



Youth Social Action in the UK – 2015

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



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INTRODUCTION

This chapter highlights key findings, gives an overview of the survey methodology and how this report is laid out.

KEY FINDINGS

GUIDE TO REPORT

YOUTH SOCIAL ACTION IN THE UK- 2015

Participation levels similar to 2014...

42%

of 10-20 year olds took part in meaningful social action

...but involvement is variable

49%

Most affluent
(AB)

38%

Least affluent
(C2DE)

45%

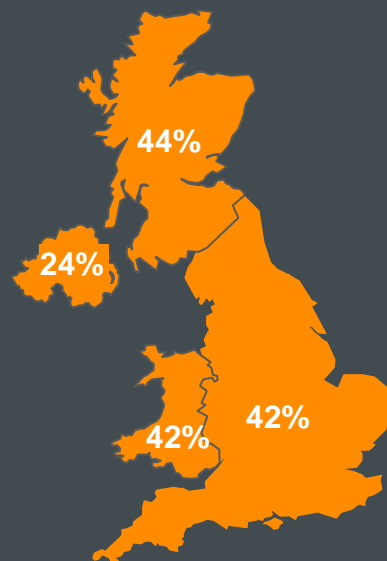


Female

39%



Male



Appetite is high ...
but awareness is limited



When asked, **70%** of young people say they are likely to participate in social action in the future



41% of non-participants said it had never occurred to them or they don't know how to get involved in social action

Schools / colleges and family are
key to taking part



SCHOOL / COLLEGE



FAMILY

HOW DID YOU GET INVOLVED?

74%

30%

WHO ENCOURAGED YOU TO TAKE PART?

61%

63%

GUIDE TO THE REPORT

USING THIS REPORT

To take full advantage of the design of this report please read it in “Full Slideshow Mode” (you can use F5 on your keyboard as a shortcut). Though this report has been created in PowerPoint, it has not been designed to be used as a presentation.

NAVIGATION

To navigate the report, please use the buttons at the top right of every slide. The first page of the report is the “Home Page”, which shows the report’s chapters. At the start of each chapter there is a guide to the content of that chapter.



SURVEY HISTORY

Ipsos MORI was commissioned by the Cabinet Office to conduct the second wave of the Youth Social Action survey, which measures the proportion of 10-20 year olds taking part in social action across the UK. The first wave was conducted in September 2014, and it is intended that these are repeated annually in order to help track the progress of the ‘#iwill’ campaign, and to provide evidence on the enablers and barriers to taking part in social action.

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 party political campaigning), tutoring/mentoring, and giving time to charity.

Where there are significant differences between the baseline survey (September 2014) and the second wave (September 2015) this report will comment on changes. Where findings are unchanged, or questions were asked for the first time this year, we do not comment on trends.

DATA COLLECTION

The wave 2 survey fieldwork was conducted from 2-19 September 2015. Fully completed questionnaires were obtained from 2,021 young people.

For both surveys 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.

PARTICIPATION

This chapter examines rates of participation in social action and how these differ across the UK and by demographics. It also explores the types of social action undertaken and the extent to which social action is recognised as a habit by those who take part.

RATE OF PARTICIPATION

FREQUENCY OF PARTICIPATION

WHO PARTICIPATES?

TYPE OF SOCIAL ACTION

HABIT FORMATION

PARTICIPATION IN MEANINGFUL SOCIAL ACTION IS UNCHANGED SINCE 2014

42%

have participated in
meaningful youth social
action

Statistically unchanged
from 40% in 2014

Those who have:

- Been involved in **social action** in the past 12 months
- Participated in social action at least every few months, or did a one-off activity lasting more than a day in the last 12 months
- Recognised **both** a benefit to themselves **and** others/ the environment as a result of their social action

17%

have participated
infrequently

Unchanged from 17% 2014

Those who have been involved in a one-off **social action activity** in the past 12 months of a day or less

