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# **Young people and positive social action: exploring the relationship between instrumental and altruistic motivation.**

## **An evaluation of National Youth Agency Social Action Fund (Round 2) Programme**

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## EXECUTIVE SUMMARY

The findings from this research provide strong evidence to link young people's participation in youth led positive social action programmes and future intentionality to engage in purposeful social action. Such social action benefits both the young people who are so engaged and the communities they serve. As such, this research adds early support to the work of the Campaign for Youth Social Action, which emerged from an independent review undertaken by Dame Julia Clevedon and Amanda Jordan earlier this year in collaboration with NCVO, Young Foundation, the Institute for Volunteering Research and Cabinet Office.

Social action was defined as:

***“Young people taking practical action in the service of others in order to create positive social change that is of benefit to the wider community as well as to the young people themselves”.***

This report shows that social action programmes such as the Social Action Fund, Think Big and/or National Citizen Service can lead to a stronger sense of commitment to future social action.

### The focus of the NYA Social Action Fund Project

The National Citizen Service (NCS) is the first taste of social action for many young people. Building on the successful O<sub>2</sub> Think Big programme, with new resources from O<sub>2</sub>, the aim of this programme was to engage young people who have completed the NCS together with other young people who are new to social action and encourage them to continue volunteering and engaging in positive social action.

The project, which was managed by the National Youth Agency, took place in four UK regions: North East England (led by Keyfund), North West England (led by Youth Action), Yorkshire and the Humber (led by Envision), and South East England (by Kent and Medway Connexions).

The primary focus of the programme was to focus on the Cabinet Office's 'Life Stages of Giving' stream in its Social Action Fund programme; and in particular, aimed to target young people who had completed NCS. The programme also contributed to other themes in the SAF programme, particularly 'Local Focus'.

### Methodology

The empirical research which was undertaken to evaluate the success of the SAF programme largely mirrored that of the O<sub>2</sub> Think Big evaluation which was undertaken between 2010-12 in the UK and across Europe and replicated elements of the evaluation of the National Citizen Service Pilot by NatCen. The programme recruited over 7,507 volunteers, of whom 1,895 were graduates of the NCS. The research involved an on-line questionnaire at the end of the programme with 302 participants working on 127 youth led projects.

### Key findings about future participation in social action

When attitudes are compared for young people with different levels of previous experience in formal voluntary activity are taken into account, some interesting findings emerge.

- Of those young people who had never previously been involved in formal voluntary activity, 27% now strongly agreed that they would continue to do so and 57% agree that they would
- Of those young people who had some previous formal volunteering experience, 23% strongly agreed they would continue, and 67% agreed that they would.
- Of those young people who had quite a lot of previous formal volunteering experience, 62% strongly agreed that they would continue to do so and a further 34% agreed that they would.

These findings show a strong correlation between previous experience of committed formal volunteering (i.e. 'quite a lot') and future intentions to do so. But it is also clear that improvement in the likelihood of previous non-formal volunteers is quite dramatic: from 0% to 27% showing a strong likelihood to get involved and 57% a reasonably strong likelihood.

There is also a clear connection between 'instrumental' and 'altruistic' motivations to get involved social action. The research shows that 88% of young people who expressed an opinion agree that it is everyone's responsibility to take part in social action and agree that involvement in the project will look good on their CV.

This shows that these young people have no difficulty in combining altruistic and instrumental motivations and do not see that there is a tension between them.

## **Comparing NCS and non-NCS graduates**

A central aim of the SAF programme was to provide young people who had previously been involved in the NCS with an opportunity to embed their commitment to social action. An opportunity therefore presented itself to compare the impact of the SAF programme of NCS graduates with other young people.

The following results show some distinct differences and some similarities between these two groups of young people.

- NCS graduates and non-graduates are equally likely to do organised voluntary work in the future – about 32% strongly agree and around 42% agree with this statement.
- NCS graduates and non-graduates are more or less equally likely to care more about their community following involvement in SAF – about 22% strongly agree and around 43% agree with this statement.
- NCS graduates are more likely to strongly agree that the SAF project has helped them to see the world in a different way (27% NCS, 17% non NCS).
- NCS graduates are very much more likely to strongly agree that they will help out at a local club or organisation (47% NCS, 25% non NCS).
- NCS graduates are very much more likely to strongly agree that they will help out a neighbour or someone else in their local area (46% NCS 25% non NCS).
- The proportion of SAF participants who will help in future with fundraising for a charity is more similar (NCS 46%, non NCS 39%).
- The proportion of NCS graduates who strongly agree that they will contact someone in authority to tackle a local problem is 28% compared with 16% of non NCS graduates.
- The proportion of NCS graduates who strongly agree that they will organise a petition or attend a campaigning event to tackle a local or national issues 29% compared with 17% of non NCS graduates.
- About 17% of non NCS graduates strongly agree that they will meet people locally to deal with an issue compared with 36% of NCS graduates.
- NCS graduates show more commitment to the idea of joining other programmes where they can exercise leadership (42% NCS, 28% non NCS).

While these findings suggest that NCS graduates are rather more likely to have strong commitment to engage in social action following the SAF programme. The similarities shown in commitment to formal volunteering, however, needs to be explored further to ensure that any differences between NCS and non NCS attitudes about future social action are properly understood.

When assessing the likelihood of future formal volunteering, it is shown that:

- Of those SAF participants who have never been involved in formal social action, 39% of NCS graduates strongly agree that they will do so in future, compared with 20% of non NCS graduates.
- Of those SAF participants who have sometimes been involved in formal social action, 36% of NCS graduates strongly agree that they will do so in future compared with 15% of non NCS graduates.
- Of those SAF participants who have previously been heavily committed to social action, 77% of NCS graduates strongly agree that they will do so in future compared with 50% of non NCS graduates.

When assessing the likelihood of participation in future informal volunteering, it is shown that:

- Of those SAF participants who have never been involved in formal social action, 24% of NCS graduates strongly agree that they will participate in informal social action in future, compared with 26% of non NCS graduates.
- Of those SAF participants who have sometimes been involved in formal social action, 38% of NCS graduates strongly agree that they will participate in informal social action in future compared with 19% of non NCS graduates.
- Of those SAF participants who have previously been heavily committed to social action, 91% of NCS graduates strongly agree that they will participate in informal social action in future compared with 61% of non NCS graduates.

While differences in strongly expressed attitudes are very clear, when generalised agreement with statements is considered differences do diminish somewhat.

- Of those with no previous experience in formal voluntary action, 84% of non NCS graduates and 91% of NCS graduates agree or strongly agree they will do informal volunteering in future (for future formal volunteering the proportions are 73% and 89% respectively).
- Of those with some previous experience of formal voluntary action, 85% of non NCS graduates and 95% of NCS graduates agree or strongly agree they will do informal volunteering in future (for future formal volunteering the proportions are 75% and 91% respectively).
- Of those with a lot of previous experience of formal voluntary action, 99% of non NCS graduates and graduates agree or strongly agree they will do informal volunteering in future (for future formal volunteering the proportions are 94% and 99% respectively).

These findings suggest remarkably strong commitment to future social action. But of course they are statements of intent and not actually findings about practice as such. It would be necessary to contact participants again in future to find out if they had realised their ambitions to stay involved in voluntary social action.

As a social programme, the Social Action Fund had wider ambitions than merely to promote the personal interests of individuals. Unlike programmes which concentrate wholly on meritocratic advancement, the SAF programme aimed to promote positive interactions amongst diverse groups of young people and the communities within which they live. It also aimed to widen social horizons, contribute to social cohesion and increase levels of empathy and tolerance.

This report shows that, in tandem, the SAF and Think Big programmes achieved these objectives by involving young people from all backgrounds and with different levels of capability and confidence. And that by promoting pro-sociality and social action (in addition to the development of individuals' personal capability and confidence) there is a strong likelihood that young people are more highly motivated to make a positive contribution through social action to their communities specifically, and to society more widely in the future.

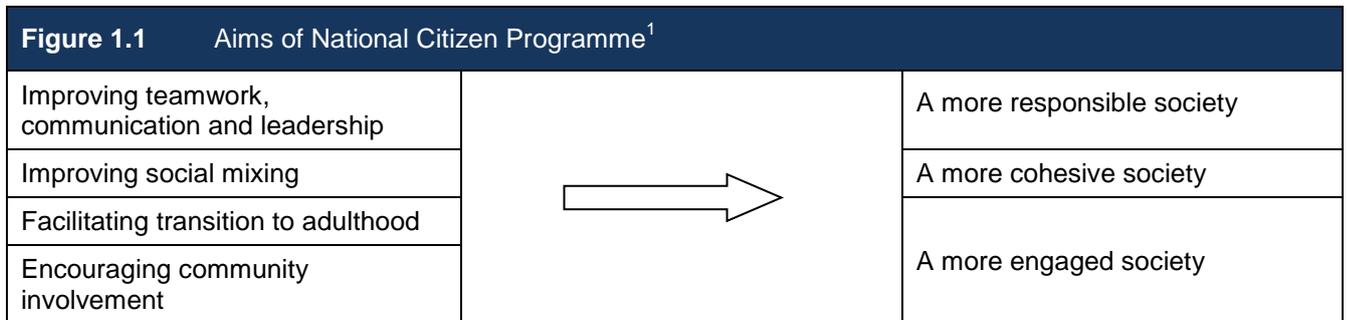
# 1 Introduction

## **The focus of the NYA Social Action Fund Project**

The National Citizen Service (NCS) is the first taste of social action for many young people. Building on the successful O<sub>2</sub> Think Big programme, with new resources from O<sub>2</sub>, the aim of this programme was to engage young people who have completed the NCS together with other young people who are new to social action and encourage them to continue volunteering and engaging in positive social action. The project, which was managed by the National Youth Agency, took place in four UK regions: North East England (led by Keyfund), North West England (led by Youth Action), Yorkshire and the Humber (led by Envision), and South East England (by Kent and Medway Connexions). The primary focus of the programme was to focus on the Cabinet Office’s ‘Life Stages of Giving’ stream in its Social Action Fund programme; and in particular, aimed to target young people who had completed NCS. The programme also contributed to other themes in the SAF programme, particularly ‘Local Focus’.

## **Principles underpinning the evaluation of the SAF programme**

Young people are already likely to participate when they are from communities where voluntary action is lauded. But some young people can be repelled, not attracted, by conventional volunteering schemes. So they need support to take several steps forward before they can be expected to contribute their time voluntarily, regularly and continuously. NCS provided young people with a starting point – by broadening horizons and building confidence. NatCen undertook an evaluation of NCS and devised a conceptual model to describe what the aims of the programme are in terms of young people’s personal development, social action and social impact.



NatCen examined the biographical characteristics of young people engaged with NCS. When compared with Think Big programme and the general population of young people some interesting similarities and differences emerge.

<sup>1</sup> NatCen (2012: 7).

**Figure 1.2**

Biographical characteristics of NCS and Think Big programmes compared with the general population

	NCS	O <sub>2</sub> Think Big	Young people in general
Black Asian and minority ethnic participants	28%	27%	18%
Disabled or limiting illnesses	16%	4% <sup>2</sup>	12%
From most deprived backgrounds	23% <sup>3</sup>	17.7% <sup>4</sup>	14%

Levels of pro-sociality were explored by NatCen before young people engaged with the programme. This line of analysis was not explored by Think Big directly, although there are indicators of pro-sociality before and after involvement in the programme from which some clues can be gleaned.

- 80% of NCS participants had engaged with pro-social activity compared with 67% of the non-participant sample of young people (control group).
- 79% of NCS participants wanted to get involved and invest more time in pro-social activity compared with only 42% of the control group.

The indications from the NatCen research was that by the end of the project young people had increased their skills and confidence considerably. There was evidence to suggest that they had widened their horizons and had become more aware of the situation of young people from different backgrounds from their own.

But evidence on increased pro-sociality is not particularly strong when compared with the control group.

*...the impact survey asked whether participants would like to spend more time helping in a range of different ways. This can be interpreted as a measure of their willingness to help within their communities. Taking part in NCS did not appear to increase young people's desire to help more in their community at an aggregate level. However, NCS participants were more likely originally to say that they wanted to spend more time helping out than were the control group (by 17 percentage points), a gap that narrowed by the follow-up stage, with 10 percentage points separating the two groups. This suggests NCS attracted socially-minded young people – who perhaps did not have any further capacity to extend their commitment to helping out. Anecdotal data from NCS alumni teams suggests that this is happening and the extent to which this is the case will be measured in the second follow-up survey in summer 2012 (NatCen, 2012: 48).*

The qualitative elements of the research suggested that there may have been a stronger willingness to engage in socially beneficial activity, but the findings were complex.

*Young people in the qualitative case studies also discussed their willingness to help out in the future. Where NCS was thought to have had a positive impact on young people's willingness to help out this was attributed to involvement in meaningful social action. This was characterised by successfully working with the community to bring about tangible, positive change. Positive experiences of social action helped young people to realise the value of contributing small amounts of time and energy and the difference this can make to communities (NatCen, 2012: 48).*

<sup>2</sup> Think Big participants were asked two questions only, whether they were registered disabled and whether they had a condition that limited what they want to do. Questions in the NatCen research were more broadly based and may have produced higher percentage as a result.

<sup>3</sup> NatCen defined disadvantage by asking if young people were entitled to and took free school meals.

