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National Citizen Service 2014 Evaluation

Technical Report

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Contents

1	Introduction.....	6
1.1	Background	6
2	Evaluation design	8
2.1	Aims of the evaluation	8
2.2	Evaluation methodology	8
2.3	Economic analysis.....	9
2.4	Outcome measures for the evaluation	9
3	Impact surveys – 2014 summer programme.....	10
3.1	Baseline survey.....	10
3.2	Follow-up survey	14
4	Impact surveys – 2014 autumn programme	22
4.1	Baseline survey.....	22
4.2	First follow-up survey	23
5	Impact survey – 2014 spring programme	32
5.1	Baseline survey.....	32
5.2	First follow-up survey	34
6	Value for money analysis	42
6.1	Costs	43
6.2	Benefits	43
6.3	Value for money	51
6.4	Other effects	54
7	Full list of outcome measures	58
8	Questionnaire development	71
9	Survey materials.....	73

List of Tables

Table 1.1 – NCS 2014 programme phases	7
Table 2.1 – NCS outcomes and impacts	9
Table 3.1 – Distribution of the issued summer follow-up sample, before and after matching	16
Table 3.2 – The logistic regression propensity model for under 16 year old males used to match comparison sample cases to selected test participants after the summer follow-up survey	19
Table 3.3 – The logistic regression propensity model for under 16 year old males used to match comparison sample cases to selected standard participants after the summer follow-up survey	20
Table 4.1 – Distribution of the issued autumn follow-up sample	25
Table 4.2 – The logistic regression propensity model used to match under 16 year old male responding comparison sample cases to responding participants for the autumn follow-up survey	27
Table 4.3 – Distribution of the achieved autumn follow-up sample	28
Table 5.1 – Distribution of the issued spring follow-up sample	35
Table 5.2 – The logistic regression propensity model used to match males with geography responding comparison sample cases to responding participants for the spring follow-up survey	37
Table 5.3 – Distribution of the achieved spring follow-up sample	38
Table 6.1 – Value of extra hours of volunteering completed as part of NCS, calculations	45
Table 6.2 – Value of future volunteering: spring	48
Table 6.3 – Value of future volunteering: summer standard	49

Summary

1 Introduction

This report describes the design, sampling, data collection and analysis of an evaluation of National Citizen Service (NCS) 2014, as well as presenting data tables for the impact and value for money analysis. 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.

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.¹

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.² 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.³

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

¹ 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/>.

² 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.

³ 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 2014, 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.

Table 1.1 – NCS 2014 programme phases

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)	

2 Evaluation design

2.1 Aims of the evaluation

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

- to assess the impact of the spring, summer 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.

2.2 Evaluation methodology

To evaluate the impact of the programme it is necessary to estimate what the outcomes for participants would have been had the programme not been introduced. A standard method of doing this is to compare the participants with a “control group” who did not have access to the programme.

The impact evaluation followed closely the design used to evaluate the 2013 programmes and the 2011 and 2012 pilots. The evaluation aimed at enabling a difference-in-difference analysis.

This report describes the baseline and follow-up survey of NCS participants and a matched comparison sample, drawn from those expressing interest in NCS but not participating. The same number of variables were used in the propensity score matching in 2014 as 2013.

Data were collected at the baseline as follows:

- (for participants) at the baseline paper self-completion questionnaires were distributed by providers on the first day of the residential programme (that is, before NCS activities began).
- (for the comparison sample) paper self-completion postal questionnaires and web surveys administered by email were used during the same period the participant data were collected.

Data were collected at the first follow-up as follows:

- (for participants and the comparison sample) those agreeing to re-contact, and providing their name and email address, were invited to complete a follow-up survey around three months after the NCS residential programme concluded. Data were collected by web and postal questionnaires.

2.3 Economic analysis

The economic analysis aimed to monetise (as far as possible) the resource costs and benefits associated with the 2014 spring, summer and autumn NCS programmes.

The assessment of value for money was undertaken in line with the principles of the HM Treasury Green Book, and was driven by analysis of the impact surveys using the difference-in-differences method. Agreed outcome measures were monetised using robust academic approximations.

2.4 Outcome measures for the evaluation

The outcome measures for the evaluation were defined as a result of the logic model developed for the evaluation of the 2011 and 2012 pilots, carried out by NatCen Social Research. The Cabinet Office has defined the four broad impacts for NCS as follows:

Table 2.1 – NCS outcomes and impacts

Overall outcome area	Broad impacts
Improving teamwork, communication and leadership	A more responsive society
Facilitating transition to adulthood	A more responsive society
Improving social mixing	A more cohesive society
Encouraging community involvement	A more engaged society

Source: Cabinet Office

The starting point for the definition of the outcome measures for each outcome area was the NCS outcomes matrix used for the evaluation of the 2011 and 2012 pilots.

During the design stage for the 2013 impact surveys, we reviewed this document in conjunction with the Cabinet Office, and developed a revised outcomes matrix for the evaluation of the 2013 summer and autumn NCS programmes. This revised outcomes matrix has been used in the evaluation of the 2014 NCS programmes.

3 Impact surveys – 2014 summer programme

3.1 Baseline survey

3.1.1 Participant survey – summer test and standard programmes

A 12-page paper self-completion questionnaire booklet was used for data collection from participants of both the test and standard programmes, comprising principally of the questions used to measure the outcomes set out in Chapter 2. The questionnaire asked a number of additional questions including demographics, permissions for re-contact and data linking, and contact details. The questionnaire was exactly the same for test and standard programmes, except that the questionnaire for test participants had a purple border around the front cover. This was to differentiate the test and standard participant responses and to ensure providers administered the correct questionnaire. The questionnaire is included in the Annex to this report.

At the start of the summer 2014 study the questionnaire used in the evaluations of the 2013 programmes and spring 2014 programme were reviewed, and it was decided the questionnaire needed to be updated and streamlined to understand the impact of the programme better. A table in Chapter 8 gives further information about which questionnaire items were amended or removed.

Sampling

All participants were invited to take part in the survey.

Fieldwork

Questionnaires were delivered direct from the printers to providers, who then cascaded them within their organisations to the residential settings. Providers were instructed to give questionnaires to all summer standard and test programme participants starting on or after 30th June, on the first day of Phase 2 (that is, the first residential day), before starting any of the programme activities. This was to ensure that, as far as possible, participant baseline measures were not contaminated by early experiences of NCS.

Providers were given precise instructions about how to administer the survey and to ensure that participants of test and standard programmes were given the correctly coloured survey. It is important to try and ensure consistent administration across the summer programmes. If, for example, at some residential participants filled in questionnaires at the start but at others they completed them after activities had begun, then this might affect

answers to some questions such as those asking about respondents' confidence. Completed questionnaires were returned in sealed envelopes direct to Ipsos MORI by providers by 24th September.

Data processing

Respondents were asked to provide contact details on the penultimate page of the questionnaire and this and the last page of the questionnaire were separated from the rest of the document to preserve the confidentiality of the respondents' answers. All questionnaires were scanned, and edited according to a set specification, including back-coding of the ethnicity question. Where participants agreed to re-contact, their contact details were keyed into an Excel database from the scanned images of the questionnaire.

A dataset for the summer standard and test participant baseline survey was produced in SPSS.

Response

Overall 38,341 useable questionnaires were received from 42,510 participants, representing a response rate of 90 per cent. Of these, 35,926 were from standard programmes and 2,415 were from test programmes. Sixty two per cent of those responding agreed to re-contact and 73 per cent agreed to long-term data linking.

The purpose of long-term data linking is to gain an understanding of the longer-term impact(s) of NCS, at the aggregate level. Respondents were asked for permission to link their data using a question which set out in detail the purpose of the data linking, how their questionnaire answers will be linked to administrative records, and how the data will be stored securely and anonymised.

Weighting

The weighting to the survey aimed to ameliorate any biasing effects of non-response (for example if certain groups of the population are more or less likely to respond than others). This is done by adjusting the survey data so that the profile of the achieved sample matches that of the population. For the summer standard and test participants, the only data about the population available was the proportion of the participant population attending programmes run by each provider. Therefore, we calculated a weight which corrects for differential response rates by provider and makes the responses representative by provider.

3.1.2 Comparison group survey

Sampling

The evaluation of the 2014 spring, summer and autumn programmes used the same sampling frame to produce a comparison group that was used in the evaluation of the 2013 summer and autumn programmes. This was different to the sampling frame used in the evaluation of the 2011 and 2012 pilots. In 2011 a random sample was drawn from the National Pupil Database (NPD) and the achieved sample was also used as the comparison sample for the 2012 participants.

For the 2014 evaluation we used as a sampling frame a database of young people, held by the NCS Trust, who had expressed interest in NCS and agreed to be re-contacted but had in the end chosen not to attend the programme. The rationale was that such a comparison group sample would be more similar to the participants than a representative sample of young people from the same age group, and hence there would be less risk of confounders affecting our ability to detect the impact of the 2014 spring, summer and autumn NCS programmes.

The method of recruiting the comparison group sample changed between 2013 and 2014. In 2013 a census of all those expressing an interest was undertaken i.e. everyone who expressed interest in NCS but did not attend was invited to take part in the comparison group. For the 2014 evaluation we proposed an alternative approach, as a cost saving measure, whereby we took a random sample of those expressing interest in NCS. The intention was that all those responding and agreeing to re-contact would be asked to complete the follow-up survey, meaning matching the participants to the comparison group would be done after the follow-up survey only. Adopting this approach was intended to reduce greatly the cost of the baseline comparison group survey. It was acknowledged that the penalty was likely to be some loss of statistical precision, which would negatively affect the ability to detect the impact of NCS. Based on the evidence from the summer and autumn 2013 cohorts, it was judged this negative impact on statistical precision would be minimal.

We sampled the comparison group sample in two tranches. We did this because NCS recruits on a “flow” basis. It was anticipated that the two tranches of sample received from the Cabinet Office would be roughly equal in size.

The sample for the first tranche was drawn at the end of July 2014. At this stage Cabinet Office had transferred details of 62,431 young people expressing interest to us, and it was anticipated that this was roughly half the total who would ultimately express interest. We had costed to invite 32,000 young people to be part of the comparison sample, and decided to randomly sample 14,400.

In the event only another 2,225 young people expressed interest in NCS, a much lower figure than anticipated. Accordingly to ensure that the 32,000 invited to take part in the comparison sample was proportionally distributed across the two tranches, towards the end of September 2014 we randomly sampled 1,100 young people from the second tranche of details received from Cabinet Office, and randomly sampled a further 16,700 young people from the first tranche of details received.

Fieldwork

Fieldwork began on the 4th August. The first tranche was sent on the 4th August and the second tranche were sent out 26th September. The cut off for response was 2nd November 2014. Each survey informed comparison group sample members that by taking part they would be entered into a prize draw, with the winner receiving an iPad Air.

Response

Overall 32,200 postal questionnaires were administered, with 394 being undeliverable (“deadwood”). A total of 6,087 responses were received, representing a response rate of 19 per cent.

Once deadwood cases were taken into account, the response rate was also 19 per cent.

Eighty-one per cent of those responding agreed to re-contact and 88% agreed to long-term data linking.

Data processing

The same procedures were used as for the participants' survey. The data were then combined and added to the SPSS dataset of participant responses to the summer baseline survey.

Weighting

As the purpose of the comparison group survey was to create a pool of respondents who could be matched to the participants, there was no need to produce representative data for separate analysis and hence for weighting.

3.2 Follow-up survey

As with the baseline, for the follow-up survey the same procedures were implemented for both the participant and comparison group samples. Different postal questionnaire versions and a variable in the sample file ensured appropriate questions were asked of each sample.

3.2.1 Questionnaire Design and Content

For the follow-up survey, it was intended that all interviews would be carried out via a web questionnaire. The baseline questionnaire was amended in a number of respects for the follow-up survey, in a similar fashion to the 2013 follow-up surveys:

- A section of questions covering participants' experiences of NCS, and guided reflection, were added to gauge feedback on the programme.
- The questions used to measure the outcomes set out in Chapter 2 were all retained. Minor amendments were made to some questions to ensure reference periods were appropriate.
- Demographic and data linking questions were filtered so that they were only asked of respondents who failed to give an answer at the baseline survey.

In addition, a postal version of the follow-up questionnaire was produced for reminders. Due to the limitations of the postal format (space and inability to include complex routing), one version was produced for the participant sample and another for the comparison group sample. For the former, the questions covering participants' experiences of NCS and guided reflection were amended to make them suitable for a postal format (some long lists were replaced by open-ended questions, and questions dependent on complex routing were either amended to remove the need for routing or removed from the questionnaire).

The same questionnaire was given to summer standard and summer test respondents. As with the 2013 evaluation, for both versions demographic questions were removed. The level of missing information, though higher than that seen in the summer 2013 cohort, was still at a level (two to four per cent for all questions except whether respondent taking free school meals where it was eleven per cent) too low to justify lengthening the postal questionnaire from 8 to 12 pages. The participants' follow-up paper self-completion questionnaire booklet was 12 pages long; and for the comparison group sample it was 8 pages long.

3.2.2 Engagement strategy

The success of the impact evaluation rests heavily on respondents remaining engaged with the study throughout its duration. Our engagement strategy comprised three strands: i) the survey format and branding; ii) survey communications; and iii) incentivisation.

Survey format and branding

In order to optimise engagement, we further developed the survey brand set up in 2013 – the ‘You, Your Skills, Your Opportunities’, which was used on all survey materials. This was in addition to optimising the web questionnaire for smartphones, providing ‘click-through’ survey links, and not requiring respondents to remember log-in details or passwords.

Survey communications

We sent all respondents a personalised advance flyer, enclosing an attractive leaflet printed in colour. The letter notified the respondent they will have received or would shortly be receiving a survey invitation, explained the importance of the survey and informed them of the prize draw. The accompanying, uniquely designed, leaflet gave further information about the study. Different versions were used for the participants (these materials emphasised NCS) and the comparison group sample.

We also created and hosted a study microsite at www.youyourskillsyouopps.org.

Incentivisation

For the follow-up survey the incentive for completion was entry into a prize draw for an iPad Air.

3.2.3 Sampling

After the baseline survey we had 23,876 participants who had agreed to re-contact and 4,951 in the comparison group had done the same.

The overall aim was to achieve the same sample efficiency at the analysis stage as had been achieved for the summer 2013 cohort. As with the summer 2013 cohort, there were three requirements for the sampling of the summer follow-up survey:

1. To achieve a representative sub-sample of NCS participants, to whom the comparison sample could be matched.
2. To maximise the opportunities to compare responses by provider by sampling a representative boost of participants, while disproportionately sampling by provider so that participants who

attended summer NCS programmes run by smaller providers were over-represented in the sample.

- To ensure we have a good level of response from each region within the prime provider.

In addition it was a requirement to take a census of all “test” model participants, to maximise the chance to compare the “test” and “standard” model participants.

Prior to selection the sample was divided up by provider. Within provider the sample was sorted by test/standard model. Within standard model participants, the sample was sorted by region, age and gender (this was not necessary for test model participants, as all these participants were selected).

The profile of the final selected sample was as follows:

Table 3.1 – Distribution of the issued summer follow-up sample, before and after matching

	Participants		Comparison sample	
	Available for sampling	Sampled	Available for sampling	Sampled
Total	23,876	8,440	4,951	3,413
<u>Model</u>				
Test model	1,378	1,378	N/A	N/A
Standard model	22,498	7,062	N/A	N/A
<u>Gender</u>	%	%	%	%
Male	36.9	37.1	30.2	30.2
Female	61.9	61.6	69.5	69.5
Missing	1.2	1.3	0.3	0.3
<u>Age</u>	%	%	%	%
Under 16	15.6	15.5	13.3	13.3
16	68.1	65.6	58.5	58.5
17	13.1	15.0	25.1	25.1
18 or over	0.4	0.6	1.6	1.6
Missing	2.9	3.4	1.5	1.5
<u>Provider</u>	%	%	%	%
FLT	3.7	7.8	N/A	N/A
Inspira	5.7	7.7	N/A	N/A
LR EBP	5.1	7.8	N/A	N/A
NCN	3.9	7.8	N/A	N/A
NCS Network	20.2	23.6	N/A	N/A
Petroc	4.2	7.8	N/A	N/A
Reed	6.5	9.9	N/A	N/A

TCN	49.9	25.2	N/A	N/A
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Source: Ipsos MORI

3.2.4 Fieldwork

We used the same mixed method approach for both contact and data collection as with the 2013 programme. This was in order to ensure the follow-up surveys for summer standard and summer test were successful and to minimise attrition as far as possible. We therefore planned to invite respondents to complete by web using a mixture of email invitations and telephone reminder calls, and to send non-responders postal questionnaires.

The total number of cases issued for follow-up fieldwork was 11,853 made up of 7,062 standard participants, 1,378 test participants and 3,413 in the comparison group. Fieldwork began on 5 December, when sample members for whom we had a working email address were sent an email invitation to take part in the survey.

The fieldwork strategy was adapted as fieldwork progressed to ensure that all cases were worked thoroughly using whatever contact details we had for them, and to maximise the opportunities for participation. Postal surveys were sent to non-responders and those for whom we did not have working email addresses on 16 December. The survey deadline was 6th January.

3.2.5 Data processing

All questionnaires were scanned and edited according to a set specification. Fully and partial open-ended questions were coded, and back-coding of the ethnicity question was undertaken.

Web and postal survey data were combined and a dataset produced in SPSS. A longitudinal dataset was then created which combined data from the baseline and follow-up survey. Demographic variables were derived from data from the baseline survey supplemented by additional information collected at the follow-up to reduce the proportion of respondents for whom there was missing information.

A convention for variable names was developed to facilitate analysis of the survey data. This was similar to that used for the 2013 evaluation.

3.2.6 Weighting

Two weights were produced each with a different purpose.

The first weight produces representative estimates for questions about participants' experience of the summer programme. The weight was produced using the only population information available to us – turn-ups by

provider – which corrects for differential response rates by provider and makes the data representative by provider.

The second weight – DiDweight – enables the analyst to carry out difference-in-difference analysis to estimate the impact of the summer NCS programme on the participants. After the follow-up survey fieldwork we matched the responding participants and comparison group members using Propensity Score Matching. The objective was to correct for any variations caused by differences in non-responding behaviour and also to smooth out any differences remaining after the matching prior to fieldwork.

The matching was carried out separately for Test and Standard, since we wished to assess the impact of each type of scheme separately. Post-survey matching is preferable to the alternative which would have been to exclude from analysis those responding to the follow-up survey who had been matched to non-responders, because this would reduce the sample size available for analysis.

The variables included activities prior to the programme (such as taking part in youth groups), and helping others prior to the programme. The inclusion of these two variables was intended to provide an indicator of “pro social” and/or out-going behaviour, mindful of the fact that including too many variables in the matching process would make the matching more difficult.

Also included were attitudinal questions (such as how comfortable the respondent was with a friend going out with someone from a different background), questions on alcohol consumption, physical activity, whether they took Free School Meals, and their religion, age and gender. (Ethnicity was considered for matching, but as it was highly associated with religion only one of the two variables could be used. Consideration of cell sizes and missing values led us to choose to use religion). Geographical variables (such as the ACORN category of their address, the IMD quintile, and the urban/rural status) were also used.

Propensity score matching was used to match the comparison sample to the participants. The matching was carried out separately for Test and Standard schemes, with each set of participants independently matched to the entire comparison sample. So the first round of matching saw the Test participants matched to the full comparison sample and a set of weights created for analysis of the Test scheme. The a second round of matching was carried out where Standard scheme participants were matched to the full comparison sample and a second set of weights generated for analysis of the Standard scheme.

For each scheme we developed four different logistic regression models (for boys under 16 years old, girls under 16, boys aged 16 or over, and girls aged 16 or over). These models are used to identify how the participants

and comparison sample vary in terms of sample composition. The reason for using different models was the strong interactions between age and gender and some of the model variables. (For example, variables indicating whether the respondent had helped out with babysitting, or had taken part in a sports club were strongly associated with gender; and alcohol consumption was correlated with age). Table 3.2 and 3.3 show the coefficients for one of the logistic regression models (boys under 16) for rest and standard schemes, respectively.

