, N. (2008) Does diversity erode social cohesion? Social capital and race in British neighbourhoods. *Political Studies*, 56, 1, 99-126.

LGA (2004) *Community Cohesion: An Action Guide. Guidance for Local Authorities*. London: Local Government Association.

LGA, Office of the Deputy Prime Minister, Home Office, Commission for Racial Equality (2002) *Guidance on Community Cohesion*. London: Local Government Association

Lloyd, C. (2010) 2008-09 Citizenship Survey. Community Cohesion Topic Report. London: London: Department of Communities and Local Government.

Putnam, R. (2007) E Pluribus Unum: diversity and community in the twenty-first century. The 2006 Johan Skytte Prize Lecture. *Scandinavian Political Studies*, 30, 137-174.

Ratcliffe, P., Newman, I. and Fuller, C. (2008) *Community Cohesion: A Literature and Data Review*. Report commissioned by the Audit Commission. Warwick Business School.

Robinson, D. (2010) New immigrants and migrants in social housing in Britain: discursive themes and lived realities. *Policy and Politics*, 38, 1, p.57-77.

Simmons, J. and Dodds, T. (eds.) (2003). *Crime in England and Wales 2002/2003*. Home Office Statistical Bulletin 7/03. London: Home Office.

Wedlock, E. (2006) *Crime and Cohesive Communities*. Home Office Online Report 19/06. <http://www.homeoffice.gov.uk/rds/pdfs06/rdsolr1906.pdf>

Glossary

ASB – Anti-social behaviour, defined in this report as participating in fighting, vandalism, graffiti and shoplifting

CIC - Commission on Integration and Cohesion

Citizenship Survey - The Citizenship Survey (formerly known as the Home Office Citizenship Survey, or HOCS) has been commissioned every two years since 2001. Approximately 10,000 adults in England and Wales (plus an additional boost sample of 5,000 adults from minority ethnic groups) are asked questions covering a wide range of issues, including race equality, faith, feelings about their community, volunteering and participation
(<http://www.communities.gov.uk/communities/racecohesionfaith/research/citizenshipsurvey/>)

Community cohesion - Guidance issued to schools by DCSF in 2007 described community cohesion as the process of working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Cramers V – See strength of association

CVA – School level Contextual Value Added score (see www.dcsf.gov.uk/performance/tables/pilotks4_05/aboutcva.shtml)

DCLG/CLG - Department of Communities and Local Government

DCSF/DfE – Department for Children, Schools & Families, renamed Department for Education in May 2010 (www.education.gov.uk)

DWP - Department for Work and Pensions

Entropy Index – This is a measure of the level of diversity, say for example, of ethnic diversity. The index score takes into account the number and concentration of groups comprising the measure.

Ethnic Mix – Ethnic mix refers to the mix of children from different ethnic backgrounds in a school and the proportion of children from these different backgrounds within the school population. This is measured in this study using concentrations of four ethnic groups (White, Black, Indian and Pakistani/Bangladeshi). An entropy index is used to capture the concept of ethnic mix within a single variable.

FSM - free school meals are provided to children if their parents are in receipt of certain benefits, including Income Support and Jobseekers Allowance.

GCSE - General Certificate of Secondary Education is the main academic qualification, generally awarded to students aged 14 to 16 years old.

GHQ12 – The 12-item General Health Questionnaire used to measure mental health and wellbeing.

HE (Higher education) - Educational training provided by colleges and universities at undergraduate and postgraduate degree level.

IMD (Index of Multiple Deprivation) - The Index of Multiple Deprivation combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. The Indices are used widely to analyse patterns of deprivation, identify areas that would benefit from special initiatives or programmes and as a tool to determine eligibility for specific funding streams.

Key Stage 3 - School years 7, 8 and 9 (normally the first three years of secondary school where pupils are aged between 11 and 14)

Key Stage 4 – School years 10 and 11 (pupils aged between 14 and 16)

Local Authority District (LAD) –Local administrative unit of government, which relates to the lower tier of government in areas covered by two tiers (where the upper tier will usually be known as the county or shire council and the lower tier as the district, borough or city council) and unitary authorities, which may have adopted any of these names.

Local cohesion - A measure generated for this study, which focuses on the headline question on community cohesion in the LSYPE which asks young people whether "*people from different racial and ethnic and religious backgrounds mix well together*", supplemented by a second local measure, based on responses to a question about whether young people agree or disagree that "*people round where I live usually respect each others' religious differences*".

Longitudinal Study of Young People in England (LSYPE) - A large-scale panel survey, managed by the Department for Education, following thousands of young people across England. Its key role is to identify and improve understanding of the key factors which affect young people's progression from the later years of compulsory education through to further and higher education, training, work, or other outcomes. It is a longitudinal study, in that it interviews the same cohort of young people annually and can track changes in their circumstances, attitudes and other factors. LSYPE began in Spring 2004 with an achieved initial sample of almost 16,000 young people drawn from Year 9 schools rolls (in both maintained and independent sectors) in England. Young people respondents were aged 13-14 years old at the time of first interview. Interviews have taken place annually (in the spring/summer), resulting in a total of six annual interviews or 'waves' up until 2009. For the first four years the young person's parents or guardians were also interviewed. There have been sample boosts for the six major minority ethnic groups, one effect of this is to boost sample numbers of members of non-Christian faiths, in particular Muslims. For further information on LSYPE please see <https://ilsype.gide.net/workspaces/public/wiki/Welcome>

Migration – Movement into a local authority district (LAD) from either within or outside Britain.

National Indicator Set - A set of 198 measures that reflect the Government's national priorities (CLG 2007), and how performance against these priorities should be measured¹³.

NPD – The National Pupil Database (NPD) is a longitudinal database for all children in maintained schools in England, linking pupil/student characteristics to school and college learning aims and attainment. It also holds individual pupil level attainment data for pupils in non-maintained and independent schools who partake in the tests/exams. The NPD holds

¹³ This research report was written before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy

pupil and school characteristics e.g. age, gender, ethnicity, attendance and exclusions (sourced from the School Census for maintained schools only), matched to pupil level attainment data (Early Years Foundation Stage Profile (EYFSP), Key Stage (KS) assessments and external examinations), collected from schools and Local Authorities (LAs) by the Department for Education, the Qualifications and Curriculum Development Agency (QCDA) and awarding bodies. Other data on further education (sourced from the Learning and Skills Council's (LSC) Individualised Learner Record (ILR) and NISVQ awards of key skills and vocational qualifications), higher education (sourced from HESA) and looked after children has also been matched in to NPD.

NS-SEC (National Statistics Socio-Economic Classification) - An occupationally based classification system developed by the Office for National Statistics to refer to the social status of occupations in the household. In LSYPE, when available information from both parents is used (the highest status occupation is selected to represent the household). The groupings used in LSYPE differ slightly from the published ONS classifications, this is to keep classifications broadly comparable across all waves of the study. For more detail on NS-SEC please see www.ons.gov.uk/about-statistics/classifications/current/ns-sec/index.html.

Odds Ratios - Results can be presented as a series of odds ratios. Odds ratios reflect the probability of a person being in one group rather than another after all other factors in the model have been taken into account. Each odds ratio is expressed relative to a reference group. The reference group always has an odds ratio of 1.00. An odds ratio of 2.00 means that a person with a known attribute, is, on average, twice as likely to have low cohesion than a person in the reference group (with a different attribute), after all other factors (such as age and ethnicity) have been taken into account.

ONS – Office for National Statistics (www.ons.gov.uk)

Place Survey - The National Indicator Set launched by Government in April 2008¹⁴ contains a number of indicators which are informed by citizens' views and perspectives. To minimize the number of surveys that local authorities undertake, a number of these indicators are collected through a single Place Survey administered by each local authority. The survey is carried out every two years. For further information on the Place Survey please (see www.audit-commission.gov.uk/localgov/audit/nis/pages/placesurvey.aspx)

Predictors - refers to explanatory variables. The statistical models used in the report capture associations at a single point in time. They are generalisable to the population represented by the LSYPE but are not causal. It should not be concluded that affecting change in an explanatory variable will necessarily result in a measurable change in the outcome.

SEN (Special Educational Needs) - The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Many children will have SEN of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists. In this research SEN is defined as respondents who are identified as having special educational needs within Y9 to Y10.

Social mobility – The fluid or fixed nature of socio-economic groups within a society over the course of family generations. Upward social mobility is when younger members of a

¹⁴ This research report was written before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy

family are in higher status occupations / have more wealth/acquired more cultural capital compared with older members. Downward social mobility is when younger members of a family are in lower status occupations / have less wealth/acquired less cultural capital compared with older members. Static social mobility is when younger members of a family are in similar status occupations / have similar wealth/acquired similar cultural capital compared with older members.

Societal cohesion - a measure generated for this study that was constructed from five variables relating to perceptions of citizenship rights, fairness, belonging and equality within British society.

Statistical association - examining if and how two variables (for example ethnicity and perceptions on cohesion) are statistically related. The type of association is dependent on the nature of the variables under study. Perhaps the most widely known type of statistical association is when both variables are continuous (or ordinal), this is known as correlation. Correlation provides an indication of the extent and direction of association between two variables. For example, a positive correlation between height and weight tells us that on average, taller people are heavier; a negative correlation between temperature and consumption of gas tells us that as temperature increases, consumption of gas decreases. For some variables (nominal data), correlation does not make sense. For example, ethnicity could never be correlated with anything because the phrase 'an increase/decrease in ethnicity' has no meaning. In these cases (which represent the vast majority of variables collected using a questionnaire survey), the term association is used. A statistically significant association tells us that there is evidence that two variables are not independent from one another. In these analyses, association was identified primarily using the Chi-square test of independence (used when both variables are nominal or ordinal). Identifying statistical association is useful in highlighting key influences (on perceptions of cohesion) but is rather limited beyond this. To look closer, strength of association statistics (such as eta and Cramers V) were used.

