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The Social Research and Corporate Reputation Specialists

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Youth social action in the UK - 2014

A face-to-face survey of 10-20 year olds in the UK

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Cabinet Office

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1 Executive summary

On behalf of the Cabinet Office, Ipsos MORI surveyed 2,038 10-20 year olds in summer 2014 to determine the proportion of young people involved in social action in the UK. The term 'youth social action', in this context, is defined as 'practical action in the service of others to create positive change' and covers a range of activities such as fundraising, supporting charities, tutoring and mentoring, supporting other people, and campaigning for causes. This survey provides a baseline measure of participation in youth social action in the UK, which will be tracked over the next six years. The surveys will inform, and help to measure the progress of, the #iwill campaign run by Step Up To Serve, which aims to raise the number of 10-20 year olds in the UK involved in meaningful social action by 50% by 2020.

1.1 Rates of participation

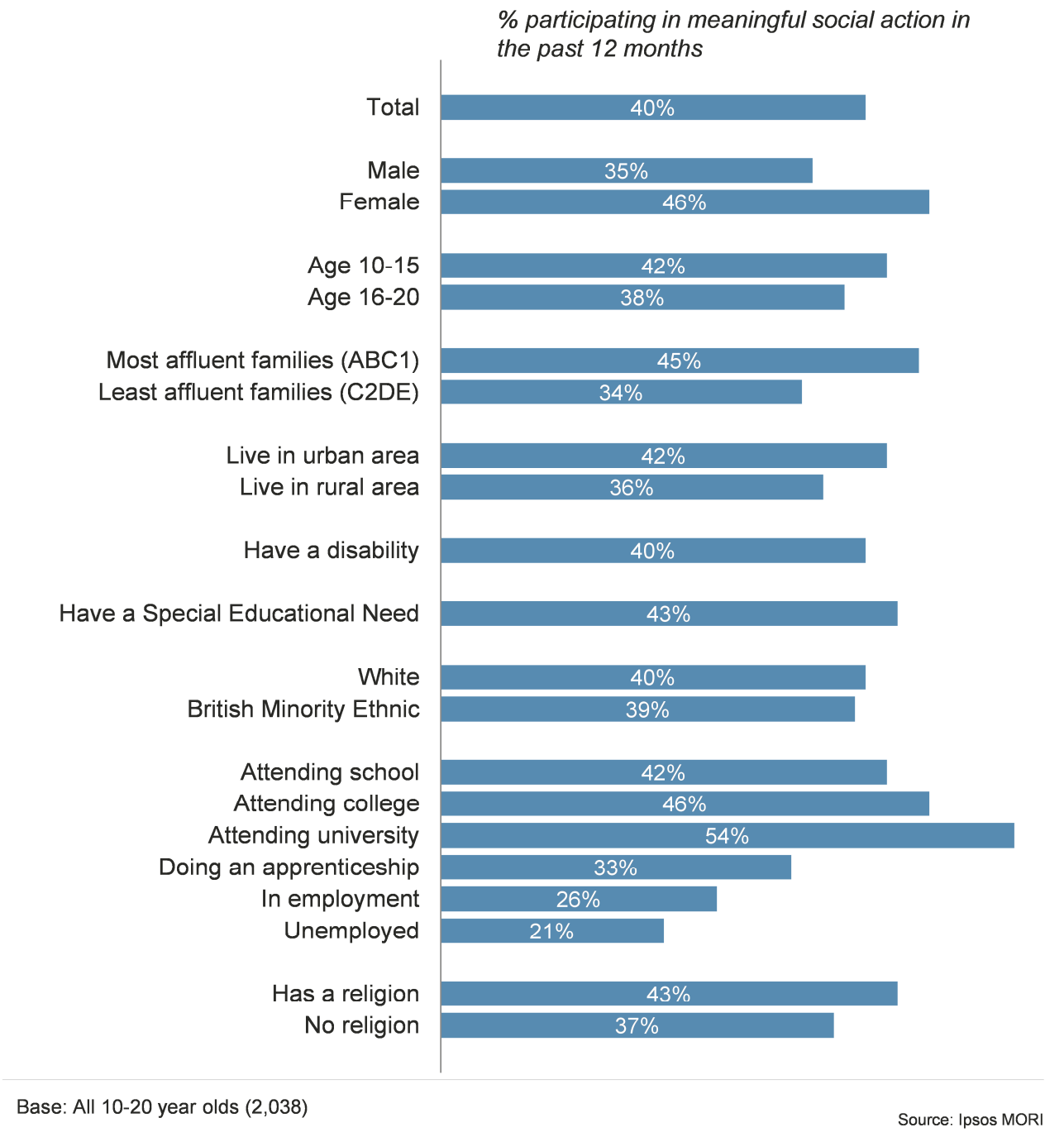
Results of this first survey reveal that levels of youth social action are encouraging, with 40% of 10-20 years olds in the UK participating in meaningful social action; however the majority of young people are either not involved or are participating infrequently.

Base: All 10-20 year olds (2,038)

Source: Ipsos MORI

1.2 Who's taking part in meaningful social action?

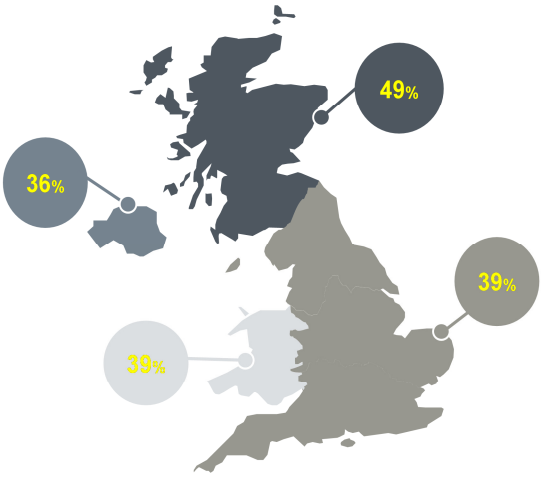
A diverse range of young people are taking part in meaningful social action, but there are higher levels of participation amongst: younger age groups (10-15 year olds); females; more affluent families; those living in urban areas; those expressing an affiliation to a religion; and young people in full-time education. There are no significant differences by ethnicity, and no significant differences between young people with a disability or special educational needs (SEN) and young people generally.



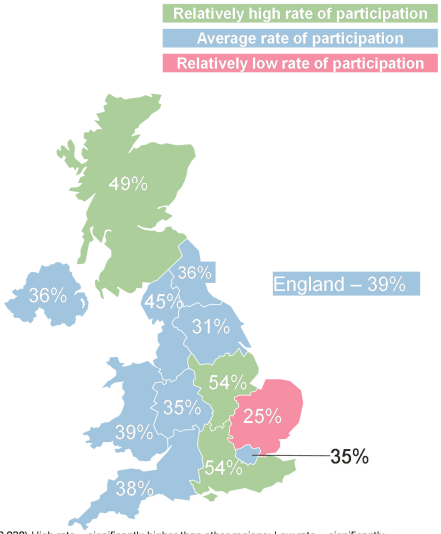
Base: All 10-20 year olds (2,038)

Source: Ipsos MORI

In Scotland rates of meaningful social action (49%) are higher than in the other three nations. Rates of participation also vary regionally, with higher rates reported in the East Midlands and South East than most other regions. Rates of participation are significantly lower in the East of England than almost all other regions of England.



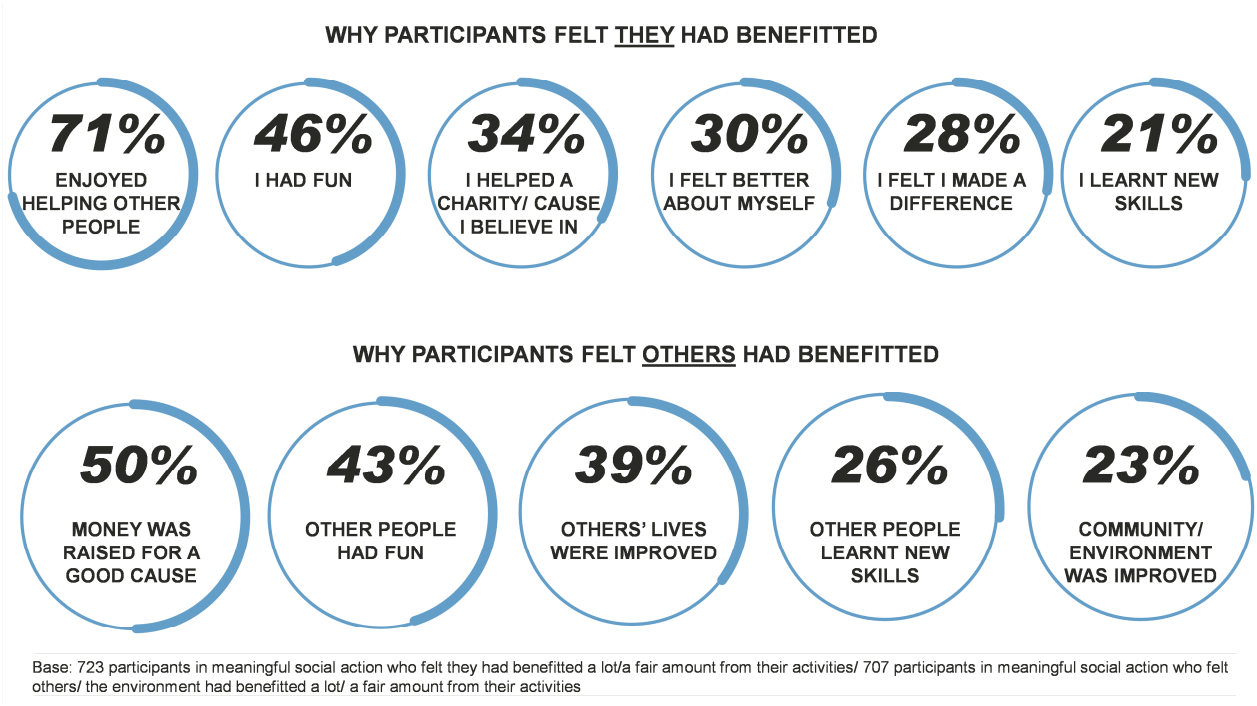
Base: 2,038 10-20 year olds in the UK; 223 in Northern Ireland; 216 in Scotland; 178 in Wales; 1,421 in England



Base: All 10-20 year olds (2,038) High rate = significantly higher than other regions; Low rate = significantly lower than other regions; Average rate = not significantly different from the UK average

1.3 Benefits of social action

Young people recognise the double benefit of social action: 93% say their social action benefited others *and* them personally. They reported a range of ways in which they and others had benefitted. The majority of young people said that they enjoyed helping other people. Having fun was also seen as an important benefit, both for the participant and for those they helped. Nearly three in ten (28%) said that they felt they had made a difference and one in five (21%) said they had learnt new skills.

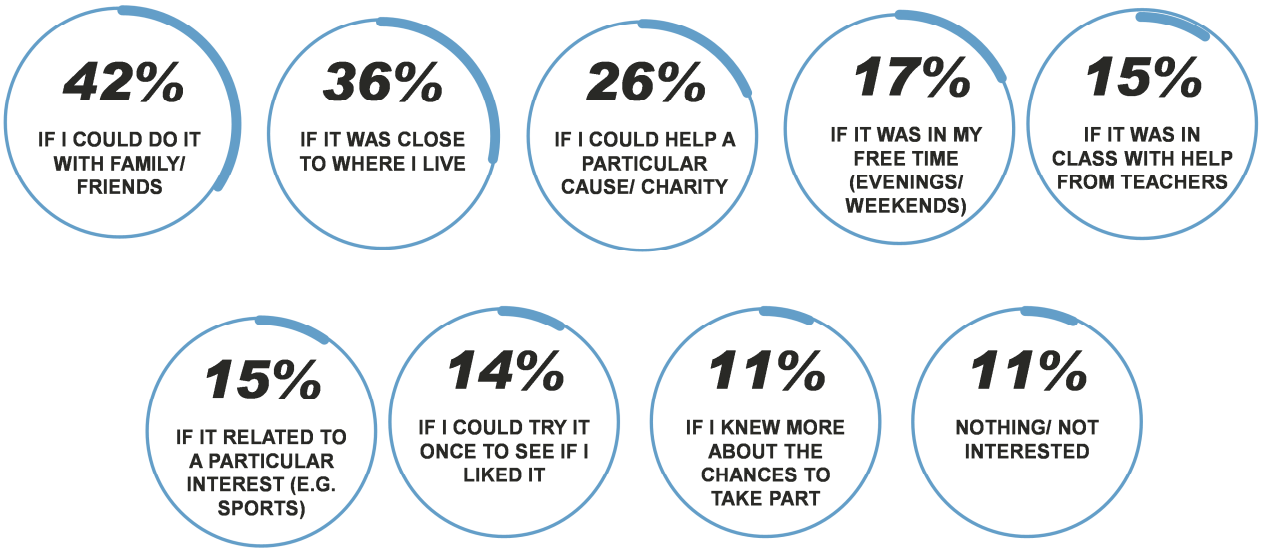


Base: 723 participants in meaningful social action who felt they had benefitted a lot/a fair amount from their activities/ 707 participants in meaningful social action who felt others/ the environment had benefitted a lot/ a fair amount from their activities

There is a positive association between participation in youth social action and levels of well-being. The average rating (out of ten) for how satisfied young people are with their life nowadays is 8.0 for non-participants and 8.6 for those participating in meaningful social action. A difference of 0.6 in life satisfaction is similar to the difference between adults who report 'fair' and those who report 'good' health[1].

The two most popular routes into social action are through school or college (63%) and through friends and family (33%).

FACTORS THAT WOULD ENCOURAGE PARTICIPATION IN SOCIAL ACTION IN THE FUTURE



Base: 2,038 All 10-20 year olds. Figure shows answers mentioned by more than 10% of respondents

Source: Ipsos MORI

Some 74% of young people said they would be likely to do social action in the future. The top three factors that would encourage participation in social action in the future include: doing social action with family or friends; doing social action close to where young people live; and helping a particular cause or charity.

In order to support more young people to participate in social action, the findings highlight that it will be important to ensure that young people are aware of the opportunities available for them to participate in social action locally, and to ensure that opportunities are convenient and easily accessible. It will also be important to ensure young people are motivated to take part: being able to take part with family and friends is likely to encourage participation, as is highlighting the benefits of social action, and ensuring young people can do activities that fit with their interests and passions.

[1] http://www.ons.gov.uk/ons/dcp171766_312125.pdf. Note that a survey of this nature cannot establish causality (i.e. whether happier people do social action, or whether social action makes people happier). However, other research has established the causal effects of volunteering.

2 Introduction

2.1 Background

In May 2014 Ipsos MORI was commissioned by the Cabinet Office and Step Up To Serve to measure the proportion of 10-20 year olds taking part in social action across the UK.

