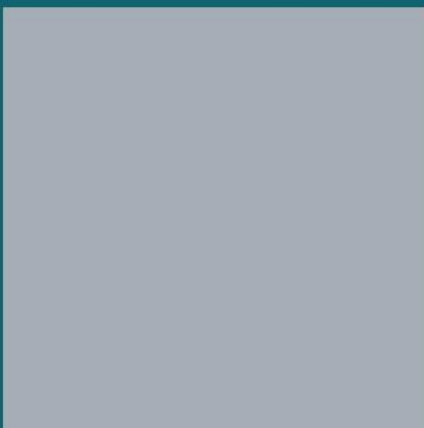
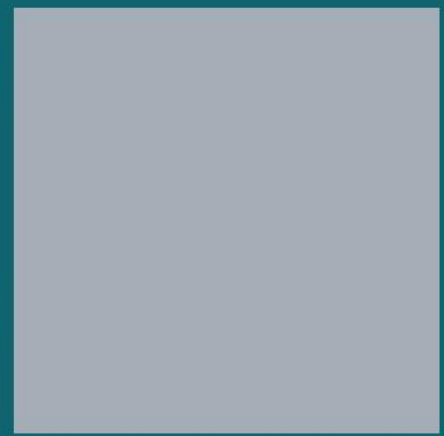
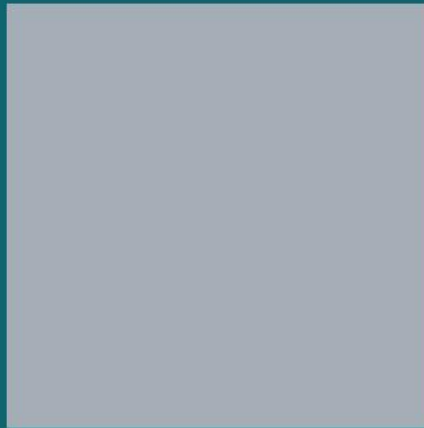


December 2015

# National Citizen Service 2014 Evaluation

## Main Report

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# Summary

# Summary

## Background to National Citizen Service

National Citizen Service (NCS) is a Government-backed initiative that brings together young people aged 15 to 17 from different backgrounds to help them develop greater confidence, self-awareness and responsibility, with a view to creating a more cohesive, responsible and engaged society. Since November 2013, it has been managed by the NCS Trust, a community interest company established by the Government to shape, champion and support NCS. Before this date, NCS was managed by the Cabinet Office.

NCS was initially piloted for two years (2011 and 2012) to test delivery prior to a wider roll-out from 2013 onwards. In total, 57,789 young people took part in NCS programmes in 2014, building on the 39,566 who took part in 2013. The Cabinet Office appointed Ipsos MORI to evaluate the impact and value for money of these programmes.

This report summarises the 2014 evaluation<sup>1</sup>. The evaluation measures the experience of participants as well as the four key impact areas that NCS seeks to address. These are: teamwork; communication and leadership; community involvement; transition to adulthood; and social mixing. Findings for each of the three programmes, spring, summer and autumn, are presented separately, as well as those for a smaller test model which also ran in summer.

Baseline and follow-up surveys, conducted three to five months after NCS took place, were undertaken with NCS participants and control groups.<sup>2</sup>

## Experiences of participants

In line with previous evaluations, the findings show that:

- Participants of all NCS 2014 programmes were very positive about their experience of NCS overall – nine in ten participants said they found their experience worthwhile. Echoing this, around nine in ten participants said they wanted to continue to be involved with NCS in the future.
- Participants were also positive about the various aspects of their experience, particularly the staff and help they were given for their team's project (around nine in ten were positive).
- With regard to the different parts of the NCS programmes, the time spent staying away from their local area (Phase 2) remained the most well-received element across all the programmes. Spring participants were

<sup>1</sup> Reports from the previous NCS evaluations are published here: [www.ncsyet.co.uk/impact](http://www.ncsyet.co.uk/impact)

<sup>2</sup> The control groups were drawn from those expressing interest in NCS but not participating.

relatively more positive about time spent planning their social action project (Phase 4) than other programmes, while both spring and autumn participants were comparatively more positive about their time spent running their social action project (Phase 5).

- Participants across the different programmes had positive perceptions of the difference NCS had made to them. In particular, participants consistently believed NCS 2014 programmes had taught them something new about themselves (around eight in ten) and were proud of what they had achieved (around nine in ten). There were some differences between the programmes, with comparatively more spring participants positive across a number of measures, including being more likely, after NCS, to feel a greater responsibility in their local community and to feel more responsible for their actions overall.

## What was the impact of National Citizen Service 2014?

All spring, summer and autumn programmes were found to have statistically significant positive impacts in all four of the outcome areas explored in the evaluation.<sup>3</sup>

### Teamwork, communication and leadership

One of the aims of the NCS programme is to improve teamwork, communication and leadership. The evaluation sought to explore the impact of NCS on this area by looking at a range of measures, including attitudes towards teamwork and confidence in leadership and communication.

- All NCS programmes in 2014 improved participants' confidence in leading and working in a team, meeting new people, getting along with people easily and explaining their ideas clearly. These impacts were relatively consistent across NCS 2014. This is similar to the range of impacts found in the NCS 2013 programmes.
- The standard and test summer programmes also had a positive effect on participants' views regarding treating others with respect and having someone there if they needed help.
- The standard summer programme also had an impact on participants' enjoyment of working with people with different views from them.

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<sup>3</sup> A full list of outcome measures, including those not found to be statistically significant; can be found in Appendix B.

## Community involvement

Encouraging community involvement was another aim of NCS. The evaluation sought to explore the impact of NCS on this area by looking at a range of measures, including levels of helping out and involvement; knowledge and understanding of community involvement; perceived ability to make a difference; and intention to vote.

As with NCS 2013, the evaluation found that the 2014 programmes had several positive impacts on attitudes and behaviours around community involvement across the spring, summer (standard and test) and autumn programmes.

All NCS 2014 programmes had positive impacts on:

- participants' knowledge and understanding of community involvement;
- participants' perceived ability to make a difference; and
- participants' likelihood of voting.

NCS 2014 also had an impact on helping out and volunteering. Although impacts were seen throughout each NCS programme to varying degrees, participants in the summer standard and autumn NCS programmes showed the greatest number of impacts on these measures.

## Transition to adulthood

The evaluation sought to measure the impact of NCS on supporting participants in their transition to adulthood by considering a range of measures, including participants' aspirations and sense of control over their future; practical life skills and resilience; and wellbeing.

- The impact analysis showed that broadly NCS achieved this aim, although impacts were seen on fewer measures compared to the 2013 programmes, particularly autumn. Overall, positive impacts were most consistently found in the summer standard programme in 2014.
- NCS had a varied impact in terms of short- and long-term education, employment and training plans across the different programmes.
- The summer standard programmes had the greatest number of impacts on long-term educational and career aspirations; as well as on the sense of control participants felt over their future. However, findings from both the summer standard and test programmes showed that NCS participants were less likely to report an intention to study full-time for other qualifications. This may, in part, be because summer test and standard participants were more likely to



say they were expecting to study full-time for a degree or other higher education qualification, or the time of year in which they completed the survey; however the evaluation findings are not able to validate these hypotheses.

- Turning to short-term education, employment and training plans, the summer test and standard programmes had a positive impact on participants planning to be in paid work in the next few months, while spring had a positive impact on participants planning to be involved in voluntary or community work. The autumn programme had a negative impact on plans to study AS/A Levels in the next few months. However, autumn did have a positive impact on participants' long-term plans to study full-time for another qualification.
- NCS increased participants' confidence in practical life skills, such as decision-making and managing money. The summer and spring programmes also had a positive effect on personal resilience.
- Summer standard participants who were eligible for free school meals generally showed larger increases than others in personal resilience following NCS.
- In terms of wellbeing, all NCS programmes had an impact on at least one of the four measures included in the evaluation, although impact was most consistent in the summer programmes.
- NCS led to an increase in the proportion of participants who reported they had not consumed any units of alcohol in the previous month among spring participants and previous week among summer participants. It also led to an increase in the proportion who had not smoked any cigarettes in the previous week among spring and autumn participants.

### Social mixing

One of the aims of the NCS programme is to improve social mixing among participants. In order to understand the impact of NCS on social mixing the evaluation included a range of related measures designed to assess levels of social trust; attitudes towards mixing with people from different backgrounds; perceptions about social cohesion; and the expansion of social networks.

- Reflecting on their experience, around eight in ten participants said they *felt* more positive towards people from different backgrounds after they had completed NCS.

- The evaluation has also shown that NCS had positive impacts on multiple aspects of social mixing, although these impacts varied across programmes. Overall, the spring programme showed relatively consistent impacts across measures compared to the other programmes in 2014. However, the 2014 programmes showed fewer positive impacts overall compared to the 2013 summer and autumn programmes.
- NCS increased participants' trust in others in summer standard and autumn 2014.
- The spring programme had a consistently positive impact on participants' attitudes towards mixing with people from different backgrounds. Fewer measures showed impacts across the summer test, standard and autumn programmes.
- Spring and summer standard NCS programmes had a positive impact on participants' perceptions of whether their local area is a place where people from different backgrounds get on well together.

## Value for money

The value for money analysis has been undertaken in line with the principles of the HM Treasury Green Book, and seeks to monetise (as far as possible) the resource costs and benefits associated with the scheme.

The analysis presented focuses on the core anticipated outcomes associated with the NCS. In particular, the NCS is expected to leverage changes in civic engagement that would be observable in volunteering behaviour. Additionally, NCS participants engage in a range of team-building activity over the duration of the programme, which might be expected to lead directly to improvements in leadership skills and other related outcomes, such as enhanced confidence or team-working ability. In addition, the evaluation has also examined a range of other supplementary outcomes that might be delivered as a by-product of participation in the programme (such as reduced prevalence of lifestyle behaviours with associated health risks, such as alcohol consumption or smoking). These outcomes are not central to the objectives of the NCS, and while the effects involved have been monetised as part of this analysis, they have not been included in the core value for money calculations presented in this report.

Additionally, it should be acknowledged that these findings are based largely on short-term outcomes observed amongst NCS participants. In order to assess the potential social value of those outcomes, a range of assumptions have been made as to how far the short-term effects observed will persist over time, which are set out explicitly in the following sections, and are subject to a range of sensitivity analyses. These assumptions have been

refined in light of additional longitudinal evidence emerging from the second stage of the NCS 2013 evaluation which has explored the persistence of the key outcomes of interest 16 to 17 months following participants' completion of the summer and autumn 2013 programmes. The core results of the analysis are set out in the box below.

The costs and benefits associated with NCS 2014 have been estimated as follows:

- **Spring 2014:** Spring 2014 NCS was estimated to have delivered social benefits valued at between £4.4m and £18.3m, at a cost of £5.9m (giving a benefit to cost ratio of between £0.75 and £3.11).
- **Summer standard 2014:** Summer standard 2014 NCS was estimated to have delivered social benefits valued at between £70.8m and £252.6m, at a cost of £63.4m (giving a benefit to cost ratio of between £1.12 and £3.98).
- **Autumn 2014:** Autumn 2014 NCS was estimated to have delivered social benefits valued at between £14.3m and £25.4m, at a cost of £14.9m (giving a benefit to cost ratio of between £0.96 and £1.71).

# Introduction

# 1 Introduction

This report covers the findings from an evaluation of National Citizen Service (NCS) 2014, exploring its short-term impacts and value for money. Ipsos MORI was commissioned by the Cabinet Office to evaluate the spring, summer and autumn programmes. This follows on from the Ipsos MORI evaluations of the summer and autumn programmes 2013.<sup>4</sup>

## 1.1 Background

NCS is a Government-backed initiative that brings together young people aged 15 to 17 from different backgrounds to help them develop greater confidence, self-awareness and responsibility, with a view to creating a more cohesive, responsible and engaged society. Since November 2013, it has been managed by the NCS Trust, a community interest company established by the Government to shape, champion and support NCS. Before this date, NCS was managed by the Cabinet Office.

NCS was initially piloted for two years (2011 and 2012) to test delivery prior to a wider roll-out from 2013 onwards. Building on the recommendations from the 2011 pilot, delivery was expanded in 2012 to include an autumn pilot in addition to the summer programme, and over 26,000 young people successfully took part.<sup>5</sup>

2013 was the first full year of NCS, with just under 40,000 16 and 17 year olds taking part across England, split between summer, autumn and a small pilot spring programme.<sup>6</sup> 2014 saw continued growth of the programme and the first year of delivery under the full management of the NCS Trust. This year also saw the introduction of a larger spring programme and the trial of a new delivery model, introduced with a view to testing new ways to secure positive impacts, further growth and value for money in the longer term.<sup>7</sup>

On standard models participants completed NCS over four main Phases. Following a Phase 1 introductory period where they may have taken part in induction activities, these four main programme Phases consisted of outward-bound activities (Phase 2), skills development and community

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<sup>4</sup> The full report from this evaluation is available on the NCS Trust's website at:

[http://www.ncsyes.co.uk/sites/all/themes/ncs/pdf/ncs\\_2013\\_evaluation\\_report\\_final.pdf](http://www.ncsyes.co.uk/sites/all/themes/ncs/pdf/ncs_2013_evaluation_report_final.pdf)

<sup>5</sup> Evaluations of the 2011 and 2012 pilots were carried out by NatCen Social Research. The findings from these evaluations are available on the NatCen website, at:

<http://natcen.ac.uk/our-research/research/evaluation-of-national-citizen-service-pilots/>.

<sup>6</sup> A small number of participants (428) took part in the spring 2013 programme. Owing to this small sample size, the pilot was not included in the 2013 evaluation.

<sup>7</sup> In total, 4,366 young people took part in spring 2014 (with 3,594 completing their programme), 42,510 in summer 2014 (with 39,042 completing) and 10,913 in autumn 2014 (with 9,777 completing). Programmes were delivered by over 200 delivery partners of the NCS Trust.

awareness activities (Phase 3), and planning and delivery of a social action project in the local community (Phases 4–5). NCS ended with a celebration ceremony.

