

# Persistent Deprivation

## Analysis and Policy Interventions

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# A focus on health and social policy

- Scotland's health – how it's changing
- Health inequalities – how our understanding has developed
- The GCPH – working on how to make a difference
- Social policy opportunities and challenges
- **An orchestral prelude**

# Health in Scotland

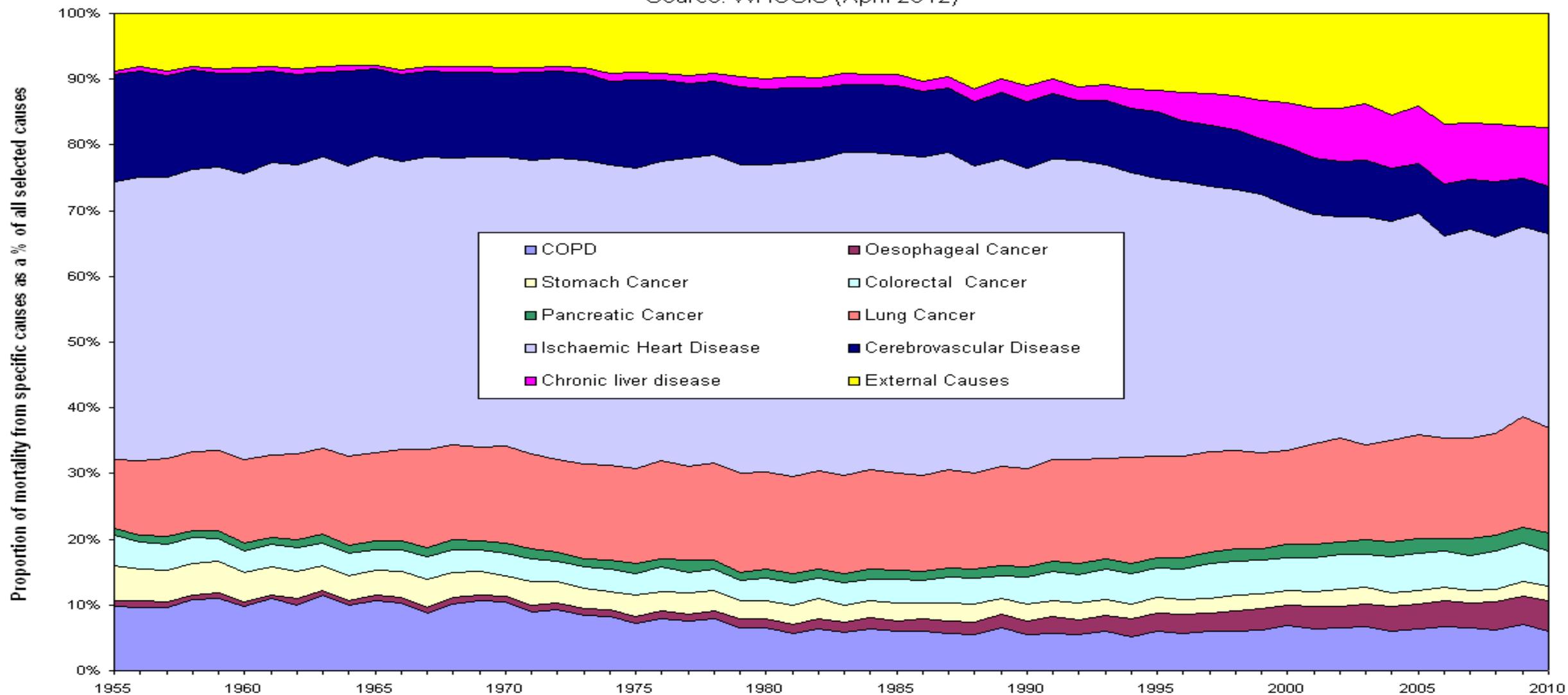
Three key messages

# Proportionate Contribution by Cause - Males

Figure S2M

Proportionate contribution of 10 major causes of death as a % of all selected causes among Scottish men aged 15-74 years, 1955-2010

Source: WHOSIS (April 2012)

