

Aspiration interventions

Unclear impact for very low cost based on insufficient evidence

By aspirations we mean the things children and young people hope to achieve for themselves in the future.

Implementation cost



Evidence strength



Impact (months)



Technical Appendix

The security of the evidence around aspiration interventions is rated as extremely low. For topics with extremely low evidence, a month's progress figure is not displayed. Only 3 studies were identified that met the pre-specified inclusion criteria.

The 3 studies were:

- Golan Jennifer and You Jing (2021) Raising Aspirations of Boys and Girls through Role Models: Evidence from a Field Experiment. The Journal of Development Studies 57(6), 949-979.
- Gorard Stephen, Siddiqui Nadia and See Beng Huat; Smith Emma ; White Patrick ; (2017) Children's University Evaluation report and executive summary December 2017. London: 1-77.
- Riley E (2017) Increasing students' aspirations : the impact of Queen of Katwe on students' educational attainment.

The criteria used to judge the inclusion of a study are:

- The population sampled involved early years and school age learners from 3-18 learning in their first language.
- The intervention or approach being tested was educational in nature, including named or clearly defined programmes and recognisable approaches classifiable according to the Toolkit strand definitions (e.g. peer tutoring or small group teaching). The intervention or approach is undertaken in a normal educational setting or environment for the learners involved, such as a nursery or school or a typical setting (e.g. an outdoor field centre or museum).
- A valid comparison was made between those receiving the educational intervention or approach and those not receiving it.
- Outcomes include the assessment of educational or cognitive achievement which reports quantitative results from testing of attainment or learning outcomes, such as by standardised tests or other appropriate curriculum assessments or school examinations or appropriate cognitive measures.
- The study design provided a quantitative estimate of the impact of the intervention or approach on the educational attainment of the sample, calculated or estimated in the form of an effect size (standardised mean difference) based on a counterfactual comparison.

For the full details of the Toolkit inclusion and exclusion criteria, see page 4 of the [Protocol and Analysis Plan](https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF_Evidence_Database_Protocol_and_Analysis_Plan_June2019.pdf) (https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF_Evidence_Database_Protocol_and_Analysis_Plan_June2019.pdf)