While the spring, summer and autumn programmes all included Phases 1–5, the exact timings of delivery varied across regions and seasons. Summer programmes largely took place over 4 weeks during the school summer holidays. However, in some cases Phase 5 was run across a series of weekends. Given the nature of school holidays, the autumn and spring programmes had slightly shorter Phases, with the spring programme taking place in two tranches over February half-term and during the April Easter holiday period, and the autumn programmes taking place over a period of around two weeks during and after the autumn half-term holidays in October and November.

In summer, NCS test programmes were piloted alongside the standard programme, as detailed in the table below. The purpose of this test programme was to scope out potential for alternative models of delivering the programme across the year while maintaining impacts.

These test programmes were shorter than the standard programmes and combined Phases 3 and 4 in the second residential week.

The following table details the differences between summer (both test and standard programmes) and spring and autumn NCS 2014. The specific activities undertaken varied by delivery partner.

Phase	Summer (standard)	Summer (test)	Autumn/Spring
Attending residential activities away from local area (Phase 2)	5-days, staying over 1 hour away from participants' homes	5-days, staying over 1 hour away from participants' homes	3-days, staying over 1 hour away from participants' homes
Attending activities in local area (Phase 3)	5-days, staying under 1 hour away from participants' homes	5 days, staying under 1 hour away from participants' homes	3-days (non-residential)
Designing a social action project for local area (Phase 4)	30 hours full-time over 4/5 days (non-residential)		30 hours split across this and Phase 4, mostly part-time
Delivering a social action project for local area (Phase 5)	30 hours, either full-time or part-time (non-residential)	30 hours, either full-time or part-time (non-residential)	

## 1.2 Aims of the evaluation

As in 2013, the key objectives of this evaluation were:

- To assess the impact of the spring, summer standard and test and autumn programmes on four outcome areas: social mixing; transition to adulthood; teamwork, communication and leadership; and community involvement.
- To understand whether NCS represents good value for money.

## 1.3 Methodology

This section summarises the evaluation methodology. Full technical details can be found in the separately published Technical Report.<sup>8</sup>

The evaluation comprised two components:

- Self-completion paper and online surveys of NCS participants and control groups, conducted before the spring, summer and autumn programmes began (the baseline), and again three to five months after their completion (the follow-up) to measure the impact of NCS.<sup>9</sup>
- An economic analysis using data from the participant surveys to monetise (as far as possible) the resource costs and benefits associated with the 2014 spring, summer standard, summer test and autumn NCS programmes.

### Measuring impact

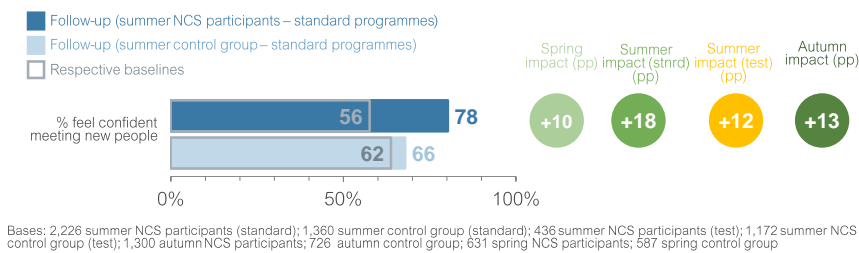
The NCS participant and control group samples (separate control samples for spring, summer standard, summer test and autumn) were made comparable in terms of demographic and socio-economic characteristics using a statistical technique called propensity score matching. The impact on each outcome was then calculated as the change from baseline to follow-up among NCS participants minus the equivalent change among the respective control group (either in percentage points, or in mean scores) –

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<sup>8</sup> This will be available on the Ipsos MORI website when published.

<sup>9</sup> In spring, 3,721 NCS participants and 1,631 control group members completed baseline surveys. Of these, 638 and 595 respectively completed follow-up surveys. In summer, 35,926 NCS participants of standard programmes and 2,415 NCS participants of test programmes completed the baseline survey. Of these, 2,266 and 439 completed follow-up surveys respectively. In addition, 6,087 members of the control group in summer completed baseline surveys and 1,368 completed follow-up surveys. In autumn, 8,828 NCS participants and 2,121 control group members completed baseline surveys. Of these, 1,363 and 736 respectively completed follow-up surveys.

these impact scores are shown in circles in the charts in this report.<sup>10</sup> An example of this calculation is shown in the following chart.



## Comparability of control groups

As in 2013, the 2014 control groups were designed to be more comparable to NCS participants than those used in the evaluations of the 2011 and 2012 pilots. For 2014, the control groups were drawn from those expressing interest in NCS but not participating, whereas in 2011 and 2012 the control group was taken from the National Pupil Database in summer 2011.<sup>11</sup> The control groups were also drawn and surveyed at the same time as NCS participants, so they were more closely aligned than in 2012 and 2011. It is likely that those expressing interest in NCS (but not attending) were more like NCS participants than a general representative sample of 15 to 17-year-olds from the National Pupil Database.

In addition, it should be noted that, compared with the earlier evaluations, more variables were used in the propensity score matching in 2013 and 2014. This means the risk of not controlling for confounding variables has been reduced (but not eliminated) compared to previous years.

## 1.4 Interpretation of findings

Throughout this report, only impacts and differences that are statistically significant at the 95% level of confidence are commented on.

Comparisons are made between the summer standard, summer test, spring and autumn programmes. This is intended to highlight where one or more programmes had an impact but other programmes did not. Impacts are measured by comparing the baseline and the follow-up surveys of each outcome and within each programme individually. Comparisons cannot be made between *levels* of impact where more than one programme was found to have an impact on an outcome.

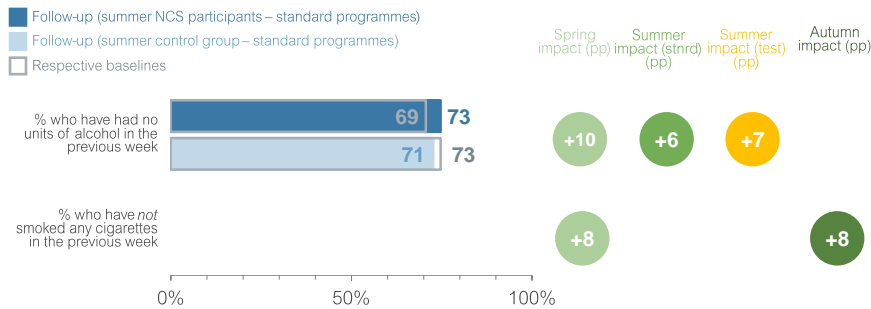
Key findings are set out in charts, such as the one below. The bars represent findings from the standard summer programmes, due to the

<sup>10</sup> In this report, where the stated differences between the baseline and follow-up results do not appear to equal the impact score, this is due to rounding.

<sup>11</sup> This is an administrative dataset of pupils attending schools or colleges in England, published annually by the Department for Education.



larger population size of this wave. If the standard summer NCS did not present any impact, but spring, summer test or autumn presented impact, the bars are left blank. However, any impacts of these programmes can be found in the circles to the right of the charts. Orange circles represent a negative impact. Green and yellow circles indicate a positive impact. If a programme did not have an impact, the space is left blank.



Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group

Subgroup analysis is included in order to examine whether NCS had a particularly strong impact on one subgroup, in the outcomes where it had an impact overall. Significant differences by ethnicity and eligibility for free school meals (considered a proxy for socio-economic background) were found and are reported here.

It should be noted that statistically significant impacts were not observed on *all* of the specific outcomes measured in the surveys. Whilst some of these non-significant findings are commented on in the main body of this report, a full list of outcome areas is provided in Appendix B.

# **Experiences of participants**

## 2 Experiences of participants

### Key findings

The findings show that the experiences of 2014 participants were in line with participants from the 2013 programme:

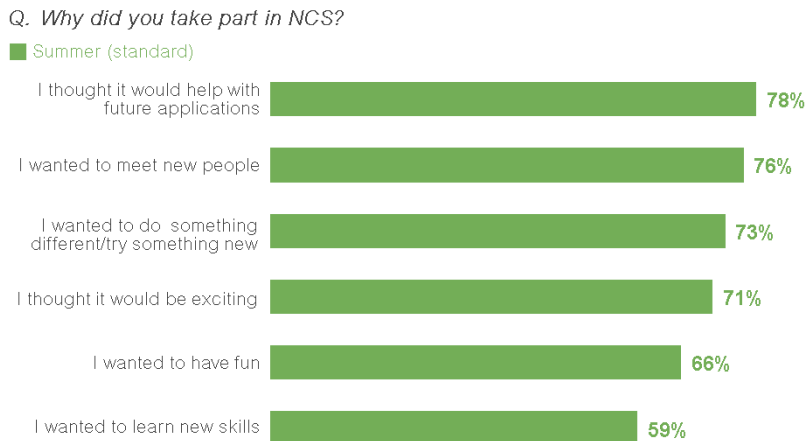
- Participants of all NCS 2014 programmes were very positive about their experience of NCS overall – nine in ten participants said they found their experience worthwhile. Echoing this, around nine in ten participants said they wanted to continue to be involved with NCS in the future.
- With regard to the different parts of the NCS programmes, the time spent staying away from their local area (Phase 2) remained the most well-received element across all the programmes. Spring participants were relatively more positive about time spent planning their social action project (Phase 4) than other programmes, while both spring and autumn participants were comparatively more positive about their time spent running their social action project (Phase 5).
- Participants were positive about the various aspects of their experience, particularly the staff and help they were given for their team's project (around nine in ten were positive).
- Participants across the different programmes had positive perceptions of the difference NCS had made to them. In particular, participants consistently believed NCS had taught them something new about themselves (around eight in ten) and they were also proud of what they had achieved (around nine in ten). There were some differences between the programmes, with comparatively more spring participants positive across a number of measures – they were significantly more likely, after NCS, to feel a greater responsibility in their local community and feel more responsible for their actions overall.

This chapter describes the self-reported experience of participants of NCS. Overall the findings across programmes were very similar and therefore the charts presented relate to the summer standard model only, as this was the largest programme. Where statistically significant differences between programmes were observed these are highlighted in the text.

## 2.1 Why did young people take part?

The reasons participants most often gave for taking part in NCS included that they thought it would help with any future applications, they wanted to meet new people, or they wanted to do something different or try something new. These are shown in Figure 2.1.

Figure 2.1 – most common unprompted reasons for taking part



Bases: 1,671 summerNCS participants (standard)

N.B. chart shows the top six categories

This is consistent with the most common reasons participants gave for taking part in the summer test, spring and autumn programmes – with the same true of participants who took part in the 2013 programme.

Spring 2014 participants were more likely than participants of other 2014 programmes to say they took part in order to help out in their local area (41% gave this as a reason). Half (51%) of those who took part in the summer test programmes said it was because their school or teachers encouraged them to take part.

## 2.2 Perceptions of National Citizen Service

### How enjoyable and worthwhile did participants find National Citizen Service?

Over nine in ten NCS programme participants across the 2014 programmes enjoyed their experience.<sup>12</sup> This is similar to 2013, when 97% of all summer and autumn 2013 participants said they enjoyed their experience.

The follow-up survey also asked *how worthwhile* participants felt NCS was. As Figure 2.2 demonstrates, over nine in ten participants thought their overall experience of summer standard NCS was worthwhile. This was also the case for the summer test, spring and autumn programmes,<sup>13</sup> and was

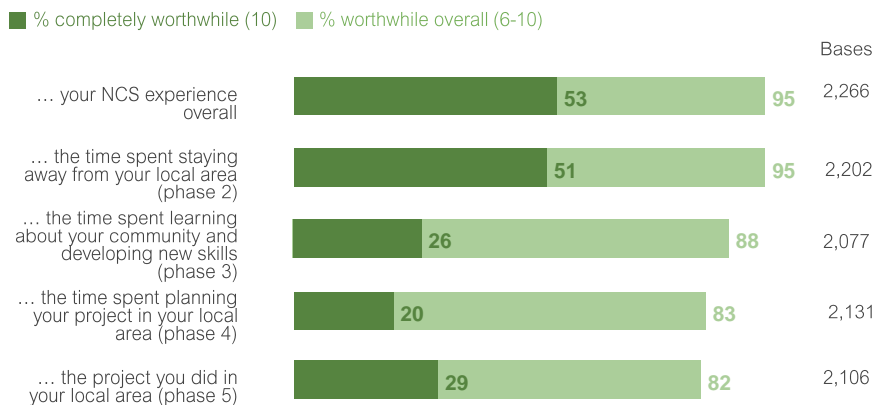
<sup>12</sup> 94% summer standard, 97% summer test, 93% autumn and 96% spring.

<sup>13</sup> 97% test, 96% spring, 91% autumn.

also seen in 2013. Participants of the summer test programme were significantly more likely to say they found the overall experience completely worthwhile (64%).

Figure 2.2 – perceived worthwhileness of National Citizen Service for summer standard participants

Q. On a scale from 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, how worthwhile did you find ... ?



Bases: summer NCS (standard) who took part in each of these activities (as stated)

The part of the programme that participants thought was most worthwhile was the time they spent away from home, with summer participants being most positive about this aspect.<sup>14</sup> Spring participants were relatively more positive about how worthwhile planning and undertaking the social action project was (Phase 4 and Phase 5) than participants from other programmes.<sup>15</sup>

Compared to summer 2013 programme participants, summer standard participants in 2014 were less likely to say they found Phase 3 completely worthwhile.

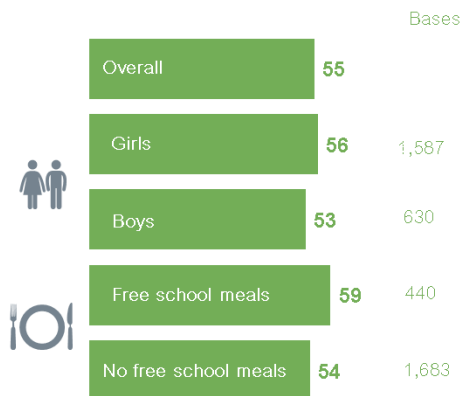
As Figure 2.3 shows, the NCS programme was rated more worthwhile by those eligible for free school meals than those who were not – which is consistent with findings from the 2013 programme. Boys in the summer test programme were more likely to rate the programme as ‘completely worthwhile’ than girls, while the opposite was true for the summer standard and autumn programmes.

<sup>14</sup> 95% summer standard, 97% summer test, 94% spring and 90% of autumn participants.