Step Up To Serve is a charity set up to coordinate the '#iwill' campaign. This campaign was launched in November 2013 under the leadership of HRH The Prince of Wales and the three main political parties, and aims to raise the number of 10-20 year olds in the UK involved in meaningful social action by 50% by 2020.

For the purposes of the campaign social action is defined as 'practical action in the service of others to create positive change' and covers a wide range of activities that help other people or the environment, such as fundraising, campaigning (excluding political campaigning), tutoring/mentoring, and giving time to charity.

As well as raising participation levels, the #iwill campaign also aims to increase the opportunities available for young people to take part in high quality social action, which is characterised as social action which is youth-led, challenging, has a positive impact, allows progression to other opportunities, is embedded in a young person's life and enables participants to reflect on the value of their activity.[2]

The Cabinet Office has pledged support to the #iwill campaign by:

- Building the evidence base for social action in relation to educational, emotional and personal outcomes in young people through an £11 million portfolio of youth social action programmes;
- Helping to measure young people's participation in youth social action and monitor progress over the lifetime of the campaign; and,
- A £10 million Uniformed Youth Social Action fund to increase the opportunities for young people to take part in social action in deprived areas, and to begin to build an evidence base on community impact.

While existing surveys provide estimates of participation in volunteering among the adult population, no comprehensive data is currently collected to measure participation in the broader range of activities covered by social action across the 10-20 age group, or the UK. This survey therefore aims to provide a robust mechanism for measuring the numbers of young people aged 10-20 in the UK currently participating in social action.

It is intended that these surveys are repeated annually, and this information will be used to track the progress of the campaign to 2020, and also support the campaign strategy by providing evidence on the enablers and potential barriers to taking part.

2.2 Methodology

The specific aims of the survey were to:

- Establish a baseline estimate of the proportion of 10-20 year olds involved in meaningful social action activities so that participation can be tracked during the life of the #iwill campaign;
- Explore the scale, range and level of engagement among those engaged in social action; and,
- Investigate the factors that motivate and inhibit young people's involvement in social action.

[2] http://www.stepuptoserve.org.uk/about-us/principles/

As there were no pre-existing instruments to measure rates of participation in youth social action, and because the current survey was required to cover a broad age range, including young age groups, a thorough phase of questionnaire development and testing was carried out. It was imperative that the questionnaire instrument was suitable for use across the 10-20 age group, and that it used language, examples and concepts that were relevant across this broad age range. The process of developing the surveys was supported by a steering group comprising stakeholders and Step Up To Serve team members which met regularly to review the findings of the questionnaire development work.

Initially, the research team held a focus group with eight 11-14 year olds in order to explore the language used by young people when discussing social action, the types of social action they had been involved in, and the types of opportunity they would be interested in. The testing focussed on the younger end of the age range because less research has been done on the way this age group describes the activities covered by social action.

The research team also conducted two phases of cognitive testing (July-August 2014) to refine the draft survey questions. The aims of the cognitive interviewing were to test how respondents interpreted and understood the draft survey questions, and to ensure key terminology and concepts were well understood. Respondents were recruited to loose quotas, to ensure a spread of respondents across age, gender, ethnicity and those who had/had not participated in social action, in addition to a broad regional spread across England. Due to practical constraints and the small number of interviews it was not possible to conduct cognitive testing across all four countries to be surveyed in the main survey. However, researchers in Ipsos' national offices also reviewed the questionnaires to ensure its applicability in each of the UK nations. A separate report is available referencing the findings of this stage of testing (see Appendix to this report).

Prior to the main stage survey, a pilot was completed to test the administration of the questionnaire in practice for both respondents and interviewers. In total 45 interviews were conducted across England over two days. Following the pilot, a few minor modifications were made to the questions, and some new categories added to pre-code lists that had been picked up through pilot respondents' verbatim comments.

The main survey fieldwork was conducted from 11-22 September 2014. Overall, fully completed questionnaires were obtained from 2,038 young people.

Interviews were conducted face to face in respondents' homes. Trained interviewers introduced the survey, gained parental consent for under-16s to participate, and administered the survey. A random location quota design was used in order to achieve a nationally representative sample. The survey took a sample of sampling points across the UK, with quotas set in each in order to achieve regionally and nationally representative samples. Boost sampling was used to achieve a minimum number of interviews in Wales, Scotland and Northern Ireland.

Data are weighted by age within gender, region, and the family socio-economic status. The weights were derived from 2012 census information from the Office of National Statistics. The effect of weighting is shown in the sample profile in the Appendices and in the data tables. Full details of the study methodology can be found in the Appendix to this report.

2.3 This report

This report is based on the findings of a nationally representative sample of 2,038 10-20 year olds across the UK. Any differences reported are statistically significant (at the 95% confidence level – see Appendix for more explanation about the statistical reliability of the survey findings).

3 Key Findings

3.1 Rates of participation in social action

This chapter looks at the proportion of young people engaging in social action over the past 12 months, and explains the definition of 'meaningful social action' used in this report.

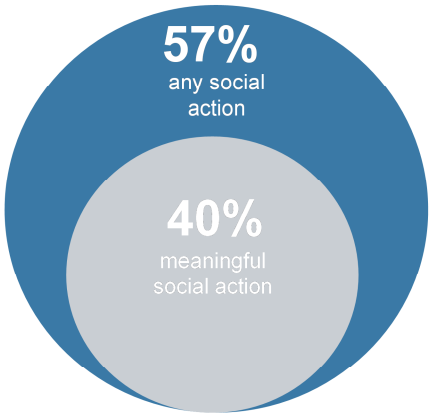
3.1.1 Rates of participation in social action

To identify those participating in social action, survey respondents were asked to indicate which of the following activities they had done in the past 12 months to help other people or the environment:

- Done any fundraising or a sponsored event;
- Helped improve your local area;
- Campaigned for something you believe in (excluding political campaigning);
- Tutored, coached or mentored anyone;
- Supported other people who aren't friends or relatives; and,
- Given time to help a charity or cause.

Respondents were prompted with examples of each activity to aid their recall. The list also asked about 'donating money or goods': while donating is not classified as social action under the #iwill campaign definition, the questionnaire testing highlighted that asking about donations helped to reduce respondents' propensity to miscode donations under other categories (such as fundraising).[3]

Figure 3.1 – Past-year participation in social action



Base: 2,038 10-20 year olds across the UK

In the past 12 months, 57% of 10-20 year olds have participated in any social action. For the purposes of the #iwill campaign tracking, however, it was important to derive a proxy measure of those participating in 'meaningful' social action. The campaign promotes engagement in social action, and places emphasis on these activities providing a 'double benefit' for participants and others.

[3] For this report we have applied the definition of social action used by the #iwill campaign: i.e. that activities should provide a benefit for participants as well as others, and meet the type of criteria outlined by the campaign for high quality social action (see report introduction for details). As such, donating money or goods is excluded from the definition of social action and reported separately.

For the purposes of this report, respondents are considered to have participated in meaningful social action when fulfilling the following criteria:

- Participating more at least every few months over the last 12 months, or doing a one-off activity lasting more than a day - see section 3.3.3; and,
- Recognising that their activities had some benefit for *both* themselves and others – see section 3.3.2.

Using this definition, four in ten 10-20 year olds (40%) have participated in meaningful social action in the past 12 months. Throughout the report we comment on participants in:

- meaningful social action,
- those doing any social action (meaningful or infrequent), and
- non-participants.

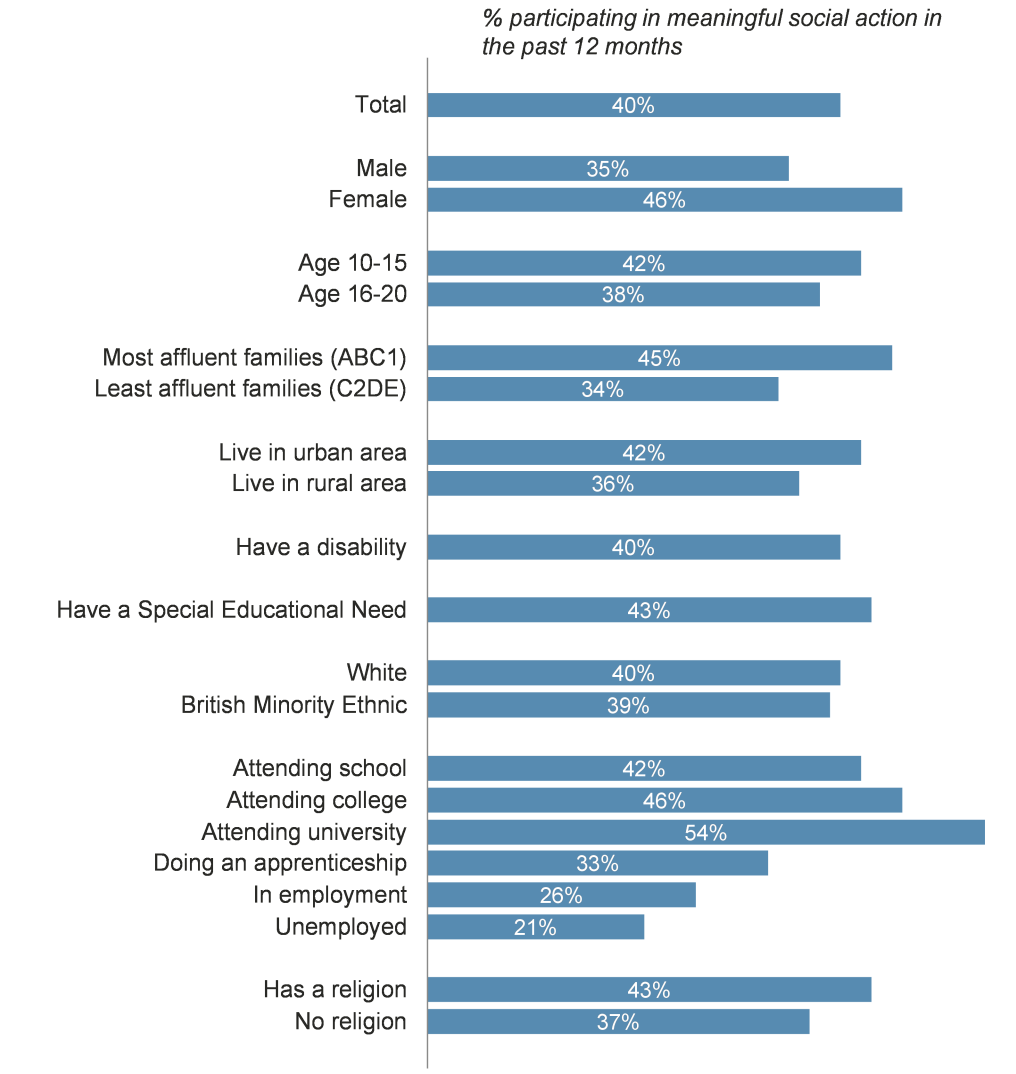
Figure 3.2 – Defining participation in social action

3.2 Who is participating in social action?

This chapter looks at variations in participation in social action across the countries and regions of the UK, and different types of young people.

Figure 3.3 highlights the varying rates of participation in meaningful social action among different groups. These variations suggest that setting is all-important, in that participation is especially widespread in locations where social action is facilitated (or expected), such as school, college and university. This is reinforced by other findings which highlight the significance of school and college as routes into social action (see section 3.5.2). Participation rates are especially low among the unemployed. The findings also highlight gender differences, with girls more likely than boys to participate in social action at all ages.

Figure 3.3 – Rates of participation in social action and meaningful social action by key characteristics



Base: All 10-20 year olds (2,038)

Source: Ipsos MORI

As highlighted in the figure above:

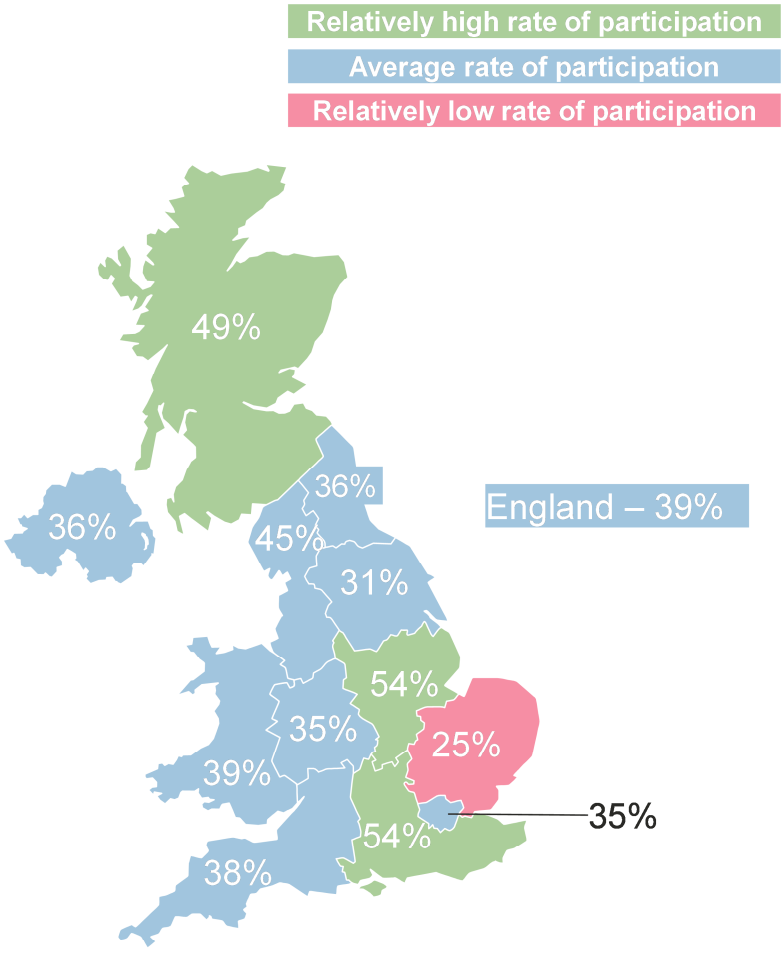
- Younger groups, girls, those living in urban areas, young people from the most affluent families, and young people who state a religious affiliation all have higher rates of participation.
- Those attending university are more likely than young people in any other setting to take part in meaningful social action. Young people in any kind of formal education (school/ college/ university) are more likely than young people who are working or unemployed to participate in meaningful social action.
- There are no differences in participation rates between young people with a disability or special education need and young people generally, nor are there differences by ethnic group.