<sup>4</sup> Think Big adopted a broader definition of deprivation for ethical and practical reasons based on the place using the Index of Multiple Deprivation. In 2011, 17.7 percent of young people are from the 10% most deprived wards in the country and a further 15.3% from the 20% most deprived wards

The question is, can those NCS graduates who do want to do more get the opportunities to achieve their ambitions; and for those who might be more likely to drift away from pro-social activity – how can their continued engagement be encouraged and commitment embedded? The SAF programme, working in conjunction with O<sub>2</sub> Think Big, aimed to work with young people to keep them engaged by providing a further step so that young people can embed positive experiences and values.

### Figure 1.3

#### Characteristics of the O<sub>2</sub> Think Big Programme

Think Big is a youth programme, supported by O<sub>2</sub>/Telefónica Foundation to provide young people with opportunities to set up projects to make a difference to their own lives and to the wellbeing of their communities. The programme's mission is defined as follows:

*'We believe in young people. We believe they have the power to make a better society. We need to back them, celebrate their talent and release their true potential to fix the things that matter. We'll campaign for them. We'll support their projects and promote their achievements. We'll change attitudes. We'll challenge the stereotypes that stifle them and ensure they are connected to the heart of our communities'.*

Think Big aims to benefit young people who lead projects or actively take part in them by:

- increasing aspirations, hope and confidence;
- providing new experiences and acquiring new skills;
- improving employability and entrepreneurial skills; and,
- developing the leadership potential of young people.

The project is socially inclusive in its design – but it is expected that at least 50% of young people on the programme will come from less advantaged backgrounds (the target is 80% for young people who are recruited by partner organisations). The programme expects to reach young people from Black, Asian and minority ethnic backgrounds; young people with disabilities or limiting illnesses; and, from all regions and nations of the UK.

Think Big has been running since March 2010. The programme currently has two levels.

- **Think Big** projects are awarded to young people with good ideas about how to make a contribution to their community. They receive £300 in funding together with some other incentives to do their project and are given information, training and support along the way.
- **Think Bigger** projects get more funding: £2,500, and it is expected that they are larger in terms of scope, reach and ambition. Think Bigger is also accompanied by support and more in-depth training together with some further incentives to get involved and stay committed. Young people who apply to Think Bigger must have done a Think Big project first.

Policy&Practice, at St Chad's College, Durham University has evaluated the O<sub>2</sub> Think Big programme. This was a well resourced four year social evaluation project which published its final report in October 2013.

The objective of the evaluation was to monitor and analyse programme progress on the indicators and targets set out by O<sub>2</sub> outlined above.

The research also aimed to demonstrate the impact of the programme in bringing new opportunities to young people and challenging negative stereotypes.

The action research element of the evaluation involved close integration into the programme in order to help enhance and deepen the impact of the intervention.

### The evaluation in context of recent policy analysis

In recent months, much work has been undertaken by Cabinet Office, Institute for Volunteering Research, NCVO and the Young Foundation to consolidate thinking on the evaluation of the quality and impact of youth social action programmes.<sup>5</sup> This analysis has been underpinned and bolstered by a broad analysis of current and recent research on the impact of youth social action in the UK undertaken by DEMOS.<sup>6</sup>

The scoping framework has emphasised the importance of establishing a definition of social action that can be brought into common usage. On the basis of the exploration of the literature and a stakeholder consultation the following definition has been arrived at:

**“Young people taking practical action in the service of others in order to create positive social change that is of benefit to the wider community as well as to the young person themselves.”**

This definition sits closely with the ambitions of the Think Big programme as shown in Box 1.3 in the sense that it embraces the idea that positive social action needs to be understood in the context of young people’s developmental needs as well as the actual impact it has on the wider community.

The new scoping framework also highlights the importance of young people’s agency in the development of social action programmes, by which it is asserted that effective programmes should be ‘youth led’. Again, this sits closely with the objectives of the Think Big programme which was the medium through which this SAF programme was delivered. And indeed, extensive analysis of the Think Big programme over its first three years of operation, clearly demonstrates the importance of agency in the design and delivery of individual youth led programmes.<sup>7</sup>

Figure 1.4 Combined framework of outcomes for young people		
CBI	Young Foundation	Benefits for the community
Optimism	Communication	Can be wide ranging, from civic participation, health, educational engagement - to safer communities, sustainability, voting, resilience and employability
	Creativity	
Determination	Confidence and agency	
	Planning and problem solving	
	Resilience/grit	
Emotional intelligence	Leadership	
	Relationships	
	Managing feelings, self control	

Source: Campaign for Social Action (2013:11)

As this interjection in the policy literature is very recent, it was clearly not possible to test its efficacy at the outset in this evaluation. However, it is worthwhile to outline the key principles postulated and in the conclusion of this report make observations on its potential usefulness in future evaluation work. The framework combines two methodologies, developed by the CBI and Young Foundation which focus, in the

<sup>5</sup> The Campaign for Social Action (2013) *Scoping a quality framework for youth social action*, London: Cabinet Office (with IVR, NCVO and Young Foundation)

<sup>6</sup> Birdwell, J., Birnie, R. and Mehan, R. (2013) *The state of the service nation: youth social action in the UK*, London: DEMOS.

<sup>7</sup> Chapman, T. and Dunkerley, E. (2013) *Opening doors: developing young people’s skills and raising their aspirations An evaluation of O2 Think Big 2010-2012*, Durham: St Chad’s College, Durham University

case of the former approach, on three core individual attributes. The approach offered by Young Foundation, which has eight attributes, is then mapped against those of the CBI as illustrated in Figure 1.4.

In the evaluation of the Think Big programme by Durham University, the Young Foundation 'clusters of capability' were used extensively in analysis in 2011 and 2012. But an additional category was added: 'pro-sociality'. The purpose of this addition was to marry the elements of personal advantage and development (or instrumental objectives of involvement in the programme) with the altruistic motivations (that is, the benefit that could be produced for communities of interest or place).

By contrast the framework shown in Figure 1.4 analytically separates community benefit from personal benefits. This may be useful in evaluative terms as it allows researchers the option of assessing impact on different levels. However, the community benefit element of the framework is clearly rather loose at the moment, as indeed the authors of the draft framework concede, and requires further development.

Some possibilities for evaluation of impact are offered in the Framework, including: improved health, civic participation, educational engagement, voting, sustainability<sup>8</sup>, employability and safer communities. But more development work is needed here to ensure that a taxonomy of categories of benefit are reasonably evenly balanced (as is the case in the Young Foundation clusters of capability). The key thing is to ensure that ambitions do not run away with themselves in this final column of the figure – realism and proportionality have to be expected in the impact of programmes rather than overly ambitious claims about transformational change.

In the section that follows, a set of broad principles is presented on how to analyse young people's transitions from childhood to adulthood. Additionally, ideas are presented on how to interpret in conceptual terms the impact of programmes which purport to encourage young people's social action.

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<sup>8</sup> The usefulness of 'sustainability' as a blanket term is open to question as it may refer to community sustainability (maintaining tolerance/cohesion etc, or be associated with economic or environmental factors. Like as not, small scale youth projects would offer more to cultural sustainability – contributing to the 'social glue' or building 'social capital' – although both of these terms are clearly contestable.)

## 2 Social context

### Life transitions

Young people’s life transitions have become increasingly complex and unpredictable in recent years due to changes in the structure of the labour market and changed cultural attitudes. There is a tendency in policy circles to focus attention on the agency of young people when tracking reasons why successful life transitions are achieved or not. In this evaluation, a more holistic point of view is adopted, which emphasises the mix of *Structural, Situational, Relational* and *Personal* factors which all impact on transitions. By adopting this approach, it is easier to understand why young people may gain different kinds of benefits from the programme and show where the investment of resources can pay the best dividends in social terms. Figure 2.1 summarises those factors that affect young people’s life chances, ranging from structural factors which they can do little or nothing about – such as the state of the labour market to factors surrounding individual differences such as temperament.

Irrespective of all of the structural, situational, relational and individual factors which can be considered, young people have quite uniform aspirations. Research shows that commonly adopted assumptions about low aspirations amongst less affluent young people may not actually be true. As a Joseph Rowntree Foundation study recently observed:

*‘...there is a lack of clarity about whether aspirations are fundamentally too low, especially among people from disadvantaged backgrounds, or are in fact rather high, but cannot be realised because of the various barriers erected by inequality’ (Kintrea et al. 2011: 7).*

The problem this study refers to is a mismatch between aspirations amongst young people and the positions available in the labour market for them to be achieved. A study by Goodman and Gregg demonstrates that as children get older, relative affluence or deprivation starts to have an impact on, amongst other things, self-belief, locus of control and involvement in risky behaviours. So it is important not to be seduced by arguments that put too much store on individual agency and responsibility to effect change – whilst at the same time avoiding structural arguments that suggest poor outcomes are more or less inevitable.

**Figure 2.1**

Factors affecting young people’s life chances

Structural factors	Situational factors	Relational factors	Personal factors
<p><b>Social, political and economic change</b></p> <p><b>Institutional constraints</b> (e.g. educational, legal, criminal justice systems)</p> <p><b>Labour market opportunities</b></p>	<p><b>Local political, economic and environmental factors</b></p> <p><b>Local demography, culture and community cohesion</b></p> <p><b>Local labour market conditions, infrastructure and facility</b></p>	<p><b>Family life</b> (quality of relationships with parents and guardians, siblings, etc.)</p> <p><b>Material well-being</b></p> <p><b>Peer influences and friendship networks</b></p> <p><b>Intimate relationships</b></p>	<p><b>Individual attributes</b> (intelligence, health and well-being)</p> <p><b>Skills and aptitudes</b> (credentials, talents, attractiveness, etc.)</p> <p><b>Personality and temperament</b></p>

## Figure 2.2

### Defining influences on young people's life transitions

**Structural factors** are largely out of the control of individuals, such as the legal and bureaucratic frameworks which shape the way the education system works, or the structure of the labour market. Structural factors are not static. Social and economic change can rapidly transform the landscape for young people. Perhaps the most important statistic to demonstrate the impact of structural factors is that of youth unemployment which now stands at over 20 per cent in the UK.<sup>9</sup>

**Situational factors** are influenced by wider structural factors, but the local situation can exaggerate wider influences in significant ways. The economic, cultural and demographic makeup of the local area can affect expectations and experiences of young people. Local labour markets, community cohesion, health and wellbeing, public safety and neighbourliness, and local infrastructure (such as public transport, sport, leisure and youth recreation facilities) all affect opportunities. Situational factors do not just shape opportunities. They also have a pernicious cultural impact on perceptions of what is possible and desirable. Often it is difficult for 'outsiders' to make sense of the choices people make in different contexts and fail to recognise what they mean or why they are valued.

**Relational factors** refer to the relative strength and weakness of inter-personal ties. Young people can experience relationships in positive and negative ways. Relational factors often produce complex and unpredictable outcomes for young people's life transitions. Some young people may have supportive parental and sibling relationships and yet suffer poor peer group relationships (through, for example, pressure to engage in risky behaviour or to become the object of ridicule, ostracism or physical bullying). Intimate relationships also affect young people's life choices. Such factors impact heavily when families are under serious economic and social pressure. More affluent families tend to be able to cushion themselves from recurrent financial crises produced by ill-health, unemployment and so on. Furthermore, they are better placed to ensure that their children can attend the best schools and have access to constructive after school activities.

**Individual differences** such as personality and temperament; intelligence; talents and other attributes all impact on individuals' behaviour. It is not uncommon for professionals and practitioners to make judgements on individual capabilities and thereby close down young people's avenues of opportunity if they appear not to match expectations. While the likelihood of successful life transitions may be estimated statistically in line with some factors, it is not possible to make effective predictions about the impact of deprivation, ill-health, educational underperformance, disability and so on, on an *individual's* life trajectory.

Young people who tend to make the most successful life transitions have a stronger asset base. This can include greater stocks of 'cultural', 'social' and 'economic' capital. It is worthwhile briefly to explain these three terms which originate from the writings of sociologist Pierre Bourdieu.<sup>10</sup>

- **Cultural capital:** consists of ideas, education and skills which are underpinned by a set of values, passed down by parents and significant others through socialisation.
- **Economic capital:** refers to control over economic assets (money, shares, commodities, cash).
- **Social capital:** consists of the resources gained by having access to influential social networks or relationships which give access to opportunities.

Social capital benefits individuals in three main ways.<sup>11</sup> Firstly, because it is 'productive' in the sense that it provides people with a resource which facilitates action. Secondly, it is 'self-reinforcing' in that successful relationships in one area of social life are transferable to others. And thirdly, it is 'cumulative' in the sense that

<sup>9</sup> Parliamentary briefing on youth unemployment, 13<sup>th</sup> September 2013, see. <http://www.parliament.uk/briefing-papers/sn05871>

<sup>10</sup> Bourdieu: (1988) 'The forms of capital', in J.G. Richardson (ed.) (1988) *Handbook of Theory and Research for the Sociology of Education*. Westport: Greenwood Press.

<sup>11</sup> See: Jochum, V. (2003) *Social Capital: beyond the theory*. National Council for Voluntary Organisation.

once people have a stock of social capital, they can build more of it. Bourdieu argues, therefore, that social capital is used instrumentally by individuals to create, sustain and monopolise their resource.<sup>12</sup>

Making successful transitions from childhood to adulthood requires young people to make good decisions about how they want to shape their future and act on these decisions in a positive way. Such decisions are made in the context of the opportunity structures that are available (or perceived to be available) to young people. Making such decisions involves choices which may be inherently risky. Risks might include the possibility (or even the probability in some contexts) of failure and disappointment. Not taking risks, by the same token can also have damaging consequences. There are few prospects available for achieving success for those people who are not prepared to take a chance.