Statistical significance - the use of the term 'significant' in this report means statistically significant, which relates to a test to see if a 'finding' (such as a statistical association or a difference between means) might have been created just through chance alone. The process is central to the theories of statistical inference used to generalise sample statistics. All tests of statistical significance assume a random sample. The process takes account of random variation (this randomness is introduced through the sampling) in order to see if systematic pattern exists. A test finding is declared as being 'statistically significant' if it is unlikely to be created through chance alone. The most common definition of 'unlikely' is 5% ($p=0.05$). So, if the likelihood of a finding being created through chance alone is 5% or less, it is concluded that it is unlikely to be a 'chance' finding and so reflects something *systematic* in the population from which the sample was (randomly) selected. It should be strongly noted that the common / lay definition of the word 'significance' (meaning important) is very different from the statistical definition. A statistical significant finding may or may not be important. Tests of statistical significance help to inform the essentially qualitative judgement around the level of importance of a specific finding.

Strength of Association - a standardised measure created to provide a clear scale that concisely quantifies how strongly two variables are associated.

Wave - the LSYPE is a longitudinal study and the same young people are interviewed every year. Each annual round of interviews is referred to as a wave.

Appendix 1: A Description of the Explanatory Variables

A1.1 Introduction

This appendix provides detail about the 75 explanatory variables included in the research. Detail is provided about how each variable is measured and the source and time period of the data. Where the measurement of the variable is self-explanatory, no further detail will be given. For variables that have been constructed (or derived) for example by bringing together multiple datasets or variables into a single variable, a brief explanation will be provided about how this has been done.

The variables are grouped below under three general headings according to whether they represent data at:

- the individual level (i.e. relating to the young person or his/her household);
- the school level;
- the local authority district (LAD) level.

Most of the variables are individual level variables, and these are presented under additional sub-headings: demographics; socio-economics; educational experiences; well-being and behaviour; educational perceptions; social, political and cultural perceptions.

A1.2 Individual level variables

A1.2.1 Demographics

Gender

Source: LSYPE; Year: 2004

Measurement: Two categories: Male, Female.

Ethnicity

Source: LSYPE; Year: 2004

Measurement: Six categories: White British/Irish, Indian, Pakistani/Bangladeshi (combined), Black Caribbean, Black African, Mixed/Other (combined)

Age

Source: LSYPE; Year: 2004

Measurement: Month of birth within the academic year

Religion

Source: LSYPE; Year: 2006

Measurement: Six categories: None, Christian (all denominations), Hindu, Muslim, Sikh, another religion

Disability

Source: LSYPE; Year: 2005

Measurement: Two categories: Has disability/long standing illness (combining "has disability and schooling affected" and "has disability but schooling not affected"), No disability/long standing illness

English language ability

Source: LSYPE; Year: 2004

Measurement: Two categories: Fluent, Not fluent

Household composition (no. of parents)

Source: LSYPE; Year: 2006

Measurement: Two categories: 2 parents, 0-1 parents

Whether the young person is born in the UK

Source: LSYPE; Year: 2004

Measurement: Two categories: UK, elsewhere

Geographical region

Source: LSYPE; Year: 2004

Measurement: Nine categories: London, North East, North West, Yorkshire & Humber, East Midlands, West Midlands, East of England, South West, South East

Type of location (urban/rural indicator)

Source: LSYPE; Year: 2008

Measurement: Three categories: Urban (>10k), Town & Fringe, Village, Hamlet or isolated dwelling

A1.2.2 Socio-economics

Main educational / economic activity of young person

Source: LSYPE; Year: 2008

Measurement: The main educational / activity of the young person at age 17-19 (Y13). Five categories: Full-time education, Employment with training, Employment without training, Apprenticeship/training, NEET

Parental social class

Source: LSYPE; Year: 2006

Measurement: The National Statistics Socio-economic Classification (NS-SEC). Five categories: Higher professional/managerial, Lower professional/managerial, Intermediate/supervisory, Semi-routine & routine, LT unemployed

Housing tenure

Source: LSYPE; Year: 2008

Measurement: Three categories: Owned, Rented, Something else

Household income

Source: LSYPE; Year: 2006

Measurement: Eight categories: Up to £10,399; £10,400-15,599; £15,600-20,799; £20,800-25,999; £26,000-31,199; £31,200-41,599; £41,600-51,999; £52,000+

Local area Index of Multiple Deprivation (IMD)

Source: LSYPE; Year: 2006

Measurement: Two categories: Med-high cohesion, low cohesion (mean score for each of these)

Level of crime in the local area

Source: CLG and LSYPE; Year: 2007

Measurement: This is a derived variable. The variable is constructed using the crime

domain score (which forms part of the Index of Multiple Deprivation) for the lower super output area (LSOA) associated with the respondents' school address. The school address from the 2006 (Y11) survey was used, unless this was missing, and then the school address from a previous survey year was used.

A1.2.3 Educational experiences

GCSE attainment

Source: National pupil database

Measurement: Attained 5+ GCSEs (including Maths & Eng) at A*-C: Two categories: Yes, No

Whether young person has a Special Educational Need (SEN)

Source: LSYPE; Year: 2004

Measurement: Three categories: No SEN reported, SEN reported but no statement, SEN with statement

School suspension

Source: LSYPE; Year: 2004-06

Measurement: Three categories: Not excluded/suspended, Temp suspension, Permanent exclusion

Parental education

Source: LSYPE; Year: 2004

Measurement: Six categories: No/other Qualifications, Level 1 or below, GCSE grade A-C or equiv, A level or equiv, HE, HE (Postgraduate)

Frequency of truanting (age 13-16)

Source: LSYPE; Years: 2004-06

Measurement: Draws on responses from years 9-11. Three categories: None reported, occasional truancy, persistent truancy

Parental engagement with education (attendance at parents' evenings)

Source: LSYPE; Years: 2004-06

Measurement: Draws on responses from years 9-11 based on attendance at parents evenings. Two categories: LOW - once or not at all in the 3 years, HIGH - at least 2 of the 3 years

Experience of being bullied (age 13-16)

Source: LSYPE; Years: 2004-06

Measurement: Draws on responses from years 9-11. Four categories: None mentioned, Mentioned in one wave, Mentioned in two waves, Mentioned in all three waves.

Use of private tuition

Source: LSYPE; Years: 2005-06

Measurement: Draws on responses from years 10-11. Two categories: No- Did not pay for private tuition, Yes- In year 10/11 or both

Well-being and behaviour

Emotional well-being (GHQ12)

Source: LSYPE; Year: 2007

Measurement: Three categories: GHQ12 Score=0, 1-3, 4+

Attendance of community centre

Source: LSYPE; Year: 2007

Measurement: Two categories: Not mentioned, Mentioned

Whether young person is a carer

Source: LSYPE; Year: 2008

Measurement: This is a derived variable, based on whether the individual is a parent or has caring responsibilities for other children or adults in the household or family.

Attendance of a youth club/centre

Source: LSYPE; Year: 2007

Measurement: Two categories: Not mentioned, Mentioned

Participation in sport

Source: LSYPE; Year: 2007

Measurement: Two categories: Not mentioned, Mentioned

Personal risk behaviour (smoking, alcohol, cannabis)

Source: LSYPE; Years: 2004-06

Measurement: Draws on responses from years 9-11. Respondents who report no such behaviour during years 9-11 are identified along with three levels of increasing frequency in reporting. Four categories: None reported, Low (1-3 out of 9), Medium (4-6 out of 9), High (7-9 out of 9)

Playing a musical instrument

Source: LSYPE; Year: 2007

Measurement: Two categories: Not mentioned, Mentioned

Anti-social behaviour (fighting, vandalism, graffiti, shoplifting)

Source: LSYPE; Years: 2004-06

Measurement: Draws on responses from years 9-11. Respondents who report no such behaviour during years 9-11 are identified along with three levels of increasing frequency in reporting. Four categories: None reported, Low (1 out of 12), Medium (2-4 out of 12), High (4-12 out of 12)

A1.2.4 Educational perceptions

Young person's perception of teacher quality and discipline

Source: LSYPE; Year: 2004-05

Measurement: Scale: Revolves around perceptions on teacher quality and discipline. Higher values on this factor indicate perceptions that teachers keep order, take action on rule breaking, have clear rules of behaviour, check and mark work, demand hard work and praise good work. Additionally, a variable around how the school is perceived externally from the respondent is included. Based on the following measures:

- The teachers in my school take action when they see anyone breaking school rules
- The teachers at my school make it clear how we should behave
- My teachers can keep order in class

- My teachers make sure we do any homework that is set
- My teachers praise me when I do my school work well
- How often most teachers mark YP's work
- How hard teachers make YP work
- People think my school is a good school

Parental perceptions of the quality of their child's school

Source: LSYPE; Year: 2004

Measurement: Three categories: Bad/Poor, Neutral, Good

Young person's perception of their engagement and enjoyment of school

Source: LSYPE; Year: 2004-05

Measurement: Scale: Revolves around perceptions on how engaging/interesting respondents found school. Higher values on this factor indicate perceptions of high interest and engagement, a desire to attend school, a general 'like' of teachers and personal effort. Constructed from the following original measures:

- I am NOT bored in lessons
- In a lesson, I DONT often count the minutes till it ends
- Most of the time I WANT to go to school
- The work I do in lessons is interesting to me
- I like my teachers
- I work as hard as I can in school