Table 3.2 – The logistic regression propensity model for under 16 year old males used to match comparison sample cases to selected test participants after the summer follow-up survey

	Odds ratio	SE	z	P>z	Lower	Upper
<u>Constant</u>	1.49	1.34	0.45	0.66	0.26	8.65
<u>FSM</u>						
Yes	1.37	0.39	1.13	0.26	0.79	2.39
<u>IMD</u>						
Most deprived	0.00	0.00				
2nd quintile	1.45	0.56	0.95	0.34	0.67	3.10
3rd quintile	1.14	0.45	0.33	0.74	0.53	2.46
4th quintile	1.26	0.50	0.59	0.55	0.58	2.73
Least deprived	1.41	0.58	0.83	0.41	0.63	3.14
<u>ACORN</u>						
Affluent achievers	0.00	0.00				
Rising prosperity	1.29	0.61	0.54	0.59	0.51	3.27
Comfortable communities	1.92	0.57	2.22	0.03	1.08	3.43
Financially stretched	1.15	0.43	0.38	0.71	0.56	2.37
Urban adversity	2.46	0.98	2.26	0.02	1.13	5.36
<u>Religion</u>						
None	0.00	0.00				
Christian	1.94	0.47	2.74	0.01	1.21	3.12
Muslim / Hindu / Other	2.52	0.93	2.51	0.01	1.23	5.18
<u>Not drunk in the last week</u>	0.32	0.09	-4.11	0.00	0.19	0.55
<u>Activities prior to NCS</u>						
Studying for GCSEs	0.31	0.13	-2.87	0.00	0.14	0.69
Apprenticeship	3.11	1.77	1.99	0.05	1.02	9.49

<u>Helping anyone not in family</u>						
Looking after a pet	1.75	0.47	2.09	0.04	1.03	2.95
<u>ONS QoL score</u>						
Life satisfaction	1.11	0.07	1.72	0.09	0.99	1.25
Anxiety	1.21	0.05	4.70	0.00	1.12	1.31

Source: Ipsos MORI

Table 3.3 – The logistic regression propensity model for under 16 year old males used to match comparison sample cases to selected standard participants after the summer follow-up survey

	Odds ratio	SE	z	P>z	Lower	Upper
<u>Constant</u>	-0.39	0.95	-0.41	0.68	-2.25	1.47
<u>FSM</u>						
Yes	0.44	0.29	1.50	0.13	-0.14	1.02
<u>IMD</u>						
Most deprived	0.00	0.00				
2nd quintile	0.03	0.40	0.08	0.94	-0.74	0.81
3rd quintile	-0.31	0.41	-0.75	0.45	-1.11	0.49
4th quintile	-0.47	0.41	-1.15	0.25	-1.28	0.33
Least deprived	-0.58	0.43	-1.35	0.18	-1.42	0.26
<u>ACORN</u>						
Affluent achievers	0.00	0.00				
Rising prosperity	0.66	0.50	1.31	0.19	-0.32	1.63
Comfortable communities	0.36	0.32	1.11	0.27	-0.27	0.99
Financially stretched	0.32	0.37	0.87	0.39	-0.40	1.05
Urban adversity	0.95	0.40	2.35	0.02	0.16	1.73
<u>Religion</u>						
None	0.00	0.00				
Christian	0.46	0.26	1.75	0.08	-0.05	0.96
Muslim	0.10	0.52	0.19	0.85	-0.92	1.11
Hindu	1.00	0.84	1.19	0.23	-0.64	2.64
Other	1.50	0.83	1.80	0.07	-0.13	3.14
<u>Not drunk in the last week</u>	-1.17	0.29	-3.99	0.00	-1.75	-0.60
<u>Takes part in activities</u>	0.53	0.25	2.14	0.03	0.04	1.01

<u>outside school or college hours</u>						
<u>Comfortable with close relative/friend going out with someone from different background</u>						
School / college	-0.10	0.06	-1.68	0.09	-0.22	0.02
<u>ONS QoL score</u>						
Happiness	0.12	0.06	2.13	0.03	0.01	0.23
Anxiety	0.15	0.04	3.26	0.00	0.06	0.23

Source: Ipsos MORI

Once the model was finalised, the same procedures were used as for the matching at the sampling stage. The quality of the match can be assessed by comparing the profile of the participants to the matched control group.

3.2.7 Response

Overall, there were responses from 2,266 standard participants, 439 test participants and 1,365 of the comparison sample. The overall response rate to the summer follow-up survey was 34 per cent, being slightly higher for the comparison group sample (39%) than the participant samples (32% standard and 32% test).

Seventy-one per cent responded by web (which was the primary data collection mode), with the remainder responding to the postal questionnaire.

4 Impact surveys – 2014 autumn programme

4.1 Baseline survey

4.1.1 Participant survey

The same paper self-completion questionnaire booklet was used for the autumn participant baseline survey as in the summer.

Sampling

All participants were invited to take part.

Fieldwork

Fieldwork took place from 17 October 2014 to 7 December 2014, using the same procedures as the summer participant baseline survey.

Data processing

The same processes were used as for the summer participant baseline survey.

Response

Overall 8,827 useable questionnaires were received, representing a response rate of 84 per cent. Fifty four per cent of those responding agreed to re-contact and 88 per cent agreed to long-term data linking.

Weighting

The weighting strategy employed was the same as that for the summer participant baseline survey.

The weighting aimed to ameliorate any biasing effects of non-response (for example if certain groups of the population are more or less likely to respond than others). This is done by adjusting the survey data so that the profile of the achieved sample matches that of the population. For the autumn participants, again the only data about the population available was the proportion of the participant population attending programmes run by each provider.

Therefore, we calculated a weight – “Participantweight” in the dataset – which corrects for differential response rates by provider and makes the responses representative by provider.

4.1.2 Comparison group survey

Sampling

The sampling frame used was a database of young people, held by the NCS Trust, who had expressed interest in autumn NCS but had chosen not to attend the autumn programme, and thus was the same approach used as the summer comparison group survey.

As with the summer cohort, for the autumn we used a postal survey as our preferred approach.

Fieldwork for the postal survey

There were a total of 19,844 young people who had expressed interest in NCS and for whom a viable postal address was held.

The questionnaire for the autumn comparison group survey utilised the same design as the baseline questionnaire for the autumn participants. All respondents were told that by taking part they would be entered into a prize draw, with the winner receiving an iPad.

The questionnaires were mailed out on 17 November 2014 and the cut-off for fieldwork was 19 December 2014.

Data processing

The same procedures were used as for the summer comparison group survey.

Weighting

As with the summer comparison group survey no weight was created for the comparison group cases in the autumn baseline SPSS dataset.

Response

Overall 2,121 useable questionnaires were received, representing a response rate of 11 per cent. Eighty two per cent of those responding agreed to re-contact.

4.2 First follow-up survey

For the autumn first follow-up survey the same procedures were implemented for both the participant and comparison group samples. The procedures used were the same as those used for the summer first follow-up survey.

4.2.1 Questionnaire Design

As with the summer follow-up survey, it was intended that interviews would be carried out via both web and paper self-completion questionnaires. The questionnaires used were the same as for the summer first follow-up survey, except in the following respects:

- Any question wording referring to the first, second and third weeks spent away from home during the summer programmes was amended to refer to the equivalent stages of the autumn programmes.
- References to “next year” were replaced with “in 2014” to avoid any confusion with the next school year.
- Questions asking about activities participants did “during the summer” were changed to ask about after the autumn half-term.
- Any other specific references to the summer NCS were replaced by the autumn NCS.
- In the web self-completion questionnaires, there were three extra questions asked only to those who completed their NCS in Wales. These questions asked about participants’ awareness of different Welsh volunteering schemes as a result of their participation in NCS. As well as whether they had met people from other parts of Wales or engaged with Welsh-speakers as a result of NCS.

The participants’ follow-up paper self-completion questionnaire booklet was 12 pages long; and for the comparison sample it was 8 pages long.

4.2.2 Engagement strategy

The same engagement strategy was used for the autumn follow-up survey as for the summer. The incentive for completion was entry into a prize draw for an iPad.

4.2.3 Sampling

After the baseline survey we had 4,543 participants who had agreed to re-contact and had provided a name and email address, and 1,679 in the comparison group who had done the same.

As matching the participant and comparison group samples prior to fieldwork using Propensity Score Matching would have reduced the sample sizes issued for the follow-up survey, it was therefore decided that Propensity Score Matching should only be used after fieldwork was complete. This approach was consistent with that used for the summer cohort.

Table 4.1 shows the distribution of the sample by key demographics.

Table 4.1 – Distribution of the issued autumn follow-up sample

	Participants	Comparison sample
Total	4,549	1,679
<u>Gender</u>	%	%
Male	42.4	31.4
Female	56.2	68.3
Missing	1.3	0.3
<u>Age</u>	%	%
Under 16	2.0	3.9
16	65.6	56.7
17	26.7	34.3
18 or over	1.3	3.8
Missing	4.2	1.3
<u>Ethnicity</u>	%	%
White	64.6	84.5
Black	9.0	2.6
Asian	16.5	8.5
Mixed	5.0	2.9
Other	3.0	1.1
Missing	1.9	0.4
<u>FSM</u>	%	%
Yes	27.1	18.5
No	61.8	72.3
Missing	11.1	9.2
<u>Provider</u>	%	%
FLT	4.7	4.7
Inspira	3.3	3.3
LR EBP	6.3	6.3
NCN	3.5	3.5
NCS Network	35.5	35.5
Petroc	8.7	8.7
Reed	12.8	12.8
TCN	24.1	24.1
Engage4life	1.1	1.1

Source: Ipsos MORI

4.2.4 Fieldwork

As we did with the summer first follow-up survey, we invited respondents to complete by web using a mixture of email invitations and telephone reminder calls, and sent non-responders postal questionnaires.

The total number of cases issued for follow-up fieldwork was 6,228 made up of 4,549 participants and 1,679 in the comparison group. The fieldwork progressed in similar stages to the summer. Participants were sent an email on 30th January 2015 inviting them to take part in an online survey. Participants who had not yet completed the survey and for whom we had a postal address were sent paper copies of the questionnaire which arrived on approximately the 11th February 2015. The fieldwork period closed on 19th March 2015.

The fieldwork strategy was adapted as fieldwork progressed to ensure that all cases were worked thoroughly using whatever contact details we had for them, and to maximise the opportunities for participation.

4.2.5 Data processing

The data processing procedures were identical to those used at the summer follow-up survey.

4.2.6 Weighting

As with the summer follow-up sample, two weights were produced for the longitudinal dataset, each with a different purpose. The first weight - FU1pweight – produces representative estimates for questions about participants' experiences of the autumn programme. The weight was produced using the only population information available to us – turn-ups by provider – which corrects for differential response rates by provider and makes the responses representative by provider.

The second weight – DiDweight – enables the analyst to carry out difference-in-difference analysis to estimate the impact of autumn NCS on the participants. We carried out post-fieldwork matching using Propensity Score Matching (PSM) to correct for any variations caused by difference in non-responding behaviour and also to ensure that the participants and comparison group samples were similar in ways which were not affected by the participation decision prior to fieldwork.

The procedure used to generate these matching weights was the same as that used for the summer sample, except the Autumn participants were not split into separate Test and Standard samples. However, like the summer sample, different logistic regression models were constructed for different age group and gender combinations. Table 4.2 shows the coefficients for one of the logistic regression models (boys under 16 years and three months) and the quality of the match for the overall sample is shown in Table 4.2.

The variables chosen for the matching were variables that we considered were “real” baseline variables, and were whether the participant took Free School Meals, IMD quintile, ACORN category, urban/rural area, religion, whether they had taken part in a sports club or team in the last three

months, whether they were studying for GCSEs prior to NCS, whether they were caring for a friend or family member prior to NCS, and physical activity.

Table 4.2 – The logistic regression propensity model used to match under 16 year old male responding comparison sample cases to responding participants for the autumn follow-up survey

	Odds ratio	SE	z	P>z	Lower	Upper
<u>Constant</u>	0.73	1.03	0.71	0.48	-1.29	2.74
<u>FSM</u>						
Yes	-0.76	0.35	-2.15	0.03	-1.45	-0.07
<u>IMD</u>						
Most deprived	0.00	0.00				
2nd quintile	-0.55	0.44	-1.25	0.21	-1.42	0.32
3rd quintile	-1.20	0.46	-2.60	0.01	-2.10	-0.29
4th quintile	-1.63	0.48	-3.41	0.00	-2.56	-0.69
Least deprived	-1.21	0.48	-2.55	0.01	-2.15	-0.28
<u>ACORN</u>						
Affluent achievers / Rising prosperity	0.00	0.00				
Comfortable communities	-0.05	0.35	-0.14	0.89	-0.74	0.64
Financially stretched	-0.39	0.42	-0.92	0.36	-1.22	0.44
Urban adversity	-0.38	0.45	-0.84	0.40	-1.27	0.51
<u>Religion</u>						
None	0.00	0.00				
Christian	-0.24	0.29	-0.83	0.41	-0.80	0.32
Muslim	1.40	0.84	1.67	0.09	-0.24	3.04
Hindu	-0.13	1.36	-0.09	0.93	-2.79	2.54
Other	0.84	0.74	1.14	0.26	-0.61	2.29
<u>Comfortable with close relative/friend going out with someone from different background</u>						
School / college	0.15	0.07	2.09	0.04	0.01	0.29
<u>Limiting illness/disability</u>						
Yes – limiting	0.00	0.00				
Yes – not limiting	-0.94	0.39	-2.41	0.02	-1.70	-0.17
No	-0.34	0.35	-0.98	0.33	-1.03	0.34
<u>Helping anyone not in family</u>						
Helping with a university or job application	0.65	0.29	2.25	0.02	0.08	1.22

Decorating / helping at home	1.04	0.51	2.04	0.04	0.04	2.04
Look after someone's pet	0.83	0.36	2.27	0.02	0.11	1.54
Helping in some other way	-0.91	0.34	-2.73	0.01	-1.57	-0.26
<u>Trust in other people</u>						
Most people can be trusted	0.00	0.00				
You can't be too careful in dealing with people	-0.94	0.39	-2.41	0.02	-1.70	-0.17
It depends	-0.34	0.35	-0.98	0.33	-1.03	0.34

Source: Ipsos MORI

As with the summer first follow-up matching, the kernel method of matching was used. All participants were given a weight of 1. The weights for the comparison sample vary and ensure that the profiles of the two groups match.

Table 4.3 shows the profiles of the participants and the comparison group sample before and after matching.

Table 4.3 – Distribution of the achieved autumn follow-up sample

	Participants		Comparison sample	
	Responding	After matching	Responding	After matching
Total	1,363	1,300	735	726
<u>Gender</u>				
Male	35.3	35.3	28.0	35.4
Female	64.2	64.2	71.8	64.4
Missing	0.5	0.5	0.3	0.1
<u>Age</u>				
Under16y3m	20.9	20.9	19.6	20.7
16y3m to16y6m	19.6	19.6	16.3	19.2
16y6m to16y9m	18.7	18.7	13.6	19.7
16y9m to17y0m	19.2	19.2	17.8	19.5
Over17y0m	21.7	21.7	32.8	21.0
<u>Free School Meals</u>				
Yes	24.5	24.5	17.5	23.8
No	68.9	68.9	74.7	69.2
Missing	6.7	6.7	7.9	7.0
<u>Limiting illness/disability</u>				
Yes – limiting	7.2	7.2	8.8	6.4
Yes – not	7.5	7.5	10.3	9.4

limiting				
No	84.5	84.5	79.9	83.3
Missing information	0.9	0.9	1.0	0.9
<u>"Some young people want to sort out the problems in their lives"</u>				
Not like me	1.5	1.5	0.8	0.7
A bit like me	11.9	11.9	8.1	11.6
Quite like me	32.9	32.9	33.3	33.7
Just like me	41.7	41.7	46.0	42.7
I have no problems	10.5	10.5	11.2	11.1
Missing	1.5	1.5	0.6	0.2
<u>"Some young people want to stay out of trouble"</u>				
Not like me	3.7	3.7	1.8	1.6
A bit like me	11.4	11.4	7.9	10.1
Quite like me	22.5	22.5	22.2	26.7
Just like me	60.2	60.2	67.4	60.3
Missing	2.2	2.2	0.8	1.2
<u>Activities prior to NCS</u>				
Studying for GCSEs	75.1	75.1	67.4	75.6
Studying for AS/A-levels	15.9	15.9	25.2	17.2
Studying for other qualification	13.0	13.0	14.2	12.9
Apprenticeship, similar type of training or work experience	4.6	4.6	5.1	3.3
Paid work (full-time or part-time)	20.6	20.6	27.0	23.3
Voluntary help or community work	20.8	20.8	23.4	20.5
Looking after the home or children	9.7	9.7	6.6	9.4
Caring for a friend or family member	9.9	9.9	6.3	7.7
Staying at home for another reason	6.9	6.9	3.2	6.1

Something else	11.5	11.5	8.1	11.8
Nothing	0.6	0.6	0.4	1.3
<u>Trust in other people</u>				
Most people can be trusted	23.4	23.4	22.9	22.6
You can't be too careful in dealing with people	24.3	24.3	29.2	28.4
It depends	52.1	52.1	47.7	47.9
Missing information	0.2	0.2	0.3	1.2
<u>Helping anyone not in family</u>				
Doing shopping/collecting pension/paying bills	11.3	11.3	9.6	12.8
Routine household jobs	12.2	12.2	8.5	11.9
Decorating/home or car repair	11.8	11.8	8.5	10.7
Baby sitting/caring	12.5	12.5	22.3	13.4
Caring for ill/frail	13.7	13.7	11.6	12.4
Looking after pet while someone away	20.8	20.8	17.4	21.2
Helping with university/job application	33.4	33.4	30.0	34.7
Writing letters/filling form	14.5	14.5	14.9	14.6
Helping in other way	28.7	28.7	31.7	32.9
None of these	26.9	26.9	28.9	28.8
<u>Taking part in youth groups or activities outside of school or college hours</u>				
Yes	57.5	57.5	56.3	53.4
No	40.1	40.1	43.0	46.1
Don't know	1.9	1.9	0.6	0.4
Missing	0.5	0.5	0.1	0.1

Source: Ipsos MORI

4.2.7 Response

The overall response rate to the autumn follow-up survey was 34 per cent (being higher for the comparison group sample (44%) than the participant sample (30%).

Fifty six per cent responded by web, with 44% responding to the postal questionnaire.

5 Impact survey – 2014 spring programme

The impact of the 2014 Spring NCS programme was assessed in the same manner as the 2014 summer standard and test and autumn NCS programmes.

For the 2014 spring NCS programme the same nine providers used in the summer were also used in the spring.

5.1 Baseline survey

5.1.1 Participant survey

The spring participant baseline survey matched the surveys used in the evaluations of the summer and autumn 2013 NCS programmes.

Sampling

All participants were invited to take part.

Fieldwork

Fieldwork took place in two stages (reflecting that the spring 2014 programmes ran both in half term and in the Easter break), from 10 to 21 February, and from 24 March to 25 April, using the same procedures as the summer participant baseline survey.

Data processing

The same processes were used as for the summer participant baseline survey.

Response

Overall, 3,721 useable questionnaires were received from 4,879 participants, representing a response rate of 76 per cent. Forty nine per cent of those responding agreed to re-contact, 43 per cent agreed to re-contact and provided an email address. Further, 65 per cent agreed to long-term data linking.

Weighting

The weighting strategy employed was the same as that for the summer participant baseline survey.

The weighting aimed to ameliorate any biasing effects of non-response (for example if certain groups of the population are more or less likely to

respond than others). This is done by adjusting the survey data so that the profile of the achieved sample matches that of the population. For the autumn participants, again the only data about the population available was the proportion of the participant population attending programmes run by each provider.

Therefore, we calculated a weight – “Participantweight” in the dataset – which corrects for differential response rates by provider and makes the responses representative by provider.

5.1.2 Comparison group survey

Sampling

The sampling frame used was a database of young people, held by the NCS Trust, who had expressed interest in spring NCS but had chosen not to attend the spring programme, and thus was the same approach used as the summer comparison group survey.

For the spring we used the same approach as with summer and autumn. We used a postal survey as our preferred approach, and sent email reminders to those not responding asking them to complete a web questionnaire.

Fieldwork for the postal survey

There were a total of 9,910 young people who had expressed interest in NCS and for whom a viable postal address was held.

The questionnaire for the spring comparison group survey utilised the same design as the baseline questionnaire for the autumn and summer participants. All respondents were told that by taking part they would be entered into a prize draw, with the winner receiving an iPad.

The questionnaires were mailed out on 21 April 2014 and the cut-off for fieldwork was 25 May 2014.

Data processing

The same procedures were used as for the summer and autumn comparison group survey.

Weighting

As with the summer and autumn comparison group survey no weight was created for the comparison group cases in the spring baseline SPSS dataset.

Response

Overall, 1,631 useable questionnaires were received, either by post or online, representing a response rate of 16 per cent. Eighty four per cent of those responding agreed to re-contact, 80 per cent agreed to re-contact and provided an email address. Further, 86 per cent agreed to long-term data linking.

5.2 First follow-up survey

For the spring follow-up survey the same procedures were implemented for both the participant and comparison group samples. The procedures used were the same as those used for the summer and autumn follow-up survey.