<sup>15</sup> 92% and 90%, of spring participants respectively thought these Phases were worthwhile, compared to 91% and 86% of summer test participants, 88% and 83% of summer standard participants, and 87% and 84% of autumn participants.

Figure 2.3 – perceptions of National Citizen Service by subgroup

% who found their overall NCS experience completely worthwhile (score of 10)



Bases: 2,226 summer standard NCS participants (unless otherwise stated for subgroups)

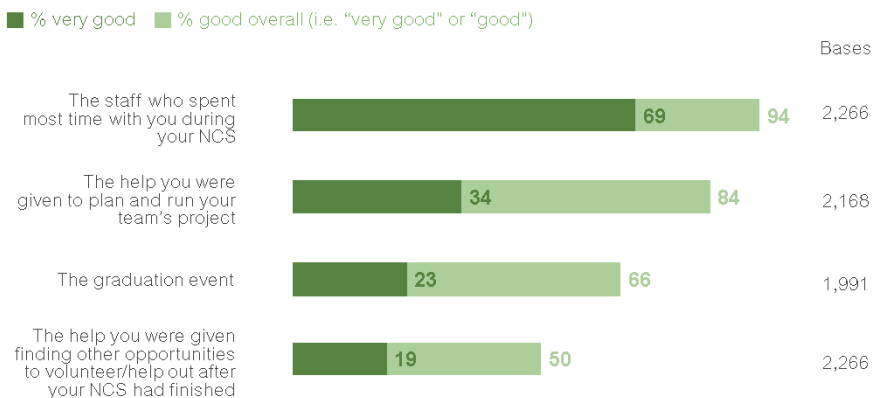
How did participants rate specific aspects of their experience?

As was the case for the 2013 programme, participants were positive about staff on the programme, the help they were given to run social action projects, and the graduation event. Participants were generally less positive about the help they were given to find other opportunities to volunteer, suggesting (as highlighted in previous evaluations) there is scope to develop this area further.

Overall, participants of the spring programme were more likely to rate all aspects of the programme as 'very good' than those from other programmes.

Figure 2.4 – perceptions of specific aspects of their experience

Q. On a scale from very good to very bad, what do you think of the following aspects of NCS?



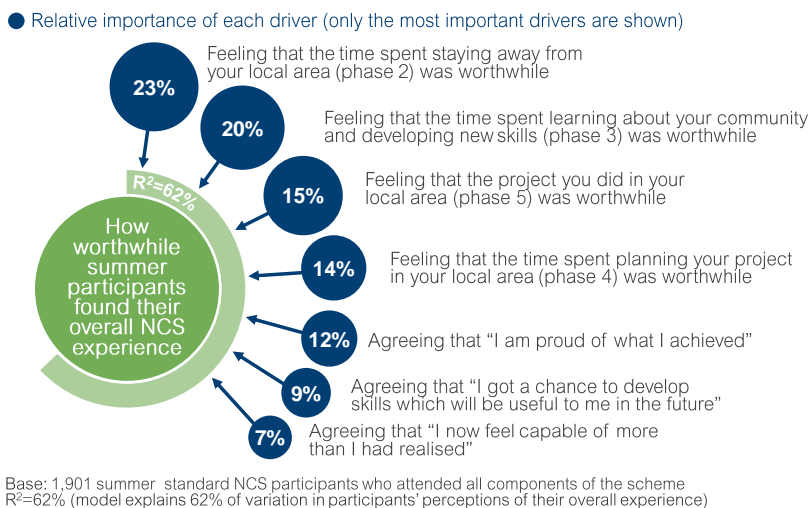
Bases: Summer NCS participants (standard) who took part in each of these activities (as stated)

## 2.3 Drivers of positive experiences

A key drivers analysis was carried out to explore what drove participants' perceptions of NCS – this is a statistical analysis that shows how much of the variation in responses to a single question can be explained by other attitudes and demographics.<sup>16</sup> The top drivers emerging from the analysis of summer participants are shown in Figure 2.5, along with their relative importance in explaining how worthwhile participants found NCS.

These findings suggest that summer participants' perceptions of the more active Phases of NCS – the time spent in a residential setting, learning new skills or thinking the project they did in their local area was worthwhile – play the largest part in determining what they think of NCS overall. By contrast, the planning Phase was the least important Phase.

Figure 2.5 – key drivers of a worthwhile experience



A similar model was run on summer 2013 participants' perceptions of NCS. The drivers were broadly the same, but participants feeling that the project they did in their local area (Phase 5) was worthwhile had more importance than feeling that the time spent learning about their community and developing new skills (Phase 3) as worthwhile.

## 2.4 What did young people take away from National Citizen Service?

What difference did young people think National Citizen Service made to them?

All participants had similarly positive perceptions of the difference NCS had made to them:

<sup>16</sup> Technical details of this analysis and the full set of drivers emerging from the analyses of summer and autumn participants are covered in Appendix C.

- Around three in four participants felt more confident about getting a job in the future.<sup>17</sup> Participants in the autumn programme were less likely to say this (68%).
- Three in four participants (76%) who attended the spring programmes agreed they were more likely to help out in their local area, which is higher than other programmes, where around seven in ten participants agreed.<sup>18</sup>
- Around nine in ten participants across the summer standard, summer test and spring programmes believed that NCS helped them develop skills for the future. This was lower for the autumn programme (86%).<sup>19</sup>
- Eight in ten participants felt 'capable of more than they had realised' after participating in NCS.<sup>20</sup>
- Nine in ten participants said they were proud of what they had achieved.<sup>21</sup> Around eight-in-ten saying they had learnt something new about themselves.<sup>22</sup>
- Around six in ten participants of the summer test, summer standard and autumn programmes said they felt they had greater responsibility in their local community and around two thirds felt they were more responsible for their actions overall.<sup>23</sup> Spring participants were more likely to feel a greater responsibility in their local community (66%) and for their actions overall (83%) since NCS.
- Over eight in ten participants felt that the programme had allowed them to have a better understanding of their abilities.<sup>24</sup>

These findings are in line with how NCS 2013 participants felt that the programme had benefited them in 2013.

### Staying involved

Echoing their positive experiences, nine-in-ten summer standard, summer test and spring participants wanted to stay involved with NCS, with this

91%



of summer (standard) participants felt they got a chance to develop useful skills for the future

<sup>17</sup> 77% spring, 72% summer standard and 74% summer test participants.

<sup>18</sup> 68% summer standard, 72% summer test and 70% of autumn participants.

<sup>19</sup> 91% summer standard, 90% summer test and 93% of spring participants.

<sup>20</sup> 83% for summer standard and test, 81% for autumn, and 86% for spring participants.

<sup>21</sup> 91% in summer standard, 92% in summer test, 90% in autumn and 93% in spring programmes.

<sup>22</sup> 81% of summer standard, 86% of summer test, and 79% of participants in the autumn and spring programmes.

<sup>23</sup> 57% for summer standard, 59% for summer test and 59% for autumn said they felt a greater responsibility for their local community and 77% of summer standard, 74% of summer test, 75% of autumn felt more responsible overall.

<sup>24</sup> 85% of summer standard, 84% of summer test, 83% of autumn and 88% of spring participants.



figure only slightly lower for those who took part in the autumn programme (86%).<sup>25</sup> Over two fifths of participants said they would definitely like to be involved in NCS in the future.<sup>26</sup> This is in line with the proportion of participants who completed the 2013 programme who wanted to stay involved with NCS.

The most common way participants said they would like to be involved in NCS was by helping out on a residential week, with around six in ten saying they would like to help in this way.<sup>27</sup> Around half of participants across the 2014 programmes were likely to want to act as mentors, although summer standard and test participants were more likely to want to do this as compared to the autumn and spring programmes.<sup>28</sup> Helping out on a social action project was also a popular choice for continued involvement in NCS. These were also the most common ways in which NCS 2013 participants wanted to maintain involvement.

Around one-in-three participants of the autumn and spring programmes said they would like to carry on a project in their local area. This is higher than the summer programmes' participants (both standard and test).

2014 participants were relatively less keen on becoming NCS ambassadors; while helping with a national recruitment campaign was the least frequently mentioned way that participants said they would like to continue their involvement. These findings are similar to the 2013 evaluation.

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<sup>25</sup> 90% summer standard, 90% summer test and 92% of spring participants.

<sup>26</sup> 44% of summer standard, 46% of summer test, 41% of autumn and 49% of spring participants.

<sup>27</sup> 66% summer standard, 61% summer test, 63% autumn and 66% of spring participants.

<sup>28</sup> 56% summer standard. 58% summer test, 48% autumn and 45% spring.

## Recommending National Citizen Service

Nearly all participants said they would definitely recommend NCS to other 16- or 17-year-olds. Around nine in ten summer test, summer standard and spring participants said they would definitely recommend NCS.<sup>29</sup> Autumn participants were less likely to say this, although more than 8 in 10 were they would definitely recommend NCS (84%).

88%



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of participants who took part in the summer standard programme said they would definitely recommend NCS to others.

<sup>29</sup> 92% of summer test, 91% of spring, 88% of summer standard participants.

# **Impact of National Citizen Service 2014**

## 3 Impact on teamwork, communication and leadership

### Key findings

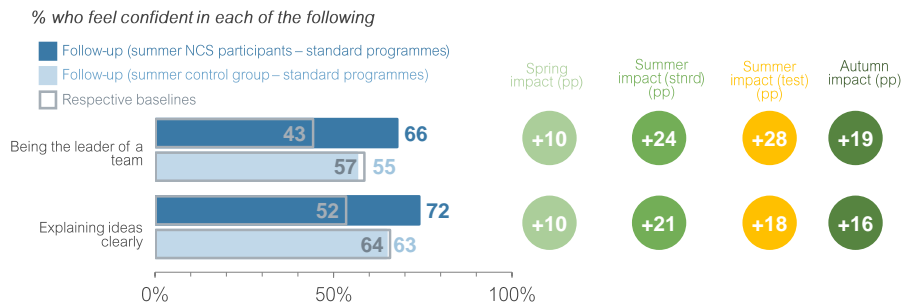
One of the aims of the NCS programme was to improve teamwork, communication and leadership. The evaluation sought to explore the impact of NCS on this area by looking at a range of measures, including attitudes towards teamwork and confidence in leadership and communication.

- All NCS programmes in 2014 improved participants' confidence in leading and working in a team, meeting new people, getting along with people easily and explaining their ideas clearly. These impacts were relatively consistent across NCS 2014. These were similar to the range of impacts found in the NCS 2013 programmes.
- The standard and test summer programmes also had a positive effect on participants' views regarding treating others with respect and having someone there if they needed help.
- The standard summer programme had an impact on participants' enjoyment of working with people with different views to them.

### 3.1 Confidence in leadership and communication

As Figure 3.1 shows, there were positive impacts on how confident participants felt being the leader of a team and explaining ideas clearly. This was consistent across all programmes.

Figure 3.1 – impact on leadership and communication



Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group

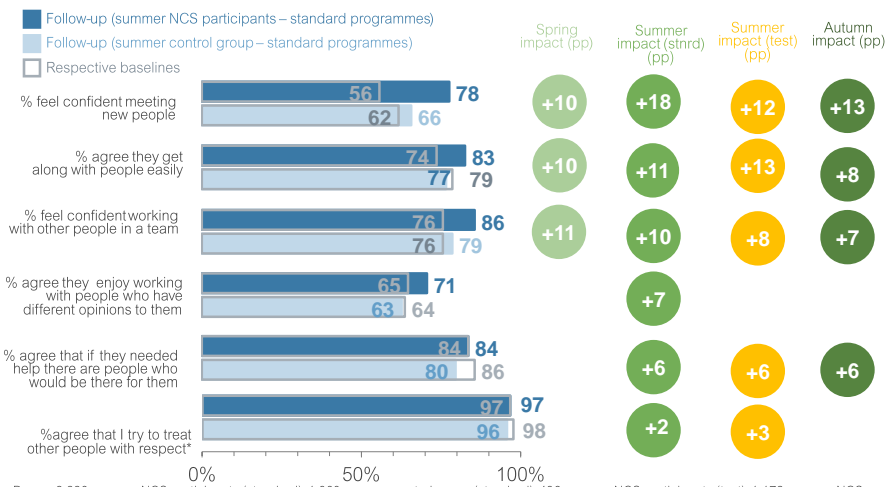
### 3.2 Attitudes towards teamwork and getting along with others

Figure 3.2 shows that all NCS programmes had positive impacts on how confident participants felt meeting new people and working with others in a team. There were also consistent improvements relative to the control group across all programmes in terms of participants' belief that they get along with people easily.

Summer standard and test programmes had positive impacts on participants' belief that there are people who would be there for them if needed and that they try to treat other people with respect. The standard summer programme had a positive impact on participants' enjoyment working with people who have different opinions from them. This impact was not discernible for other programmes (NB: these three questions were only asked in the summer and autumn, not in the spring).

In general, the summer standard programme had a greater positive impact for girls than for boys in terms of these life skills. For example, a positive impact was found for girls in terms of working with others in a team (+12pp), whereas there was no positive impact for boys on this measure.

Figure 3.2 – impact on teamwork and getting along with others



Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group

\*Not asked in spring



### Comparisons to 2013

NCS 2013 had similar positive impacts on participants’ attitudes to leadership, communication and teamwork. As with all 2014 programmes, the 2013 summer and autumn programmes improved participants’ confidence in being the leader of a team, explaining ideas clearly, meeting new people and working with other people in a team.

Summer and autumn NCS in 2013 also had a positive impact on participants’ attitudes towards treating others with respect. The standard and test summer programmes in 2014 also had this effect, but the autumn programmes did not.

The extent to which participants enjoy working with people with different opinions from them or felt there would be someone there for them if they needed help are new measures for 2014 and were not included in the 2013 evaluation.

## 4 Impact on community involvement

### Key findings

Encouraging community involvement was another aim of NCS. The evaluation sought to explore the impact of NCS on this area by looking at a range of measures, including levels of helping out and involvement; knowledge and understanding of community involvement; perceived ability to make a difference; and intention to vote.

As with NCS 2013, NCS 2014 had several positive impacts on attitudes and behaviours around community involvement across the spring, summer standard, summer test and autumn programmes.

