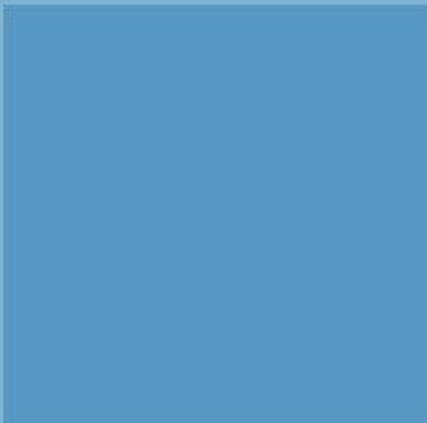
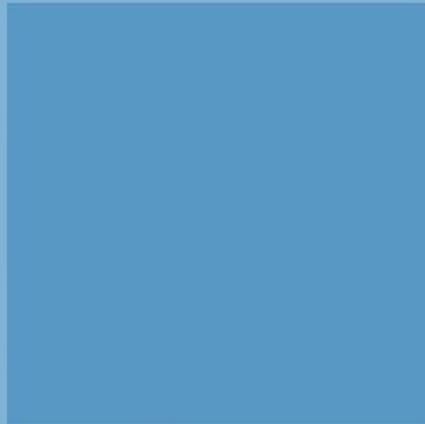


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National Citizen Service 2013 Evaluation

Main Report

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Summary

Summary

Background to National Citizen Service

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

In total, 31,738 young people took part in NCS programmes in summer 2013, and 7,828 in autumn 2013.¹ The Cabinet Office appointed Ipsos MORI to evaluate the impact and value for money of these programmes.

This report summarises the first stage of the 2013 evaluation. Baseline and follow-up surveys, conducted three months after NCS took place, were undertaken with NCS participants and control groups.² Further follow-ups are planned to identify any longer-term impacts there may be.

Experiences of participants

Nearly all summer and autumn participants (97%) said they enjoyed their NCS experience. Similarly high proportions for both summer (95%) and autumn (96%) found NCS to be worthwhile overall. Reflecting their positive experiences, nine-in-ten (90% and 87% respectively) said they would definitely recommend it to others.

What was the impact of National Citizen Service 2013?

Both the summer and autumn programmes were found to have statistically significant positive impacts in all four of the outcome areas explored in the evaluation.³ These matched participants', parents' and teachers' highly positive personal impressions of what participants had achieved from NCS.

Social mixing

NCS increased participants' trust in others. It also improved their attitudes and behaviours towards people from different backgrounds, including how comfortable participants were mixing with different groups, how often they had met those from different backgrounds socially, and how willing they would be to ask those from different backgrounds for help.

¹ NCS programmes also took place in spring 2013. These were with a small number of participants (428), so are not part of this evaluation.

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

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

Reflecting these impacts, eight-in-ten participants (84% in summer and 81% in autumn) said they felt more positive towards people from different backgrounds after NCS. Both parents and teachers – particularly those from schools with relatively low levels of diversity – also valued the social mixing aspect of NCS, and thought participants had benefited from it.

Transition to adulthood

NCS improved participants' short-term and long-term educational and career aspirations, as well as the level of control that participants felt they had over their future success. It also increased participants' confidence in practical life skills, willingness to try new things, resilience when things go wrong, and sense of wellbeing. Short-term reductions in alcohol intake and smoking were also observed (to be followed up in the long term).

These impacts were apparent to participants, with eight-in-ten (83% in summer and autumn) feeling capable of more than they had realised post-NCS, and three-quarters (76% and 72% respectively) feeling more confident about getting a job in the future. Most parents also thought NCS impacted positively on their son's or daughter's life skills and aspirations. In addition, teachers felt NCS gave participants a greater sense of independence.

Teamwork, communication and leadership

Some of the most substantial and consistent impacts of NCS were in this area. NCS improved participants' confidence in leading and working in a team, and in putting forward and explaining new ideas to others. It improved their confidence in meeting new people, plus how well they felt they got along with others and treated them with respect.

Again, participants recognised these benefits, with nine-in-ten (92% in summer and 91% in autumn) saying NCS had helped them develop useful skills for the future. Parents and teachers both saw improved teamwork, communication skills and overall confidence levels as some of the most important and tangible benefits offered by NCS.

Community involvement

NCS had several positive impacts on attitudes and behaviour in this area. It improved participants' knowledge and understanding of local communities and tackling local problems, and their belief in their own influence and capabilities when getting involved. Community engagement also improved, with participants doing more hours of formal and informal volunteering on average, and becoming more certain to vote at the next general election.

Three-quarters of participants (72% in summer and 76% in autumn) agreed they were now more likely to help out locally, and around six-in-ten (61% and 64% respectively) reported feeling a greater responsibility to their local

community after NCS. Parents and teachers both agreed that NCS had positively affected participants' attitudes towards community involvement, and some were able to give examples of where involvement had increased.

Comparing summer and autumn

Across all four outcome areas, similar positive impacts were seen for both summer and autumn participants. There were nevertheless a small number of differences, with a wider range of impacts around social mixing and personal resilience seen in summer. Autumn participants had typically undertaken a wider range of informal volunteering activities after NCS.

In terms of their personal experiences, autumn participants were more positive about their social action project than their summer counterparts, while summer participants were more positive about their time spent away from home as part of NCS. This might reflect that summer participants spent more time away from home than their autumn counterparts.

Comparing 2013 and 2012

Overall NCS 2013 had a greater positive impact on the transition to adulthood when compared to 2012. This was seen in several areas, including participants' plans for further education, future aspirations, life skills and sense of wellbeing.

In the areas of social mixing and community involvement, impacts were observed for the first time in 2013. This does not necessarily mean that these impacts were not present in 2012, as some of the questions used to measure these outcome areas were different in 2013. These new questions better reflected the intended outcomes of NCS.

Value for money

The cost-benefit analysis suggests NCS delivered between £1.39 and £4.80 of benefits per £1 of expenditure in summer and between £1.09 and £4.71 in autumn. Including health impacts, this would rise to between £1.70 and £6.10 in summer and between £1.27 and £6.09 in autumn.

These returns are based on estimated benefits (excluding health impacts) of between £68m and £236m in summer, and between £14m and £60m in autumn. Including health impacts, the estimated benefits rise to between £84m and £300m in summer, and between £16m and £78m in autumn.

The approach used to estimate value for money was improved in 2013, so the aforementioned results are not directly comparable to 2012. Reusing the 2012 approach, it is estimated that NCS delivered between £2.39 and £4.46 per £1 of expenditure in 2013, compared to between £1.50 and £2.80 in 2012. The main drivers of these differences were stronger impacts around teamwork and communication, rather than the reduced programme costs.

NCS may potentially deliver several long-term benefits, including increased earnings (from enhanced skills and leadership), increased physical activity, and reduced smoking and drinking. Although this evaluation uses the most robust methods possible to estimate long-term outcomes, there is inevitably some uncertainty in the results at this stage. Nonetheless, even under the most pessimistic scenarios, NCS is estimated to have delivered greater social benefits than the costs involved. The accuracy of these estimates will improve after further follow-up surveys over the next three years.

Introduction

1 Introduction

This report covers the findings from the first stage of an evaluation of National Citizen Service (NCS) 2013, exploring its short-term impacts and value for money.⁴ Ipsos MORI was commissioned by the Cabinet Office to evaluate the summer and autumn programmes.

1.1 Background

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

The Prime Minister announced NCS in July 2010, with pilots taking place in 2011 and 2012 to inform a wider rollout from 2013 onwards.⁵ In total, 31,738 young people took part in summer 2013 (with 30,045 completing their programme), and 7,828 in autumn 2013 (with 7,221 completing).⁶

Participants completed NCS over five phases. Phase 1 involved team induction events. These were followed by team activities (phases 2-3) and a social action project in the local community (phases 4-5). NCS ended with a graduation ceremony.

While both the summer and autumn programmes covered the same ground, the summer programmes largely took place over several weeks during the school summer holidays, and the autumn programmes took place over a shorter period of around two weeks during and after autumn half-term holidays. The following table details the differences between summer and autumn. The specific activities undertaken varied by delivery partner.

Phase	Summer	Autumn
Attending residential activities away from local area (phase 2)	5-days, staying over 1 hour away from participants' homes	3-days, staying over 1 hour away from participants' homes
Attending activities in	5-days, staying under 1 hour away from	3-days

⁴ Further stages of the evaluation will look at impacts in the longer term, and will be published in due course.

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

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

⁶ NCS programmes also took place in spring 2013. These were with a small number of participants (428), so are not part of this evaluation.

Phase	Summer	Autumn
local area (phase 3)	participants' homes	(non-residential)
Designing a social action project for local area (phase 4)	30 hours full-time over 4/5 days (non-residential)	30 hours split across this and phase 5, mostly part-time
Delivering a social action project for local area (phase 5)	30 hours, either full-time or part-time (non-residential)	30 hours split across this and phase 4, mostly part-time

1.2 Aims of the evaluation

The key objectives of this evaluation were:

- to assess the impact of the summer and autumn programmes on four outcome areas: social mixing; transition to adulthood; teamwork, communication and leadership; and community involvement
- to understand whether NCS represents good value for money and improves on the value for money of the 2012 pilots

1.3 Methodology

This section summarises the evaluation methodology. Full technical details can be found in the separately-published Technical Report.⁷

This stage of the evaluation comprised four components:

- self-completion paper and online surveys of NCS participants and control groups, conducted before the summer and autumn programmes began (the baseline), and again around three months after their completion (the follow-up) to measure the impact of NCS⁸
- an online survey of 611 parents⁹ of NCS participants (both summer and autumn), carried out between January and February 2014 to get parents' views on NCS
- qualitative in-depth interviews with 20 teachers of NCS participants to get their views on how NCS had affected participants at school¹⁰

⁷ This will be available on the Ipsos MORI website when published.

⁸ In summer, 24,926 NCS participants and 8,750 control group members completed baseline surveys. Of these, 3,091 and 1,724 respectively completed follow-up surveys. In autumn, 6,770 NCS participants and 3,638 control group members completed baseline surveys. Of these, 1,310 and 1,397 respectively completed follow-up surveys.

⁹ This sample was from participants who agreed to pass on their parents' contact details in the follow-up surveys. This was the case for 22% of respondents in the summer follow-up and 14% in the autumn follow-up.

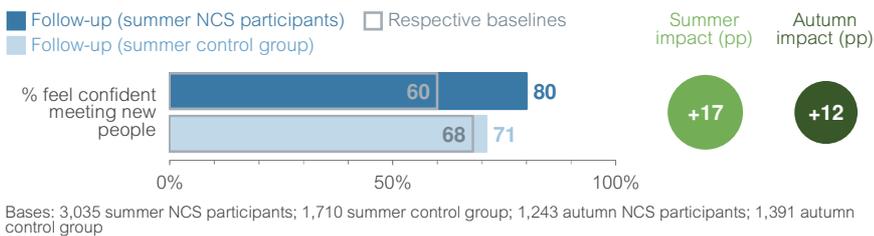
¹⁰ These were conducted by the Institute for Volunteering Research.

- an economic analysis using data from the participant surveys to monetise (as far as possible) the resource costs and benefits associated with the 2013 summer and autumn NCS programmes

Measuring impact

The NCS participant and control group samples (for summer and autumn respectively) were made comparable in terms of demographic and socio-economic characteristics using a statistical technique called propensity score matching. The impact on each outcome was then calculated as the change from baseline to follow-up among NCS participants minus the equivalent change among the respective control group (either in percentage points, or in mean scores) – these impact scores are shown in bubbles in the charts in this report.¹¹

An example of this calculation is shown in the following chart. At the follow-up surveys, 80% of summer NCS participants and 71% of the summer control group said they felt confident meeting new people, representing a change of 20 percentage points (20pp) and 3pp respectively from the baseline surveys. The difference between the two percentage point changes is the summer impact, in this case +17pp.