Parental satisfaction with their child's schooling

Source: LSYPE; Year: 2004

Measurement: Two categories: Low/Medium Satisfaction, High Satisfaction

Young person's perception of being happy at school

Source: LSYPE; Year: 2004-05

Measurement: Scale: Revolves around enjoyment / happiness at school. Higher values on this factor indicate perceptions that school is worthwhile, enjoyable and that respondents are happy. Additionally, respondents who report getting good marks for their work are indicated by higher scores. Based on the following original measures:

- School is NOT a waste of time for me
- The work I do in lessons is NOT a waste of time
- School work is worth doing
- On the whole I like being at school
- I am happy when I am at school
- I get good marks for my work

Parental perceived involvement with their child's education

Source: LSYPE; Year: 2004-06

Measurement: Four categories: Not felt involved in any Y9-11, Felt involved in 1 wave/year, Felt involved in 2 waves, Felt involved in all 3 waves

Young person's educational aspirations and expectations for the future

Source: LSYPE; Year: 2008

Measurement: Two categories: Already applied or likely to, Unlikely to apply

Parental educational aspirations and expectations for their child's future

Source: LSYPE; Year: 2008

Measurement: Two categories: Likely, Not likely

A1.2.5 Social, political and cultural perceptions

Young person's satisfaction with local services (shops and buses)

Source: LSYPE; Year: 2008

Measurement: Three categories: Good, OK, Poor

Young person's perception of their relative poverty/wealth

Source: LSYPE; Year: 2007

Measurement: Two categories: Strongly disagree/Disagree, Strongly agree/Agree

Young person's likelihood of voting in the next general election (civic engagement / belonging)

Source: LSYPE; Year: 2008

Measurement: Two categories: Likely, Unlikely

Young person's perception of local area cohesion

Source: LSYPE; Year: 2008

Measurement: Three categories: Highest/most positive, 2, Lowest/most negative

Young person's perception of being proud to be British

Source: LSYPE; Year: 2008

Measurement: Three categories: Highest/most positive, 2, Lowest/most negative

Young person's perception of crime in the local area

Source: LSYPE; Year: 2008

Measurement: Four categories: Lowest perceived crime problem, Med-low perceived crime problem, Med-higher perceived crime problem, Highest perceived crime problem

Perception of how (un)fairly young people are treated by the media and the government

Source: LSYPE; Year: 2008

Measurement: Two categories: Strongly disagree/Disagree, Strongly agree/Agree

Young person's perception of societal cohesion

Source: LSYPE; Year: 2008

Measurement: Five categories: Highest perceived Societal cohesion, 1, 2, 3, Lowest perceived societal cohesion

A1.3 School level variables

For all of the school level variables listed below, data is sourced from the National Pupil Database (NPD) provided by DCSF which was linked in with survey data. Data was used from 2004-2006.

Ethnic mix

Measurement: Ethnic mix was a derived variable. An entropy score (or Theil's H) was calculated based on the proportional concentrations of all the ethnic groups within each school. Higher entropy scores indicate greater ethnic mix. The benefit of an entropy index is that it takes into account of the number and concentration of ethnic groups, to provide a single measure that is more manageable in ongoing analysis. The downside is that the specific detail on the nature of the ethnic mix is lost. In the analysis the entropy scores were categorised into four bands to aid analysis and interpretation of the findings.

School admissions policy

Source: NPD 2004

Measurement: Schools were allocated to one of three groups based on their school admissions policy: Three categories: comprehensive, modern, selective.

Proportion of pupils whose first language is known (or thought to be) other than English

Source: NPD 2006

Measurement: Scale. Percentage measurement denoting proportion of pupils whose first language is known (or thought to be) other than English

Size of school

Source: 2006

Measurement: Four categories: Small (<853), Small-Med (853-1064), Big-Med (1064-1350), Big (>1350)

Pupil teacher ratio

Source: NPD 2006

Measurement: Scale. This is calculated by taking the full-time equivalent (FTE) number of all pupils (where a part-time pupil counts as one half) and dividing it by the number of FTE teachers employed (calculated by looking at the number of hours worked by teachers).

Faith status

Source: NPD 2004

Measurement: Two categories: Faith school, Non-faith school

Percentage of pupils eligible for Free School Meals

Source: NPD 2006

Measurement: This is regarded as a proxy measure for deprivation at the school level.

GCSE attainment

Source: NPD 2006

Measurement: Proportion of pupils attaining five or more GCSEs grades A*-C GCSEs, including Maths and English

Type of school

Source: NPD 2004

Measurement: Three categories: Community, Foundation, Other (City Technology College, Other Independent, Voluntary aided, Voluntary controlled)

Contextual Value Added (CVA) score

Source NPD 2006

Measurement: Scale. A measure of school effectiveness which takes into account prior attainment and external school factors such as level of deprivation and mobility. See http://www.dcsf.gov.uk/performance/tables/pilotks4_05/aboutcva.shtml for more details.

Single sex or mixed school

Source NPD 2004

Measurement: Three categories: Boys school, Girls school, Mixed

A1.4 LAD level variables

Population size

Source: ONS; Year: June 2007.

Measurement: Mid-year population estimates based on the 2001 Census.

Ethnic mix

Source: ONS; Year: June 2007.

Measurement: Ethnic mix was a derived variable. Based on mid-year resident population estimates for 21 ethnic groups (based on census classifications), an entropy score (or Theil's H) was calculated based on the proportional concentrations of all the ethnic groups in each of the LADs. Higher entropy scores indicate greater ethnic mix. The benefit of an entropy index is that it takes into account of the number and concentration of ethnic groups, to provide a single measure that is more manageable in ongoing analysis. The downside is that the specific detail on the nature of the ethnic mix is lost. In the analysis the entropy scores were categorised into four bands to aid analysis and interpretation of the findings.

Deprivation

Source: CLG; Year: 2007

Measurement: Index of Multiple Deprivation (IMD) scores, which are constructed from indices for each of the following domains: income; employment; health deprivation and disability; education skills and training; barriers to housing and services; crime; and the living environment.

GCSE attainment

Source: DfE; Year: 2007

Measurement: The proportion of pupils in the LAD, by pupil residence, gaining 5 or more GCSEs grades A*-C including Maths and English.

Proportion in the LAD who got highest preference secondary school

Source: DfE; Year: 2008

Measurement:

Crimes rates per 10K population (against the person)

Source: Home Office; Year: 2008/9

Measurement: This is a derived variable. Recorded notifiable offences for a number of crime types (violence against the person; wounding; or other act endangering life; other wounding; harassment including penalty notices for disorder; common assault; robbery; and theft from the person) were summed together, and divided by the 2007 ONS mid-year population estimates.

Crimes rates per 10K population (against property)

Source: Home Office; Year: 2008/9

Measurement: This is a derived variable. Recorded notifiable offences for a number of crime types (criminal damage including arson; burglary in a dwelling; burglary other than a dwelling; theft of a motor vehicle; and theft from a motor vehicle) were summed together, and divided by the 2007 ONS mid-year population estimates.

International migration into the LAD

Source: ONS; Year: 2007/8

Measurement: Net levels of international migration were calculated from in and out estimates based on responses to the International Passenger Survey (IPS)

National migration into the LAD

Source: ONS; Year: 2007/8

Measurement: Net levels of national (or internal) migration were calculated from in and out estimates based on Health Authority patient registers.

Proportion who feel they belong to their immediate neighbourhood

Source: CLG; Year: 2008/9

Measurement: Based on aggregated responses to the Place Survey.

Proportion who agree that they can influence decisions in their local area

Source: CLG; Year: 2008/9

Measurement: Based on aggregated responses to the 2008/9 Place Survey.

Proportion who are satisfied with their local area as a place to live

Source: CLG; Year: 2008/9

Measurement: Based on aggregated responses to the 2008/9 Place Survey.

Overall satisfaction with the Council

Source: CLG; Year: 2008/9

Measurement: Based on aggregated responses to the 2008/9 Place Survey.

Satisfaction with local Council services

Source: CLG; Year: 2008/9

Measurement: Based on aggregated responses to the 2008/9 Place Survey.

Satisfaction with local transport services

Source: CLG; Year: 2008/9

Measurement: Based on aggregated responses to the 2008/9 Place Survey.

Satisfaction with local leisure services

Source: CLG; Year: 2008/9

Measurement: Based on aggregated responses to the 2008/9 Place Survey.

Appendix 2: Relationships between Explanatory Variables and Community Cohesion Outcome Measures

Table A2.1: Relationships between low cohesion and demographic explanatory factors (categorical variables)

		% of respondents with low cohesion	
		Local	Societal
All Respondents		13.0%	12.6%
Ethnicity	White British/Irish	13.8%	13.3%
	Indian	6.6%	4.0%
	Pakistani/Bangladeshi	5.6%	4.7%
	Black Caribbean	5.8%	21.4%
	Black African	7.4%	7.4%
	Mixed / Other	12.7%	10.9%
Religion	None	15.5%	14.1%
	Christian (all denominations)	11.4%	12.2%
	Hindu	8.5%	4.9%
	Muslim	7.8%	5.3%
	Sikh	9.7%	5.2%
	Another religion	18.3%	15.5%
English language ability	Fluent	13.2%	12.9%
	Not fluent	6.7%	3.2%
Whether born in the UK	Born in the UK	13.3%	13.0%
	Not born in the UK	8.9%	5.6%
Gender	Male	12.4%	12.6%
	Female	13.6%	12.7%
Age	Sept 89 (Oldest)	14.6%	10.5%
	Oct 89	14.6%	15.7%
	Nov 89	11.9%	13.6%
	Dec 89	11.0%	11.4%
	Jan 90	12.8%	11.9%
	Feb 90	13.0%	11.9%
	Mar 90	14.2%	12.8%
	Apr 90	14.6%	12.5%
	May 90	12.2%	11.5%
	Jun 90	12.0%	12.6%
	Jul 90	11.5%	13.1%
Aug 90 (Youngest)	14.4%	13.4%	
Disability	Disability	14.4%	13.9%
	No disability	12.8%	12.4%
Household composition (no. of parents)	2 parents	11.9%	12.0%
	Less than 2 parents	16.8%	14.8%
Geographical region	London	11.2%	11.2%
	North East	17.5%	13.5%
	North West	13.0%	12.7%
	Yorkshire & Humber	19.6%	13.0%
	East Midlands	13.6%	13.8%
	West Midlands	13.6%	11.6%
	East of England	10.3%	14.0%
	South West	11.3%	12.6%
	South East	10.5%	11.6%
Type of Location	Urban (>10k pop)	13.9%	12.8%
	Town & fringe	9.6%	11.3%
	Village, hamlet or isolated dwelling	8.5%	12.2%