Taking risks which may lead to positive outcomes requires young people to have self-belief and confidence. But where does it come from? There is much debate on this issue. From a sociological point of view, the environment within which young people grow up is regarded as being crucially important in shaping self confidence and ambition. Many sociologists argue that life chances are shaped, primarily, by socio-economic status. Affluence, as noted above, produces a higher degree of certainty and stability in people's lives – it affords opportunities to plan ahead, build stocks of human and social capital, experiment with alternatives and have a safety net if things do not work out first time around.

Deprivation, by contrast, limits the prospects of planning ahead and increases insecurity, closes down possibilities for building social and human capital, and restricts the range of opportunities available to young people. There is a wealth of statistical evidence to show that the more deprived the environment within which young people grow up, the fewer life chances they have and the higher risk that they will not make successful life transitions.<sup>13</sup> Making generalisations about opportunity structures can mask the variety of responses that people might have to adverse circumstances.

Research on resilience tends to focus on these responses from a psychological perspective (where environmental factors may not be taken as much into account) or social-psychological perspective (where the interaction of personality and environmental factors are considered). Resilience researchers often focus on the balance between the 'assets' individuals possess and their chances of taking negative risks. Small and Memmo<sup>14</sup> argue, for example, that:

*'...the lack of assets is directly related to a person's failure to thrive, but only indirectly related to problem behaviours. As is often the case among children with few assets, a failure to thrive occurs when a child lacks essential growth opportunities needed for normal development. However, these same conditions also may heighten vulnerability, because the positive features that are absent in asset-poor environments tend to be replaced by hazardous or socially toxic conditions that generate risk... We believe that in the presence of risk, rather than a lack of assets, that likely leads to problem behaviours. Therefore, while a youth with many assets may thrive developmentally, he or she may still exhibit problems if risk processes are present'* (2004:4).

Resilience, according to Small and Memmo, results from a combination of four main processes that helps young people '*retain those assets necessary for a person to display competence and thrive developmentally, or avoid the development of problem behaviours despite their experience of risk*' (2004:6 my emphasis).

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<sup>12</sup> Social capital is productive for those who hold it, but can be unproductive for others if protective mechanisms are used to deny others opportunities through its use. Recent research on social mobility in the United States, for example, shows how protective mechanisms – or the "glass floor" is used by middle class families to exclude entry of children and young people from less affluent households. See: Reeves and Howard (2013) *The Glass Floor*.

<sup>13</sup> For a review of the literature, see Chapman, *et al.* 2012 *Building Young People's Resilience in Hard Times*. Durham: St Chad's College, Durham University

<sup>14</sup> Small, S. and Memmo, M. (2004) 'Contemporary models of youth development and problem prevention: toward an integration of terms, concepts and models', *Family Relations*, 55:1, 3-11.

- **Resilience resulting from the operation of protective processes:** this refers to the action of significant others who act to protect or cushion young people from risk factors often in conjunction with efforts to build personal assets.
- **Resilience resulting from exceptional personal characteristics:** this refers to characteristics such as intelligence or sociability which may be innate personality factors or emerge in response to their developmental history.
- **Resilience gained by recovering from adversity:** successful recovery from stressful situations or crises can result from reducing or eliminating the threat of recurrence or drawing upon other resources to aid coping strategies to make the situation manageable.
- **Resilience gained through the process of steeling:** steeling is the process by which individuals overcome challenges and strengthen their resolve in the face of adversity. It is a process of hardening a person against the impact of difficulties and disappointments.

A critical reading of these four interacting factors would indicate how resilience can work for people in positive and negative ways. Having a strong sense of resilience on its own does not necessarily indicate an inherent likelihood that people will behave in a socially constructive way. A more general assumption is, however, that the wider range of 'assets' an individual has at their disposal – the more likely that a strong sense of resilience will benefit them.

Positive youth development programmes, such as the National Citizen Service and the NYA SAF programme (in conjunction with O<sub>2</sub> Think Big), tend to focus on asset-building usually incorporate a mixture of 'protective processes' (such as the encouragement to get involved with positive confidence building activities rather than negative risk taking); provide support, where appropriate, to aid recovery from previous adversity; and, channel efforts in positive directions so that young people capitalise upon their innate or socialised assets such as sociability and intelligence.

Being positive about young people, all young people, is the key to challenging society's (and often young people's own expectations) about what they can reasonably be expected to achieve. Building assets to bolster resilience is a central part of this process so that good choices can be made within the range of opportunities that are open to young people. This report provides an evaluation of an 'open programme' for all young people who choose to take part – but in so doing, it recognises that some of these young people may have strong personal assets at the outset, while others have few. But it is not assumed that these differences will translate into particular outcomes for individuals. On the contrary, the point of the programme is to examine different and often unpredictable sources of benefit emerging from participation in social action through volunteering.

### **Voluntary social action<sup>15</sup>**

This programme aimed to increase young people's stocks of social capital and hoped that as a consequence of this is that they will make a strong contribution to society through voluntary social action. It is important to get a clear understanding of what is understood by voluntary social action, and explore what encourages people to get involved with it, before attention is turned to the detail of how this issue was investigated empirically.<sup>16</sup>

Voluntary action is lauded in Western societies because of its positive contribution to building social capital and the maintenance of civil society (Blond, 2010; Norman, 2010; Putnam, 1993, 1995, 2000). Researchers

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<sup>15</sup> DEMOS have recently produced a useful literature review on evaluative work on young people's social action programmes in the UK. See Birdwell, J et al. *ibid* 2013.

<sup>16</sup> This section is based on an article shortly to be published by Chapman and McGuinness (2012).

generally approach this issue by exploring the social and economic ‘characteristics’ of those who are most and least likely to volunteer. Using categories such as class, age, gender, ethnicity, faith, place, and so on, it is shown that certain groups of people are attracted to particular types of voluntary activity and measurements are made on the comparative likelihood to volunteer and how much of it people will do. Such work can produce valuable insights, many of which are of interest to policy makers who want to increase levels of voluntary activity in order to increase levels of social engagement, build social capital and strengthen civil society.

Researchers have examined what categories of people are more likely to volunteer, but few have explored theoretically or empirically how people choose to champion one cause over another and why some people do not volunteer. The likelihood is that a choice of one cause over another is mediated by personal interest and values which are, in turn, underpinned by deeply embedded cultural influences. Choices about volunteering can be compared with other forms of ‘consumer behaviour’. Anthropologist Mary Douglas (1997) has argued for example, that when people go shopping and choose one product over another, they are making wider cultural decisions about the kind of society that they want to live in. According to Douglas, choices are made in both active and passive ways. Deeply embedded attachments to cultural values tend to go largely unrecognised, but have significant impact on consumer choice.

Choices can also be made for explicit and implicit reasons. On the explicit side, people choose to buy something because they think they will benefit directly – not just in the sense that they will have a warmer coat, but because they may benefit by impressing significant others. On the implicit side, Douglas uses the term ‘cultural hostility’ to show people may confirm their value position by *not* buying goods or services. As Douglas puts it ‘people do not know what they want, but they are very clear about what they do not want’ (1997: 18). This suggests a deeply conservative and negative process, but Douglas argues that it is a positive process because it represents an expression of cultural allegiance.

It follows that when people choose to (or not to) volunteer and give their time to social causes they do so for cultural reasons – but they may be more or less aware of these influences.

### ***What counts as volunteering?***

There is little agreement nationally, let alone internationally, on how to define volunteering and less still on how to measure how much of it people do. Defining what counts as volunteering is difficult, with disagreements over, for example, whether or not informal and private caring class as volunteering, and if any remunerated activities can be included. Wilson argues that ‘Volunteering means any activity in which time is given freely to benefit another person, group or organization’ (2000: 215), and “volunteering can be seen as an extension of private activity in the public sphere” (200: 216).

Clary and Snyder differentiate *spontaneous* helping, which refers to activity in the aid of, for example, friends, family or neighbours, from *planned* helping which involves more deliberate and scheduled activity (1998: 1517). However, Anheier and Salomon’s definition is framed in its societal context:

*...volunteering is much more than the giving of time for some particular purpose. In fact, as a cultural and economic phenomenon, volunteering is part of the way societies are organised, how they allocate social responsibilities, and how much engagement and participation they expect from citizens* (1999: 43).

This definition provides a useful starting point, but it is important not to be distracted by debates on how much volunteering goes on, nor to dwell on which categories of individuals are most likely to volunteer (for useful analyses of these issues, see: Wilson, 2000; Anheier and Salomon, Plagnol and Huppert, 2010). A more useful starting point is to ask - why is voluntary action lauded in Western societies?

## **What factors affect people's attitudes about voluntary action?**

When people choose to do voluntary work, they are making decisions about the kind of person they want to be, the kind of life they want to lead and the kind of society they want to live in. The extent to which people think this through in a conscious way is not known. Nor is much known about how people choose between social causes in a crowded social market. This can be done by exploring a range of 'binary opposites' to simplify the scope of the discussion.

### ■ **Collective pressures and individual choice**

Choosing to volunteer is affected by collectivist drives. Gender and class indicated the likelihood of voluntary action in much of the 20<sup>th</sup> Century – with older, middle-class women particularly likely to choose this option. Other collectivist factors also come into play, particularly faith-based volunteering activity (Wilson, 2000).

Volunteering choices can be shaped by awareness, encouragement or pressure to take part in activities that are socially sanctioned (or imposed) by the collectivity. Faith-based volunteering has a particularly strong influence, evidenced historically by, for example, the work of the Salvation Army, or the Christian Housewives Association – but secular organisations such as the Women's Institute have been influential too.

### ■ **Grounded and abstract motivations to engage in voluntary action**

Volunteering choices can often be 'needs motivated', especially when a desire to support others is grounded in personal experience. Examples may include parents who have a disabled child and volunteer at a group which supports these children. To give support to others which is grounded in personal experience will constitute a significant proportion of the time voluntarily contributed in society (although there are no reliable statistics to support this assertion).

Volunteering for 'abstract' causes may be more likely to be the preserve of those whose understanding or empathy for social issues lay beyond their immediate personal experience. Young people involved with the Think Big programme who are better educated, for example, are much more likely to get involved with projects which concern issues beyond their own locality or experience. By volunteering to serve an abstract cause, people may become involved in fundraising activity for, perhaps, relief funds for disaster or famine victims, or for those who suffer human rights abuse in despotic regimes. Similarly, they may be more directly involved in campaigning against the indignities societies impose on people or animals, or the damage done to the environment in 'other' places.

### ■ **Instrumental and altruistic motivation to volunteer**

Less analytical treatments of this topic tend to follow the populist view that voluntary activity *should* be primarily driven by altruistic motivations. More complex theories recognise that altruistic and instrumental motivations are linked. Clary and Snyder (1999) argue, for example, that volunteering serves several functions for the individual (see also: Wilson, 2000; for recent studies, see: Holmes, 2009; Meer, 2007; MacNeela, 2008; Carpenter, 2010). These include value-based and other altruistic motives and also reasons of self interest such as: personal understanding and growth; skills and career development; and, social connectedness and advantage. People also volunteer, they argue, for 'protective' reasons, such as the reduction of guilt or to address personal problems. In sum, Clary and Snyder conclude that motivations for volunteering are multi-faceted and reject a false dichotomy between egoistic or altruistic motives.

Anheier and Salomon (1999), also recognise a mix of altruistic and instrumental motives, but emphasise the importance of social obligation, especially in faith groups when studying how people 'choose' to volunteer (see also, for example, Ruiters and de Graaf, 2006; Becker and Dhingra, 2001; Borgonovi, 2008). That stated, much of the research on how people choose whether to volunteer or

not are rooted in a largely unquestioned belief that volunteering is a good thing for the individual and for society and is therefore, fundamentally, a rational choice. By implication, those who choose not to volunteer are tarnished by an implicit value-based accusation that they care less about the world than those who do. But this may not necessarily be true.