Comparability of control groups

The 2013 control groups were designed to be more comparable to NCS participants than that used in the evaluations of the 2011 and 2012 pilots. For 2013, the control groups were drawn from those expressing interest in NCS but not participating, whereas in 2011 and 2012 the control group was taken from the National Pupil Database in summer 2011¹². The control groups were also drawn and surveyed at the same time as NCS participants, so they were more closely aligned than in 2012. It is likely that those expressing interest in NCS (but not attending) were more like NCS participants than a general representative sample of 15-17 year-olds from the National Pupil Database.

In addition, it should be noted that, compared with the earlier evaluations, more variables were used in the propensity score matching in 2013. This

¹¹ In this report, where the stated differences between the baseline and follow-up results do not appear to equal the impact score, this is due to rounding.

¹² This is an administrative dataset of pupils attending schools or colleges in England, published annually by the Department for Education.

means the risk of not controlling for confounding variables has been reduced (but not eliminated) compared to previous years.

There may nonetheless be some attitudinal or behavioural differences between the two groups that cannot be controlled for through matching. One such difference is in the levels of community engagement among both groups as measured by a composite variable:

- those who had undertaken 20 or more hours of formal and informal volunteering in a typical recent month *and* who said they knew at least a fair amount about how to tackle a problem in their local area were classed as “highly engaged”
- those who had undertaken fewer than 5 hours of formal and informal volunteering in a typical recent month *and* who said they knew nothing at all or not very much about how to tackle a problem in their local area were classed as “less engaged”

Most young people in the NCS participant and control groups were classed as neither highly engaged nor less engaged, instead falling in between these two categories. For summer, the control group sample achieved at the follow-up survey was slightly more engaged overall (15% were classed as highly engaged, versus 10% of summer NCS participants). See Appendix A for a full breakdown of the follow-up sample profiles.

The breakdown of NCS participants based on levels of community engagement does indicate that NCS has been successful in attracting a wide range of young people, including a substantial number who are relatively less engaged in their local communities (15% of summer NCS participants were “less engaged” at the baseline, compared to 9% who were “highly engaged”).

1.4 Interpretation of findings

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

Comparisons are made between the summer and autumn programmes. This is intended to highlight where the summer programmes had an impact but the autumn programmes did not, or vice versa. Where *both* sets of programmes were found to have an impact on an outcome, there is typically no statistically significant difference in the *level* of impact between summer and autumn, with one exception – this was on participants’ feelings of influence on the world around them, which was greater for summer (+17pp) than autumn (+6pp).

Subgroup analysis is included in order to examine whether NCS had a particularly strong impact on one subgroup, in the outcomes where it had an impact overall. Significant differences by gender, ethnicity and take-up

of free school meals (considered a proxy for socio-economic background) were found and are reported here. Subgroup analysis by level of community engagement (as defined in the previous section) was also undertaken, but no significant differences were found.

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

1.5 Longer-term evaluation

The findings from the first stage of the evaluation show the impact achieved around three months after participants completed NCS. In order to assess whether there is any longer-term impact from NCS, and its long-term value for money, the next stages of this evaluation will be to conduct further follow-up surveys with NCS participants and their respective control groups. These will take place between 2014 and 2016, approximately one, two and three years on from completion of NCS.

Experiences of participants

2 Experiences of participants

Key findings

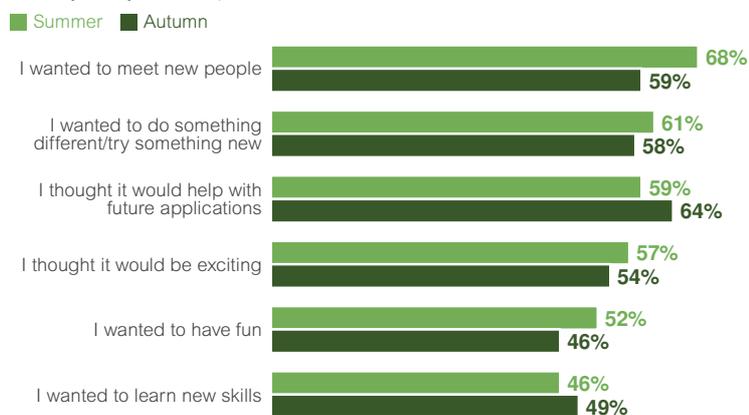
- The vast majority of participants, parents and teachers were very positive about the NCS experience and would recommend it to others. This is similar to the 2012 findings.
- Phase 2 was the best-received part of NCS, both among summer and autumn participants. Summer participants were relatively more positive about this and phase 3, whereas autumn participants were relatively more positive about the time spent on their social action project (phases 4 and 5) and placed more importance on this as part of NCS overall.
- NCS might be further improved (in participants' eyes) by a greater emphasis on the employment-related skills gained and by having clearer opportunities to volunteer or help out after finishing NCS.

2.1 Why did young people take part?

The most common reasons participants gave for taking part in NCS included the chance to meet new people or do something new, expecting it to be exciting or fun, to help with any future applications or to develop new skills. These are shown in Figure 2.1.

Figure 2.1 – most common unprompted reasons for taking part

Q. Why did you take part in NCS?



Bases: 3,091 summer NCS participants; 1,310 autumn NCS participants
N.B. chart shows all categories mentioned by over 40% of participants

Most participants (62% in summer and 66% in autumn) also mentioned some kind of personal recommendation to NCS. This recommendation most often came from schools or teachers (29% in summer and 30% in autumn), rather than friends or family.

2.2 Perceptions of National Citizen Service

How enjoyable and worthwhile did participants find National Citizen Service?

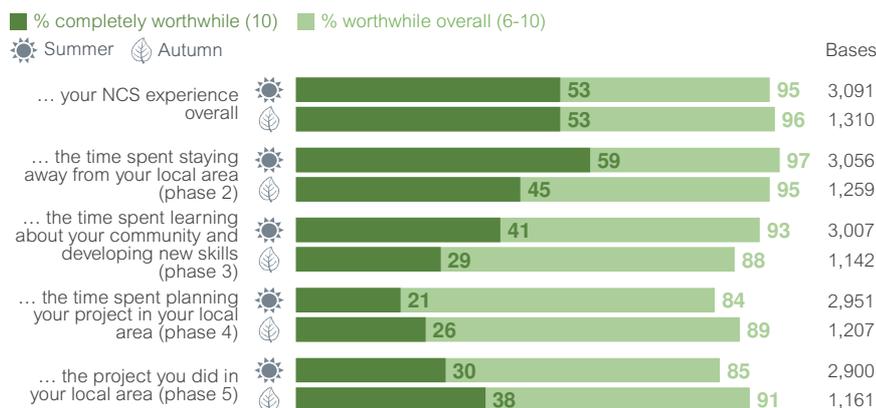
Nearly all summer and autumn participants (97%) said they enjoyed their NCS experience. In both cases, almost half (48%) said it was completely enjoyable (rating it 10 out of 10 for enjoyment). This is similar to 2012.

As well as asking how enjoyable NCS was, the follow-up survey also asked participants how *worthwhile* they felt it was. As Figure 2.2 illustrates, similarly high proportions for both summer and autumn found NCS to be worthwhile overall – half (53%) said it was completely worthwhile. Over eight-in-ten rated each phase of NCS as worthwhile, though in both summer and autumn the phase 2 residential experience was much more highly rated than the other phases. This was also the case in 2012.

Autumn participants were more positive about how worthwhile the social action project was than their summer counterparts, but were less positive than summer participants about phases 2 and 3. This may reflect the shorter time that autumn participants spent away from home than summer participants during these phases.

Figure 2.2 – perceived worthwhileness of National Citizen Service

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



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

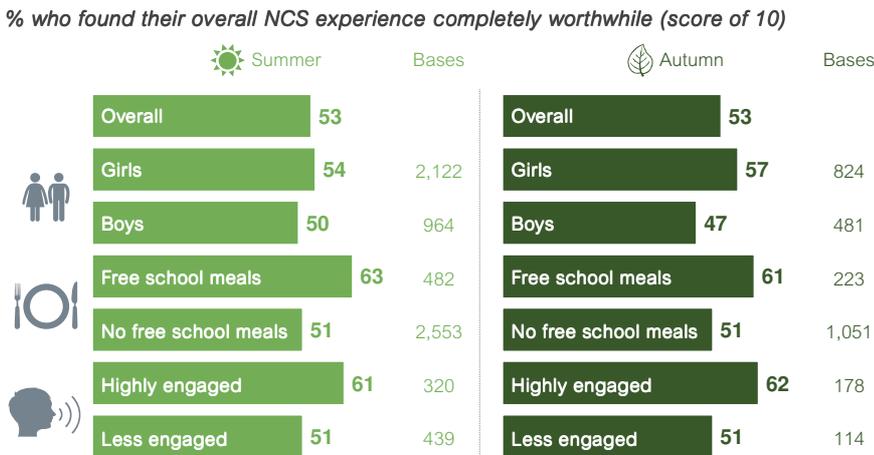
As Figure 2.3 shows, both the summer and autumn NCS programmes were rated more worthwhile overall by girls than boys, by those who received free school meals and by those who had a higher level of community engagement before NCS. These last two subgroups also found NCS to be more enjoyable than average. No differences were observed by ethnicity.

95%



of summer participants said that their overall NCS experience was worthwhile

Figure 2.3 – perceptions of National Citizen Service by subgroup



Bases: 3,091 summer NCS participants; 1,310 autumn NCS participants (unless otherwise stated for subgroups)

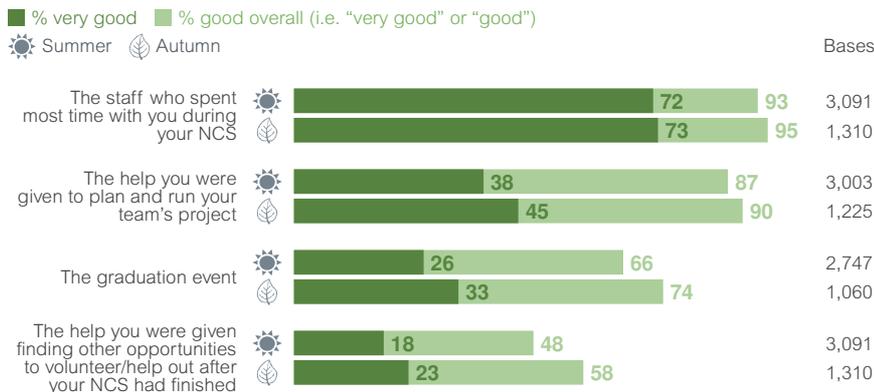
How did participants rate specific aspects of their experience?

As was the case in 2012, participants were very positive about staff on the programmes, the help they were given to run their social action project and the graduation event. They were less positive about the opportunities to volunteer after NCS had finished – this may highlight a way in which NCS could be further improved, since most participants said they wanted to continue to stay involved post-NCS (discussed again later in this chapter).

As Figure 2.4 indicates, autumn participants were again more positive about the latter stages of NCS.

Figure 2.4 – perceptions of specific aspects of National Citizen Service

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



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

72% 

of summer participants felt the staff they spent time with were very good



Teachers' views

Teachers were positive about all aspects of the programme, including the design of NCS, how it is promoted, the way different types of young people are encouraged to take part, and the impacts they perceive on participants.



It is a very rigorous, focused programme, which is ideal for students of that age.