Table A2.2: Relationships between low cohesion and socio-economic explanatory factors (categorical variables)

		% of respondents with low cohesion	
		Local	Societal
All Respondents		13.0%	12.6%
Main educational/economic activity of young person	Full-time education	10.9%	10.0%
	Employment with training	15.3%	18.5%
	Employment without training	14.3%	15.7%
	Apprenticeship / training	15.1%	13.1%
	NEET	21.2%	21.6%
Parental Social Class	Higher Professional/ Managerial	7.0%	9.7%
	Lower Professional / Managerial	10.7%	11.4%
	Intermediate / Supervisory	15.4%	14.4%
	Semi-Routine & Routine	16.1%	14.7%
	LT Unemployed	17.1%	13.3%
Household Income	Up to £10,399	17.4%	15.8%
	£10,400-15,599	16.2%	11.7%
	£15,600-20,799	16.4%	12.6%
	£20,800-25,999	12.7%	12.8%
	£26,000-31,199	13.3%	13.1%
	£31,200-41,599	12.9%	13.4%
	£41,600-51,999	9.1%	12.0%
£52,000+	7.8%	10.0%	
Housing Tenure	Owned	11.0%	11.3%
	Rented	18.7%	16.0%
	Something Else	13.8%	13.6%

Table A2.3: Relationship between individual level deprivation and local and societal cohesion

		Mean of the explanatory variable for each of the outcome variables	
		Local Cohesion	Societal Cohesion
Local area Index of Multiple Deprivation (IMD)*	Med-high cohesion	21.1	21.8
	Low cohesion	28.8	23.6
Local area reported crime incidents	Med-high cohesion	-0.04	-0.01
	Low cohesion	0.26	0.08

* scores increase as level of deprivation increases

Table A2.4: Relationships between low cohesion and educational experience explanatory factors (categorical variables)

		% of respondents with low cohesion	
		Local Cohesion	Societal Cohesion
All Respondents		13.0%	12.6%
GCSE attainment	No	14.5%	15.1%
	Yes	11.0%	9.9%
Suspension / Exclusion from School (Derived)	Not excluded / suspended	11.7%	11.4%
	Temp suspension / Permanent Exclusion	19.4%	21.1%
Frequency of truanting	None reported	9.8%	10.2%
	Occasional truancy	17.3%	14.5%
	Persistent truancy	21.9%	27.2%
Experience of being bullied (age 13-16)	None Mentioned	9.2%	8.1%
	Mentioned in one wave	12.1%	11.7%
	Mentioned in two waves	15.7%	14.8%
	Mentioned in all 3 waves	17.3%	18.2%
Whether young person has a Special Educational Need (SEN)	No SEN reported	12.9%	12.0%
	SEN reported but no statement	13.5%	15.3%
	SEN with statement	9.7%	22.2%
Parental Education	No / other Qualifications	13.9%	10.1%
	Level 1 or below	20.0%	16.1%
	GCSE grade A-C or equiv	14.9%	13.1%
	A level or equiv	13.4%	14.3%
	HE	9.8%	12.3%
Parental engagement with education	HE (Postgraduate)	7.3%	8.2%
	LOW - once or not at all in the 3 years	19.4%	18.1%
Parental engagement with education	HIGH - at least 2 of the 3 years	12.0%	12.0%
	NO - Did not pay for Private Tuition	14.1%	13.2%
Use of private tuition	YES - in Y10 or 11 or both	8.2%	10.2%

Table A2.5: Relationships between low cohesion and well-being and behaviour explanatory factors (categorical variables)

		% of respondents with low cohesion	
		Local	Societal
All Respondents		13.0%	12.6%
Emotional well-being (GHQ12)	GHQ12 Score=0	10.1%	10.4%
	1-3	12.8%	12.7%
	4+	18.6%	16.0%
Personal Risk Behaviour (smoking, alcohol, cannabis)	None reported	7.5%	8.3%
	Low (1-3 out of 9)	11.7%	11.0%
	Medium (4-6 out of 9)	16.4%	14.7%
	High (7-9 out of 9)	19.7%	21.2%
Anti-Social Behaviour (fighting, vandalism, graffiti, shoplifting)	None reported	10.0%	10.2%
	Low (1 out of 12)	13.7%	9.4%
	Medium (2-4 out of 12)	17.9%	17.9%
	High (4-12 out of 12)	23.1%	25.1%
Whether YP is a Carer	No	12.5%	12.1%
	Yes	14.5%	13.9%
Participation in Sport	Not Mentioned	15.1%	13.3%
	Mentioned	10.9%	11.9%
Playing a musical instrument	Not Mentioned	13.6%	12.4%
	Mentioned	10.9%	13.7%
Attendance of community centre	Not Mentioned	13.0%	12.6%
	Mentioned	13.9%	13.3%
Attended Youth Club / Centre	Not Mentioned	13.2%	12.6%
	Mentioned	12.3%	13.2%

Table A2.6: Relationships between low cohesion and educational perception explanatory factors (categorical variables)

		% of respondents with low cohesion	
		Local Cohesion	Societal Cohesion
All Respondents		13.0%	12.6%
Young person's educational aspirations and expectations for	Already Applied or Likely	11.0%	9.9%
	Unlikely to	15.7%	16.1%
Parental educational aspirations and expectations for their child's	Not likely	15.7%	14.9%
	Likely	11.5%	11.3%
Parental perceptions of the quality of their child's school	Bad/Poor	26.0%	20.4%
	Neutral	11.8%	15.9%
	Good	12.5%	12.0%
Parental satisfaction with their child's schooling	Low/Medium Satisfaction	16.8%	16.2%
	High	11.1%	10.9%
Parental perceived involvement with their child's education	not felt involved in any	15.6%	14.2%
	felt Involved in 1 wave /	13.2%	13.4%
	felt Involved in 2 waves	12.6%	13.1%
	felt Involved in all 3 waves	12.6%	12.1%

Table A2.7: Relationships between low cohesion and educational perception explanatory factors (scale variables)

		Mean of the explanatory variable for each of the outcome variables	
		Local Cohesion	Societal Cohesion
Young person's perception of teacher quality and discipline	Med-high cohesion	0.06	0.04
	Low cohesion	-0.32	-0.12
Young person's perception of their engagement and enjoyment of school	Med-high cohesion	0.05	0.07
	Low cohesion	-0.25	-0.23
Young person's perception of being happy at school	Med-high cohesion	0.05	0.07
	Low cohesion	-0.28	-0.18

Table A2.8: Relationships between low cohesion and social, political & cultural perceptions explanatory factors (categorical variables)

		% of respondents with low cohesion	
		Local Cohesion	Societal Cohesion
All Respondents		13.0%	12.6%
Young person's perception of local area cohesion	Highest / most positive	-	7.4%
	Medium	-	13.5%
	Lowest / most negative	-	30.5%
Young person's perception of societal cohesion	Highest perceived cohesion	4.2%	-
	1	7.6%	-
	2	12.4%	-
	3	19.9%	-
	Lowest perceived cohesion	33.9%	-
Young person's perception of crime in the local area	Lowest perceived crime problem	4.5%	9.3%
	Med-Low	15.0%	12.4%
	Med-High	31.4%	20.6%
	Highest perceived crime problem	54.5%	27.2%
Young person's satisfaction with local services	Good	10.5%	10.5%
	OK	15.0%	14.1%
	Poor	20.5%	17.9%
Young person's perception of their relative	Strongly Disagree / Disagree	17.9%	16.5%
	Agree / Strongly Agree	10.6%	10.5%
Young person's likelihood of voting in the next general	Unlikely (0-4 / 10)	16.3%	18.2%
	Likely	11.7%	10.5%
Young person's perception of being proud to be British	Strongly Disagree / Disagree	14.8%	16.4%
	Agree / Strongly Agree	12.1%	10.8%
Perception of how (un)fairly young people are treated by the media and government	Strongly Disagree / Disagree	12.3%	10.5%
	Agree / Strongly Agree	14.1%	15.0%

Table A2.9: Relationships between low cohesion and school level explanatory factors (categorical variables)

		% of respondents with low cohesion	
		Local Cohesion	Societal Cohesion
All Respondents		13.0%	12.6%
Ethnic mix	Low School Ethnic Mix	12.5%	13.4%
	Mid-Low School Ethnic Mix	12.0%	12.4%
	Mid-High School Ethnic Mix	16.5%	13.6%
	High School Ethnic Mix	13.1%	11.2%
Faith status	Not a Faith School	13.6%	12.9%
	Faith School	11.5%	12.1%
School admissions policy	Comp	13.4%	13.0%
	Modern	16.4%	14.0%
	Selective	12.6%	7.9%
Type of school	Community	14.2%	13.1%
	Foundation	11.6%	12.6%
	Other	11.2%	11.3%
Single sex or mixed school	Boys School	8.4%	8.8%
	Girls School	9.2%	7.2%
	Mixed	13.5%	13.1%
Size of school (no. pupils)	Small (<853)	13.2%	12.4%
	Small-Med (853-1064)	13.2%	12.1%
	Big-Med (1064-1350)	13.1%	12.9%
	Big (>1350)	12.5%	12.2%