Rates of participation are notably higher overall, and for several types of activity, in Scotland than in other nations. The fieldwork for the survey was conducted during the campaigning period for the Scottish Independence referendum. However, the findings suggest that higher rates of participation in Scotland cannot entirely be explained by the involvement of young people in campaigning. Rates of participation were higher in Scotland than the other UK nations across most activities, including supporting other

people (37% in Scotland vs. 24% across England, Wales and Northern Ireland), giving time to help a charity (37% vs. 24% across the other UK nations), coaching and mentoring (27% vs. 16% across the other UK nations), as well as campaigning (17% vs. 10% across the other UK nations).[4]

Within England, there are significant differences in participation by region: there are relatively high rates of participation in the East Midlands (54%) and the South East (54%), and relatively low participation in Yorkshire and Humber (31%) and in the East of England (25%).

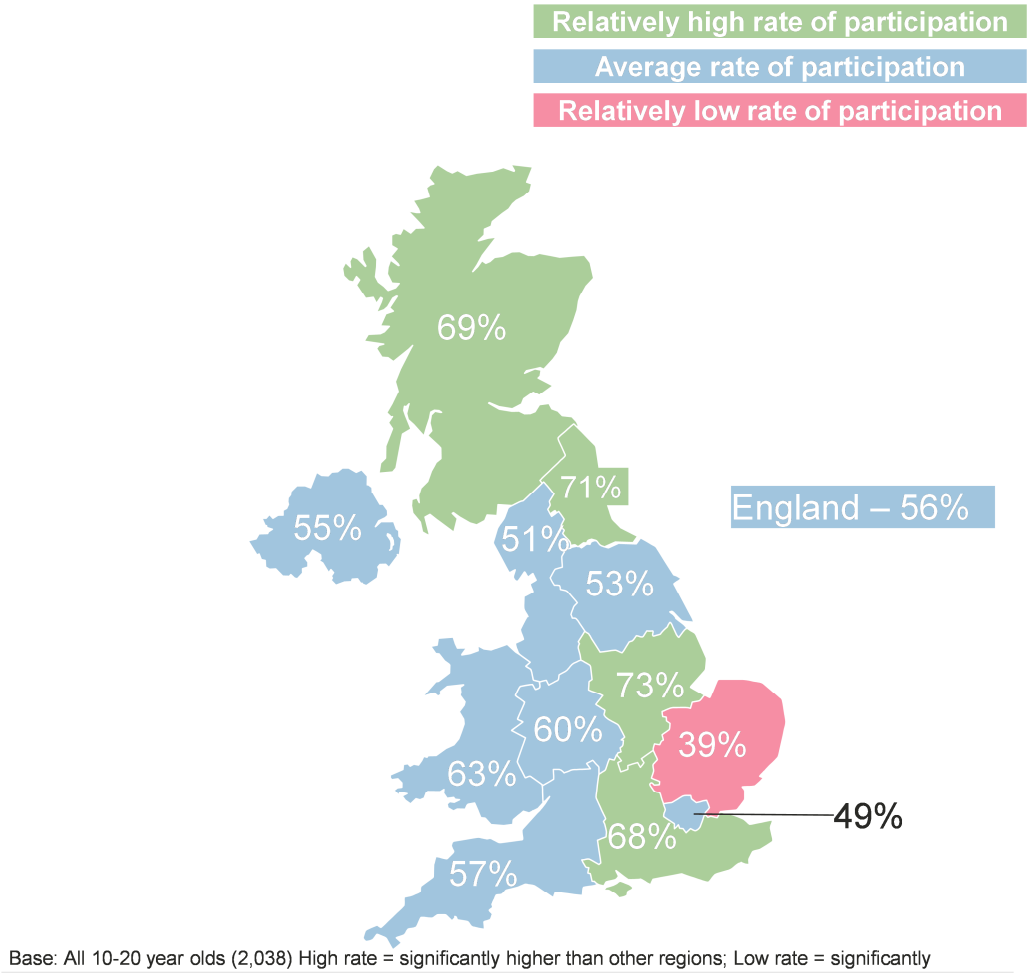
Figure 3.4 – Rates of participation in meaningful social action by region



Base: All 10-20 year olds (2,038) High rate = significantly higher than all/most other regions; Low rate = significantly lower than all/most other regions; Average rate = not significantly different from the UK average

[4] Figures based on the proportion of all 10-20 year olds in each country participating in each type of activity in the past 12 months.

Figure 3.5 – Rates of participation in any social action by region



Base: All 10-20 year olds (2,038) High rate = significantly higher than other regions; Low rate = significantly lower than other regions; Average rate = not significantly different from the UK average

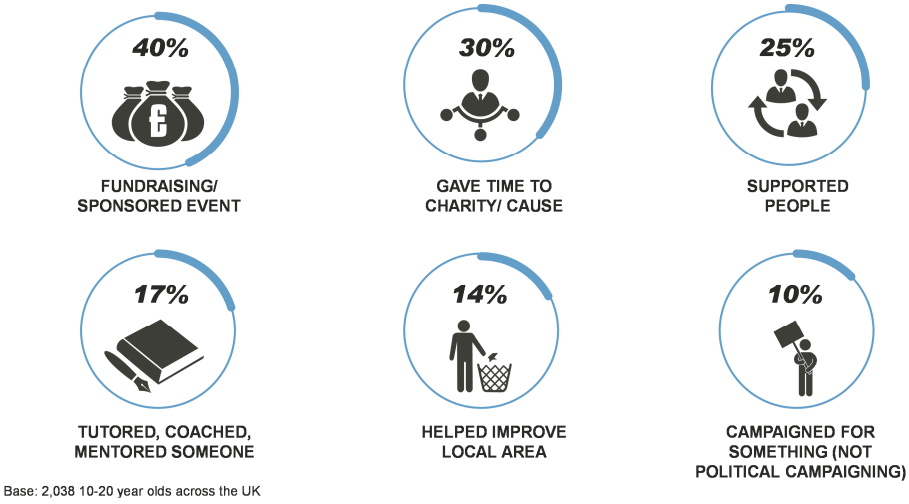
3.3 The nature of youth social action

This chapter looks at the types of social action young people are involved in, including the types of causes their activity targeted, whether activity was done face-to-face and/or online, and whether activity was voluntary or compulsory (e.g. through the school curriculum).

3.3.1 Types of social action

Looking at those involved in any social action, fundraising or taking part in a sponsored event[5] is the most widespread form of social action among 10-20 year olds. Four in ten 10-20 year olds had engaged in fundraising activities, and nearly seven in ten (68%) of those doing meaningful social action in the past year had been involved in fundraising. Fundraising is particularly prevalent among 10-15 year olds.[6]

Figure 3.6 – Types of social action young people have participated in during the past 12 months (all 10-20 year olds)



In addition to asking about social action activities, the survey also measured rates of donating money or goods. Rates of donating were very high among this age group, with 59% having donated money or goods in the past 12 months.

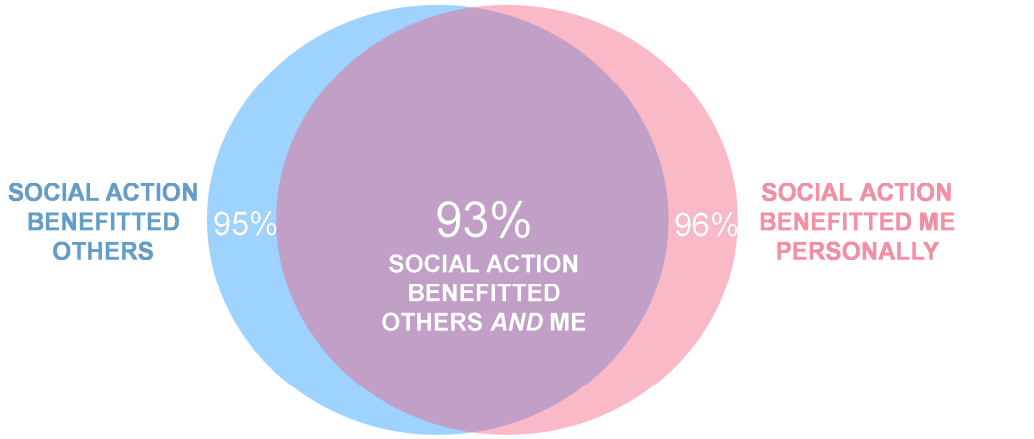
3.3.2 The double benefit of social action

The #iwill campaign stresses the importance of the 'double benefit' of participating in social action – in other words, that both participants and others or the environment benefit from activities.

This survey indicates that young people feel the double benefit of social action. Virtually all social action participants perceive that both they and others benefitted from their activities: 96% felt they derived some benefit and 95% felt others derived a benefit – see Figure 3.7).

[5] Examples shown to respondents (as suggested by young people during cognitive testing) include sponsored activities (such as walks, runs, silences), and organising events such as raffles, bake sales, and car washes.
[6] Fundraising was done by 50% of all 10-15 year olds and by 30% of all 16-20 year olds.

Figure 3.7 – The 'double benefit' of participating in social action for participants and others



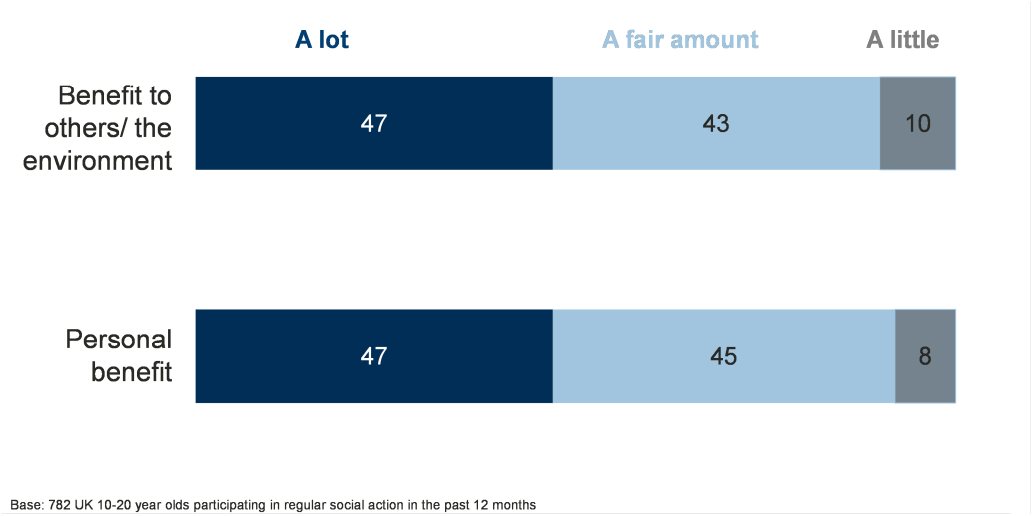
Base: 1,154 UK 10-20 year olds participating in any social action in the past 12 months

Source: Ipsos MORI

The great majority of social action participants felt there was 'a lot' or 'a fair amount' of benefit to themselves and others. Fewer than half, however, felt they or others had benefitted 'a lot' from their social action, suggesting that there may be scope to promote the benefits of their activities further and/or improve the quality of youth social action opportunities

Participants' propensity to feel there was a 'lot' of benefit arising through their social action appears to increase with the frequency of participation. For example, 56% of high frequency participants felt there was 'a lot' of benefit to others, compared with 42% of medium frequency participants[7].

Figure 3.8 – Extent of the benefit of social action for self and others/ environment



Base: 782 UK 10-20 year olds participating in regular social action in the past 12 months

[7] See section 3.3.3 for a definition of frequency of participation.

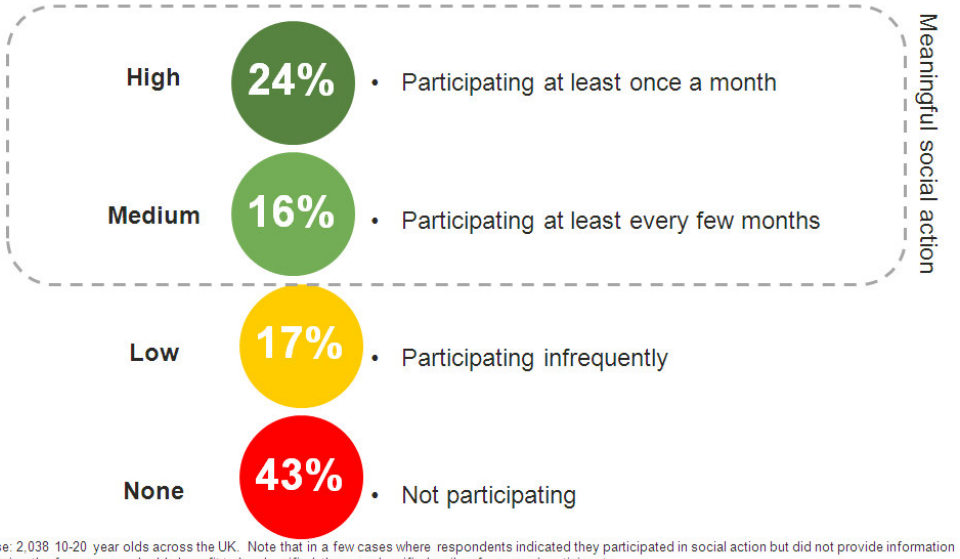
3.3.3 How much time do 10-20 year olds spend doing social action?

In order to gauge the depth of involvement of social action participants, the survey asked respondents to indicate the frequency and duration of the activities they had participated in over the past 12 months. Respondents were asked to think about the social action activity they had ***spent most time doing*** over the past 12 months so they were easily able to provide an accurate indication of the frequency and duration of activities, whilst still giving an accurate indication of the depth of their involvement in social action. The questionnaire testing indicated that respondents who had engaged in multiple activities over the past year were unable to estimate an average across them all accurately. The questionnaire testing indicated that framing the question in this way would provide a reliable indication of young people's overall level of engagement in social action.

Based on their responses, respondents have been grouped into one of four categories to indicate their level of participation in social action over the past 12 months (see Figure 3.9 below): high, medium, low or no participation. Only respondents in the 'high' and 'medium' frequency groups are classified as doing 'meaningful' social action elsewhere in this report.[8]

Some 24% of 10-20 year olds are 'high frequency' participants, doing social action at least once per month, and feeling that their activity benefitted both themselves and others. Sixteen per cent of 10-20 year olds participate with a 'medium frequency', doing social action at least every few months, or doing a one-off activity lasting more than a day over the past year, while recognising the 'double benefit' of their activities.

Figure 3.9 – Young people's levels of participation in social action (based on the most time-intensive social action activities done in the past year)



Base: 2,038 10-20 year olds across the UK. Note that in a few cases where respondents indicated they participated in social action but did not provide information allowing the frequency or double benefit to be classified, they are classified as 'low frequency' participants.

Young people who participate in social action with a relatively high frequency are more likely to come from relatively affluent families (64% of high frequency participants belong to families in the three most affluent social groups, compared with 56% overall in these social groups).