Teacher interview

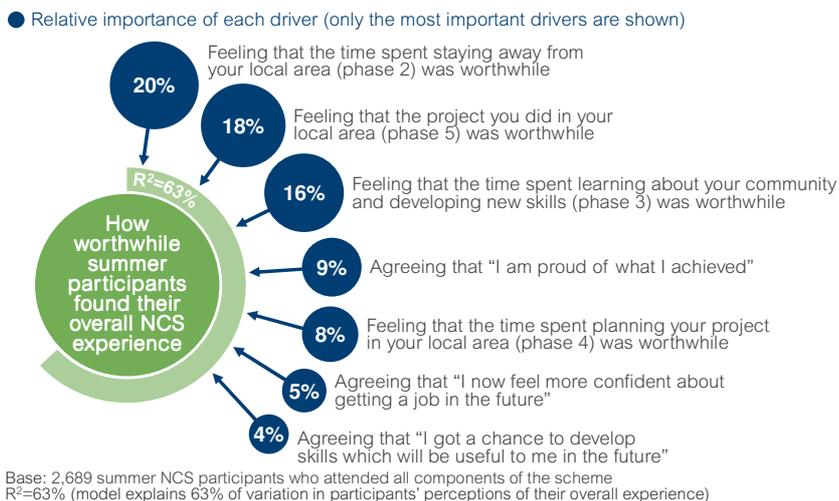


2.3 Drivers of positive experiences

A key drivers analysis was carried out to explore what drove participants' perceptions of NCS – this is a statistical analysis that shows how much of the variation in responses to a single question can be explained by other attitudes and demographics.¹³ The top drivers emerging from the analysis of summer participants are shown in Figure 2.5, along with their relative importance in explaining how worthwhile participants found NCS.

These findings suggest that summer participants' perceptions of the more intensive or active phases of NCS – the time spent in a residential setting, learning new skills or delivering a social action project – play the biggest part in determining what they think of NCS overall. By contrast, the induction and planning phases were less important factors.

Figure 2.5 – key drivers of a worthwhile experience



A similar model for autumn participants shows that they broadly have the same key drivers, but again suggests that they place more importance on their social action project (phases 4 and 5) than summer participants (see Appendix C).

¹³ Technical details of this analysis and the full set of drivers emerging from the analyses of summer and autumn participants are covered in Appendix C.

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

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

Both summer and autumn participants had similarly positive perceptions of the difference NCS had made to them, reflecting the impact analysis covered later in this report:

- Nine-in-ten (92% in summer and 91% in autumn) agreed NCS had helped them develop useful skills for the future and eight-in-ten (83% in both cases) felt capable of more than they had realised post-NCS.
- Eight-in-ten (84% and 81% respectively) said they felt more positive towards people from different backgrounds after NCS.
- Three-quarters of participants (72% and 76% respectively) agreed they were now more likely to help out locally, and around six-in-ten (61% and 64% respectively) reported feeling a greater responsibility to their local community after NCS.
- Three-quarters (76% and 72% respectively) also felt more confident about getting a job in the future after NCS, although this was a less common sentiment overall. As this was a key driver of a worthwhile NCS experience, perceptions of NCS might further be improved if future participants had a greater understanding of the employment-related skills they had gained.

Very few participants in either summer or autumn – typically five per cent or lower – disagreed with any of these sentiments.

Staying involved

Reflecting their positive experiences, nine in ten participants (88% for both summer and autumn) wanted to stay involved in NCS in 2014, and nearly half (46% in both cases) said they would *definitely* like to stay involved.

The most common ways in which both summer and autumn participants wanted to maintain involvement were through involvement in future programmes, either helping out in a residential week, on a social action project or mentoring. Participants were relatively less keen on being involved in ambassador or recruitment roles – helping with a national recruitment campaign was least commonly mentioned (by 19% of summer participants and 18% of autumn participants).

92%



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

Recommending National Citizen Service

Almost all participants said they would definitely recommend NCS to other 15-17 year-olds (90% of summer participants and 87% of autumn participants). A further 8% in summer and 11% in autumn said they would maybe recommend it to others. Again, this is similar to the 2012 NCS pilots.

98%



of summer participants said they would recommend NCS to friends and family



Parents' views

Over nine in ten (94%) parents of summer participants also said they would be likely overall to recommend NCS to friends and family. Most also said it was more valuable than various other activities their daughter or son could have undertaken over the summer (which might be work experience, travelling, other school holiday camps and other volunteering activities). These findings suggest word-of-mouth may become a bigger factor in encouraging participation in future years.

Impact of National Citizen Service 2013

3 Impact on social mixing

Key findings

NCS had positive impacts on many aspects of social mixing:

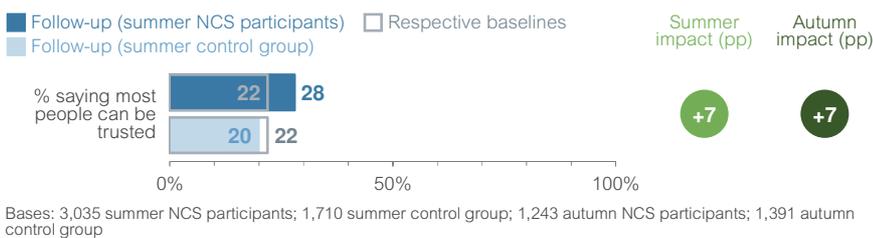
- It increased participants' trust in others.
- It improved participants' attitudes and behaviours towards people from different backgrounds, including how comfortable participants were mixing with different groups, how often they had met those from different backgrounds socially, and how willing they would be to ask those from different backgrounds for help.

While positive impacts were seen across summer and autumn participants, summer participants were more likely than their autumn counterparts to have mixed with people from a wider range of backgrounds as a result of NCS.

3.1 Social trust

NCS had a positive impact on both summer and autumn participants' willingness to trust other people, as Figure 3.1 demonstrates.

Figure 3.1 – impact on social trust



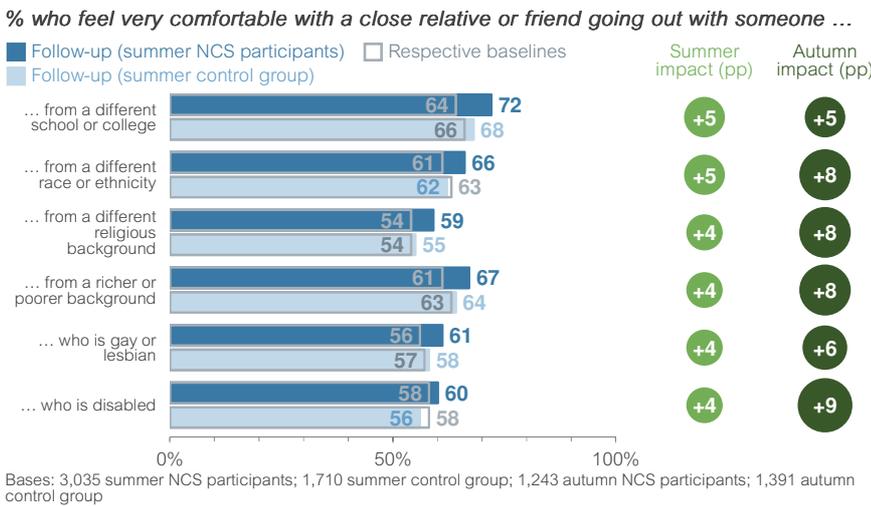
3.2 Attitudes towards mixing with people from different backgrounds

In order to assess how NCS had affected participants' overall attitudes towards mixing with others, the surveys asked how comfortable participants would be about relatives or friends going out with people from a number of different backgrounds. Both the summer and autumn programmes had positive impacts on this measure, as Figure 3.2 shows.¹⁴

¹⁴ While the percentage point impacts were generally bigger for autumn than for summer on these outcome measures, these differences are not statistically significant.

In terms of being comfortable with a relative or friend going out with someone from a different race or ethnicity, NCS had a greater positive impact on participants from ethnic minority backgrounds (+9pp, compared with +4pp for white participants).

Figure 3.2 – impact on attitudes towards mixing with people from different backgrounds



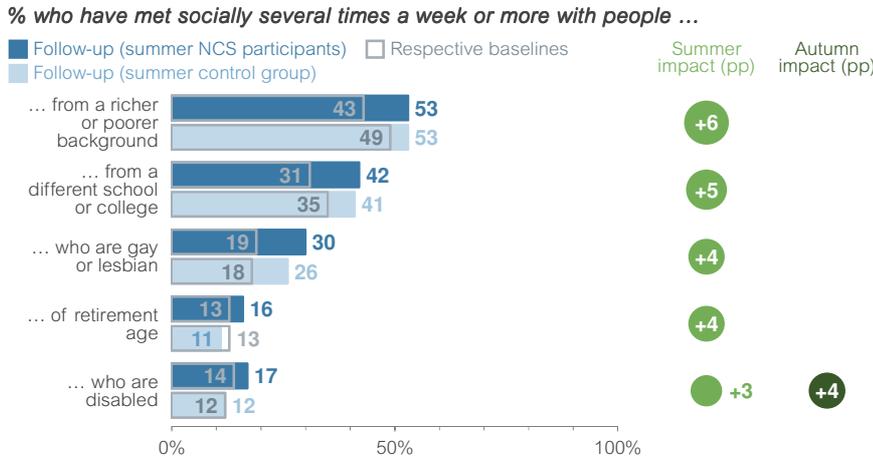
Parents' views

Nine-in-ten parents (89%) felt that, following NCS, their daughter or son had a better understanding of people from different backgrounds and half (48%) said their daughter or son “definitely” had more friends from different backgrounds.

3.3 Level of interaction with people from different backgrounds

The summer programmes had positive impacts on the level of interaction participants said they had had with people from a variety of different backgrounds, as Figure 3.3 shows. Among autumn participants, this impact was only found with regards to how often they met disabled people.

Figure 3.3 – impact on social interaction with people from different backgrounds



Whether NCS affected those who had previously *never* met socially with people from various different backgrounds was also explored. It should be noted that only a small proportion of participants fell into this category, meaning there was relatively little scope for improvement on this measure. In this context, no impact was found (both for summer and autumn). In other words, while NCS has led those who already mixed socially with different groups to do this more often, it has not been found to move young people from having *no* contact to having *some* contact with these groups.

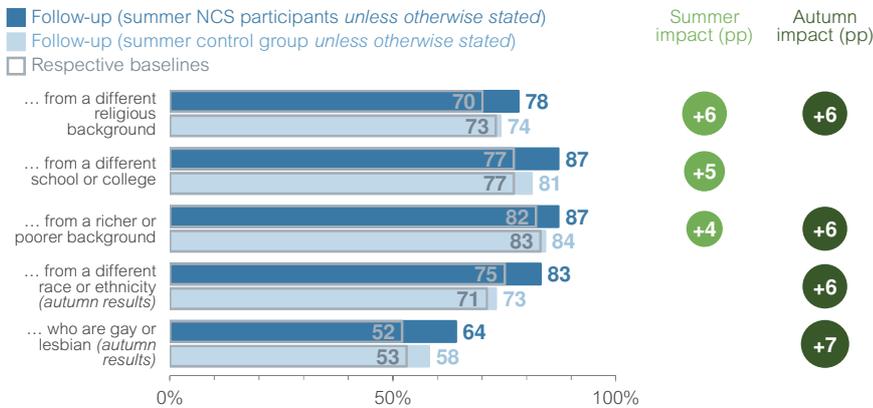
3.4 Expansion of social networks

NCS had positive impacts on participants' broader social networks. This was measured in terms of whether participants felt happy asking for advice or a favour from people they knew from various different backgrounds, as can be seen in Figure 3.4. The potential continuance of these impacts will also be measured through the longer-term follow-up surveys.