Table A2.10: Relationships between low cohesion and school level explanatory factors (scale variables)

		Mean of the explanatory variable for each of the outcome variables	
		Local Cohesion	Societal Cohesion
Proportion of pupils whose first language is known (or thought to be) other than English	Med-high cohesion	9.76	9.44
	Low cohesion	9.54	7.67
Pupil teacher ratio	Med-high cohesion	16.09	16.11
	Low cohesion	16.24	16.36
Percentage of pupils eligible for Free School Meals (FSM)	Med-high cohesion	12.97	13.06
	Low cohesion	15.85	13.42
GCSE attainment	Med-high cohesion	48.94	48.63
	Low cohesion	41.64	45.68
Contextual Value Added (CVA) score	Med-high cohesion	1000.62	1000.35
	Low cohesion	996.56	999.05

Table A2.11: Relationships between low cohesion and LAD level explanatory factors (categorical variables)

		% of respondents with low cohesion	
		Local Cohesion	Societal Cohesion
All Respondents		13.0%	12.6%
Ethnic Mix	Low ethnic population mix	12.5%	13.7%
	Mid-Low ethnic population mix	12.0%	12.1%
	Mid-High ethnic population mix	15.7%	12.0%
	High ethnic population mix	12.2%	11.5%

Table A2.12: Relationships between low cohesion and LAD level explanatory factors (scale variables)

		Mean of the explanatory variable for each of the outcome variables	
		Local Cohesion	Societal Cohesion
Population Size	Med-high cohesion	220,242	221,908
	Low cohesion	240,806	220,321
Deprivation	Med-high cohesion	21.4	21.7
	Low cohesion	24.1	21.7
Proportion in the LAD who got the highest preference secondary school	Med-high cohesion	81.9	82.1
	Low cohesion	82.4	82.6
GCSE attainment	Med-high cohesion	48.9	48.7
	Low cohesion	46.5	48.3
Personal crime rate (per 10K population)	Med-high cohesion	333.8	334.4
	Low cohesion	353.6	331.4
Property crime rate (per 10K population)	Med-high cohesion	373.1	375.8
	Low cohesion	410.4	376.7
International migration into the LAD	Med-high cohesion	9,242	9,192
	Low cohesion	9,410	8,985
National migration into the LAD	Med-high cohesion	1,968	1,933
	Low cohesion	1,927	1,804
Place Survey (2008/09)...			
Proportion who feel they belong to their immediate neighbourhood	Med-high cohesion	58.5	58.5
	Low cohesion	57.8	58.7
Proportion who agree that they can influence decisions in their local area	Med-high cohesion	28.9	28.7
	Low cohesion	28.1	28.4
Proportion who are satisfied with their local area as a place to live	Med-high cohesion	79.7	79.5
	Low cohesion	77.4	79.4
...% very/fairly satisfied with how local council runs things (Place Survey 2008/9)	Med-high cohesion	44.6	44.5
	Low cohesion	42.9	44.3
Satisfaction with local council services	Med-high cohesion	68.3	68.2
	Low cohesion	67.4	68.4
Satisfaction with local transport services	Med-high cohesion	50.9	50.9
	Low cohesion	51.9	50.7
Satisfaction with local leisure services	Med-high cohesion	53.0	52.9
	Low cohesion	52.4	52.9

Table A2.13: Strength of association between categorical individual level explanatory variables local and societal cohesion (Cramers V values)

		Local cohesion	Societal cohesion
		Cramers V	Cramers V
Demographics	Ethnicity	0.066	0.074
	Religion	0.077	0.072
	English language ability	0.032	0.046
	Whether the young person is born in the UK	0.028	0.047
	Gender	ns	ns
	Age	ns	ns
	Disability	ns	ns
	Household composition (no. of parents)	0.062	0.036
	Geographical region	0.085	ns
Type of location (urban/rural indicator)	0.054	ns	
Socio-economics	Main educational/economic activity of young person	0.091	0.118
	Parental social class	0.103	0.054
	Household income	0.100	0.049
	Housing tenure	0.100	0.062
Educational experiences	GCSE attainment	0.052	0.080
	School suspension	0.084	0.104
	Frequency of truanting (age 13-16)	0.121	0.122
	Experience of being bullied (age 13-16)	0.092	0.109
	Whether the young person has a Special Educational Need (SEN)	ns	0.050
	Parental Education	0.089	0.057
	Parental engagement with education (attendance at parents' evenings)	0.070	0.059
	Use of private tuition	0.068	0.035
Well-being and behaviour	Emotional well-being	0.097	0.065
	Personal risk behaviour (smoking, alcohol, cannabis)	0.110	0.112
	Anti-Social Behaviour (fighting, vandalism, graffiti, shoplifting)	0.123	0.140
	Whether young person is a carer	0.027	0.024
	Participation in sport	0.062	ns
	Playing a musical instrument	0.031	ns
	Attendance of a community centre	ns	ns
Attendance of a youth club/centre	ns	ns	
Educational perceptions	Young person's educational aspirations and expectations for the future	0.07	0.09
	Parental educational aspirations and expectations for their child's future	0.06	0.05
	Parental perceptions of the quality of their child's school	0.08	0.06
	Parental satisfaction with their child's schooling	0.08	0.08
	Parental perceived involvement with their child's education	ns	ns
Social, political & cultural perceptions	Young person's perception of local area cohesion	1.000	0.239
	Young person's perception of societal cohesion	0.275	1.000
	Young person's perception of crime in the local area	0.393	0.150
	Young person's satisfaction with local services	0.101	0.077
	Young person's perception of their relative of poverty/wealth	0.102	0.085
	Young person's likelihood of voting in the next general election (civic engagement/belonging)	0.062	0.103
	Whether young person is proud to be British	0.036	0.077
	Perception of how (un)fairly young people are treated in the media and government	0.025	0.067

Table A2.14 Strength of association between categorical school and LAD level explanatory variables and local and societal cohesion (Cramers V values)

		Local cohesion	Societal cohesion
		Cramers V	Cramers V
School level variables	Ethnic Mix	0.048	ns
	Faith Status	0.023	ns
	School admissions policy	ns	0.033
	Type of school	0.041	ns
	Single Sex or mixed school	0.043	0.050
	Size of school	ns	ns
LAD level variables	Ethnic Mix	0.043	ns

Table A2.15 Strength of association with scale explanatory variables (at all three levels) and local and societal cohesion (eta values)

		Local Cohesion	Societal Cohesion
		eta	eta
Individual level variables	Young person's perception of teacher quality and discipline	0.130	0.058
	Young person's perception of their engagement and enjoyment of school	0.099	0.103
	Young person's perception of being happy at school	0.108	0.086
	Local deprivation (IMD)	0.159	0.036
	Level of crime in the local area	0.124	0.037
School level variables	% pupils whose first language other than English	ns	0.034
	Pupil teacher ratio	ns	0.033
	% of pupils eligible for Free School meals	0.075	ns
	GCSE attainment	0.110	0.044
	Contextual Value Added (CVA) score	0.087	0.028
LAD level variables	Population Size	0.042	ns
	Deprivation	0.094	ns
	Proportion in the LAD who got highest preference secondary school	ns	ns
	GCSE attainment	0.102	ns
	Crime rates per 10K population (against the person)	0.047	ns
	Crime rates per 10K population (against property)	0.104	ns
	International migration into the LAD	ns	ns
	National migration into LAD	ns	ns
	Proportion who feel they belong to their immediate neighbourhood	0.036	ns
	Proportion who agree that they can influence decisions in their local area	0.061	0.024
	Proportion who are satisfied with their local area as a place to live	0.105	ns
	Overall satisfaction with the council	0.079	ns
	Satisfaction with local Council service	0.055	ns
	Satisfaction with local transport services	0.036	ns
	Satisfaction with local leisure services	0.030	ns

Appendix 3: Modelling

A3.1 Introduction

This section provides a brief outline of the analytical techniques used to explore the main factors associated with low local and societal cohesion among young people in England.

Analysis drew predominantly on survey data from the Longitudinal Survey of Young People (LSYPE) in England (including surveys of young people, the household, and the young person's main parent/carer) across five years to explore the associations between individual level factors (relating to the young person) and low local and societal cohesion. A total of 48 individual level variables were created/selected.

Other datasets were brought into the analysis to explore the influence of school and local authority district (LAD) level factors. School level data were sourced from DfE administrative data (e.g. on educational attainment) and the National Pupil Database (NPD), and were linked to the LSYPE data. Although some young respondents in the LSYPE had attended a number of schools, the reference point was the school attended at key stage 4; and where this was missing, Key Stage 3.

The LAD data came from a range of administrative sources (DfE; Department of Communities and Local Government; Department for Work and Pensions; Office of National Statistics; and the Home Office) and surveys (the Place Survey). The final selection of school level and LAD level variables used in the analysis are listed in Chapter 2. The LAD variables were again linked into the LSYPE dataset, using the unique school identifiers. Each school was assigned an ONS Unitary Local Authority District (ULAD) code based on the school postcode. These ULAD codes were matched with DfE Local Education Area (LA) codes, which were subsequently matched to the unique school identifiers.