All NCS 2014 programmes had positive impacts on:

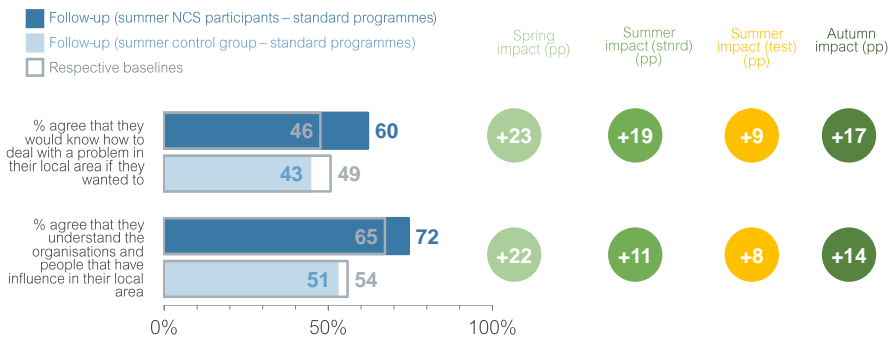
- participants' knowledge and understanding of community involvement;
- participants' perceived ability to make a difference;
- participants' likelihood of voting.

NCS 2014 also had an impact on helping out and volunteering. Although impacts were seen throughout each NCS programme to varying degrees, participants in the summer standard and autumn NCS programmes showed the greatest number of impacts on these measures.

### 4.1 Knowledge and understanding of community involvement

All four NCS programmes had positive impacts on participants' knowledge and understanding of both how to tackle problems in their local area and of the influential organisations and people in their local area, as Figure 4.1 highlights.

Figure 4.1 – impact on perceived knowledge and understanding of local community and community involvement



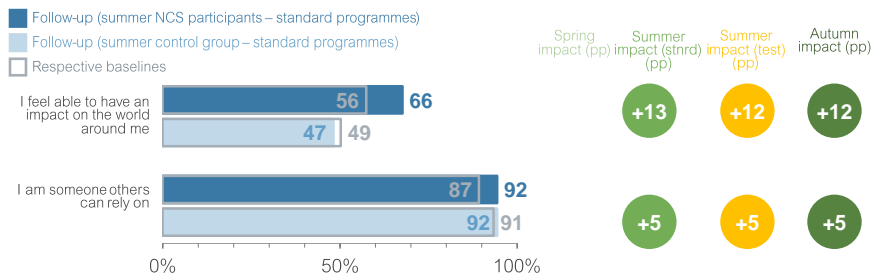
Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group

## 4.2 Perceived ability to make a difference

Summer standard, summer test and autumn NCS all had an impact on participants’ perceived ability to make a difference; influence the world around them and be someone others could rely on. In contrast, spring did not indicate an impact on either of these measures, which may merit further investigation as the evaluation findings are not able to explain why this may be the case.

Figure 4.2 – impact on perceived ability to make a difference

% who agree with each of the following



Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group

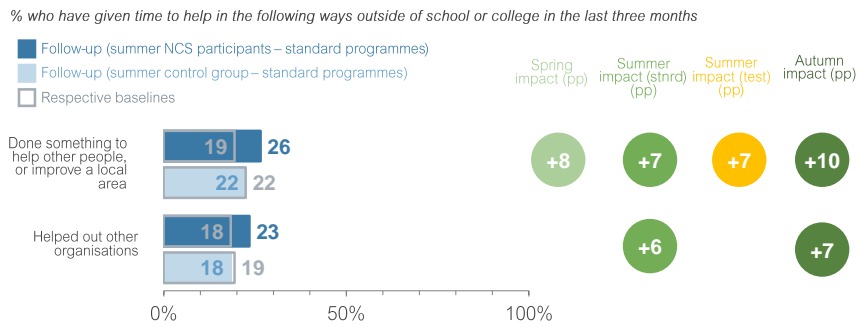
## 4.3 Involvement and helping out

### Helping out and volunteering

All NCS programmes showed a positive impact in participants having done something to help other people or improve their local area (other than their NCS project). Summer standard and autumn NCS also had a positive impact in participants helping out other organisations, as Figure 4.3 shows.



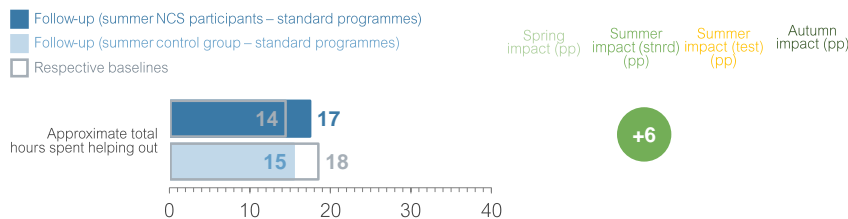
Figure 4.3 – impact on helping out



Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group

As well having an effect on participants giving their time to help, summer standard<sup>30</sup> also increased the number of hours participants spent volunteering, as shown in Figure 4.4.

Figure 4.4 – impact on hours spent on formal and informal volunteering



Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group

A breakdown of impacts on the specific activities within our definition of volunteering can be found at Appendix B.

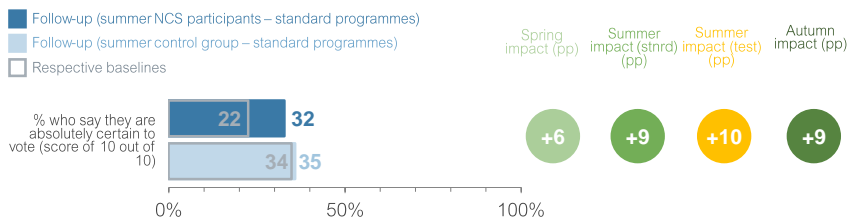
### 4.4 Intention to vote

The evaluation measured civic engagement in terms of likelihood to vote in a general election. This found that NCS participants are more likely to vote as a result of attending NCS. Positive impacts on participants indicating that they are certain to vote in the next general election can be seen across all four NCS programmes.

NCS summer standard had a greater positive impact on participants who were eligible for free school meals (+12pp) as compared to those who were not (+8pp).

<sup>30</sup> Based on online responses only due to discrepancies in the postal questionnaires.

Figure 4.5 – impact on intention to vote



Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group



## Comparisons to 2013

Both NCS 2013 and 2014 demonstrated positive impacts on a number of aspects of community involvement.

Throughout all NCS programmes in both 2013 and 2014 participants demonstrated a greater knowledge and understanding of community involvement. All NCS programmes throughout 2013 and 2014 saw positive impacts in participants' knowledge of how to deal with a problem in their local area, as well as their understanding of the organisations and people that have power in their local area.

To varying degrees, both 2013 and 2014 NCS saw positive impacts on participants' perceived ability to make a difference. Out of all 2013 and 2014 programmes, spring 2014 was the only programme not to have positive impacts on both participants' perceived ability to have an impact on the world around them and their belief that they are someone others can rely on. However, while both summer and autumn 2013 had an impact on participants' belief that they can make a difference when working with others, none of the 2014 programmes produced an impact on this measure.

Both 2013 and 2014 NCS had an impact in participants' intention to vote. All NCS programmes throughout 2013 and 2014 saw a positive impact in participants indicating that they would be certain to vote in the next general election.

## 5 Impact on transition to adulthood

### Key findings

One of the reasons NCS was set up was to support people aged 15–17 in their transition to adulthood. The evaluation sought to measure the impact of NCS in this area by considering a range of measures, including: participants' aspirations and sense of control over their future; practical life skills and resilience; and wellbeing.

- The impact analysis showed that broadly NCS achieved this aim, although impacts were seen on fewer measures compared to the 2013 programmes, particularly autumn. Overall, positive impacts were most consistently found in the summer standard programme in 2014.
- NCS had a varied impact in terms of short - and long-term education, employment and training plans across the different programmes.
- The summer standard programmes had the greatest number of impacts on long-term educational and career aspirations; as well as on the sense of control participants felt over their future. However, findings from both the summer standard and test programmes showed that NCS participants were less likely to report an intention to study full-time for other qualifications. It is worth acknowledging that due to the time at which the summer participants completed the programme and survey, they are more likely to have a clear idea of their further education pathways than Autumn/Spring participants. Therefore whilst fewer summer NCS participants intended to study full-time for another qualification, this could be because they were now more likely to be studying for a degree or another higher education qualification instead. However the evaluation findings are not able to validate these hypotheses.

- Turning to short-term education, employment and training plans, the summer test and standard programmes had a positive impact on participants planning to be in paid work in the next few months, while spring had an impact on participants planning to be involved in voluntary or community work. The autumn programme had a negative impact on plans to study AS/A Levels in the next few months. However, autumn did have a positive impact on participants' long-term plans to study full-time for another qualification.
- NCS increased participants' confidence in practical life skills, such as decision-making and managing money. The summer and spring programmes also had a positive effect on personal resilience.
- In terms of wellbeing, all NCS programmes had an impact on at least one of the four measures included in the evaluation, although impact was most consistent in the summer programmes.
- NCS led to an increase in the proportion of spring participants reporting that they had not drunk 6 or more units of alcohol on any one day over the last month; and an increase in the proportion of summer standard participants who reported that they had not consumed any alcohol in the previous week. The findings also showed an increase in the percentage who had not smoked any cigarettes in the previous week among spring and autumn participants.

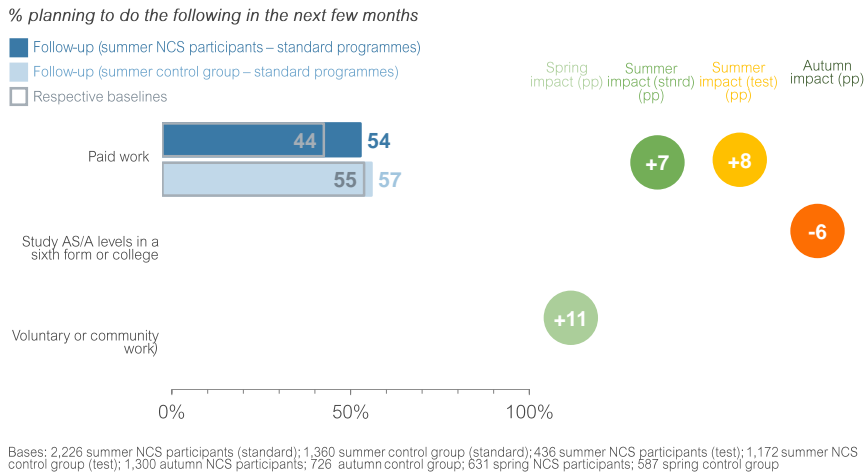
## 5.1 Education, employment and training

### Plans for the future

Some impacts on participants' short-term plans in terms of employment and volunteering were observed, however these were not consistent across the four programmes. Out of the eight possible measures tested, the programme was observed to have an impact on summer participants planning to be in paid work in the next few months following the survey, and on spring participants saying they would do voluntary work. The autumn programme had a negative impact on participants planning to study AS/A-levels in sixth form and college. On this last impact, the short-term results suggest that autumn may have had an effect on the intentions of young people to participate in further education. However, when we contacted participants 16 or 17 months after the programme as part of the 2013 evaluation, this short-term effect on intentions did not translate into effects

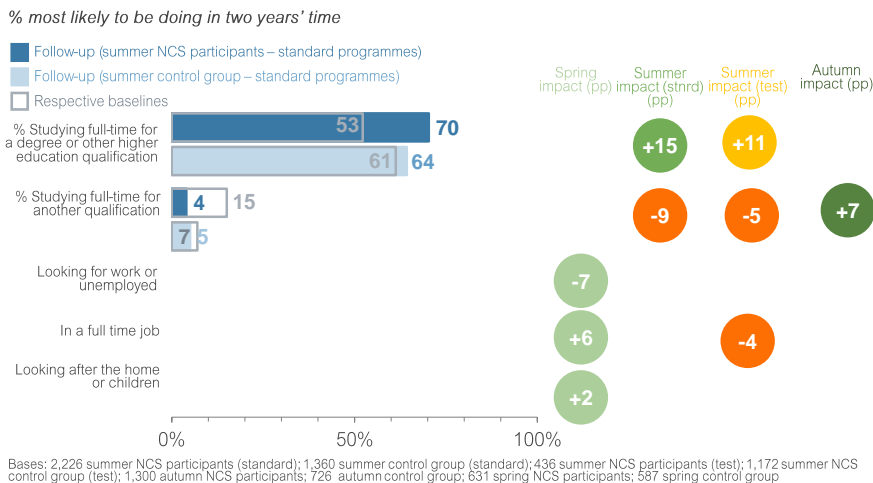
on actual participation decisions – after a year, the treatment and comparison groups show almost identical participation patterns.

Figure 5.1 – impact on plans for the next few months



Participants were also asked about their longer-term plans (i.e. what they think they will be most likely to be doing in two years' time). NCS showed an effect on longer-term educational plans for summer and autumn participants; and longer-term employment plans for spring and summer test participants.

Figure 5.2 – impact on predictions for two years' time<sup>31</sup>



Specifically, the spring programme had a positive effect on participants' longer-term plans in terms of full-time employment; in line with this, fewer participants compared to the control group thought they would be looking for work in two years' time. Participants of the summer test programme were

<sup>31</sup> While respondents were asked to code a single response for this question, in the postal questionnaire some selected more than one option. In these cases, additional responses have been randomly excluded from the analysis.

less likely to predict they would be in a full-time job in two years' time than their control group counterparts.