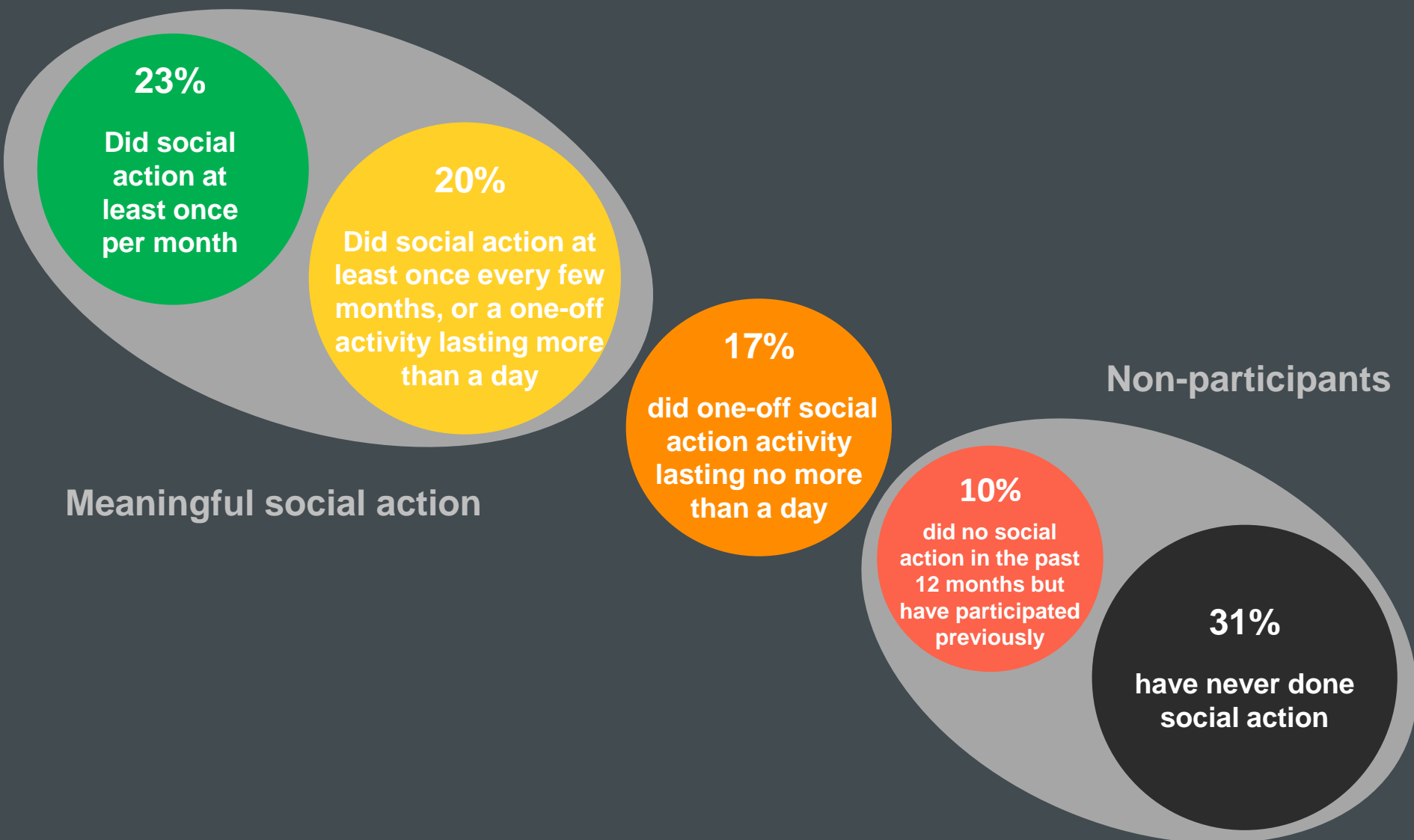
41%

have not participated

Statistically unchanged
from 43% in 2014

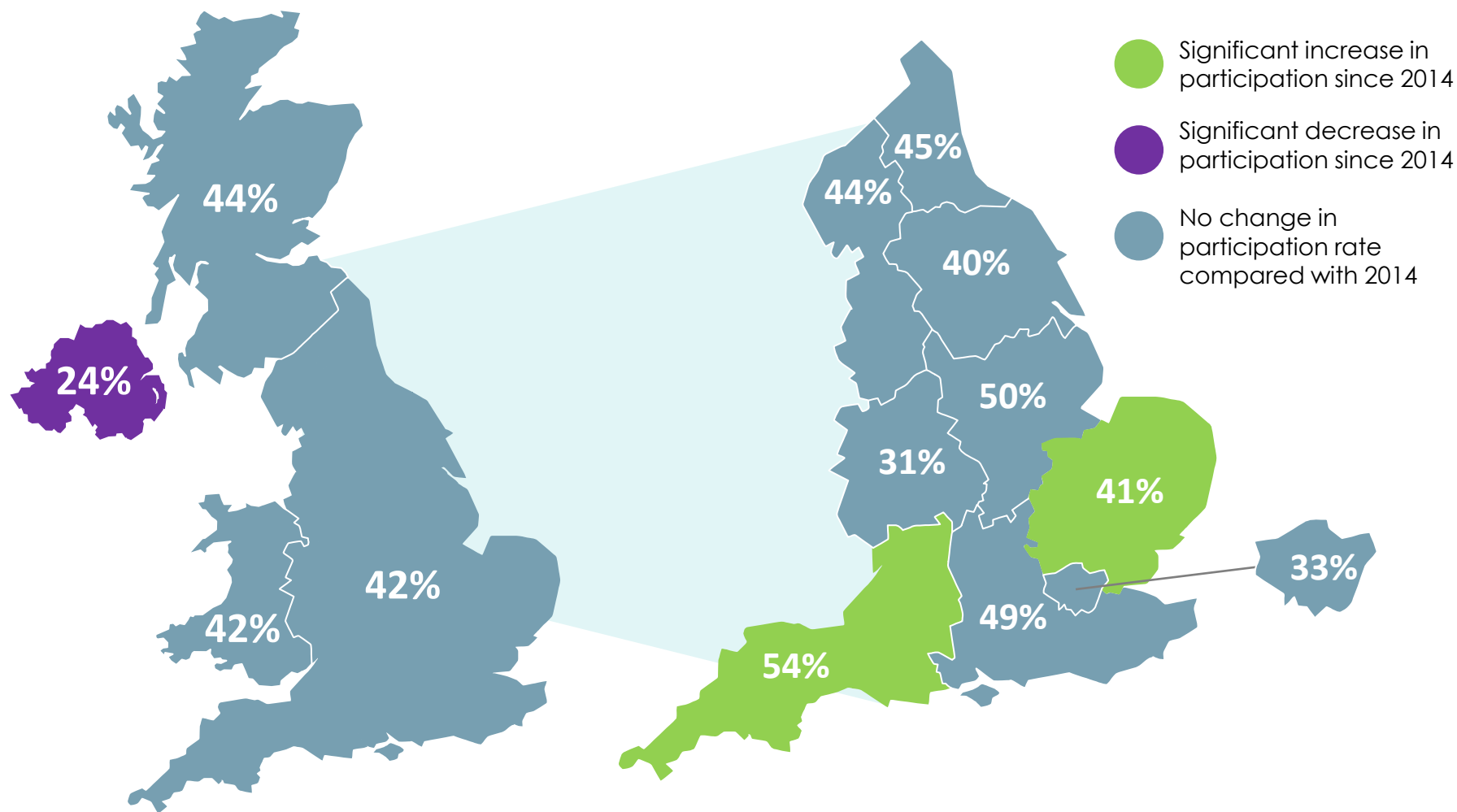
Those who have **not** been involved in **any** social action activities in the last 12 months **or** have only donated money or goods but have participated in social action previously