Two types of analyses¹⁵ have been undertaken and form the basis of this report:

1. Descriptive analyses:
 - Looking at the distributions of all variables selected for the analysis.
 - Looking for two-way relationships between variables, particularly to identify those that are strongly associated.
2. Statistical modelling was used to identify the key influences on cohesion whilst controlling for (or holding constant) other influences; the approach to the modelling analysis is set out in section 3.2 below; this included
 - Looking at how helpful the individual level variables (i.e. those relating to the young person, including their household and local area) are in predicting the likelihood of a young person having low cohesion, using logistic regression techniques.
 - Exploring if school and LAD level variables are also helpful in predicting low cohesion among young people, using multi-level logistic regression techniques.

¹⁵ All analyses are weighted to take account of non-response and to account for the boosted sample sizes relating to ethnicity and religion.

The descriptive analyses set the scene by examining the nature of the explanatory variables, how they relate to the outcome variables and how they inter-relate to other explanatory variables.

Before discussing the findings, the next two sections outline the modelling approach adopted and highlight some key things that need to be born in mind when interpreting the statistical models.

A3.2 Modelling approach

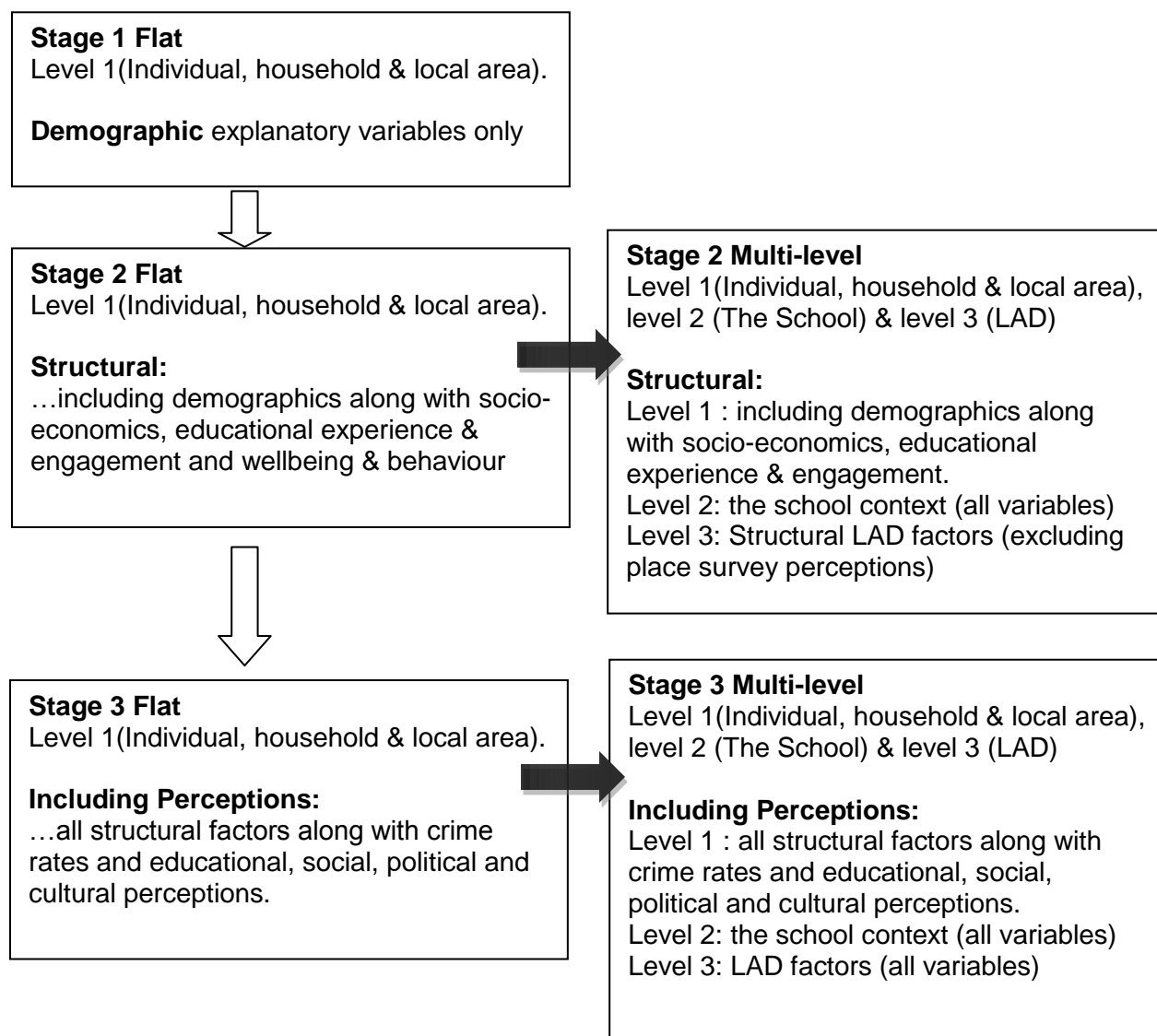
The aim of the statistical modelling was to identify the main influences on local and societal cohesion among young people, in the simplest way, but in a way that also explains the maximum amount of variation between young people. Based on the assumption that the factors associated with local cohesion may be different to the factors associated with societal cohesion, the analysis was undertaken for each of these cohesion outcomes separately.

The use of statistical modelling acknowledges that factors do not act in isolation from one another in their association with perceptions of cohesion. Descriptive statistics can highlight the proportion of young people that perceive low cohesion and the characteristics of these young people. But these descriptive analyses do not take account (or control) for all other factors that might influence perceptions on cohesion. For example, in Appendix 2, Table A2.1 it can be seen that perceptions on cohesion (local area and societal) are significantly associated with ethnic group. However, wide socio-economic differences across ethnic groups are evident. Therefore, in the descriptive analyses, it is unclear whether it is ethnic group that is influencing perceptions on cohesion or whether the differences across ethnic groups are actually indirectly due to socio-economics. The models take account of inter-relationships between explanatory variables so that the influence of ethnic group above and beyond what is accounted for by differing socio-economic (or other) circumstances can be viewed.

Multi-level modelling acknowledges that individual level factors (characteristics of the young people) do not act in isolation from factors at other levels, such as the school or the local authority area in which the young person lives. A multi-level model assesses the relationships between levels. By including school and LAD level variables in the same model as the individual level variables, the analysis can control for them (hold constant any effect they are having on individual level variables) to identify the most important influences on cohesion. For example, young people's experiences of being bullied (at the individual level) may be strongly linked to the schools they attend; and a multi-level model can identify and adjust for this relationship to explore how much of the variation in cohesion is explained by each of these factors.

In the current work statistical models have been built up in stages; as shown diagrammatically in figure A3.1 and discussed in more detail in this section. This staging framework: enables checks for robustness (consistency) of relationships; provides greater understanding on relationships and how they might work; and allows assessment of the 'model' with more fixed and static variables before variables that are more fluid and dynamic are included.

Figure A3.1: The approach to modelling (perceptions on) cohesion



A3.2.1 The 'Flat' models

The initial modelling analysis involved exploration of solely individual level (level 1) factors to explain variation in both local and societal cohesion outcomes. This is represented by the three boxes on the left of Figure A3.1. Influences at either the school (level 2) or local authority (level 3) level were not included. These models, where only one level is explored, are termed here as the flat models. The level 1 flat models were built up in three stages:

- Stage 1 – only demographic variables were explored as explanatory variables
- Stage 2 – in addition to stage 1 variables; socio-economic, educational experience & engagement and the mental health & behaviour variables are also explored
- Stage 3 – in addition to stage 2 variables; educational perceptions, crime score and other social, political and cultural perceptions are also explored

The **stage 1 flat models** identify a selection of demographic variables which together statistically account for the greatest proportion of variation in the outcome across young

people. The model itself can be seen as disentangling the key demographic influences¹⁶ (on perceptions of cohesion) from one another. This is because, unlike the descriptive analyses, the model reveals statistically significant associations across one demographic whilst controlling for other (significant) demographic influences. The influence of ethnic group, for example, has controlled for religion (and similarly, the influence of religion has controlled for ethnic group).

It should be noted that the stage 1 model is to a large extent blind to the potential influences of socio-economic and other factors but whilst incomplete, the stage 1 models provide a useful starting/reference point. It provides a view on how perceptions on cohesion may appear before taking other, less visible and more dynamic factors into account.

The **stage 2 flat models** are structural models because they represent the point at which all of the static / stable influences (such as personal characteristics and experiences) are taken into account. . The comparison of these stage 2 models with the stage 1 models provides insight into how demographic influences (on local and societal cohesion) might be linked to socio-economic factors (or educational, wellbeing or behaviour factors). They do not include more fluid (or dynamic) influences (such as attitudes and perception) on cohesion.

The **stage 3 flat models** include perceptions on crime in the local area, local crime rates, and young people's views on the (un)fair treatment of young people, their relative wealth/poverty, and being British. The stage 3 models help to explore the hypothesis that perceptions of cohesion are a product of individual characteristics, experience, *and* perceptions of other social phenomena.

A3.2.2 The Multilevel Models

Following on from the flat models, the next set of models allowed for influences on cohesion at both the school and LAD levels. These multilevel models are illustrated by the two boxes on the right of Figure A3.1. This acknowledges that the characteristics of young people within the same schools and within the same Local authorities are likely to be related; and that the influence at each of these levels will affect how they perceive cohesion both locally and nationally. For each outcome, local and societal cohesion, two multi-level models were constructed:

- **Stage 2 multilevel** which included variables found to be significant in the stage 2 flat models along with all of the school level variables and the structural LAD variables (i.e. all except the place survey perception measures)
- **Stage 3 multilevel** which included all variables found to be significant in the stage 3 flat models along with all of the school level and LAD level variables.