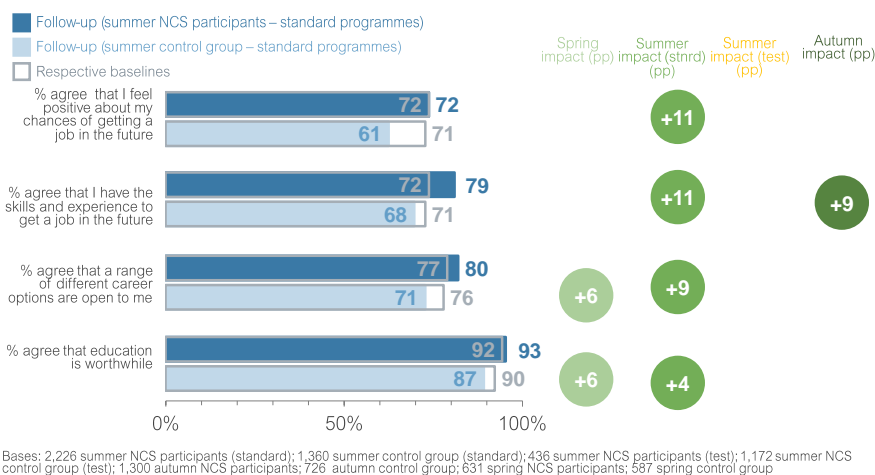
Test and standard summer programme participants were more likely than the control group to think that in two years they would be doing a higher education qualification. Conversely, they were less likely to plan to study for another type of qualification. However, the autumn programme had a positive impact on this measure. Summer participants may be less likely to say they will be studying full-time for another qualification because they are now more likely to say they are studying full-time for a degree or other higher education qualification or as a result of the time of year in which they were completing the survey; however the evaluation findings are not able to validate these hypotheses.

Summer test participants were also less likely than the control group to say they would be in a full-time job or looking after the home or children.

### Long-term choices and aspirations

Positive impacts were found for measures on future aspirations around education and employment, such as feeling positive about getting a job in the future, both in the spring and summer standard programmes. Autumn NCS had an impact on one measure, and the summer test programme did not show any impacts on long-term choices and aspirations.

Figure 5.3 – impact on long-term choices and aspirations around education and employment



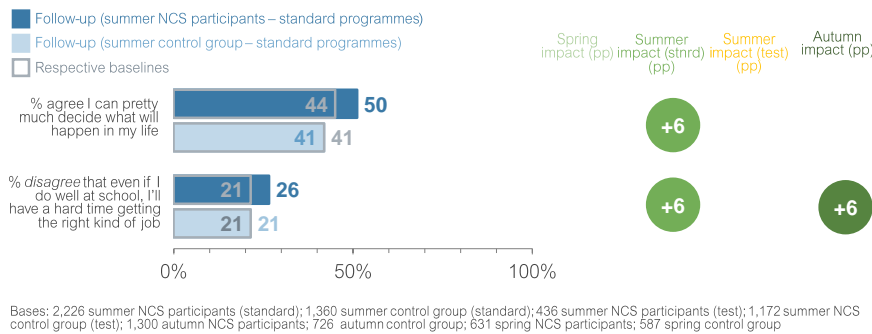
Summer standard had the greatest number of impacts in this outcome area. It was shown to have a positive effect on participants' belief that they had the skills and experience to get a job in the future; that they felt positive about their chances of getting a job in the future; that a range of different career options are available to them; and on participants' view that education is worthwhile. For the last two outcome measures the spring programme was found to have an impact as well, and autumn had an

impact on participants feeling they have the skills and experience to get a job in the future.

### Control over future success

NCS had an impact on whether participants felt in control of their lives and future success. This was observed in the summer standard and autumn programmes, but not in spring or summer test.

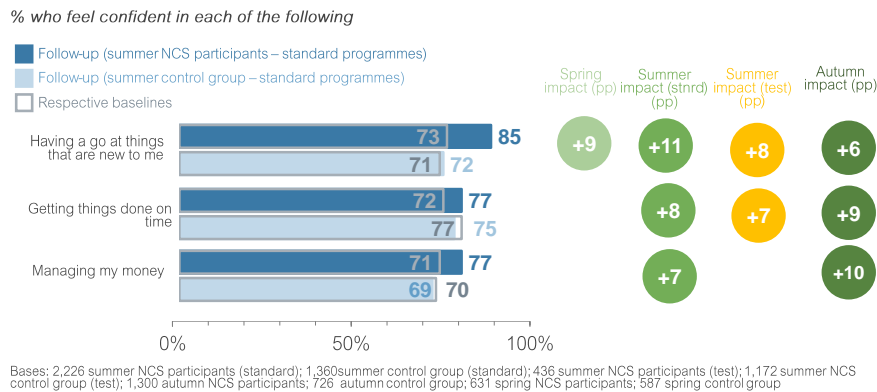
Figure 5.4 – impact on perceptions of control over future success



## 5.2 Life skills

NCS was found to have an impact on participants' confidence in a range of practical skills.

Figure 5.5 – impact on life skills

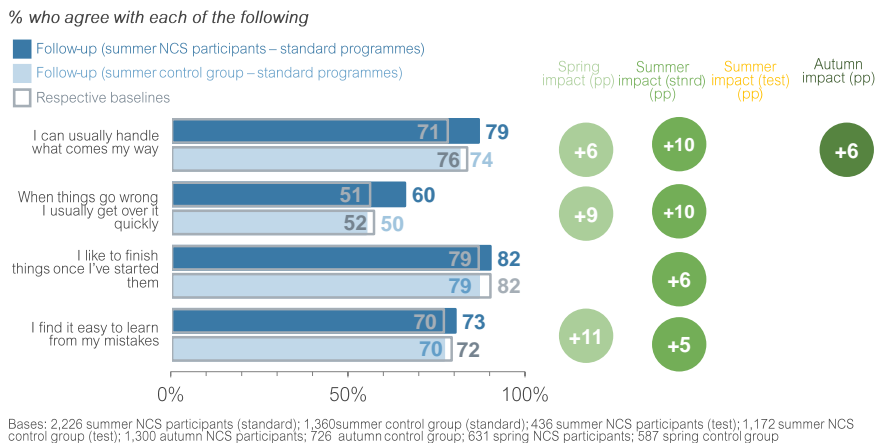


Specifically, summer standard and autumn programmes had a positive impact on participants' confidence in having a go at new things, getting things done on time and managing their money. Summer test saw an impact on two of these three measures: confidence to have a go at things that are new to them and getting things done on time. Spring saw an impact on participants having a go at things that are new to them.

## 5.3 Personal resilience

Overall, NCS spring and summer standard participants showed increased levels of personal resilience across a number of measures, compared with the control group. Autumn NCS only had a positive effect on one of the outcome measures tested – handling what comes their way. Summer test NCS did not have an impact on any of the measures tested.

Figure 5.6 – impact on personal resilience



Summer standard had an impact on handling problems, getting over things going wrong, finishing things and learning from mistakes, as shown in Figure 5.6 – the same impacts were found for spring, although spring showed no impact on finishing things.

Summer standard participants who were eligible for free school meals generally showed larger increases than others in personal resilience following NCS. For example, the programme had an impact of +14pp on handling whatever comes their way, compared to +9pp for participants who were not eligible for free school meals.

### Dealing with problems and staying out of trouble

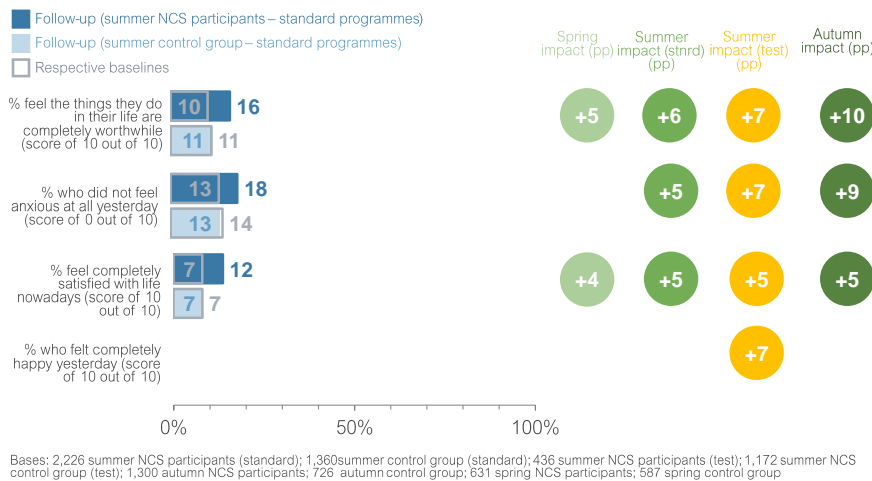
The autumn programme had a positive impact on participants' belief that some young people want to stay out of trouble. However, no impact was found on the proportion of participants saying they want to sort out the problems in their lives. An impact was not found on participants' belief that some young people want to stay out of trouble for any other programme in 2014.



## 5.4 Sense of wellbeing

NCS was shown to have a positive impact on participants' wellbeing, across all the programmes.

Figure 5.7 – impact on sense of wellbeing



Summer test was shown to have an effect on all the impact areas measured, while summer standard and autumn had an impact on three measures; feeling the things they do in their lives are completely worthwhile; not feeling anxious; and being satisfied with life. Spring saw impacts on two measures; feeling the things they do are completely worthwhile and feeling completely satisfied with life.

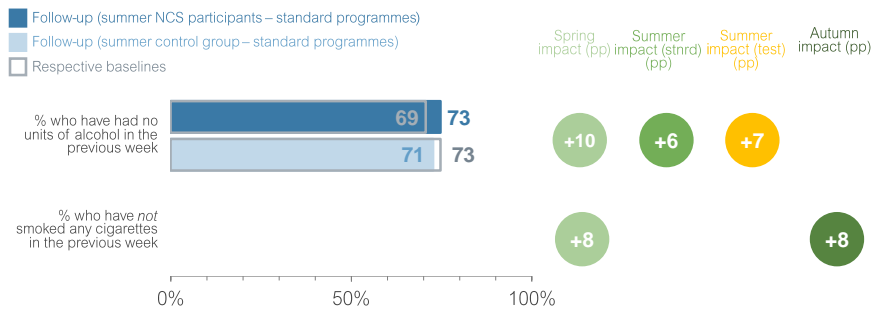
The impact analysis on wellbeing was also conducted in terms of mean scores out of 10 on each of the indicators. Impacts were found in all the same areas shown in Figure 5.7, except spring had no impact on satisfaction with life nowadays and only summer test had an impact on participants feeling completely happy yesterday.<sup>32</sup>

## 5.5 Health impacts

While NCS did not have an explicit aim of improving health behaviours, NCS led to an increase in the proportion of participants who reported that they had not consumed any alcohol in the previous week in the summer programme, and an increase of participants who reported that they did not drink 6 or more units of alcohol in the last month for the spring programme. The findings also show an increase in the proportion who had not smoked any cigarettes in the previous week among the spring and autumn participants.

<sup>32</sup> The impacts on mean score for these indicators are listed in Appendix B.

Figure 5.8 – impact on alcohol consumption and smoking behaviour<sup>33</sup>



Bases: 2,226 summer NCS participants (standard); 1,360 summer control group (standard); 436 summer NCS participants (test); 1,172 summer NCS control group (test); 1,300 autumn NCS participants; 726 autumn control group; 631 spring NCS participants; 587 spring control group

<sup>33</sup> In the spring questionnaire the alcohol question wording and the response categories were different. The question referred to 'drinking 6 units of alcohol or more in the last month'. The response categories referred to frequency in the last month. Please see technical report for further information.



## Comparisons to 2013

There were generally fewer NCS impacts in 2014 than there had been in 2013 for this outcome area, with summer showing more consistent impacts than autumn and spring.

- The impact on life skills, personal resilience and wellbeing were fairly consistent across the years, although summer 2014 did not have the positive impact on happiness that summer 2013 did.
- Autumn 2013 saw no impact on participants saying they would be studying A/AS Levels in a sixth form or college in the next few months. In autumn 2014 there was a negative impact on this measure. In 2013 there were also impacts for both summer and autumn on participants planning to be studying for a qualification (excluding A/AS Levels) in a sixth form or college, though this was not the case for either programme in 2014. And while it was autumn 2013 that encouraged participants to say they would be in paid work in the next few months, in 2014 only the summer standard and test programmes had an impact on this measure.
- In 2013 there were no long-term NCS impacts on participants' education, employment or training plans. In 2014 the summer programme participants were more likely to say they planned to study full-time for a degree or other higher education qualification, or another qualification, in two years' time. Autumn participants were also more likely to say they planned to be studying full-time for another qualification.
- In 2014 the summer programme showed one more impact on long-term choices and aspirations than it did in 2013 (feeling positive about getting a job in the future), while the 2014 autumn programme did not share any of the impacts of its 2013 counterpart. Instead it showed an impact on participants' confidence that they had the skills and experience to get a job in the future. NCS impact on perceptions of control over future success were slightly different between 2013 and 2014, with summer 2014 also having an impact on the proportion of participants disagreeing that even if they do well at school they would still find it hard getting the right kind of job. Autumn did not see the impact on participants saying they can decide what will happen in their life found in 2013.
- Both programmes led to a reduction in alcohol consumption (among spring and summer standard participants) and smoking in 2013 (among spring and autumn participants).

## 6 Impact on social mixing

### Key findings

One of the aims of the NCS programme is to improve social mixing among participants. In order to understand the impact of NCS on social mixing the evaluation included a range of related measures designed to assess levels of social trust; attitudes towards mixing with people from different backgrounds; perceptions about social cohesion; and the expansion of social networks.

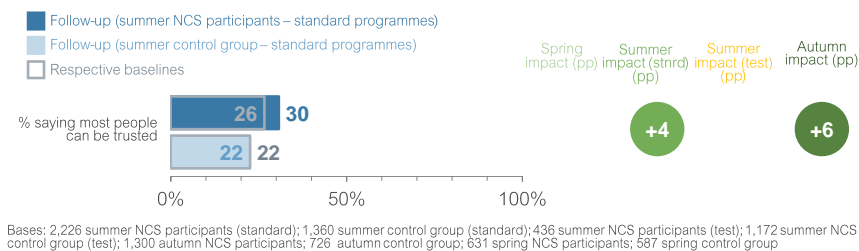
- Reflecting on their experience, around eight-in-ten participants said they felt more positive towards people from different backgrounds after they had completed NCS (82% in summer standard, 83% in summer test, 80% in autumn and 84% in spring programmes).
- Whilst NCS had positive impacts on multiple aspects of social mixing, these impacts varied across summer standard and test, spring and autumn. Overall, the spring programme showed relatively consistent impacts across measures compared to the other programmes in 2014. However, the 2014 programmes showed fewer positive impacts overall compared to the 2013 summer and autumn programmes.
- NCS increased participants' trust in others in summer standard and autumn 2014.
- The spring programme had a consistently positive impact on participants' attitudes towards mixing with people from different backgrounds. Fewer measures showed impacts across the summer test, standard and autumn programmes. However, when reflecting on their experience, participants across all 2014 programmes felt they were more positive towards people from different backgrounds after they completed NCS.
- Spring and summer standard NCS programmes had a positive impact on participants' perceptions of whether their local area is a place where people from different backgrounds get on well together.