NEARLY A QUARTER OF 10-20 YEAR OLDS PARTICIPATE EVERY MONTH



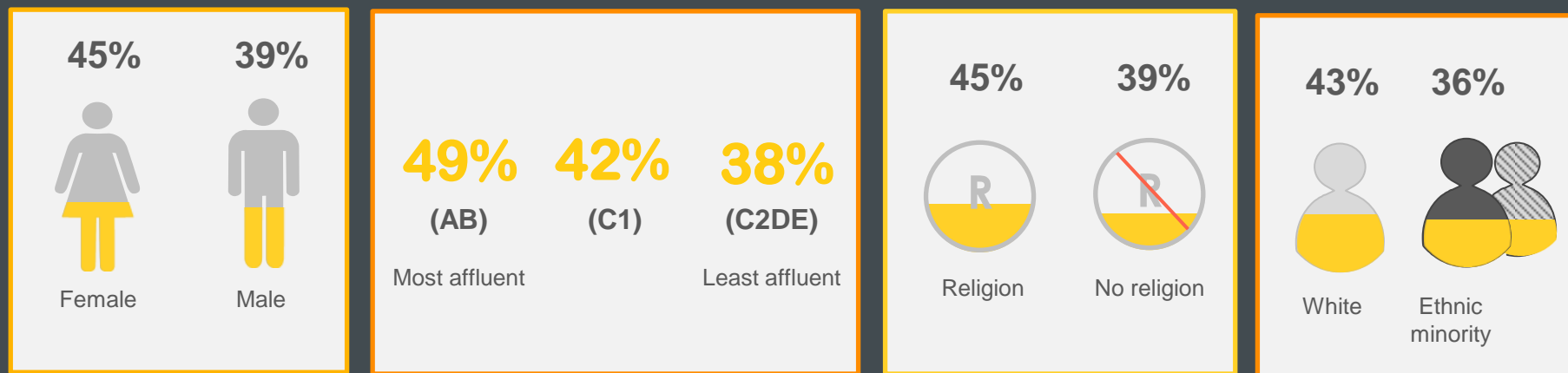
Base: 10-20 year olds who provided information about the frequency of their participation in social action over the past 12 months (1,958)

REGIONAL RATES OF PARTICIPATION IN MEANINGFUL SOCIAL ACTION ARE GENERALLY UNCHANGED



PARTICIPATION REMAINS UNEQUAL, WITH PATTERNS SIMILAR TO 2014

KEY DEMOGRAPHIC DIFFERENCES FOR MEANINGFUL SOCIAL ACTION PARTICIPATION



The patterns of participation are similar to 2014, with more widespread participation among: girls than boys; those from more affluent families (socio-economic groups AB) than those from less affluent backgrounds and those expressing an affiliation to a religion than those who have no religion. In 2015 white children are more likely to participate in meaningful social action than children from ethnic minority groups.

Meaningful participation among boys and girls aged 10-15 and girls aged 16-20 remains unchanged from 2014, but there has been a significant increase in the proportion of older boys aged 16-20 participating in meaningful social action (43% in 2015, up from 33% in 2014). Participation in meaningful social action among young people who are in work has also increased since 2014 (36% 2015 vs 26% 2014).