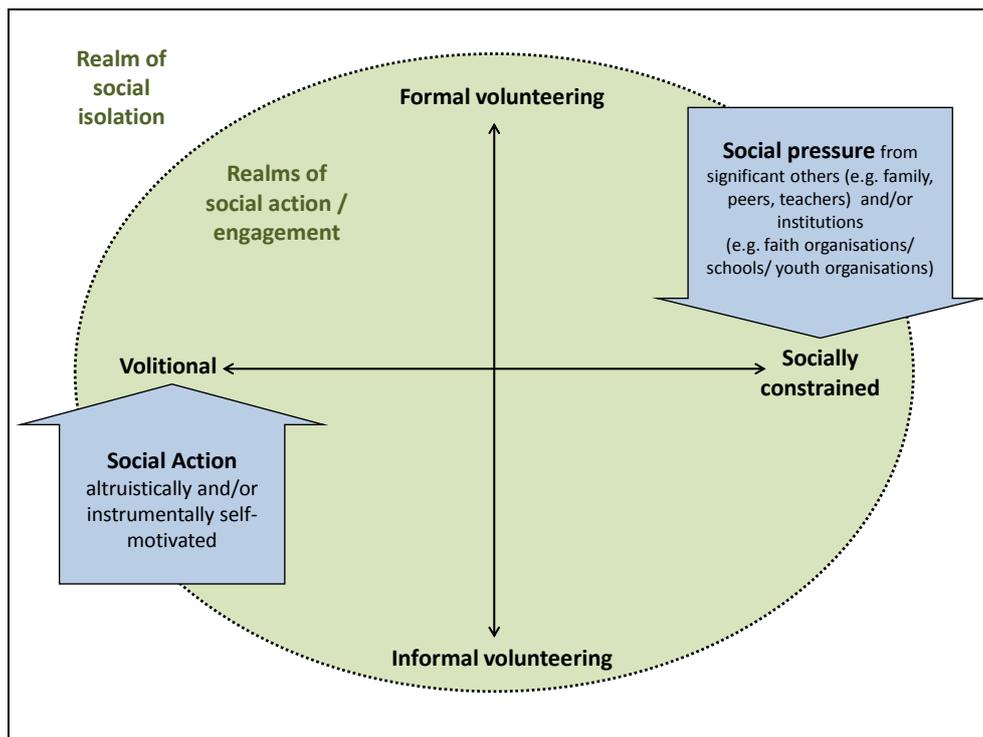
The recently produced Quality Framework for Youth Social Action, discussed in Section 1, reinforces the view that altruistic and instrumental objectives can be closely aligned rather than producing tensions or contradictions. Indeed in that report, these two motivational aspects are described in terms of a ‘double benefit’ (2013: 11).

### Researching young people’s routes into voluntary social action

Putting theoretical analysis to good use in empirical research is possible, providing that care is taken in defining terms and that clear indicators can be produced to measure attitudes and beliefs in the context of change.

Figure 9 indicates that within the realm of social action (which includes practically any activity in society – hardly any action, even inaction, is not ‘social’ in the sense that refusing to become involved is a decision).

Figure 4.1 Conceptual map on the importance of volition in defining ‘new volunteers’



The diagram shows the relationship between formal and informal volunteering on one axis, and the extent to which young people make their own free choices or are constrained to do things on the other.

Formal volunteering is generally defined as activity which is planned, formalised in relationship terms and usually regularised. Informal voluntary action is more likely to be spontaneous, informal and delivered irregularly. Informal volunteering is not usually about support within families – but is about neighbourliness, community action or helping individual people in particular circumstances. In our diagrams we have not excluded families, however, because many young people act, for example, as carers for siblings, parents, grandparents, etc. which is an important contribution socially – and might mean that they simply don’t have time to do formal volunteering.

Social action through volunteering (formal or informal) is ‘freely given’ in the sense that it brings benefits to the people who are recipients of help and support without direct financial costs (although there may be personal or social costs, as discussed above). This can indicate that the person who gives the help is behaving ‘altruistically’. It is not easy to define what is ‘freely given’ and what is ‘socially constrained’. All social action is constrained to some extent by cultural expectations about what is the right way to behave. But it is possible to think about volition/constraint across a continuum. The task faced in the evaluation is to think of questions which capture information on the extent to which free choice is used. As noted above, altruism rarely, if ever, operates in a vacuum. People who give time usually get other benefits ranging from simply feeling good about themselves, to more tangible benefits such as impressing university admissions tutors or potential employers. These might be described as ‘instrumental’ benefits – but it should not be assumed that this is a problem providing that the beneficiary is being supported in some way.

### 3 Methods of enquiry

This section outlines the approach to the study and sources of data used for analytical purposes. Following this, a brief overview of the characteristics of the sample will be provided to assist interpretation in subsequent sections of the report.

#### **Methodology**

The empirical research which was undertaken to evaluate the success of the SAF programme largely mirrored that of the O2 Think Big evaluation which was undertaken between 2010-12 in the UK and across Europe.<sup>17</sup> The principal research tool in this enquiry was the use of an on-line questionnaire<sup>18</sup> which collected data on young people’s biographical characteristics including:

- Age (by date of birth)
- Sex
- Place of residence (recorded by post code)
- Ethnicity
- Disability (registered or limiting illness)
- Highest educational qualification achieved to date
- Employment/Education status (i.e. full-time/part-time participation)

A series of questions were then asked on previous experience of volunteering. These questions directly replicated a series of questions used by NatCen in their evaluation of the NCS pilot. Permissions for the use of these questions was granted by Cabinet Office. These questions were supplemented with another series of questions on the motivations to take part in NCS, the purpose of which was to glean clues about the balance between pro-social and instrumental motivations, as discussed in Section 2.

Following this, a series of questions were asked about self-perceptions of confidence and capability in a number of domains. These questions are directly comparable with those used in the Think Big evaluation, apart from one additional question “I now think I’m the sort of person who wants to help other people”.

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<sup>17</sup> See Chapman and Dunkerley (2013) *Opening Doors: an evaluation of Think Big 2010-2012*, Durham, St Chad’s College, Durham University.

<sup>18</sup> The questionnaire was lodged on Bristol Online Survey: <http://www.survey.bris.ac.uk/>.

## Evaluation of NYA Social Action Fund Programme

A series of statements were then presented and young people were invited to evaluate their experience of the programme and assess its contribution to their pro-sociality and skills. Again, these directly mirrored questions used in the Think Big evaluation, but with the addition of one new statement: “I’m much more likely to do organised voluntary work in the future now.”

The next series of questions were concerned with young people’s attitudes to social action and pro-sociality in the future. Essentially, the point of these questions was to gauge the likelihood of action over the next six months. These questions were identical to those used by NatCen in their evaluation of the NCS pilot. One additional question was introduced: “I’d like to do more projects like O2 Think Big where I’m in charge” – to assess attitudes toward self-determination, enterprise and leadership.

To assess generalised attitudes about pro-sociality and the likelihood of future social action a series of statements were presented to respondents on what may or may not motivate them. These questions were replicated from the NatCen NCS pilot evaluation.

Finally, a set of 10 statements were presented to assess young people’s confidence, personal wellbeing and optimism about the future. These questions were drawn from the NatCen NCS pilot evaluation.

The evaluation of the SAF programme did not aim to introduce qualitative research. However, extensive qualitative analysis was undertaken in the three year Think Big evaluation for O<sub>2</sub>/Telefónica.<sup>19</sup> Consequently, the interpretation of the quantitative data was enhanced by this underlying knowledge of experiences on the programme.

### Outputs of the SAF programme

Before the characteristics of the sample are considered, it is important to assess the representativeness of the sample in the context of the achievements of the programme as a whole. Figure 3 presents the final achievements of the programme set against its initial objectives.

<b>Figure 3</b> Key performance indicators for the SAF programme	Projected	Actual
Number of new volunteer opportunities created	5,122	7,507
Number of new volunteers recruited	5,122 (including 2,000 NCS grads)	7,043 (including 2,448 NCS grads)
Number of first time volunteers	1,280	1,895
Total other social action opportunities created (hours carried out by O <sub>2</sub> helpers)	750	801
Number of successful applications to other funds (brokered through the programme)	150	180
Number of volunteers from currently under-represented groups	150	914
Number of young people significantly impacted by O <sub>2</sub> Helpers	75	75

<sup>19</sup> Chapman and Dunkerley (2013) *ibid.*

### Characteristics of the sample

This section of the report briefly outlines the characteristics of the sample of project participants in the study. The aim of the evaluation project was to identify 25 projects in each of the four regions involved with the delivery of the programme.

It was hoped that data could be collected from a number of participants in each project in order to get a better picture of the experiences of young people in general rather than just the opinions of the project leaders. This was achieved particularly successfully in North East England and less so in Yorkshire and the Humber; but in South East England and North West England, programme teams only collected data from project leaders. The reason for the much higher level of response in North East England is that Keyfund also collected data on paper questionnaires in addition to the Bristol Online Survey questionnaire.

By the close of the programme the following returns were received.

- North East England = 45 projects (192 respondents)
- North West England = 35 projects (38 respondents)
- South East England = 21 projects (21 respondents)
- Yorkshire and the Humber = 26 projects (66 respondents)

The composition of the sample of programme participants will now be examined against a number of biographical dimensions. It is not the intention to show that the sample is representative at either regional or national level, but rather to get a better understanding of how the sample is structured in order to help interpretation of substantive findings in subsequent sections of the report.

Figure 3.1 presents data on the gender of participants in the research. It is evident from these data that females outnumber males significantly in the data set. The number of female participants in Yorkshire and the Humber is particularly pronounced with 80% response – although this does not necessarily reflect the pattern of participation in the full programme. In the other regions, the distribution of males and females is more similar.

<b>Figure 3.1</b> Gender of participants	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Female	60.9	50.0	47.6	80.3	62.8
Male	39.1	50.0	52.4	19.7	37.2
N=	192	38	21	66	317
Number of projects	45	35	21	26	127

The age profile of participants is shown in Figure 3.2. For the programme as a whole, the sample profile is quite evenly spread with about a third of respondents aged 18 years or over (many of whom would have been 17 when they joined the programme); 44% were aged 17, and about 22% were 16 years old or younger. In the sections that follow the whole sample is used – except in the section which compares NCS with non NCS participants where the age profiles are equalised to ensure comparability.

There is some variability in the age profiles across regions. The North East England sample has the largest proportion of younger participants (18% were 15 or younger). South East England, by contrast involved mainly older young people – 58% of the sample were aged 18 years or over. In Yorkshire and the Humber, the majority of respondents were aged 17 (81%). The sample in North West England is the most evenly spread.

<b>Figure 3.2</b> Age of participants	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
15 years or under	18.3	5.3	4.8	0.0	11.9
16 years	11.1	28.9	4.8	1.6	10.9
17 years	33.3	42.1	33.3	81.0	44.4
18 years or over	37.2	23.7	57.1	17.5	32.8
N=	180	38	21	63	302
Number of projects	45	35	21	26	127

Figure 3.3 presents data on the ethnicity of respondents. In the data collection process, much finer distinctions were used to record ethnicity using ONS categories. Given the small size of the sample, however, these have been collapsed into five broad categories. For the sample as a whole, it is clear that there is a strong representation of ethnic minority groups in the programme: nearly 14% of participants were Asian, 2% Black and 2% Mixed and 8% other.

Across the regions there are some marked variations. Youth Action in North West England works primarily with Asian young people, so it is not surprising that this group is somewhat over-represented compared with the sample as a whole. In North East England, the proportion of White participants is high – this reflects the regional profile on ethnicity to a large extent. In Yorkshire and the Humber there is also a high proportion of Asian participants, reflecting in particular the activities of Envision in West Yorkshire where there is a larger Asian population. In South East England the sample is predominantly White.

<b>Figure 3.4</b> Ethnicity of participants	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Asian	2.1	55.3	9.5	24.2	13.6
Black	2.1	0.0	0.0	4.5	2.2
Mixed	0.5	0.0	0.0	7.6	1.9
Other	11.5	0.0	0.0	4.5	7.9
White	83.9	44.7	90.5	59.1	74.4
N=	192	38	21	66	317
Number of projects	45	35	21	26	127

Figures 3.5(a) and 3.5(b) show the proportions of young people currently in full-time education and in full- or part-time employment. For the sample as a whole it is clear that the vast majority of young people are currently in full-time education (94%) as would be expected with the above age profile. That stated, a significant number of young people are in full- or part-time employment (25%). Variations across regions are quite limited. In South East England the proportion of young people who have left full-time education and are in full- or part-time work is considerably higher. This is due to the older age profile in that region, as shown in Figure 3.2.

Figure 3.5(a) In full time education	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
No	7.3	2.6	23.8	0.0	6.3
Yes	92.7	97.4	76.2	100.0	93.7
N=	192	38	21	66	317
Figure 3.5(b) In full time or part time employment					
No	76.6	76.3	47.6	80.3	75.4
Yes	23.4	23.7	52.4	19.7	24.6
N=	192	38	21	66	317

Figure 3.6 presents data on the education achievement of participants in the sample. It should be noted that these data refer to achievements 'so far' as many of the respondents were too young to have taken GCSEs (especially in North East England where the age profile is younger), A Levels or higher education qualifications.

For the sample as a whole, it is shown that most respondents have achieved GCSE qualifications (around 70%) of whom about two thirds achieved five GCSEs grade A-C. Only 19% had no qualifications – but this is largely due to the age profile in North East England as noted in Figure 3.2.

Across the regions some other variations should be noted. In Yorkshire and the Humber, it is clear that the vast majority of participants have achieved five GCSEs A-C, suggesting that this is quite a successful cohort of young people compared with North East England, North West England and South East England where the split between lower and higher levels of GCSE achievement is more evenly divided.

Figure 3.6 Qualifications achieved so far	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
No qualifications at the moment	28.1	5.3	9.5	1.5	18.6
GCSEs or NVQ	25.5	44.7	28.6	7.6	24.3
Five GCSE A-C	35.9	34.2	38.1	81.8	45.4
A Levels or equivalent	7.3	15.8	14.3	6.1	8.5
Degree or equivalent	3.1	0.0	9.5	3.0	3.2
N=	192	38	21	66	317

Figures 3.7(a) and (b) show the percentages of young people who are registered disabled or have limiting illnesses. About 4% of young people in the programme are registered disabled or have limiting illnesses.