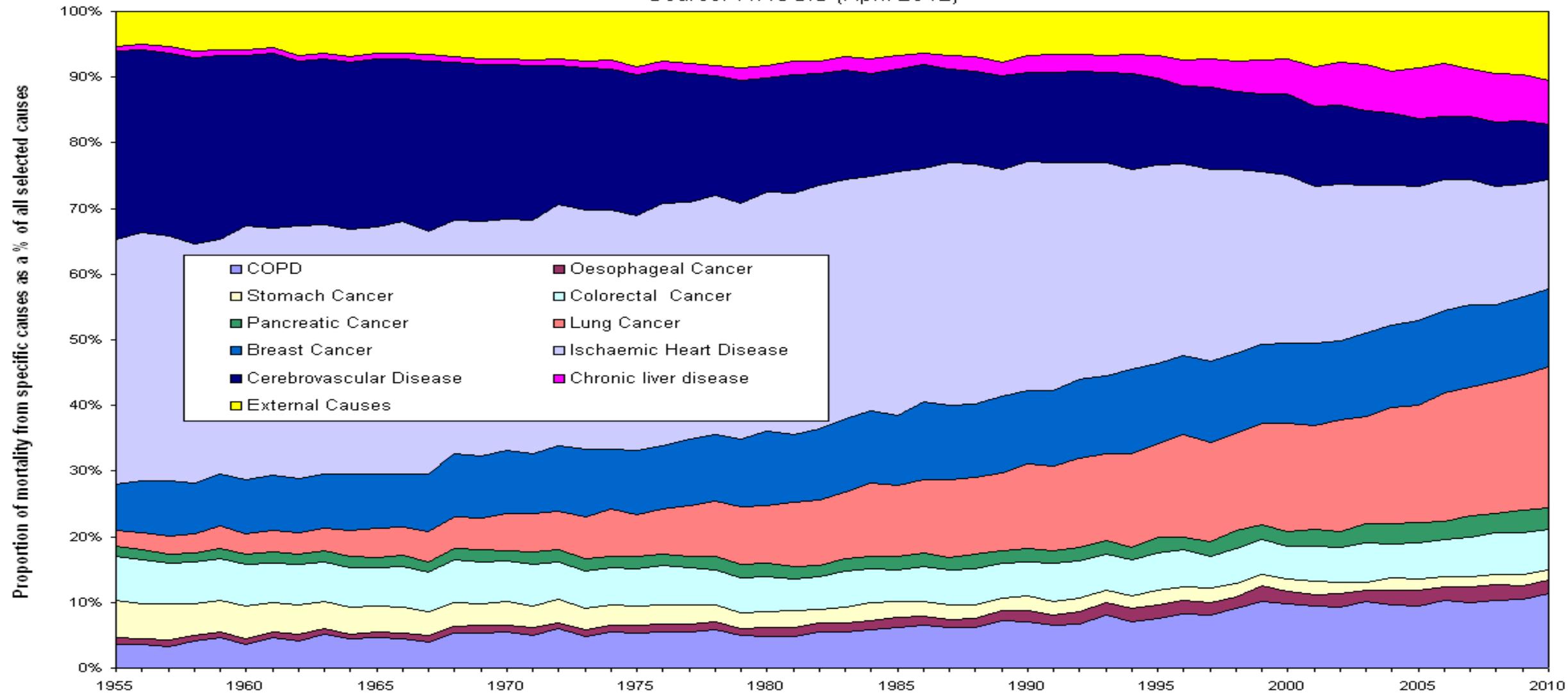


# Proportionate Contribution by Cause - Females

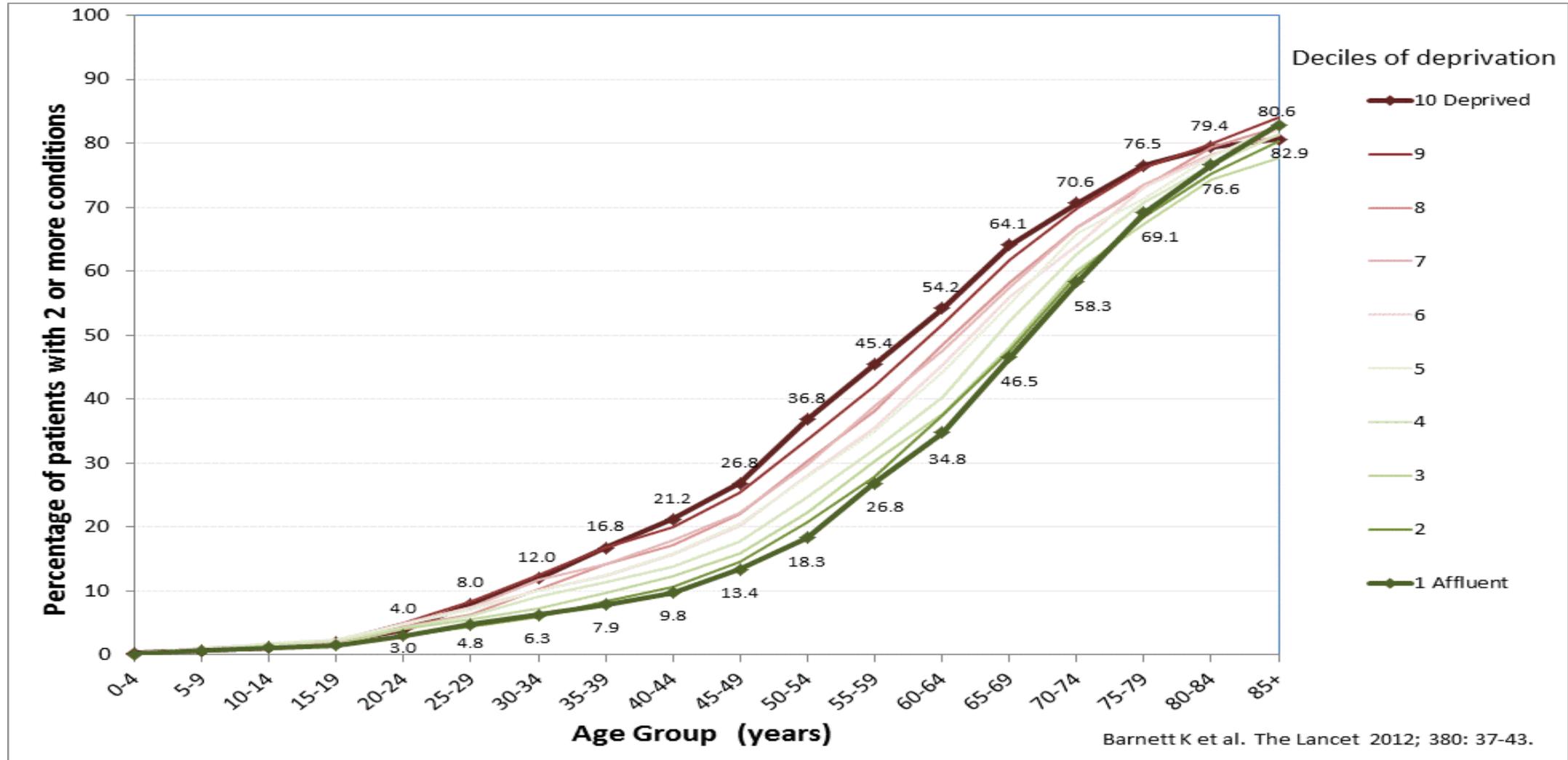
Figure S2F

Proportionate contribution of 11 major causes of death as a % of all selected causes among Scottish women aged 15-74 years, 1955-2010

Source: WHOSIS (April 2012)