5.2.1 Questionnaire Design

As with the summer and autumn follow-up survey, the interviews were carried out via both web and paper self-completion questionnaires. The questionnaires used were the same as for the summer 2013 follow-up survey, except in the following respects:

- Any question wording referring to the first, second and third weeks spent away from home during the summer programmes was amended to refer to the equivalent stages of the spring programmes.
- References to “next year” were replaced with “in 2014” to avoid any confusion with the next school year.
- Questions asking about activities participants did “during the summer” were changed to ask about after “your spring NCS” (for participants) or “May 2014” (for the comparison group).
- Any other specific references to the summer NCS were replaced by “spring half-term” or “March or April” depending on which respective set of programmes spring participants were on.

The participants’ follow-up paper self-completion questionnaire booklet was 16 pages long; and for the comparison sample it was 12 pages long.

5.2.2 Engagement strategy

The same engagement strategy was used for the spring follow-up survey as for the summer and autumn 2014 survey. The incentive for completion was entry into a prize draw for an iPad.

5.2.3 Sampling

After the baseline survey we had 1,603 participants who had agreed to re-contact and had provided a name and email address, and 1,309 in the comparison group who had done the same.

As the number of responses was fewer than anticipated, matching the participant and comparison group samples prior to fieldwork using Propensity Score Matching would have reduced the sample sizes issued for the follow-up survey. It was therefore decided that Propensity Score Matching should only be used after fieldwork was complete.

Table 5.1 shows the distribution of the sample by key demographics.

Table 5.1 – Distribution of the issued spring follow-up sample

	February participants	April participants	Comparison sample
Total	1,022	581	1,309
<u>Gender</u>	%	%	%
Male	44.2	45.8	30.6
Female	53.6	53.2	69.3
Missing	2.2	1.0	0.2
<u>Age</u>	%	%	%
Under 16	0.5	2.6	6.1
16	48.0	34.4	45.3
17	41.5	50.9	43.8
18 or over	4.2	5.3	3.1
Missing	5.8	6.7	1.8
<u>Ethnicity</u>	%	%	%
White	71.4	81.8	85.4
Black	6.4	5.7	3.5
Asian	12.9	6.7	5.8
Mixed	5.6	3.3	3.4
Other	2.1	1.0	1.5
Missing	1.7	1.5	0.4
<u>FSM</u>	%	%	%
Yes	19.5	23.2	13.7
No	77.1	71.9	84.3
Missing	3.3	4.8	1.9
<u>Provider</u>	%	%	%
FLT	10.1	6.7	N/A
Inspira	N/A	8.4	N/A
LR EBP	15.9	1.5	N/A
NCN	N/A	19.4	N/A

NCS Network	24.7	27.4	N/A
Petroc	10.8	8.1	N/A
Reed	23.5	25.1	N/A
TCN	15.2	3.3	N/A

Source: Ipsos MORI

5.2.4 Fieldwork

As we did with the summer and autumn follow-up surveys, we invited respondents to complete by web using a mixture of email invitations and telephone reminder calls, and sent non-responders postal questionnaires.

The total number of cases issued for follow-up fieldwork was 2,912 made up of 1,603 participants and 1,309 in the comparison group. An advance letter and leaflet was posted to February NCS participants on 22nd April, to the Easter NCS participants on 11 June and to the comparison group on 16 June. February NCS participants were sent an initial email invite to complete the survey online on 29 April, Easter NCS participants were sent this on 13 June and the comparison group were sent this on 20 June. Fieldwork ended on 2 June for February NCS participants and on 21 July for Easter NCS participants and comparison groups.

The fieldwork strategy was adapted as fieldwork progressed to ensure that all cases were worked thoroughly using whatever contact details we had for them, and to maximise the opportunities for participation.

5.2.5 Data processing

The data processing procedures were identical to those used at the summer and autumn follow-up survey.

5.2.6 Weighting

In keeping with both the summer and autumn cohorts, two sets of weights were generated for the spring longitudinal dataset. The first weight - FU1pweight - produces representative estimates for questions about participants' experiences of the spring programme. The weight was produced using the only population information available to us - number of individuals who turned up to each provider. This weight corrects for differential response rates by provider and makes the responses representative by provider.

The second weight - DiDweight - enables the analyst to carry out difference-in-difference analysis to estimate the impact of spring NCS on the participants. We carried out post-fieldwork matching using Propensity Score Matching (PSM) to correct for any variations caused by difference in non-responding behaviour and also to ensure that the participants and comparison group samples were similar in ways which were not affected by

the participation decision prior to fieldwork. This is the same procedure used for the summer and autumn samples.

The same set of variables was used to match the participant and comparison sample. These were whether the participant took Free School Meals, IMD quintile, ACORN category, urban/rural area, religion, whether they had taken part in a sports club or team in the last three months, whether they were studying for GCSEs prior to NCS, whether they were caring for a friend or family member prior to NCS, and physical activity. These variables were considered to be “real” baseline variables.

In order to make best use of available data, three different logistic regression models were constructed; one for boys who had geographical information present, one for girls with geographical information present and a third for young people who lacked this data. This allowed the geographical information (such as ACORN codes and IMD score) to be included in the modelling where it was present. The spring sample size was too small to model separately by age group. Table 5.2 shows the coefficients for one of the logistic regression models (boys with geographical information). The quality of the overall match is shown in Table 5.3.

Table 5.2 – The logistic regression propensity model used to match males with geography responding comparison sample cases to responding participants for the spring follow-up survey

	Odds ratio	SE	z	P>z	Lower	Upper
<u>Constant</u>	2.61	1.08	2.41	0.02	0.49	4.74
<u>Age group</u>						
Under16y3m	0.00	0.00				
16y3m to16y6m	1.90	0.70	2.72	0.01	0.53	3.26
16y6m to16y9m	2.06	0.65	3.19	0.00	0.80	3.32
16y9m to17y0m	1.58	0.64	2.48	0.01	0.33	2.83
Over17y0m	1.97	0.62	3.16	0.00	0.75	3.20
<u>FSM</u>						
Yes	0.48	0.34	1.39	0.16	-0.20	1.15
<u>IMD</u>						
Most deprived	0.00	0.00				
2nd quintile	-0.56	0.43	-1.30	0.19	-1.40	0.29
3rd quintile	-0.59	0.45	-1.29	0.20	-1.48	0.30
4th quintile	-0.54	0.48	-1.12	0.26	-1.48	0.40
Least deprived	-0.69	0.50	-1.38	0.17	-1.68	0.29
<u>ACORN</u>						
Affluent achievers	0.00	0.00				
Rising prosperity	-0.14	0.65	-0.22	0.83	-1.42	1.13

Comfortable communities	0.21	0.33	0.63	0.53	-0.44	0.85
Financially stretched	-0.16	0.41	-0.40	0.69	-0.98	0.65
Urban adversity	-0.24	0.48	-0.49	0.62	-1.19	0.71
<u>Religion</u>						
None	0.00	0.00				
Christian	-0.37	0.26	-1.44	0.15	-0.87	0.13
Muslim	0.54	0.52	1.04	0.30	-0.48	1.55
Hindu	0.60	0.93	0.64	0.52	-1.23	2.43
Other	-1.15	0.64	-1.82	0.07	-2.40	0.09
<u>Comfortable with close relative/friend going out with someone from different background</u>						
School / college	-0.18	0.06	-3.11	0.00	-0.30	-0.07
<u>Helping anyone not in family</u>						
Decorating / helping at home	-1.02	0.28	-3.61	0.00	-1.57	-0.47
<u>Like me - "Some young people want to stay out of trouble"</u>						
	-0.50	0.15	-3.38	0.00	-0.79	-0.21

Source: Ipsos MORI

As with the summer and autumn follow-up matching, the kernel method of matching was used. All participants were given a weight of 1. The weights for the comparison sample vary and ensure that the profiles of the two groups match.

Table 5.3 shows the profiles of the participants and the comparison group sample before and after matching.

Table 5.3 – Distribution of the achieved spring follow-up sample

	Participants		Comparison sample	
	Responding	After matching	Responding	After matching
Total	631	631	587	587
<u>Gender</u>				
Male	35.0	35.0	26.8	34.8
Female	64.5	64.5	73.1	65.0
Missing	0.5	0.5	0.2	0.3

<u>Age</u>				
Under16y3m	2.2	2.2	13.3	1.8
16y3m to16y6m	10.9	10.9	7.6	11.2
16y6m to16y9m	22.2	22.2	19.6	22.4
16y9m to17y0m	22.2	22.2	19.0	21.9
Over17y0m	42.6	42.6	40.5	42.7
<u>Free School Meals</u>				
Yes	17.6	17.6	12.3	16.7
No	80.0	80.0	85.9	81.4
Missing	2.4	2.4	1.9	1.9
<u>Limiting illness/disability</u>				
Yes – limiting	10.6	10.6	8.5	8.1
Yes – not limiting	9.4	9.4	9.5	10.0
No	79.4	79.4	81.1	81.3
Missing information	0.6	0.6	0.9	0.6
<u>“Some young people want to sort out the problems in their lives”</u>				
Not like me	3.2	3.2	2.6	1.7
A bit like me	19.0	19.0	13.8	13.4
Quite like me	34.4	34.4	33.1	35.5
Just like me	34.6	34.6	36.0	34.6
I have no problems	7.9	7.9	14.0	14.1
Missing	1.0	1.0	0.7	0.7
<u>“Some young people want to stay out of trouble”</u>				
Not like me	3.8	3.8	3.6	5.0
A bit like me	10.0	10.0	5.1	7.6
Quite like me	22.2	22.2	17.9	19.1
Just like me	62.1	62.1	72.6	67.6
Missing	1.9	1.9	0.9	0.8
<u>Activities prior to NCS</u>				
Studying for GCSEs	77.8	77.8	81.8	82.1
Studying for	9.0	9.0	10.9	11.8

AS/A-levels				
Studying for other qualification	15.4	15.4	9.5	9.5
Apprenticeship, similar type of training or work experience	4.8	4.8	4.6	4.2
Paid work (full-time or part-time)	21.9	21.9	20.4	18.9
Voluntary help or community work	25.7	25.7	24.9	25.8
Looking after the home or children	9.0	9.0	7.8	6.5
Caring for a friend or family member	9.8	9.8	8.0	7.5
Staying at home for another reason	3.8	3.8	4.4	4.2
Something else	6.7	6.7	6.5	4.8
Nothing	1.3	1.3	0.5	0.4
<u>Trust in other people</u>				
Most people can be trusted	19.8	19.8	15.5	13.5
You can't be too careful in dealing with people	30.4	30.4	30.3	31.1
It depends	48.5	48.5	53.7	55.2
Missing information	1.3	1.3	0.5	0.2
<u>Helping anyone not in family</u>				
Doing shopping/collecting pension/paying bills	11.7	11.7	9.0	12.6
Routine household jobs	21.9	21.9	22.3	20.6
Decorating/home or car repair	9.2	9.2	7.5	8.7
Baby	39.6	39.6	34.1	35.5

sitting/caring				
Caring for ill/frail	9.2	9.2	7.8	9.8
Looking after pet while someone away	15.4	15.4	14.7	13.8
Helping with university/job application	10.5	10.5	17.4	11.8
Writing letters/filling form	9.5	9.5	14.0	15.4
Helping in other way	30.3	30.3	30.3	32.2
None of these	18.7	18.7	22.5	18.8
<u>Taking part in youth groups or activities outside of school or college hours</u>				
Youth group at place of worship	10.5	10.5	12.6	11.5
Sports club/team	30.1	30.1	27.1	27.9
Art, drama, dance, music club	18.4	18.4	20.4	18.2
Other youth, community group	11.3	11.3	8.9	10.3
Holiday club/scheme	2.2	2.2	3.2	3.1
Scouts or guides	9.4	9.4	9.9	10.1
Cadet force or corps	6.8	6.8	5.3	5.8
Duke of Edinburgh	16.5	16.5	16.4	17.3
Other youth activities	12.5	12.5	12.1	11.2
None of these	34.9	34.9	35.8	37.1

Source: Ipsos MORI

5.2.7 Response

The overall response rate to the autumn follow-up survey was 42 per cent (being higher for the comparison group sample (45%) than the participant sample (39%).

6 Value for money analysis

This chapter sets out the methodology behind the assessment of the 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 programme. The analysis is driven by the results of the impact assessment, based on longitudinal research with NCS participants and a matched comparison group drawn from those expressing interest but not participating (hereafter 'non-participants').

There are a range of things to consider associated with the analysis below:

- **Uncertainty:** Estimates of impact are based on follow-up surveys taking place just a few months after participants took part in NCS 2014. At the same time, many of the benefits are expected to be long-term in nature (or their value will be dependent on how any effects persist into the future). At this stage, it is only possible to estimate the benefits involved on the basis of participants' stated intentions. As such, these results are subject to substantial uncertainty. In order to assess the potential social value of those outcomes, a range of 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 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.
- **Scope of quantifiable benefits:** NCS has in part been created to achieve social benefits that are not amenable to being monetised (or even being quantified). These benefits include improvements in subjective well-being as well as enhancements in social cohesion. The exclusion of these types of effects may understate the overall benefits of NCS in significant and unknown ways.

This analysis first provides an assessment of the costs incurred through the delivery of NCS, before considering the possible benefits in turn. It concludes with an assessment of the cost-effectiveness of NCS.

For each variable, the section presents a step-by-step explanation of the calculations; followed by a table that summaries these calculations.

Calculations presented in the table below may not sum exactly due to rounding.

6.1 Costs

Evidence on the cost of NCS 2014 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'⁴ 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).

6.2 Benefits

6.2.1 Volunteering impacts

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 volunteering.

Volunteering can lead to benefits for volunteers through a range of mechanisms, including enhanced well-being, self-esteem or confidence, or the acquisition of experience that may offer them an economic advantage in

⁴ 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.

the future. Volunteering also involves unpaid work including the provision of goods or services (which will be valued by the individuals or communities benefitting).

6.2.2 Voluntary work completed as part of NCS

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. The baseline survey suggested that NCS participants were involved in volunteering activities for an average of 13 hours (for spring 2014) or 14 hours (for autumn and summer standard) 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 of 17 hours amongst participants of spring 2014 and 16 hours amongst participants of summer standard and autumn 2014, over the duration of the social action project.

- This equates to around 61,100 (spring), 582,100 (summer standard), and 156,400 (autumn) hours when applied to the number of participants (3,594 for spring; 36,384 summer standard; 9,777 autumn) completing their placement.
- There are substantial challenges involved in valuing the well-being effects of volunteering, and in accordance with HM Treasury Green Book guidance these have not been quantified or monetised for direct use in social cost benefit analysis⁵ - and the main focus of this section is on valuing the unpaid work completed by volunteers. It has been assumed that the voluntary work completed by participants was generally low skill, and has been valued by applying the National Minimum Wage for young people (£3.79 at the time of NCS).⁶
- The total value of additional volunteering time supplied by participants through NCS was estimated at a total of £0.2m for spring 2014, £2.2m for summer standard 2014, and £0.6m for autumn 2014.

⁵ HM Treasury (2011) "The Green Book", Annex 2, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220541/green_book_complete.pdf, accessed 13/02/2013

⁶ <https://www.gov.uk/national-minimum-wage-rates>, accessed 13/02/2014

Table 6.1 – Value of extra hours of volunteering completed as part of NCS, calculations

	Spring	Summer standard	Autumn
(A) Volunteering hours completed as part of participating in NCS - per completer		30	
(B) Mean hours volunteered each month before participating in NCS - per completer	13	14	14
(R1: A-B): Additional hours volunteered during NCS Mean hours volunteered per completer	17	16	16
(C) Total number of NCS completers	3,594	36,384	9,777
(R2: R1 * C) Total extra volunteering hours as part of NCS– across completers	61,100	582,100	156,400
(D) Minimum wage (£ per hour)		£3.79	
(R3: R2 * D): Value of extra volunteering hours as part of NCS (£m)	0.2	2.2	0.6

Source: Ipsos MORI survey and NCS guidance from the Cabinet Office

6.2.2 Future volunteering

Surveys of participants were also used to explore how far completing NCS led to impacts on volunteering behaviour three or four months after their placement. For summer standard, 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 amongst completers. However, no statistically significant effects on volunteering hours were found amongst participants of spring or autumn 2014.

However, there was a significant increase in the proportion of participants of the spring 2014 intending to do more voluntary work in the next three months⁷ of between 4.0 and 17.4 percentage points.⁸ This raises the possibility of a delayed effect on volunteering behaviour: the majority of participants will have been completing their final year of compulsory

⁷ 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.

⁸ This variable is taken from the question "Which, if any, of the following are you planning to do in the next few months?", for which one of the options was 'volunteering'

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. In order to construct higher and lower bound estimates, it was assumed that the underlying uncertainty was reflected in the confidence interval associated with the estimate of the impact of spring 2014 on intentions to volunteer: this figure was adjusted by around 60 percent on either side to give a range for the impact of spring 2014 in the number of future volunteering hours per month of 2.3 to 9.8.

No similar effect was estimated for the autumn 2014 and it has been assumed that there were no future volunteering impacts. This is due to lack of evidence on the persistency of volunteering impacts after the completion of the programme; and of intention to do unpaid voluntary work in the few months after the completion of the questionnaire.

Future Volunteering Hours

There is substantial uncertainty as to how far effects on volunteering are likely to persist over time. However, the second stage of the 2013 evaluation (one year on from the initial follow-up)⁹ shows that summer¹⁰ 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. The assumptions underlying these scenarios are presented below:

- a **'low' scenario** in which impacts endure for 12 months after the baseline survey. When calculating the persisting effect, it is assumed that impact would fall to zero after 12 months. Under the low scenario the 'low' bound of the 95% confidence interval for the increase in monthly volunteering hours per completer (2.3 for spring and 0.8 for summer) was used. The total number of extra volunteering hours is then multiplied by the 12 months the effects are assumed to endure under the 'low' scenario. This equates to a total number of extra volunteering hours over the 12 month period of 0.1m for spring; and of 0.4m for summer standard.
- a **'central' scenario** in which they decay on a linear basis over five years. Under the central scenario the mean increase in monthly volunteering hours per completer (6.1 for spring and 6.0 for

⁹ The second stage evaluation was conducted 17 and 16 months after summer standard and autumn NCS respectively.

¹⁰ There was just one summer programme in 2013, test programmes were introduced in 2014 for the first time.

summer) was used, allowing this to decay by 20 percentage points per annum over five years. This equates to a total number of extra volunteering hours over the 5 year period of 0.8m for spring; and of 7.8m for summer standard.

- **and a 'high' scenario** in which the effects decay over ten years. Under this scenario, the upper bound of the 95% confidence interval for the increase in monthly volunteering hours per completer (9.8 for spring and 11.1 for summer) was used, which was assumed to decay by 10 percentage points per annum. The total number of extra volunteering hours over the 10 year period was estimated at 2.3m for spring; and of 26.8m for summer standard.

The reason for differences in assumptions with the 2013 evaluation is that for the 2014 study evidence is only available for three months following participation. While the 2013 results suggest volunteering effects do persist over longer periods of time, such effects may not be replicated by NCS 2014, and more conservative assumptions have been adopted to reflect this uncertainty.

Value of future volunteering

Estimates of the total additional volunteering hours were multiplied by the minimum wage that completers would get in each specific year. In 2014 the minimum wage would be as for those aged 16 or 17, £3.79. In 2015-2017 the minimum wage was assumed to be as for those aged 18 to 21 in years 2 to 4. From 2018 onwards it was assumed that the minimum wage would be as for those aged 21 and above.¹¹

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).¹²

This equates to an additional value of volunteering of £0.4m for spring and £1.3m for summer standard for the **low scenario**; to an additional value of volunteering of £3.5m for spring and £35.3m for summer standard for the **central scenario**. And to an additional value of volunteering of £11.2m for spring and £128.6m for summer standard for the **high scenario**.

¹¹ <https://www.gov.uk/national-minimum-wage-rates>

¹² The relevant equation to produce these estimates was: $\sum_{t=1}^T (P \cdot I \cdot w_t \cdot (1 - d)) \cdot \left(\frac{1}{(1+r)}\right)^t$, 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, r is the social rate of time preference, and t is the number of years elapsed since participation in NCS. The discount rate is used to convert all costs and benefits to 'present values', so that they can be compared.