<b>Figure 3.7(a)</b> Young people registered disabled	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
No	93.8	100.0	100.0	100.0	96.2
Yes	6.3	0.0	0.0	0.0	3.8
N=	192	38	21	66	317
<b>Figure 3.7(b)</b> Young people with limiting illness					
No	95.8	100.0	83.6	95.5	95.6
Yes	4.2	0.0	16.4	4.5	4.4
N=	192	38	21	66	317

The above discussion of the biographical characteristics of the sample has been provided to assist with the interpretation of substantive findings on the experiences of young people in the programme below rather than to make any claims, as such, about the representativeness of the sample.

## 4 Previous participation in social action

This section examines the extent to which respondents had previously been involved in social action. Appraisal of previous involvement is important in order to gauge the extent to which attitudes and practices have been changed as a result of participation in the programme. As in the above section, the sample is divided by region to get a better understanding of the profile of respondents; this will aid the process of interpretation in more analytical sections of the report which follow.

Figure 4.1 shows previous levels of involvement in voluntary social action by helping out at local clubs or organisations before joining the SAF programme. This variable is taken to broadly represent participation in 'formal volunteering'. For the sample as a whole, it is clear that a sizeable proportion of young people were new to voluntary work: indeed, 38% had never done this before. There are substantive variations across regions which are likely to be affected by the age and ethnicity profiles of the sample, as discussed above. Previous involvement in formal volunteering in the North West England sample is particularly low.

<b>Figure 4.1</b> Have they helped out at a local voluntary organisations or clubs before joining the SAF project?	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Never done this	40.5	60.5	19.0	24.2	38.1
Sometimes	39.5	31.6	38.1	50.0	40.6
Yes, quite a lot	20.0	7.9	42.9	25.8	21.3
N=	190	38	21	66	315

Figure 4.2 presents data on the extent of involvement in ‘informal social action’ prior to joining the SAF programme. It is clear that there were much higher levels of informal participation in social action in the sample as a whole when compared with formal social action as reported in Figure 4.1. Only 24% of the sample had never been involved in helping out neighbours previously. It is shown that in North East England and Yorkshire and the Humber the proportion of non-involvement was rather higher. This is likely to be related, in particular, to the age profile of the sample as reported in Figure 3.2. The much higher levels of involvement in South East England is likely to be due to the fact that respondents were generally older.

<b>Figure 4.2</b> Have they helped neighbours in their local area before joining the SAF programme?	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Never done this	27.0	7.9	14.3	28.8	24.2
Sometimes	56.1	89.5	57.1	50.0	58.9
Yes, quite a lot	16.9	2.6	28.6	21.2	16.9
N=	189	38	21	66	314

Figure 4.1 examined the extent of ‘formal social action’ in the form of volunteering for a local charity or group. Figure 4.3, by contrast, considers a different aspect of commitment to formal volunteering through fundraising – either directly or indirectly for a particular charity. These data show that more respondents had made a social contribution prior to joining the SAF programme. While 38% had never done formal volunteering before, only about 25% had not played some role in fundraising for a voluntary organisation or a charity: and further, about 24% had been involved in fundraising ‘quite a lot’. Variations across regions again reflect the age profile to some extent: in the South East England sample, fundraising activity is more prevalent because respondents are older whilst the reverse is the case in the younger North East England sample. The low levels of fundraising activity in North West England may be a mix of factors associated with age and ethnicity but this is not certain.

<b>Figure 4.3</b> Have they helped raise money for a voluntary organisation or charity before joining the SAF programme?	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Never done this	27.0	44.7	4.8	15.2	25.2
Sometimes	50.8	44.7	47.6	56.1	51.0
Yes, quite a lot	22.2	10.5	47.6	28.8	23.9
N=	189	38	21	66	314

While the previous figures were concerned with generalised formal or informal support for charities and helping out neighbours, the following figures consider discrete activities which may indicate stronger commitment to social action prior to joining the SAF programme. Figure 4.4 shows how many young people had contacted people in a position of authority to tackle a local issue. As would be expected, the percentages of young people involved in such activity are considerably lower: about 65% had never done this. Variations across regions is less pronounced than in previous figures, although the older sample in South East England probably explains a greater level of involvement in such activity: 14% of respondents had been involved in such activity quite a lot. There is a higher level of engagement in social action in North West England also which may be related to the larger proportion of Asian participants in the sample – suggesting higher levels of awareness of local issues concerning ethnic minority communities.

<b>Figure 4.4</b> Contacted someone (e.g. council, media, school) about something affecting your local area	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Never done this	67.0	55.3	47.6	69.7	64.9
Sometimes	23.4	36.8	38.1	22.7	25.9
Yes, quite a lot	9.6	7.9	14.3	7.6	9.3
N=	188	38	21	66	313
Number of projects	45	35	21	26	127

Figure 4.5 shows that active involvement in social action through the organisation of a petition or attending local or national campaigning events. Participation across the sample is quite limited in this domain: 70% had never been involved in such activity. The exception is North West England where involvement was considerably higher – again, this may reflect the larger proportion of ethnic minority participants in the programme where concerns about local issues may be more immediate.

<b>Figure 4.5</b> Have they ever organised a petition or an event to support a local or national issue?	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Never done this	73.0	44.7	71.4	75.8	70.1
Sometimes	19.0	50.0	23.8	19.7	23.2
Yes, quite a lot	7.9	5.3	4.8	4.5	6.7
N=	189	38	21	66	314
Number of projects	45	35	21	26	127

Figure 4.6 reports on the extent to which young people had met, possibly informally, with people in their area to deal with a particular issue. The data indicate that such involvement was limited prior to joining the SAF programme: over 64% had not done so. While the sample in South East England is small, it is notable that there is no involvement recorded in such activity, even though respondents were considerably older. They may add weight to an assertion that involvement in social action in areas with higher proportions of ethnic minorities may be more likely. Certainly, Figure 4.6 shows that participation by members of the sample in North West England is the highest – where there was a larger representation of Asian young people.

<b>Figure 4.6</b> Met with other people to deal with an issue in your local area	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Never done this	67.7	42.1	57.1	69.7	64.3
Sometimes	25.9	50.0	42.9	24.2	29.6
Yes, quite a lot	6.3	7.9	0.0	6.1	6.1
N=	189	38	21	66	314
Number of projects	45	35	21	26	127

Finally, Figure 4.7 asks whether young people had ever been involved in a project similar to the SAF programme before. These data help to interpret some of the previous findings because it is clear that the

sample in North West England were more accustomed to involvement in voluntary social action than in other areas: 75% had engaged in similar programmes in the past. This suggests that Youth Action drew upon a pool of young people with whom they had already had contact while in other areas, levels of previous engagement were considerably lower. With this in mind, it is likely that the higher levels of engagement in social action in the North West England sample may be associated with more intensive support for Asian young people by Youth Action rather than a feature of local dynamics as such.

**Figure 4.7**

Been involved in projects similar to this one?	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Never done this	78.2	25.0	80.0	71.2	75.7
Sometimes	17.0	75.0	5.0	24.2	18.8
Yes, quite a lot	4.8	0.0	15.0	4.5	5.5
N=	165	4	20	66	255
Number of projects	45	35	21	26	127

The above analysis sets the scene for more complex exploration of the data in the sections that follow. What we now know is that the majority of young people in the programme are new to social action and that the majority have not previously engaged in the kind of activities that were on offer in the SAF programme. These findings are encouraging as they show that the programme has been successful in reaching many previously non-involved young people who may have future potential to engage in social action. As it is also evident that many participants did have previous experience of social action – an opportunity is now presented to compare their attitudes and expectations about future involvement in Section 6 of this report.

## 5 Appraisal of the value of the project for personal development and community impact

Before the propensity for young people to engage in social action in future is examined, it is useful to find out the extent to which young people feel they benefitted personally from their involvement in the programme. The analysis in this section is presented using data from the whole sample. Analysis by different biographical categories of young people cannot easily be done given the relatively small number of respondents – and in any case, analysis of this kind has been undertaken intensively for the O<sub>2</sub>Think Big programme which is available for scrutiny.<sup>20</sup> And further, the principal purpose of this report is to examine the potential for young people to engage in social action rather than to explore the benefits gained from the Think Big programme for their personal and social development.

To begin the analysis, data are presented in Figure 5.1 on the extent of investment in project work by young people in the SAF programme. These data demonstrate that the extent of commitment to the programme, as measured by the numbers of hours involvement, is substantial. Just over a third of young people committed over 30 hours work to their projects and a further 36% invested between 20-29 hours of their time. Very few

<sup>20</sup> See Chapman and Dunkerley (2013) *Opening doors: developing young people's skills and raising their aspirations: An evaluation of O<sub>2</sub> Think Big programme in the UK 2010-2012*, Durham: Policy&Practice, St Chad's College, Durham University

participants offered less than 5 hours of their time. Regional disparities are not particularly pronounced, with the exception of North East England where participation, as measure by hours committed, was lower. This is likely to be due to the larger number of younger people involved in the programme and possibly, a higher level of management of the project by Keyfund given their propensity to work with young people who are more likely to be from deprived areas, be less well educated and less socially engaged.

<b>Figure 5.1</b> How many hours did they commit to the project	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
Less than 5	1.0	0.0	0.0	0.0	0.6
5 to 9 hours	18.3	5.3	4.8	7.6	13.6
10 to 19 hours	13.6	13.2	23.8	19.7	15.5
20 to 29 hours	44.0	18.4	23.8	27.3	36.1
More than 30 hours	23.0	63.2	47.6	45.5	34.2
N=	191	38	21	66	316
Number of projects	45	35	21	26	127

The series of figures which follow consider young people’s self evaluation of their own skills and confidence across a wide range of dimensions. Figures 5.2(a) and (b) concentrate primarily upon the acquisition of confidence and skills. These data suggest that participants in the programme have higher levels of confidence in some domains. In particular, higher levels of confidence are expressed in terms of communication, commitment (sticking to a task), organising time, teamwork and taking responsibility for a task. Lesser confidence is expressed in relation to motivating other people.

Two dimensions relate to personal perceptions about their own future (‘I am quite worried about my future’) and general perceptions on pro-sociality (‘I now think I’m the sort of person who wants to help other people’). It is clear from these data that young people are generally quite worried about their future, doubtless they have in mind current difficulties facing young people particularly in relation to employment opportunities: only 12% feel that they are very confident in this respect. The measure of pro-social attitudes amongst young people in the sample suggests that participants, by the end of the programme, regard themselves as being the sort of person who will help others. Indeed, 74% agree or strongly agree that this is the case. The question is, how will these pro-social attitude manifest themselves in social action in the future? This will be explored in Section 6.

<b>Figure 5.2 (a)</b> Self assessment of skills and confidence	“I am pretty good at communicating with people”	“I am pretty good at teamwork”	“I am pretty good at taking responsibility for a task”	“I am pretty good at motivating people”	*I am pretty good at decision making”
Strongly agree	29.0	21.3	21.3	16.6	16.4
Agree	49.2	34.3	34.3	30.8	43.5
Neither agree or disagree	16.5	20.3	20.3	32.1	28.4
Disagree	4.3	16.7	16.7	16.6	9.4
Strongly disagree	1.0	7.3	7.3	4.0	2.3
N=	303	300	300	302	299

Figure 5.2(b) Self assessment of skills and confidence	“I am pretty good at organising my time”	“I am pretty good at working independently”	“I am pretty good at sticking to a task until it is finished”	*I am quite worried about my future”	“I now think I’m the sort of person who wants to help other people”
Strongly agree	22.3	21.5	24.2	12.3	33.2
Agree	36.5	29.2	44.7	25.3	41.2
Neither agree or disagree	28.9	26.5	22.8	30.7	19.6
Disagree	10.0	18.1	7.0	20.0	4.7
Strongly disagree	2.3	4.7	1.3	11.7	1.3
N=	301	298	302	300	301

Before analysis of the propensity of young people to engage in future social action is assessed, it is useful to examine how participants felt that involvement in the SAF programme affected their behaviour and outlook. Figures 5.3(a) and (b) present generalised data to explore this.

These data demonstrate that the strongest levels of agreement on the benefits of the programme seem to centre on the widening of young people’s horizons: 44% strongly agree that they have tried doing new things that they had not previously been involved with and 27% strongly agree that they have met people they from backgrounds different from their own. It is also clear that as a result of this process of widening horizons that future interest in social action has increased: 31% strongly agree and a further 40% agree that they will be more likely to do voluntary work in the future. Similarly 62% agree or strongly agree that as a result of the project, they now care more about their community. Only 20% agree or strongly agree that they would not want to get involved in a similar programme in the future – indeed 36% strongly disagree with this – showing that they are keen to continue involvement in social action.