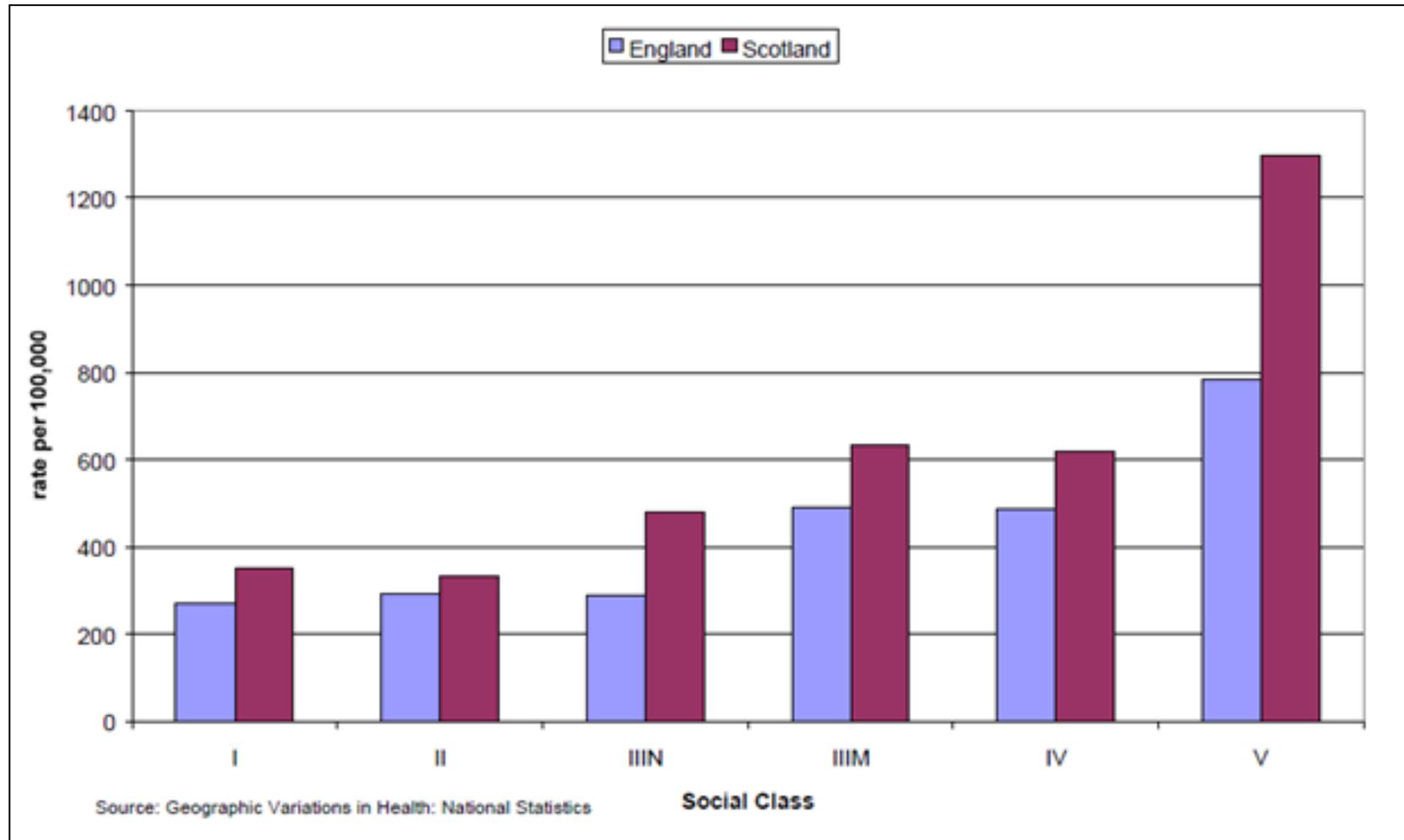


# Multi-morbidity and deprivation



# Premature mortality by social class

Age-standardised all-cause mortality rates by Social Class, England and Scotland, males aged 20-64, 1991-93

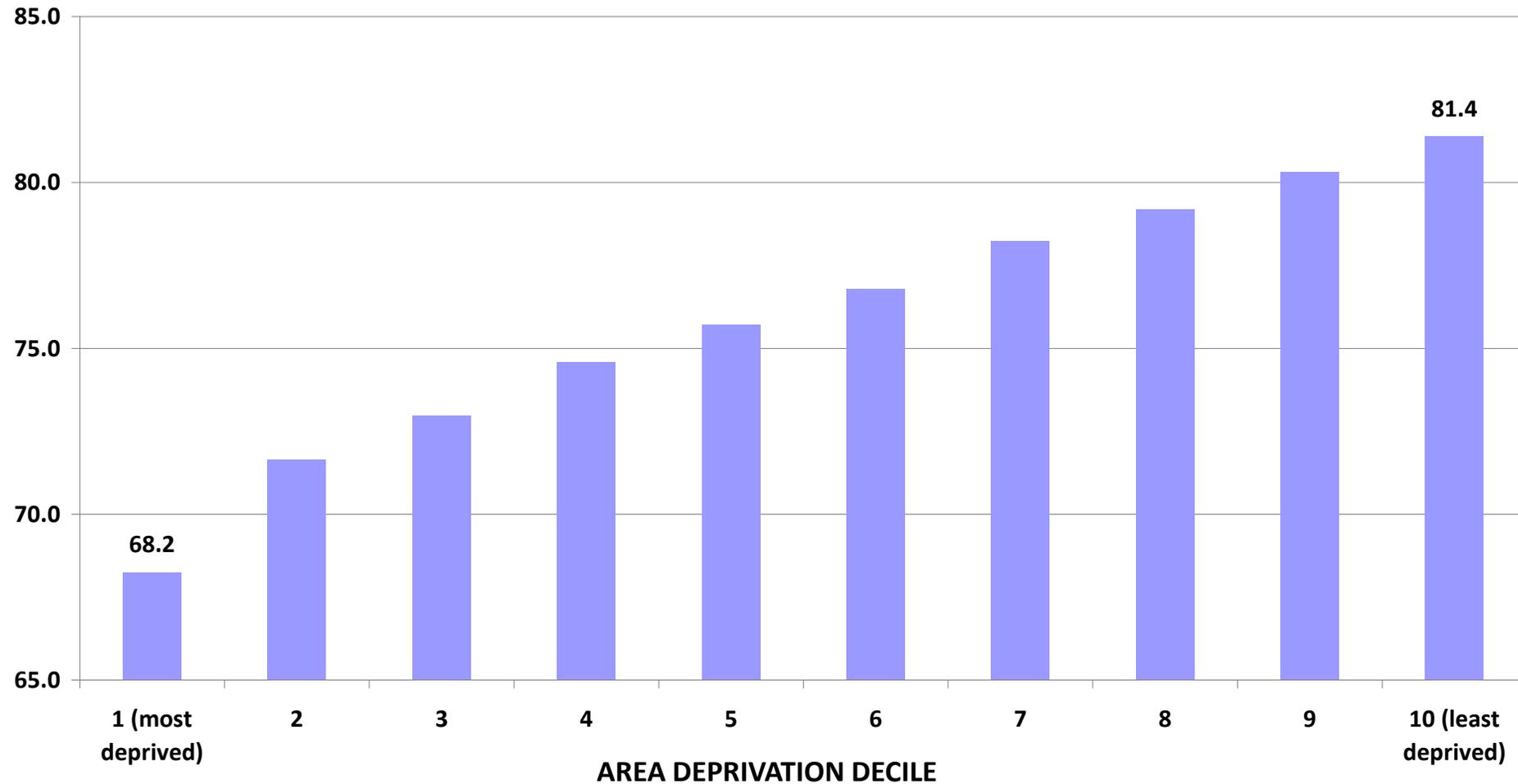


(Source: Scottish Executive, 1993 (from data originally presented by Uren et al, 2001))