Both summer and autumn showed positive impacts on getting in touch with people from different religious and economic backgrounds, but differed when it came to other groups. Only summer participants showed improvement relative to the control group in terms of getting in touch with people from different schools or colleges. By contrast, only autumn participants showed improvement when it came to people of different races or ethnicities, and people with different sexual orientations.

Figure 3.4 – impact on social networks

% who would feel happy getting in touch with some or more people ... to ask for advice or a favour



Bases: 3,035 summer NCS participants; 1,710 summer control group; 1,243 autumn NCS participants; 1,391 autumn control group



In school, they are still generally working with their own friends. NCS is with different people. It is a real leveller. Everyone is on an equal footing in the programme because it is not academic, it is looking at other skills.

Teacher interview



Teachers' views

Teachers – particularly those from schools with relatively low levels of diversity (such as fee paying, single-sex and rural schools) – thought the focus on social mixing was important and set NCS apart from other programmes.



Comparisons to 2012

A similar, but not directly comparable question was asked on social trust in 2012, and found no impact. No other impacts on this outcome area were observed in 2012 – this does not necessarily mean that these impacts were not present, as the questions on wider social mixing were different in the 2012 evaluation.

The questions were changed in 2013 to ask about a wider range of different backgrounds, rather than general questions about participants' attitudes to "people from different backgrounds". The new questions better reflect the intended outcomes of NCS.

4 Impact on transition to adulthood

Key findings

Positive impacts were found across several aspects of the transition to adulthood outcome area:

- There were positive impacts on participants' short-term and long-term educational and career aspirations, as well as improvements in the sense of control participants had over their future success.
- NCS increased participants' confidence in practical life skills, such as decision-making and managing money.
- It improved their willingness to try new things and their resilience when things go wrong.
- It improved participants' self-reported life satisfaction, happiness and sense of worth, and it saw reductions in self-reported anxiety.

The summer and autumn programmes both had positive impacts on this outcome area, although more impacts were observed for summer than for autumn, especially around resilience when things go wrong. Nonetheless, the autumn programmes had a positive impact on participants' short-term plans to undertake further paid work or volunteering, where summer did not.

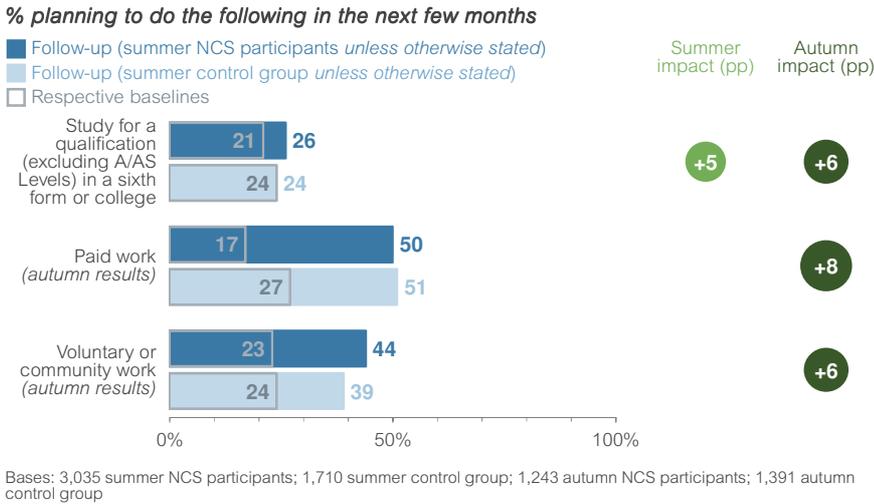
4.1 Education, employment and training

Plans for the near future

The summer and autumn programmes had a positive impact on planned uptake of further education in the next few months, specifically leading more participants to say they would be studying for a qualification (excluding A/AS Levels) in the months after their NCS.¹⁵ The autumn programmes also showed additional impacts on uptake of paid work and volunteering in the short term, as Figure 4.1 indicates.

¹⁵ There were two relevant response options in the questionnaire, allowing respondents to say they were intending to "study A/AS Levels in a sixth form or college" and/or "study for another qualification in a sixth form or college". Other qualifications might include GCSEs, the International Baccalaureate or BTEC courses.

Figure 4.1 – impact on plans for the next few months

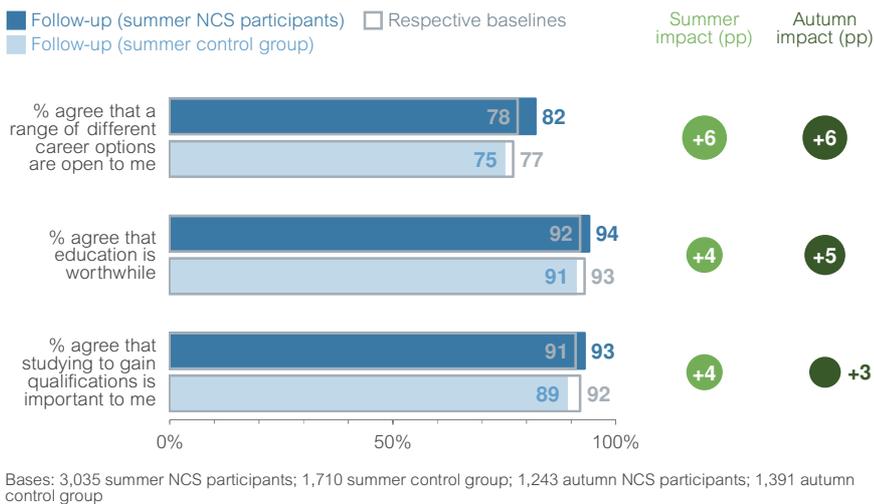


No impact was found on participants' long-term plans (i.e. what they think they will be doing in two years' time), although it should be noted that the planned longer-term follow-up surveys will be better placed to measure whether there are any long-term impacts.

Long-term choices and aspirations

Positive impacts were found for several measures on future aspirations, listed in Figure 4.2. These were apparent amongst both summer and autumn participants.

Figure 4.2 – impact on long-term choices and aspirations around education and employment

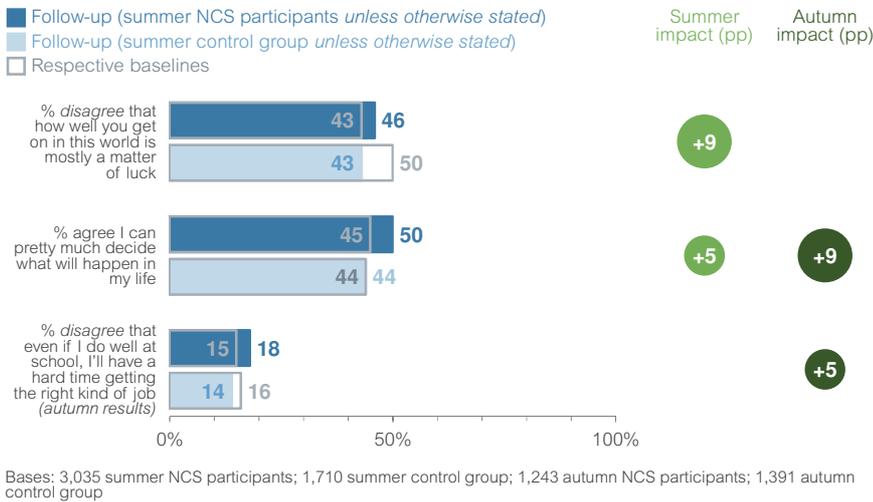


Control over future success

Some positive impacts were found in regards to how much participants felt in control of their lives and their own future success, as Figure 4.3 shows. Some impacts were specific to summer or autumn – summer participants

were less likely to feel that “how well you get on in this world is mostly a matter of luck” as a result of NCS, while autumn participants were more confident about being able to do the right kind of job.¹⁶

Figure 4.3 – impact on perceptions of control over future success

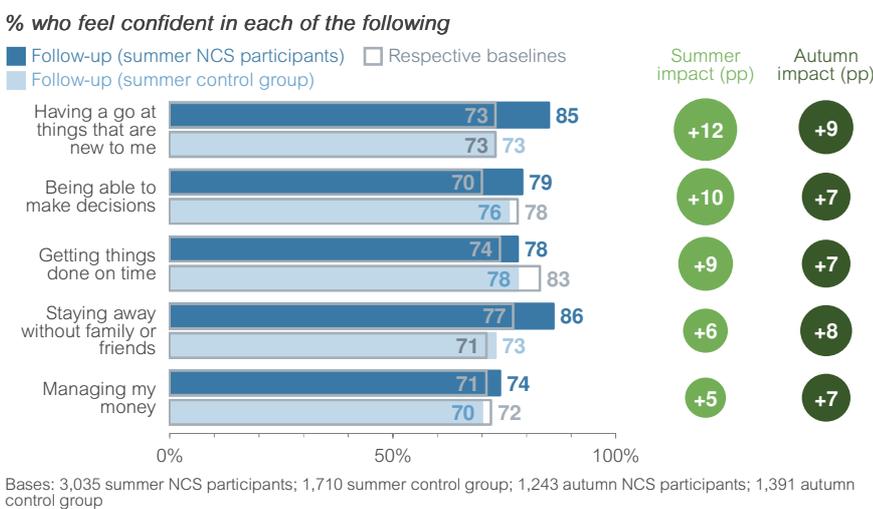


4.2 Life skills

NCS was found to have increased summer and autumn participants’ confidence in a range of practical ways, such as trying new things, decision-making, time management, independence and managing money. These are shown in Figure 4.4.

Larger positive impacts were generally found for girls than for boys in terms of these life skills (e.g. there was a +14pp impact for girls on having a go at new things, compared with +7pp for boys).

Figure 4.4 – impact on life skills



¹⁶ There were a number of other outcome measures around perceived control over future success that showed no impact. These are listed in Appendix B.



Parents' views

Half of parents felt that their daughter or son was “definitely” more confident in staying away from family or friends (56%) and in thinking things through for themselves (50%).

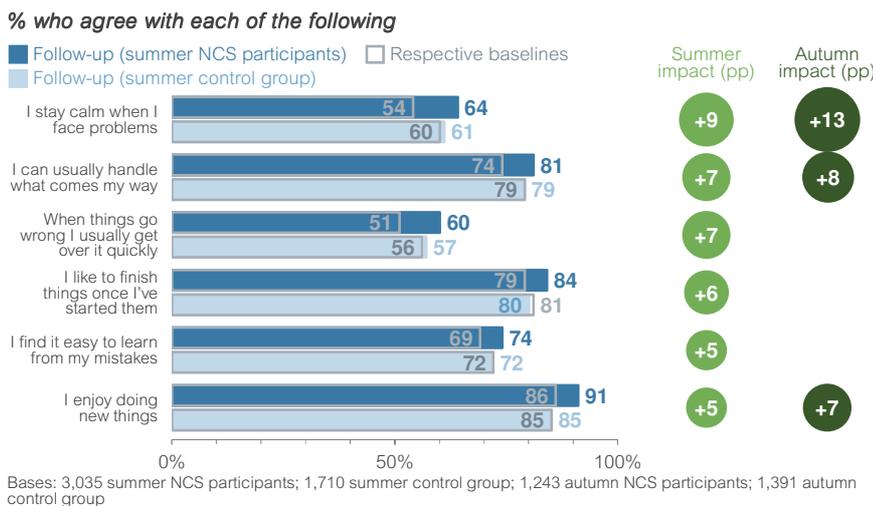
4.3 Personal resilience

New measures on personal resilience were added for the 2013 evaluation. Summer 2013 NCS participants showed increased levels of personal resilience across a number of measures compared with the control group. This included enjoyment of new experiences, handling problems, getting over things going wrong, learning from mistakes and finishing things once started, all shown in Figure 4.5.