Figure 5.3(a) Evaluation of the benefits of involvement in the SAF programme	“The project has helped me to try things I would never have tried before”	“I don’t think I’d want to do something like this again”	“I’ve learned to use skills in the project I didn’t know I had”	“The project has helped me to look at the world in a different way”	“As a result of the project I have some new interests and hobbies”
Strongly agree	43.5	6.3	27.6	19.3	21.0
Agree	39.2	13.6	46.2	38.7	30.7
Neither agree or disagree	13.0	15.6	20.9	28.3	32.7
Disagree	3.3	28.2	5.0	11.0	12.3
Strongly disagree	1.0	36.2	0.3	2.7	3.3
N=	301	301	301	300	300

Young people also report improvements in their ownership of tangible skills: 28% strongly agree that they now have skills that they didn’t know they had, and a further 46% agree that this is the case. This finding lends support to a view that the results presented in Figure 5.2(a) and (b) may reflect benefits from the programme in discrete areas of skill development. Unfortunately, this assertion cannot be tested in relation to the SAF

study as data were not collected before and after completion of projects. However, the evaluation of Think Big did allow for such analysis and substantive benefits are shown.<sup>21</sup>

<b>Figure 5.3(b)</b> Evaluation of the benefits of involvement in the SAF programme	"I don't get bored so easily"	"I feel more confident about my future since doing the project"	"Doing the project has helped me meet people with different backgrounds from mine"	"Doing the project has made me care more about my community"	"I'm much more likely to do organised voluntary work in the future now"
Strongly agree	12.3	17.1	27.3	20.3	31.2
Agree	23.9	39.1	40.3	42.5	40.2
Neither agree or disagree	30.2	30.8	19.0	28.9	23.6
Disagree	22.3	9.4	9.7	6.3	2.7
Strongly disagree	11.3	3.7	3.7	2.0	2.3
N=	301	299	300	301	301

## 6 Changed attitudes and behaviours: formal and informal volunteering

This section provides analysis of participants' propensity to undertake formal and informal social action prior to and following involvement with the SAF programme. Before analysis of change is undertaken, it is useful first to examine the extent of previous involvement in formal and informal social action.

Figure 6.1 compares young people's previous involvement in formal social action (that is, organised volunteering for a charity or group) with informal social action (that is, helping out neighbours or people in the local community on a more spontaneous basis). The data show that:

- Of those young people who had not previously been involved in formal volunteering, about 60% had sometimes been involved in informal voluntary action and 8% had done so 'quite a lot'.
- Of those young people who sometimes got involved in formal volunteering, 64% had sometimes been involved informal volunteering and 15% regularly so.
- Of those young people who regularly took part in formal voluntary action, 36% regularly took part in informal activity

These data show, in short, that the propensity of young people previously to engage in formal voluntary action was quite strongly associated with their likelihood of taking part in informal activity. That stated, relatively few young people never offered informal support to their neighbourhood or communities (24%).

<sup>21</sup> Chapman and Dunkerley (2013) *ibid*, see Section 4

Figure 6.1 Previous involvement in formal volunteering	Never done informal volunteering	Sometimes done informal volunteering	Done quite a lot of informal volunteering	
Never done this	31.7	60.0	8.3	120
Sometimes	21.1	64.1	14.8	128
Quite a lot	16.7	47.0	36.4	66
All sample	24.2	58.9	16.9	314

Figure 6.2 examines the extent to which young people were likely to engage in formal volunteering in the future depending upon their previous involvement in formal voluntary action. For the sample as a whole, it is evident that about 33% of young people strongly agreed that they would stay involved in voluntary work after the SAF programme and that a further 56% agreed that they would do so. Interestingly, only 2% of the sample stated that they had no intention of future engagement in formal voluntary activity.

When attitudes are compared for young people with different levels of previous experience in formal voluntary activity are taken into account, some interesting findings emerge.

- Of those young people who had never previously been involved in formal voluntary activity, 27% now strongly agreed that they would continue to do so and 57% agree that they would
- Of those young people who had some previous formal volunteering experience, 23% strongly agreed they would continue, and 67% agreed that they would.
- Of those young people who had quite a lot of previous formal volunteering experience, 62% strongly agreed that they would continue to do so and a further 34% agreed that they would.

These findings show a strong correlation between previous experience of committed formal volunteering (i.e. 'quite a lot') and future intentions to do so. But it is also clear that improvement in the likelihood of previous non-formal volunteers is quite dramatic: from 0% to 27% showing a strong likelihood (strongly agree) to get involved and 57% a reasonable likelihood (agree).

Propensity to engage in <u>formal</u> volunteering after SAF programme						
Figure 6.2 Help out at a local club, group, organisation or place of worship	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N=
Never done this	26.8	57.1	9.8	5.4	0.9	112
Sometimes	23.0	67.2	9.8	0.0	0.0	122
Quite a lot	61.5	33.8	4.6	0.0	0.0	65
Whole sample	32.9	56.4	8.7	2.0	0.0	298

Figure 6.3 repeats the analysis in Figure 6.2, but this time considers the future likelihood of being involved with informal voluntary action (helping out neighbours or people in the community in a more spontaneous way).

These data show that after the SAF programme a similar proportion of the sample are likely to offer informal support to their communities as formal support. As in Figure 6.2, there is a strong correlation between previous engagement in formal voluntary activity and strong commitment (strongly agree) to future engagement in informal activity.

- Of those young people who had never previously been involved in formal voluntary activity, 18% now strongly agreed that they would continue to do so and 59% agree that they would
- Of those young people who had some previous formal volunteering experience, 28% strongly agreed they would continue, and 62% agreed that they would.
- Of those young people who had quite a lot of previous formal volunteering experience, 77% stated that they would continue to do so and a further 22% agreed that they would.

<b>Figure 6.3</b> Propensity to engage in <u>informal</u> volunteering before and after SAF programme						
Help out at a local club, group, organisation or place of worship	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N=
Never done this	18.8	59.4	18.8	2.9	0.0	69
Sometimes	28.5	62.6	8.9	0.0	0.6	179
Quite a lot	77.6	22.4	0.0	0.0	0.0	49
Whole sample	34.3	55.2	9.8	0.7	0.0	297

This section has demonstrated that involvement in the SAF programme has enhanced young people’s desire to stay involved in formal and informal voluntary activity in future. The question is, why? The next section asks what the key motivations are for future commitment to social action.

## 7 Instrumental and altruistic motivations to volunteer

This section considers the interaction between different motivations to get involved in voluntary activity in the future. The method used to analyse the data needs first to be explained.

Figure 7.1 presents a set of cross tabulated data using two variables

- “It’s everyone’s responsibility to help out in these ways” - which amounts to a *moral, political or ethical judgement* on the importance of voluntary social action in society. In short, this is used as an indication of social action driven by *altruism*.
- “Helping out in these kinds of ways would look good on my applications” – this refers to an instrumental motivation: that the person who does the voluntary action will benefit personally from that engagement.

The data are then divided into five categories as shown in Figure 7.1(b).

- The dark green category refers to young people who consistently strongly agree or agree with both statements

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- The light green category refers to young people who agree with the first statement but disagree with the second
- The pink category refers to young people who disagree with the first statement but agree with the second
- The red category refers to young people who disagree with both statements
- The grey category includes young people who have a neutral or uncommitted view on one or both statements

The method of calculation shown in Figure 7.2 will be used in all subsequent tables in this section to show how change has occurred. As each of these figures is self explanatory, observations in the text will be kept to a minimum.

"Helping out in these kinds of ways would look good on my applications"						
Figure 7.1(a) "It's everyone's responsibility to help out in these ways"	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N=
Strongly agree	40	14	6	2	0	62
Agree	40	63	12	1	0	116
Neither agree or disagree	24	37	42	1	0	104
Disagree	0	8	8	4	0	20
Strongly disagree	1	2	0	1	2	6
N=	105	124	68	9	2	308

Figure 7.1(b) Categories of responses		
157	Agree or strongly agree with first and second statements	As % of whole sample = $157 / 308 \times 100 = 51.0\%$ of whole sample As % of those expressing clear opinion = $178 / 130 \times 100 = 88.2\%$
3	Agree with first statement but disagree with second statement	As % of whole sample = $3 / 308 \times 100 = 1.0\%$ of whole sample As % of those expressing clear opinion = $3 / 178 \times 100 = 1.7\%$
11	Disagree with first statement but agree with second statement	As % of whole sample = $11 / 308 \times 100 = 3.6\%$ of whole sample As % of those expressing clear opinion = $11 / 178 \times 100 = 6.2\%$
7	Disagree with both first and second statements	As % of whole sample = $7 / 308 \times 100 = 2.3\%$ of whole sample As % of those expressing clear opinion = $7 / 178 \times 100 = 3.9\%$
130	Neutral or undecided on one or both statements	Neutrals = $130 / 308 = 42.2\%$ of whole sample

Figure 7.2		
% of young people who express a clear opinion	Young people's responses as a % of the whole sample	"It's everyone's responsibility to help out in these ways" (altruistic motivation) "Helping out in these kinds of ways would look good on my applications" (instrumental motivation).
<b>88.2</b>	<b>51.0</b>	Agree that it is everyone's responsibility to take part in social action and agree that involvement in the project will look good on a CV
1.7	1.0	Agree that it is everyone's responsibility to take part in social action <u>but</u> disagree that involvement in the project will look good on a CV
6.2	3.6	Disagree that it is everyone's responsibility to take part in social action <u>but</u> agree that involvement in the project will look good on a CV
3.9	2.3	Disagree that it is everyone's responsibility to take part in social action <u>and</u> disagree that involvement in the project will look good on a CV
	42.2	Are neutral or uncertain about these issues

Figure 7.2 shows that 88% of young people who expressed an opinion agree that it is everyone's responsibility to take part in social action and agree that involvement in the project will look good on their CV. This shows that these young people have no difficulty in combining altruistic and instrumental motivations and do not see that there is a tension between them. That stated 42% of young people are neutral or uncommitted on these issues, and if they are added to the equation, then only 51% of participants clearly believe that altruistic and instrumental motivations sit together comfortably.

Figure 7.3 shows that 70% of young people who express a clear opinion disagree that they have little to offer to organisations and that they lack the confidence to get involved. In other words, the majority of the sample do feel confident about their potential. That stated, 50% of young people are undecided or neutral on one or both of these statements.

Figure 7.3		
% of young people who express a clear opinion	Young people's responses as a % of the whole sample	"I don't feel I have much to offer groups, clubs or organisations by helping out" (low confidence) "I don't feel confident enough to get involved" (instrumental motivation).
14.8	7.5	Agree that they do not have much to offer by helping out and agree that they do not feel confident enough to get involved
9.7	4.9	Agree that they do not have much to offer by helping out but disagree that they do not feel confident enough to get involved
5.8	2.9	Disagree that they do not have much to offer by helping out but agree that they do not feel confident enough to get involved
<b>69.7</b>	<b>35.1</b>	Disagree that they do not have much to offer by helping out and agree that they do not feel confident enough to get involved
	49.7	Are neutral or uncertain about these issues

Figure 7.4 compares attitudes about learning new skills and capabilities with instrumental motivations associated with improving their applications for jobs or education courses. Of those young people who express a clear opinion on both factors, 95% say that they have developed new skills which can be used on applications. For the sample as a whole, the percentage is 67% - with only 29% of young people being neutral or undecided on one or both statements.

Figure 7.4		
% of young people who express a clear opinion	Young people's responses as a % of the whole sample	"I've learned to use skills in the project I didn't know I had" (raised capability) "Helping out in these kinds of ways would look good on my applications"
<b>94.5</b>	<b>67.4</b>	Agree that they have developed new skills and agree this will look good on their applications
0.9	0.7	Agree that they have developed new skills but disagree this will look good on their applications
2.7	2.0	Disagree that they have developed new skills, but agree that project will look good on applications
1.8	1.3	Disagree that they have developed new skills, and disagree that project will look good on CV
	28.7	Are neutral or uncertain about these issues

Figure 7.5 considers issues surrounding locus of control and self determination. These data show that 85% of young people who express clear opinions on both factors feel that they can control what happens in their life and express a belief that hard work usually results in success. In other words they have a strong locus of control and self determination. When neutral or uncommitted responses are added, the proportion drops to 57% but remains very positive. It cannot be deduced from these data, of course, whether the programme produced these levels of confidence.

Figure 7.5		
% of young people who express a clear opinion	Young people's responses as a % of the whole sample	"I can pretty much decide what will happen in my life" (locus of control) "If you work hard at something you'll usually succeed" (self determination)
<b>85.1</b>	<b>56.1</b>	Agree that they can control what happens to them in life <u>and</u> agree that hard work usually results in success
1.0	0.7	Agree that they can control what happens to them in life <u>but</u> disagree that hard work usually results in success
9.8	6.5	Disagree that they can control what happens to them in life <u>but</u> agree that hard work usually results in success
4.1	2.7	Disagree that they can control what happens to them in life <u>and</u> disagree that hard work usually results in success
	34.0	Are neutral or uncertain about these issues

Figure 7.6 examines the relationship between low locus of control with fatalism by asking if people don't feel that they have much chance in life or cannot change things that happen in their local area. Of those young people who express clear opinions, the indications are that 42% of young people who have engaged in the SAF programme come out feeling confident that they can change things and do have choices. But the responses are not very strong – and less so when including those who have neutral or uncommitted views.

Figure 7.6		
% of young people who express a clear opinion	Young people's responses as a % of the whole sample	"People like me don't have much chance in life" (Low locus of control/fatalism) "I cannot really change the way things are done in my local area" (low locus of control)
21.4	12.2	Agree that they do not have much chance in life <u>and</u> agree that they cannot change the way things are done locally
6.5	3.7	Agree that they do not have much chance in life <u>but</u> disagree that they cannot change the way things are done locally don't think they have many opportunities but do think they can change things
29.2	16.6	Disagree that they do not have much chance in life <u>but</u> disagree that they cannot change the way things are done locally
<b><u>42.9</u></b>	<b><u>24.4</u></b>	Disagree that they do not have much chance in life <u>and</u> disagree that they cannot change the way things are done locally think they do have opportunities and can change things
	43.1	Are neutral or uncertain about these issues

As Figure 7.7 shows, when young people were asked directly about the impact of the SAF programme on their skill development (their capability) and their confidence about the future (an indicator of their locus of control), the evidence is much more promising. 83% of those young people who express a clear view agree that they have developed new skills they did not have before and agree that they feel more confident about the future. When those with neutral or uncommitted view are added, this falls to 48%.