# Life expectancy in Scotland

Male life expectancy at birth by SIMD deprivation decile, Scotland 2008-2010

Source: National Records of Scotland



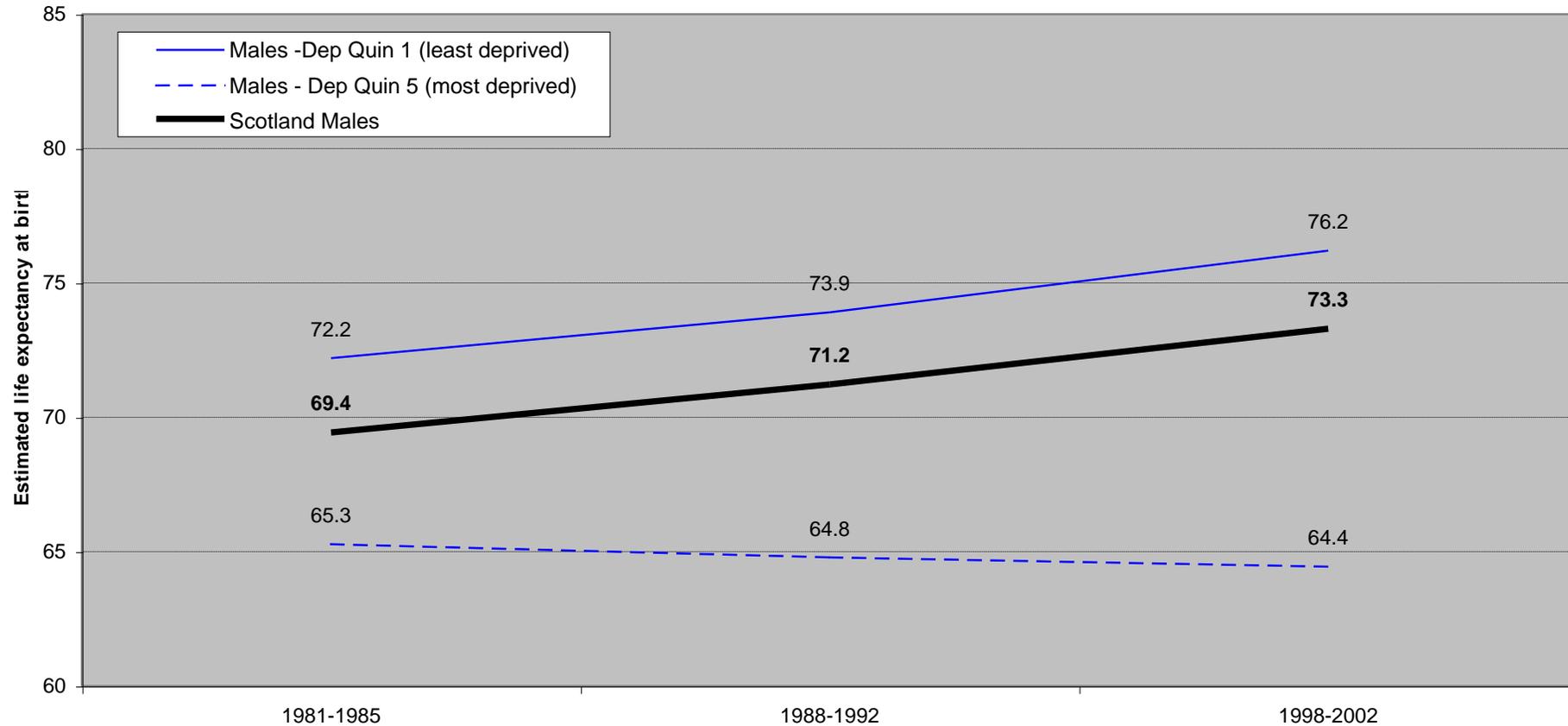
# Understanding Health Inequalities

# Life expectancy trend by deprivation

**Estimates of male life expectancy, least and most deprived Carstairs quintiles, 1981/85 - 1998/2002 (areas fixed to their deprivation quintile in 1981)**

**Greater Glasgow**

Source: calculated from GROS death registrations and Census data (1981, 1991, 2001)



**FUNDAMENTAL CAUSES**

Global forces  
Political priorities  
Societal values

Distribution of power and resources (material & non-material)

Personal and household characteristics

**INDIVIDUAL**

**WIDER ENV. INFLS**

Differences in provision of opportunities, environments, services etc

**CIRCS**

Differences in capacity to benefit from opportunities

Inequalities in outcomes

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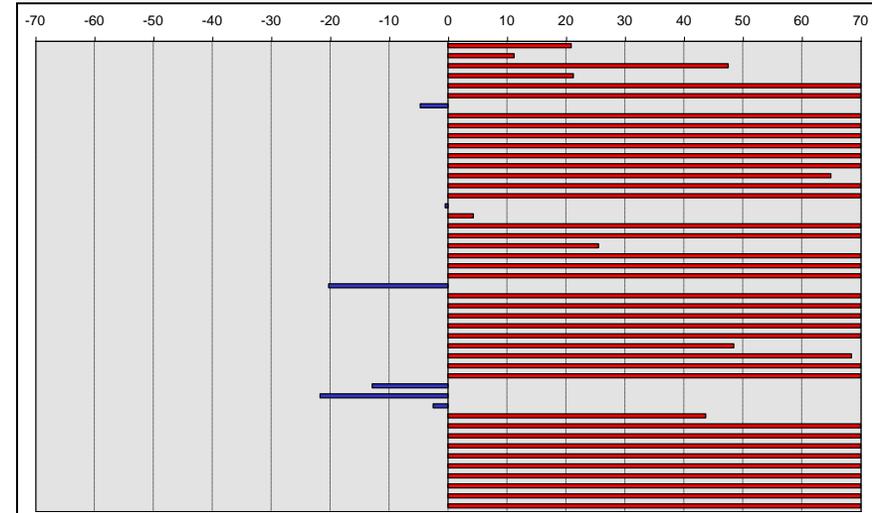
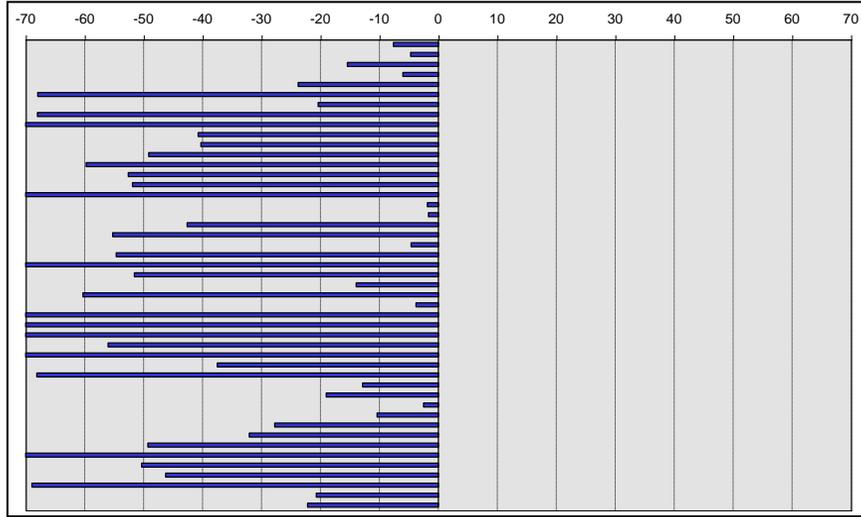
## Core principles

- 1. Level Up***
- 2. Focus on causes not consequences***
- 3. Start young***
- 4. Target, tailor and positively discriminate***
- 5. Build resilience***

# The GCPH

The Centre's mission is to generate insights and evidence, support new approaches, and inform and influence action to improve health and tackle inequality.