PARTICIPATION IN EACH TYPE OF SOCIAL ACTION SIMILAR TO 2014

RATES OF PARTICIPATION IN EACH TYPE OF SOCIAL ACTION

FUNDRAISING/
SPONSORED EVENT



2015: 43%

GAVE TIME TO
CHARITY/ CAUSE



2015: 32%

SUPPORTED
PEOPLE



2015: 28%

TUTORED, COACHED,
MENTORED SOMEONE



2015: 21%

HELPED IMPROVE
LOCAL AREA



2015: 16%

CAMPAIGNED FOR
SOMETHING



2015: 10%

Rates of participation in specific types of social action are statistically unchanged since 2014. In addition, young people were also asked about donating money or goods. Although this is not classified as social action for the purposes of this survey, 54% had made donations in the past year.

As in 2014, young people aged 10-15 are more likely to have participated in any one of these six activities than those aged 16-20. However as young people aged 10-15 are more likely to have done a one-off activity than those aged 16-20 (35% vs 22%) this age difference isn't apparent when looking at rates of *meaningful* social action.

Young people aged 10-15 are more likely to have fundraised in the past year, whereas 16-20 year olds are more likely to have campaigned, tutored/coached, supported people or given time to a charity.

SOCIAL ACTION IS TYPICALLY DONE FACE-TO-FACE RATHER THAN ONLINE

ONLINE VS FACE-TO-FACE PARTICIPATION

85%

of those participating in any social action carried out *all* their activity face-to-face

13%

had done social action online as well as face to face

KEY DEMOGRAPHIC DIFFERENCES

AGE: Those aged 16-20 are more likely to have participated online than those aged 10-15 (22% compared with 8%).

ACTIVITY: Young people who have campaigned in the past 12 months are more likely to have participated online than those who took part in any other type of social action (32% campaigning, compared with 21%-13% for other activities).

LOCATION: Young people living in urban areas are more likely to have done any online social activities than those in rural locations (16% urban compared with 10% rural).

SOCIAL ACTION IS PART OF THE PRINCIPLES AND ROUTINES OF THOSE DOING MEANINGFUL SOCIAL ACTION

Young people were asked to rate their agreement with three statements designed to gauge the extent to which they felt social action was part of their routine and identity.

65%

of those participating in meaningful social action agree with all three statements...

30%

of infrequent participants agree with all three statements

Young people doing meaningful social action in the past year have a stronger sense of social action being part of their principles and routines than those who infrequently participate in social action

Doing activities to help other people or the environment is **important to you**

Doing activities to help other people or the environment is **part of your routine**

Doing activities to help other people or the environment is **something you'll always aim to do**

48% of those doing meaningful social action first did social action at **age 11 or younger**

THOSE INVOLVED IN SOCIAL ACTION

This chapter examines the routes through which young people get involved in social action, and who encourages them to do social action. It also looks at the perceived benefits of social action, for both participants and other people.

ROUTES INTO SOCIAL ACTION
& INFLUENCES

BENEFITS OF SOCIAL ACTION

ROUTES INTO MEANINGFUL SOCIAL ACTION



SCHOOLS and COLLEGES are the most common routes to get involved in meaningful social action: 74% said they got involved in this way. **TEACHERS** play an important role in encouraging young people to participate in meaningful social action (61% mentioned teachers when asked who encouraged them to take part).



FAMILY is another important route into meaningful social action for young people: 30% said they got involved through their family. Those participating in meaningful social action are also more likely to have been encouraged to participate by their **PARENTS** (mentioned by 63% when asked who encouraged them to take part in social action).

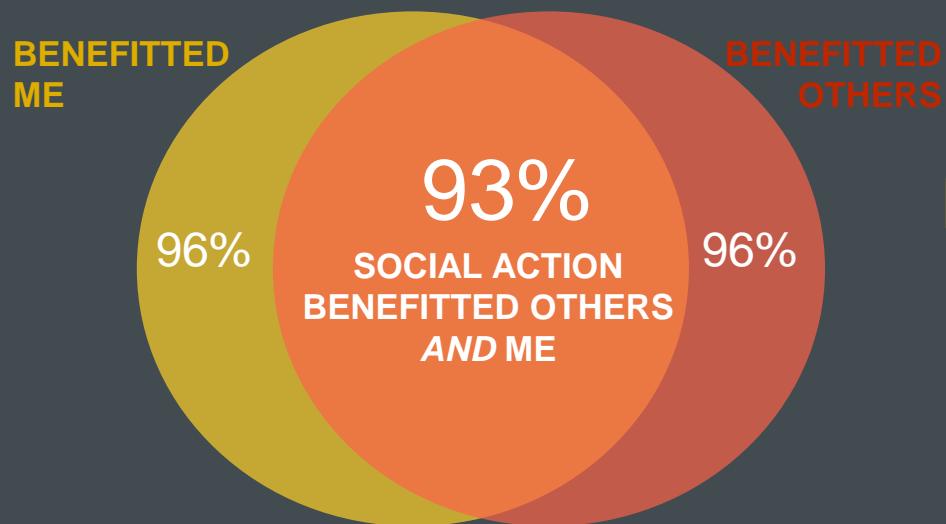


FRIENDS are another significant route in which young people have got involved in meaningful social action (24%) and are commonly mentioned as having encouraged social action (43%). Friends are a more significant route into social action for the older age group than the younger age group (26% of 16-20 year olds versus 15% of 10-15 year olds got involved through friends).