- In terms of expansion of social networks, spring and summer standard NCS had an impact on more measures than summer test and autumn.

## 6.1 Social trust

NCS had a positive impact on both summer standard and autumn participants' belief that most people can be trusted, as Figure 6.1 demonstrates.

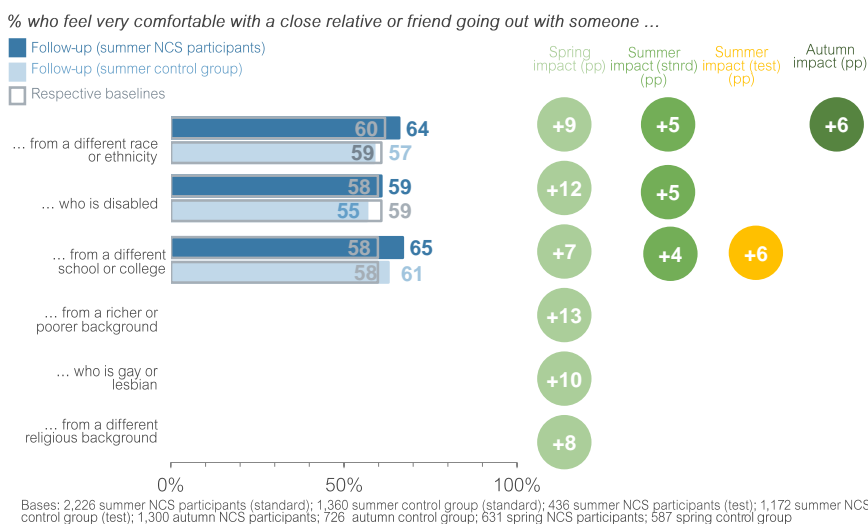
Figure 6.1 – impact on social trust



## 6.2 Attitudes towards mixing with people from different backgrounds

The surveys asked how comfortable participants would be about relatives or friends going out with people from a number of different backgrounds. Overall, NCS was found to have an impact on this outcome area, with variations in the number of measures showing impacts between programmes.

Figure 6.2 – impact on attitudes towards mixing with people from different backgrounds



Spring had a consistent impact on all the measures tested. Summer standard had positive impacts on three of these measures: feeling comfortable with friends or family going out with those from a different ethnicity; going out with those from a different school or college; or going out with people who are disabled. In terms of being comfortable with a relative or friend going out with someone from a different race or ethnicity, NCS had a positive impact on white participants, but not on participants from ethnic minority backgrounds.

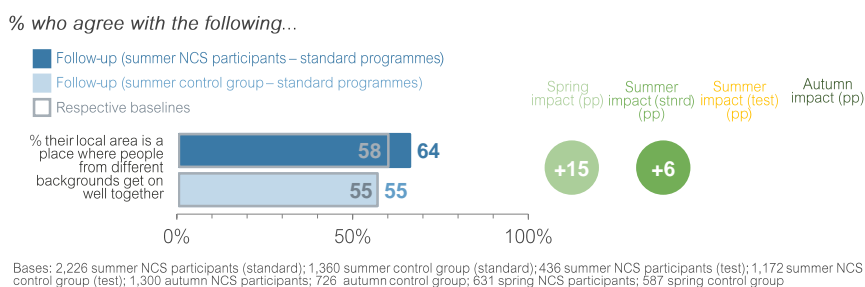
Autumn NCS had a positive impact on one measure (feeling comfortable with friends or family going out with those from a different ethnicity), as did summer test NCS (feeling comfortable with close relations/friends going out with people from a different school or college).

Reflecting on their experience, eight-in-ten participants (82% in summer standard, 83% in summer test, 80% in autumn and 84% in spring programmes) said they felt more positive towards people from different backgrounds after they had completed NCS.

### 6.3 Perceptions of social cohesion

In order to measure impact on perceptions of social cohesion, participants were asked whether they agreed that their local area is a place where people from different backgrounds get on well together. As Figure 6.3 shows, spring and summer standard had an impact on this measure, whereas autumn and summer test did not.

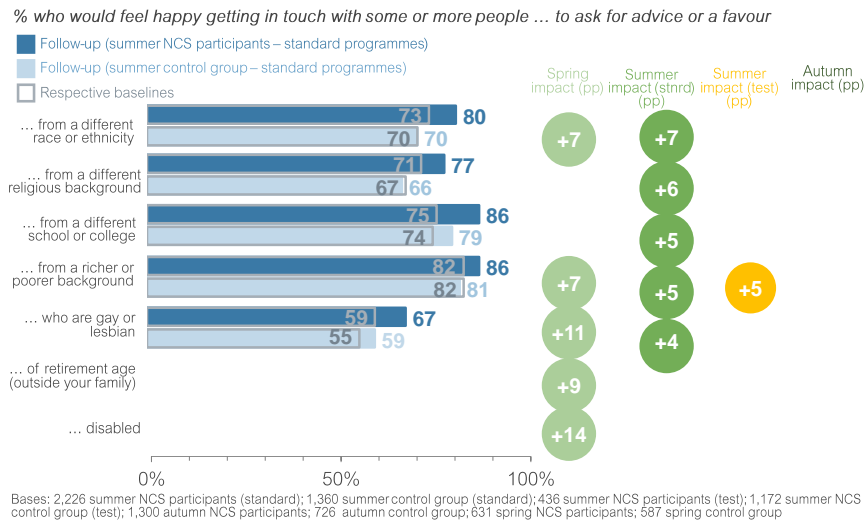
Figure 6.3 – impact on perception of social cohesion



### 6.4 Expansion of social networks

Spring and summer had positive impacts on participants' broader social networks. This was measured in terms of whether participants felt happy asking for advice or a favour from people they knew from various different backgrounds, as can be seen in Figure 6.4.

Figure 6.4 – impact on social networks



Spring, summer standard and summer test all showed positive impacts on how happy participants were to get in touch with people from a richer or poorer background to ask for advice or a favour. Both spring and summer standard showed positive impacts on how happy participants were to ask for advice or a favour from people from a different race or ethnicity or people who are gay or lesbian. Only spring participants saw an impact on asking for advice or a favour from people who are disabled or of retirement age. Only the summer standard demonstrated an impact on asking for advice or a favour from those of different religious backgrounds or from different schools or colleges from their own. In contrast to spring and summer, the autumn NCS indicated no impact across any of these measures.



## Comparisons to 2013

Both 2013 and 2014 NCS demonstrated positive impacts on a number of aspects of social mixing. Summer and autumn 2013 programmes both had a positive impact on participants' willingness to trust other people. This was seen in 2014 for summer standard and autumn participants, but not for spring and summer test.

In terms of attitudes towards mixing with people from different backgrounds, summer standard and autumn 2014 have seen fewer impacts than the equivalent programmes in 2013.

Autumn 2014 saw no impacts on expansion of social networks, in comparison to autumn 2013 which saw impacts on asking for advice or a favour of people from a different religious, economic, racial or ethnic background or who are gay or lesbian.

Summer standard 2014, however, has seen impacts on more expansion of social network measures, specifically asking for advice or a favour from people from a different race or ethnicity and who are lesbian or gay, than the equivalent programme in 2013.



# **Value for money of National Citizen Service 2014**

# 7 Value for Money of National Citizen Service 2014

This chapter summarises the assessment of value for money associated with NCS 2014. This analysis has been undertaken in line with the principles of the HM Treasury Green Book, and seeks to monetise (as far as possible) the resource costs and benefits associated with the scheme. Full details of the analysis are set out in the separately published Technical Report.

## 7.1 Summary

This analysis is based on the numbers completing the spring, summer and autumn 2014 NCS programme.<sup>34</sup> These findings are based on the outcomes observed amongst NCS participants and a control group of non-participants over the three (spring), four (autumn) or five (summer) months following their participation in the programme.

The analysis presented focuses on the core anticipated outcomes associated with the NCS. In particular, the NCS is expected to leverage changes in civic engagement that would be observable in volunteering behaviour. Additionally, NCS participants engage in a range of team-building activity over the duration of the programme, which might be expected to lead directly to improvements in leadership skills and other related outcomes, such as enhanced confidence or team-working ability. However, the evaluation has also examined a range of other supplementary outcomes that might be delivered as a by-product of participation in the programme (such as reduced prevalence of lifestyle behaviours with associated health risks, such as alcohol consumption or smoking). These outcomes are not central to the objectives of the NCS, and while the effects involved have been monetised as part of this analysis, they have not been included in the core value for money calculations presented in this paper.

In summer NCS, as detailed in the introduction of this report, test programmes were piloted alongside the standard programme. We have not included separate value for money analysis for the summer 2014 test programme in this chapter as, after matching summer test and standard, there were no statistically significant differences between the two programme models.

Additionally, it should be acknowledged that these findings are based largely on the short-term outcomes observed amongst NCS participants. In order to assess the potential social value of those outcomes, a range of

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<sup>34</sup> Completers are defined as those who completed Phases 1-5.

assumptions has been made as to how far the short-term effects observed will persist over time which are set out explicitly in the following sections, and are subject to a range of sensitivity analyses. These assumptions have been refined in light of additional longitudinal evidence emerging from the second stage of the NCS 2013 evaluation which has explored the persistence of the key outcomes of interest 16 to 17 months following participants' completion of the summer and autumn 2013 programmes. The core results of the analysis are set out in the box below.

The costs and benefits associated with NCS 2014 have been estimated as follows:

- **Spring 2014:** Spring 2014 NCS was estimated to have delivered social benefits valued at between £4.4m and £18.3m, at a cost of £5.9m (giving a benefit to cost ratio of between £0.75 and £3.11 for every £1 spent).
- **Summer standard 2014:** Summer standard 2014 NCS was estimated to have delivered social benefits valued at between £70.8m and £252.6m, at a cost of £63.4m (giving a benefit to cost ratio of between £1.12 and £3.98 for every £1 spent).
- **Autumn 2014:** Autumn 2014 NCS was estimated to have delivered social benefits valued at between £14.3m and £25.4m, at a cost of £14.9m (giving a benefit to cost ratio of between £0.96 and £1.71 for every £1 spent).

## 7.2 Costs

Evidence on the cost of the NCS 2014 programme was provided directly by the Cabinet Office and covers centrally funded contributions to the cost of the programmes:

- **Spring 2014:** The cost of the spring 2014 NCS was £5.9m. In total, 4,366 young people participated in the programme, with 3,594 completing. This equates to a unit cost per participant completing the programme of around £1,350.
- **Summer standard 2014:** The total cost of the summer 2014 NCS (including both the 'standard' and 'test' models) was £67.9m. The summer 2014 NCS attracted a total of 42,510 participants, of whom 39,042 completed the programme. A breakdown of costs across the 'standard' and 'test' models was not available. However, there were 39,729 participants in the standard model (and 36,384 completers). Assuming the unit cost of delivery is equivalent across

the two models, the costs associated with the delivery of the standard model might be estimated at £63.4m. This equates to a unit cost per participant of around £1,600.

- **Autumn 2014:** The cost of the autumn 2014 NCS was £14.9m. The number of young people participating in the autumn 2014 NCS was 10,913, with 9,777 completing the programme. This equates to a unit cost per participant completing the programme of around £1,370.

It is likely that these estimates will slightly understate the full resource costs as in some cases the parents of participants will also have made small financial contributions to the cost of NCS (of up to £50).

### 7.3 Benefits

This section presents the estimated benefits of spring, summer standard, and autumn 2014 NCS.

#### Volunteering

NCS aims to create a more cohesive, responsible and engaged society. Young people are encouraged to work together to create social action projects in their local communities and need to complete 30 hours of voluntary work to graduate. Additionally, participation in NCS may lead to longer-term effects on the volunteering behaviour of young people. This volunteering involves unpaid work leading to the provision of goods or services which will be valued by the individuals or communities benefiting. This section examines both the value of voluntary work completed as part of NCS as well as effects on participants' volunteering behaviour (or intentions to volunteer in the future) that have endured beyond their participation in the programme.

#### Value of voluntary work undertaken as part of NCS

NCS 2014 required participants to supply 30 volunteering hours as part of the social action project. The baseline survey suggests that NCS participants were involved in volunteering activities for an average of 13 hours (for spring 2014 NCS) or 14 hours (for autumn and summer standard NCS) per month prior to taking part in either the summer or autumn programmes respectively. As such, it is estimated that NCS led to a direct increase in volunteering hours of 17 (amongst participants of spring 2014 NCS) and 16 (amongst participants of summer standard and autumn 2014 NCS) over the duration of the social action project.

This volunteering time was valued by applying the National Minimum Wage for young people (£3.79 at the time of NCS)<sup>35</sup> across the number of

<sup>35</sup> <https://www.gov.uk/national-minimum-wage-rates>

participants completing the programme. The total value of additional volunteering time supplied by participants through NCS was estimated at a total of £0.2m for spring 2014 NCS, £2.2m for summer standard 2014 NCS, and £0.6m for autumn 2014 NCS.

Spring:  $3,594 \times 17 \times £3.79 = £0.2m$

Summer standard:  $36,384 \times 16 \times £3.79 = £2.2m$

Autumn:  $9,777 \times 16 \times £3.79 = £0.6m$

### Future volunteering

Research with participants was also used to examine how far NCS led to effects on volunteering behaviour that endured beyond participation in the scheme:

- **Spring 2014:** The results did not suggest that NCS had a statistically significant impact on volunteering hours amongst participants of spring 2014 NCS following completion of the programme. However, there was a significant increase in the proportion of participants intending to do more voluntary work in the next three months<sup>36</sup> of between 4.0 and 17.4 percentage points. This raises the possibility of a delayed effect on volunteering behaviour: the majority of participants will have been completing their final year of compulsory education over the course of the fieldwork, acting as a possible constraint on their ability to seek further volunteering opportunities. As such, it is assumed a similar effect on volunteering hours as observed for summer and autumn 2013 (an average of 6.1 hours per month per participant) will be achieved amongst this cohort of participants, though delayed by a few months.
- **Summer standard 2014:** Impacts on volunteering behaviour endured beyond the lifetime of the placement, with an estimated increase in monthly volunteering hours of between 0.8 and 11.1 hours per month amongst completers of the summer programme.
- **Autumn 2014:** No statistically significant effects on volunteering behaviour or intentions to volunteer in the future were observed amongst the autumn cohort of participants.