# The contrasting experience of Scotland's communities



*How should we respond?*

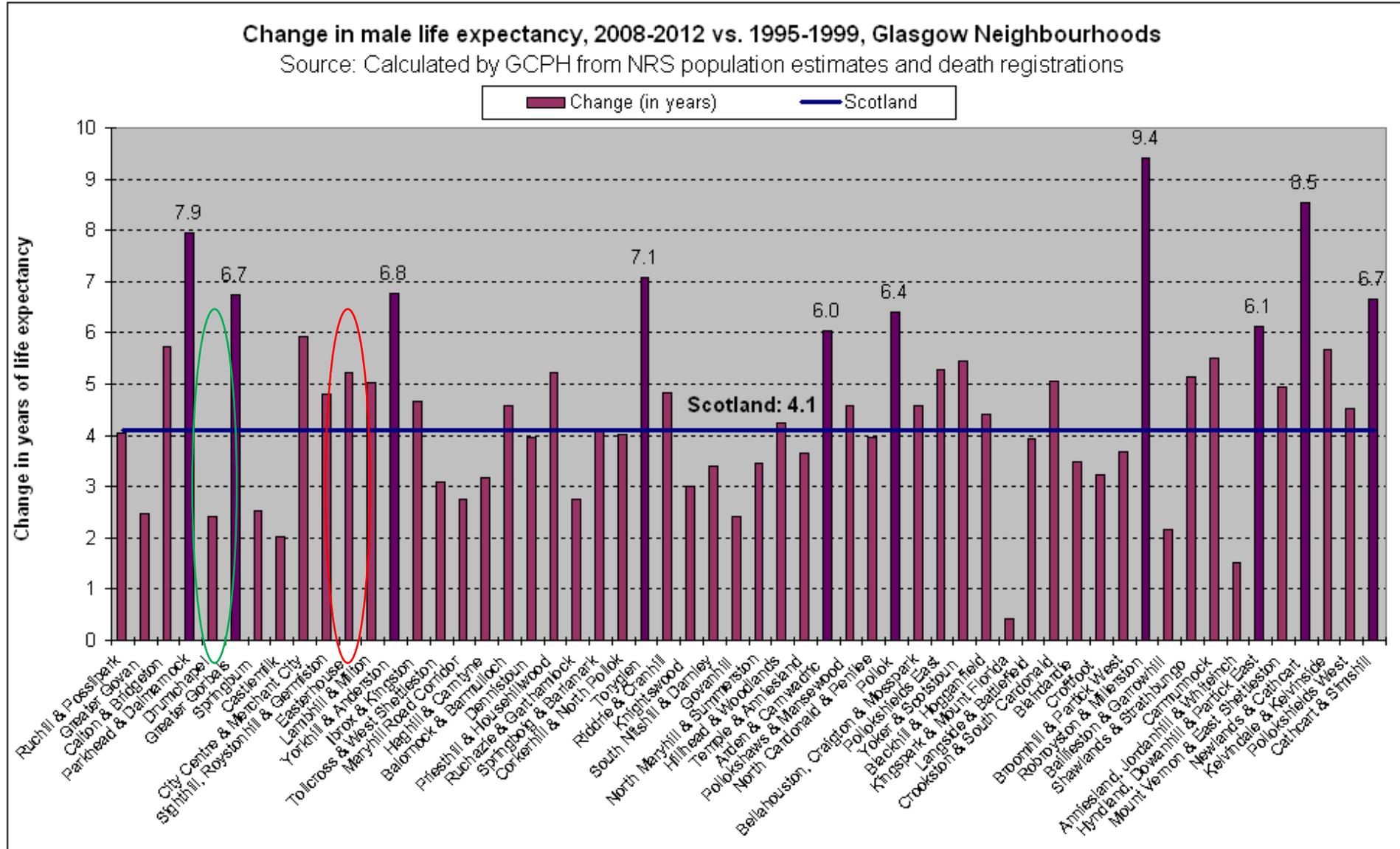
## How should we respond?

- **Direct and specific causes:** action on individual features
- **Fundamental determinants:** perpetuate systematic differences, operate consistently over time regardless of changes in causes
- **Complex systems of causation:** need to understand relationships between components

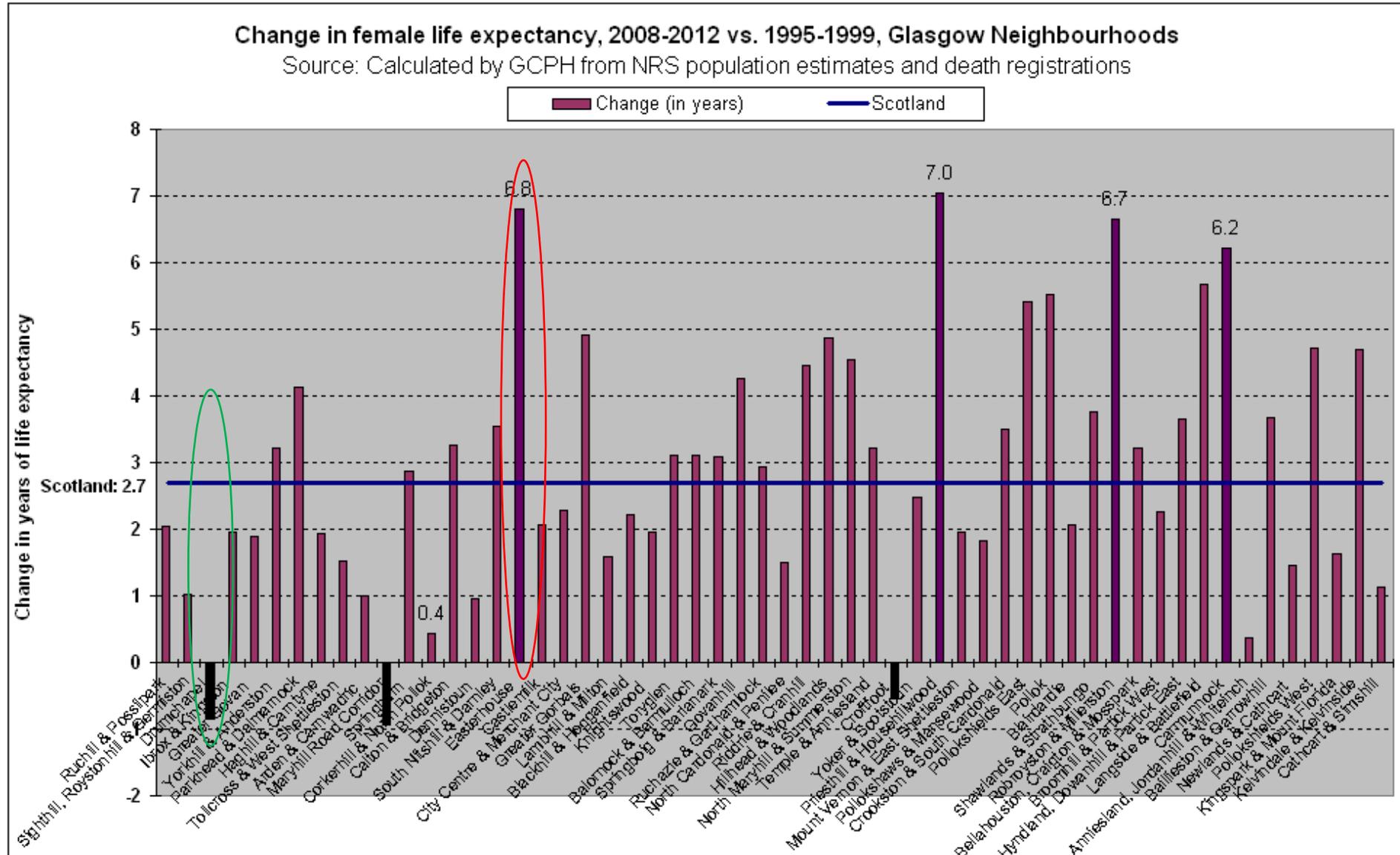
# How are Scotland's places changing?