STRUCTURED PROGRAMMES are mentioned as a route into social action by 18% of those participating in meaningful social action. Those participating in structured programmes may have got involved as a result of other routes, such as hearing about structured programmes at school.

PARTICIPANTS RECOGNISE THE 'DOUBLE BENEFITS' OF SOCIAL ACTION



As in 2014, the great majority of social action participants report feeling both a personal benefit *and* seeing others benefit, the same as in 2014. Regular participants are more likely to feel the double benefit of social action.

Social action participants record higher levels of satisfaction with their lives (in line with 2014 results) and a greater sense that their lives are worthwhile than non-participants. A difference of 0.6 in life satisfaction is similar to the difference between adults who report 'fair' and those who report 'good' health¹. 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 demonstrated the positive effects of volunteering.

97% of **regular participants** (doing social action at least every few months) felt the **double benefit**, compared with **86%** who did a **one-off activity** in the past year

Mean life satisfaction score (out of 10)

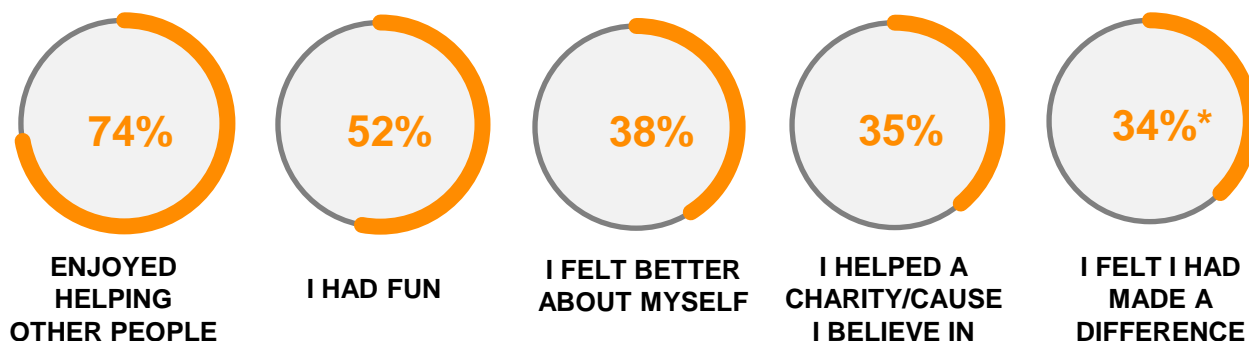
8.6**vs****8.0**those doing
social actionnon-
participants

Mean life worthwhile score (out of 10)

8.7**vs****7.9**those doing
social actionnon-
participants

AS IN 2014, MIX OF ALTRUISTIC AND PERSONAL BENEFITS REPORTED

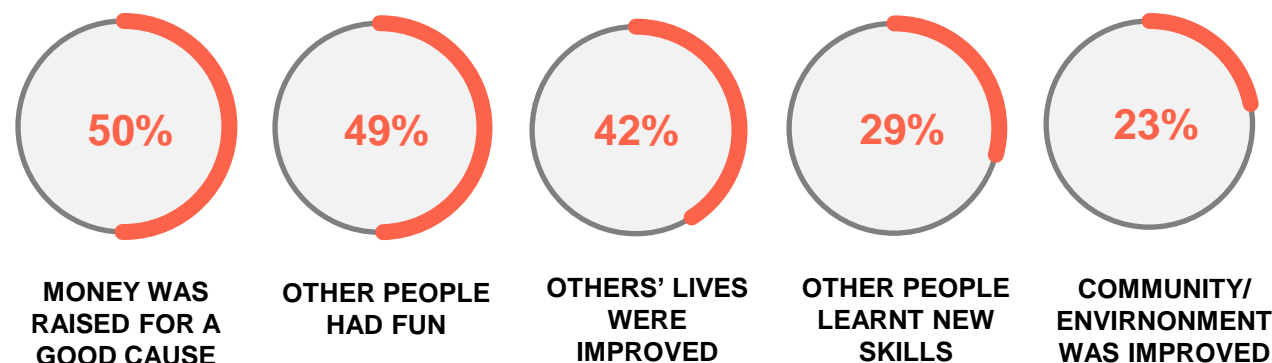
HOW PARTICIPANTS IN MEANINGFUL SOCIAL ACTION FELT *THEY* HAD BENEFITTED



Participants mentioned similar benefits as a result of participating in social action in 2015 as in 2014. Participants in 2015 were slightly more likely than in 2014 to say felt they had made a difference (34%, up from 28%).