To summarise, this research examines five separate models for each of the local and societal cohesion outcome measures:

- Flat, Stage 1, Level 1: demographic factors (of perception on cohesion)
- Flat, Stage 2, Level 1: demographic, socio-economic, educational, health & behaviour
- Flat, Stage 3, Level 1: perception / attitudinal factors of perception on cohesion
- Multi-level, Stage 2, Levels 1-3: demographic, socio-economic, educational, health & behaviour factors
- Multi-level, Stage 3, Levels 1-3: perception / attitudinal factors

¹⁶The word 'Influences' is not meant to refer to any causal link here, it is used for brevity. Here, 'influence' refers to a hypothesised association between the cohesion outcome variables and each of the 10 demographic level 1 variables.

This staged approach to modelling provided a useful structure that helped to manage the large number of explanatory variables tested. In reality, the findings from the two multilevel analyses will be focused on in the discussion in Chapter 4 (local cohesion) and 5 (societal cohesion). These identify key structural influences on cohesion before (stage 2) and after (stage 3) variations in other perceptions are taken into account. Additionally, the inter-relationship between perceptions around cohesion and other educational, social, political and cultural perceptions and attitudes can be viewed (stage 3).

The findings from the structural (stage 2) models are particularly important, primarily *because* perception factors are more changeable, but also because they can be less visible, and because they are less visible they are perhaps more difficult to target by initiatives to affect levels of community cohesion.

A3.3 Important Considerations

The LSYPE represents the largest and most reliable source of quantitative data on young people in England today. No other data set collects detail from young people and their household over a period of time (six contacts or ‘waves’ up until 2009) from the age 13-15 using sampling techniques that allow the statistics to be generalised to all of the cohort of young people in England. Further, the use of official records (e.g. GCSE attainment) serves as an additional boost to reliability.

Whilst the LSYPE is the best (most reliable and valid) source of data on young people in England, this does not mean that it is perfect. There are four important considerations that need to be taken into consideration when reading the statistical findings within this report.

- the ability to imply causality
- the direction of influence
- the use of perception outcome variables
- and missing responses

Statistical modelling focuses on strength of association and identifying variables that account for a statistically significant amount of variation in an outcome. These **models are not causal**; they provide a perspective on how perceptions of cohesion manifest across a cohort of young people in England at and so care should be taken when interpreting the coefficients. They should be seen as a step towards understanding how perceptions of cohesion (local and societal) vary along demographic, socio-economic, educational and behaviour lines; and how they are associated with other perceptions. The factors identified in the analysis as being significantly associated with low cohesion can help predict the likelihood that a young person has low cohesion, but this does not mean these factors are the *reason* the young person may have low cohesion. Cohesion and the significant explanatory factors may in fact be caused by other factors that are not included in the analysis.

Caution is required assessing the **direction of influence**; this is of particular importance when considering the stage 3 (perception) models. The statistical models used are unable to identify the direction of the influence. For example, they cannot distinguish between whether concern about crime in the local area results in increased negativity around cohesion or vice versa (whether increasing negativity around cohesion results in increasing concern about crime). For many of the variables at stage 1 and 2, as described in the preceding section, the direction of influence can be thought of as being more intuitive e.g. religion is likely to influence perceptions of cohesion rather than vice versa. However for those variables that are brought in at stage 3 there is a greater degree of ambiguity

especially as many of these are also perception variables. The staged approach used for this research helps to illuminate this. Ultimately, one must be aware that affecting change in one of the explanatory perceptions may not result in a predictable change in perceptions of cohesion.

As the cohesion **outcome variables are perceptual**, further caution is needed. It is less easy to quantify the fluid and dynamic nature of perceptions compared with, say, more static variables such as demographic characteristics, experiences, and, to some extent, behaviour. It is worth noting that the analysis relates to the perceptions of a specific cohort (born between 1st September 1989 and 31st August 1990) at a specific point in time (between June and October 2008 when they would be aged between 17 and 19 years old). One cannot be absolutely sure that a different cohort, or even the same cohort at a different point in time, would have reported different perceptions of cohesion.

The proportion of **missing responses** was identified as an issue early on in the research. In particular, the questions used to create both the local and the societal cohesion outcomes had a relatively high proportion of missing responses. The missing responses can largely be attributed to a high proportion of 'don't know' responses (defined as missing values in the original LSYPE data file). This meant that 18 per cent of responses (1,817) were missing for the local cohesion measure, and 16 per cent (1,673) missing for the societal cohesion measure. Including the 'don't knows' as a valid response in the analysis notably reduces the proportion of missing data, to less than 1 per cent for each of the outcome measures. However, doing this raises its own issues.

The first approach, setting the 'don't knows' to missing, captures perceptions of low cohesion amongst respondents who felt able to provide an opinion via the LSYPE questionnaire items. The second approach captures perceptions of low cohesion amongst all respondents and assumes that respondents who were not able to provide an opinion via the LSYPE items do not have low/negative perceptions of cohesion. In this analysis there was not the option to keep the 'don't knows' as a distinct and separate response, because the nature of binary logistic regression requires a binary response (e.g. low cohesion vs. not low cohesion). The first approach assumes less, but produces the biggest problem in terms of compounding missing values, which reduces the dataset and risks biased estimates in the research. The second approach reduces the problem of missing values but makes an additional assumption. Both approaches were tried, and little to no fundamental differences were found between the findings. The findings reported later in this report relate to the first approach, which was preferred because fewer assumptions about the data were being made.

Finally, analysis explored patterns of missing values across the 75 explanatory variables in a bid to search for any systematic bias. The findings were that, in the main, little to no evidence of statistically significant differences in missing responses were found. Amongst the statistically significant associations that were found, the strength was weak (Cramers $V < 0.10$). This leads to the conclusion the issue of missing values does not introduce notable bias into the community cohesion analyses.

Table A3.1: Logistic regression multi-level model of individual level (level 1) factors explaining variance young people's perceptions of low local cohesion

	Structural Model (stage 2)			Perception Model (stage 3)			
	95% Confidence Intervals			95% Confidence Intervals			
	O.R.	Lower	Upper	O.R.	Lower	Upper	
Demographics							
Ethnicity							
	White British/Irish	1.00	-	-	1.00	-	-
	Indian	0.39	0.15	1.00	0.42	0.19	0.91
	Pakistani/Bangladeshi	0.31	0.12	0.81	0.26	0.12	0.59
	Black Caribbean	0.24	0.08	0.74	0.21	0.06	0.79
	Black African	0.33	0.12	0.91	0.50	0.18	1.42
	Mixed / Other	0.74	0.50	1.10	0.82	0.52	1.28
Religion							
	None	1.00	-	-	~	~	~
	Christian (all denominations)	0.80	0.67	0.96	~	~	~
	Hindu	0.97	0.33	2.86	~	~	~
	Muslim	0.79	0.37	1.67	~	~	~
	Sikh	1.25	0.46	3.42	~	~	~
	Another religion	1.13	0.69	1.85	~	~	~
Gender							
	Male	~	~	~	1.00	-	-
	Female	~	~	~	0.74	0.60	0.90
Geographical region							
	London	1.00	-	-	1.00	-	-
	North East	1.13	0.62	2.05	2.11	1.09	4.08
	North West	0.86	0.52	1.44	1.21	0.69	2.12
	Yorkshire & Humber	1.61	0.96	2.72	2.20	1.24	3.92
	East Midlands	0.91	0.51	1.60	1.26	0.68	2.32
	West Midlands	0.92	0.56	1.52	1.29	0.74	2.25
	East of England	0.81	0.48	1.38	1.07	0.60	1.94
	South West	0.67	0.39	1.17	1.27	0.68	2.36
	South East	0.83	0.50	1.38	1.16	0.66	2.06
Socio-Economics							
Parental social class							
	Higher Professional/ Managerial	1.00	-	-	1.00	-	-
	Lower Professional / Managerial	1.28	0.93	1.77	1.31	0.91	1.89
	Intermediate / Supervisory	1.93	1.39	2.68	1.88	1.29	2.74
	Semi-Routine & Routine	1.62	1.14	2.30	1.48	0.99	2.21
	Long-Term Unemployed	1.97	1.36	2.86	1.80	1.17	2.77
Local deprivation (IMD Score)		1.028	1.020	1.036	1.015	1.007	1.023

Note: Odds ratios in bold are statistically significant; ~ indicates where the variable was not included in the model

Table A3.2: Logistic regression multi-level model of individual level (level 1) factors explaining variance young people's perceptions of low local cohesion (table continued...)

	Structural Model			Perception Model		
	O.R.	95% C.I.		O.R.	95% C.I.	
		Lower	Upper		Lower	Upper
Education Experience & Engagement						
GCSE attainment						
Did not get 5+ A*-C (inc. Maths & Eng)	1.00	-	-	1.00	-	-
Got 5+ A*-C (inc. Maths & Eng)	1.44	1.19	1.74	1.73	1.38	2.16
Experience of being bullied						
None Mentioned	1.00	-	-	~	~	~
Mentioned in one school year	1.12	0.88	1.41	~	~	~
Mentioned in two school years	1.42	1.12	1.82	~	~	~
Mentioned in 3 school years	1.49	1.15	1.91	~	~	~
Well-being & Behaviour						
Emotional well-being (GHQ12 Score)						
Highest level of well-being (GHQ12 score =0)	1.00	-	-	1.00	-	-
1-3	1.40	1.15	1.70	1.21	0.96	1.52
4+	2.29	1.85	2.83	1.69	1.31	2.18
Personal risk behaviour						
None reported	1.00	-	-	1.00	-	-
Low (1-3 out of 9)	1.48	1.08	2.03	1.36	0.96	1.94
Medium (4-6 out of 9)	1.67	1.18	2.36	1.79	1.23	2.62
High (7-9 out of 9)	1.97	1.33	2.92	1.91	1.25	2.92
Anti-social behaviour						
None reported	1.00	-	-	~	~	~
Low (1 out of 12)	1.27	1.01	1.61	~	~	~
Medium (2-4 out of 12)	1.51	1.21	1.90	~	~	~
High (4-12 out of 12)	1.84	1.36	2.50	~	~	~
Educational Perceptions						
Teacher quality & discipline	~	~	~	0.89	0.80	0.98
Engagement & enjoyment of school	~	~	~	0.87	0.78	0.96
Social, Political & Cultural Perceptions						
Perceptions of local crime						
Lowest Perceived Crime Problem	~	~	~	1.00	-	-
Med-Low Perceived Crime Problem	~	~	~	3.68	2.88	4.70
High-medium Perceived Crime Problem	~	~	~	8.25	6.21	10.96
Highest Perceived Crime Problem	~	~	~	27.09	19.03	38.54
Perceptions of societal cohesion						
Highest Perceived Societal Cohesion	~	~	~	1.00	-	-
1	~	~	~	1.49	1.04	2.15
2	~	~	~	2.59	1.83	3.68
3	~	~	~	3.32	2.33	4.74
4	~	~	~	6.88	4.73	10.01
Lowest Perceived Societal Cohesion	~	~	~	7.25	4.27	12.31
Satisfaction with local services						
Good	~	~	~	1.00	-	-
Okay	~	~	~	1.46	1.18	1.81
Poor	~	~	~	2.40	1.78	3.23