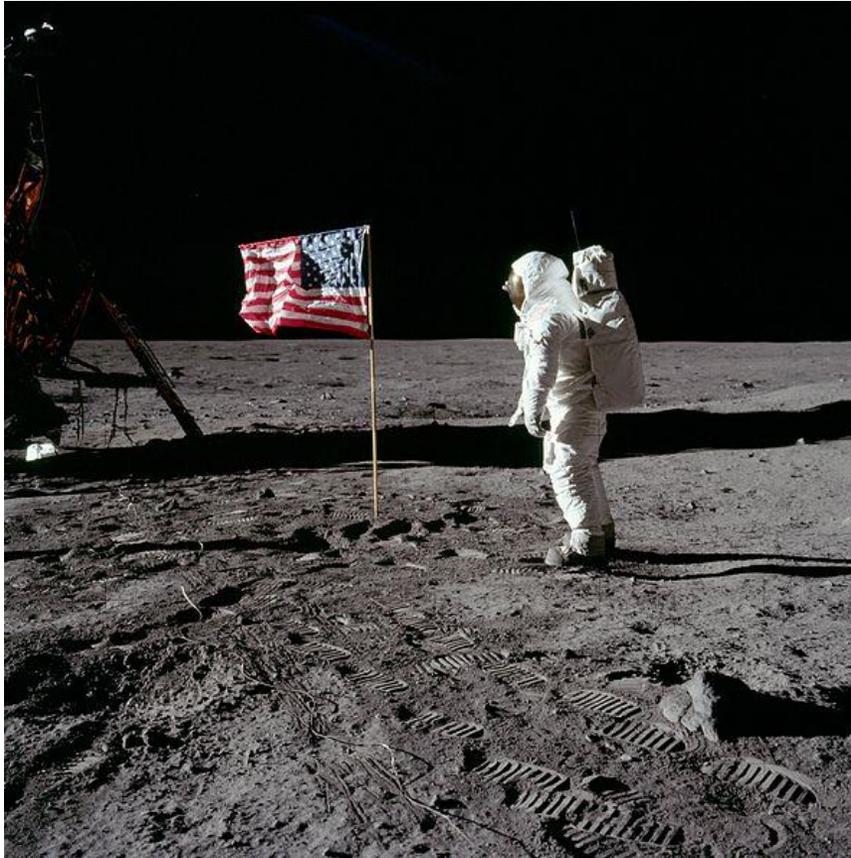
- Key messages from SIMD (Note: relative positions, not absolute levels of deprivation)
- Multiple deprivation in Scotland has become less concentrated over time:
  - Decrease in Glasgow City
  - Increases notable in Renfrewshire, Fife, E Ayrshire, N Lanarkshire
- But of the 976 datazones in 15% most deprived in SIMD 2012:
  - 77% were also in the 15% most deprived on all previous occasions
  - 5% had never been in this category before
- Similar picture for the datazones in 5% most deprived – about  $\frac{3}{4}$  stay there throughout period.

# Changing Male Life Expectancy: Neighbourhood level



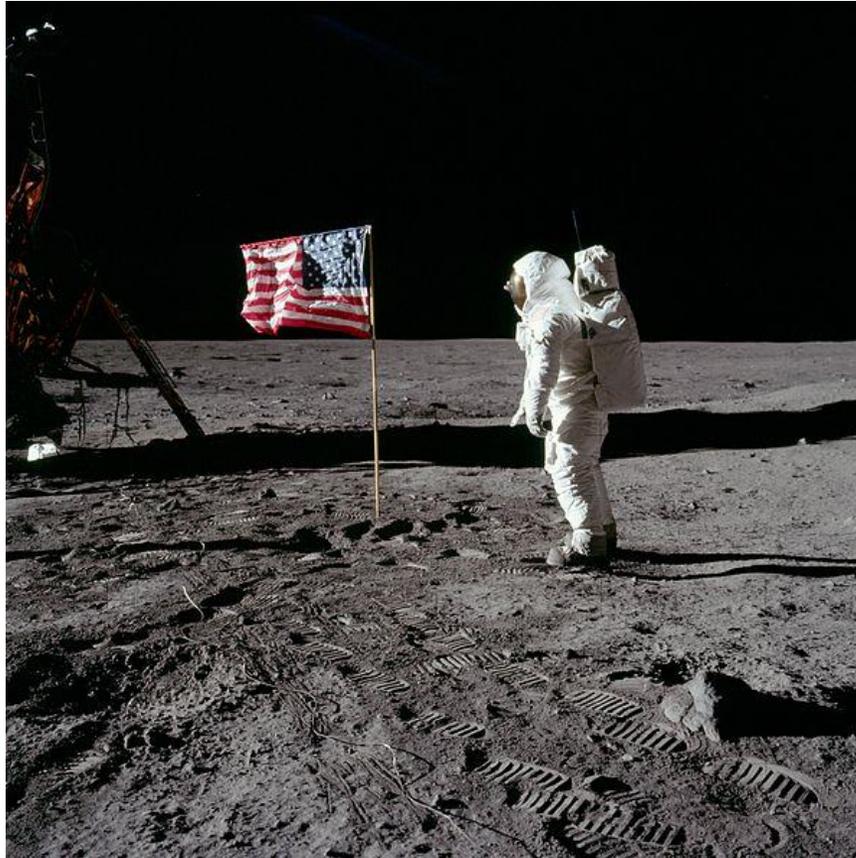
# Changing Female Life Expectancy: Neighbourhood level





- Our ability to achieve desired ends is much stronger in relation to some kinds of needs than others
- Why?