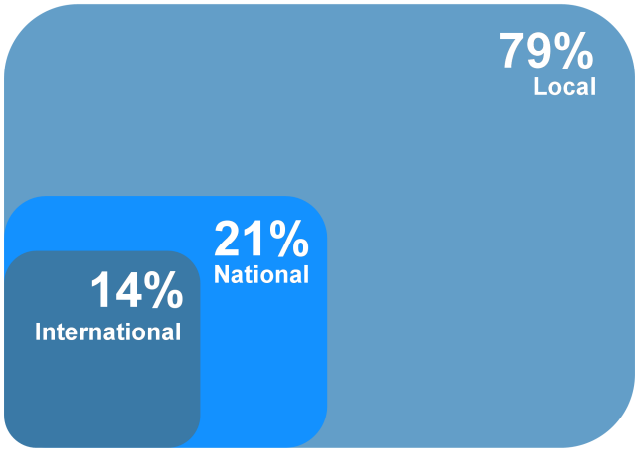
[8] Note that the definition of 'meaningful' social action also requires that participants indicated there was a benefit for both themselves and others as a result of the activities they had done.

There are no other significant differences by demographic group in the frequency of participation.

3.3.4 Causes helped by youth social action

Youth social action is overwhelmingly focussed on local causes, with 79% of all meaningful social action activity being done to benefit the young person's local community. This is consistent across gender, age group, and school/employment status.

Figure 3.10 – Causes helped by meaningful social action participants



Base: 782 UK 10-20 year olds participating in regular social action in the past 12 months. note that respondents could select more than one response. 3% did not know the type of cause helped (not shown on chart)

3.3.5 Face-to-face vs. online social action

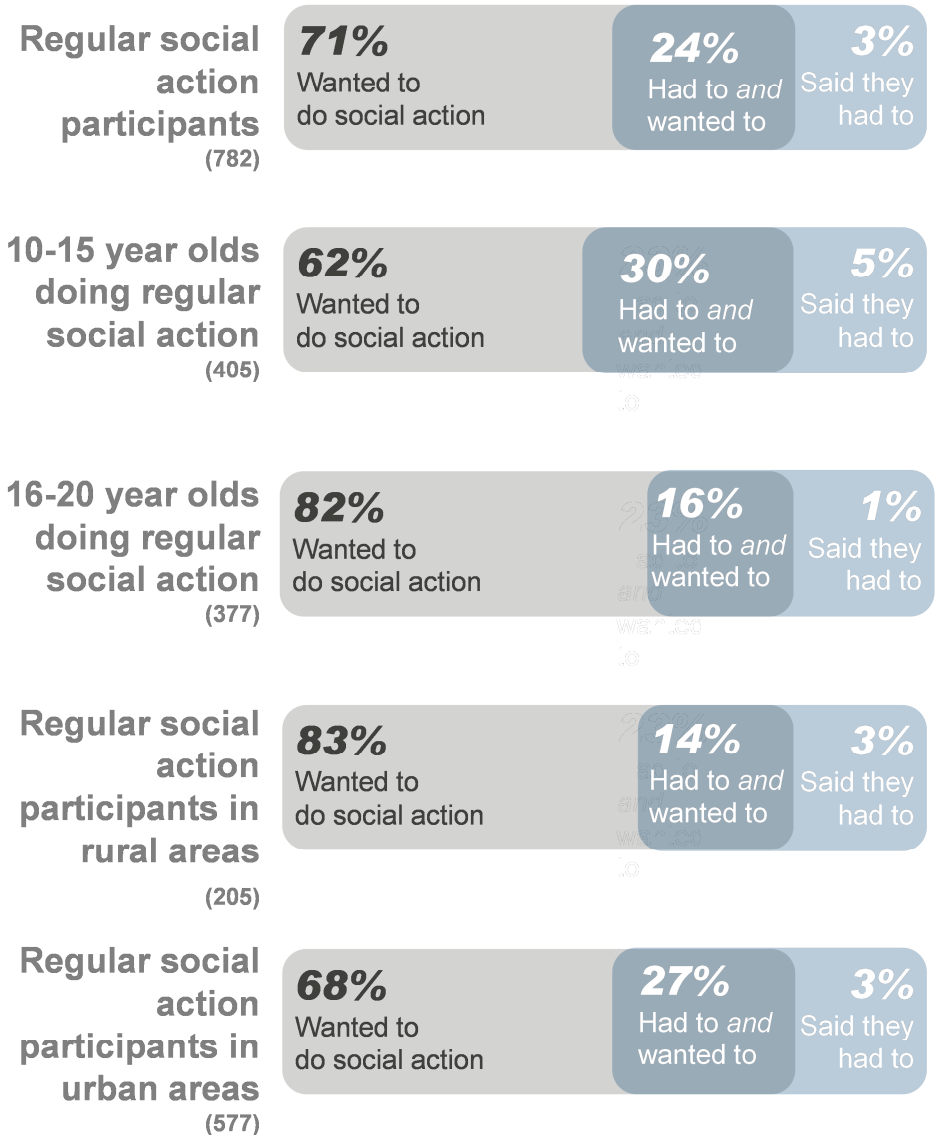
The majority of activity is done face to face: 84% of those doing meaningful social action had *only* engaged in face-to-face activity in the previous 12 months. Amongst the remaining 15% who had done any social action online, virtually all had also done some social action face-to-face as well. Engaging in online social action is no more likely among the more affluent social classes than on average. Almost all of those who had taken part in meaningful social action with a disability or special educational need (SEN) have done social action face-to-face only (SEN 94% and disability 91%).

Participants inonline social action were more likely than participants generally to say their social action had helped international (28%) or national (34%) causes.

3.3.6 Voluntary vs. compulsory social action

Social action is generally voluntary: 71% of those doing meaningful social action in the past year said they got involved in the activities they had done over the past year purely because they wanted to do so. A minority participated because it was compulsory (3%). However, even where there was an element of compulsion, the findings suggest young people were usually keen to take part (24% said they had to *and* wanted to take part). Compulsory social action seems to be more widespread among younger participants, which may be consistent with the fact that school is a common route into participating for this age group (see Figure 3.16). In line with this, 16-20 year olds attending school were more likely than those not attending school to say there was some element of compulsion in the social action activities they had done over the past 12 months.

Figure 3.11 – Whether participation in social action was voluntary or compulsory



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Base: 782 10-20 year olds in the UK participating in meaningful social action in the past 12 months (see chart for base sizes for each row)

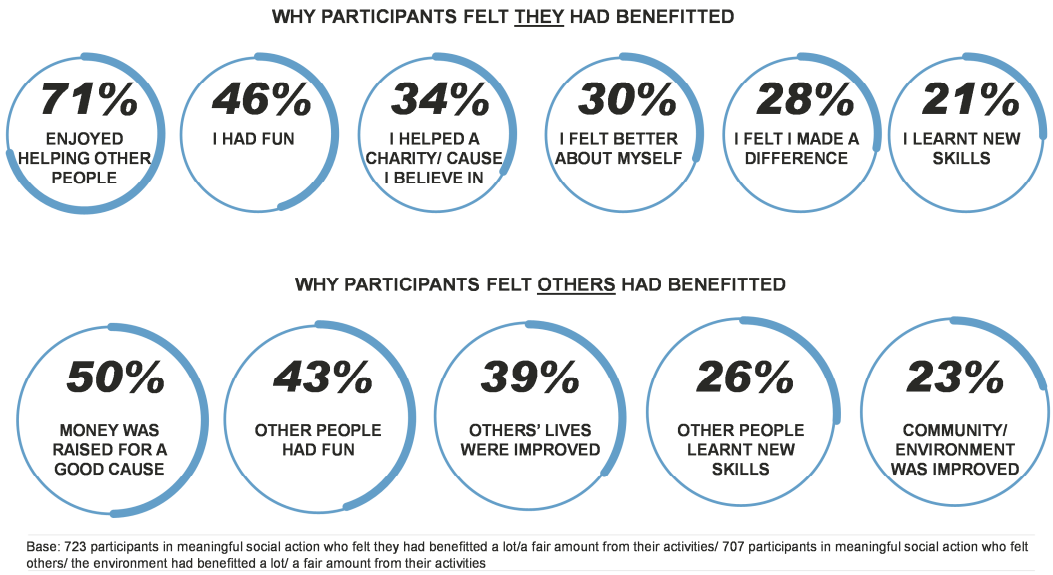
Regardless of age, those living in urban areas are more likely than those living in rural areas to say there was some element of compulsion in the social action they did[9].

3.4 The benefits of social action

This chapter analyses the ways in which participants felt they and others had benefitted from their activities.

Young people derive a personal benefit from their social action for a mix of altruistic and self-interested reasons. Participants were asked to select which of a range of potential benefits they had felt after participating in social action. The most commonly-cited personal benefit was participants' enjoyment of helping other people, while just under a third (29%) of those who participated in any social action activities said they felt better about themselves after doing social action. The perceived benefits for others range from raising money, to seeing other participants enjoying the experience, and helping to improve others' lives.

Figure 3.12 – Benefits of meaningful social action to participants and others



Base: 723 participants in meaningful social action who felt they had benefitted a lot/a fair amount from their activities/ 707 participants in meaningful social action who felt others/ the environment had benefitted a lot/ a fair amount from their activities

Younger participants seem to derive a personal benefit primarily because they enjoy helping others and have fun taking part. The younger end of the age group is particularly likely to mention that activities were fun (51% 10-15 year olds vs. 39% of 16-20 year olds doing meaningful social action), and like spending time with friends and family (21% of 10-15 year old participants who had taken part in meaningful social action vs. 12% of 16-20 year old participants who had taken part in meaningful social action).

Older participants recognise a wider range of benefits from doing meaningful social action, including skills development, socialising opportunities and CV development. For example, 28% of meaningful 16-20 year old participants cited meeting new people as a benefit of their activities, compared with 16% of 10-15 year old participants who had taken part in meaningful social action.

The average well-being score for participants who had taken part in meaningful social action was significantly higher than the average among non-participants (8.6 vs. 8.0)

[9] Some 26% of 11-15 year olds living in rural areas said they felt they 'had to' do social action, which rises to 39% among 11-15 year olds living in urban areas. Those aged 16-20 and living in urban areas are also more likely to report that they 'had to' do social action (19% compared with 15%).

Young people who said they and/or others had not derived much benefit from their social action struggled to give reasons why.[10] Among those who were able to give a reason, a common factor appears to be that the activity was too short-lived and didn't allow time for a benefit to be felt (22% who had not benefitted personally said that it because the social action was a one-off event). A sizeable minority had not benefitted because they did not learn anything (13% who had not benefitted much/at all personally), and/or because they had no say in the activity (13%).

Figure 3.13 – Reasons why participants felt their social action had not benefitted them

Base: 110 who only benefitted a little or not at all from social action they did in the past 12 months. Figure shows responses mentioned by >10% of respondents

3.4.1 Social action and satisfaction with life

Average wellbeing scores are higher for those that have participated in social action than those that had not.[11] The average wellbeing score for those who had participated in social action in the past 12 months was 8.6 compared with an average of 8.0 for those who had not participated in social action[12]. This difference does not control for other factors, such as demographic variables, that may also impact upon well-being.[13] A survey of this nature cannot determine the direction of causality of these findings – in other words, the survey does not establish whether happier people are more likely to do social action, or whether participating in social action makes people happy. Nevertheless, there is evidence from other studies that social action has a positive impact upon well-being[14].

To help contextualise the difference between the two groups, a change of 0.6 in life satisfaction is similar to the difference between adults who report 'fair' and those who report 'good' health[15]. According to the ONS schema for comparing the size of the

[10] For example, 35% of those who did not feel they had benefitted personally 'at all' or 'not very much' said they did not know why. Similarly, 38% of those who did not feel others or the environment had benefitted from their social action could not give a reason.
[11] All survey respondents were asked to rate their level of satisfaction with their life on a scale from 0 to 10.
[12] Note that standard errors are 0.05 and 0.06, respectively; as such, the difference in well-being scores between participants and non-participants is statistically significantly different.
[13] Note, however, that basic analysis of the data does not suggest that demographic differences in young people's propensity to participate in social action would explain the difference in well-being among participants and non-participants, although note that this analysis does not account for the interaction of variables. Within any given subgroup, wellbeing scores are higher among participants in meaningful social action than among non-participants. For example, non-participating 10-15 year olds record an average score of 8.1 compared with 8.7 among participants who had taken part in meaningful social action aged 10-15; among 16-20 year olds, non-participants recorded an average 7.9 compared with 8.4 among participants who had taken part in meaningful social action. Furthermore, there are no demographic differences in the well-being of boys and girls who participate, nor among male and female non-participants. When looking at rurality, those in rural areas record higher levels of well-being; among participants, there is no significant difference in well-being between those in rural and urban areas). In terms of affluence: among those from an affluent background, the scores are 8.56 for those who did meaningful social action vs. 8.15 for those who did no social action; among those from a less affluent background the scores are 8.57 for those who did meaningful social action vs. 7.87 for those who did no social action.
[14] http://www.joininuk.org/hidden-diamonds-true-value-of-sport-volunteers/
[15] http://www.ons.gov.uk/ons/dcp171766_312125.pdf

relationship between different variables and personal well-being, a difference of 0.5 < 1.0 points represents a moderate difference between groups[16].

Other surveys have reported that 77% of young people aged 10-15 report a score of 7 or more on this scale. In the current survey, 88% of 10-15 year olds reported a score of 7 or more: 10-15 year olds who had participated in meaningful social action in the past 12 months reported significantly higher life satisfaction than non-participants (90% vs. 86% reported a score of 7 or more)[17].

3.5 Factors encouraging and inhibiting the uptake of social action

The survey findings highlight a number of factors that encourage or inhibit young people from taking part in social action. This chapter highlights some of the key themes emerging from young people's responses.

3.5.1 A social action habit

Establishing a culture of youth participation in social action seems likely to encourage uptake, especially amongst those who appear to be unaware of the opportunities to take part currently. The most commonly-given reason for not participating in social action among non-participants was that it had not occurred to them to do social action.

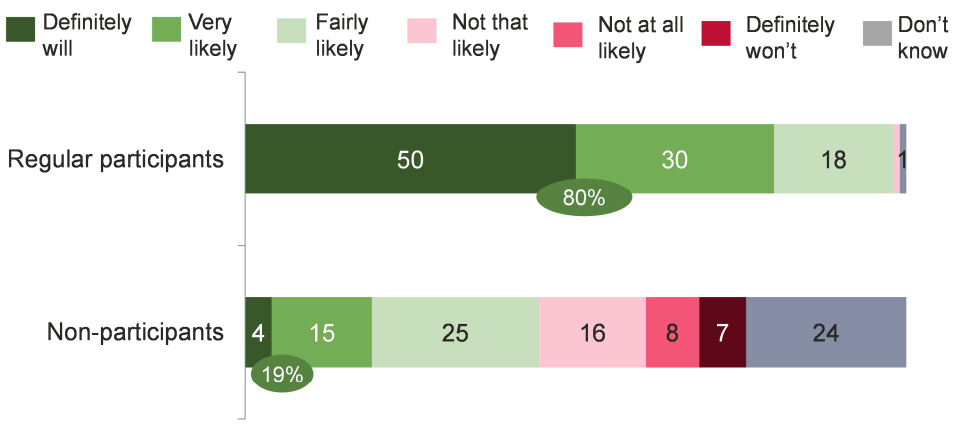
Participants are more likely than non-participants to say they are 'very likely' to do more social action in the next 12 months, and participants who had taken part in meaningful social action are particularly likely to say they will do more.