Compared to summer, the autumn NCS programmes showed fewer positive impacts on personal resilience, although similar impacts to summer were found for staying calm in the face of problems, handling “whatever comes my way” and enjoying doing new things.

NCS participants in receipt of free school meals generally showed larger increases than others in personal resilience following NCS (e.g. an impact of +23pp on handling whatever comes their way, compared to +7pp for participants who did not receive free school meals).

Figure 4.5 – impact on personal resilience





Teachers' views

Teachers were enthusiastic about the residential part of the programmes developing participants' abilities to be independent and resilient. The social action project was also seen as developing independent thinking and problem-solving skills.



It allows them to operate in a more adult world than at school. It makes the transition between school and sixth form – they expect much more independence.

Teacher interview



Dealing with problems and staying out of trouble

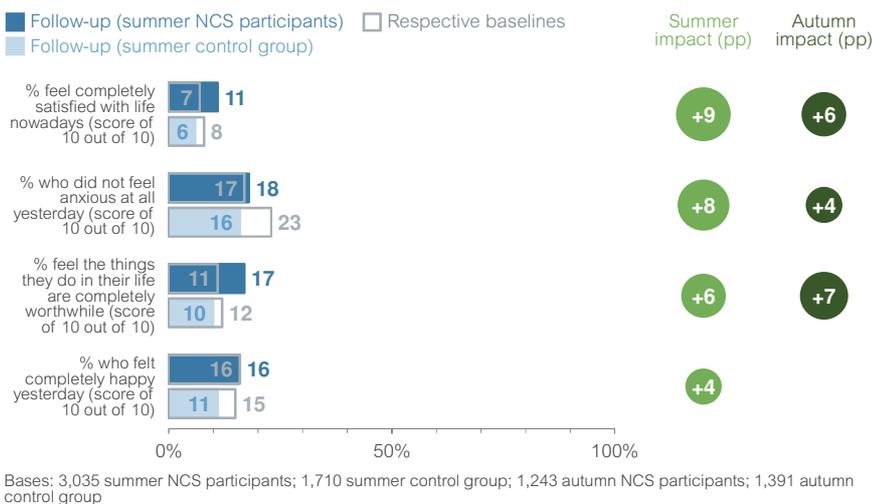
No impact was found for summer or autumn on the proportion of participants saying they want to sort out the problems in their lives (this excludes those saying they had no problems¹⁷). Similarly, no impact was recorded for the proportion saying they want to stay out of trouble.

4.4 Sense of wellbeing

The summer programmes had a positive impact on all four subjective wellbeing measures included in the survey, shown in Figure 4.6. There were observed changes in self-reported life satisfaction, happiness and how worthwhile participants felt their lives were, as well as how anxious they felt.

Similar impacts were found for the autumn programmes on participants' self-reported anxiety, life satisfaction and how worthwhile they felt their lives were, although no impact was found on their levels of happiness.

Figure 4.6 – impact on sense of wellbeing



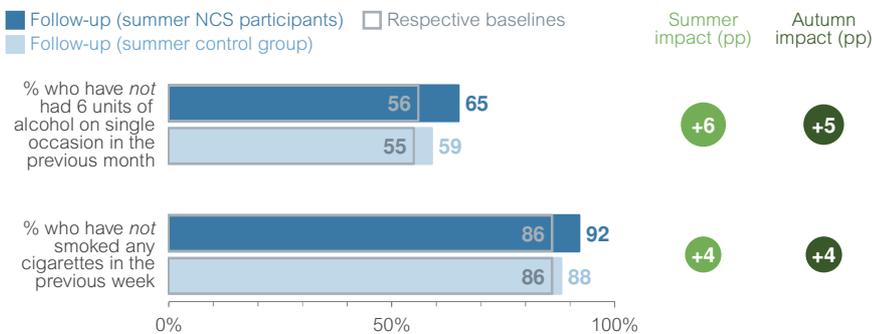
¹⁷ When including those who said they had no problems in the analysis (which matches the 2011 evaluation approach), there was a *negative* impact (-6pp) observed among summer participants on this measure. This was the result of an increase in the proportion of the control group, rather than a decrease among NCS participants. It is important to note that the control group findings may have been driven by fewer control group members saying they had no problems in the follow-up survey (13%, versus 17% at the baseline), which would in turn allow more to say they wanted to sort out their problems at the follow-up.

The impact analysis on wellbeing was also conducted in terms of mean scores out of 10 on each of these indicators. Impacts were found in all the same areas shown in Figure 4.6 for summer and autumn.¹⁸

4.5 Health impacts

While NCS does not have an explicit aim of improving health behaviours, the impact analysis suggests that it led to reductions both in alcohol consumption and smoking in summer and autumn, as Figure 4.7 indicates. These current short-term impacts will continue to be monitored in the long-term follow-up surveys.

Figure 4.7 – impact on alcohol consumption and smoking behaviour



Bases: 3,035 summer NCS participants; 1,710 summer control group; 1,243 autumn NCS participants; 1,391 autumn control group



Comparisons to 2012

Overall NCS 2013 had a wider impact on the transition to adulthood when compared to 2012. In particular, improvements in participants' sense of wellbeing and plans for further education were observed in summer 2013, while no impact was found in summer 2012.

Furthermore, a greater number of impacts were found across measures of future aspirations and life skills.

However, a positive impact on wanting to stay out of trouble was found in summer 2012, but no impact was found in this area in 2013.

¹⁸ The impacts on mean score for these indicators are listed in Appendix B.

5 Impact on teamwork, communication and leadership

Key findings

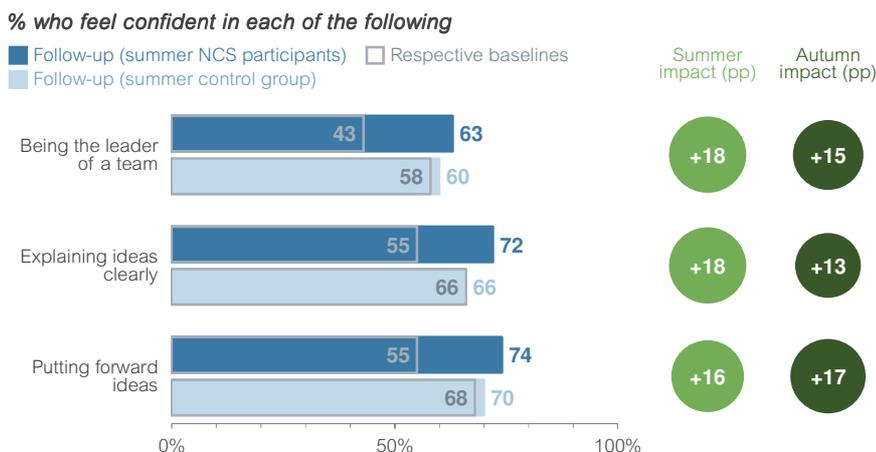
Positive impacts on teamwork, communication and leadership were among the most consistent impacts seen across all outcome areas, both for summer and autumn:

- NCS improved participants' confidence in leading and working in a team, and in putting forward and explaining new ideas to others.
- More generally, it improved participants' confidence in meeting new people, and made them more likely to say they got along with others and treated them with respect.

5.1 Confidence in leadership and communication

As Figure 5.1 shows, the positive impacts on how participants approached leadership and communication were some of the strongest seen across all outcome areas.¹⁹ This was consistent for summer and autumn participants.

Figure 5.1 – impact on leadership and communication



Bases: 3,035 summer NCS participants; 1,710 summer control group; 1,243 autumn NCS participants; 1,391 autumn control group

¹⁹ On these measures, the NCS participant and control groups had very different baseline scores. While this may be a result of unobserved differences, it may also be due to uncontrollable differences in the data collection method. NCS participants completed the questionnaires at the start of their phase 2 residential course among groups of young people, while the control group completed a postal survey on their own.



Teachers' views

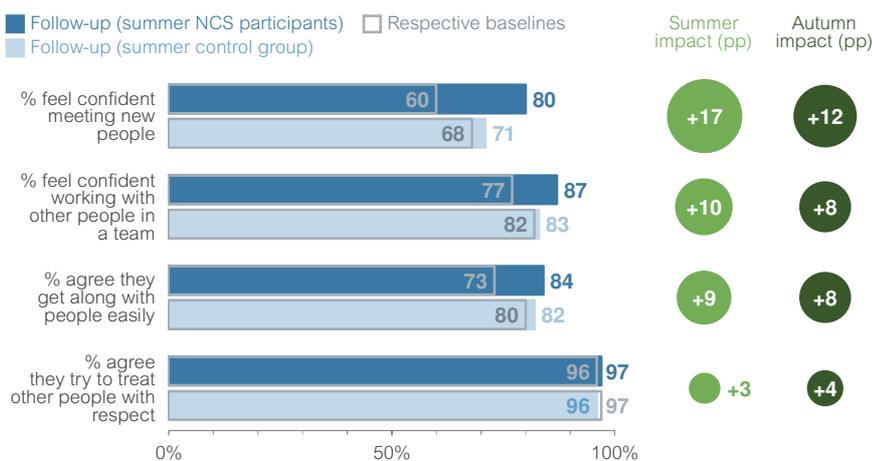
Teachers felt participants had developed a range of skills through the programme, including leadership, communication, decision-making and planning skills. Many also brought up examples of individuals whose confidence had been transformed after taking part. They saw these individuals as some of the most powerful examples of the potential of NCS.

5.2 Attitudes towards teamwork and getting along with others

Figure 5.2 shows that there were also strong positive impacts on how participants approached meeting new people and working with others. More generally, participants had shown more improvement than the control group in how well they got along with others and treated them with respect. Again, these impacts were consistent across the summer and autumn programmes.

While the impact on treating others with respect is relatively small, this may be due to the very high baseline scores. Over nine in ten participants and control group members (both in summer and autumn) already said they try to treat others with respect in the baseline survey, leaving relatively little room for improvement. There were nonetheless statistically significant impacts recorded for this measure, for both summer and autumn.

Figure 5.2 – impact on teamwork and getting along with others



Bases: 3,035 summer NCS participants; 1,710 summer control group; 1,243 autumn NCS participants; 1,391 autumn control group



There was one girl I had never heard say a word. She went on NCS and then in front of 200 people at the celebration event she stood up and she spoke. For me that really was powerful.

Teacher interview





Parents' views

Reflecting the impact analysis, improved teamwork and communication were the outcome areas most frequently acknowledged by parents when looking back at NCS. Nine in ten (88%) said their daughter or son was now better at working with others in a team. A majority also felt they were more confident in meeting new people (76%), putting forward ideas (71%) and explaining these ideas clearly (61%).



Comparisons to 2012

The 2012 evaluation included five of the same outcome measures used in 2013, looking at confidence in teamwork, leadership and communication. In line with the 2013 findings, this was the outcome area where some of the most substantial and consistent impacts from NCS were observed.

The extent to which young people felt they got on easily with others and treated others with respect was not measured in 2012, so the impacts on these measures are new findings for 2013.