Table 6.2 – Value of future volunteering: spring

		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	TOTAL
(A) Extra hours completers of volunteering per MONTH as result of taking part in NCS – per completer	Low	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	–
	Central	6.1	6.1	6.1	6.1	6.1	0.0	0.0	0.0	0.0	0.0	–
	High	9.8	9.8	9.8	9.8	9.8	9.8	9.8	9.8	9.8	9.8	–
(B) Completers		3,594	3,594	3,594	3,594	3,594	3,594	3,594	3,594	3,594	3,594	–
(R1: A * B) Extra hours of volunteering per MONTH as result of taking part in NCS – in total	Low	8,179	0	0	0	0	0	0	0	0	0	–
	Central	21,744	21,744	21,744	21,744	21,744	0	0	0	0	0	–
	High	35,278	35,278	35,278	35,278	35,278	35,278	35,278	35,278	35,278	35,278	–
(C) Rate of decay	Low (after 1 year)	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	–
	Central (over 5 years)	1.0	0.8	0.6	0.4	0.2	0.0	0.0	0.0	0.0	0.0	–
	High (over 10 years)	1.0	0.9	0.8	0.7	0.6	0.5	0.4	0.3	0.2	0.1	–
(R2: R1 * C*12) Extra hours of volunteering per YEAR as result of taking part in NCS – in total (m)	Low	0.1	0	0	0	0	0	0	0	0	0	0.1
	Central	0.3	0.2	0.2	0.1	0.1	0	0	0	0	0	0.8
	High	0.4	0.4	0.3	0.3	0.3	0.2	0.2	0.1	0.1	0.0	2.3
(D) Minimum Wage (£ per hour)		3.79	5.08	5.08	5.08	6.50	6.50	6.50	6.50	6.50	6.50	–
(E) Discount Factor		1.00	0.97	0.93	0.90	0.87	0.84	0.81	0.79	0.76	0.73	–
(R3: R2 * D * E) Value of volunteering (£m)	Low	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4
	Central	1.0	1.0	0.7	0.5	0.3	0.0	0.0	0.0	0.0	0.0	3.5
	High	1.6	1.9	1.6	1.4	1.4	1.2	0.9	0.6	0.4	0.2	11.2

Source: Ipsos MORI survey and DiD analysis

Table 6.3 – Value of future volunteering: summer standard

		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	TOTAL
(A) Extra hours completers of volunteering per MONTH as result of taking part in NCS – per completer	Low	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	–
	Central	6.0	6.0	6.0	6.0	6.0	0.0	0.0	0.0	0.0	0.0	–
	High	11.1	11.1	11.1	11.1	11.1	11.1	11.1	11.1	11.1	11.1	–
(B) Completers		36,384	36,384	36,384	36,384	36,384	36,384	36,384	36,384	36,384	36,384	–
(R1: A*B) Extra hours of volunteering per MONTH as result of taking part in NCS – in total	Low	29,471	0	0	0	0	0	0	0	0	0	–
	Central	217,576	217,576	217,576	217,576	217,576	0	0	0	0	0	–
	High	405,318	405,318	405,318	405,318	405,318	405,318	405,318	405,318	405,318	405,318	–
(C) Rate of decay	Low (after 1 year)	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	–
	Central (over 5 years)	1.0	0.8	0.6	0.4	0.2	0.0	0.0	0.0	0.0	0.0	–
	High (over 10 years)	1.0	0.9	0.8	0.7	0.6	0.5	0.4	0.3	0.2	0.1	–
(R2: R1 * C*12) Extra hours of volunteering per YEAR as result of taking part in NCS – in total (m)	Low	0.4	0	0	0	0	0	0	0	0	0	0.4
	Central	2.6	2.1	1.6	1.0	0.5	0	0	0	0	0	7.8
	High	4.9	4.4	3.9	3.4	2.9	2.4	1.9	1.5	1.0	0.5	26.8
(D) Minimum Wage (£ per hour)		3.79	5.08	5.08	5.08	6.50	6.50	6.50	6.50	6.50	6.50	–
(E) Discount Factor		1.0	1.0	0.9	0.9	0.9	0.8	0.8	0.8	0.8	0.7	–
(R3: R2 * D * E) Value of volunteering (\$m)	Low	1.3	0	0	0	0	0	0	0	0	0	1.3
	Central	9.9	10.2	7.4	4.8	3.0	0	0	0	0	0	35.3
	High	18.4	21.5	18.4	15.6	16.5	13.3	10.3	7.5	4.8	2.3	128.6

Source: Source: Ipsos MORI survey and DiD analysis

6.2.3 Leadership Skills

The survey results indicated that spring, summer standard, and autumn 2014 also led to reported improvements in the leadership skills of participants, including increased confidence in teamwork and communication.¹³ It was estimated that 10.5% of completers acquired improved leadership skills as a result of spring 2014 NCS; 18.4% of those completing summer standard 2014 NCS; and 13.9% of those completing autumn 2014 NCS. There is some uncertainty as to how far these effects might persist beyond the short term, though the second stage of NCS 2013 evaluation shows that similar impacts have been persistent over 16 to 17 months (albeit decaying at the margins).¹⁴

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 a 2.1% to 3.8% increase in earnings after controlling for other psychological traits and occupation).¹⁵ 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.

¹³ "Putting forward ideas" was asked only in the spring.

¹⁴ Statistical tests need to be conducted to assess whether these changes are significant or not.

¹⁵ Kuhn and Weinberger (2003) Leadership Skills and Wages, University of California.

Table 6.4: Value of leadership skills

	Spring			Summer standard			Autumn		
	Low	Cent	High	Low	Cent	High	Low	Cent	High
(A) Number of completers	3,594			36,384			9,777		
(B) Average impact on Leadership Skills	0.105			0.184			0.139		
(C) Present value of lifetime earnings (£)	600,000								
(D) Impact of leadership skills on earnings (E)	0.021	0.030	0.038	0.021	0.030	0.038	0.021	0.030	0.038
Adjustment for double counting ¹⁶	0.79			0.79			0.79		
(R1: A*B*C*D*E) : Impact on earnings (£m)	3.8	5.4	6.9	67.3	94.5	121.8	13.7	19.3	24.8

6.3 Value for money

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

- **spring 2014** 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.
- **summer standard 2014** is estimated to deliver benefits of between £70.8m and £252.6 and between £1.12 and £3.98 of benefits per £1 of expenditure.
- **autumn 2014** is estimated to deliver benefits of between £14.3m and £25.4m. The cost-benefit analysis suggests NCS 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

¹⁶ Kuhn and Weinberger (2003) *Leadership Skills and Wages*, University of California.

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.

Table 6.3: 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
Total	4.4	9.1	18.3	70.8	132.0	252.6	14.3	19.9	25.4
Benefit to Cost Ratio	0.75	1.55	3.11	1.12	2.08	3.98	0.96	1.33	1.71
BCR 2013 (1YO)	NA	NA	NA	1.25	2.65	4.65	0.78	2.29	4.70

6.4 Other effects

This section provides an analysis of other positive effects that may have resulted from participation in 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.

6.4.1 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.

6.4.2 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).

6.4.3 Value of health benefits associated with reduced consumption of alcohol

The results suggest that NCS led to an increase in the proportion of participants reporting that they had not drunk 6 or more units¹⁷ of alcohol on one occasion 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.

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 Quality Adjusted Life Years (QALY, life expectancy factoring in quality of life) gained estimated at 0.32¹⁸ years. The value of gaining one additional QALY (i.e. what individuals would be willing to pay for an additional year of life at

¹⁷ One UK unit is 10 ml or eight grams of pure alcohol.

¹⁸ Matrix Knowledge, <http://www.nice.org.uk/newsroom/features/measuringeffectivenessandcosteffectivenessoftheqaly.jsp>, accessed 10/03/2013

full health) is commonly assumed to be £20,000.¹⁹ The potential value of health impacts associated with reduced drinking amongst NCS participants has been estimated by assuming all those drinking more than six units on a single occasion can be classed as heavy drinkers (the definition usually employed is consumption of 5 units per day for males, and 2.4 units per day for females).²⁰

Assuming that these effects are sustained, their value has been estimated at between £1.1m and £3.6m for spring and £4.5m and £22.9m for summer standard.²¹

Table 6.6: Value of reduced alcohol consumption as a result of taking part in NCS

	Spring			Summer Standard		
	Low	Central	High	Low	Central	High
(A) Number of completers	3,594			36,384		
(B) Impact of NCS on proportion of participants drinking more than 6 units of alcohol per month	0.049	0.103	0.157	0.019	0.059	0.098
(C) QALYs: reduced alcohol consumption (Heavy to Moderate)²²	0.32					
(D) Value of one additional QALY gained (£)²³	20,000					
(R1: A*B*C*D): Potential value of QALYs gained (£m)	1.1	2.4	3.6	4.5	13.7	22.9

Source: Ipsos MORI survey and DiD analysis

¹⁹ NICE, <http://www.nice.org.uk/newsroom/features/measuringeffectivenessandcosteffectivenessoftheqaly.jsp>, accessed 13/03/2014

²⁰ <http://www.nice.org.uk/guidance/ta325/resources/nalmefene-for-reducing-alcohol-consumption-in-people-with-alcohol-dependence-82602488589253>, p. 5

²¹ 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).

²² Source: <http://www.nice.org.uk/newsroom/features/measuringeffectivenessandcosteffectivenessoftheqaly.jsp>, accessed 10/03/2013

²³ <http://www.bbc.co.uk/news/health-21170445>

6.4.4 Value of health benefits associated with reduced smoking

It is estimated that (relative to non-participants) the proportion of participants of spring 2014 NCS who reported that they smoked 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).

As with reduced drinking, QALYs are assumed to estimate the value of reduced smoking. The average number of extra QALYs gained from the reduced smoking has been estimated at 1.29²⁴ years. This is the number of QALYs gained associated with stopping smoking for a lifetime based on those quitting for 12 months.²⁵

As outlined above, the value of one additional QALY is estimated at £20,000. 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.

Table 6.7: Value of reduced smoking as a result of taking part in NCS

	Spring			Autumn		
	Low	Central	High	Low	Central	High
(A) Number of Completers	3,594			9,777		
(B) Impact of NCS on proportion of participants smoking 0 cigarettes in an average week	0.049	0.083	0.117	0.046	0.076	0.105
(C) QALYs: reduced smoking	1.29					
(D) Value of one additional QALY gained (£)	20,000					
(R1: A*B*C*D): Potential value of QALYs gained (£m)	4.5	7.7	10.8	11.6	19.1	26.5

Source: Ipsos MORI

²⁴ Source:

<http://help.matrixknowledge.com/interventions/docs/HE%20Intervention%20Report%202014.pdf>, this includes an implicit 35% relapse rate.

²⁵ Fiscella, K., Peter, P. (1996) Cost-effectiveness of the transdermal nicotine patch as an adjunct to physicians' smoking cessation counselling, Journal of the American Medical Association, Vol.275, Nr.16 1247-51pp

6.4.5 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 £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).

7 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
Teamwork, communication and leadership				
% 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

Outcome	Summer Impact (Test)	Summer impact (Standard)	Autumn impact	Spring 2014 impact
% 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	
Community involvement				
% 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	
% 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		+6 (hours)		

Outcome	Summer Impact (Test)	Summer impact (Standard)	Autumn impact	Spring 2014 impact
on the social action project as part of NCS)				
% 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				

Outcome	Summer Impact (Test)	Summer impact (Standard)	Autumn impact	Spring 2014 impact
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 their family in the last three months			+5pp	
% 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				+7pp

Outcome	Summer Impact (Test)	Summer impact (Standard)	Autumn impact	Spring 2014 impact
three months				
% 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)			+8pp	+8pp
% 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	
Social mixing outcomes				
% 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 college	n/a	n/a	n/a	
% 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

8 Questionnaire development

The table that follows sets out for each question in the Summer 2013 participant questionnaire, whether the question was used, adapted or removed in the Spring 2014, Summer standard and test 2014 and Autumn 2014 questionnaires. As mentioned, at the start of the summer 2014 study the questionnaire used in the evaluations of the 2013 programmes and spring 2014 programme were reviewed, and it was decided the questionnaire needed to be updated and streamlined to understand the impact of the programme better. Table 9.1 – Sources of measures used in NCS impact evaluation.

Question in Summer 2013	Spring 2014	Summer standard, test and Autumn 2014
Q1	Same (Q2)	Revised (Q1)
Q2	Same (Q3)	Same (Q2)
Q3	Same (Q4)	Same (Q3)
Q4	Same (Q5)	Same (Q4)
Q5	Same (Q6)	Revised (Q5)
Q6	Same (Q7)	Removed
Q7	Same (Q8)	Same (Q6)
Q8	Same (Q9)	Same (Q8)
Q9	Same (Q10)	Removed
Q10	Same (Q11)	Same (Q7)
Q11	Same (Q12)	Same (Q9)
Q12	Same (Q13)	Same (Q10)
Q13	Revised (Q14)	Same (Q11)
Q14	Same (Q15)	Same (Q12)
Q15	Same (Q16)	Revised (Q13)
Q16	Same (Q17)	Revised (Q14)
Q17	Same (Q18)	Revised (Q15)
Q18	Same (Q19)	Removed
Q19	Same (Q20)	Removed
Q20	Same (Q21)	Removed
Q21	Same (Q22)	Revised (Q16)
Q22	Same (Q23)	Same (Q17)
Q23	Same (Q24)	Same (Q18)
Q24	Same (Q25)	Same (Q19)
Q25	Same (Q26)	Same (Q20)
Q26	Same (Q27)	Same (Q21)
Q27	Same (Q28)	Same (Q22)
Q28	Same (Q29)	Same (Q23)
Q29	Same (Q30)	Amended (Q24)
Q30	Same (Q31)	Same (Q25)
Q31	Same (Q32)	Removed

Source: Ipsos MORI

The following measures were used in the value for money analysis (see Chapter 7):

Table 9.2 – Sources of measures used in NCS value for money analysis

Theme	Question
Education	Q13 a, b
Volunteering hours	Q4
Volunteering intention	Q13 e (spring only)
Leadership skills	Q16a, c-f
Drinking	Q29
Smoking	Q30

Source: Ipsos MORI

9 Survey materials

The following are examples of the Spring 2014 and Autumn 2014 NCS questionnaires. Included are the baseline questionnaires for participants and the control group as well as the follow-up questionnaires for participants and the control group. Questionnaires for the Summer 2014 programme only differed from the autumn questionnaires in terms of dates and timings. Please see chapter 8 for details on how the questionnaires differed between programmes.

The questionnaires are in the following order:

- 1) NCS Spring 2014 participants baseline
- 2) NCS Spring 2014 control baseline
- 3) NCS Spring 2014 participants follow up
- 4) NCS Spring 2014 control follow up
- 5) NCS Autumn 2014 participants baseline
- 6) NCS Autumn 2014 control baseline
- 7) NCS Autumn 2014 participants follow up
- 8) NCS Autumn 2014 control follow up



YOU, YOUR FRIENDS AND YOUR TIME

This questionnaire is about you, how you spend your time and your plans for the future. The study is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Government (the Office for Civil Society in the Cabinet Office).

All the information you provide will be treated in the strictest confidence and used only for research purposes.

Instructions

- The questions can be answered by putting a tick in the box next to the answer that applies to you. Most questions ask you to **“Tick one box only”** however some ask you to **“Please tick all that apply”**.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions for answering each question carefully.
- If you mark the wrong box, fill in the box and put a tick in the right one like this:
- Please check you have answered all the questions.

Thank you very much for your help

ABOUT YOU

Q1 Are you completing this questionnaire ...?

Please tick one box only

- ... in February (during half-term)
- ... in April (during the Easter break)

We are interested in what you do outside of school or college hours. So, thinking about your free time outside of school or college hours...

Q2 Have you taken part in any of these youth groups or activities outside of school or college hours in the last three months?

Please tick all that apply

- Youth group at place of worship
- Sports club/team
- Art, drama, dance or music club/group
- Other youth club/community centre
- Holiday club/scheme
- Scouts or Guides (including Explorer or Venture Scouts, Ranger Guides)
- Cadet force or Corps
- Duke of Edinburgh Award scheme
- Other youth activities
- None of these

Q3 Have you given your time to help in any of the following ways outside of school or college hours in the last three months?

Please tick all that apply

- Helped out at a local club, group, organisation or place of worship
- Helped out other organisations
- Raised money for charity (including taking part in a sponsored event)
- Contacted someone (e.g. council, media, school) about something affecting your local area
- Organised a petition or event to support a local or national issue
- Done something to help other people, or to improve a local area
- None of these

Q4 Have you helped anyone not in your family in any of these ways in the last three months?

Do not include anything you were paid to do.

Please tick all that apply

- Doing shopping, collecting pension, or paying bills for someone
- Cooking, cleaning, laundry, gardening or other routine household jobs for someone
- Decorating, or doing any kind of home or car repairs for someone
- Baby sitting or caring for children
- Taking care of someone who is sick or frail
- Looking after a pet for someone who is away
- Helping with a university or job application
- Writing letters or filling in forms for someone
- Helping out in some other way
- None of these

Q5 In a typical recent month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q3 and Q4?

Write in hours in a typical recent month

Q6 How much do you agree or disagree with the following statements?

Please tick one box only on each line

- | | | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|-----------|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| a. | I feel able to have an impact on the world around me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | I feel I can make a difference when working with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | I understand the organisations and people that have influence in my local area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | I am someone others can rely on | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. | My local area is a place where people from different backgrounds get on well together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q7

Suppose you wanted to tackle a problem in your local area.
How much, if anything, do you know about how to do this?

*Please tick one
box only*

- A great deal
- A fair amount
- Not very much
- Nothing at all

Q8

At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please tick one box only

- | | | | | | | | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Absolutely certain not to vote | | | | | | | | | Absolutely certain to vote | |

Q9

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

**A close relative or friend
going out with someone...**

Please tick one box only on each line

- | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Very
uncomfortable | | | | | | | | | | Very
comfortable |
| a. ... from a different school or college to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. ... from a different race or ethnicity to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. ... from a different religious background to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. ... from a richer or poorer background to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. ... who is gay or lesbian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. ...who is disabled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YOUR PERSONAL RELATIONSHIPS

This section asks you some questions about the people you know.

Q10 In the last three months, how often, if ever, have you met socially outside school, college or work with people who are, as far as you know, ...

Please tick one box only on each line

	Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day
a. ... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ... of retirement age (outside your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11 Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please tick one box only

- Most people can be trusted
- You can't be too careful in dealing with people
- It depends

Q12 Now, think about people you know who you would feel happy getting in touch with to ask for advice or a favour.

How many are...

Please tick one box only on each line

		Many of them	Some of them	Hardly any of them	None of them
a.	... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... retirement age (outside of your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT YOU DO AND PLANS FOR THE FUTURE

The next questions ask about what you have been doing recently and your plans for the future.

Q13 What were you doing before summer 2013?

Please tick all that apply

Studying for GCSEs	<input type="checkbox"/>
Studying for AS/A-levels	<input type="checkbox"/>
Studying for other qualification	<input type="checkbox"/>
Apprenticeship, similar type of training or work experience	<input type="checkbox"/>
Paid work (full-time or part-time)	<input type="checkbox"/>
Voluntary help or community work	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>
Caring for a friend or family member	<input type="checkbox"/>
Staying at home for another reason	<input type="checkbox"/>
Something else	<input type="checkbox"/>
Nothing	<input type="checkbox"/>

Q14 What are you currently doing?

Please tick all that apply

- Studying AS/A-levels in a sixth form or college
- Studying for other qualification in a sixth form or college
- Apprenticeship, similar type of training or work experience
- Paid work (full-time or part-time)
- Voluntary help or community work
- Caring for a friend or family member
- Looking after the home or children
- Something else
- Nothing

Q15 Which of these are you most likely to be doing in two years' time?
If you are not sure, what is your best guess of what you will be doing?

Please tick one box only

- Looking for work or unemployed
- In an apprenticeship or similar type of training
- In a full-time job (30 or more hours per week)
- Studying full-time for a degree or other higher education qualification
- Studying full-time for another qualification
- Taking a break from study or work
- Looking after the home or children
- Caring for a friend or family member
- Something else

Q16 How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	A range of different career options are open to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I'm not interested in doing any more learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Studying to gain qualifications is important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Education is worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

Now we would like to ask some more questions about you and how you feel about your life.

Q17 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please tick one box only on each line

		Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
a.	Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Having a go at things that are new to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Working with other people in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Putting forward my ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Explaining my ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Managing my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Staying away without family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Being able to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18

And how much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. If someone is not a success in life, it is usually their own fault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Even if I do well at school, I'll have a hard time getting the right kind of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working hard now will help me get on later in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. People like me don't have much of a chance in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How well you get on in this world is mostly a matter of luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If you work hard at something you'll usually succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19

In the last 12 months, have you been in trouble with teachers at school or college for behaving badly or doing something wrong?

Please tick one box only

- Never
- Yes, once or twice
- Yes, 3 or 4 times
- Yes, 5 to 10 times
- Yes, more than 10 times

Q20

In the last 12 months have you skipped school or college without the school or college's permission for at least a whole day?