- Half (50%) of those who had done meaningful social action in the past 12 months said they would 'definitely' do more in the future, compared with only 4% who had done no social action in the same period.
- The proportion of past-year participants who say they would 'definitely' do more social action in the future rises from a third (33%) of low frequency participants, to 43% of medium frequency participants, and up to 61% of high frequency participants.

Those who have done social action mentioned doing an average of 2.3 types of activity, suggesting participants are often doing several different forms of social action.

[16] http://www.ons.gov.uk/ons/dcp171766_312125.pdf
[17] http://www.ons.gov.uk/ons/dcp171776_379712.pdf

Figure 3.14 – Likelihood of doing social action in the future



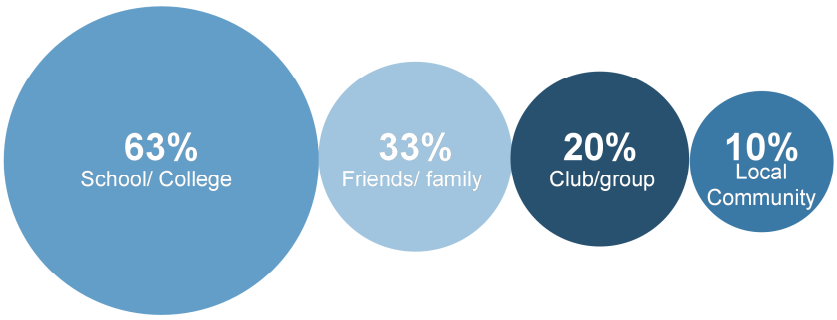
Base: 884 10-20 year olds doing no social action in the past 12 months (except donating money/goods): / 818 10-20 year olds doing regular social action in the past 12 months

Source: Ipsos MORI

3.5.2 Accessibility and convenience

By far the most common route into social action for 10-20 year olds is their school or college (63% of those taking part in meaningful social action – see Figure 3.15). As mentioned, participating through friends and family is another common route to involvement. The typical routes into taking part in social action vary depending on whether young people are in work, or studying at school or college (see Figure 3.16). Among those at school, 77% got involved in social action through their school (Figure 3.16). It is noteworthy that undergraduates also cite school and college as routes into social action fairly frequently.

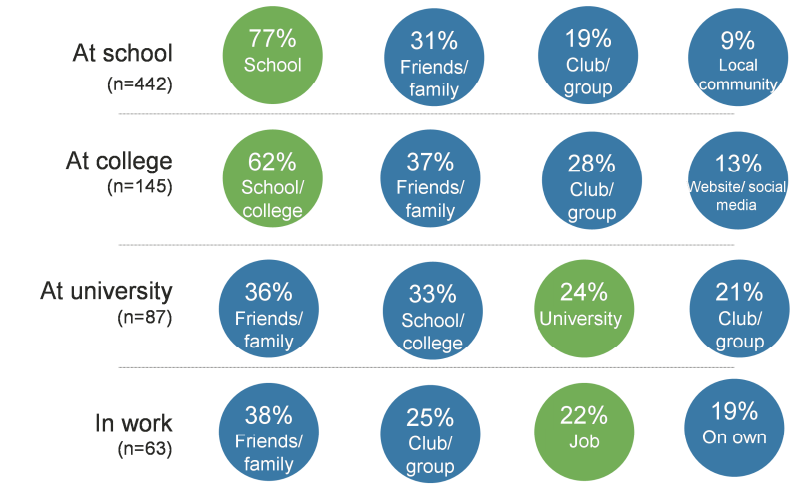
Figure 3.15 – How participants became involved in meaningful social action



Base: 782 UK 10-20 year olds doing regular social action in the past 12 months

Source: Ipsos MORI

Figure 3.16 – How meaningful participants became involved in social action, by current location of study/ work



Base: UK 10-20 year olds doing regular social action in the past 12 months who are studying in each setting/ working

Source: Ipsos MORI

All 10-20 year olds were asked what would help encourage them to do more social action. The most common response was being able to take part with friends and family (42%). However, factors associated with convenience and accessibility are also important, as are ways of linking activities/causes to young people's interests.

Figure 3.17 – Factors that would encourage participation in social action in the future, among all 10-20 year olds

Base: 2,038 10-20 year olds across the UK. Figure shows answers mentioned by more than 10% of respondents

Source: Ipsos MORI

Making social action accessible may also involve promoting opportunities to take part in local communities and raising awareness of the activities on offer locally. Some of the most frequently mentioned barriers to taking part in social action among non-participants are that it had never occurred to them to do social action (30%), a lack of time (28%), and a lack of awareness about how to get involved (17%).

Figure 3.18 – Reasons why non-participants had not taken part in social action

Base: 884 who did not do any social action in the past 12 months. Figure shows responses mentioned by >10% of respondents.

3.5.3 Using existing social networks

Being able to participate in social action with friends and family is important. When asking all those who had participated in any social action activity how they became involved in the past year, friends and family were the most commonly cited informal routes into participating (by 33% – see Figure 3.16 above). When asked what would encourage them to do more social action, being able to participate with friends and family was the most frequently given response (by 42% of all 10-20 year olds). In line with this, some of the greatest barriers to participation appear to be related to cases where young people's social networks are not engaged in social action: for example, social action not being on their radar, and a lack of awareness about the opportunities to take part locally.

3.5.4 Embedding social action

Embedding social action in formal structures, such as education, may help to introduce more young people to it. Nearly three in ten (28%) 10-20 year olds said there was an element of compulsion in the social action they had done in the past year. This was especially the case for 10-15 year olds, and may reflect the prevalence of school-based social action among this age group. However, most participants said they also wanted to do the social action. That said, those who had participated in social action purely because they 'had to' were less likely than voluntary participants to report a personal benefit (54% reported a fair amount/a lot of personal benefit compared with 90% of voluntary participants); they were also less likely to perceive that others had benefitted (63% of compulsory participants saw at least a fair benefit to others, compared with 86% of voluntary participants).[18] As such, encouraging and facilitating social action, and making it the norm by embedding it within formal structures, may be more effective than requiring young people take part.

3.5.5 Highlighting the benefits of social action

Some young people say they would be motivated to take part in social action to help a particular cause or charity they believed in (26% of all 10-20 year olds said this was a factor that would encourage them to do more social action in the future).

It might also be helpful to promote the benefits of social action to specific groups that could benefit but may be unaware of its potential to help them. For example, unemployed young people are much less likely than other young people to participate in social action, and substantial proportions of young people in work and formal education are non-participants.

[18] This difference does not appear to be explained by the different age profile of those who typically are compelled to take part, nor by those who are compelled doing different types of social action associated with lower feelings of personal/societal benefit.

A small core of young people appear not to be interested at all in participating (16% of those who had not done any social action in the past year could not think of anything that would encourage them/ are just not interested – this equates to 7% of all 10-20 year olds).

3.6 Conclusions

Some 40% of 10-20 year olds are currently engaged in meaningful social action, and another 17% are engaged in infrequent social action. Rates of participation in meaningful social action are fairly similar across England, Wales, and Northern Ireland, but higher in Scotland. The higher rates of participation in Scotland appear to be down to more widespread participation in virtually all forms of social action compared with the other UK nations.

A diverse range of young people are taking part in social action, but there are higher levels of participation amongst: younger age groups (10-15 year olds); more affluent families; those living in urban areas; females; and young people in full-time education. There are no significant differences by ethnicity or disability/special educational needs (SEN).

Youth social action typically:

- Is done face-to-face rather than online: 15% have done any online social action;
- Targets local rather than national or international causes; while there are some regional variations, local causes dominate youth social action in almost all regions, and 79% of participants in meaningful social action had done activities targeting local causes;
- Is voluntary, although a substantial minority of young people indicate there was some element of compulsion in the activities they have done in the past year. This is especially the case for the younger end of the age group (10-15 year olds).

The most common routes into social action are through schools and colleges. In fact, 77% of meaningful social action participants who attend school say that they got involved in their activities through school. Other formal routes into taking part include clubs and groups. Informal avenues are also important, with 33% citing friends and family as the way they got involved in social action over the past 12 months.

Virtually all participants in social action – whether meaningful or infrequent – say that they derived both a personal benefit from taking part and saw that others or the environment benefitted. However, the findings suggest there is scope to increase young people's understanding of the benefits of taking part and/or to design activities where they can see the potential benefit – less than half of those who participate in meaningful social action thought that others or they personally had derived 'a lot' of benefit from their activities.

There is a positive association between participation in youth social action and levels of well-being. The average rating (out of ten) for how satisfied young people are with their life nowadays is 8.0 for non-participants and 8.6 for those participating in meaningful social action. A difference of 0.6 in life satisfaction is similar to the difference between adults who report 'fair' and those who report 'good' health[19].

It is worth noting that 11% of young people, when asked about the factors that might encourage them to do social action in the future, said that nothing would persuade them to take part. Finding ways to challenge the reluctance of some young people to participate will be essential if the #iwill campaign is to achieve its ambition increasing the number of young people involved by 50%.

Young people's views on the benefits accruing from their activity, and the factors that would inspire them to do social action in the future highlight a number of themes likely to

[19] http://www.ons.gov.uk/ons/dcp171766_312125.pdf. Note that a survey of this nature cannot establish causality (i.e. whether happier people do social action, or whether social action makes people happier). However, other research has established the causal effects of volunteering.

be important to the #iwill campaign in increasing participation in the future. These include:

- Instilling a habit of social action: embedding social action (through school, university, workplaces) may be helpful in encouraging non-participants to start doing social action, although the survey suggests that young people are less likely to feel a strong benefit from compulsory than voluntary social action and therefore encouraging and facilitating participation may be more effective than requiring participation.
- Ensuring activities are convenient and accessible. This may include publicising activities for those who do not traditionally get involved in social action, where social networks/ word of mouth may not naturally bring these opportunities to light.
- Utilising social networks so that young people can participate in activities with friends and family. The most commonly given response when young people were asked what would inspire them to do more social action in the future was being able to participate with friends and family (mentioned by 42% of 10-20 year olds), and friends and family were a common route into the social action done over the past year.
- Highlighting the benefits of activities for both participants and non-participants, and to potential participants. For example, unemployed young people are less likely than average to participate in social action: emphasising the potential benefits for skills development may be of value.
- Ensuring that activities are fun will be important for all, and especially the younger end of the age group; ensuring that social action targets causes that are important to young people could also be helpful, particularly for the older group (aged 16+) where this is a greater concern.

4 Appendices

Methodology

Ipsos MORI was commissioned by the Cabinet Office to develop and test a questionnaire to measure the participation of 10-20 year olds across the UK in social action over the past 12 months. The questionnaire was drafted by the Cabinet Office, Step Up To Serve team and #iwill campaign members, and developed further by Ipsos MORI prior to testing.

Questionnaire Design

The testing was conducted in two phases, with changes based on the first phase made before re-testing the new questions in phase 2. Phase 1 of cognitive testing was conducted 15 July-21 July 2014 and phase 2 took place 30 July-4 August 2014.

The aims of the cognitive testing were to test how respondents interpreted and understood the questions, and to ensure key terminology and concepts were well understood. Other specific aims included:

- Identifying the types of social action opportunities that are open to young people – what do they do in their free time through different avenues; what opportunities are there that they don't take part in; what do their friends do – and exploring the differences across the age group.
- Explore how best to capture information on young people's participation in social action. In phase 1, this included testing two versions of the key participation question (Q1), including a version with/without examples of different forms of social action.
- Do respondents miscode activities they have done as social action? What are the common misunderstandings?
- Is there evidence of social desirability bias (respondents not wanting to say they have not done any social action), and how can this be addressed?
- How easily can respondents answer questions that ask them to think about *all* the social action they've done over the past 12 months, and answer collectively about all the social action they have done?

The phase 1 testing also included a focus group with eight 11-14 year old participants. The aims of the focus group were to explore the language used by young people when discussing social action, the types of social action they had been involved in, and the types of opportunity they are interested in.

Respondents were recruited to loose quotas, to ensure a spread of respondents across age, gender, north and south England, ethnicity and those who had/had not participated in social action. Due to practical constraints and the small number of interviews it was not possible to conduct cognitive testing across all four countries to be surveyed in the main survey. However, this is not deemed as an issue as Ipsos MORI does not typically find there are differences in understanding or interpretation across UK countries. Testing was focussed on covering those variables expected to be the most important discriminators in terms of respondents' understanding of the questions and experiences of social action – i.e. age, gender, ethnicity, and a mix of different areas/towns/urbanities.

In cases where respondents reported they had not been involved in social action, the questionnaire was tested in two stages: first, we tested the questions respondents would be asked as a non-participant in social action; second, we asked respondents to consider scenarios where they had engaged in social action so that other questions could be tested. In all cases, those who had not done social action in the past 12 months had

done some form of social action more than 12 months ago and were able to answer the questions on the basis of activities they had done in the past.

Table 1.1: Respondent profile

Phase 1				
Age (yrs)	**Gender**	**Ethnicity**	**Region**	**Social Action?**
10	Male	White	NW	No
10	Female	BME	NW	Yes
13	Female	White	NW	Yes
15	Male	BME	SE	No
15	Female	BME	SE	Yes
17	Male	White	SE	Yes
19	Female	BME	NE	No
20	Male	White	NE	No
Focus group: Eight 11-14 year olds, Mix of ethnic groups, SE, Mix of social action				
Phase 2				
Age	**Gender**	**Ethnicity**	**Region**	**Social Action?**
10	Female	White	SE	No
10	Male	White	SE	Yes
13	Female	BME	NE	Yes
13	Male	White	SE	No
16	Female	BME	SE	Yes
16	Male	White	NE	No
19	Male	White	NE	No
20	Male	White	NE	No

The survey questionnaire and demographic information was verified with Ipsos MORI regional offices in Northern Ireland and Scotland for any specific differences we may need to address. This preceded a pilot stage testing of the questionnaire.

Piloting

Prior to the main stage survey, a pilot stage was completed to test the questionnaire in practice and context, and to check if there were any interviewer concerns or issues needing to be addressed prior to the survey going live. The pilot stage was conducted 28 – 30 August 2014. In total 45 interviews were conducted across England over two days.