6 Impact on community involvement

Key findings

NCS had several positive impacts on attitudes and behaviours around community involvement, again some of the most consistent observed across all outcome areas. There were improvements in:

- how much participants felt they knew about how to get involved in their local communities and how to tackle local problems
- how much influence participants felt they had when getting involved and whether they felt capable of being involved
- participants' community engagement, both in terms of the average number of hours of formal and informal volunteering they had done in a typical recent month and their intention to vote

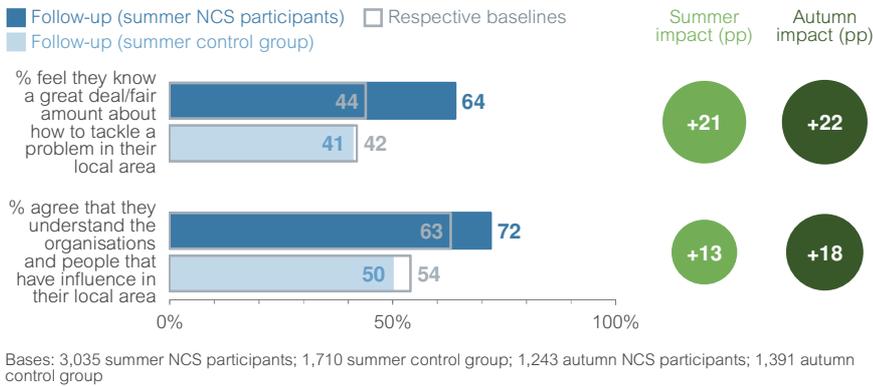
While these impacts were seen across summer and autumn, the increases in volunteering were across a wider range of activities for autumn participants than for summer participants. At the same time, the impact on participants' perceived ability to influence the world around them was bigger in summer than in autumn.

6.1 Knowledge and understanding of community involvement

The summer and autumn programmes had equally large positive impacts on participants' knowledge and understanding of how to tackle problems in their local area, and of the influential groups in their local area, as Figure 6.1 highlights.

The improvement in how much participants felt they knew about tackling problems in their local area was larger for girls than for boys in summer (+25pp compared with +11pp). This subgroup difference is not present among autumn participants.

Figure 6.1 – impact on perceived knowledge and understanding of local community and community involvement



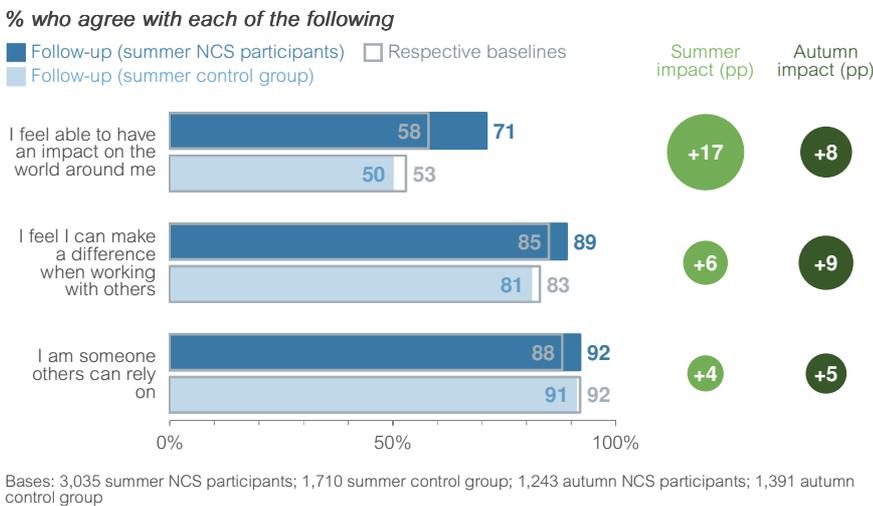
Parents' views

Around four-fifths of parents felt that, since participating in NCS, their daughter or son knew more about how to tackle a problem in their local area (78%) and better understood the people and organisations that have influence in their local area (79%).

6.2 Perceived ability to make a difference

NCS also had a positive impact on the extent to which participants felt they could influence the world around them. Figure 6.2 shows this was greater for summer participants than for autumn ones. There were also impacts on the extent to which participants felt they could make a difference when working with others, and were someone others could rely on.

Figure 6.2 – impact on perceived ability to make a difference

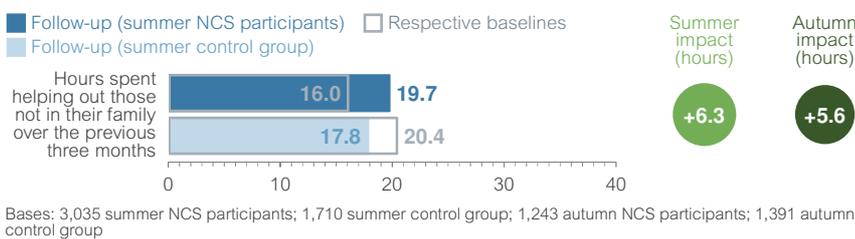


6.3 Involvement and helping out

Helping out and volunteering

There was a positive impact on the average number of hours that summer and autumn participants said they had spent helping out organisations and people not in their family over the previous three months (+6.3 hours for summer participants and +5.6 hours for autumn participants), shown in Figure 6.3.²⁰ These hours were in addition to the 30 hours NCS participants spent on their social action projects as part of NCS, so represent a considerable amount of time spent overall on volunteering.

Figure 6.3 – impact on formal and informal volunteering



Looking at the specific activities included within this formal and informal volunteering:

- The summer programmes had a positive impact (+7pp) on participants doing “something else”²¹ to help people or improve their local area.
- The autumn programmes had a wider range of positive impacts, on participants helping out in local organisations (other than local clubs, groups, organisations or places of worship; +7pp), helping people not in their family to do shopping, collect pensions or pay bills (+7pp), and helping those outside their family to do routine household chores like cooking, cleaning or gardening (+6pp).



Parents' views

Three-fifths of parents (63%) said their daughter or son was more involved in their local community after taking part in NCS.

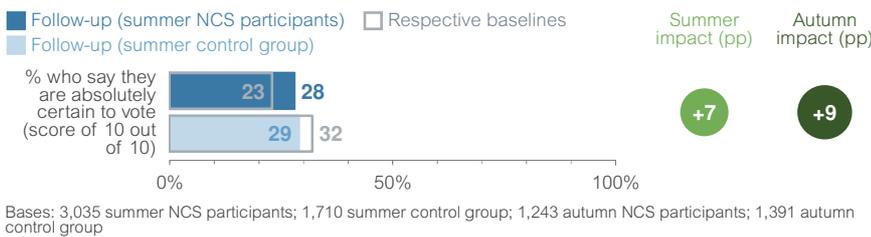
²⁰ As with all the impacts noted in this report (unless otherwise stated), the difference here between summer and autumn in hours spent helping out is not statistically significant.

²¹ This was a specific answer category among others listed on the questionnaire. The other categories included helping out at local organisations (such as clubs, groups or places of worship), raising money for charity, contacting the local council, media or school, and organising a petition. The “something else” response denotes something other than these.

6.4 Intention to vote

The 2013 evaluation also measured civic engagement in terms of likelihood to vote in a general election – this was a new measure not included in the 2012 evaluation. Again, a positive impact was found on this indicator, with summer and autumn participants becoming more certain in their intention to vote. This was the result of an increased likelihood to vote among participants alongside a decrease among the control groups (for both summer and autumn) as Figure 6.4 indicates.

Figure 6.4 – impact on intention to vote



I really do think it encourages them to become more active citizens.

Teacher interview



Teachers' views

Teachers were typically positive about how NCS had improved participants' attitudes and understanding with regards to their local communities. While many said they did not know whether this had led to increases in actual involvement, some teachers were aware of cases where participants had continued the volunteering they started during NCS, or started up new extra-curricular activities.



Comparisons to 2012

Impacts on this outcome area were found for the first time in 2013. This does not necessarily mean that these impacts were not present in 2012, as the questions on community involvement were different in the 2012 evaluation. The questions were changed so that the 2013 evaluation could look at more aspects of community involvement, such as knowledge of the local area and wider engagement.

Value for money of National Citizen Service 2013

7 Value for money

This section summarises the assessment of value for money associated with NCS 2013. This analysis has been undertaken in line with the principles of the HM Treasury Green Book, and seeks to monetise (as far as possible) the resource costs and benefits associated with the scheme. Full details of the analysis are set out in the separately-published Technical Report.

This analysis is based on the numbers completing summer and autumn NCS programmes.²²

Key findings

- Overall it is estimated that NCS 2013 delivered benefits (excluding health impacts) of between £68m and £236m in summer, and between £14m and £60m in autumn. Including health impacts, the estimated benefits rise to between £84m and £300m in summer, and between £16m and £78m in autumn.
- The cost-benefit analysis suggests NCS delivered between £1.39 and £4.80 of benefits per £1 of expenditure in summer and between £1.09 and £4.71 in autumn. Including health impacts, this would rise to between £1.70 and £6.10 in summer and between £1.27 and £6.09 in autumn.
- The aforementioned results are not directly comparable to 2012. Reusing the 2012 methodology, it is estimated that NCS delivered between £2.39 and £4.46 per £1 of expenditure in 2013, compared to between £1.50 and £2.80 in 2012.

7.1 Costs

Evidence on the cost of NCS 2013 was provided directly by the Cabinet Office and covers centrally-funded contributions to the cost of the programmes. These costs are £49m for the summer programmes and £13m for the autumn programmes. This equates to a unit cost per participant of close to £1,550 for summer and £1,650 for autumn²³, compared with a unit cost of around £1,700 in 2012. These estimates will slightly understate the

²² 30,045 participants in summer and 7,221 in autumn

²³ Even though the autumn programmes were shorter, their cost was higher than that of the summer programmes. This was partly due to the intensity of the autumn programmes not driving meaningful savings and also because there was a major storm (the St. Jude storm) that struck southern England the night before the autumn programmes, driving a large number of cancellations and thus fewer per-participant cost savings.

actual resource costs as in some cases the parents of participants will also have made small financial contributions to the cost of NCS (of up to £50).

7.2 Benefits

Education

NCS aims to raise the aspirations of participants as well as provide experience to support their job, college and university applications. Engagement in further and higher education may improve social welfare by enhancing the skills of learners, enabling them to enter more productive occupations (reflected in earnings).

The impact analysis suggests NCS led to an increase in the proportion of participants intending to study for further education qualifications (excluding A/AS Levels) in a sixth form or college in the order of between 2.5pp and 8.2pp for summer, and between 2.4pp and 10.0pp for autumn. For the purposes of this analysis, it has been assumed that these participants will potentially go on to study an equal mix of Level 2 and 3 vocational qualifications.

Research by the Department for Business, Innovation and Skills suggests that progression to Level 2 or 3 qualifications leads to an increase in lifetime earnings of £38,700 and £64,800 (in present value terms).²⁴ A success rate²⁵ in line with the general population of learners of 87% has been assumed. A lower bound scenario under which 70% of those who intend to go on to further study actually do so has been modelled alongside an upper bound one where all of them do so. With these assumptions, it is estimated that these effects may lead to lifetime income benefits from increased earnings of between £17.7m and £138.7m for summer and between £4.1m and £40.6m for autumn.

Summer: $30,045 \times (0.025 \text{ or } 0.082) \times (£38,700 \text{ or } £64,800) \times (0.7 \text{ or } 1.0) \times 0.87 = £17.7\text{m to } £138.7\text{m}$

Autumn: $7,221 \times (0.024 \text{ or } 0.100) \times (£38,700 \text{ or } £64,800) \times (0.7 \text{ or } 1.0) \times 0.87 = £4.1\text{m to } £40.6\text{m}$

Volunteering

NCS aims to create a more cohesive, responsible and engaged society. Young people are encouraged to work together to create social action projects in their local communities and need to complete 30 hours of

²⁴ Department for Business, Innovation and Skills (2011) *Returns to Intermediate and Low Level Vocational Qualifications*

²⁵ This is defined as individuals both completing and achieving their learning aims.

voluntary work to graduate. Additionally, participation in NCS may lead to longer-term effects on volunteering. This volunteering involves unpaid work involving the provision of goods or services (which will be valued by the individuals or communities benefiting).