Please tick one box only

- Never
- Yes, once or twice
- Yes, 3 or 4 times
- Yes, 5 to 10 times
- Yes, more than 10 times

Q21 Have you ever been expelled (permanently excluded) from a school or college?

Please tick one box only

Yes

No

Q22 How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I stay calm when I face problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	I enjoy doing new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23 On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all satisfied											Completely satisfied

Q24 On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all happy											Completely happy

Q25 On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all anxious					Completely anxious					

Q26 On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all worthwhile					Completely worthwhile					

Q27 Please read each statement below and then say how much it is like you...

Please tick one box only on each line

	Not like me	A bit like me	Quite like me	Just like me	I have no problems
a. Some young people want to sort out the problems in their lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Some young people want to stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

These next questions ask about your health, lifestyle and more about you.

Q28 Do you have a disability or health problem that you expect to last for more than a year?

Please tick one box only

Yes	<input type="checkbox"/>	➔	Go to question 29
No	<input type="checkbox"/>	➔	Go to question 30

Q29 Does this illness or disability limit your daily activities in any way?

Please tick one box only

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q30 How often in the last month have you had 6 or more units of alcohol on any one day?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please tick one box only

- | | |
|---|--------------------------|
| Never in the last month | <input type="checkbox"/> |
| Once or twice in the last month | <input type="checkbox"/> |
| 3 or 4 times in the last month | <input type="checkbox"/> |
| Between 5 and 10 times in the last month | <input type="checkbox"/> |
| Between 11 and 20 times in the last month | <input type="checkbox"/> |
| More than 20 times in the last month | <input type="checkbox"/> |

Q31 About how many cigarettes do you usually smoke in a week?

Write in number

Q32 During the past 7 days, on how many days were you physically active for a total of at least 30 minutes per day? Please add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe heavily some of the time. This would include things like recreational walking or cycling.

Please tick one box only

- | | |
|--------|--------------------------|
| 0 days | <input type="checkbox"/> |
| 1 day | <input type="checkbox"/> |
| 2 days | <input type="checkbox"/> |
| 3 days | <input type="checkbox"/> |
| 4 days | <input type="checkbox"/> |
| 5 days | <input type="checkbox"/> |
| 6 days | <input type="checkbox"/> |
| 7 days | <input type="checkbox"/> |

Q33 Are you?

Please tick one box only

Male

Female

Q34 What is your date of birth?

	<u>Day</u>		<u>Month</u>		<u>Year</u>		
Write in day	<input type="checkbox"/> <input type="checkbox"/>	January	<input type="checkbox"/>	July	<input type="checkbox"/>	Write in year	<input type="checkbox"/> <input type="checkbox"/>
		February	<input type="checkbox"/>	August	<input type="checkbox"/>		
		March	<input type="checkbox"/>	September	<input type="checkbox"/>		
		April	<input type="checkbox"/>	October	<input type="checkbox"/>		
		May	<input type="checkbox"/>	November	<input type="checkbox"/>		
		June	<input type="checkbox"/>	December	<input type="checkbox"/>		

Q35 What is your ethnic group?

Please tick one
box only

White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller or any other White background)

Black (including Black British, African, Caribbean and any other Black background)

Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)

Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)

Other ethnic group (including Arab and any other ethnic group)

Please write in

Q36

What is your religion?

Please tick one box only

- | | |
|---|--------------------------|
| No religion | <input type="checkbox"/> |
| Christian (including Church of England, Catholic, Protestant and all other Christian denominations) | <input type="checkbox"/> |
| Buddhist | <input type="checkbox"/> |
| Hindu | <input type="checkbox"/> |
| Jewish | <input type="checkbox"/> |
| Muslim | <input type="checkbox"/> |
| Sikh | <input type="checkbox"/> |
| Any other religion | <input type="checkbox"/> |
-

Q37

Did you receive Free School Meals in your last year at school?

Please tick one box only

- | | |
|--|--------------------------|
| Yes – I always or usually took them | <input type="checkbox"/> |
| Yes – I sometimes took them | <input type="checkbox"/> |
| Yes – but I never or hardly ever took them | <input type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |
-

Q38

Is there anyone living with you who you look after or give special help to because they are elderly, or have a long standing illness or disability?

Please tick one box only

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

LINKING YOUR INFORMATION

We would like to use the information you provide here to link with other government information, to help us to understand *in general* what people go on to do after the NCS experience finishes. We would like to link to information on exam results and education, employment and benefits, health, and crime. This research will not identify or report on individuals and will only explore overall patterns, for example, the number of NCS participants that go on to complete A-Levels, or get a job. Your personal details will be secure at all times in line with the Data Protection Act.

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to other government departments holding data relating to the topic areas outlined above. Once the linking has taken place, all your personal information will be securely removed from the linked data set. All research done will be anonymous; will be carried out by Cabinet Office (including an agency appointed by Cabinet Office); and used for research purposes only - no decisions will be made about individuals as a result of the research. Personal information will be held by the Cabinet Office for a maximum of 6 years whilst the linking exercise is completed.

Linking data in this way will help us to make NCS even better for young people in the future without having to ask you lots more questions. We are asking for your permission to use your data in this way for ongoing research use, but if at any point in the future you do not want your data used in this way please contact ncsevaluation@ipsos-mori.com for your information to be removed from any future data linking.

I agree to having the information I have provided used in this way.

Yes

No

If you answered yes please make sure you have completed your contact details on the previous page so that we can link your data in this way.

Thank you for taking the time to complete this questionnaire.

**Please place it in the envelope provided,
seal it and hand it back to the person who gave it to you.**

1234567890

Page No. 16

BARCODE



HM Government

Ipsos MORI

FIRSTNAME SURNAME
ADDRESS1
ADDRESS2
ADDRESS3
ADDRESS4
ADDRESS5
POSTCODE

YOU, YOUR FRIENDS AND YOUR TIME

As a young person living in England today, your views are of real interest and importance to the Government. We would like to invite you to take part in an important study about you, how you spend your time, and your plans for the future.

The study is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Government (the Office for Civil Society in the Cabinet Office), and this questionnaire is being sent to people who expressed an interest in National Citizen Service (NCS) but did not take part in a programme.

Everyone who participates will automatically be entered into a prize draw with the chance to win **up to £600 worth of vouchers for driving lessons, or an iPad if you prefer**. The prize draw will close when the survey closes on 23rd May 2014, and if you win the prize we will contact you before 24th June 2014.

More details about the prize draw are available here:

<http://www.ipsos-mori.com/YouYourFriendsYourTimeprizedraw>

Any information you provide is confidential and will only be used for research purposes.

If you have any questions about the survey please email us: surveyaboutyou@ipsos-mori.com

Instructions

- The questions can be answered by putting a tick in the box next to the answer that applies to you. Most questions ask you to **“Tick one box only”** however some ask you to **“Please tick all that apply”**.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions for answering each question carefully.
- If you mark the wrong box, fill in the box and put a tick in the right one like this:
- Please check you have answered all the questions.
- Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

Thank you very much for your help

1234567890

Page No.

1

BARCODE

ABOUT YOU

We are interested in what you do outside of school or college hours. So, thinking about your free time outside of school or college hours...

Q1 Have you taken part in any of these youth groups or activities outside of school or college hours in the last three months?

Please tick all that apply

- | | |
|--|--------------------------|
| Youth group at place of worship | <input type="checkbox"/> |
| Sports club/team | <input type="checkbox"/> |
| Art, drama, dance or music club/group | <input type="checkbox"/> |
| Other youth club/community centre | <input type="checkbox"/> |
| Holiday club/scheme | <input type="checkbox"/> |
| Scouts or Guides (including Explorer or Venture Scouts, Ranger Guides) | <input type="checkbox"/> |
| Cadet force or Corps | <input type="checkbox"/> |
| Duke of Edinburgh Award scheme | <input type="checkbox"/> |
| Other youth activities | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |

Q2 Have you given your time to help in any of the following ways outside of school or college hours in the last three months?

Please tick all that apply

- | | |
|---|--------------------------|
| Helped out at a local club, group, organisation or place of worship | <input type="checkbox"/> |
| Helped out other organisations | <input type="checkbox"/> |
| Raised money for charity (including taking part in a sponsored event) | <input type="checkbox"/> |
| Contacted someone (e.g. council, media, school) about something affecting your local area | <input type="checkbox"/> |
| Organised a petition or event to support a local or national issue | <input type="checkbox"/> |
| Done something to help other people, or to improve a local area | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |

Q3 Have you helped anyone not in your family in any of these ways in the last three months?

Do not include anything you were paid to do.

Please tick all that apply

- Doing shopping, collecting pension, or paying bills for someone
- Cooking, cleaning, laundry, gardening or other routine household jobs for someone
- Decorating, or doing any kind of home or car repairs for someone
- Baby sitting or caring for children
- Taking care of someone who is sick or frail
- Looking after a pet for someone who is away
- Helping with a university or job application
- Writing letters or filling in forms for someone
- Helping out in some other way
- None of these

Q4 In a typical recent month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q2 and Q3?

Write in hours in a typical recent month

Q5 How much do you agree or disagree with the following statements?

Please tick one box only on each line

- | | | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|-----------|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| a. | I feel able to have an impact on the world around me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | I feel I can make a difference when working with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | I understand the organisations and people that have influence in my local area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | I am someone others can rely on | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. | My local area is a place where people from different backgrounds get on well together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q6

Suppose you wanted to tackle a problem in your local area.
How much, if anything, do you know about how to do this?

*Please tick one
box only*

- A great deal
- A fair amount
- Not very much
- Nothing at all

Q7

At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please tick one box only

- | | | | | | | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Absolutely
certain not to vote | | | | | | | | | Absolutely
certain to vote | |

Q8

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

**A close relative or friend
going out with someone...**

Please tick one box only on each line

- | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Very
uncomfortable | | | | | | | | | | Very
comfortable |
| a. ... from a different school
or college to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. ... from a different race or
ethnicity to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. ... from a different religious
background to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. ... from a richer or poorer
background to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. ... who is gay or lesbian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. ...who is disabled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YOUR PERSONAL RELATIONSHIPS

This section asks you some questions about the people you know.

Q9 In the last three months, how often, if ever, have you met socially outside school, college or work with people who are, as far as you know, ...

Please tick one box only on each line

	Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day
a. ... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ... of retirement age (outside your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please tick one box only

- Most people can be trusted
- You can't be too careful in dealing with people
- It depends

Q11 Now, think about people you know who you would feel happy getting in touch with to ask for advice or a favour.

How many are...

Please tick one box only on each line

		Many of them	Some of them	Hardly any of them	None of them
a.	... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... retirement age (outside of your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT YOU DO AND PLANS FOR THE FUTURE

The next questions ask about what you have been doing recently and your plans for the future.

Q12 What were you doing before summer 2013?

Please tick all that apply

Studying for GCSEs	<input type="checkbox"/>
Studying for AS/A-levels	<input type="checkbox"/>
Studying for other qualification	<input type="checkbox"/>
Apprenticeship, similar type of training or work experience	<input type="checkbox"/>
Paid work (full-time or part-time)	<input type="checkbox"/>
Voluntary help or community work	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>
Caring for a friend or family member	<input type="checkbox"/>
Staying at home for another reason	<input type="checkbox"/>
Something else	<input type="checkbox"/>
Nothing	<input type="checkbox"/>

Q13 **What are you currently doing?**

*Please tick all
that apply*

- | | |
|---|--------------------------|
| Studying AS/A-levels in a sixth form or college | <input type="checkbox"/> |
| Studying for other qualification in a sixth form or college | <input type="checkbox"/> |
| Apprenticeship, similar type of training or work experience | <input type="checkbox"/> |
| Paid work (full-time or part-time) | <input type="checkbox"/> |
| Voluntary help or community work | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Something else | <input type="checkbox"/> |
| Nothing | <input type="checkbox"/> |
-

Q14 **Last year, between June and December 2013, did you take part in a scheme called National Citizen Service (NCS)? This may have been called something different in the area where you live but involved meeting with other young people, staying away from home for two separate weeks, and then planning and doing a project in your local area.**

*Please tick one
box only*

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |
-

Q15 **Which of these are you most likely to be doing in two years' time?
If you are not sure, what is your best guess of what you will be doing?**

Please tick one box only

- | | |
|---|--------------------------|
| Looking for work or unemployed | <input type="checkbox"/> |
| In an apprenticeship or similar type of training | <input type="checkbox"/> |
| In a full-time job (30 or more hours per week) | <input type="checkbox"/> |
| Studying full-time for a degree or other higher education qualification | <input type="checkbox"/> |
| Studying full-time for another qualification | <input type="checkbox"/> |
| Taking a break from study or work | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Something else | <input type="checkbox"/> |

Q16 How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

Now we would like to ask some more questions about you and how you feel about your life.

Q17 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please tick one box only on each line

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18

And how much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. If someone is not a success in life, it is usually their own fault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Even if I do well at school, I'll have a hard time getting the right kind of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working hard now will help me get on later in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. People like me don't have much of a chance in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How well you get on in this world is mostly a matter of luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If you work hard at something you'll usually succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19

In the last 12 months, have you been in trouble with teachers at school or college for behaving badly or doing something wrong?

Please tick one box only

- Never
- Yes, once or twice
- Yes, 3 or 4 times
- Yes, 5 to 10 times
- Yes, more than 10 times

Q20

In the last 12 months have you skipped school or college without the school or college's permission for at least a whole day?

Please tick one box only

- Never
- Yes, once or twice
- Yes, 3 or 4 times
- Yes, 5 to 10 times
- Yes, more than 10 times

Q21 Have you ever been expelled (permanently excluded) from a school or college?

Please tick one box only

Yes

No

Q22 How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I stay calm when I face problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	I enjoy doing new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23 On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all satisfied					Completely satisfied					

Q24 On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all happy					Completely happy					

Q25 On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all anxious					Completely anxious					

Q26 On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all worthwhile					Completely worthwhile					

Q27 Please read each statement below and then say how much it is like you...

Please tick one box only on each line

		Not like me	A bit like me	Quite like me	Just like me	I have no problems
a.	Some young people want to sort out the problems in their lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Some young people want to stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

These next questions ask about your health, lifestyle and more about you.

Q28 Do you have a disability or health problem that you expect to last for more than a year?

Please tick one box only

Yes	<input type="checkbox"/>	➔	Go to question 29
No	<input type="checkbox"/>	➔	Go to question 30

Q29 Does this illness or disability limit your daily activities in any way?

Please tick one box only

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q30 How often in the last month have you had 6 or more units of alcohol on any one day?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please tick one box only

- | | |
|---|--------------------------|
| Never in the last month | <input type="checkbox"/> |
| Once or twice in the last month | <input type="checkbox"/> |
| 3 or 4 times in the last month | <input type="checkbox"/> |
| Between 5 and 10 times in the last month | <input type="checkbox"/> |
| Between 11 and 20 times in the last month | <input type="checkbox"/> |
| More than 20 times in the last month | <input type="checkbox"/> |

Q31 About how many cigarettes do you usually smoke in a week?

Write in number

Q32 During the past 7 days, on how many days were you physically active for a total of at least 30 minutes per day? Please add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe heavily some of the time. This would include things like recreational walking or cycling.

Please tick one box only

- | | |
|--------|--------------------------|
| 0 days | <input type="checkbox"/> |
| 1 day | <input type="checkbox"/> |
| 2 days | <input type="checkbox"/> |
| 3 days | <input type="checkbox"/> |
| 4 days | <input type="checkbox"/> |
| 5 days | <input type="checkbox"/> |
| 6 days | <input type="checkbox"/> |
| 7 days | <input type="checkbox"/> |

Q33 Are you?

Please tick one box only

- Male
Female

Q34 What is your date of birth?

	<u>Day</u>		<u>Month</u>		<u>Year</u>		
Write in day	<input type="checkbox"/> <input type="checkbox"/>	January	<input type="checkbox"/>	July	<input type="checkbox"/>	Write in year	<input type="checkbox"/> <input type="checkbox"/>
		February	<input type="checkbox"/>	August	<input type="checkbox"/>		
		March	<input type="checkbox"/>	September	<input type="checkbox"/>		
		April	<input type="checkbox"/>	October	<input type="checkbox"/>		
		May	<input type="checkbox"/>	November	<input type="checkbox"/>		
		June	<input type="checkbox"/>	December	<input type="checkbox"/>		

Q35 What is your ethnic group?

Please tick one
box only

White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller or any other White background)

Black (including Black British, African, Caribbean and any other Black background)

Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)

Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)

Other ethnic group (including Arab and any other ethnic group)

Please write in

Q36

What is your religion?

Please tick one box only

- | | |
|---|--------------------------|
| No religion | <input type="checkbox"/> |
| Christian (including Church of England, Catholic, Protestant and all other Christian denominations) | <input type="checkbox"/> |
| Buddhist | <input type="checkbox"/> |
| Hindu | <input type="checkbox"/> |
| Jewish | <input type="checkbox"/> |
| Muslim | <input type="checkbox"/> |
| Sikh | <input type="checkbox"/> |
| Any other religion | <input type="checkbox"/> |
-

Q37

Did you receive Free School Meals in your last year at school?

Please tick one box only

- | | |
|--|--------------------------|
| Yes – I always or usually took them | <input type="checkbox"/> |
| Yes – I sometimes took them | <input type="checkbox"/> |
| Yes – but I never or hardly ever took them | <input type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |
-

Q38

Is there anyone living with you who you look after or give special help to because they are elderly, or have a long standing illness or disability?

Please tick one box only

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

LINKING YOUR INFORMATION

We would like to use the information you provide here to link with other government information, to help us to understand *in general* what people go on to do. We would like to link to information on exam results and education, employment and benefits, health, and crime. This research will not identify or report on individuals and will only explore overall patterns, for example, the number of people that go on to complete A-Levels, or get a job. Your personal details will be secure at all times in line with the Data Protection Act.

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to other government departments holding data relating to the topic areas outlined above. Once the linking has taken place, all your personal information will be securely removed from the linked data set. All research done will be anonymous; will be carried out by Cabinet Office (including an agency appointed by Cabinet Office); and used for research purposes only - no decisions will be made about individuals as a result of the research. Personal information will be held by the Cabinet Office for a maximum of 6 years whilst the linking exercise is completed.

Linking data in this way will help us to make the services we provide even better for young people in the future without having to ask you lots more questions. We are asking for your permission to use your data in this way for ongoing research use, but if at any point in the future you do not want your data used in this way please contact surveyaboutyou@ipsos-mori.com for your information to be removed from any future data linking.

I agree to having the information I have provided used in this way.

Yes

No

If you answered yes please make sure you have completed your contact details on the previous page so that we can link your data in this way.

Thank you for taking the time to complete this questionnaire.

Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

1234567890

Page No. 16

BARCODE



FIRSTNAME SURNAME
ADDRESS1
ADDRESS2
ADDRESS3
ADDRESS4
ADDRESS5
POSTCODE

YOU, YOUR SKILLS, YOUR OPPORTUNITIES

As a young person your views are of real interest and importance to the Government and we would like to hear from you again.

We are asking you to take part in this survey so the Government has up-to-date information about how they can best support young people to get the most out of life, study and work. Further information can be found at: www.youyourskillsyouropps.org.

Each time you participate in one of these surveys you will be entered into a draw with the opportunity to win a great prize. This time we have a top prize of up to £600 worth of vouchers for driving lessons, or an iPad if you prefer. The prize draw will close when the survey closes on 30th May 2014. If you win we will contact you before 1st July 2014. More details about the prize draw are available here: https://images1.ipsosinteractive.com/images/UK/UK1400744101MM_NCS2014SPR/docs/prizedraw_participant_feb.pdf

This study is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Government (the Office for Civil Society in the Cabinet Office). We promise that all the information you provide will be treated in the strictest confidence and used only in the way you agreed to previously.

If you have any questions about the survey please email us at: yourskillsandopps@ipsos-mori.com. We look forward to receiving your response and thank you in advance for taking part.

Instructions

- The questions can be answered by putting a tick in the box next to the answer that applies to you. Most questions ask you to **“Tick one box only”** however some ask you to **“Please tick all that apply”**.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions for answering each question carefully.
- If you mark the wrong box, fill in the box and put a tick in the right one like this:
- Please check you have answered all the questions.
- Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

Thank you very much for your help

1234567890

Page No. 1

BARCODE

YOUR EXPERIENCES OF NATIONAL CITIZEN SERVICE (NCS)

The following questions are about National Citizen Service. (This may have been called something different in your area).

When we mention National Citizen Service, or NCS, we are talking about the part-residential programme for 15-17 year olds that took place over spring half term (i.e. in February) in your area. We believe you took part in this programme, which involved time staying away from home and the opportunity to plan and carry out a project in your local area.