There is substantial uncertainty as to how far effects on volunteering are likely to persist over time. However, the second stage of the 2013

<sup>36</sup> Spring participants were asked which, of series of activities, they were planning to do in the next few months; and volunteering was one of the options. This question was not asked in among summer and autumn participants, and therefore was not added to the value for money analysis.

evaluation<sup>37</sup> shows that summer and autumn NCS 2013 had an effect on volunteering behaviour that persisted at a broadly similar magnitude up to 16 or 17 months after the programmes took place. In light of this result, it may be reasonable to assume that these effects on volunteering behaviour may endure for a minimum of 12 months, with the potential to endure over an unknown period into the future.

Three scenarios relating to the persistence of future volunteering impacts have been explored: a 'low' scenario in which impacts endure for 12 months after the baseline survey; a 'central' scenario in which they decay on a linear basis over five years; and a 'high' scenario in which they decay over ten years. Future volunteering hours are valued at the minimum wage for those aged 16 or 17 in year 1, at the minimum wage for those aged 18 to 21 in years 2 to 4, and at the minimum wage for those aged 21 and above in year 5 and thereafter. The value of future volunteering hours was discounted by 3.5 percentage points per annum (the rate of social time preference recommended in the HM Treasury Green Book).<sup>38</sup>

Estimates of the value of future volunteering are set out in the table below.

	Low: volunteering benefits decay over 12 months	Central : volunteering benefits decay over 5 years	High volunteering benefits decay over 10 years
Spring	£0.4m	£3.5m	£11.2m
Summer standard	£1.3m	£35.3m	£128.6m
Autumn	£0.0m	£0.0m	£0.0m

### Leadership skills

The survey results indicated that spring, summer standard, and autumn NCS 2014 also led to reported improvements in the leadership skills of participants, including increased confidence in teamwork and communication.<sup>39</sup> It was estimated that 10.5% of participants acquired improved leadership skills as a result of spring 2014 NCS; 18.4% of those participating summer standard 2014 NCS; and 13.9% of those participating in autumn 2014 NCS. There is some uncertainty as to how far these effects might persist beyond the short term, though the second stage of the NCS

<sup>37</sup> The second stage evaluation was conducted 17 and 16 months after summer standard and autumn NCS respectively.

<sup>38</sup> The relevant equation to produce these estimates was:  $\sum_{t=1}^T (P \cdot I \cdot w_t \cdot (1 - d)) \cdot \left(\frac{1}{(1+\rho)}\right)^t$ , where P is the number of participants in the programme, I is the estimated effect of NCS on volunteering hours, T is the total number of years for which the benefit was assumed to endure following the follow-up survey,  $\rho$  is the social rate of time preference, and t is the number of years elapsed since participation in the NCS. The discount rate is used to convert all costs and benefits to 'present values', so that they can be compared.

<sup>39</sup> "Putting forward ideas" was asked only in the spring.

2013 evaluation shows that similar impacts have been persistent over 16 to 17 months (albeit decaying at the margins).<sup>40</sup>

A US study has demonstrated that leadership skills (over and above cognitive skills and other influential factors) can have long-term effects on the earnings of individuals (in the order of 2.1% to 3.8% after controlling for other psychological traits and occupation).<sup>41</sup> It should be noted that around 20% of these were attributed to the effect of leadership skills on encouraging participation in further and higher education.

In line with the evaluations of NCS 2012 and NCS 2013, it is assumed that the present value of lifetime earnings for an NCS participant is £600,000. After adjusting for possible effects whereby increased leadership skills lead to increased participation in education (assumed at 20%), the value of these impacts in terms of increased earnings for participants is estimated at between £3.8m and £6.9m for spring 2014 NCS; £67.3m and £121.8m for summer standard 2014 NCS; £13.7m and £24.8m for autumn 2014 NCS.

Spring:  $3,594 \times 0.105 \times (0.021 \text{ or } 0.038) \times £600,000 \times 0.80 = £3.8 \text{ to } £6.9\text{m}$

Summer standard:  $36,384 \times 0.184 \times (0.021 \text{ or } 0.038) \times £600,000 \times 0.80 = £67.3\text{m to } £121.8\text{m}$

Autumn:  $9,777 \times 0.139 \times (0.021 \text{ or } 0.038) \times £600,000 \times 0.80 = £13.7\text{m to } £24.8\text{m}$

## 7.4 Value for money

The table overleaf summarises the estimated costs and benefits associated with NCS 2014:

- **NCS 2014 spring programme** is estimated to deliver benefits of between £4.4m and £18.3m over the lifetime of participants, and between £0.75 and £3.11 of benefits per £1 of expenditure.
- **NCS 2014 summer standard programme** is estimated to deliver benefits of between £70.8 m and £252.6 and between £1.12 and £3.98 of benefits per £1 of expenditure.
- **NCS 2014 autumn programme** is estimated to deliver benefits of between £14.3m and £25.4m. The cost-benefit analysis suggests NCS

<sup>40</sup> Statistical tests need to be conducted to assess whether these changes are significant or not.

<sup>41</sup> Kuhn and Weinberger (2003) Leadership Skills and Wages, University of California.

2014 summer delivered between £0.96 and £1.71 of benefits per £1 of expenditure.

These findings are broadly in line with those estimated for NCS 2013 (with the exception of the autumn 2014 NCS), though differences in the treatment of future volunteering effects mean that the findings are not directly comparable. In particular, a more conservative approach has been adopted in the modelling of the future effects on volunteering behaviour associated with NCS 2014 (as a consequence of the greater uncertainty associated with the estimates involved).

These results should not be used to draw inferences regarding the relative cost-effectiveness of the three seasonal programmes. There are statistical and other uncertainties associated with the relative magnitude of the estimated effects of NCS on participating young people, while variation in recruitment methods and the characteristics of participants (such as timing of participation in NCS relative to key milestones in compulsory education) may be partly responsible for any differences observed.

## Benefits

	Spring 2014			Summer standard 2014			Autumn 2014		
	Low	Central	High	Low	Central	High	Low	Central	High
	Costs (£m)								
Cost (£m)	5.9	5.9	5.9	63.4	63.4	63.4	14.9	14.9	14.9
	Benefits (£m)								
Value of voluntary work as part of NCS (£m)	0.2	0.2	0.2	2.2	2.2	2.2	0.6	0.6	0.6
Future volunteering (£m)	0.00	0.00	0.00	1.3	35.3	128.6	0.00	0.00	0.00
Intentions to volunteer in the future (£m)	0.4	3.5	11.2	NA	NA	NA	NA	NA	NA
Leadership Skills (£m)	3.8	5.4	6.9	67.3	94.5	121.8	13.7	19.3	24.8
<b>Total</b>	<b>4.4</b>	<b>9.1</b>	<b>18.3</b>	<b>70.8</b>	<b>132.0</b>	<b>252.6</b>	<b>14.3</b>	<b>19.9</b>	<b>25.4</b>
<b>Benefit to Cost Ratio</b>	<b>0.75</b>	<b>1.55</b>	<b>3.11</b>	<b>1.12</b>	<b>2.08</b>	<b>3.98</b>	<b>0.96</b>	<b>1.33</b>	<b>1.71</b>
BCR 2013 (1YO)	NA	NA	NA	1.25	2.65	4.65	0.78	2.29	4.70



## 7.5 Other effects

This section provides an analysis of other positive effects that may have resulted from participation in the NCS, but are not central to its core objectives. Where feasible, these effects have been monetised, but have not been included in the core results set out above.

### 7.5.1. Education

The first stage of the evaluation of NCS 2013 found that the programme led to an increase in the proportion of participants who planned to participate in further education (though there is no aspect of NCS that is designed to directly produce such an effect). The second stage of the evaluation of NCS 2013 found that these effects were no longer there after 16 to 17 months, and consideration of impacts on participation in education have been excluded in this evaluation of NCS 2014.

### 7.5.2. Health outcomes

NCS does not have an explicit aim of improving health outcomes, although indirect effects – such as reducing smoking and drinking – may be possible. The possible health values of these impacts are highly uncertain, as they are contingent on the maintenance of behavioural change over individuals' lifetime (and the second stage of NCS 2013 evaluation has suggested that the persistence of these outcomes is variable).

#### Alcohol and smoking behaviour

The results suggest that NCS led to an increase in the proportion of participants reporting that they had not drunk 6 or more units<sup>42</sup> of alcohol on any one day over the last month of between 4.9 and 15.7 percentage points amongst participants of spring 2014 NCS. The findings also showed an increase in the proportion of participants who reported that they had not consumed any alcohol in the previous week between 1.9 and 9.8 percentage points in the summer standard programme. No effect was found among participants of autumn 2014 NCS.

Additionally, it is estimated that (relative to non-participants) the proportion of participants of spring 2014 NCS smoking fell by between 4.9 and 11.7 percentage points; and by between 4.6 and 10.5 percentage points amongst participants of autumn 2014 NCS (though no effect was found among participants of summer standard 2014 NCS).

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<sup>42</sup> One UK unit is 10 ml or eight grams of pure alcohol.

### Value of health benefits associated with reduced consumption of alcohol

For the purposes of this analysis, these changes in behaviour have been assumed to be equivalent to a reduction in alcohol consumption from “heavy drinking” to “moderate drinking”, with the impact on healthy life expectancy estimated as an increase of 0.32 years. Assuming that these effects are sustained, their value has been estimated at between £1.1m and £3.6m for spring and £4.5 and £22.9m for summer standard.<sup>43</sup>

Spring:  $3,594 \times (0.049 \text{ or } 0.157) \times 0.32 \times £20,000 = £1.1 \text{ to } £3.6\text{m}$

Summer standard:  $36,384 \times (0.0192 \text{ or } 0.0983) \times 0.32 \times £20,000 = £4.5 \text{ to } £22.9\text{m}$

### Value of health benefits associated with reduced smoking

The impact of cessation of smoking on quality-adjusted life expectancy has been estimated as an increase of 1.29 years. Assuming these changes in behaviour will be sustained, the value of NCS in terms of reducing smoking might be between £4.5m and £10.8m for spring, and £11.6m and £26.5m for autumn.

Spring 2014:  $3,594 \times (0.049 \text{ or } 0.117) \times 1.29 \times £20,000 = £4.5\text{m to } £10.8\text{m}$

Autumn:  $9,777 \times (0.046 \text{ or } 0.105) \times 1.29 \times £20,000 = £11.6\text{m to } £26.5\text{m}$

### Costs and benefits associated with NCS 2014, including health benefits

The estimated costs and benefits associated with NCS 2014, if health benefits are included, are as follows:

- **Spring 2014:** Spring 2014 NCS was estimated to have delivered social benefits valued at between £10.1m and £32.8m, at a cost of £5.9m (giving a benefit to cost ratio of between £1.71 and £5.56 for every £1 spent).
- **Summer standard 2014:** Summer standard 2014 NCS was estimated to have delivered social benefits valued at between

<sup>43</sup> An additional year of life expectancy at full health has been valued at £20,000, in line with the approach taken by National Institute for Health and Care Excellence (NICE).

£75.3m and £275.5m, at a cost of £63.4m (giving a benefit to cost ratio of between £1.19 and £4.34 for every £1 spent).

- **Autumn 2014:** Autumn 2014 NCS was estimated to have delivered social benefits valued at between £25.9m and £51.9m, at a cost of £14.9m (giving a benefit to cost ratio of between £1.74 and £3.49 for every £1 spent).

# Appendices

## Appendix A: sample profiles

The following table shows the achieved sample profiles for the follow-up surveys after carrying out propensity score matching.<sup>44</sup> The closeness of the NCS participant and control group profiles demonstrates the effectiveness of the matching process.

		Spring		Summer test		Summer standard		Autumn	
		NCS	Control	NCS	Control	NCS	Control	NCS	Control
<b>Sample size</b>		631	631	436	436	2226	2267	1300	1300
<b>Gender</b>									
Male		35%	35%	31%	31%	28 %	28%	35%	35%
Female		65%	65%	69%	69%	71%	72%	64%	65%
<b>Ethnicity</b>									
White		77%	81%	76%	84%	74%	79%	68%	77%
Ethnic minority		23%	20%	23%	16%	26%	21%	32%	23%
<b>Socio-economic</b>									
Eligible for free school meals		17%	17%	17%	18%	20%	21%	25%	24%
Not eligible for free school meals		80%	81%	78%	76%	76%	73%	69%	69%

<sup>44</sup> Where percentages do not add to 100%, this is through missing information, due to paper survey respondents leaving questions blank.

The following table shows the achieved NCS participant sample profile for the baseline surveys against the achieved sample profile for the equivalent follow-up surveys. This demonstrates that the follow-up samples were broadly representative of all NCS participants.

		Spring NCS		Summer test NCS		Summer standard NCS		Autumn NCS	
		Baseline	Follow-up	Baseline	Follow-up	Baseline	Follow-up	Baseline	Follow-up
<b>Sample size</b>		2206	631	2415	436	35926	2226	8827	1363
<b>Gender</b>									
Male		46%	35%	38%	31%	39%	28%	47%	35%
Female		50%	65%	59%	69%	60%	71%	50%	64%
<b>Ethnicity</b>									
White		70%	77%	73%	76%	64%	74%	67%	66%
Ethnic minority		26%	23%	22%	23%	34%	26%	29%	34%
<b>Socio-economic</b>									
Eligible for free school meals		20%	18%	18%	17%	22%	20%	23%	26%
Not eligible for free school meals		73%	80%	69%	78%	66%	76%	63%	68%

## Appendix B: full list of outcome measures

The following table provides a full list of outcome measures included in the impact analysis, including those where no statistically significant impact was observed. Only statistically significant impacts are shown in the far right columns. A blank cell means there was no statistically significant impact, an 'n/a' means that question was not asked for that programme.