The research suggests that on average, NCS participants were involved in volunteering activity for an average of 16 and 14 hours per month prior to taking part in either the summer or autumn programmes. As such, it is estimated that NCS led to an increase in volunteering hours of between 14 hours (summer) and 16 hours (autumn) over the duration of the social action project. This volunteering time was valued by applying the National Minimum Wage for young people (of £3.72) across the number of participants completing, and was estimated at a total of £1.6m for the summer programmes and £0.4m for the autumn programmes.

Summer: $30,045 \times 14 \times \text{£}3.72 = \text{£}1.6\text{m}$

Autumn: $7,221 \times 16 \times \text{£}3.72 = \text{£}0.4$

In addition, the evidence suggests that impacts on volunteering behaviour endured beyond the lifetime of the programmes, with an increase in monthly volunteering of between 3.1 and 8.9 hours per month following the completion of the summer programmes, and between 2.5 and 9.7 hours per month following the autumn programmes (though the evidence introduced some uncertainty as to how far these effects might be expected to last for a longer period of time).

The follow-up survey took place four months following the baseline survey for the summer programmes, and three months following the baseline survey for the autumn programmes. Again, applying the National Minimum Wage, the value of volunteering benefits accrued by the time of the follow-up surveys was estimated at between £1.4m and £4.0m for summer, and £0.2m and £0.8m for autumn. This would rise to between £4.1m and £11.9m for summer, and between £0.8m and £3.1m for autumn if these effects were assumed to last for 12 months post-NCS.

Summer: $30,045 \times (3.1 \text{ or } 8.9) \times (4 \text{ or } 12) \times \text{£}3.72 = \text{£}1.4\text{m to } \text{£}11.9\text{m}$

Autumn: $7,221 \times (2.5 \text{ or } 9.7) \times (3 \text{ to } 12) \times \text{£}3.72 = \text{£}0.2\text{m to } \text{£}3.1\text{m}$

Leadership skills

NCS also led to reported improvements in the leadership skills of participants, including increased confidence in teamwork and communication. It was estimated that NCS had an impact of +16pp and

+13pp in leadership skills for summer and autumn respectively (an average of all the outcome measures on this included in the evaluation).

A US study has demonstrated that leadership skills (over and above cognitive skills and other influential factors) can have long-term effects on the earnings of individuals (in the order of 2.1% to 3.8% after controlling for other psychological traits and occupation).²⁶ It should be noted that around 20% of these effects has been attributed to the impact leadership skills have on the take-up of further education, and changes in further education arguably have already been accounted for in the estimates above.

In line with the 2012 evaluation, it is assumed that the present value of lifetime earnings for an NCS participant is £600,000. After adjusting for possible double-counting whereby increased leadership skills lead to increased participation in education (assumed at 20%), the value of these impacts in terms of increased earnings for participants is estimated at between £47.4m and £83.5m for summer, and between £9.4m and £16.5m for autumn.

Summer: $30,045 \times 0.16 \times (0.021 \text{ or } 0.038) \times (0.2 \text{ or } 1.0) \times £600,000$
= £47.4m to £83.5m

Autumn: $7,221 \times 0.13 \times (0.021 \text{ or } 0.038) \times (0.2 \text{ or } 1.0) \times £600,000 =$
£9.4m to £16.5m

Health impacts

NCS does not have an explicit aim of improving health behaviours, although indirect effects – such as reducing smoking, drinking or encouraging greater levels of physical activity – may be possible.

The impact analysis suggests that NCS led to a reduction in the proportion of participants that did not consume six units of alcohol on a single occasion over the month preceding the surveys of between 2.5pp and 8.8pp for summer, and between 1.1pp and 9.7pp in autumn. For the purposes of this analysis, these changes in behaviour have been assumed to be equivalent to a reduction in alcohol consumption from “heavy drinking” to “moderate drinking”, with the impact on healthy life expectancy estimated as an increase of 0.32 years. Assuming that these effects are sustained, their value has been estimated at between £4.8m and £16.9m for summer, and between £0.5m and £4.5m for autumn.²⁷

²⁶ Kuhn and Weinberger (2003) *Leadership Skills and Wages*, University of California

²⁷ In line with Department of Health guidance, an additional year of life expectancy at full health has been valued at £20,000.

Summer: $30,045 \times (0.025 \text{ or } 0.088) \times 0.32 \times \text{£}20,000 = \text{£}4.8\text{m to } \text{£}16.9\text{m}$

Autumn: $7,221 \times (0.011 \text{ or } 0.097) \times 0.32 \times \text{£}20,000 = \text{£}0.5\text{m to } \text{£}4.5\text{m}$

The impact analysis also suggests that NCS led to a reduction in the proportion of participants smoking (measured over the week preceding the surveys) of between 1.4pp and 6.1pp for summer and 1.0pp and 7.1pp for autumn. The impact of cessation of smoking on quality-adjusted life expectancy has been estimated as an increase of 1.29 years, and if these changes in behaviour are sustained, they might be valued at between £10.9m and £47.3m for summer, and between £1.9m and £13.2m for autumn.²⁷

Summer: $30,045 \times (0.014 \text{ or } 0.061) \times 1.29 \times \text{£}20,000 = \text{£}10.9\text{m to } \text{£}47.3\text{m}$

Autumn: $7,221 \times (0.010 \text{ or } 0.071) \times 0.32 \times \text{£}20,000 = \text{£}1.9\text{m to } \text{£}13.2\text{m}$

These impacts are highly uncertain, as they are contingent on behaviour change being sustained for the long term. Therefore, estimates of total benefits have been presented both including and excluding such effects.

Wellbeing

The results of the impact analysis suggest that NCS led to significant wellbeing benefits – it improved participants' self-reported life satisfaction, happiness and sense of worth, and it saw reductions in self-reported anxiety. It has not been possible to place a monetary value on these impacts within the scope of this study. As such, this cost-benefit analysis may understate the overall benefits of NCS.

7.3 Value for money

Overall it is estimated that NCS 2013 delivered benefits (excluding health impacts) of between £68m and £236m in summer, and between £14m and £60m in autumn. Including health impacts, the estimated benefits rise to between £84m and £300m in summer, and between £16m and £78m in autumn.

The cost-benefit analysis suggests NCS delivered between £1.39 and £4.80 of benefits per £1 of expenditure in summer and between £1.09 and £4.71

in autumn. Including health impacts, this would rise to between £1.70 and £6.10 in summer and between £1.27 and £6.09 in autumn.

Although the methodology for the cost-benefit analysis has been developed to provide as robust a picture as possible of the potential future benefits of NCS, there is some uncertainty driven by the short-term nature of results obtained to date, alongside the long-term nature of some of the impacts involved. In particular, these results are based on projections of how individuals might behave in the future and it is not possible to provide a conclusive assessment of the value for money associated with NCS (and this is reflected in the ranges given). Nonetheless, it should also be noted that even under the most pessimistic scenarios, the scheme is estimated to have delivered greater social benefits than the costs involved.

The following table summarises the cost-benefit analysis results:

	Summer 2013			Autumn 2013		
	Low	High	Central	Low	High	Central
	Costs (£m)					
Cost of NCS	49.1	49.1	49.1	12.9	12.9	12.9
	Benefits (excluding health benefits, £m)					
Income from higher educational attainment	17.7	138.7	59.8	4.1	40.6	16.8
Value of voluntary work as part of NCS	1.6	1.6	1.6	0.4	0.4	0.4
Value of additional voluntary work post-NCS	1.4	11.9	5.4	0.2	3.1	1.2
Income from improved leadership skills	47.4	83.5	65.5	9.4	16.5	12.9
Value of benefits (excluding health benefits)	68.1	235.7	132.2	14.0	60.7	31.3
Benefit to cost ratio (£s per £1 spending)	1.39	4.80	2.69	1.09	4.71	2.44
	Benefits (including health benefits, £m)					
Value of increased life expectancy associated with reductions in alcohol consumption	4.8	16.9	11.0	0.5	4.5	2.4
Value of increased life expectancy associated with smoking cessation	10.9	47.3	31.8	1.9	13.2	7.1
Value of benefits (including health benefits)	83.7	299.9	175.0	16.4	78.4	40.9
Benefit to cost ratio (£s per £1 spending)	1.70	6.10	3.56	1.27	6.09	3.18

Comparisons to 2012

The results set out in the previous sections of this chapter have been developed on the basis of a different methodology to that employed in the 2012 and prior evaluations of NCS. In particular, a more conservative approach has been adopted while also expanding the range of potential costs and benefits involved. Therefore, the core value-for-money metrics mentioned earlier are not directly comparable to 2012. However, in order to allow for some comparative analysis, the 2013 value-for-money findings have also been calculated using the 2012 methodology.

NCS 2013 involved larger numbers of participants than in 2012, and both overall costs and benefits were estimated to be higher in 2013 than in 2012.

Replicating the previous approach, it was estimated that NCS 2013 (for the summer and autumn programmes) delivered between £2.39 and £4.46 per £1 of expenditure, in comparison to between £1.50 and £2.80 in 2012. The main drivers of these differences were stronger impacts around teamwork and communication, in addition to reduced programme costs.

Appendices

Appendix A: sample profiles

The following table shows the achieved sample profiles for the follow-up surveys after carrying out propensity score matching.²⁸ The closeness of the NCS participant and control group profiles demonstrates the effectiveness of the matching process.

	Summer		Autumn	
	NCS	Control	NCS	Control
Sample size	3,035	1,710	1,243	1,391
Gender				
Male	31%	31%	34%	35%
Female	69%	69%	65%	65%
Ethnicity				
White	73%	76%	63%	72%
Ethnic minority	26%	24%	37%	27%
Socio-economic				
On free school meals	16%	16%	17%	17%
Not on free school meals	83%	82%	81%	82%
Community engagement				
Highly	10%	15%	9%	8%
Neither highly nor less	75%	73%	78%	75%
Less	14%	13%	14%	18%

²⁸ Where percentages do not add to 100%, this is through missing information, due to paper survey respondents leaving questions blank.

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

	Summer NCS		Autumn NCS	
	Baseline	Follow-up	Baseline	Follow-up
Sample size	24,926	3,091	6,770	1,310
Gender				
Male	41%	31%	46%	37%
Female	57%	69%	49%	63%
Ethnicity				
White	66%	73%	66%	62%
Ethnic minority	29%	26%	28%	37%
Socio-economic				
On free school meals	19%	16%	19%	17%
Not on free school meals	73%	83%	73%	80%
Community engagement				
Highly	9%	10%	8%	9%
Neither highly nor less	77%	75%	78%	78%
Less	15%	14%	14%	14%

Appendix B: full list of outcome measures

The following table provides a full list of outcome measures included in the impact analysis, including those where no statistically significant impact was observed. Only statistically significant impacts are shown in the rightmost columns.