Q1 Why did you take part in National Citizen Service (NCS)?

Please write in below

Q2 Did you or your parents(s), guardian(s) or carer(s) pay for you to take part in National Citizen Service? Do not include travel costs or paying for new equipment.

Please tick one box only

Yes

No

Q3 Which, if any, of the following parts of National Citizen Service did you take part in?

Please tick all that apply

- The time spent staying away from your local area
- The time spent learning about your community and developing new skills
- The time spent planning your project in your local area
- The time spent doing your project in your local area
- The graduation event
- None of these

Q4 How many hours have you spent on your team's National Citizen Service project in your local area?

Please tick one box only

- Fewer than 10 hours
- 10 to 19 hours
- 20 to 29 hours
- 30 hours or more
- I did not take part in my team's project

Now follows some questions on how worthwhile you found the different parts of National Citizen Service your local area. Please answer the questions for every part of National Citizen Service you took part in.

Q5 On a scale from 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, how worthwhile did you find...

Please tick one box only on each line

	0	1	2	3	4	5	6	7	8	9	10
	Not at all worthwhile										Completely worthwhile
a.	... the time spent staying away from your local area										
b.	... the time spent learning about your community and developing new skills										
c.	... the time spent planning your project in your local area										
d.	... the project you did in your local area										
e.	... your National Citizen Service experience <u>overall</u>										

Q6 Thinking again about your National Citizen Service experience overall. On a scale from 0-10, where 0 is not at all enjoyable and 10 is completely enjoyable, how enjoyable did you find this experience?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all enjoyable										Completely enjoyable

Q7 On a scale from very good to very bad, what do you think of the following aspects of National Citizen Service? Please answer about the parts of National Citizen Service you took part in.

Please tick one box only on each line

	Very good	Good	Neither good nor bad	Bad	Very bad
a.	The help you were given to plan and run your team's project				
b.	The staff who spent most time with you during your autumn NCS				
c.	The graduation event				
d.	The help you were given with finding other opportunities to volunteer/help out after your NCS had finished				

Q8 Would you like to stay involved in National Citizen Service in 2014?

Please tick one box only

- Yes - definitely
- Yes – maybe
- No
-

Q9 In which ways would you like to stay involved in National Citizen Service in 2014?

Please tick all that apply

- Mentoring
- Helping out on a residential week
- Helping out on a social action week
- Carrying on a project in my local area
- Helping to recruit other people onto National Citizen Service in my area
- Helping with a national recruitment campaign
- Becoming an Ambassador for National Citizen Service
- Become a National Citizen Service Leader
- Other
- I would not like to stay involved in National Citizen Service
-

Q10 Would you recommend National Citizen Service to other 16 or 17 year olds?

Please tick one box only

- Yes - definitely
- Yes – maybe
- No
-

Q11 What, if anything, could have been done better?

Please write in below

Q12 To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I now feel more positive towards people from different backgrounds to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I got a chance to develop skills which will be useful to me in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I saw that there were more opportunities available to me than I had realised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am more likely to help out in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I am proud of what I achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	I learned something new about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	I now feel more confident about getting a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	I now feel I have a greater responsibility to my local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	I now feel capable of more than I had realised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 During the time you spent away from home, and the time learning about your community and developing new skills, did your team leader organise sessions for you to reflect on your experiences of the activities?

Please tick one box only

- Yes - definitely
- Yes – maybe
- No

Q14 To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I now feel more responsible for my actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I feel I have a better understanding of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I am better able to think through what I have learned by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I spend more time thinking about how I might do things differently in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR ACTIVITIES AFTER AUTUMN HALF TERM

Now we would like to ask you some questions about what else you may have done recently, apart from National Citizen Service.

Q15 Which, if any, of the following did you do after your spring NCS (i.e. since the end of February 2014)? Please don't include anything you did as part of National Citizen Service.

Please tick all that apply

- | | |
|---|--------------------------|
| Studying or other learning activity | <input type="checkbox"/> |
| Paid work (full-time or part-time) | <input type="checkbox"/> |
| Voluntary help or community work | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Holiday club/scheme | <input type="checkbox"/> |
| Went on holiday, abroad or visited friends or relatives | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |

Q16 Have you taken part in any of these youth groups or activities outside of school or college hours since your spring NCS (i.e. since the end of February 2014)? Please don't include anything you did as part of National Citizen Service.

Q17 And which, if any, would you like to spend more time taking part in over the next year?

	Q16 <i>Please tick <u>all</u> that apply</i>	Q17 <i>Please tick <u>all</u> that apply</i>
--	--	--

- | | | |
|--|--------------------------|--------------------------|
| Youth group at place of worship | <input type="checkbox"/> | <input type="checkbox"/> |
| Sports club/team | <input type="checkbox"/> | <input type="checkbox"/> |
| Art, drama, dance or music club/group | <input type="checkbox"/> | <input type="checkbox"/> |
| Other youth club/community centre | <input type="checkbox"/> | <input type="checkbox"/> |
| Holiday club/scheme | <input type="checkbox"/> | <input type="checkbox"/> |
| Scouts or Guides (including Explorer or Venture Scouts, Ranger Guides) | <input type="checkbox"/> | <input type="checkbox"/> |
| Cadet force or Corps | <input type="checkbox"/> | <input type="checkbox"/> |
| Duke of Edinburgh Award scheme | <input type="checkbox"/> | <input type="checkbox"/> |
| Other youth activities | <input type="checkbox"/> | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> | <input type="checkbox"/> |

Q18 Have you given your time to help in any of the following ways outside of school or college hours since your spring NCS (i.e. since the end of February 2014)? Please don't include anything you did as part of National Citizen Service.

Q19 And which, if any, would you like to spend more time helping with over the next year?

	Q18 <i>Please tick <u>all</u> that apply</i>	Q19 <i>Please tick <u>all</u> that apply</i>
Helped out at a local club, group, organisation or place of worship	<input type="checkbox"/>	<input type="checkbox"/>
Helped out other organisations	<input type="checkbox"/>	<input type="checkbox"/>
Raised money for charity (including taking part in a sponsored event)	<input type="checkbox"/>	<input type="checkbox"/>
Contacted someone (e.g. council, media, school) about something affecting your local area	<input type="checkbox"/>	<input type="checkbox"/>
Organised a petition or event to support a local or national issue	<input type="checkbox"/>	<input type="checkbox"/>
Done something to help other people, or to improve a local area	<input type="checkbox"/>	<input type="checkbox"/>
None of these	<input type="checkbox"/>	<input type="checkbox"/>

Q20 Have you helped anyone not in your family in any of these ways since your spring NCS (i.e. since the end of February 2014)? Do not include anything you were paid to do or anything you did as part of National Citizen Service.

Q21 And which, if any, would you like to spend more time helping with over the next year?

	Q20 <i>Please tick <u>all</u> that apply</i>	Q21 <i>Please tick <u>all</u> that apply</i>
Doing shopping, collecting pension, or paying bills for someone	<input type="checkbox"/>	<input type="checkbox"/>
Cooking, cleaning, laundry, gardening or other routine household jobs for someone	<input type="checkbox"/>	<input type="checkbox"/>
Decorating, or doing any kind of home or car repairs for someone	<input type="checkbox"/>	<input type="checkbox"/>
Baby sitting or caring for children	<input type="checkbox"/>	<input type="checkbox"/>
Taking care of someone who is sick or frail	<input type="checkbox"/>	<input type="checkbox"/>
Looking after a pet for someone who is away	<input type="checkbox"/>	<input type="checkbox"/>
Helping with a university or job application	<input type="checkbox"/>	<input type="checkbox"/>
Writing letters or filling in forms for someone	<input type="checkbox"/>	<input type="checkbox"/>
Helping out in some other way	<input type="checkbox"/>	<input type="checkbox"/>
None of these	<input type="checkbox"/>	<input type="checkbox"/>

Q22 Over the last month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q18 to Q21?

Write in hours in a
typical recent month

Q23 How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I feel I can make a difference when working with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I understand the organisations and people that have influence in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am someone others can rely on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24 Suppose you wanted to tackle a problem in your local area. How much, if anything, do you know about how to do this?

Please tick one box only

- A great deal
- A fair amount
- Not very much
- Nothing at all

Q25 At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please tick one box only

-
- 1** **2** **3** **4** **5** **6** **7** **8** **9** **10**
- Absolutely certain not to vote Absolutely certain to vote

Q26

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please tick one box only on each line

		0	1	2	3	4	5	6	7	8	9	10
		Very uncomfortable										Very comfortable
a.	... from a different school or college to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... who is gay or lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	...who is disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section asks you some questions about the people you know.

Q27

Since your spring NCS (i.e. since the end of February 2014), how often, if ever, have you met socially outside school, college or work with people who are, as far as you know, ...

Please tick one box only on each line

		Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day
a.	... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... of retirement age (outside your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q28

Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please tick one box only

- Most people can be trusted
- You can't be too careful in dealing with people
- It depends

Q29

Now, think about people you know who you would feel happy getting in touch with to ask for advice or a favour.

How many are...

Please tick one box only on each line

		Many of them	Some of them	Hardly any of them	None of them
a.	... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... retirement age (outside of your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT YOU DO AND PLANS FOR THE FUTURE

The next questions ask about your plans for the future.

Q30 Which, if any, of the following are you planning to do in the next few months?

Please tick all that apply

- | | |
|---|--------------------------|
| Study AS/A-levels in a sixth form or college | <input type="checkbox"/> |
| Study for other qualification in a sixth form or college | <input type="checkbox"/> |
| Apprenticeship, similar type of training or work experience | <input type="checkbox"/> |
| Paid work (full-time or part-time) | <input type="checkbox"/> |
| Voluntary help or community work | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Other plans | <input type="checkbox"/> |
| No plans | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

Q31 Which of these are you most likely to be doing in two years' time? If you are not sure, what is your best guess of what you will be doing?

Please tick one box only

- | | |
|---|--------------------------|
| Looking for work or unemployed | <input type="checkbox"/> |
| In an apprenticeship or similar type of training | <input type="checkbox"/> |
| In a full-time job (30 or more hours per week) | <input type="checkbox"/> |
| Studying full-time for a degree or other higher education qualification | <input type="checkbox"/> |
| Studying full-time for another qualification | <input type="checkbox"/> |
| Taking a break from study or work | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Something else | <input type="checkbox"/> |

Q32 How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. A range of different career options are open to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I'm not interested in doing any more learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Studying to gain qualifications is important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Education is worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

Now we would like to ask some more questions about you and how you feel about your life.

Q33 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please tick one box only on each line

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
a. Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Having a go at things that are new to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with other people in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Putting forward my ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Explaining my ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Managing my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Staying away without family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Being able to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q34 And how much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. If someone is not a success in life, it is usually their own fault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Even if I do well at school, I'll have a hard time getting the right kind of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working hard now will help me get on later in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. People like me don't have much of a chance in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How well you get on in this world is mostly a matter of luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If you work hard at something you'll usually succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q35 How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I stay calm when I face problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I enjoy doing new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q36

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all satisfied										Completely satisfied	

Q37

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all happy										Completely happy	

Q38

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all anxious										Completely anxious	

Q39

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all worthwhile										Completely worthwhile	

Q40

Please read each statement below and then say how much it is like you...

Please tick one box only on each line

	Not like me	A bit like me	Quite like me	Just like me	I have no problems
a. Some young people want to sort out the problems in their lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Some young people want to stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

These next questions ask about your health, lifestyle and more about you.

Q41 How often in the last month have you had 6 or more units of alcohol on any one day?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please tick one box only

- | | |
|---|--------------------------|
| Never in the last month | <input type="checkbox"/> |
| Once or twice in the last month | <input type="checkbox"/> |
| 3 or 4 times in the last month | <input type="checkbox"/> |
| Between 5 and 10 times in the last month | <input type="checkbox"/> |
| Between 11 and 20 times in the last month | <input type="checkbox"/> |
| More than 20 times in the last month | <input type="checkbox"/> |

Q42 About how many cigarettes do you usually smoke in a week?

Write in number

Q43

During the past 7 days, on how many days were you physically active for a total of at least 30 minutes per day? Please add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe heavily some of the time. This would include things like recreational walking or cycling.

Please tick one box only

0 days

1 day

2 days

3 days

4 days

5 days

6 days

7 days

Thank you for taking the time to complete this questionnaire.

Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

1234567890

Page No. 16

BARCODE

FIRSTNAME SURNAME
ADDRESS1
ADDRESS2
ADDRESS3
ADDRESS4
ADDRESS5
POSTCODE

YOU, YOUR SKILLS, YOUR OPPORTUNITIES

As a young person your views are of real interest and importance to the Government and we would like to hear from you again.

We are asking you to take part in this survey so the Government has up-to-date information about how they can best support young people to get the most out of life, study and work. Further information can be found at: www.youyourskillsyouropps.org.

Each time you participate in one of these surveys you will be entered into a draw with the opportunity to win a great prize. This time we have a top prize of up to £600 worth of vouchers for driving lessons, or an iPad if you prefer. The prize draw will close when the survey closes on 18th July 2014. If you win we will contact you before 22nd August 2014. More details about the prize draw are available here:

https://images1.ipsosinteractive.com/images/UK/UK1400744101MM_NCS2014SPR/docs/prizedraw_control.pdf

Many people have already completed the survey online. If you have done this, thank you and you do not need to complete this paper version.

This study is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Government (the Office for Civil Society in the Cabinet Office). We promise that all the information you provide will be treated in the strictest confidence and used only in the way you agreed to previously.

If you have any questions about the survey please email us at: yourskillsandopps@ipsos-mori.com. We look forward to receiving your response and thank you in advance for taking part.

Instructions

- The questions can be answered by putting a tick in the box next to the answer that applies to you. Most questions ask you to **“Tick one box only”** however some ask you to **“Please tick all that apply”**.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions for answering each question carefully.
- If you mark the wrong box, fill in the box and put a tick in the right one like this:
- Please check you have answered all the questions.
- Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

Thank you very much for your help

1234567890

CF1

Page No. 1

BARCODE

YOUR ACTIVITIES AFTER AUTUMN HALF TERM

First, we would like to ask you some questions about things you may have done recently.

Q1 Which, if any, of the following did you do since the end of May 2014?

*Please tick all
that apply*

- | | |
|---|--------------------------|
| Studying or other learning activity | <input type="checkbox"/> |
| Paid work (full-time or part-time) | <input type="checkbox"/> |
| Voluntary help or community work | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Holiday club/scheme | <input type="checkbox"/> |
| Went on holiday, abroad or visited friends or relatives | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |

Q2 Have you taken part in any of these youth groups or activities outside of school or college hours since the end of May 2014?

Q3 And which, if any, would you like to spend more time taking part in over the next year?

	Q2 <i>Please tick <u>all</u> that apply</i>	Q3 <i>Please tick <u>all</u> that apply</i>
--	---	---

- | | | |
|--|--------------------------|--------------------------|
| Youth group at place of worship | <input type="checkbox"/> | <input type="checkbox"/> |
| Sports club/team | <input type="checkbox"/> | <input type="checkbox"/> |
| Art, drama, dance or music club/group | <input type="checkbox"/> | <input type="checkbox"/> |
| Other youth club/community centre | <input type="checkbox"/> | <input type="checkbox"/> |
| Holiday club/scheme | <input type="checkbox"/> | <input type="checkbox"/> |
| Scouts or Guides (including Explorer or Venture Scouts, Ranger Guides) | <input type="checkbox"/> | <input type="checkbox"/> |
| Cadet force or Corps | <input type="checkbox"/> | <input type="checkbox"/> |
| Duke of Edinburgh Award scheme | <input type="checkbox"/> | <input type="checkbox"/> |
| Other youth activities | <input type="checkbox"/> | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> | <input type="checkbox"/> |

Q4 Have you given your time to help in any of the following ways outside of school or college hours since the end of May 2014?

Q5 And which, if any, would you like to spend more time helping with over the next year?

	Q4	Q5
	<i>Please tick <u>all</u> that apply</i>	<i>Please tick <u>all</u> that apply</i>
Helped out at a local club, group, organisation or place of worship	<input type="checkbox"/>	<input type="checkbox"/>
Helped out other organisations	<input type="checkbox"/>	<input type="checkbox"/>
Raised money for charity (including taking part in a sponsored event)	<input type="checkbox"/>	<input type="checkbox"/>
Contacted someone (e.g. council, media, school) about something affecting your local area	<input type="checkbox"/>	<input type="checkbox"/>
Organised a petition or event to support a local or national issue	<input type="checkbox"/>	<input type="checkbox"/>
Done something to help other people, or to improve a local area	<input type="checkbox"/>	<input type="checkbox"/>
None of these	<input type="checkbox"/>	<input type="checkbox"/>

Q6 Have you helped anyone not in your family in any of these ways since the end of May 2014? Do not include anything you were paid to do.

Q7 And which, if any, would you like to spend more time helping with over the next year?

	Q6	Q7
	<i>Please tick <u>all</u> that apply</i>	<i>Please tick <u>all</u> that apply</i>
Doing shopping, collecting pension, or paying bills for someone	<input type="checkbox"/>	<input type="checkbox"/>
Cooking, cleaning, laundry, gardening or other routine household jobs for someone	<input type="checkbox"/>	<input type="checkbox"/>
Decorating, or doing any kind of home or car repairs for someone	<input type="checkbox"/>	<input type="checkbox"/>
Baby sitting or caring for children	<input type="checkbox"/>	<input type="checkbox"/>
Taking care of someone who is sick or frail	<input type="checkbox"/>	<input type="checkbox"/>
Looking after a pet for someone who is away	<input type="checkbox"/>	<input type="checkbox"/>
Helping with a university or job application	<input type="checkbox"/>	<input type="checkbox"/>
Writing letters or filling in forms for someone	<input type="checkbox"/>	<input type="checkbox"/>
Helping out in some other way	<input type="checkbox"/>	<input type="checkbox"/>
None of these	<input type="checkbox"/>	<input type="checkbox"/>

Q8 Over the last month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q4 to Q7?

Write in hours in a typical recent month

Q9 How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I feel I can make a difference when working with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I understand the organisations and people that have influence in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am someone others can rely on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 Suppose you wanted to tackle a problem in your local area. How much, if anything, do you know about how to do this?

Please tick one box only

- A great deal
- A fair amount
- Not very much
- Nothing at all

Q11 At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please tick one box only

- | | | | | | | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Absolutely certain not to vote | | | | | Absolutely certain to vote | | | | |

Q12

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please tick one box only on each line

		0	1	2	3	4	5	6	7	8	9	10	
		Very uncomfortable						Very comfortable					
a.	... from a different school or college to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	... from a different race or ethnicity to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	... from a different religious background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	... from a richer or poorer background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e.	... who is gay or lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f.	...who is disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This section asks you some questions about the people you know.

Q13

Since the end of May 2014, how often, if ever, have you met socially outside school, college or work with people who are, as far as you know, ...

Please tick one box only on each line

		Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day
a.	... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... of retirement age (outside your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14

Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please tick one box only

- Most people can be trusted
- You can't be too careful in dealing with people
- It depends

Q15

Now, think about people you know who you would feel happy getting in touch with to ask for advice or a favour.

How many are...

Please tick one box only on each line

		Many of them	Some of them	Hardly any of them	None of them
a.	... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... retirement age (outside of your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT YOU DO AND PLANS FOR THE FUTURE

The next questions ask about your plans for the future.

Q16 Which, if any, of the following are you planning to do in the next few months?

Please tick all that apply

- | | |
|---|--------------------------|
| Study AS/A-levels in a sixth form or college | <input type="checkbox"/> |
| Study for other qualification in a sixth form or college | <input type="checkbox"/> |
| Apprenticeship, similar type of training or work experience | <input type="checkbox"/> |
| Paid work (full-time or part-time) | <input type="checkbox"/> |
| Voluntary help or community work | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Other plans | <input type="checkbox"/> |
| No plans | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

Q17 Which of these are you most likely to be doing in two years' time? If you are not sure, what is your best guess of what you will be doing?

Please tick one box only

- | | |
|---|--------------------------|
| Looking for work or unemployed | <input type="checkbox"/> |
| In an apprenticeship or similar type of training | <input type="checkbox"/> |
| In a full-time job (30 or more hours per week) | <input type="checkbox"/> |
| Studying full-time for a degree or other higher education qualification | <input type="checkbox"/> |
| Studying full-time for another qualification | <input type="checkbox"/> |
| Taking a break from study or work | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Something else | <input type="checkbox"/> |

Q18 How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. A range of different career options are open to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I'm not interested in doing any more learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Studying to gain qualifications is important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Education is worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

Now we would like to ask some more questions about you and how you feel about your life.

