



Ipsos MORI
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National Youth Social Action

Survey: Wave 6

Technical report

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Methodology

Ipsos MORI was commissioned by the Department for Digital, Culture, Media & Sport (DCMS) and Step Up To Serve to conduct the National Youth Social Action survey. The survey was established in 2014 to measure the participation of 10-20 year olds across the UK in social action and inform the #iwill campaign's strategy and communications.

Six waves of the survey have been conducted, with the most recent taking place between 29th October – 18th November 2019.

Questionnaire Design

The questionnaire for the sixth wave of the survey was based on the fifth wave, with revisions and some questions added. For the new questions included in the 2019 survey, a collective of organisations, via meetings and webinars, worked together to both derive questions from existing surveys and design ones specifically for the Youth Social Action survey. New questions, not previously used in other studies, were cognitively tested with young people in October. The aim of the cognitive testing was to understand how respondents interpreted and comprehend the new questions, and to ensure key terminology and concepts were well understood.

Full details of which questions were included in the cognitive testing can be found on page 6 of this report.

Main fieldwork

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

The main survey fieldwork was conducted from 28th October-15th November 2019. Overall, fully completed questionnaires were obtained from 2,081 young people.

Data processing and weighting

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

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

Data are weighted by age within gender, region, and the family socio-economic status. The weights were derived from 2011 census information from the Office of National Statistics. The effect of weighting is shown in the sample profile in the Appendices.

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

Sample profile

Table 1.1 Sample profile

	Number	Unweighted %	Weighted %
Total	2,081	100	100
Gender of Pupils			
Male	1037	50	51
Female	1044	50	49
Age of Pupils			
10	176	8	8
11	164	8	8
12	164	8	9
13	149	7	9
14	168	8	9
15	160	8	9
16	234	11	9
17	245	12	9
18	129	11	10
19	181	9	10
20	221	11	10
Ethnic Origin			
White	1825	88	84
BME	256	12	16
Status			
SEN	93	4	5
Disability	110	5	5
Occupation			
School	1090	52	56
College	386	19	16
University	155	7	8
Job	298	14	14
Apprenticeship	38	2	2

Unemployed	114	5	4
Social Grade			
AB	260	12	27
C1	767	37	29
C2	434	21	21
DE	620	30	23
Region			
Greater London	174	8	13
South East	269	13	14
South West	112	5	8
North East	113	5	4
North West	186	9	11
Eastern	196	9	13
East Midlands	111	5	7
West Midlands	159	8	9
Yorkshire & Humberside	141	7	8
Country			
England	1461	70	84
Wales	175	8	5
Scotland	223	11	8
Northern Ireland	222	11	3

Source: Ipsos MORI

Statistical reliability

The respondents to the questionnaire are only samples of the total population, so we cannot be certain that the figures obtained are exactly those we would have if all 10–20 year olds in the UK had been interviewed (the true values). We can, however, predict the variation between the sample results and the true values from knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the true value will fall within a specified range. Table 1.2 illustrates the predicted ranges for different sample sizes and percentage results at the 95% confidence interval using t-tests.

Table 1.2 Size of sample by sampling tolerances

Size of sample on which survey results are based	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
	+	+	+
100 interviews	6	9	10
500 interviews	3	4	4
1,000 interviews	2	3	3
2,081 interviews (<i>All 10-20 year old respondents to this survey</i>)	1	2	2

Source: Ipsos MORI

For example, with a sample of 2,081 where 30% give a particular answer, the chances are 95 in 100 that the “true” value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 2 percentage points from the sample result.

Strictly speaking the tolerances shown here apply only to random samples, although they offer an approximation for the quota design used by the current study. Good quality quota surveys have been shown to behave in the same ways as findings derived from random probability studies¹.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be “real”, or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is “statistically significant”, we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume “95% confidence interval”, the differences between the two sample results must be greater than the values given in Table 1.3:

Table 1.3 Size of sample by differences required for significance at percentage levels

Size of sample compared	Differences required for significance at or near these percentage levels		
	10% or 90%	30% or 70%	50%
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8
500 and 500	4	6	6
1,000 and 500	3	5	5
1,000 and 1,000 (e.g. boys vs. girls)	3	4	4
1,500 and 1,000	2	4	4

Source: Ipsos MORI

¹ Orton, S. (1994), Evidence of the Efficiency of Quota Samples. Survey Methods Newsletter, vol. 15, no. 1; Stephenson, C. B. (1979), Probability Sampling with Quotas: Wan Experiment. POQ, vol. 43, no. 4.