Buzz Aldrin, the first moonwalk, 1969



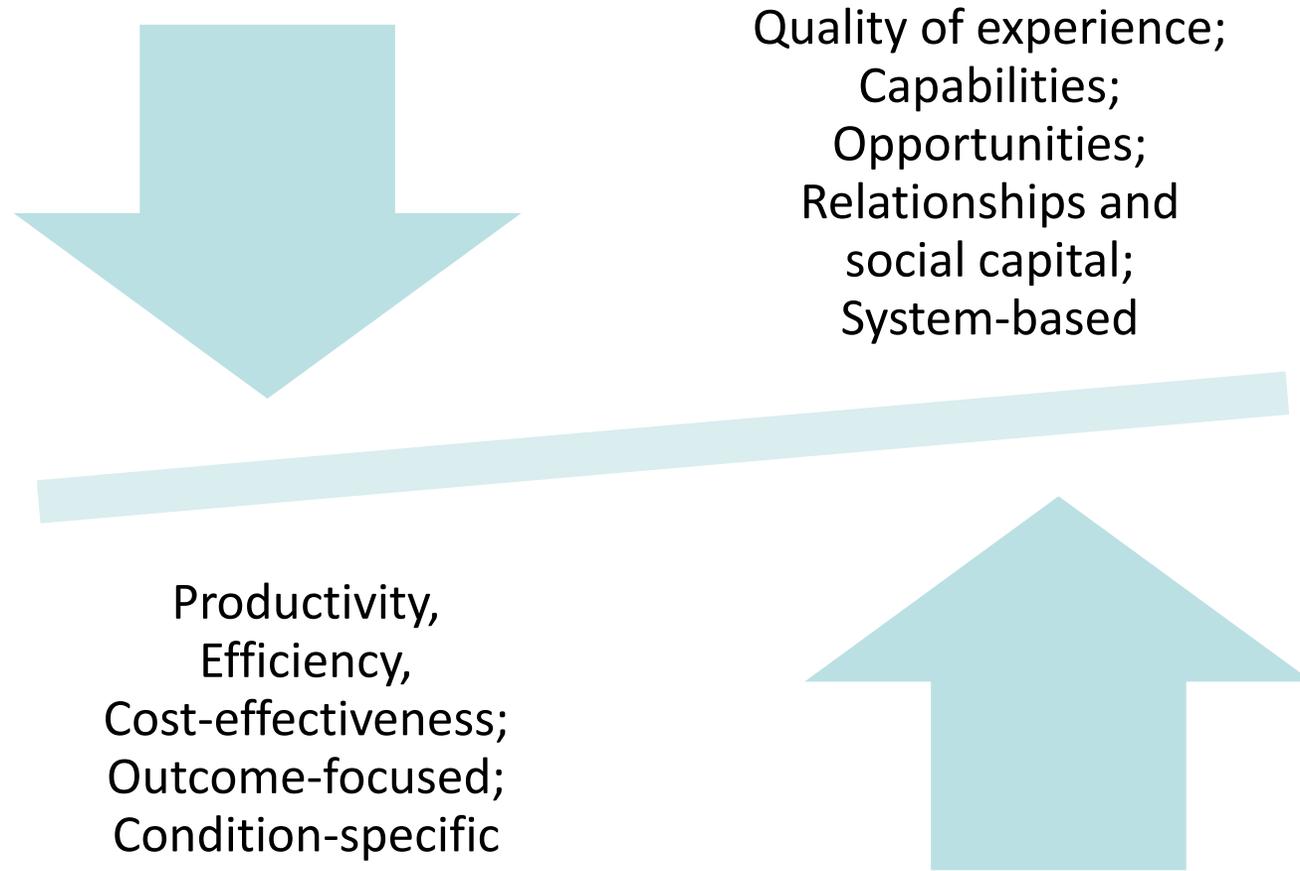
## With social interventions:

there is no single method or formula  
what is done and achieved will vary from  
case to case

routinisation often hinders performance  
flexibility, responsiveness, and context-  
specific approaches are essential

Know-how “moulds and supports the practice used in a  
field as performed by those skilled in the art”  
(Nelson, 2010)

## What might this mean for measures and approaches?



## The importance of social interventions

- History shows the limitations of investing in place without also investing in people
- Better approaches and outcomes are achieved when people have choice and voice
- Scotland's challenges are increasingly 'social'
- Networks, supports and opportunities are intensely local for people in poverty
- Social capital helps people get by and get on; associated with better outcomes and lower inequality



## Evaluating Sistema Scotland

#bignoiseresearch

@theGCPH

@sistemascotland



Education  
Scotland  
Foghlam Alba



# Reviewing the literature

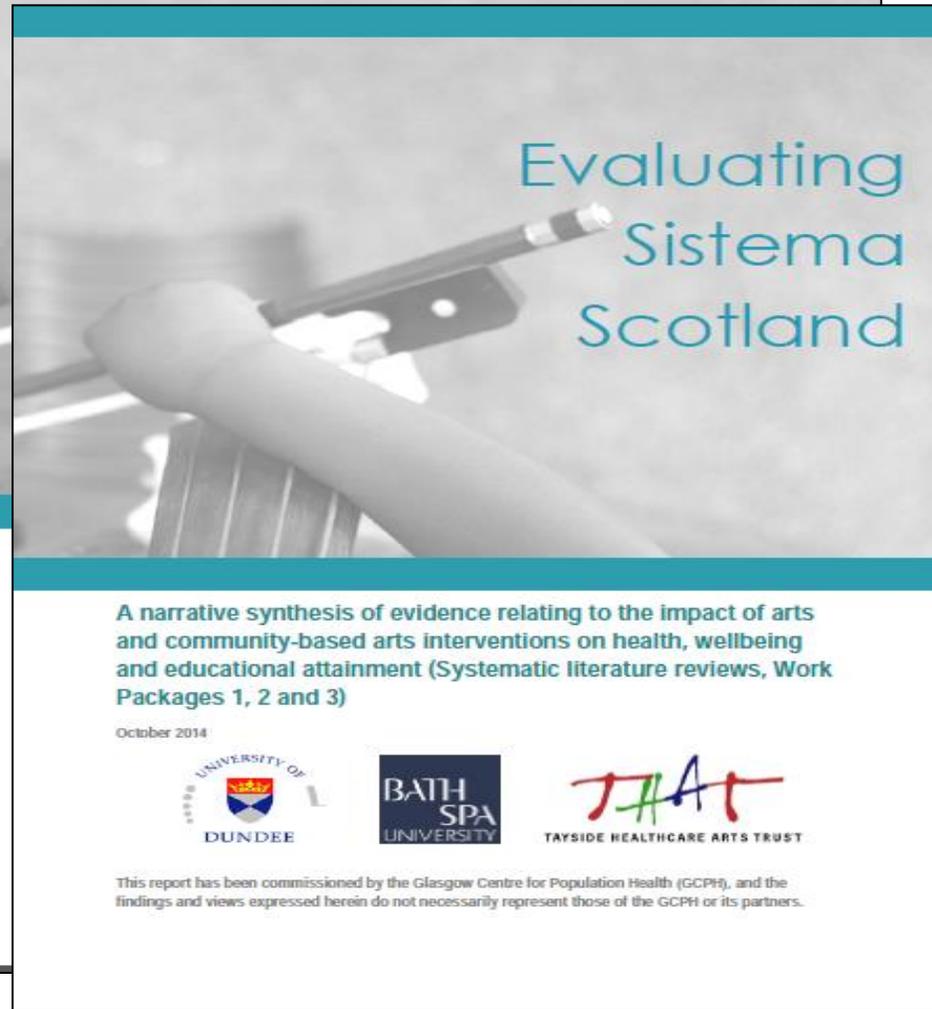
To inform this evaluation, GCPH commissioned 3 systematic literature reviews:

- 1. The impact of art attendance and participation on health and wellbeing**
- 2. 'Arts and smarts' – assessing the impact of arts participation on academic performance during the school years**
- 3. Community-based music programmes, and health and inequalities – the impact on children/adolescents and their families**

Plus

**Brief synthesis of all three reviews**

[www.gcph.co.uk](http://www.gcph.co.uk)