Q19 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please tick one box only on each line

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
a. Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Having a go at things that are new to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with other people in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Putting forward my ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Explaining my ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Managing my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Staying away without family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Being able to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20 And how much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. If someone is not a success in life, it is usually their own fault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Even if I do well at school, I'll have a hard time getting the right kind of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working hard now will help me get on later in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. People like me don't have much of a chance in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How well you get on in this world is mostly a matter of luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If you work hard at something you'll usually succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21 How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I stay calm when I face problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I enjoy doing new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q22

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all satisfied										Completely satisfied	

Q23

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all happy										Completely happy	

Q24

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all anxious										Completely anxious	

Q25

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all worthwhile										Completely worthwhile	

Q26

Please read each statement below and then say how much it is like you...

Please tick one box only on each line

	Not like me	A bit like me	Quite like me	Just like me	I have no problems
a. Some young people want to sort out the problems in their lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Some young people want to stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

These next questions ask about your health, lifestyle and more about you.

Q27 How often in the last month have you had 6 or more units of alcohol on any one day?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please tick one box only

- | | |
|---|--------------------------|
| Never in the last month | <input type="checkbox"/> |
| Once or twice in the last month | <input type="checkbox"/> |
| 3 or 4 times in the last month | <input type="checkbox"/> |
| Between 5 and 10 times in the last month | <input type="checkbox"/> |
| Between 11 and 20 times in the last month | <input type="checkbox"/> |
| More than 20 times in the last month | <input type="checkbox"/> |

Q28 About how many cigarettes do you usually smoke in a week?

Write in number

Q29

During the past 7 days, on how many days were you physically active for a total of at least 30 minutes per day? Please add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe heavily some of the time. This would include things like recreational walking or cycling.

Please tick one box only

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

Thank you for taking the time to complete this questionnaire.

Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

1234567890

Page No.

12

BARCODE



YOU, YOUR FRIENDS AND YOUR TIME

This questionnaire is about you, how you spend your time and your plans for the future. The study is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Government (the Office for Civil Society in the Cabinet Office).

Any information you provide is confidential and will not be shown to anyone.

Instructions

- The questions can be answered by putting a tick in the box next to the answer that applies to you. Most questions ask you to “**Tick one box only**” however some ask you to “**Please tick all that apply**”.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions for answering each question carefully.
- If you mark the wrong box, fill in the box and put a tick in the right one like this:
- Please check you have answered all the questions.

Thank you very much for your help

ABOUT YOU

We are interested in what you do outside of school or college hours. So, thinking about your free time outside of school or college hours...

Q1 Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours in the last three months?

Please tick one box only

Yes

No

Don't know

Q2 Have you given your time to help in any of the following ways outside of school or college hours in the last three months?

Please tick all that apply

Please tick all that apply

Helped out at a local club, group, organisation or place of worship

Helped out other organisations

Raised money for charity (including taking part in a sponsored event)

Contacted someone (e.g. council, media, school) about something affecting your local area

Organised a petition or event to support a local or national issue

Done something to help other people, or to improve a local area

None of these

Q3 Have you helped anyone not in your family in any of these ways in the last three months?
Do not include anything you were paid to do.

Please tick all that apply

Please tick all that apply

Doing shopping, collecting pension, or paying bills for someone

Cooking, cleaning, laundry, gardening or other routine household jobs for someone

Decorating, or doing any kind of home or car repairs for someone

Baby sitting or caring for children

Taking care of someone who is sick or frail

Looking after a pet for someone who is away

Helping with a university or job application

Helping out in some other way

Writing letters or filling in forms for someone

None of these

Q4 In a typical recent month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q2 and Q3?

Write in hours in a
typical recent month

Q5 How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I understand the organisations and people that have influence in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I would know how to deal with a problem in my local area if I wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10
Absolutely certain not to vote					Absolutely certain to vote				

YOUR PERSONAL RELATIONSHIPS

This section asks you some questions about your relationships with other people.

Q7 Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please tick one box only

Most people can be trusted	<input type="checkbox"/>
You can't be too careful in dealing with people	<input type="checkbox"/>
It depends	<input type="checkbox"/>

Q8

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please tick one box only on each line

		0	1	2	3	4	5	6	7	8	9	10
		Very uncomfortable										Very comfortable
a.	... from a different school or college to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... who is gay or lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	...who is disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9

Now, think about people you know who you would feel happy getting in touch with to ask for advice or a favour.

How many are...

Please tick one box only on each line

		Many of them	Some of them	Hardly any of them	None of them
a.	... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... retirement age (outside of your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT YOU DO AND PLANS FOR THE FUTURE

The next questions ask about what you have been doing recently and your plans for the future.

Q10 What were you doing before this summer?

<i>Please tick <u>all</u> that apply</i>		<i>Please tick <u>all</u> that apply</i>	
Studying for GCSEs	<input type="checkbox"/>	Studying for AS/A-levels	<input type="checkbox"/>
Studying for other qualification	<input type="checkbox"/>	Apprenticeship, similar type of training or work experience	<input type="checkbox"/>
Paid work (full-time or part-time)	<input type="checkbox"/>	Unpaid voluntary help or community work	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	Caring for a friend or family member	<input type="checkbox"/>
Staying at home for another reason	<input type="checkbox"/>	Something else	<input type="checkbox"/>
		Nothing	<input type="checkbox"/>

Q11 What are you currently doing?

<i>Please tick <u>all</u> that apply</i>		<i>Please tick <u>all</u> that apply</i>	
Study AS/A-levels in a sixth form or college	<input type="checkbox"/>	Study for other qualification in a sixth form or college	<input type="checkbox"/>
Apprenticeship, similar type of training or work experience	<input type="checkbox"/>	Paid work (full-time or part-time)	<input type="checkbox"/>
Unpaid voluntary help or community work	<input type="checkbox"/>	Other plans	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	No plans	<input type="checkbox"/>
Caring for a friend or family member	<input type="checkbox"/>	Don't know	<input type="checkbox"/>

Q12 Which of these are you most likely to be doing in **two years' time**?
If you are not sure, what is your best guess of what you will be doing?

Please tick one box only

Looking for work or unemployed	<input type="checkbox"/>	In an apprenticeship or similar type of training	<input type="checkbox"/>
In a full-time job (30 or more hours per week)	<input type="checkbox"/>	Studying full-time for a degree or other higher education qualification	<input type="checkbox"/>
Studying full-time for another qualification	<input type="checkbox"/>	Taking a break from study or work	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	Caring for a friend or family member	<input type="checkbox"/>
Unpaid voluntary help or community work	<input type="checkbox"/>	Something else	<input type="checkbox"/>

Q13

How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

Now we would like to ask some more questions about you and how you feel about your life.

Q14

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please tick one box only on each line

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q15

How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	Even if I do well at school, I'll have a hard time getting the right kind of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Working hard now will help me get on later in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	People like me don't have much of a chance in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16

And how much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	I am someone others can rely on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	I feel bad when someone gets their feelings hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	I enjoy working with people who have different opinions to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	If I needed help there are people who would be there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all satisfied											Completely satisfied

Q18

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all happy										Completely happy	

Q19

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all anxious										Completely anxious	

Q20

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	5	6	7	8	9	10	
Not at all worthwhile										Completely worthwhile	

Q21

Please read each statement below and then say how much it is like you...

Please tick one box only on each line

		Not like me	A bit like me	Quite like me	Just like me	I have no problems
a.	I want to sort out problems in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I try to stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

These next questions ask about your health, lifestyle and more about you.

Q22

Do you have a disability or health problem that you expect to last for more than a year?

Please tick one box only

Yes ➔ Go to question 23

No ➔ Go to question 24

Q23 Does this illness or disability limit your daily activities in any way?

Please tick one box only

Yes

No

Q24 In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please tick one box only

None in the last week

1 to 6 units in the last week

7 to 13 units in the last week

14 to 21 units in the last week

22 to 28 units in the last week

29 or more units in the last week

Q25 About how many cigarettes do you usually smoke in a week?

Write in number

Q26 Are you?

Please tick one box only

Male

Female

Q27 What is your date of birth?

Day

Month

Year

Write in
day

Write
in month

Write
in year

Q28

What is your ethnic group?

Please tick one box only

White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller or any other White background)

Black (including Black British, African, Caribbean and any other Black background)

Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)

Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)

Other ethnic group (including Arab and any other ethnic group)

Please write in

Q29

What is your religion?

Please tick one box only

No religion

Christian (including Church of England, Catholic, Protestant and all other Christian denominations)

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other religion

Q30

Have you been eligible for Free School Meals at any point in the last 6 years?

Please tick one box only

Yes

No

Don't know

Q31

Is there anyone living with you who you look after or give special help to because they are elderly, or have a long standing illness or disability?

Please tick one box only

Yes

No

LINKING YOUR INFORMATION

We would like to use the information you provide here to link with other government information, to help us to understand *in general* what people go on to do after the NCS experience finishes. We would like to link to information on exam results and education, employment and benefits, health, and crime. This research will not identify or report on individuals and will only explore overall patterns, for example, the number of NCS participants that go on to complete A-Levels, or get a job. Your personal details will be secure at all times in line with the Data Protection Act.

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to other government departments holding data relating to the topic areas outlined above. Once the linking has taken place, all your personal information will be securely removed from the linked data set. All research done will be anonymous; will be carried out by Cabinet Office (including an agency appointed by Cabinet Office); and used for research purposes only - no decisions will be made about individuals as a result of the research. Personal information will be held by the Cabinet Office for a maximum of 6 years whilst the linking exercise is completed.

Linking data in this way will help us to make NCS even better for young people in the future without having to ask you lots more questions. We are asking for your permission to use your data in this way for ongoing research use, but if at any point in the future you do not want your data used in this way please contact ncsevaluation@ipsos-mori.com for your information to be removed from any future data linking.

I agree to having the information I have provided used in this way.

Yes

No

If you answered yes please make sure you have completed your contact details on the previous page so that we can link your data in this way.

Thank you for taking the time to complete this questionnaire.

**Please place it in the envelope provided,
seal it and hand it back to the person who gave it to you.**



YOU, YOUR FRIENDS AND YOUR TIME

As a young person living in England today, your views are of real interest and importance to the Government. We would like to invite you to take part in an important study about you, how you spend your time, and your plans for the future.

The study is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Government (the Office for Civil Society in the Cabinet Office), and this questionnaire is being sent to people who expressed an interest in National Citizen Service (NCS) but did not take part in a programme.

Everyone who participates will automatically be entered into a prize draw with the chance to win a **32GB iPad Air** worth up to £600. The prize draw will close when the survey closes on 19th December 2014, and if you win the prize we will contact you before 28th January 2015.

More details about the prize draw are available here:

<http://www.ipsos-mori.com/YouYourFriendsYourTimeprizedraw>

Any information you provide is confidential and will only be used for research purposes.

If you have any questions about the survey please email us: surveyaboutyou@ipsos-mori.com

Instructions

- The questions can be answered by putting a tick in the box next to the answer that applies to you. Most questions ask you to **“Tick one box only”** however some ask you to **“Please tick all that apply”**.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions for answering each question carefully.
- If you mark the wrong box, fill in the box and put a tick in the right one like this:
- Please check you have answered all the questions.
- Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

Thank you very much for your help

ABOUT YOU

We are interested in what you do outside of school or college hours. So, thinking about your free time outside of school or college hours...

Q1 Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours in the last three months?

Please tick one box only

Yes

No

Don't know

Q2 Have you given your time to help in any of the following ways outside of school or college hours in the last three months?

Please tick all that apply

Please tick all that apply

Helped out at a local club, group, organisation or place of worship

Helped out other organisations

Raised money for charity (including taking part in a sponsored event)

Contacted someone (e.g. council, media, school) about something affecting your local area

Organised a petition or event to support a local or national issue

Done something to help other people, or to improve a local area

None of these

Q3 Have you helped anyone not in your family in any of these ways in the last three months?

Do not include anything you were paid to do.

Please tick all that apply

Please tick all that apply

Doing shopping, collecting pension, or paying bills for someone

Cooking, cleaning, laundry, gardening or other routine household jobs for someone

Decorating, or doing any kind of home or car repairs for someone

Baby sitting or caring for children

Taking care of someone who is sick or frail

Looking after a pet for someone who is away

Helping with a university or job application

Helping out in some other way

Writing letters or filling in forms for someone

None of these

Q4 In a typical recent month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q2 and Q3?

Write in hours in a
typical recent month

Q5 How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I understand the organisations and people that have influence in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I would know how to deal with a problem in my local area if I wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10
Absolutely certain not to vote					Absolutely certain to vote				

YOUR PERSONAL RELATIONSHIPS

This section asks you some questions about your relationships with other people.

Q7 Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please tick one
box only

Most people can be trusted	<input type="checkbox"/>
You can't be too careful in dealing with people	<input type="checkbox"/>
It depends	<input type="checkbox"/>

Q8

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please tick one box only on each line

		0	1	2	3	4	5	6	7	8	9	10
		Very uncomfortable										Very comfortable
a.	... from a different school or college to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... who is gay or lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	...who is disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9

Now, think about people you know who you would feel happy getting in touch with to ask for advice or a favour.

How many are...

Please tick one box only on each line

		Many of them	Some of them	Hardly any of them	None of them
a.	... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... retirement age (outside of your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT YOU DO AND PLANS FOR THE FUTURE

The next questions ask about what you have been doing recently and your plans for the future.

Q10 What were you doing before this summer?

<i>Please tick <u>all</u> that apply</i>		<i>Please tick <u>all</u> that apply</i>	
Studying for GCSEs	<input type="checkbox"/>	Studying for AS/A-levels	<input type="checkbox"/>
Studying for other qualification	<input type="checkbox"/>	Apprenticeship, similar type of training or work experience	<input type="checkbox"/>
Paid work (full-time or part-time)	<input type="checkbox"/>	Unpaid voluntary help or community work	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	Caring for a friend or family member	<input type="checkbox"/>
Staying at home for another reason	<input type="checkbox"/>	Something else	<input type="checkbox"/>
		Nothing	<input type="checkbox"/>

Q11 What are you currently doing?

<i>Please tick <u>all</u> that apply</i>		<i>Please tick <u>all</u> that apply</i>	
Study AS/A-levels in a sixth form or college	<input type="checkbox"/>	Study for other qualification in a sixth form or college	<input type="checkbox"/>
Apprenticeship, similar type of training or work experience	<input type="checkbox"/>	Paid work (full-time or part-time)	<input type="checkbox"/>
Unpaid voluntary help or community work	<input type="checkbox"/>	Other plans	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	No plans	<input type="checkbox"/>
Caring for a friend or family member	<input type="checkbox"/>	Don't know	<input type="checkbox"/>

Q12 Which of these are you most likely to be doing in **two years' time**?
If you are not sure, what is your best guess of what you will be doing?

Please tick one box only

Looking for work or unemployed	<input type="checkbox"/>	In an apprenticeship or similar type of training	<input type="checkbox"/>
In a full-time job (30 or more hours per week)	<input type="checkbox"/>	Studying full-time for a degree or other higher education qualification	<input type="checkbox"/>
Studying full-time for another qualification	<input type="checkbox"/>	Taking a break from study or work	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	Caring for a friend or family member	<input type="checkbox"/>
Unpaid voluntary help or community work	<input type="checkbox"/>	Something else	<input type="checkbox"/>

Q13

How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

Now we would like to ask some more questions about you and how you feel about your life.

Q14

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please tick one box only on each line

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q15 How much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	Even if I do well at school, I'll have a hard time getting the right kind of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Working hard now will help me get on later in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	People like me don't have much of a chance in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16 And how much do you agree or disagree with the following statements?

Please tick one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	I am someone others can rely on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	I feel bad when someone gets their feelings hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	I enjoy working with people who have different opinions to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	If I needed help there are people who would be there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17 On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all satisfied					Completely satisfied					

Q18 On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all happy					Completely happy					

Q19 On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all anxious					Completely anxious					

Q20 On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all worthwhile					Completely worthwhile					

Q21 Please read each statement below and then say how much it is like you...

Please tick one box only on each line

		Not like me	A bit like me	Quite like me	Just like me	I have no problems
a.	I want to sort out problems in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I try to stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

These next questions ask about your health, lifestyle and more about you.

Q22 Do you have a disability or health problem that you expect to last for more than a year?

Please tick one box only

Yes	<input type="checkbox"/>	➔	Go to question 23
No	<input type="checkbox"/>	➔	Go to question 24

Q23 Does this illness or disability limit your daily activities in any way?

Please tick one box only

Yes No

Q24 In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please tick one box only

None in the last week
1 to 6 units in the last week
7 to 13 units in the last week
14 to 21 units in the last week
22 to 28 units in the last week
29 or more units in the last week

Q25 About how many cigarettes do you usually smoke in a week?

Write in number

Q26 Are you?

Please tick one box only

Male Female

Q27 What is your date of birth?

Day

Month

Year

Write in
day

Write
in month

Write
in year

Q28

What is your ethnic group?

Please tick one box only

White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller or any other White background)

Black (including Black British, African, Caribbean and any other Black background)

Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)

Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)

Other ethnic group (including Arab and any other ethnic group)

Please write in

Q29

What is your religion?

Please tick one box only

No religion

Christian (including Church of England, Catholic, Protestant and all other Christian denominations)

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other religion

Q30

Have you been eligible for Free School Meals at any point in the last 6 years?

Please tick one box only

Yes

No

Don't know

Q31

Is there anyone living with you who you look after or give special help to because they are elderly, or have a long standing illness or disability?

Please tick one box only

Yes

No

LINKING YOUR INFORMATION

We would like to use the information you provide here to link with other government information, to help us to understand *in general* what people go on to do. We would like to link to information on exam results and education, employment and benefits, health, and crime. This research will not identify or report on individuals and will only explore overall patterns, for example, the number of people that go on to complete A-Levels, or get a job. Your personal details will be secure at all times in line with the Data Protection Act.

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to other government departments holding data relating to the topic areas outlined above. Once the linking has taken place, all your personal information will be securely removed from the linked data set. All research done will be anonymous; will be carried out by Cabinet Office (including an agency appointed by Cabinet Office); and used for research purposes only - no decisions will be made about individuals as a result of the research. Personal information will be held by the Cabinet Office for a maximum of 6 years whilst the linking exercise is completed.

Linking data in this way will help us to make the services we provide even better for young people in the future without having to ask you lots more questions. We are asking for your permission to use your data in this way for ongoing research use, but if at any point in the future you do not want your data used in this way please contact surveyaboutyou@ipsos-mori.com for your information to be removed from any future data linking.

I agree to having the information I have provided used in this way.

Yes

No

If you answered yes please make sure you have completed your contact details on the previous page so that we can link your data in this way.

Thank you for taking the time to complete this questionnaire.

Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.



FIRSTNAME SURNAME
ADDRESS1
ADDRESS2
ADDRESS3
ADDRESS4
ADDRESS5
POSTCODE

YOU, YOUR SKILLS, YOUR OPPORTUNITIES

It's been a few months since you took part in National Citizen Service. Now we want to hear from you about how things have changed since you last completed the *You, Your Skills, Your Opportunities Survey*.

By letting us know what you think, you can provide the Government with the information they need to make decisions on how best to support young people. Further information can be found at:

www.youyourskillsyouropps.org.

Plus, everyone who completes the survey will be entered into a prize draw to win an iPad Air. The prize draw will close when the survey closes on 19th March 2015. If you win we will contact you by email before 8th May 2015. More details about the prize draw are available here:

https://images1.ipsosinteractive.com/images/UK/UK1404177701MM_NCS_Autumn_2014/images/NCS_Autumn_2014_follow_up_prize_draw_FINAL.pdf

Many people have already completed the survey online. If you have done this, thank you and you do not need to complete this paper version.

This study is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Government (the Office for Civil Society in the Cabinet Office). We promise that all the information you provide will be treated in the strictest confidence and used only in the way you agreed to previously.

If you have any questions about the survey please email us at: youyourskillsandopps@ipsos-mori.com. We look forward to receiving your response and thank you in advance for taking part.

Instructions

- The questions can be answered by putting a tick in the box next to the answer that applies to you. Most questions ask you to **"Tick one box only"** however some ask you to **"Please tick all that apply"**.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions for answering each question carefully.
- If you mark the wrong box, fill in the box and put a tick in the right one like this:
- Please check you have answered all the questions.
- Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

Thank you very much for your help

1234567890

PFU-A

Page No. 1

BARCODE

NATIONAL CITIZEN SERVICE

The following questions are about National Citizen Service. (This may have been called something different in your area). When we mention National Citizen Service, or NCS, we are talking about the part-residential programme for 15-17 year olds that took place over autumn half term (i.e. in October or November 2014) in your area.