Base: 10-20 year olds participating in meaningful social action in the past 12 months AND benefitted a lot or fair amount (769)

HOW PARTICIPANTS IN MEANINGFUL SOCIAL ACTION FELT *OTHERS* HAD BENEFITTED



As in 2014, those doing meaningful social action in 2015 mentioned a range of tangible benefits for others as a result of their participation, including raising money, others having fun and others' lives being enhanced.

* Significant increase from 2014 data

When asked **how** their activities had benefitted them/others, frequent participants list more benefits than infrequent participants (mean number of personal benefits cited is 4.1 and 2.9 respectively)

Base: 10-20 year olds participating in meaningful social action in the past 12 months AND benefitted a lot or fair amount (757)

HOW CAN PARTICIPATION IN SOCIAL ACTION BE INCREASED?

This chapter will look further into levels of engagement and appetite for social action amongst young people to explore how participation may be increased.

CLASSIFYING PARTICIPATION

DEMOGRAPHIC MAKE-UP OF KEY GROUPS

ENCOURAGING PARTICIPATION

CLASSIFYING PARTICIPATION

Young people were classified into three groups based on their current, previous and intended future participation in social action. These three groups were defined in collaboration with the Step Up To Serve campaign team to understand engagement in social action and provide insight to better target activity and strategy to encourage and support more young people to take part in social action.

Committed

35%

Strong commitment to social action: this group has done meaningful social action in the past 12 months, has a history of participation prior to that, and are likely to do more social action next year.

Potential

50%

Interested or uncertain about doing (more) social action: this group is a key target for the Step Up To Serve campaign. It includes those who say they are likely to do social action in the next 12 months, or don't know whether they will participate. It includes those who are currently doing social action and those who have never participated.

Reluctant

15%

Reluctant to engage in social action: this group says they are unlikely to do social action in the next 12 months. This group includes those who are currently participating, but is dominated by those who have not participated in social action in the past 12 months.

UNDERSTANDING & ENCOURAGING THE KEY GROUPS



COMMITTED those classified as committed to social action are more likely than other groups to:

- come from an affluent family: 64% are classified into socio-economic groups ABC1, compared with 44% of those who are reluctant to do social action.
- express a religious affiliation than those who are reluctant to participate (52% vs. 42% of those classified as reluctant).

Notably, those committed to social action started participating at a young age: 42% first did social action before they were 10 years old, compared with 25% of other past-year participants. This suggests that habits may be formed at a very young age.

95% mentioned someone who encouraged them to take part in social action, with parents (64%), teachers (62%) and friends (44%) all cited as encouraging participation.

Those committed to social action indicated a strong social action habit; 72% agreed with all 3 habit statements (see slide 12).

UNDERSTANDING & ENCOURAGING THE KEY GROUPS



POTENTIAL this group has a slightly younger age profile than the 'committed' and 'reluctant' groups.

70% mentioned someone who influenced them to do social action: parents (38%) and teachers (38%) were mentioned most often.



RELUCTANT compared with other groups, those who are 'reluctant' have an older age profile, are slightly more likely to be male, typically come from less affluent families, and are less likely to express a religious affiliation.

35% mentioned someone who influenced them to do social action, with teachers (14%) and parents (11%) mentioned most often.

Barriers to social action	Potential	Reluctant
Don't have enough time	34%	34%
It never occurred to me to take part	29%	30%
I don't know how to get involved/ no one has asked me	18%*	10%
My friends aren't doing this type of thing	13%	10%
I'm not interested	7%*	37%

Motivating social action	Potential	Reluctant
<i>Mentioned at least one factor that would motivate them to do social action</i>	78%*	49%
If I could do it with my family /friends	36%*	21%
If it was close to where I live	23%*	11%
If I could help a particular cause/ charity	16%*	5%
If I could try it once to see if I liked it	15%	11%
If it related to my interests e.g. sports	12%	9%
Nothing /Not interested (unprompted)	4%*	27%

* Means difference is statistically significant

Base: 1037 'Potential' and 306 'Reluctant' 10-20 year olds

ENCOURAGING MORE SOCIAL ACTION: COMMITTEDS

Committed

Reinforce the benefits this group already feels by celebrating the impact they have on communities. For example, committed participants already feel the double benefit but acknowledging their contribution publicly may help to cement their commitment.

Pass on their passion: encourage those who are committed to actively promote opportunities to their peers who aren't currently involved. Non-participants are often unaware of opportunities to get involved, and say they want to take part with friends and family, and friends are a key influence for those who do take part: committed participants can be effective ambassadors for social action.