For example, with a sample of 2,081 where 85% of boys agree with the statement 'I care about contributing to make the world a better place for everyone' and 91% of girls give the same answer, the difference is large enough (more than three per cent) to demonstrate statistically significant variations in the attitudes of young people on this issue.

Guide to social classification

In the report, references are made to social grade. The following table contains a brief list of social grade definitions as used by the Institute of Practitioners in Advertising. These groups are standard on all surveys carried out by Ipsos MORI.

Table 1.4 Social class definitions

Social Grade	Social Class	Occupation of Chief Income Earner
A	Upper Middle Class	Higher managerial, administrative or professional
B	Middle Class	Intermediate managerial, administrative or professional
C1	Lower Middle Class	Supervisor or clerical and junior managerial, administrative or professional
C2	Skilled Working Class	Skilled manual workers
D	Working Class	Semi and unskilled manual workers
E	Those at the lowest levels of subsistence	State pensioners, etc, with no other earnings

Source: Ipsos MORI

Interviewers asked the head of household the following questions to help assign a social grade classification for each participant. In almost all cases the head of household was the parent/ guardian/carer of the individual interviewed, unless the young person had left home and were the head of household themselves:

- Who is the chief income earner in the household? (This is the person in the household with the largest income, whether from employment, pensions, state benefits, investments or any other source.)
- What is the occupation of the chief income earner?
- What is chief income earner's job title and what do they actually do?
- What type of company does the chief income earner work for?
- How many people work for the company?
- How many people is the chief income earner responsible for?
- Does the chief income earner have any job-related qualifications?

In some cases, interviewers also ask these additional questions:

- Is the chief income earner self-employed?
- How many hours a week does the chief income earner work?
- Is the chief income earner's job manual or non-manual?

Cognitive testing

Approach

The Youth Social Action 2019 survey cognitively tested several new and amended questions, on topic areas such as social action participation within school, college or workplace, timing of social action programmes and making a difference in terms of community and the environment. The aim of the cognitive testing exercise was to test how respondents interpreted and understood the new questions, and to ensure key terminology and concepts were readily understood.

The approach taken to the cognitive testing was the same as previous waves of the survey. A total of five participants were interviewed; they were aged between 10 and 20 years old and were known to have participated in social action either in the past 12 months or over 12 months ago.

The cognitive testing interviews were conducted on 10th and 11th October 2019 either face-to-face or by telephone. Young people were sent a copy of the questionnaire a day or two in advance of being interviewed but were asked not to read it beforehand in case it affected their judgement or answers. The interviewer read out the questions during the call or interview, and the young people used a copy of the questionnaire / showcards to help them select their answers.

Table 1.5 Participants in the cognitive interviews

	Gender	Age
YP 1	Female	13
YP 2	Female	20
YP 3	Female	10
YP 4	Male	11
YP 5	Male	14

Source: Ipsos MORI

Younger respondents found some of the questions tested in the cognitive interviewing phase more difficult to understand and respond to either because the wording was convoluted or the response codes not available. As a result, some questions were simplified, new codes were added and the ordering was changed to ensure that new questions logically followed-on from previous questions on the same topic.

Questions

The following questions were cognitively tested before the survey took place:

COGQ1 Thinking about the activity you've done most often in the past 12 months... do you agree or disagree with the following statement?

"I helped to plan the activity I took part in"

Definitely agree

- Tend to agree
- Tend to disagree
- Definitely disagree
- Don't know

COGQ2 Thinking about the activities you've done most often in the past 12 months. Did you benefit from taking part in any of the following ways, if at all?