Figure 7.7		
% of young people who express a clear opinion	Young people's responses as a % of the whole sample	"I have developed new skills" (capability) "I feel more confident about my future" (locus of control)
<b><u>83.2</u></b>	<b><u>48.2</u></b>	Agree that they have developed new skills they did not have before <u>and</u> agree that they feel more confident about the future
11.0	6.4	Agree that they have developed new skills they did not have before <u>but</u> disagree that they feel more confident about the future
0.6	0.3	Disagree that they have developed new skills they did not have before <u>but</u> agree that they feel more confident about the future
5.2	3.0	Disagree that they have developed new skills they did not have before <u>and</u> disagree that they feel more confident about the future
	42.1	Are neutral or uncertain about these issues

Figure 7.8 asks whether involvement in the SAF programme has helped young people see the world in a different way and made them care more about their community. The results are clearly beneficial for those young people who express a strong view: 84% agree that they see the world in a different way and agree that they now care more about their community. When those young people who have neutral views are included in the analysis the score falls to 44%.

Figure 7.8		
% of young people who express a clear opinion	Young people's responses as a % of the whole sample	"The project has helped me to look at the world in a different way" (widened horizons/social awareness) "Doing the project has made me care more about my community" (raised pro-sociality)
<b>83.8</b>	<b>46.7</b>	Agree that they see the world in a different way and agree that they now care more about their community
3.0	1.7	Agree that they see the world in a different way but disagree that they now care more about their community
6.6	3.7	Disagree that they see the world in a different way but agree that they now care more about their community
6.6	3.7	Disagree that they see the world in a different way and disagree that they now care more about their community
	44.3	Are neutral or uncertain about these issues

Figure 7.9 considers the impact of the project on pro-sociality and raised likelihood of social action. The evidence convincingly demonstrates a strong impact for the programme. 91% of young people who express a clear view say that they are in agreement on both counts. When those with neutral or uncommitted views are added, a majority of 55% believe that that they care more about their community and agree that they are more likely to engage in voluntary work/social action.

Figure 7.9		
% of young people who express a clear opinion	Young people's responses as a % of the whole sample	"Doing the project has made me care more about my community" (raised pro-sociality) "More likely to help out at a local club, group, organisation or place of worship*" (raised likelihood of social action)
<b>90.7</b>	<b>55.1</b>	Agree that they care more about their community <u>and</u> agree that they are more likely to engage in voluntary work/social action
1.1	0.7	Agree that they care more about their community <u>but</u> disagree that they are more likely to engage in voluntary work/social action
3.8	2.3	Disagree that they care more about their community <u>but</u> agree that they are more likely to engage in voluntary work/social action
4.4	2.7	Disagree that they care more about their community <u>and</u> disagree that they are more likely to engage in voluntary work/social action
	39.2	Are neutral or uncertain about these issues

Finally, Figure 7.10 considers the impact of the programme on more proactive forms of social action where young people would contact local officials about an issue and engage in a petition or event to solve a local or national issue. The results here are, perhaps, surprisingly positive given the relatively limited engagement in such activities before joining the programme as shown in Figures 4.6 and 4.7.

Of those young people who express a clear view, 93% agree that they may contact someone in a position of authority to tackle a local problem and agree that they may organise a petition or even in future to support a local or national issue. When those young people who were neutral or uncommitted to one or more of the statements, 61% agreed that they would engage with both activities.

**Figure 7.10**

% of young people who express a clear opinion	Young people's responses as a % of the whole sample	“Doing the project has made me more likely to contact someone (e.g. council, media, school) about something affecting your local area” (raised likelihood of social action) “More likely to organise a petition or event to support a local or national issue “(raised likelihood of social action)
<b><u>92.9</u></b>	<b><u>60.7</u></b>	Agree that they may contact someone in a position of authority to tackle a local problem <u>and</u> agree that they may organise a petition or even in future to support a local or national issue
1.0	0.7	Agree that they may contact someone in a position of authority to tackle a local problem <u>but</u> disagree that they may organise a petition or even in future to support a local or national issue
1.0	0.7	Disagree that they may contact someone in a position of authority to tackle a local problem <u>but</u> agree that they may organise a petition or even in future to support a local or national issue
5.1	3.3	Disagree that they may contact someone in a position of authority to tackle a local problem and disagree that they may organise a petition or even in future to support a local or national issue
	34.7	Are neutral or uncertain about these issues

The above analysis shows that the SAF programme has had a significant impact on the propensity of young people to engage in social action in the future. What is not known, however, is the extent to which these findings are solely due to the participation in SAF or whether other factors also come into play. The likelihood is that other factors can influence increased pro-sociality and determination to increase social action. It is possible to explore this by comparing the attitudes of young people who had been involved in a previous social action programmes – the National Citizen Service, and those who had not.

## 8 Impact or previous engagement with NCS on pro-sociality and social action

A central aim of the SAF programme was to provide young people who had previously been involved in the National Citizen Service (NCS) with an opportunity to embed their commitment to social action. An opportunity therefore presented itself to compare the impact of the SAF programme of NCS graduates with other young people.<sup>22</sup>

Figure 8.1 presents data on the total number of participants in the SAF programme who were also graduates of NCS. It can be seen that few participants in South East England and Yorkshire and the Humber were NCS graduates – while in the remaining areas, the balance was more even. To ensure comparability of samples, for the following analysis, young people who were too young to have been involved in the NCS programme were removed from the analysis.

<sup>22</sup> It cannot, of course, be guaranteed that non NCS young people had not been involved in similar programmes. As noted in Section 4, for example, it was suggested that many of the young people in the North West England region involved in SAF had previously been involved in other programmes. Nevertheless, the exercise is a useful one as it compares discrete experience on NCS with young people who did different things or nothing at all.

<b>Figure 8.1</b> NCS and non NCS participants compared	North East England	North West England	South East England	Yorkshire and the Humber	Whole Sample
No	54.7	55.3	81.0	86.4	63.1
Yes	45.3	44.7	19.0	13.6	36.9
N=	192	38	21	66	317
Number of projects	45	35	21	26	127

Figure 8.2 compares the previous experiences of formal and informal volunteering amongst NCS and non NCS graduates. These data show that:

- Of those participants who had not previously done formal volunteering, 38% of non NCS graduates had never taken part in informal volunteering compared with only 29% of NCS graduates.
- 66% of NCS graduates who had never previously done formal volunteering had been involved in informal volunteering compared with 53% of non NCS graduates
- Amongst more committed formal volunteers NCS graduates outnumbered non NCS graduates by 44% to 41%.

<b>Figure 8.2</b> Previous experience of formal and informal voluntary action	Never did informal volunteering		Sometimes did informal volunteering		Did informal volunteering quite a lot		Non NCS N=	NCS N=
	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS		
Never did formal volunteering	<u>37.7</u>	28.9	52.8	<u>66.7</u>	9.4	4.4	53	45
Sometimes did formal volunteering	23.8	21.4	63.5	57.1	12.7	<u>21.4</u>	63	42
Often did formal volunteering	17.6	14.8	47.1	40.7	35.3	<u>44.4</u>	34	27

While these data show that NCS graduates were more likely to have been previously involved in formal or informal voluntary social action the differences are not particularly pronounced in most domains and that these differences may be accounted for by chance given the relatively small sample sizes.

When the propensity of NCS graduates and non graduates to engage in future social action, as shown in Figures 8.3(a) and (b), some interesting differences emerge.

- NCS graduates and non graduates are equally likely to do organised voluntary work in the future – about 32% strongly agree and around 42% agree with this statement.
- NCS graduates and non graduates are more or less equally likely to care more about their community following involvement in SAF – about 22% strongly agree and around 43% agree with this statement.
- NCS graduates are more likely to strongly agree that the SAF project has helped them to see the world in a different way (27% NCS, 17% non NCS).

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- NCS graduates are very much more likely to strongly agree that they will help out at a local club or organisation (47% NCS, 25% non NCS).
- NCS graduates are very much more likely to strongly agree that they will help out a neighbour or someone else in their local area (46% NCS 25% non NCS).
- The proportion of SAF participants who will help in future with fundraising for a charity is more similar (NCS 46%, non NCS 39%).
- The proportion of NCS graduates who strongly agree that they will contact someone in authority to tackle a local problem is 28% compared with 16% of non NCS graduates.
- The proportion of NCS graduates who strongly agree that they will organise a petition or attend a campaigning event to tackle a local or national issues 29% compared with 17% of non NCS graduates.
- About 17% of non NCS graduates strongly agree that they will meet people locally to deal with an issue compared with 36% of NCS graduates.
- NCS graduates show more commitment to the idea of joining other programmes where they can exercise leadership (42% NCS, 28% non NCS).

These findings seem to suggest that NCS graduates are rather more likely to have strong commitment to engage in social action following the SAF programme. The similarities shown in commitment to formal volunteering, however, needs to be explored further to ensure that any differences between NCS and non NCS attitudes about future social action are properly understood.

Figure 8.3(a) and (b) explore this by comparing previous engagement with formal volunteering and future formal or informal volunteering. It should be noted that in the questionnaire it was made clear that these questions were concerned with participation before joining NCS.

When assessing the likelihood of future formal volunteering, it is shown in Figure 8.3.(a) that:

- Of those SAF participants who have never been involved in formal social action, 39% of NCS graduates strongly agree that they will do so in future, compared with 20% of non NCS graduates.
- Of those SAF participants who have sometimes been involved in formal social action, 36% of NCS graduates strongly agree that they will do so future compared with 15% of non NCS graduates.
- Of those SAF participants who have previously been heavily committed to social action, 77% of NCS graduates strongly agree that they will do so in future compared with 50% of non NCS graduates.

When assessing the likelihood of participation in future informal volunteering, as shown in Figure 8.3(b), interesting differences emerge.

- Of those SAF participants who have never been involved in formal social action, 24% of NCS graduates strongly agree that they will participate in informal social action in future, compared with 26% of non NCS graduates.
- Of those SAF participants who have sometimes been involved in formal social action, 38% of NCS graduates strongly agree that they will participate in informal social action future compared with 19% of non NCS graduates.
- Of those SAF participants who have previously been heavily committed to social action, 91% of NCS graduates strongly agree that they will participate in informal social action in future compared with 61% of non NCS graduates.

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The mismatch between the opinions of young people who have previously been heavily involved in formal volunteering and those who have never been involved is striking. 91% of NCS graduates with previous experience of formal volunteering strongly agree that they will be doing so in future compared with just 24% of NCS graduates who had no previous experience.

It is clear that previous experience of formal volunteering is very influential on young people's views. What is not clear, however, is the extent to which their previous involvement in NCS influenced this view or whether other influences such as family attitudes about voluntary action played a part.

While differences in strongly expressed attitudes are very clear, when generalised agreement with statements is considered differences do diminish somewhat.

- Of those with no previous experience in formal voluntary action, 84% of non NCS graduates and 91% of NCS graduates agree or strongly agree they will do informal volunteering in future (for future formal volunteering the proportions are 73% and 89% respectively).
- Of those with some previous experience of formal voluntary action, 85% of non NCS graduates and 95% of NCS graduates agree or strongly agree they will do informal volunteering in future (for future formal volunteering the proportions are 75% and 91% respectively).
- Of those with a lot of previous experience of formal voluntary action, 99% of non NCS graduates and graduates agree or strongly agree they will do informal volunteering in future (for future formal volunteering the proportions are 94% and 99% respectively).

These findings suggest remarkably strong commitment to future social action. But of course they are statements of intent and not actually findings about practice as such. It would be necessary to contact participants again in future to find out if they had realised their ambitions to stay involved in voluntary social action.