Changes made following the pilot were:

- Some questions were slightly rephrased so that they made full sense to respondents going through different routes of the survey. For example, a question asking about why respondents had not participated in social action in the past 12 months was split, so that slightly different wording was used for those who had not done any social action, and those who had donated money/goods but not done any other types of social action.
- At several questions, new pre-codes were added to the lists shown to respondents based on answers provided at the pilot. For example, at the question asking about why respondents had not participated in social action in the past 12 months 'it never occurred to me to take part' and 'I'm not interested' were added.

Main Fieldwork

The main survey was conducted face-to-face in respondents' homes. Trained interviewers introduced the survey, gained parental consent for under-16s to participate, and administered the survey. A random location quota design was used in order to achieve a nationally representative sample. The survey took a sample of sampling points across the UK, with quotas set in each in order to achieve nationally representative

samples. Boost sampling was used to achieve a minimum number of interviews in Wales, Scotland and Northern Ireland.

The main survey fieldwork was conducted from 11-22 September 2014. Overall, fully completed questionnaires were obtained from 2,038 young people.

Data Processing and Weighing

The data was manually punched and verified, and all findings systematically checked against the raw data outputs.

The data were weighted for two reasons. First, the survey used a disproportionately stratified design in order to boost the number of interviews in the UK nations. Second, although the survey used a quota approach, interviewers in some instances achieved a marginally different profile of interviews than the quota targets. As a result, a small amount of weighting was required so that the profile of the achieved sample matches the population on key characteristics. The research team reviewed the research findings to identify the key variables on which to apply weights.

Data are weighted by age within gender, region, and the family socio-economic status. The weights were derived from 2012 census information from the Office of National Statistics. The effect of weighting is shown in the sample profile in the Appendices.

When interpreting the figures in this report, please note that we only report on statistically significant differences throughout; the effect of the data weighting is taken into account when significance tests are conducted.

Sample profile

Sample profile	Number	Unweighted %	Weighted %
Total	2,038	100	100
Gender of Pupils			
Male	1,026	50	51
Female	1,012	50	49
Age of Pupils			8
10	212	10	8
11	158	8	9
12	176	9	9
13	114	7	9
14	156	8	9
15	163	8	9
16	228	11	9
17	202	10	9
18	209	10	10
19	172	18	10
20	218	11	10
Ethnic Origin			
White	1,857	91	90
BME	181	9	10
Status			
SEN	59	3	3
Disability	94	5	5
Occupation			
School	1,111	55	56
College	328	16	15
University	182	9	9
Job	236	12	13
Apprenticeship	35	2	2
Unemployed	146	7	5
Social Grade			
AB	263	13	27
C1	709	35	29
C2	455	22	21
DE	611	30	23
Region			
England	1,421	70	84
London	210	10	13
South East	254	13	14
South West	126	6	8
North East	75	4	4

North West	187	9	11
Eastern	171	8	13
East Midlands	120	6	7
West Midlands	143	7	9
Yorkshire & Humberside	135	7	8
Wales	178	9	5
Scotland	216	11	8
Northern Ireland	223	11	3

Source: Ipsos MORI

Statistical reliability

The respondents to the questionnaire are only samples of the total population, so we cannot be certain that the figures obtained are exactly those we would have if all 10-20 year olds in the UK had been interviewed (the true values). We can, however, predict the variation between the sample results and the true values from knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the true value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the 95% confidence interval using t-tests.

Size of sample on which survey results is based	**Approximate sampling tolerances applicable to percentages at or near these levels**		
	10% or 90%	**30% or 70%**	**50%**
	±	±	±
100 interviews	6	9	10
500 interviews	3	4	4
1,000 interviews	2	3	3
2,038 interviews *(All 10-20 year old respondents to this survey)*	1	2	2

Source: Ipsos MORI

For example, with a sample of 2,038 where 30% give a particular answer, the chances are 95 in 100 that the “true” value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 2 percentage points from the sample result.

Strictly speaking the tolerances shown here apply only to random samples, although they offer an approximation for the quota design used by the current study. Good quality quota surveys have been shown to behave in the same ways as findings derived from random probability studies.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be “real”, or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is “statistically significant”, we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume “95% confidence interval”, the differences between the two sample results must be greater than the values given in the table overleaf:

Size of sample compared	**Differences required for significance at or near these percentage levels**		
	10% or 90%	**30% or 70%**	**50%**
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8

500 and 500	4	6	6
1,000 and 500	3	5	5
1,000 and 1,000 (e.g. boys vs. girls)	3	4	4
1,500 and 1,000	2	4	4

Source: Ipsos MORI

Report on questionnaire testing and development

Methodology

Ipsos MORI was commissioned by the Cabinet Office to develop and test a questionnaire to measure the participation of 10-20 year olds across the UK in social action over the past 12 months.

The testing included a focus group with eight 11-14 year old participants. The aims of the focus group were to explore the language used by young people when discussing social action, the types of social action they had been involved in, and the types of opportunity they are interested in. This was conducted through The Winchester Project ('The Winch') in North West London. The Winch is a community based charity helping young people and families through a range of activities, most of which are social action based.

The testing also included two phases of cognitive testing (July-August 2014). The aims of the cognitive interviewing were to test how respondents interpreted and understood the draft survey questions, and to ensure key terminology and concepts were well understood.

Respondents were recruited to loose quotas, to ensure a spread of respondents across age, gender, north and south England, ethnicity and those who had/had not participated in social action. Due to practical constraints and the small number of interviews it was not possible to conduct cognitive testing across all four countries to be surveyed in the main survey. However, we do not foresee any issues with this approach as we commonly test questionnaires in England for use in the UK. We focussed the testing on covering variables we know will be most important discriminators in terms of respondents' understanding of the questions and experiences of social action – i.e. age, gender, ethnicity, and a mix of different areas/towns/urbanities. Based on our experience, nation won't be as important as those other variables.

The table below profiles the respondents participating in the testing. In total, 16 interviews were conducted, with eight in each phase of testing.

Table 1.1: Respondent profile

Phase 1				
Age (yrs)	**Gender**	**Ethnicity**	**Region**	**Social Action?**
10	**Male**	**White**	**NW**	**No**
10	**Female**	**BME**	**NW**	**Yes**
13	**Female**	**White**	**NW**	**Yes**
15	**Male**	**BME**	**SE**	**No**
15	**Female**	**BME**	**SE**	**Yes**
17	**Male**	**White**	**SE**	**Yes**
19	**Female**	**BME**	**NE**	**No**
20	**Male**	**White**	**NE**	**No**
Focus group: Eight 11-14 year olds, Mix of ethnic groups, SE, Mix of social action				
Phase 2				
Age	**Gender**	**Ethnicity**	**Region**	**Social Action?**
10	**Female**	**White**	**SE**	**No**
10	**Male**	**White**	**SE**	**Yes**
13	**Female**	**BME**	**NE**	**Yes**
13	**Male**	**White**	**SE**	**No**
16	**Female**	**BME**	**SE**	**Yes**
16	**Male**	**White**	**NE**	**No**
19	**Male**	**White**	**NE**	**No**
20	**Male**	**White**	**NE**	**No**

2. Key findings

Summary

All respondents in the focus group had taken part in some social action activities recently, the majority though their association with The Winch, such as fundraising for the charity but also a large amount done through school.

For the cognitive testing, in cases where respondents report they had not been involved in social action, the questionnaire was tested in two stages: first, we tested the questions they would be asked as a non-participant in social action; second, we asked respondents to consider scenarios where they had engaged in social action so that other questions could be tested.

In all cases, those who had not done social action in the past 12 months had done some form of social action more than 12 months ago and were able to answer the questions on the basis of activities they had done in the past.

Understanding of key terms and concepts

The term 'social action' is not recognised by this age group. None of the focus group or cognitive testing respondents were aware of its meaning or could guess what it entailed.

Furthermore, the term often confused younger respondents. 'Social' implies to them that it involves socialising/free time activities; for the same reason, defining social action as 'helping society' was confusing.

None of the respondents knew or understood the term 'Social Enterprise'. Some focus group respondents described these activities as 'Business Enterprise' activities, in which they have had to create, plan and sell products and give the money to charity. Young people had experience of activities such as making jewellery to sell or running lemonade stalls at school fetes. It was evident that young people are aware of the concept but the language is inappropriate.

There was mixed understanding of the term 'cause'. Whilst some respondents made incorrect assumptions about its meaning – *"…as a guess I'd say something you do that's wrong…so, like a cause is you making something bad happen maybe?"* – other respondents demonstrated better comprehension. For example, one stated it was *"helping others, or helping a special cause for a reason…like with a neighbourhood watch if there was a crime in area…things like that"*.

Respondents fully understood the term and meaning of volunteering, with comments including:

- *"It means helping others"*
- *"Helping others for free"*
- *"Helping without gaining things like money"*

Most respondents struggled to think spontaneously of social action activities that could be done online. In the focus group a minority confidently gave examples but most of the group were unsure. Examples given included:

- Researching charities online
- Giving money via the internet e.g. Muslim Aid
- Adopting a polar bear
- Looking at effects of crime/gangs on the internet to know how to inform campaigns.
- At school made a campaign for charity online

To address this in the questionnaire, examples of online activities were added and this helped to clarify the types of online activities that social action could entail.

What social action means to young people

The focus group respondents generally conceived of social action activities as doing things that raise money for charity. Charities they had been involved in fundraising for (mostly though school) were Save The Children, NSPCC, Oxfam, WWF, Cancer Research, British Heart Foundation, Great Osmond Street, Barnardos, Marie Curie, Dogs Trust and The Red Cross.

The type of activities they had taken part in which they felt were 'helping others or the environment' included:

- Helping at local primary school in mentoring/ reading to younger children
- Activities through their youth club, such as painting the building, fundraising, selling lemonade to raise money for trips, petitions to help rebuild the site (going door to door in the local area)
- Being involved in 'fundraising parties' by helping make food and taking part in Christmas concerts
- In school paying money to charity for 'own clothes day', fundraising for countries abroad like Uganda, running ice cream stands and concerts to raise money for various charities. Sponsored events such as sponsored silence, walks/runs and sports days to raise money. They also mentioned collecting Sainsbury's vouchers to collect equipment for the school
- Giving clothes to charity was a regular activity for the girls
- Taking part in community events such as festivals, helping to arrange day trips etc.

We found that respondents did not spontaneously recall the social action they had been involved with in the previous 12 months. They often started to remember additional activities part-way through the interview that they had not immediately recalled. We found that prompting respondents with a list of locations/groups through which they might have participated, and examples of the types of activities they might have done, helped them to recall what they had done more easily.

It is important to bear in mind when considering whether activities are 'youth-led' that children and young people will often take on an active management role under adult supervision and instruction, but that young people themselves may find it difficult to recognise that this is 'youth led'. We consistently found young people had difficulty in identifying that they had assumed a 'leadership' role on the activities they had done. With many school-based initiatives for example, even if the young person did manage the activity, they considered that an adult/ teacher had led the activity because they had supervised or had some involvement.

Motivators and barriers

Respondents spontaneously discussed the importance of the time of year in the opportunities available for them to get involved in social action. For example, they mentioned helping elderly people at Christmas by doing carol singing or bringing them presents (both activities done through school). In the summer holidays respondents stated they have more free time and so do more social action activities. They also do activities in their half term and regularly in the evenings (for instance through their youth club).
Respondents felt that participating in social action was fun and enjoyable. Older respondents were also conscious of the benefits for their CVs and skills development. Most participation was voluntary, but a few respondents noted that activities done through their place of worship were often 'forced' upon them by parents rather than done through their own free will.

Older participants are more likely than younger participants to recognise the 'double benefits' of social action. Older respondents recognised that taking part *"helps others who are worse off than you."* They all felt they were making a positive difference to the charities or causes they were supporting. One respondent stated they *"feel good about helping other people, although it's fun too as I get to see my friends."* The youngest participants (10-12 years) often could not see any benefits to doing social action beyond their own enjoyment, however. When asked to speak about how their activities had benefitted others, their answers merely reflected their own opinions and enjoyment of activities.

In the cognitive interviews, those who had not been involved in social action activities often mentioned they were not aware of what was on offer or happening locally, and didn't know where to look for opportunities. Others said they were only interested in activities that held a personal interest such as a sport-related activity like a sponsored run. For those who wished to be creative, sponsored runs etc. were not of interest.

When respondents had not enjoyed doing social action, it was often because it took time away from doing other, preferred, social activities.

Questionnaire-specific findings

In the cognitive interviews initially a general introduction was used which informed respondents the questionnaire asked about their free time activities. Some respondents found this misleading and it was evident they included any free time activities (including non-social action activities) when answering subsequent questions. Therefore an introductory paragraph which explained the key concepts around social action was included to ensure respondents considered activities that were in scope of this research. We found that respondents were thinking about the right types of activity following the introduction (e.g. volunteering, fundraising etc.) and that they were able to grasp the concept of social action when it was explained to them using simple language.

The list of social action activities asked about in the questionnaire was refined throughout cognitive testing based on emerging findings to include age-appropriate examples (i.e. commonly mentioned examples of social action that respondents had taken part in). The lists of answers at all questions (e.g. those asking about motivators/ barriers to taking part) were also developed through the responses given by young people during the testing.

There were various iterations of ways to elicit information about frequency and duration of social action. A showcard helped to improve respondents' ability to answer in the format we required – prior to using a showcard, respondents gave a variety of responses to the frequency and duration questions that did not necessarily fit with the response scales. However, respondents did not struggle to use the response scales provided since using showcards.

Findings per question

ASK ALL

Q1a First of all, I'd like to know about anything you've done in the past 12 months to help other people or the environment.

SHOWCARD (TO SHOW ACTIVITY AND EXAMPLE ONLY). INTERVIEWER READ EACH ACTIVITY AND THE EXAMPLES ALOUD. INTERVIEWER ASK ABOUT EACH ACTIVITY AT EACH LOCATION IN TURN.

In the past 12 months have you…..at…? For example, this could include …..

Activity	Example	School/	Place of	Through	Through a	Anywhere

		University/Apprenticeship/ Work	**worship**	**local community**	**club/ group or scheme**	**else e.g. by yourself, with your family, through a social enterprise scheme etc.**
Done fundraising or a sponsored event	Sponsored activity e.g. silence, walk, run. Organised/ ran raffle, bake sale, car wash. Advertising a fundraising event online, website development for a cause/charity.	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know
Donated money or goods	Giving money to charity/cause directly either in person or online, donating clothes/ food to charity etc.	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know
Given time to help a charity/ cause	Helping organise events, creating posters/leaflets/ magazine, designing a website, bag packing at shops, -working for a social enterprise.	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know
Worked to help improve local area	Cleaned up local park/ graffiti. Litter picking, painting murals, helping to build a farm/park, planting trees, helping with a road safety campaign, organising community street parties etc.	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know
Campaigned for something you believe in	Organise a petition, information sharing, raise awareness on issue in school, community or through social media, online campaigns. Finding out about an issue online and taking action afterwards.	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know
Tutored, coached or mentored	Helped younger children in a reading programme. Coach a local sports team, helped someone with their CV, peer to peer mentoring online. Befriending someone with special needs and/or older people, voluntary academic tutoring	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know
Supported other people who weren't	Helping with shopping, cooking, cleaning, housework, reading etc.	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know	Yes No Don't know

relatives	Visiting others, teaching a less able person to use the internet, offering support to others online.					
Other (specify)						

Overall, this question works well and will give an accurate understanding of who has and has not participated in social action in the past 12 months.