Offer progressive opportunities: those in committed group all express appetite to carry on in future so it's important to make sure there are progressive opportunities to fulfil this potential and continue to build skills and experience

ENCOURAGING MORE SOCIAL ACTION: POTENTIALS

Potential

Promote opportunities to do social action. This group includes those who 'don't know' whether they will do social action in the next year. One of the most common reasons for non-participation among this group is that they had not thought of doing social action (29%). Others said they did not know how to get involved (18%). However, this group is interested in trying social action, especially if they can participate in activities with friends/family and close to home.

Promote social action to parents and teachers, not just young people. They are important as influencers and role models and in facilitating access for all young people, and may be effective in persuading those who are open to participating in the future. Those who participate regularly say their parents, friends and teachers encourage them, and participants mention school, friends and family as the ways they get involved in social action.

Challenge perceptions: show how much impact can be achieved from doing 'little and often' and how social action can fit into a busy schedule. Potential non-participants are keen to take part but often think they lack the time so this message may have particular traction with this group. Promoting flexible opportunities, including online opportunities, may also help.

ENCOURAGING MORE SOCIAL ACTION: RELUCTANTS

Reluctant

This group lacks interest in social action and because they are particularly disengaged may need more encouragement and guidance initially. This could include ensuring participants are aware of the potential benefits of taking part, which may not always be clear to them, and/or structured opportunities to get started with social action.

Consider whether schools could promote opportunities more systematically. Although school is the most common route into social action among participants, the majority of children in school do not participate. Explore whether schools could encourage the youngest children to ensure that every young person has chance to take part.

Start young: habits of doing or not doing social action may be formed at a young age and encouraging participation before 11 years old may help to shrink this group among future cohorts. 54% of 'Committed' participants first did social action at 11 or younger.

CONCLUSION

CONCLUSIONS: RATES OF PARTICIPATION

CONCLUSIONS: ENCOURAGING SOCIAL ACTION

RECOMMENDATIONS

CONCLUSIONS

RATES OF PARTICIPATION

Rates of participation in social action, the types of social action engaged in, and the way young people participate are all unchanged from 2014. On the headline measure, 42% have taken part in meaningful social action and another 17% have participated infrequently in the past 12 months. Participation in online social action continues to be low; it may be worth exploring the scope to develop online participation further, as online routes may offer a solution for some who can't or don't want to access to traditional opportunities.

There continue to be inequalities in participation and regional disparities. Children from less affluent families, ethnic minority groups, unemployed young people, and boys are less likely to take part than others. Ensuring opportunities are promoted to and salient for children and families across a range of backgrounds will be important as the campaign progresses.

Three in ten 10-20 year olds have never done any social action. For the most part, a lack of awareness or opportunity to take part is likely to explain this rather than reluctance to be involved. Half of young people who say they are likely to take part next year aren't regular participants at the moment, for example.

CONCLUSIONS

ENCOURAGING SOCIAL ACTION

Nearly all those doing social action feel a 'double benefit' of taking part. The benefits are strongest for those participating in regular activities: although the majority doing one off activities benefit, they are less likely to recognise the double benefit, and mention fewer ways they benefitted. Those who are regularly involved in meaningful social action are also more likely to feel that social action is a strong part of their principles and routine. Although the data do not show the direction of causality, participants in social action report higher levels of satisfaction and feelings that their lives are worthwhile compared with non-participants.

Half of 10-20 year olds indicate some interest in being involved in social action, even though they are not currently participating regularly. This group is referred to as the 'Potential' group in this report; the diagram overleaf highlights methods that may help to increase engagement among this group, those who are already 'Committed' to social action, and those who are 'Reluctant' to be involved.

To increase participation among 10-20 year olds, opportunities that cater for a broader age range need to be on offer, and they should be promoted generally rather than to 10-20 year olds specifically. Children want to take part with their families, and other research has shown that catering for narrow age ranges can restrict families' involvement. Parents are important in facilitating and encouraging social action, and directly targeting parents is likely to help.

RECOMMENDATIONS

Start young to develop a habit for life

Many of those who are 'committed' to social action started at a young age

- Ensure opportunities are available for younger ages, for example through primary schools and youth groups
- Offer opportunities that enable young people to participate with their families

Embed social action in schools and colleges

Education is the main route into social action, yet most students don't get involved

- Recognise the value of social action in developing young people's character strengths and employability*
- Encourage more schools and colleges to embed social action so that ALL young people can participate

Promote the benefits of social action to ALL young people

Those not taking part commonly say that it didn't occur to them to participate

- Celebrate youth social action more widely across society with a focus on reaching young people less likely to take part (e.g., those from less affluent backgrounds)
- Promote the benefits of social action to key influencers (e.g., parents, teachers)
- Encourage young people already taking part in social action to inspire their peers to join them

* See other research highlighting these benefits: <http://www.behaviouralinsights.co.uk/publications/evaluating-youth-social-action>

APPENDICES

METHODOLOGY

SAMPLE PROFILE

STATISTICAL RELIABILITY

DEFINING COMMITTED, RELUCTANT
AND POTENTIAL GROUPS

TABLES

METHODOLOGY

Ipsos MORI was commissioned by Cabinet Office and Step Up To Serve to measure the participation of 10-20 year olds across the UK in social action over the past 12 months. The wave 1 questionnaire was revised for the second wave and further tested by Ipsos MORI.