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Figure 8.3(a)	“I’m much more likely to do organised voluntary work in the future now”		“I’m much more likely to care about my community in the future now”		“The project has helped me look at the world in a different way”		“Help out at a local club, group, organisation or place of worship”		“Help out a neighbour or someone else in your local area”	
	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS
Strongly agree	31.5	33.6	20.3	23.6	16.8	<b>27.3</b>	25.2	<b>47.3</b>	25.2	<b>45.5</b>
Agree	44.1	40.0	42.7	44.5	42.7	40.0	58.0	45.5	61.5	45.5
Neutral	21.0	23.6	28.0	26.4	28.7	23.6	11.9	7.3	11.2	9.1
Disagree	0.0	2.7	6.3	3.6	9.8	6.4	4.2	0.0	1.4	0.0
Strongly disagree	3.5	0.0	2.8	1.8	2.1	2.7	0.7	0.0	0.7	0.0
N=	143	110	143	110	143	110	143	110	143	110

Figure 8.3(b)	“Raise money for charity (including taking part in a sponsored event)”		“Contact someone (e.g. council, media, school) about something affecting your local area)”		“Organise a petition or event to support a local or national issue”		“Meet with other people to deal with an issue in your local area”		“I’d like to do more projects like O <sub>2</sub> Think Big where I’m in charge”	
	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS
Strongly agree	39.2	45.5	16.1	<b>28.2</b>	16.8	<b>29.1</b>	16.8	<b>35.5</b>	28.0	<b>42.2</b>
Agree	44.8	37.3	51.0	46.4	47.6	42.7	47.6	40.9	38.7	33.6
Neutral	16.1	17.3	25.9	24.5	26.6	24.5	25.9	20.9	24.7	17.2
Disagree	0.0	0.0	5.6	0.9	7.0	2.7	7.7	1.8	4.0	1.7
Strongly disagree	0.0	0.0	1.4	0.0	2.1	0.9	2.1	0.9	4.7	5.2
N=	143	110	143	110	143	110	143	110	150	116

Will young people participate in <u>formal</u> volunteering in the future?										
Figure 8.3(a) Participation in formal volunteering before SAF	Strongly agree		Agree		Neutral		Disagree/Strongly disagree		Not NCS N=	NCS N=
	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS		
Never	20.4	<b><u>38.6</u></b>	53.1	50.0	12.2	11.4	14.2	0.0	49.0	44.0
Sometimes	15.0	<b><u>35.9</u></b>	70.0	56.4	15.0	7.7	0.0	0.0	60.0	39.0
Quite a lot	50.0	<b><u>76.9</u></b>	44.1	23.1	5.9	0.0	0.0	0.0	34.0	26.0

Will young people participate in <u>informal</u> volunteering in future?										
Figure 8.3(b) Participation in informal volunteering before SAF	Strongly agree		Agree		Neutral		Disagree/Strongly disagree		Not NCS N=	NCS N=
	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS	Not NCS	NCS		
Never	16.2	<b><u>24.0</u></b>	67.6	48.0	10.8	28.0	5.4	0.0	37.0	25.0
Sometimes	19.5	<b><u>38.1</u></b>	65.9	57.1	14.6	4.8	0.0	0.0	82.0	63.0
Quite a lot	60.9	<b><u>90.5</u></b>	39.1	9.5	0.0	0.0	0.0	0.0	23.0	21.0

## 9 Conclusions

The findings from this research provide strong evidence to link young people's participation in youth led positive social action programmes and future intentionality to engage in purposeful social action. Such social action benefits both the young people who are so engaged and the communities they serve. As such, this research adds early support to the work of the Campaign for Youth Social Action, which emerged from an independent review undertaken by Dame Julia Clevedon and Amanda Jordan earlier this year in collaboration with NCVO, Young Foundation, the Institute for Volunteering Research and Cabinet Office.

Social action was defined as:

**“Young people taking practical action in the service of others in order to create positive social change that is of benefit to the wider community as well as to the young people themselves”.**<sup>23</sup>

This report shows that social action programmes such as the Social Action Fund, Think Big and/or National Citizen Service can lead to a stronger sense of commitment to future social action. This is especially clear for young people who expressed definite opinions on issues surrounding pro-sociality, self-confidence and commitment to specific aspects of social action. While many others were less clear in their views, there is still clear evidence of increased pro-sociality and commitment to social action.

This evaluation did not involve direct observation of young people as they engaged in their projects so it is not possible to make robust statements on the reasons why involvement in such programmes seem to enhance pro-sociality and increase the likelihood of future social action.

However, much more focused qualitative work on the Think Big programme between 2010 and 2012 strongly indicate that programmes such as these can have a beneficial impact. The Think Big evaluation research shows that much of the benefit is gained through the development of new skills as young people tackle the inevitable challenges of running social action projects. The experience of taking part in the programme and the skills gained or enhanced as a consequence may bring real advantage to young people as they apply for jobs, training and apprenticeships, or for further or higher education courses.

Many young people recognise that such programmes have instrumental benefits: helping them to get a foot on the career ladder or gain access to higher education, for example. Such programmes also help young people to develop problem-solving skills, building their personal resilience and capability to navigate uncertainty. Programmes which are 'youth led', in the sense that the programme team are not prescriptive about the structure or focus of the social action project, seem to be particularly successful. In such programmes, it is assumed that young people can work out ideas for themselves and be doubly energised by the freedom the programme gives them to lead and develop projects in their own way.

That stated, youth workers can help young people to build core skills including: communication, team work, creativity, project management and leadership skills. Youth workers may also be able to recognise that young people have different starting points in experiential terms, and that for some, relatively limited achievements or 'small steps' can represent 'giant leaps' in developmental or confidence terms.

The Social Action Fund/Think Big programme demonstrably provided young people with a safe environment within which to generate and test their ideas, take positive risks and manage problems and disappointments in the process of running their projects. This is important for young people, especially when life chances are more restricted due to economic factors that have severely limited labour market opportunities. When

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<sup>23</sup> Campaign for Social Action (2013:8) *ibid.*

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opportunities are limited, research evidence shows, young people are more likely to become fatalistic – to trust in luck – rather than rely on their own abilities.

The Social Action Fund/Think Big programme is effective because it helps young people to become more resilient and feel more in control of their destiny. What really makes a difference for young people, whatever their backgrounds, is the *trust* invested in them to make good decisions and to be responsible for allocating the money invested in their projects wisely.

As a social programme, the Social Action Fund had wider ambitions than merely to promote the personal interests of individuals. Unlike programmes which concentrate wholly on meritocratic advancement, the SAF programme aimed to promote positive interactions amongst diverse groups of young people and the communities within which they live. It also aimed to widen social horizons, contribute to social cohesion and increase levels of empathy and tolerance.

This report shows that, in tandem, the SAF and Think Big programmes achieved these objectives by involving young people from all backgrounds and with different levels of capability and confidence. And that by promoting pro-sociality and social action (in addition to the development of individuals' personal capability and confidence) there is a strong likelihood that young people will continue to make a positive contribution to their communities specifically, and to society more widely in the future.

## APPENDIX: SURVEY QUESTIONNAIRE

We'd like to ask you some questions about you – everything will be kept confidential

Where did you do your project?	North East England	Please tick here
	North West England	
	South East England	
	Yorkshire and the Humber	

2

<b>About how many hours do you think you spent involved with your project?</b> (please circle your answer)	Less than 5	5 to 9 hours	10 to 19 hours	20 to 29 hours	More than 30 hours
<b>About how many young people were 'actively' involved in your project</b> (please circle your answer)	(Put the number here)	<b>And how many people do you think got some benefit from your project?</b>			(Put the number here)
Which youth organisation did you work with?					

<b>Did you take part in National Citizen Service summer projects?</b> (please circle your answer)	Yes	No
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<b>What is your home post code?</b> (e.g. AB1 1XY)	
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<b>Are you male or female?</b> (please circle your answer)	Male	Female
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<b>When were you born?</b> (day/month/year – e.g. 28/06/59)	Day:	Date:	Year:
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What ethnic group are you from?			
Asian	Please tick or write in here	White	Please tick or write in here
Bangladeshi		White British	
Indian		White Irish	
Pakistani		White other? (please tell us)	
Other Asian (please tell us)		<b>Mixed</b>	
<b>Black or Black British</b>		White and Black Caribbean	
Caribbean		White and Black African	
African		White and Asian	
Other Black (please tell us)		Any other mixed background	
<b>Chinese or other ethnic group</b>		Any other mixed ethnic group? (please tell us)	
Chinese		<b>Sorry, but I don't want to tell you</b>	
Any other ethnic group? (please tell us)			

<b>Are you in part time or full time education or training at the moment?</b> (please circle your answer)	Yes	No
<b>Are you in part time or full time employment at the moment?</b> (please circle your answer)	Yes	No

(please tick your answer)

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<b>What have you achieved <u>so far</u> in your education and training?</b>	I've got no qualifications at the moment	
	I've got some GCSEs or NVQ1, or similar	
	I've got 5 or more GCSEs grade A-C (including maths and English), NVQ2, or similar	
	I've got A Levels (or Scottish Highers), NVQ3 or higher, or similar	
	I've got NVQ4 or 5, Foundation Degree or Diploma or similar	
	I've got a degree or higher degree or similar professional qualification	

<b>Are you a registered disabled person?</b>	Yes	No
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<b>Do you have a disability (or illness) which stops you from doing the things you want or need to do?</b>	Yes	No
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**Have you ever got involved in any of these things before you started National Citizen Service and/or O<sub>2</sub> Think Big?**

*Circle the number that fits how you feel*

	Never done this	Sometimes	Yes, quite a lot
Helped out at a local club, group, organisation or place of worship	1	2	3
Helped out a neighbour or someone else in your local area	1	2	3
Helped out other organisations (e.g. a charity shop, sport club)	1	2	3
Raised money for charity (including taking part in a sponsored event)	1	2	3
Contacted someone (e.g. council, media, school) about something affecting your local area	1	2	3
Organised a petition or event to support a local or national issue	1	2	3
Met with other people to deal with an issue in your local area	1	2	3
Been involved with projects similar to O <sub>2</sub> Think Big	1	2	3

<b>Why did you decide to take part in NCS?</b> (please tick all that apply)	My friends/brother/sister were taking part	
	My parent(s)/guardian(s)/carer(s)/school/ teacher encouraged me to take part	
	I thought it would be fun/exciting	
	I wanted to meet new people	
	I wanted to learn new skills	
	I thought it would help with future applications/CV	
	It was something to do/ I would have been bored otherwise	
	I wanted to help my local area	
	Other (please state in the space below)	

**Here are some questions about how you feel about yourself just now**

Circle the number that fits how you feel

	Strongly agree					Strongly disagree				
I am pretty good at communicating with people	1	2	3	4	5	1	2	3	4	5
I am not so good at team-work	1	2	3	4	5	1	2	3	4	5
I am pretty good at taking responsibility for a task	1	2	3	4	5	1	2	3	4	5
I am not very good at motivating people	1	2	3	4	5	1	2	3	4	5
I am pretty good at decision-making	1	2	3	4	5	1	2	3	4	5
I tend to get bored pretty easily	1	2	3	4	5	1	2	3	4	5
I am pretty good at organising my time	1	2	3	4	5	1	2	3	4	5
I not very good at working independently	1	2	3	4	5	1	2	3	4	5
I am pretty good at sticking at a task until it is finished	1	2	3	4	5	1	2	3	4	5
I am quite worried about my future	1	2	3	4	5	1	2	3	4	5
I now think I'm the sort of person who wants to help other people	1	2	3	4	5	1	2	3	4	5

**How do you think the project has changed the way you are?**

Circle the number that fits how you feel

	Strongly agree					Strongly disagree				
The project has helped me to try things I would never have tried before	1	2	3	4	5	1	2	3	4	5
I don't think I'd want to do something like this again	1	2	3	4	5	1	2	3	4	5
I've learned to use skills in the project I didn't know I had	1	2	3	4	5	1	2	3	4	5
The project has helped me to look at the world in a different way	1	2	3	4	5	1	2	3	4	5
As a result of the project I have some new interests and hobbies	1	2	3	4	5	1	2	3	4	5
I feel more confident about my future since doing the project	1	2	3	4	5	1	2	3	4	5
Doing the project has helped me meet people with different backgrounds from mine	1	2	3	4	5	1	2	3	4	5
Doing the project has made me care more about my community	1	2	3	4	5	1	2	3	4	5
I'm much more likely to do organised voluntary work in the future now	1	2	3	4	5	1	2	3	4	5

**Now you have finished your project, do you think you might get involved in any of the following things in the next six months?**

Circle the number that fits how you feel

	Yes, I'd definitely do this	Maybe sometimes I'd do this	No, I won't ever do this
Help out at a local club, group, organisation or place of worship	1	2	3
Help out a neighbour or someone else in your local area	1	2	3
Help out other organisations	1	2	3
Raise money for charity (including taking part in a sponsored event)	1	2	3
Contact someone (e.g. council, media, school) about something affecting your local area	1	2	3
Organise a petition or event to support a local or national issue	1	2	3
Meet with other people to deal with an issue in your local area	1	2	3
I'd like to do more projects like O <sub>2</sub> Think Big where I'm in charge	1	2	3

**How do you feel about these statements about voluntary work?**

Circle the number that fits how you feel

	Strongly agree		Strongly disagree		
I am too busy to help out in these ways	1	2	3	4	5
Most of my friends help out in these ways	1	2	3	4	5
My family encourage me to help out in these ways	1	2	3	4	5
The things I'm interested in doing are not available in my area	1	2	3	4	5
Helping out in these ways is a good way to meet new people	1	2	3	4	5
Helping out in these ways could help me learn new skills	1	2	3	4	5
I don't feel I have much to offer groups, clubs or organisations by helping out	1	2	3	4	5
It's everyone's responsibility to help out in these ways	1	2	3	4	5
Helping out in these kinds of ways would look good on my applications	1	2	3	4	5
I don't feel confident enough to get involved	1	2	3	4	5

**How much do you think you can change things?**

Circle the number that fits how you feel

	Strongly agree		Strongly disagree		
My views and opinions are taken seriously by my family	1	2	3	4	5
My views are taken seriously by people in my local area	1	2	3	4	5
When local people campaign together they can solve problems in the local area	1	2	3	4	5
I cannot really change the way things are done in my local area	1	2	3	4	5
The Government listens to people like me	1	2	3	4	5

**And finally, how much do you agree or disagree that....**

Circle the number that fits how you feel

	Strongly agree		Strongly disagree		
I can pretty much decide what will happen in my life	1	2	3	4	5
How well you get on in this world is mostly a matter of luck	1	2	3	4	5
If you work hard at something you'll usually succeed	1	2	3	4	5
Even if I do well at school, I'll have a hard time getting the right kind of job	1	2	3	4	5
Working hard now will help me get on later in life	1	2	3	4	5
People like me don't have much of a chance in life	1	2	3	4	5

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