We found in the phase 1 testing (where two versions of this question were tested, one using examples and one without examples) that the examples were necessary for many of the codes – in particular, helping to improve the local area, campaigning, and tutoring/mentoring were not well understood without examples.

During the early testing we found that the question did not always elicit all the types of social action respondents had been involved with over the past 12 months, and that respondents often started to remember additional activities later in the interview.

The use of the age-appropriate examples helps to prompt respondents to think about things they may have been involved in that did not immediately come to mind. We also found in phase 1 testing that prompting respondents to think about the locations/ groups through which they might have participated in social action helped them to recall all the activities they had done.

The code list of activities was refined throughout phase 1 and refined in phase 2 based on emerging findings. Key changes included:

- **A new code for 'donating money or goods' was added, even though this is not classified as social action. This reduces the risk that those who donated money miscode their donation as 'fundraising' activity, and allows us to filter social action participants properly during the remainder of the interview.**
- **A code for 'social enterprise' was amalgamated into 'given time to help a charity/ cause'. In phase 1, 'social enterprise' was poorly understood across all age groups, despite an explanation and examples being given.**
- **Integrating examples of online activity throughout, and removing the separate 'online activities' code which was poorly understood.**

Throughout the phase 1 and 2 testing the list of examples was refined to include age-appropriate examples (i.e. commonly mentioned examples of social action that respondents had taken part in). Further changes to the list of examples based on the final set of phase 2 interviews includes:

- **Use 'website developed for a cause/charity' as an example in 'Given time to help a charity or cause' rather than 'Done fundraising or a sponsored event'**
- **Remove 'information sharing' and 'finding out about an issue online and taking action afterwards' as an example in 'Campaigned for something you believe in'. In both cases, respondents interpreted this as including out of scope activities as social action (i.e. pure research, rather than research which led to later action).**
- **Alter the wording of 'peer to peer mentoring online' in the 'Tutored, coached, or mentored' activities. Respondents were unsure about the meaning of 'peer to peer', and we recommend using 'mentoring online' instead.**

- **We recommend moving 'befrieding someone' to the 'supported other people' code, rather than including under 'Tutored, coached or mentored someone'**

- **We recommend adding 'or friends' to the 'supported other people who weren't relatives' code, as some of the youngest respondents interpreted this as including visiting friends who were lonely. Respondents found the example 'Teaching a less able person to use the internet' confusing and we recommend cutting this example.**

A key recommendation following the testing is restructuring Q1. In the second phase of testing we prompted respondents to think about whether they had done each activity at each of a number of locations (school, place of worship, local community, etc.). This significantly lengthened the question (and in fact incorporated 35 questions). We therefore recommend prompting respondents to consider the locations in the question wording, but not asking respondents separate questions about each location.

For analysis purposes, it is worth bearing in mind that respondents sometimes code the same activity under more than one category. For example, fundraising for a charity might be coded under both fundraising and giving time to help a charity. This will not affect our ability to estimate overall rates of participation in social action, as we will still identify those who have participated in any activities vs. those who have participated in none. However, it means that we will not be able to 'count' the number of activities coded to gain an estimate of the extent of participation in social action – the same activity could be coded in a few places, and a single code could cover multiple activities (e.g. lots of fundraising activities).

Recommendations:

- **Remove the separate categories of the areas of involvement (school, place of worship etc.) and the interviewer will read these to participants at the beginning of the question only, as a prompt. They will also appear on the showcard for respondents as a reminder.**

- **To route those who only report donating money or goods to the 'non-social action' route**

- **To review and modify the examples as set out above**

- **The interviewer should explain that the examples are not exhaustive.**

- **To remove 'other' from the list of codes. This shortens the questionnaire, and we have not found any other responses that could not be coded into the current available options. We would be unable to code the 'other' responses.**

- **The interviewer should make notes throughout in general to help flow of rest of interview. Interviewers will be given a 'crib sheet' to carry through rest of interview to ensure correct routing is used later.**

- **Move the option 'given time to help a charity or cause' to the end of the list, as generally all or most activates could fall under this heading and therefore we may get a better sense of the actual activities taken place if asked last.**

ASK ALL

Q1b And what activities would you be interested in doing or getting involved in, to help other people or the environment, in the future?

Activity	
Fundraising or sponsored event	Yes/ No/ Don't know
Donated money	Yes/ No/ Don't know
Giving time to help a charity/cause	Yes/ No/ Don't know
Worked to help improve local area	Yes/ No/ Don't know
Campaigning	Yes/ No/ Don't know
Tutored, coached or mentored	Yes/ No/ Don't know
Visited, cared for or looked after people who weren't relatives	Yes/ No/ Don't know

This question was introduced during phase one in an effort to capture what activities had been done (Q1a) and what activities the respondent might like to do in the future (Q1b).

In testing however in both phase one and two, this question seemed to be heavily affected by social desirability bias (i.e. respondents wanting to give socially desirable answers). Whether the respondents had been involved in social action or not, they answered 'yes' to every option.

When asked about why they answered this way, some respondents stated they felt 'guilty' about saying no or don't know/ maybe. Others stated they genuinely didn't know what activities they might like doing as had not experienced them before, so were answering 'yes' as they were open to trying different activities.

Younger respondents stated this was difficult to answer due to being led by what was happening at school or what friends got involved in, and therefore were not sure how to answer the question.

Recommendations:

- **To avoid social desirability bias, this question would ideally be asked as self-completion. However, this would significantly add to the length of the interview and could not be done without significantly reducing the overall number of questions on the survey (which is already too long). More fundamentally, it would not overcome the problems that respondents have in answering the question (i.e. lack of knowledge/ preference about activities in the future) and we therefore recommend removing this question.**

ASK ALL WHO CODE 'YES' TO AN ACTIVITY AT Q1A

Q2a Thinking about the things on this list that you've done in the past 12 months to help other people or the environment… Which groups, charities, or issues did you help? PROBE: **What else?**

INTERVIEWER PROBE FULLY AND CODE INTO LIST BELOW. MULTICODE OK.

Category	Sub-category	
Health & social care	Cancer charity, local hospital, mental health charity, care homes	Yes/ No/ Don't know
Social inequality	Bullying, racism, people with disabilities, LGBT issues, poverty/homelessness	Yes/ No/ Don't know
Local community	Youth groups, sports clubs, drama	Yes/ No/ Don't

	clubs, neighbourhood watch, helping old/ young in community	know
The environment	Local area or international e.g. rainforest, climate change	Yes/ No/ Don't know
Other countries	Countries in poverty	Yes/ No/ Don't know
Education, careers. employability	Younger, older or peers to improve themselves	Yes/ No/ Don't know
Animal protection	Animal charities	Yes/ No/ Don't know
Something else (SPECIFY)		Yes/ No/ Don't know
None of these		Yes/ No/ Don't know

The original wording of this question was phrased; 'Thinking about the things on this list that you've done in the past 12 months…Which, if any, of these causes did you help?' The phrasing of this question was changed after phase 1 to aid understanding.

The word 'cause' not well understood - respondents either didn't know how to explain what it was, or thought it meant various concepts related to things they do to benefit themselves. One respondent referenced a cause in relation to a 'cult' indicating the extent of the misinterpretation. The revised version of the question wording (above) has worked well and is well understood.

We found in phase 1 that younger respondents found it difficult to answer this question and often gave very misleading/inaccurate responses. For example, one respondent who had taken part in the Race for Life for a cancer charity coded that the activity she had done was for a 'sporting cause' – in other words, younger respondents coded the type of activity they had done, rather than the cause they were doing it for. Another young respondent coded an activity she had done to help refurbish her mosque as 'environment' because the activity helped improve the built environment of the mosque.

After phase 1 the list of causes was collapsed due to the length of the original list which comprised 18 items, of which some were not understood at all. The arts, local services and community cohesion are examples of this. Respondents could put their charity/ cause into obvious categories e.g. cancer charities into 'health', but found other categories confusing.

It became obvious that examples were needed for many of the 'causes' to clarify meaning (e.g. social inequality) and prompt respondents.

In addition 'religion' and 'politics' were removed completely as recommended by the Cabinet Office as they were not deemed appropriate categories for Social Action activities.

<u>Recommendations:</u>

- **To be asked of over 16s only due to difficulty to answer for younger respondents**
- **Adding another category for 'Wider community' to include national charities like 'help The Heroes'**
- **Amend response format from 'Yes/No/Don't know' per item, to 'code all that apply' using a showcard: respondents can readily select the correct responses from the list without being prompted on each code, and this**

format will help to reduce the interview length.

ASK 16+ ONLY. UNDER 16's GO TO Q4

Q2b Are there any particular groups, charities or issues you would like to help in the future, or do you not have any preference?

Yes
No preference
Don't know

This question was effectively redundant, in that respondents started to think of specific groups, charities and issues they would like to help in the future rather than answering 'yes' or 'no' (in other words, they were effectively answering Q2c when asked this question).

Recommendations:

- **Remove question as it is unnecessary, but add option for 'No preference' at Q2c**

ASK 16+ ONLY:'YES' AT Q2B ASK Q2C IF NO/DK ROUTE TO Q3

Q2c And which groups, charities, or issues would you like to help or get involved with in the future?

INTERVIEWER PROBE FULLY AND CODE INTO LIST BELOW. MULTICODE OK.

Category	Sub-category	
Health	Cancer charity, local hospital, mental health charity	Yes/ No/ Don't know
Social inequality	Bullying, racism, people with disabilities, Poverty/homelessness	Yes/ No/ Don't know
Local community	Youth groups, sports clubs, drama clubs, neighbourhood watch, helping old/ young in community	Yes/ No/ Don't know
The environment	Local area or international e.g. rainforest	Yes/ No/ Don't know
Other countries	Countries in poverty	Yes/ No/ Don't know
Education, careers. employability	Younger, older or peers to improve themselves	Yes/ No/ Don't know
Animal protection	Animal charity	Yes/ No/ Don't know
Something else (SPECIFY)		Yes/ No/ Don't know
None of these		Yes/ No/ Don't know
No preference/ any of these		Yes/ No/ Don't know

Question 2c was added at the end of phase 1 to capture groups, charities or issues that older respondents would like to get involved with doing social action activities as this was mentioned repeatedly and spontaneously when originally answering Q2a (what groups, charities or issues they had been working for).

In testing it was found under 16s were able to identify *activities* they would like to do, rather than *groups, charities or issues* they would like to help, making this

question difficult to answer for under 16 year olds.

The question worked well, older respondents have a keen awareness of causes/ charities that they want to become involved with.

Recommendations:

- **Adding another category for 'wider community' to include national charities like 'Help For Heroes'**
- **To change the responses from 'Yes/No/Don't know' to just 'Yes' for those that want to work for that cause.**
- **Recommend a show card rather than interviewer reading through list and coding themselves, to save time and aid understanding**
- **If time is becoming a problem, this question could be removed as it is asked of over 16s only and is a longer question**

ASK ALL WHO CODE 'YES' TO AN ACTIVITY AT Q1A

Q3 Thinking about the things on this list that you've done in the past 12 months.... Have they been…?

READ OUT EACH OPTION. MULTICODE OK.

Things you have done to benefit your local area
Things you have done to benefit the whole country
Things you have done to benefit other countries

Again, the word 'cause' was removed due to an overall lack of understanding of this term in phase 1. The revised question (above) was well understood by all age groups.

The phrasing of 'causes that are important across the world' was also changed to 'other countries' due to misunderstanding in the initial stages of phase 1 – respondents were unsure whether activities must cover every country of the world in order to quality for 'important across the world'.

No further problems have resulted during the rest of testing. We found that the types of 'local area' causes people were considering here included helping tidying parks, litter picking and raising money for local causes. The types of whole country causes they commonly considered were for national charities such as the British Heart Foundation or Help For Heroes.

Recommendations:

- **To include the word 'overall' in the question to remove any ambiguity**
- **Add a 'don't know' option**
- **Reformat the question to avoid the repetition of 'things you have done to benefit' at each code, and reduce the amount of text respondents have to read**

Q4 Thinking overall about the things on this list that you've done in the past 12 months… Have you done them in person or online, or a mix of both?

SINGLE CODE. SHOWCARD SHOWING Q1 RESPONSE LIST.

In person only
Online only
A mix of in person and online

This question is not specifically asked of each activity. Respondents are asked to answer 'overall' for activities, as this will save time.

The current phrasing of the questionnaire was easy to understand, and a genuine recollection of all activities took place. Showing the Q1 response list they had answered helped this recollection.

In phase 1 there was some difficulty in respondents' understanding of activities taking place 'online', as they could not think about what online activities could include. For phase 2, with the introduction of more online examples in Q1a which can be referred to, there were no further issues with this question during testing.

This question was moved to an earlier point in the questionnaire for phase 2.

Recommendations:

- **Add a 'don't know' option**
- **Show the Q1 response list to respondents to aid recollection**

ASK ALL WHO CODE 'YES' TO AN ACTIVITY AT Q1A

Q5a How often have you [Q5a. insert activity type] in the past 12 months?

Q5b Thinking about the last time you did [Q5a. insert activity], how long did you do it for?

INTERVIEWER ASK ABOUT EACH ACTIVITY IN TURN, ASKING ONLY ABOUT THE ACTIVITIES CODED AT Q1A. SINGLE CODE PER ACTIVITY.

INTERVIEWER NOTE: IF RESPONDENT HAS DONE MORE THAN ONE TYPE OF EACH ACTIVITY, CODE THE MOST RECENT ACTIVITY.
INTERVIEWER TO CODE INTO ANSWERS DO NOT USE SHOWCARD

Frequency	**5A**	**One off activity**	**Once a week**	**At least once a month**	**Every few months**	**N/A**
Duration	**5B**	**A few hours**	**A whole day**	**A few days**	**Or longer...**	**N/A**
Fundraised or sponsored event	5a					
	5b					
Given time to help a charity/cause	5a					
	5b					
Worked to help improve local area	5a					
	5b					
Campaigned	5a					
	5b					

Tutored, coached or mentored	5a					
	5b					
Supported other people who weren't relatives	5a					
	5b					

There have been various iterations of this question through phase 1 to test the best way to elicit data on frequency and duration of social activity.

This version of the question was formed from rigorous testing in phase 1 of how respondents were answering the question.

We introduced a showcard in phase 2 which helped to improve respondents' ability to answer in the format we required – prior to using a showcard, respondents gave a variety of responses to the frequency and duration questions that did not necessarily fit with the response scales. However, respondents have not struggled to use the response scales provided since using showcards.