Outcome	Summer impact	Autumn impact
Social mixing outcomes		
% saying most people can be trusted	+7pp	+7pp
% who feel very comfortable with a close relative or friend going out with someone from a different school or college	+5pp	+5pp
% who feel very comfortable with a close relative or friend going out with someone from a different race or ethnicity	+5pp	+8pp
% who feel very comfortable with a close relative or friend going out with someone from a different religious background	+4pp	+8pp
% who feel very comfortable with a close relative or friend going out with someone from a richer or poorer background	+4pp	+8pp
% who feel very comfortable with a close relative or friend going out with someone who is gay or lesbian	+4pp	+6pp
% who feel very comfortable with a close relative or friend going out with someone who is disabled	+4pp	+9pp
% who have met socially several times a week or more with people from a richer or poorer background	+6pp	
% who have met socially several times a week or more with people from a different school or college	+5pp	
% who have met socially several times a week or more with people who are gay or lesbian	+4pp	
% who have met socially several times a week or more with people of retirement age	+4pp	
% who have met socially several times a week or more with people who are disabled	+3pp	+4pp
% who would feel happy getting in touch with some or more people from a different religious background to ask for advice or a favour	+6pp	+6pp

Outcome	Summer impact	Autumn impact
% who would feel happy getting in touch with some or more people from a different school or college to ask for advice or a favour	+5pp	
% who would feel happy getting in touch with some or more people from a richer or poorer background to ask for advice or a favour	+4pp	+6pp
% who would feel happy getting in touch with some or more people from a different race or ethnicity to ask for advice or a favour		+6pp
% who would feel happy getting in touch with some or more people who are gay or lesbian to ask for advice or a favour		+7pp
% who would feel happy getting in touch with some or more people of retirement age to ask for advice or a favour		
% who would feel happy getting in touch with some or more people who are disabled to ask for advice or a favour		
% agree that people get on well together in my local area	+7pp	+9pp
Transition to adulthood		
% planning to study A/AS Levels in a sixth form or college in the next few months		
% planning to study for another qualification (excluding A/AS Levels) in a sixth form or college in the next few months	+5pp	+6pp
% planning to an Apprenticeship, similar type of training or work experience in the next few months		
% planning to do paid work (full-time or part-time) in the next few months		+8pp
% planning to undertake voluntary help or community work in the next few months		+6pp
% planning to care for a friend or family member in the next few months		
% planning to look after the home or children in the next few months		
% planning to do something else in the next few months	-3pp	
% with no plans for the next few months		

Outcome	Summer impact	Autumn impact
% intending to be looking for work or unemployed in two years' time		
% intending to be in an Apprenticeship or similar type of training in two years' time		
% intending to be in a full-time job (30 or more hours per week) in two years' time		
% intending to be studying full-time for a degree or other higher education qualification in two years' time		
% intending to be studying full-time for another qualification in two years' time		
% intending to be taking a break from study or work in two years' time		
% intending to be looking after the home or children in two years' time		
% intending to be caring for a friend or family member in two years' time		
% intending to be doing something else in two years' time		
% agree that a range of different career options are open to me	+6pp	+6pp
% disagree that I'm not interested in doing any more learning		
% agree that studying to gain qualifications is important to me	+4pp	+5pp
% agree that education is worthwhile	+4pp	+3pp
% disagree that how well you get on in this world is mostly a matter of luck	+9pp	
% agree that I can pretty much decide what will happen in my life	+5pp	+9pp
% disagree that even if I do well at school, I'll have a hard time getting the right kind of job		+5pp
% agree that if someone is not a success in life, it is usually their own fault		
% agree that working hard now will help me get on later in life		
% disagree that people like me don't have much of a chance in life		

Outcome	Summer impact	Autumn impact
% agree that if you work hard at something, you'll usually succeed		
% who feel confident in having a go at things that are new to me	+12pp	+9pp
% who feel confident in being able to make decisions	+10pp	+7pp
% who feel confident in getting things done on time	+9pp	+7pp
% who feel confident in staying away without family or friends	+6pp	+8pp
% who feel confident in managing my money	+5pp	+7pp
% agree that I stay calm when I face problems	+9pp	+13pp
% agree that I can usually handle what comes my way	+7pp	+8pp
% agree that when things go wrong I usually get over it quickly	+7pp	
% agree that I like to finish things once I've started them	+6pp	
% agree that I find it easy to learn from my mistakes	+5pp	
% agree that I enjoy doing new things	+5pp	+7pp
% who say the following statement is quite/just like them: some young people want to sort out the problems in their lives (including those who said they had no problems)	-6pp	
% who say the following statement is quite/just like them: some young people want to sort out the problems in their lives (excluding those who said they had no problems)		
% who say the following statement is quite/just like them: some young people want to stay out of trouble		
% who feel completely satisfied with life nowadays (score of 10 out of 10)	+9pp	+6pp
% who did not feel anxious at all yesterday (score of 10 out of 10)	+8pp	+4pp
% who feel the things they do in their life are completely worthwhile (score of 10 out of 10)	+6pp	+7pp

Outcome	Summer impact	Autumn impact
% who felt completely happy yesterday (score of 10 out of 10)	+4pp	
Mean score for how anxious they felt yesterday (where 10 is completely anxious)	-0.8	-0.4
Mean score for satisfaction with life nowadays (where 10 is completely satisfied)	+0.6	
Mean score for how happy they felt yesterday (where 10 is completely happy)	+0.5	+0.6
Mean score for how worthwhile they feel the things they do in their life are (where 10 is completely worthwhile)	+0.5	+0.6
% who have not had 6 units of alcohol on single occasion in the previous month	+6pp	+5pp
% who have not smoked any cigarettes in the previous week	+4pp	+4pp
% who were physically active for at least 30 minutes each day for the past seven days		
Teamwork, communication and leadership		
% who feel confident in being the leader of a team	+18pp	+15pp
% who feel confident in explaining ideas clearly	+18pp	+13pp
% who feel confident in putting forward ideas	+16pp	+17pp
% who feel confident in meeting new people	+17pp	+12pp
% who feel confident in working with other people in a team	+10pp	+8pp
% agree that I get along with people easily	+9pp	+8pp
% agree that I try to treat other people with respect	+3pp	+4pp
Community involvement		
% who feel they know a great deal/fair amount about how to tackle a problem in their local area	+21pp	+22pp
% agree that they understand the organisations and people that have influence in their local area	+13pp	+18pp

Outcome	Summer impact	Autumn impact
% agree that I feel able to have an impact on the world around me	+17pp	+8pp
% agree that I feel I can make a difference when working with others	+6pp	+9pp
% agree that I am someone others can rely on	+4pp	+5pp
Hours in total spent on formal and informal volunteering in a typical recent month (excluding time spent on the social action project as part of NCS)	+6.3	+5.6
% who have taken part in a youth group at place of worship outside of school or college hours in the last three months		
% who have taken part in a sports club/team outside of school or college hours in the last three months		
% who have taken part in a art, drama, dance or music club/group outside of school or college hours in the last three months		
% who have taken part in another youth club/ community centre outside of school or college hours in the last three months		
% who have taken part in a holiday club/scheme outside of school or college hours in the last three months		
% who have taken part in Scouts or Guides (including Explorer or Venture Scouts, Ranger Guides) outside of school or college hours in the last three months		
% who have taken part in an Army Cadet Force or Corps outside of school or college hours in the last three months		
% who have taken part in the Duke of Edinburgh Award scheme outside of school or college hours in the last three months	+2pp	
% who have taken part in any other youth activities outside of school or college hours in the last three months		
% who have taken part in none of these activities outside of school or college hours in the last three months		
% who have helped out at a local club, group, organisation or place of worship outside of school or college hours in the last three months		
% who have helped out other organisations outside of school or college hours in the last three months		+7pp
% who have raised money for charity (including taking part in a sponsored event) outside of school or college hours in the		

Outcome	Summer impact	Autumn impact
last three months		
% who have contacted someone (e.g. council, media, school) about something affecting your local area outside of school or college hours in the last three months		
% who have organised a petition or event to support a local or national issue outside of school or college hours in the last three months		
% who have done something to help other people, or to improve a local area outside of school or college hours in the last three months	+7pp	
% who have done none of these things outside of school or college hours in the last three months		
% who have helped out by doing shopping, collecting pension, or paying bills for someone not in their family in the last three months		+7pp
% who have helped out by cooking, cleaning, laundry, gardening or other routine household jobs for someone not in their family in the last three months		+6pp
% who have helped out by decorating, or doing any kind of home or car repairs for someone not in their family in the last three months		
% who have helped out by babysitting or caring for children not in their family in the last three months		
% who have helped out by taking care of someone who is sick or frail not in their family in the last three months		
% who have helped out by looking after a pet for someone not in their family who is away in the last three months		
% who have helped out by helping someone not in their family with a university or job application in the last three months		
% who have helped out by writing letters or filling in forms for someone not in their family in the last three months		
% who have helped out by helping out someone not in their family in some other way in the last three months		+6pp
% who have done none of these for people not in their family in the last three months		
% who say they are absolutely certain to vote	+7pp	+9pp

Appendix C: key drivers analysis technical details

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

Key drivers analysis is a type of regression analysis that shows how much of the variation in responses to a single question, the dependent variable, can be explained by other question data on attitudes and demographics. Unlike looking at simple correlations, key drivers analysis aims to isolate the effect of a single independent variable on the dependent variable, while controlling for the effects of other independent variables.

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

Methodology

Multiple linear regression was carried out with QA16. Only respondents who completed all the phases of NCS were included in the analyses, to minimise the effects of bias caused by non-participation. This was 2,689 summer NCS participants and 986 autumn NCS participants.

For participants who had completed NCS but did not answer QA16, question QA17 (asking how enjoyable participants found their overall NCS experience on a scale of 0 to 10) was used to impute their expected answer at QA16, as the two answers were highly correlated across participants. Where QA17 was also missing an answer, a mean score of questions QA12-QA15 (asking about the worth of the individual aspects of NCS on a scale of 0 to 10) was imputed.

The following independent variables were considered as potential key drivers: QA9, QA12, QA13, QA14, QA15, QA22 (a-d), QA29 (a-i), QB1, QB4 (a-d), QA28, gender, ethnicity, whether on free school meals, level of community engagement, and Index of Multiple Deprivation (IMD) score.

All ordinal scale variables were recoded, where applicable, so that scales ran from low to high, or disagree to agree, so that positive coefficients in the models could be easily interpreted.

Performance of the model

The summer model produced an R^2 statistic of 63%, suggesting that the model explains 63% of the variation in responses at QA16. A score of 63%

can be considered a strong model for what the key drivers of a positive NCS experience are. The remaining 37% of variation in participants' perceptions of their overall experience is accounted for by factors outside the model, i.e. factors not measured in the survey or other collected data.

The autumn model produced an R^2 statistic of 45%, which can equally be considered a strong model.

Model outcomes

The following table lists the statistically significant drivers emerging from the summer model. These are shown in terms of their standardised regression coefficients, or "beta value", which are a measure of how strongly they drive answers at QA16.²⁹

Driver description	Beta
Perceived worth of the time spent staying away from your local area	0.27
Perceived worth of the social action project	0.24
Perceived worth of the time spent learning about your community and developing new skills	0.21
Being proud of what I achieved	0.12
Perceived worth of the time spent planning the social action project	0.11
Feeling more confident about getting a job in the future	0.07
Feeling I got a chance to develop skills which will be useful to me in the future	0.06
How good participants felt the staff were	0.06
Feeling more positive towards people from different backgrounds to myself	0.04
Feeling that the food could have been better	0.03
Gender (female)	0.03
Feeling that the weekends could have been better	-0.03
Feeling that the teamwork could have been better	-0.03
Feeling I now have a greater responsibility to my local community	-0.06

²⁹ In Chapter 2, the relative importance of the top seven drivers is shown, calculated as the standardised regression coefficient for a particular driver divided by the sum of all the absolute standardised regression coefficients for all statistically significant drivers only.

The following table lists the statistically significant drivers emerging from the autumn model, which are broadly similar to those found for summer.

Driver description	Beta
Perceived worth of the social action project	0.15
How good participants felt the staff were	0.15
Being proud of what I achieved	0.13
Feeling I got a chance to develop skills which will be useful to me in the future	0.12
Feeling more confident about getting a job in the future	0.10
Perceived worth of the time spent staying away from your local area	0.08
Perceptions of how good the help given to plan and run the social action project was	0.08
Thinking NCS could be improved by running for longer	0.08
Gender (female)	0.07

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