We believe you took part in this programme which involved time staying away from home and the opportunity to plan and carry out a project in your local area.

Q1 Why did you take part in National Citizen Service (NCS)?

Please write in below

Q2 Did you or your parents(s), guardian(s) or carer(s) pay for you to take part in National Citizen Service? Do not include travel costs or paying for new equipment.

Please tick one box only

Yes

No

Q3 Have you attended or been involved before with activities run by the same organisation which ran National Citizen Service?

Please tick one box only

Yes

No

Q4 Which, if any, of the following parts of National Citizen Service did you take part in?

Please tick all that apply

The time spent staying away from your local area

The time spent learning about your community and developing new skills

The time spent planning your project in your local area

The time spent doing your project in your local area

None of these

GO TO Q16

Q5 How many hours have you spent on your team's National Citizen Service project in your local area?

Please tick one box only

- Fewer than 10 hours
- 10 to 19 hours
- 20 to 29 hours
- 30 hours or more
- I did not take part in my team's project

Now follows some questions on how worthwhile you found the different parts of National Citizen Service. Please answer about the parts of National Citizen Service you took part in.

Q6 On a scale from 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, how worthwhile did you find...

Please tick one box only on each line

	0	1	2	3	4	5	6	7	8	9	10
	Not at all worthwhile										Completely worthwhile
... the time spent staying away from your local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the time spent learning about your community and developing new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the time spent planning your project in your local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the project you did in your local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... your National Citizen Service experience <u>overall</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7 Thinking again about your National Citizen Service experience overall. On a scale from 0-10, where 0 is not at all enjoyable and 10 is completely enjoyable, how enjoyable did you find this experience?

Please tick one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all enjoyable										Completely enjoyable

Q8 On a scale from very good to very bad, what do you think of the following aspects of National Citizen Service? Please answer about the parts of National Citizen Service you took part in.

Please tick one box only on each line

	Very good	Good	Neither good nor bad	Bad	Very bad
The help you were given to plan and run your team's project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff who spent most time with you during your spring NCS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The graduation event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The help you were given with finding other opportunities to volunteer/help out after your NCS had finished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9 Would you like to stay involved in National Citizen Service in the future?

Please tick one box only

- Yes - definitely
- Yes – maybe
- No

Q10 In which ways would you like to stay involved in National Citizen Service in the future?

Please tick all that apply

- | | | | |
|--|--------------------------|---|--------------------------|
| Mentoring | <input type="checkbox"/> | Helping with a national recruitment campaign | <input type="checkbox"/> |
| Helping out on a residential week | <input type="checkbox"/> | Becoming an Ambassador for National Citizen Service | <input type="checkbox"/> |
| Helping out on a social action week | <input type="checkbox"/> | Become a National Citizen Service Leader | <input type="checkbox"/> |
| Carrying on a project in my local area | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| Helping to recruit other people onto National Citizen Service in my area | <input type="checkbox"/> | I would not like to stay involved in National Citizen Service | <input type="checkbox"/> |

Q11 Would you recommend National Citizen Service to other 16 or 17 year olds?

Please tick one box only

- Yes - definitely
- Yes – maybe
- No

Q12 What, if anything, could have been done better?

Please write in below

Q13 To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now feel more positive towards people from different backgrounds to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got a chance to develop skills which will be useful to me in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I saw that there were more opportunities available to me than I had realised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more likely to help out in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am proud of what I achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned something new about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I now feel more confident about getting a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I now feel I have a greater responsibility to my local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I now feel capable of more than I had realised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14 During the time you spent away from home, and/or the time learning about your community and developing new skills, did your team leader organise sessions for you to reflect on your experiences of the activities?

Please tick one box only

- Yes
- No
- Not sure

Q15 To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now feel more responsible for my actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I have a better understanding of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better able to think through what I have learned by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend more time thinking about how I might do things differently in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR ACTIVITIES AFTER AUTUMN HALF TERM

Now we would like to ask you some questions about what else you may have done recently, apart from National Citizen Service.

Q16 Which, if any, of the following did you do after your autumn NCS (i.e. since the beginning of November 2014)?

Please tick all that apply

- Studying or other learning activity
- Paid work (full-time or part-time)
- Voluntary help or community work
- Looking after the home or children
- Caring for a friend or family member
- Holiday club/scheme
- Went on holiday, abroad or visited friends or relatives
- None of these

Q17 Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours since your autumn NCS (i.e. since the beginning of November 2014)? Please don't include anything you did as part of NCS.

Please tick one box only

- Yes
- No
- Don't know

Q18 And would you like to spend more time taking part in any youth groups or activities over the next year?

Please tick one box only

- Yes
- No
- Don't know

Q19 Have you given your time to help in any of the following ways outside of school or college hours since your autumn NCS (i.e. since the beginning of November 2014)? Please don't include anything you did as part of NCS.

Q20 And which, if any, would you like to spend more time helping with over the next year?

- | | Q19
<i>Please tick <u>all</u>
that apply</i> | Q20
<i>Please tick <u>all</u>
that apply</i> |
|--|---|---|
| Helping out at a local club, group, organisation or place of worship | <input type="checkbox"/> | <input type="checkbox"/> |
| Helping out other organisations | <input type="checkbox"/> | <input type="checkbox"/> |
| Raising money for charity (including taking part in a sponsored event) | <input type="checkbox"/> | <input type="checkbox"/> |
| Contacting someone (e.g. council, media, school) about something affecting your local area | <input type="checkbox"/> | <input type="checkbox"/> |
| Organising a petition or event to support a local or national issue | <input type="checkbox"/> | <input type="checkbox"/> |
| Doing something to help other people, or to improve a local area | <input type="checkbox"/> | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> | <input type="checkbox"/> |

Q21 Have you helped anyone not in your family in any of these ways since your autumn NCS (i.e. since the beginning of November 2014)? Do not include anything you were paid to do or anything you did as part of NCS

Q22 And which, if any, would you like to spend more time helping with over the next year?

	Q21 <i>Please tick <u>all</u> that apply</i>	Q22 <i>Please tick <u>all</u> that apply</i>
Doing shopping , collecting pension, or paying bills for someone	<input type="checkbox"/>	<input type="checkbox"/>
Cooking, cleaning, laundry, gardening or other routine household jobs for someone	<input type="checkbox"/>	<input type="checkbox"/>
Decorating, or doing any kind of home or car repairs for someone	<input type="checkbox"/>	<input type="checkbox"/>
Baby sitting or caring for children	<input type="checkbox"/>	<input type="checkbox"/>
Taking care of someone who is sick or frail	<input type="checkbox"/>	<input type="checkbox"/>
Looking after a pet for someone who is away	<input type="checkbox"/>	<input type="checkbox"/>
Helping with a university or job application	<input type="checkbox"/>	<input type="checkbox"/>
Writing letters or filling in forms for someone	<input type="checkbox"/>	<input type="checkbox"/>
Helping out in some other way	<input type="checkbox"/>	<input type="checkbox"/>
None of these	<input type="checkbox"/>	<input type="checkbox"/>

Q23 Over the last month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q19 and Q21?

*Write in hours in
the last month*

Q24 How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the organisations and people that have influence in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would know how to deal with a problem in my local area if I wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q25 At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please tick one box only

1	2	3	4	5	6	7	8	9	10
Absolutely certain not to vote								Absolutely certain to vote	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section asks you some questions about your relationships with other people.

Q26 Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please tick one box only

- Most people can be trusted
- You can't be too careful in dealing with people
- It depends

Q27 Please use this scale to show how you would **personally** feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please tick one box only on each line

	0	1	2	3	4	5	6	7	8	9	10
	Very uncomfortable										Very comfortable
... from a different school or college to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a different race or ethnicity to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a different religious background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a richer or poorer background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... who is gay or lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... who is disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q28 Now, think about people you know who you would feel happy getting in touch with to ask for advice or a favour.

How many are...

Please tick one box only on each line

	Many of them	Some of them	Hardly any of them	None of them
... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... of retirement age (outside of your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT YOU DO AND PLANS FOR THE FUTURE

The next questions ask about your plans for the future.

Q29 Which, if any, of the following are you planning to do in the next few months?

Please tick all that apply

- | | |
|---|--------------------------|
| Study AS/A-levels in a sixth form or college | <input type="checkbox"/> |
| Study for other qualifications in a sixth form or college | <input type="checkbox"/> |
| Apprenticeship, similar type of training or work experience | <input type="checkbox"/> |
| Paid work (full-time or part-time) | <input type="checkbox"/> |
| Unpaid voluntary help or community work | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Other plans | <input type="checkbox"/> |
| No plans | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

Q30 Which of these are you most likely to be doing in two years' time? If you are not sure, what is your best guess of what you will be doing?

Please tick one box only

- | | |
|---|--------------------------|
| Looking for work or unemployed | <input type="checkbox"/> |
| In an apprenticeship or similar type of training | <input type="checkbox"/> |
| In a full-time job (30 or more hours per week) | <input type="checkbox"/> |
| Studying full-time for a degree or other higher education qualification | <input type="checkbox"/> |
| Studying full-time for another qualification | <input type="checkbox"/> |
| Taking a break from study or work | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Unpaid voluntary help or community work | <input type="checkbox"/> |
| Something else | <input type="checkbox"/> |

Q31 How much do you agree or disagree with the following statements?

Please tick one box only on each line

- | | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| A range of different career options are open to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I'm not interested in doing any more learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Studying to gain qualifications is important to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Education is worthwhile | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel positive about my chances of getting a job in the future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have the skills and experience to get a job in the future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MORE ABOUT YOUR LIFE

Now we would like to ask some more questions about you and how you feel about your life.

Q32 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please tick one box only on each line

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a go at things that are new to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with other people in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining my ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q33 And how much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Even if I do well at school, I'll have a hard time getting the right kind of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working hard now will help me get on later in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People like me don't have much of a chance in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q34 How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am someone others can rely on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel bad when someone gets their feelings hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy working with people who have different opinions to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I needed help there are people who would be there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q35 On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please tick one box only

0	1	2	3	4	5	6	7	8	9	10
Not at all satisfied					Completely satisfied					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q36 On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please tick one box only

0	1	2	3	4	5	6	7	8	9	10
Not at all happy					Completely happy					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q37 On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please tick one box only

0	1	2	3	4	5	6	7	8	9	10
Not at all anxious					Completely anxious					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q38 On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please tick one box only

0	1	2	3	4	5	6	7	8	9	10
Not at all worthwhile					Completely worthwhile					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q39 Please read each statement below and then say how much it is like you...

Please tick one box only on each line

	Not like me	A bit like me	Quite like me	Just like me	I have no problems
I want to sort out problems in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

These next questions ask about your health, lifestyle and more about you.

Q40 In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please tick one box only

- | | |
|-----------------------------------|--------------------------|
| None in the last week | <input type="checkbox"/> |
| 1 to 6 units in the last week | <input type="checkbox"/> |
| 7 to 13 units in the last week | <input type="checkbox"/> |
| 14 to 21 units in the last week | <input type="checkbox"/> |
| 22 to 28 units in the last week | <input type="checkbox"/> |
| 29 or more units in the last week | <input type="checkbox"/> |

Q41 About how many cigarettes do you usually smoke in a week?

Write in number

Thank you for taking the time to complete this questionnaire.

Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

FIRSTNAME SURNAME
ADDRESS1
ADDRESS2
ADDRESS3
ADDRESS4
ADDRESS5
POSTCODE

YOU, YOUR SKILLS, YOUR OPPORTUNITIES

It's time for the *You, Your Skills, Your Opportunities Survey!* We want to hear from you again about how things have changed since you last completed the survey.

By letting us know what you think, you can provide the Government with the information they need to make decisions on how best to support young people. Further information can be found at:
www.youyourskillsyouropps.org.

Plus, everyone who completes the survey will be entered into a prize draw to win an iPad Air. The prize draw will close when the survey closes on 19th March 2015. If you win we will contact you by email before 8th May 2015. More details about the prize draw are available here:

https://images1.ipsosinteractive.com/images/UK/UK1404177701MM_NCS_Autumn_2014/images/NCS_Autumn_2014_follow_up_prize_draw_FINAL.pdf

Many people have already completed the survey online. If you have done this, thank you and you do not need to complete this paper version.

This study is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Government (the Office for Civil Society in the Cabinet Office). We promise that all the information you provide will be treated in the strictest confidence and used only in the way you agreed to previously.

If you have any questions about the survey please email us at: youyourskillsandopps@ipsos-mori.com. We look forward to receiving your response and thank you in advance for taking part.

Instructions

- The questions can be answered by putting a tick in the box next to the answer that applies to you. Most questions ask you to **"Tick one box only"** however some ask you to **"Please tick all that apply"**.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions for answering each question carefully.
- If you mark the wrong box, fill in the box and put a tick in the right one like this:
- Please check you have answered all the questions.
- Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

Thank you very much for your help

1234567890

CFU-A

Page No.

1

BARCODE

YOUR ACTIVITIES AFTER AUTUMN HALF TERM

First we would like to ask you some questions about things you may have done recently.

Q1 Which, if any, of the following did you do since the end of autumn half term (i.e. since the beginning of November 2014)?

Please tick all that apply

- Studying or other learning activity
- Paid work (full-time or part-time)
- Voluntary help or community work
- Looking after the home or children
- Caring for a friend or family member
- Holiday club/scheme
- Went on holiday, abroad or visited friends or relatives
- None of these

Q2 Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours since the end of autumn half term (i.e. since the beginning of November 2014)?

Please tick one box only

- Yes
- No
- Don't know

Q3 And would you like to spend more time taking part in any youth groups or activities over the next year?

Please tick one box only

- Yes
- No
- Don't know

Q4 Have you given your time to help in any of the following ways outside of school or college hours since the end of autumn half term (i.e. since the beginning of November 2014)?

Q5 And which, if any, would you like to spend more time helping with over the next year?

- | | Q4
<i>Please tick <u>all</u> that apply</i> | Q5
<i>Please tick <u>all</u> that apply</i> |
|--|---|---|
| Helping out at a local club, group, organisation or place of worship | <input type="checkbox"/> | <input type="checkbox"/> |
| Helping out other organisations | <input type="checkbox"/> | <input type="checkbox"/> |
| Raising money for charity (including taking part in a sponsored event) | <input type="checkbox"/> | <input type="checkbox"/> |
| Contacting someone (e.g. council, media, school) about something affecting your local area | <input type="checkbox"/> | <input type="checkbox"/> |
| Organising a petition or event to support a local or national issue | <input type="checkbox"/> | <input type="checkbox"/> |
| Doing something to help other people, or to improve a local area | <input type="checkbox"/> | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> | <input type="checkbox"/> |

- Q6** Have you helped anyone not in your family in any of these ways since the end of autumn half term (i.e. since the beginning of November 2014)? Do not include anything you were paid to do.
- Q7** And which, if any, would you like to spend more time helping with over the next year?

	Q6	Q7
	<i>Please tick <u>all</u> that apply</i>	<i>Please tick <u>all</u> that apply</i>
Doing shopping, collecting pension, or paying bills for someone	<input type="checkbox"/>	<input type="checkbox"/>
Cooking, cleaning, laundry, gardening or other routine household jobs for someone	<input type="checkbox"/>	<input type="checkbox"/>
Decorating, or doing any kind of home or car repairs for someone	<input type="checkbox"/>	<input type="checkbox"/>
Baby sitting or caring for children	<input type="checkbox"/>	<input type="checkbox"/>
Taking care of someone who is sick or frail	<input type="checkbox"/>	<input type="checkbox"/>
Looking after a pet for someone who is away	<input type="checkbox"/>	<input type="checkbox"/>
Helping with a university or job application	<input type="checkbox"/>	<input type="checkbox"/>
Writing letters or filling in forms for someone	<input type="checkbox"/>	<input type="checkbox"/>
Helping out in some other way	<input type="checkbox"/>	<input type="checkbox"/>
None of these	<input type="checkbox"/>	<input type="checkbox"/>

- Q8** Over the last month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q4 and Q6?

Write in hours in
the last month

- Q9** How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the organisations and people that have influence in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would know how to deal with a problem in my local area if I wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Q10** At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please tick one box only

1	2	3	4	5	6	7	8	9	10
Absolutely certain not to vote									Absolutely certain to vote
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section asks you some questions about your relationships with other people.

Q11 Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please tick one box only

- Most people can be trusted
- You can't be too careful in dealing with people
- It depends

Q12 Please use this scale to show how you would **personally** feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please tick one box only on each line

	0	1	2	3	4	5	6	7	8	9	10
	Very uncomfortable										Very comfortable
... from a different school or college to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a different race or ethnicity to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a different religious background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a richer or poorer background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... who is gay or lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... who is disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 Now, think about people you know who you would feel happy getting in touch with to ask for advice or a favour.

How many are...

Please tick one box only on each line

	Many of them	Some of them	Hardly any of them	None of them
... from a different school or college to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a different race or ethnicity to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a different religious background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... from a richer or poorer background to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gay or lesbian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... of retirement age (outside of your family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT YOU DO AND PLANS FOR THE FUTURE

The next questions ask about your plans for the future.

Q14 Which, if any, of the following are you planning to do in the next few months?

Please tick all that apply

- | | |
|---|--------------------------|
| Study AS/A-levels in a sixth form or college | <input type="checkbox"/> |
| Study for other qualifications in a sixth form or college | <input type="checkbox"/> |
| Apprenticeship, similar type of training or work experience | <input type="checkbox"/> |
| Paid work (full-time or part-time) | <input type="checkbox"/> |
| Unpaid voluntary help or community work | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Other plans | <input type="checkbox"/> |
| No plans | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

Q15 Which of these are you most likely to be doing in two years' time? If you are not sure, what is your best guess of what you will be doing?

Please tick one box only

- | | |
|---|--------------------------|
| Looking for work or unemployed | <input type="checkbox"/> |
| In an apprenticeship or similar type of training | <input type="checkbox"/> |
| In a full-time job (30 or more hours per week) | <input type="checkbox"/> |
| Studying full-time for a degree or other higher education qualification | <input type="checkbox"/> |
| Studying full-time for another qualification | <input type="checkbox"/> |
| Taking a break from study or work | <input type="checkbox"/> |
| Looking after the home or children | <input type="checkbox"/> |
| Caring for a friend or family member | <input type="checkbox"/> |
| Unpaid voluntary help or community work | <input type="checkbox"/> |
| Something else | <input type="checkbox"/> |

Q16 How much do you agree or disagree with the following statements?

Please tick one box only on each line

- | | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| A range of different career options are open to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I'm not interested in doing any more learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Studying to gain qualifications is important to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Education is worthwhile | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel positive about my chances of getting a job in the future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have the skills and experience to get a job in the future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MORE ABOUT YOUR LIFE

Now we would like to ask some more questions about you and how you feel about your life.

Q17 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please tick one box only on each line

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a go at things that are new to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with other people in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining my ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18 And how much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Even if I do well at school, I'll have a hard time getting the right kind of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working hard now will help me get on later in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People like me don't have much of a chance in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19 How much do you agree or disagree with the following statements?

Please tick one box only on each line

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am someone others can rely on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel bad when someone gets their feelings hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy working with people who have different opinions to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I needed help there are people who would be there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20 On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please tick one box only

0	1	2	3	4	5	6	7	8	9	10
Not at all satisfied					Completely satisfied					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21 On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please tick one box only

0	1	2	3	4	5	6	7	8	9	10
Not at all happy					Completely happy					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q22 On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please tick one box only

0	1	2	3	4	5	6	7	8	9	10
Not at all anxious					Completely anxious					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23 On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please tick one box only

0	1	2	3	4	5	6	7	8	9	10
Not at all worthwhile					Completely worthwhile					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24 Please read each statement below and then say how much it is like you...

Please tick one box only on each line

	Not like me	A bit like me	Quite like me	Just like me	I have no problems
I want to sort out problems in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

These next questions ask about your health, lifestyle and more about you.

Q25 In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please tick one box only

- | | |
|-----------------------------------|--------------------------|
| None in the last week | <input type="checkbox"/> |
| 1 to 6 units in the last week | <input type="checkbox"/> |
| 7 to 13 units in the last week | <input type="checkbox"/> |
| 14 to 21 units in the last week | <input type="checkbox"/> |
| 22 to 28 units in the last week | <input type="checkbox"/> |
| 29 or more units in the last week | <input type="checkbox"/> |

Q26 About how many cigarettes do you usually smoke in a week?

Write in number

Thank you for taking the time to complete this questionnaire.

Please return the questionnaire to Ipsos MORI using the FREEPOST envelope provided. You do not need a stamp.

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About Ipsos MORI's Social Research Institute

The Social Research Institute works closely with national government, local public services and the not-for-profit sector. Its 200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methodological and communications expertise, ensures that our research makes a difference for decision makers and communities.