Note: Odds ratios in bold are statistically significant; ~ indicates where the variable was not included in the model

Table A3.3: Logistic regression multi-level model of school (level 2) and LAD level (level 3) factors explaining variance young people's perceptions of low local cohesion

	Structural Model (stage 2)			Perception Model (stage 3)		
	O.R.	95% C.I. Lower Upper		O.R.	95% C.I. Lower Upper	
School Level Factors (level 2)						
School ethnic mix (Entropy Score)						
Low	1.00	-	-	1.00	-	-
Mid-Low	1.27	0.97	1.67	1.22	0.89	1.66
Mid-High	1.61	1.21	2.15	1.31	0.94	1.82
High	1.56	1.02	2.38	1.25	0.76	2.06
School admissions policy						
Comprehensive	1.00	-	-	1.00	-	-
Modern	1.66	1.03	2.67	1.19	0.68	2.07
Selective	2.42	1.23	4.73	1.83	0.86	3.91
% Pupils with 5+ GCSEs A*-C (inc. M & E)	0.98	0.97	0.99	0.98	0.97	0.99
% Pupils eligible for Free School Meals	0.98	0.97	0.99	0.98	0.97	1.00
LAD Level Factors (level 3)						
% Satisfied with local area as a place to live	-	-	-	0.97	0.95	0.99

Note: Odds ratios in bold are statistically significant

Table A3.4: Logistic regression multi-level model of individual level (level 1) factors explaining variance young people's perceptions of low societal cohesion

	Structural Model (stage 2)			Perception Model (stage 3)		
	O.R.	95% C.I.		O.R.	95% C.I.	
		Lower	Upper		Lower	Upper
Demographics						
Ethnicity						
White British/Irish	1.00	-	-	1.00	-	-
Indian	0.31	0.13	0.73	0.44	0.17	1.14
Pakistani/Bangladeshi	0.42	0.21	0.83	0.79	0.36	1.73
Black Caribbean	1.57	0.86	2.87	1.71	0.83	3.55
Black African	0.76	0.33	1.74	1.08	0.40	2.96
Mixed / Other	0.95	0.67	1.35	0.95	0.62	1.45
Born in the UK						
Yes	1.00	-	-	1.00	-	-
No	0.53	0.31	0.92	0.42	0.20	0.85
Socio-Economics						
Main activity of young person						
Full-time education	1.00	-	-	1.00	-	-
Employment with training	1.84	1.45	2.34	1.91	1.44	2.55
Employment without training	1.40	1.12	1.76	1.13	0.85	1.50
Apprenticeship / training	1.19	0.89	1.59	1.17	0.82	1.66
NEET	1.85	1.43	2.41	1.55	1.12	2.15
Local Deprivation (IMD Score)	1.009	1.003	1.015	-	-	-
Education Experience & Engagement						
School suspension / exclusion						
Not excluded or temporarily suspended	~	~	~	1.00	-	-
Missing details	~	~	~	0.80	0.54	1.19
Excluded or temporarily suspended	~	~	~	1.36	1.06	1.73
Frequency of truanting (age 13-16)						
None reported	1.00	-	-			
Truancy detail not available	1.06	0.81	1.38			
Occasional truancy reported	1.00	0.82	1.21			
Persistent truancy reported	1.71	1.26	2.33			
Experience of being bullied						
None Mentioned	1.00	-	-	1.00	-	-
Mentioned in one school year	1.28	1.03	1.59	1.29	0.99	1.68
Mentioned in two school years	1.51	1.21	1.89	1.35	1.02	1.79
Mentioned in 3 school years	1.85	1.47	2.31	1.60	1.21	2.13
Parental education						
No / other Qualifications	1.00	-	-	1.00	-	-
Level 1 or below	1.56	1.10	2.21	1.28	0.83	1.96
GCSE grade A-C or equiv	1.41	1.07	1.85	1.42	1.02	1.98
A level or equiv	1.69	1.26	2.25	1.45	1.02	2.07
HE	1.62	1.22	2.16	1.76	1.25	2.47
HE (Postgraduate)	1.16	0.75	1.79	1.50	0.89	2.53

Note: Odds ratios in bold are statistically significant; ~ indicates where the variable was not included in the model

Table A3.5: Logistic regression multi-level model of individual level (level 1) factors explaining variance young people's perceptions of low societal cohesion (table continued...)

	Structural Model (stage 2)			Perception Model (stage 3)		
	Odds-	95% C.I. Lower Upper		Odds-	95% C.I. Lower Upper	
Well-being & Behaviour						
Emotional well-being (GHQ12 Score)						
Highest level of well-being (GHQ12 score =0)	1.00	-	-	~	~	~
1-3	1.26	1.06	1.49	~	~	~
4+	1.44	1.19	1.75	~	~	~
Playing a musical instrument						
No	1.00	-	-	~	~	~
Yes	1.22	1.00	1.47	~	~	~
Anti-social behaviour						
None reported	1.00	-	-	1.00	-	-
Low (1 out of 12)	0.77	0.60	0.97	0.71	0.54	0.95
Medium (2-4 out of 12)	1.56	1.28	1.90	1.28	1.01	1.63
High (4-12 out of 12)	1.95	1.50	2.55	1.54	1.13	2.11
Educational Perceptions						
Teacher quality & discipline	~	~	~	0.90	0.83	0.98
Engagement & enjoyment of school	~	~	~	0.89	0.81	0.98
Social, Political & Cultural Perceptions						
Usually has enough money to do what						
Agree / Strongly Agree	~	~	~	1.00	-	-
Strongly Disagree / Disagree	~	~	~	1.37	1.14	1.66
Perceptions of local cohesion						
Highest perceived local cohesion	~	~	~	1.00	-	-
Medium perceived local cohesion	~	~	~	1.77	1.41	2.22
Lowest perceived local cohesion	~	~	~	3.96	3.09	5.06
Perceptions of local crime						
Lowest perceived crime problem	~	~	~	1.00	-	-
Med-Low	~	~	~	1.06	0.84	1.34
High-medium	~	~	~	1.86	1.42	2.43
Highest perceived crime problem	~	~	~	1.61	1.12	2.32
Satisfaction with local services						
Good	~	~	~	1.00	-	-
Okay	~	~	~	1.19	0.97	1.46
Poor	~	~	~	1.42	1.08	1.87
Proud to be British?						
Strongly Disagree / Disagree	~	~	~	1.00	-	-
Agree / Strongly Agree	~	~	~	0.64	0.53	0.77
Perceives youth to be unfairly treated						
Strongly Disagree / Disagree	~	~	~	1.00	-	-
Agree / Strongly Agree	~	~	~	1.17	0.98	1.42
Intention to vote in next general election						
Likely	~	~	~	1.00	-	-
Unlikely	~	~	~	1.44	1.18	1.75

Note: Odds ratios in bold are statistically significant; ~ indicates where the variable was not included in the model

Table A3.6: Logistic regression multi-level model of school (level 2) and LAD level (level 3) factors explaining variance young people's perceptions of low local cohesion

	Structural Model (stage 2)			Perception Model (stage 3)		
	O.R.	95% C.I. Lower Upper		O.R.	95% C.I. Lower Upper	
School Level Factors (level2)						
No Significant Factors	~	~	~	~	~	~
LAD Level Factors (Level 3)						
No Significant Factors	~	~	~	~	~	~

Note: Odds ratios in bold are statistically significant; ~ indicates where the variable was not included in the model

Table A3.7: Assessing the Local Cohesion Multilevel Models

	Level 1 (individual)	Level 2 (school)	Level 3 (LAD)
Structural Model			
Number of Units	6,750	684	144
Variance Partition Coefficient (VPC)	3.29	0.270	0.115
% of total variation	90%	7%	3%
Perception Model			
Number of Units	6,296	678	144
Variance Partition Coefficient (VPC)	3.29	0.390	0.059
% of total variation	88%	10%	2%

Table A3.8: Assessing the Societal Cohesion Multilevel Models

	Level 1 (individual)	Level 2 (school)	Level 3 (LAD)
Structural Model			
Number of Units	7,502	758	145
Variance Partition Coefficient (VPC)	3.29	0.239	0
% of total variation	93%	7%	0%
Perception Model			
Number of Units	5,893	747	145
Variance Partition Coefficient (VPC)	3.29	0.241	0
% of total variation	93%	7%	0%

Ref: DFE-RR033

ISBN: 978-1-84775-795-1

© Sheffield Hallam University

September 2010