Outcome	Summer Impact (Test)	Summer impact (Standard)	Autumn impact	Spring 2014 impact
<b>Teamwork, communication and leadership</b>				
% who feel confident in being the leader of a team	+28pp	+24pp	+19pp	+10pp
% who feel confident in explaining ideas clearly	+18pp	+21pp	+16pp	+10pp
% who feel confident in putting forward ideas	n/a	n/a	n/a	+10pp
% who feel confident in meeting new people	+12pp	+18pp	+13pp	+10pp
% who feel confident in working with other people in a team	+8pp	+10pp	+7pp	+11pp
% agree that "I get along with people easily"	+13pp	+11pp	+8pp	+10pp
% agree that "I try to treat other people with respect"	+3pp	+2pp		
% agree that enjoy working with people who have different opinions to them		+7pp		
% agree that they feel bad if somebody gets their feeling hurt				
% agree that if they needed help there are people who would be there for them	+6pp	+6pp	+6pp	
<b>Community involvement</b>				
% who feel they know a great deal/fair amount about how to tackle a problem in their local area	n/a	n/a	n/a	

Outcome	Summer Impact (Test)	Summer impact (Standard)	Autumn impact	Spring 2014 impact
% agree that they would know how to deal with a problem in their local area if they wanted to	+9pp	+19pp	+17pp	+23pp
% agree that they understand the organisations and people that have influence in their local area	+8pp	+11pp	+14pp	+22pp
% agree that "I feel able to have an impact on the world around me"	+12pp	+13pp	+12pp	
% agree that "I feel I can make a difference when working with others"	n/a	n/a	n/a	
% agree that "I am someone others can rely on"	+5pp	+5pp	+5pp	
Hours in total spent on formal and informal volunteering in the last month (excluding time spent on the social action project as part of NCS)		+6 (hours)		
% who have taken part in any youth groups or activities				
% who have taken part in a youth group at place of worship outside of school or college hours in the last three months	n/a	n/a	n/a	+5pp
% who have taken part in a sports club/team outside of school or college hours in the last three months	n/a	n/a	n/a	
% who have taken part in an art, drama, dance or music club/group outside of school or college hours in the last three months	n/a	n/a	n/a	
% who have taken part in another youth club or community centre outside of school or college hours in the last three months	n/a	n/a	n/a	
% who have taken part in a holiday club/scheme outside of school or college hours in the last three months	n/a	n/a	n/a	+3pp
% who have taken part in Scouts or Guides (including Explorer or Venture Scouts, Ranger Guides) outside of school or college hours in the last three months	n/a	n/a	n/a	



Outcome	Summer Impact (Test)	Summer impact (Standard)	Autumn impact	Spring 2014 impact
% who have taken part in an Army Cadet Force or Corps outside of school or college hours in the last three months	n/a	n/a	n/a	-2pp
% who have taken part in the Duke of Edinburgh Award scheme outside of school or college hours in the last three months	n/a	n/a	n/a	
% who have taken part in any other youth activities outside of school or college hours in the last three months	n/a	n/a	n/a	
% who have taken part in none of these activities outside of school or college hours in the last three months	n/a	n/a	n/a	
% who have helped out at a local club, group, organisation or place of worship outside of school or college hours in the last three months				
% who have helped out other organisations outside of school or college hours in the last three months		+6pp	+7pp	
% who have raised money for charity (including taking part in a sponsored event) outside of school or college hours in the last three months				
% who have contacted someone (e.g. council, media, school) about something affecting their local area outside of school or college hours in the last three months				
% who have organised a petition or event to support a local or national issue outside of school or college hours in the last three months				
% who have done something to help other people, or to improve a local area outside of school or college hours in the last three months	+7pp	+7pp	+10pp	+8pp
% who have done none of these things outside of school or college hours in the last three months				
% who have helped out by doing shopping, collecting pension, or paying bills for someone not in			+5pp	

Outcome	Summer Impact (Test)	Summer impact (Standard)	Autumn impact	Spring 2014 impact
their family in the last three months				
% who have helped out by cooking, cleaning, laundry, gardening or other routine household jobs for someone not in their family in the last three months		+7pp		+8pp
% who have helped out by decorating, or doing any kind of home or car repairs for someone not in their family in the last three months				+7pp
% who have helped out by babysitting or caring for children not in their family in the last three months				
% who have helped out by taking care of someone who is sick or frail not in their family in the last three months				+7pp
% who have helped out by looking after a pet for someone not in their family who is away in the last three months	-8pp			
% who have helped out by helping someone not in their family with a university or job application in the last three months				
% who have helped out by writing letters or filling in forms for someone not in their family in the last three months				+6pp
% who have helped out by helping out someone not in their family in some other way in the last three months			+10pp	
% who have done none of these for people not in their family in the last three months		-9pp		
% who say they are absolutely certain to vote (10 out of 10)	+10pp	+9pp	+9pp	+6pp

Transition to adulthood				
% planning to study A/AS Levels in a sixth form or college in the next few months				
% planning to study for another qualification (excluding A/AS Levels) in a sixth form or college in the next few months				-6pp
% planning to do an apprenticeship, similar type of training or work experience in the next few months				
% planning to do paid work (full-time or part-time) in the next few months	+8pp	+7pp		
% planning to undertake unpaid voluntary help or community work in the next few months				+11pp
% planning to care for a friend or family member in the next few months				
% planning to look after the home or children in the next few months				
% planning to do something else in the next few months				
% with no plans for the next few months				
% intending to be looking for work or unemployed in two years' time				-7pp
% intending to be in an Apprenticeship or similar type of training in two years' time				
% intending to be in a full-time job (30 or more hours per week) in two years' time	-4pp			+6pp
% intending to be studying full-time for a degree or other higher education qualification in two years' time	+11pp	+15pp		
% intending to be studying full-time for another qualification in two years' time	-5pp	-9pp		
% intending to be taking a break from study or work in two years' time				
% intending to be looking after the home or children in two years' time	-4pp			+2pp
% intending to be caring for a friend or family member in two years' time				

% intending to do unpaid voluntary help or community work in two years' time				
% intending to be doing something else in two years' time				
% agree that "a range of different career options are open to me"		+9pp		+6pp
% disagree that "I'm not interested in doing any more learning"				
% agree that "studying to gain qualifications is important to me"				
% agree that education is worthwhile		+4pp		+6pp
% agree that they feel "positive about my chances of getting a job in the future"		+11pp		
% agree that they have the skills and experience to get a job in the future		+11pp	+9pp	
% disagree that how well you get on in this world is mostly a matter of luck	n/a	n/a	n/a	
% agree that "I can pretty much decide what will happen in my life"		+6pp		
% disagree that "even if I do well at school, I'll have a hard time getting the right kind of job"		+6pp	+6pp	
% agree that if someone is not a success in life, it is usually their own fault	n/a	n/a	n/a	
% agree that "working hard now will help me get on later in life"				
% disagree that "people like me don't have much of a chance in life"				
% agree that if you work hard at something, you'll usually succeed	n/a	n/a	n/a	
% who feel confident in "having a go at things that are new to me"	+8pp	+11pp	+6pp	+9pp
*% who feel confident in being able to make decisions	n/a	n/a	n/a	+11pp
% who feel confident in getting things done on time	+7pp	+8pp	+9pp	
% who feel confident in staying away without family or friends	n/a	n/a	n/a	+10pp
% who feel "confident in managing my money"		+7pp	+10pp	

% agree that "I stay calm when I face problems"	n/a	n/a	n/a	
% agree that "I can usually handle what comes my way"		+10pp	+6pp	+6pp
% agree that "when things go wrong I usually get over it quickly"		+10pp		+9pp
% agree that "I like to finish things once I've started them"		+6pp		
% agree that "I find it easy to learn from my mistakes"		+5pp		+11pp
% agree that "I enjoy doing new things"	n/a	n/a	n/a	+8pp
% who say the following statement is quite/just like them: "some young people want to sort out the problems in their lives" (including those who said they had no problems)				
% who say the following statement is quite/just like them: "some young people want to sort out the problems in their lives" (excluding those who said they had no problems)				
% who say the following statement is quite/just like them: "some young people want to stay out of trouble"			+6pp	
% who feel the things they do in their life are completely worthwhile (score of 10 out of 10)	+7pp	+6pp	+10pp	+5pp
% who did not feel anxious at all yesterday (score of 0 out of 10)	+7pp	+5pp	+9pp	
% who feel completely satisfied with life nowadays (score of 10 out of 10)	+5pp	+5pp	+5pp	+4pp
% who felt completely happy yesterday (score of 10 out of 10)	+7pp			
Mean score for how anxious they felt yesterday (where 10 is completely anxious)	-0.97	-0.52	-0.45	
Mean score for satisfaction with life nowadays (where 10 is completely satisfied)	+0.5	+0.47	+0.41	
Mean score for how happy they felt yesterday (where 10 is completely happy)	0.55	0.45	0.36	-0.5
Mean score for how worthwhile they feel the things they do in their life are (where 10 is completely worthwhile)	0.48	0.45	0.29	0.5
% who have not had 6 units of alcohol on single occasion in the previous month (spring)	+7pp	+6pp		+10pp

% who have not had any unit of alcohol in the previous week (summer standard and autumn)				
% who have not smoked any cigarettes in the previous week			+8pp	+8pp
% who were physically active for at least 30 minutes each day for the past seven days	n/a	n/a	n/a	
<b>Social mixing outcomes</b>				
% saying most people can be trusted		+4pp	+6pp	
% who feel very comfortable with a close relative or friend going out with someone from a different school or college (10 out of 10)	+6pp	+4pp		+7pp
% who feel very comfortable with a close relative or friend going out with someone from a different race or ethnicity		+5pp	+6pp	+9pp
% who feel very comfortable with a close relative or friend going out with someone from a different religious background		(Mean 0.23)		+8pp
% who feel very comfortable with a close relative or friend going out with someone from a richer or poorer background				+13pp
% who feel very comfortable with a close relative or friend going out with someone who is gay or lesbian				+10pp
% who feel very comfortable with a close relative or friend going out with someone who is disabled		+5pp		+12pp
% who have met socially several times a week or more with people from a richer or poorer background	n/a	n/a	n/a	
% who have met socially several times a week or more with people from a different religious background	n/a	n/a	n/a	+9pp
% who have met socially several times a week or more with people from a different race or ethnicity	n/a	n/a	n/a	+8pp
% who have met socially several times a week or more with people from a different school or	n/a	n/a	n/a	

	college			
% who have met socially several times a week or more with people who are gay or lesbian	n/a	n/a	n/a	+8pp
% who have met socially several times a week or more with people of retirement age	n/a	n/a	n/a	
% who have met socially several times a week or more with people who are disabled	n/a	n/a	n/a	
% who would feel happy getting in touch with some or more people from a different religious background to ask for advice or a favour		+6pp		
% who would feel happy getting in touch with some or more people from a different school or college to ask for advice or a favour		+5pp		
% who would feel happy getting in touch with some or more people from a richer or poorer background to ask for advice or a favour	+5pp	+5pp		+7pp
% who would feel happy getting in touch with some or more people from a different race or ethnicity to ask for advice or a favour		+7pp		+7pp
% who would feel happy getting in touch with some or more people who are gay or lesbian to ask for advice or a favour		+4pp		+11pp
% who would feel happy getting in touch with some or more people of retirement age to ask for advice or a favour				+9pp
% who would feel happy getting in touch with some or more people who are disabled to ask for advice or a favour				+14pp
% agree that "people from different backgrounds get on well together in my local area"		+6pp		+15pp

# Appendix C: key drivers analysis

## technical details

This appendix provides the full details of the key drivers analysis covered in Chapter 2.

Key drivers analysis (KDA) is a type of regression analysis that shows how much of the variation in responses to a single question (the dependent variable) can be explained by other question data on attitudes and demographics. KDA does not show any causal path from one variable to another – it shows the relative importance of each driver in explaining the variation in the outcome variable.

As part of the analysis of NCS participants' experiences, key drivers analyses were carried on the question from the follow-up surveys that asked participants to rate the worth of their overall NCS experience on a scale of 0 to 10 (QA16).

### Methodology

A standard multiple linear regression was conducted on QA16. Only respondents who completed all Phases of NCS were included in the analyses, to minimise the effects of bias caused by non-participation.

The following independent variables were considered as potential key drivers: QA9, QA12, QA13, QA14, QA15, QA22 (a–d), QA29 (a–i), QB1, QB4 (a–d), gender, ethnicity, whether caring for someone who is disabled, and amount time spent on NCS in a local area.

All ordinal scale variables were recoded, where applicable, so that scales ran from low to high, or disagree to agree, so that positive coefficients in the models could be easily interpreted. All potential drivers were evaluated for their association with the outcome measure on a bi-variate level by using Pearson Correlation Co-efficient as a measure of the strength of the association. Seven drivers which had a co-efficient greater than 0.48 were selected for the regression model.

Because some of the drivers were highly correlated, and we wanted to derive the importance for each of the drivers, we could not use a standard linear regression. For instance, if two drivers are highly correlated and the most important among 10 drivers, a standard linear regression may show that one of the drivers is the most important and the other is the least important of the 10.

Instead, we derived the importance of the drivers by computing regression models with all the combinations of drivers. This technique is commonly known as Shapley Value Regression.

For example, one model had drivers 1 and 2; another only driver 1; another drivers 1, 5 and 6; and so on. Then we calculated the importance of each driver across all the models. The importance of each driver was the average contribution of that driver to all the models. The contribution was measured using the  $R^2$ .

### Performance of the model

The model produced an  $R^2$  statistic of 62%, suggesting that the model explains 62% of the variation in responses at QA16. A score of 62% can be considered a strong model for what the key drivers of a positive NCS experience are. The remaining 38% of variation in participants' perceptions of their



overall experience is accounted for by variables outside the model, i.e. variables not measured in the survey or other collected data.

## Model outcomes

The following table lists the contribution that each driver makes in explaining the variation (measured by R – squared) in the outcome variable.

Driver description	Contribution (R <sup>2</sup> )
Perceived worth of the time spent staying away from your local area	0.14
Perceived worth of the time spent learning about your community and developing new skills	0.12
Perceived worth of the social action project	0.09
Perceived worth of the time spent planning the social action project	0.09
"Being proud of what I achieved"	0.07
"Feeling I got a chance to develop skills which will be useful to me in the future"	0.06
"Feeling capable of more than I had realised"	0.05

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