A few respondents had difficulty responding when placing a few activities of the same type into the correct frequency and duration. For instance if they had done more than one sponsored run over the course of 6 months. They were unsure which one to refer to, and therefore it is important to request respondents focus on their most recent activity in these cases.

Recommendations:

- **Showcard needed here to make question easier to understand and administer**
- **Add in more time categories to capture all possible responses**
- **Add in the work 'approximately' to the question wording to reassure respondents that an approximate answer across all the activities they have done is acceptable.**

ASK ALL WHO CODE 'YES' TO AN ACTIVITY AT Q1A

Q6 **Thinking about the things on this list that you've done in the past 12 months… How did you get involved in the activity?**

MULTICODE. SHOWCARD SHOWING Q1 RESPONSE LIST.

As part of school
As part of college (**ASK 14+ ONLY)**
As part of university (**ASK 16+ ONLY)**
As part of your Apprenticeship (**ASK 14+ ONLY)**
As part of your job (e.g. days supported by your employer) (**ASK 16+ ONLY)**
As part of a group or club
As part of/ through a service or gap year working for charity/ a good cause (**ASK 16+ ONLY)**
Through friends
Through family
Through local community
Through a faith group
On own
Other (SPECIFY)

This question has been modified and is now a more comprehensive list which appears to capture all routes into taking part in social action.

The original Q2 (Thinking about the things on this list that you've done in the past 12 months, have you done any of them through…an Apprenticeship, a gap year spent working for a charity or good cause or days supported by your employer?) has been incorporated into this list.

The original options have also been split out to capture a greater granularity in responses. In phase 1 the options included 'as part of school/ college/ university', as well as 'through friends/ family', etc. and they have been split out for phase 2.

We will now incorporate 'through a structured programme…' and 'through something you have created yourself…' from Cabinet Office recommendations, although this has not been tested.

Recommendations:

- **To present to respondents as showcard to aid speed and accuracy of response**
- **Include the word 'overall' in the question to remove ambiguity**

ASK ALL WHO CODE 'YES' TO AN ACTIVITY AT Q1A

Q7a Thinking overall, how much choice did you have in taking part in the activities?

INTERVIEWER READ LIST ALOUD - DON'T READ 'DON'T KNOW'. SINGLE CODE

A lot
A fair amount
A little
None
Don't know

Q7b And how much choice did you have in what activity that you took part in?

INTERVIEWER READ LIST ALOUD - DON'T READ 'DON'T KNOW'. SINGLE CODE

A lot
A fair amount
A little
None
Don't know

Q7a and b are new for phase 2.

This replaced a question regarding the level of involvement in social action activities ('I took part with others', 'I managed the activity', 'I led the activity' etc.) which was difficult to answer in all age ranges, particularly the under 16s. This was often due to them not being able to articulate or comprehend what level of involvement they actually had. With many school based initiatives for example, even if the young person did manage the activity, they considered that an adult/ teacher had been involved because they had supervised or had some involvement.

This new question, although easier to understand than the previous one, still held problems, particularly for the younger respondents who were unsure how much choice they had. For example if it was through family or friends, they stated that although they did want to take part, they "just did" the activity and choice wasn't really considered. This was the same in school based activities where respondents enjoyed the activities and agreed with taking part, but were unsure if they had a choice in the matter or not.

Recommendations:

- **Q7a question wording needs slightly altering to make its objective explicit, and to clarify the difference between Q7a and Q7b.**
- **To either remove, or to change for over 16s only.**
- **Showcard recommended for showing the scales**
- **Add an interviewer note to encourage participants to think overall about activities, but if they find this difficult to think of the most recent activity they took part in**

ASK ALL WHO CODE 'YES' TO AN ACTIVITY AT Q1A

Q8a **Thinking about all the things on this list that you've done in the past 12 months… How much do you feel you benefitted from taking part in activities to help others or the environment?**

INTERVIEWER READ LIST ALOUD - DON'T READ 'NOT SURE'. SINGLE CODE. SHOWCARD SHOWING Q1 RESPONSE LIST.

I got a lot out of taking part
I got a fair amount out of taking part
I got a little out of taking part
I did not get anything out of taking part
Not sure

The wording has changed slightly from phase one to replace 'best thing about taking part' to finding out how much it has *benefitted* others in line with Cabinet Office objectives.

There were no issues with the understanding of the scale, language or question. Respondents answered confidently and initial reactions were mostly about their enjoyment around taking part in the activity and learning new skills. Reactions were probed fully in the follow up questions to gather all possible reasons for belief they have benefitted, or not.

Recommendations:

- **Shorten the response scale to 'a lot', 'a little' etc.**
- **Show card for responses**

IF CODE 'A LOT'/ 'A FAIR AMOUNT' ASK
Q8a (i) And why was that?

MULTICODE OK.
NO SHOW CARD – INTERVIEWER TO CODE ANSWERS AS APPROPRIATE.

I enjoyed helping other people
I had fun
I felt I made a difference
I learnt new skills
I could spend time with my friends/ family
I met new people
I learnt about things that affect me/ my community/ the environment
Something else

This is an addition to Q8 in phase 2 to gain more information about why respondents felt they benefitted from taking part in social action.

No issue with the understanding or flow of this question in phase 2. All respondents were fully probed as to why they felt they benefitted from taking part in social action, and as mentioned, most examples were centred around their enjoyment of the activities – including how much they could see others benefitting or enjoying e.g. from doing a concert in a retirement home or the type of people they did the activity with like friends and family.

Older participants were particularly aware of the benefits for their careers and discussed social action activities as ways to learn new skills and add to their CV. For instance, getting involved in Duke of Edinburgh Awards or helping St Johns Ambulance for those who wanted a medical career.

All options in the response list came from repeated mentions from respondents in this phase.

Recommended:

- **Use of show card recommended**
- **Include the word 'overall' in the question**
- **To add:**
  - **It can contribute to my CV**
  - **I felt valued as part of a team,**
  - **I gained confidence/ self-esteem**
  - **The activity was related to personal interest e.g. sports**
  - **It was well organised**
  - **Don't know**

IF CODE 'A LITTLE'/ 'I DID NOT GET ANYTHING' ASK
Q8a (ii) And why was that?

MULTICODE OK.
NO SHOW CARD – INTERVIEWER TO CODE ANSWERS AS APPROPRIATE.

Didn't have enough time to get any benefit
Not interested enough in the activity
Didn't find it fun/ engaging
Didn't think it helped the community
Would prefer to spend my time doing other things
I didn't learn anything

It was a one-off activity/ event
Other

Also a new addition to Q8 for phase 2 and has worked well; language and understanding has not been an issue through the age ranges.

In probing, respondents often said they did not enjoy the activity because it took time away from doing other social activities.

Much younger participants (10-12 yrs) often could not see any benefits beyond their own enjoyment. Their rating of the benefit to others often just reflected their own enjoyment e.g. one respondent who disliked sport thought a sponsored run has not been worthwhile.

Recommendations:

- **To consider younger people may give answers as a reflection of their own enjoyment rather than fully understanding the benefit to others**
- **To add**
  - **The activity was poorly planned/ organised**
  - **I didn't think it was a worthwhile cause/ charity**
  - **It didn't help build my experience/ CV**
  - **Don't know**

Q8b **And overall, how much do you feel other people or the environment benefitted from the things you've done?**
SINGLE CODE. SHOWCARD SHOWING Q1 RESPONSE LIST.

A lot
A fair amount
A little
Not at all
Not sure

Q8b added in phase 2 to elicit the 'double benefit' of how much the respondent feels other people benefitted from their social action.

The question worked well and was universally understood. For example, one respondent spontaneously said that they'd selected 'a lot' because they had been involved in raising awareness for bullying at their school and they felt this was having an impact on the school population in reducing it.

Recommendations:

- **Show card for scale**
- **Replace 'not sure' with 'don't know' for continuity**

IF CODE 'A LOT'/ 'A FAIR AMOUNT' ASK
Q8b (i) And why was that?

MULTICODE OK.
NO SHOW CARD – INTERVIEWER TO CODE ANSWERS AS APPROPRIATE.

Others' lives were improved
Other had fun
A positive difference was made to other people
Other people learnt a new skill
The local community has improved
Money was raised for a good cause
There is now a raised awareness of the issue/ charity
Something else

Responses to this question were again fully probed. Examples included the feeling that raising money for a charity they believed was worthwhile such as Oxfam, helped improve others abroad, and being a 'visitor' for a retirement home meant an improvement in others' lives due to feeling less lonely.

Recommendations:

- **To use show card of possible responses**
- **To add/ alter:**
  - **Others' lives/ the environment was improved**
  - **A positive difference was made to other people/ the environment**
  - **Other people learnt a new skill/ gained confidence/ self-esteem**
  - **Money was raised for a good cause/ charity**
  - **People in other countries were helped**
  - **Don't know**

IF CODE 'A LITTLE'/ 'NOT AT ALL' ASK
Q8b (ii) And why was that?

MULTICODE OK.
NO SHOW CARD – INTERVIEWER TO CODE ANSWERS AS APPROPRIATE.

It hasn't made a difference to anyone's lives
There is no improvement in the local community/society/ the environment
Awareness was not raised about the issue/ cause
It seemed a pointless activity
Something else

New question for phase 2. The response options have been developed from the answers given by respondents.

Examples included a respondent who didn't feel clearing a park and trying to improve the local area had made a difference, due to people not being interested, and the area continuing to be run down and have a high crime rate. Another respondent didn't feel a recycling initiative at school they were involved in made any difference to the understanding of environmental issues and was not adhered to anyway.

Good understanding of the language and aim of the question.

Recommendations:

- **Showcard required**
- **To add/ alter:**
  - **It was not well planned/ organised**
  - **The area/ issue/ cause did not need help**
  - **There is no improvement in the local/ wider community/society/ the environment**
  - **It hasn't made a difference to anyone's lives/ the environment**
  - **Awareness was not raised about the issue/ cause/ charity**
  - **It didn't improve other peoples skills/ self-confidence/ self-esteem**
  - **Don't know**

ASK ALL

Q9 **How likely is it, if at all, that you'll do activities to benefit other people or the environment in the next 12 months?**

INTERVIEWER READ LIST ALOUD - DON'T READ 'NOT SURE'.
SINGLE CODE.

Definitely
Very likely
Fairly likely
Not that likely
Not at all likely
Definitely not
Not sure

No change in this question since phase 1 as no issue with language or understanding.

Those who had been involved in social activity previously could be more certain of involvement but all answered spontaneously and confidence in their answers.

Recommendations:

- **Show card needed**
- **Change 'not sure' to 'don't know' for continuity throughout questionnaire**

ASK ALL WHO CODE NO/DON'T KNOW TO ALL CODES AT Q1A

Q10 **Why haven't you been involved in these kinds of activities in the past 12 months?**

MULTICODE OK.
NO SHOW CARD – INTERVIEWER TO CODE ANSWERS AS APPROPRIATE.
INTERVIEWER NOTE VERBATIM IN 'OTHER'

Don't have enough time (in general)
Not interested enough
Don't think I'd find it fun/ engaging
Didn't think it really helps the community
Nothing in the local area to take part in

Not aware of the opportunities/ chances to take part
Would prefer to spend my time doing other things
Have a part time job and don't have weekends/evenings free
I had no adult to support me
Other (SPECIFY)

This question the same since phase 1 with updated answer options based on respondent responses.

Respondents for instance widely mentioned they were not aware of what was on offer or happening locally, and didn't know where to look for opportunities. Others said they were only interested in activities that held a personal interest such as a sport related activity like a sponsored run. For those who wished to be creative, sponsored runs etc. were not of interest.

There have been discussions previously with the Cabinet Office about removing this question.

Recommendations:

- **Show card needed**
- **Consider removing, however due to being asked to only those who have routed through 'no social activity' questions, there is time to ask this**
- **To add:**
  - **I wasn't interested in helping the particular cause/ issue/ charity on offer**
  - **I haven't found a worthwhile case/ issue/ charity I want to help**
  - **The actual activity was not of interest to me**
  - **Don't know**

ASK ALL

Q11 **Thinking overall about these types of activities, what would encourage you to take part in them?**

MULTICODE OK.
NO SHOW CARD – INTERVIEWER TO CODE ANSWERS AS APPROPRIATE.
INTERVIEWER NOTE VERBATIM IN 'OTHER'

If I could take part with my friends
If I could try it once to see if I liked it
If I could do it close to where I live
If I could do the same activity at the same time each week
If I could do it outside school/ college/ university/ work time, e.g. evenings/ weekends
If I could do it with my family
If someone at school/ college/ university/ work time could help me find out about activities in my area
If I could do it in my free time during the school/ college/ university/ work day, e.g. lunch times/ break times
If I could do it as part of my classroom activities, e.g. with help from my teachers/ lecturers
Knowing more about the chances to take part (being aware of opportunities)
Having an adult to support me
Wanted to help a particular cause/ charity

None of these things
Other (SPECIFTY)

This question has stayed the same since phase 1 with the addition of options based on phase 1 responses and additionally tested in phase 2.

This is a slightly longer list due to the variety of responses from respondents.

Recommendations:

- **Showcard needed**
- **Options to add:**
  - **If I could see how it positively affected others/ the environment**
  - **Doing activities related to a personal interest e.g. sports**
  - **Don't know**

Final comments:

The questionnaire appears to be too long, and after testing during phase 2, the average time of a questionnaire was over 13 minutes (against a budgeted length of 10 minutes). This questionnaire did not include the wellbeing questions.

Some questions that are of a lower priority for Cabinet Office objectives will need to be removed to keep within the quoted budget.

We initially recommend Q2a and 2b, and Q7a and 7b for removal, as they are long questions with a mixture of understanding.

Further Cabinet Office and Step Up To Serve input is required, as we will need to remove at least 3 questions as well as Q2a and 2b, and Q7a and 7b.

In testing the average time for a 16+ route for those who have been involved in social action was 13-14 minutes.
For under 16s it was on average 10-12 minutes as often more thinking time was needed. The average interview length for those not participating in social action was 3-4 minutes.

Therefore there is a need to remove questions asked of the 'social action' route rather than the 'non-social action route' as we anticipate most respondents (70% +) will be participating (based on other available data). Therefore to cut the average interview length, we need to remove some of the social action questions.

Further, if you would like to include 'wellbeing' questions, additional questions would need to be removed.

Please note:
The questions have changed since this report was written based on recommendations contained within. In particular, we have adapted the wording in many places to include a standard 'overall, thinking about things you've done to help other people or the environment over the past 12 months…' which differs slightly to the wording in this version which often says ' thinking about the things on this list that you've done in the past 12 months'. We have changed this due to

respondents being aware of what type of activities we're referring to and therefore don't need to see the Q1 list at every question, which is what was originally anticipated.

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