# The study settings

Big Noise Raploch	Big Noise Govanhill
Programme established 2008	Programme established 2013
Settled, white Scottish community (3,000)	Transient, diverse community (15,000)
Approximately 500 participants: 50% of all eligible pupils	Approximately 800 participants: 30% of all eligible pupils
Approximately 175 participants engaged in 'after-school' provision (approx. 50%)	Approximately 125 children engaged in 'after-school' provision (approx. 30%)
Participants aged six months to 16 years	Participants aged six months to nine years

*First phase evaluation: Sept 2013 - May 2015*

## Evaluation aims

1. To assess, over the long-term, the outcomes of the Big Noise programmes in Raploch and Govanhill, in terms of social and behavioural development, educational performance and attainment and future impacts on the lives, health and wellbeing of the children and young people participating in the programmes. Additionally the social impacts at the family and community levels will be assessed. The programme impacts at a societal level will be assessed through an economic analysis which will consider the costs of the programme and the broader returns on investment.  
**What are the impacts at various levels?**
2. To gain insight into Sistema Scotland's ethos and vision, their approaches to selecting programme sites, adapting programme delivery to local structures and requirements, local partnership working and the characteristics of the staff and implementation which are critical to enhancing inclusion, engagement and retention and achieving positive outcomes for the individual, family and community.  
**How are they achieved?  
(delivery)**

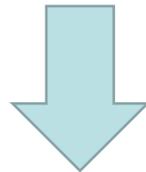
# Components

1. Process learning, assessment of short-term impacts, and explication of impact pathways.
2. Assessment of the quality of education and learning within Big Noise Raploch.
3. Cost-benefit analysis (projected net present value) of Big Noise Govanhill.

# Components

## 1. Process learning, assessment of short-term impacts, and explication of impact pathways.

- 1,500 hours observation, 265 individuals' views, interviews, case studies, focus groups
- Thematic analyses, multiple analysts
- Profile of engagement



- Impacts identified in short-term (<5yrs); medium-term (5-10 yrs)
- Impacts theorised in long-term : 7 impact pathways
- Process learning themes identified

# Findings: impacts

- 1. Short-term impacts (<5years)** Improvements observed and reported in :
  - confidence, pride, aspiration, happiness, self-esteem, discipline, concentration and attitude.
  - language acquisition, handwriting (Govanhill)
- 2. Medium-term impacts (5-10 years) (Raploch only)**

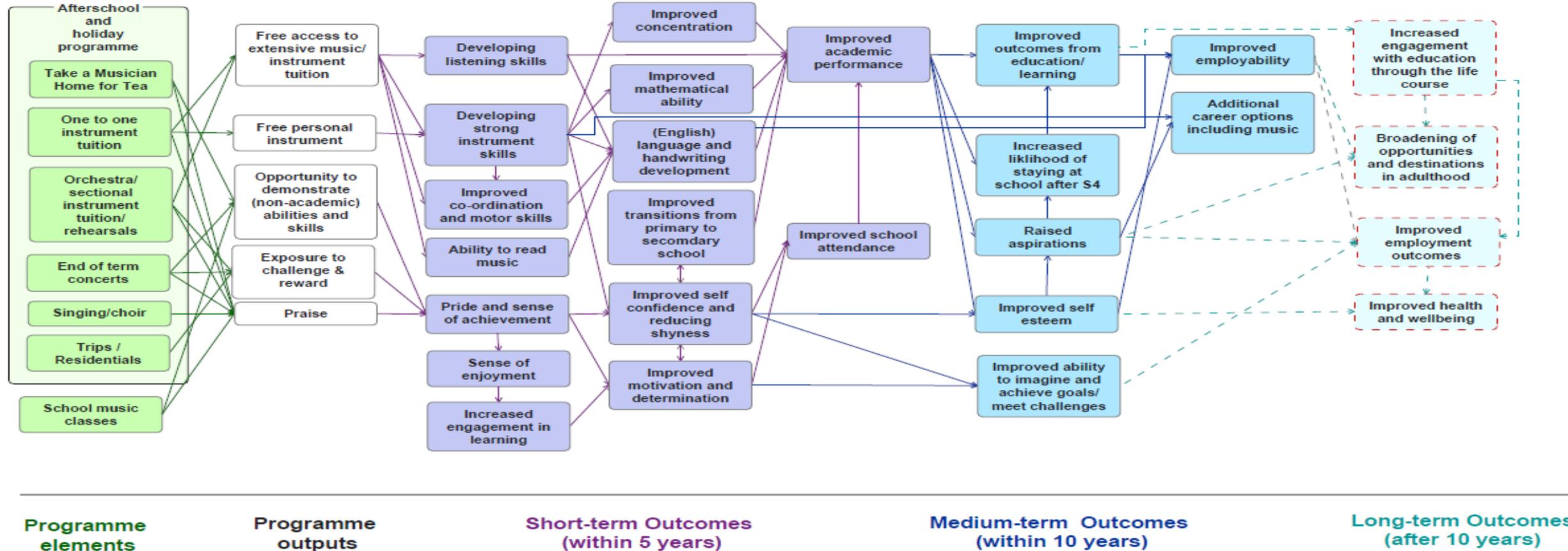
Improvements observed and reported in:

  - collaboration and co-operation skills, motivation and determination, resilience, emotional intelligence, positive peer groups, engagement with arts and culture, aspiration for higher education.
- 3.** The short-term benefits of the programme have the potential to translate favourably in economic terms as early as year six of programme delivery.

## In the longer-term ...

- We will study outcomes through accessing routine data on key indicators.
- Meantime, 7 pathways to outcomes developed based on evidenced impacts and published evidence.
  - i. Boosting engagement with learning
  - ii. Developing life skills
  - iii. Securing emotional wellbeing
  - iv. Building social skills
  - v. Respite and protection
  - vi. Developing as a musician
  - vii. Encouraging healthy behaviours

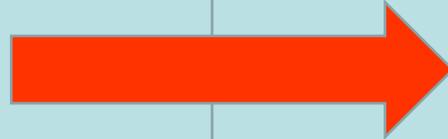
## Boosting engagement with learning and education



# How are the impacts achieved?

Interdependent and interwoven

## Principles for delivery



## Impact Pathways

How Sistema Scotland and Big Noise work...

- Longevity and commitment
- Inclusive and accessible
- Innovation and flexibility
- Intensive and immersive
- Collective learning and teaching
- Pursuit of excellence
- Focus on relationship

...underpins the impacts observed & development of pathways

- Boosting learning and education
- Developing and building life skills
- Securing emotional wellbeing
- Building social skills and networks
- Respite and protection
- Developing as a musician
- Encouraging healthy behaviours

# In conclusion

- How things are done really matters.
- There were 7 features of Big Noise that, taken collectively, really define the approach.
- The children and young people participating in Big Noise are benefitting from the programme in a range of ways.
- Putting this evidence together with wider evidence, we have identified a number of pathways through which the programmes could have long-term impacts on these young people's health, wellbeing and life prospects.
- For many, those prospects are already transformed.