QUESTIONNAIRE DEVELOPMENT

New questions were added to the survey this year and were cognitively tested with young volunteers in August. The aim of the cognitive testing was to test how respondents interpreted and understood the new questions, and to ensure key terminology and concepts were well understood.

2015 new questions

- Q2** **How old were you when you first did any of these activities?**
Under 10 / 10 / 11 / 12 / 13 / 14 / 15 / 16 / 17 / 18 / 19 / 20 / Don't know
- Q3** **Using this card please tell me how much you agree or disagree with the following statements:**
 a) Doing activities to help other people or the environment is important to you
 b) Doing activities to help other people or the environment is part of your routine
 c) Doing activities to help other people or the environment is something you'll always aim to do
 Agree strongly / Agree / Neither agree nor disagree / Disagree / Disagree strongly / Don't know
- Q8c** **Have you ever done any of these activities. IF NECESSARY: Have you done any of these activities more than 12 months ago?**
Yes / No / Don't know
- Q10b** **Do any of these people encourage you to take part in activities to help other people or the environment?**
Parents or carers / Teachers / Friends / Other family members / Other person / None of the above
- Q12** **On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?**
0 – Not at all satisfied / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 – Completely satisfied

In addition to the new questions, for Q5 the structured programme code was split into 3 codes (a uniformed youth group; a programme through a charity; and a development programme) with examples of each given. Q9 (previously Q10 in 2014) was also amended to only ask those who hadn't taken part in any social action, rather than everyone.

Following the cognitive testing, the questions below were removed from the 2015 questionnaire:

- **Thinking overall about all the things you've mentioned you've done in the past 12 months to help other people or the environment.... Have they been things you've done to benefit...?** Your local area / the whole country / Other countries / Don't know
- **Thinking overall about the things you've mentioned ...Why did you take part?** I had to / I wanted to / I had to and I wanted to / Don't know

METHODOLOGY

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 2-19 September 2015. Overall, fully completed questionnaires were obtained from 2,021 young people.

DATA PROCESSING AND WEIGHTING

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

	Number	Unweighted %	Weighted %
Total	2,021	100	100
Gender of Pupils			
Male	983	49	51
Female	1,038	51	49
Age of Pupils			
10	204	10	8
11	147	7	8
12	184	9	9
13	144	7	9
14	145	7	9
15	180	9	9
16	231	11	9
17	215	11	9
18	191	9	10
19	182	9	10
20	198	10	10
Ethnic Origin			
White	1854	92	89
BME	167	8	11
Status			
SEN	43	2	2
Disability	65	3	3
Religion			
Any	1003	50	49
None	942	47	47

SAMPLE PROFILE

	Number	Unweighted %	Weighted %
Total	2,021	100	100
Occupation			
School	1,101	54	56
College	328	16	15
University	196	10	10
Job	259	13	13
Apprenticeship	45	2	2
Unemployed	92	5	4
Social Grade			
AB	311	15	27
C1	735	36	29
C2	395	20	21
DE	580	29	23
Region			
England	1,390	69	84
London	167	8	13
South East	241	12	14
South West	126	6	8
North East	109	5	4
North West	176	9	11
Eastern	194	10	13
East Midlands	112	6	7
West Midlands	140	7	9
Yorkshire & Humberside	125	6	8
Wales	203	10	5
Scotland	205	10	8
Northern Ireland	223	11	3

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. Table 1 below illustrates the predicted ranges for different sample sizes and percentage results at the 95% confidence interval using t-tests.

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:

TABLE 1

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
2,021 interviews (All 10-20 year old respondents to this survey)	1	2	2

Source: Ipsos MORI




TABLE 2

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

DEFINING COMMITTED, RELUCTANT AND POTENTIAL GROUPS

Proportion of all 10-20 year olds by current/previous participation and future intentions to participate

 Committed  Potential  Reluctant	No social action in the past year	Infrequent social action in the past year	Meaningful social action in the past year but no history of participating	Meaningful social action in the past year with history of participating
Likely to do social action in the next 12 months	15%	14%	6%	35%
Not likely to do social action in the next 12 months	14%	1%	0%	0%
Don't know whether will participate in the next 12 months	12%	2%	0%	1%

TABLES

Please find below links to the data tables, topline results and questionnaire.

Questionnaire: <https://www.ipsos-mori.com/Assets/Docs/Polls/youth-social-action-in-the-UK-2015-questionnaire.pdf>

Topline results: <https://www.ipsos-mori.com/Assets/Docs/Polls/youth-social-action-in-the-UK-2015-topline.pdf>

Data tables: <https://www.ipsos-mori.com/Assets/Docs/Polls/youth-social-action-in-the-UK-2015-tables.pdf>