- Improved communication skills
- Increased self-confidence/self-esteem
- Increased understanding of how to work through problems/overcome difficulties
- Improved time-management skills
- Increased understanding of how to motivate others
- Improved social skills
- Improved leadership skills
- Improved physical abilities/ felt fitter
- OTHER (PLEASE WRITE IN)
- I did not benefit from taking part
- Don't know
- Can't remember

COGQ3 V1 The next questions are about your local community. Do you feel that there are opportunities for young people to influence decisions or share their views in your community?

- Yes
- No
- Don't know

COGQ4 V1 If young people share their views on something that is happening in your local community, do you think people would take them seriously?

- Yes
- No
- Don't know

COGQ3 V2 If young people want to get their views heard on something that is happening in their local community, it might be done by?

- Contacting a local councillor/MP
- Taking part in a consultation
- Taking part in a demonstration or protest
- Joining a youth panel/ council or similar
- Attending council or community meetings
- Attending a public event where you can ask questions

Starting a petition

Being part of a volunteering project, e.g. cleaning up a local park

Through social media (e.g. Facebook, Instagram)

Do you feel that opportunities like these exist in your community?

Yes

No

Don't know

COGQ4 V2 Do you agree or disagree with the following statement?

"If young people decided to share their views on something that is happening in your local community, people would take them seriously."

Strongly agree

Tend to agree

Tend to disagree

Strongly disagree

Don't know

COGQ5 How much do you agree or disagree with the following statement?

"I feel like I belong to my community."

Definitely agree

Tend to agree

Tend to disagree

Definitely disagree

Don't know

COGQ6 Why did you get involved with activities to help other people or the environment? Please tell me whether any of the following apply.

To improve things/ help people

To meet people/ make friends

The cause was important to me

My family/friends did it

It was connected with the needs of my family/friends

I felt there was a need in my community

To use my existing skills

It's part of my religious belief to help people

It's part of my philosophy to help people

To get a recognised qualification

I thought it would be fun

- I had spare time to do it
- I felt that there was no one else to do it
- None of these
- Other (Write in)
- Don't know

COGQ7 In your spare time, what are the things that you like to do most?

- Go to the cinema, theatre, concerts
- Visit museums, art galleries, historical buildings
- Watch live sport
- Go to youth clubs, e.g. scouts, girl guides or other activities
- Go to a pub, bar, disco, nightclub
- Go shopping
- Spend time on my phone
- Chat online with my friends
- Meet up/ hang out with my friends
- Spend time on social media (e.g. Instagram, Tic Tok etc.)
- Play games on my phone/iPad/laptop or a games console
- Watch programmes on TV, the internet, streaming services (e.g. Netflix)
- Exercise/keep fit/take part in sport (e.g. go to a gym, play football etc)
- Paint or draw
- Listen to music
- Read books or magazines
- Spending time outdoors (at the park/in my garden etc.)
- Other
- Prefer not to say

Amended questions

The following questions had new codes added or past codes tweaked for this year's survey.

Q1 So firstly in the past 12 months have you . . . ?

New code added: Helped improve your local area or the environment

Codes amended: - Campaigned [and/or raised awareness](#) for something you believe in

- Tutored, coached or mentored [an individual or a group? \(Unpaid\)](#)

Q2c How old were you when you first did any of these activities?

New codes added in order to include response codes for 'under 4' to '10 years'

Q3c Thinking about the activity you did in the past 12 months through a school or college, please tell me whether any of the following apply?

New code added: Someone came into our school/college from an external organisation and asked me specifically to get involved

In addition, some questions were included for the first time, but as they were derived from existing survey questions they were not included in the cognitive testing exercise.

New questions in Wave 6

In this section, we outline the final set of questions, which we included in the survey for the first time in wave 6 (2019).

Q3a Thinking about the activity you have done most often in the past 12 months. How did you find out about it?

- School
- College
- University
- Job (e.g. days supported by your employer or through an apprenticeship)
- Local community
- Place of worship
- A club or group
- A uniformed group
- A programme through a charity
- A development programme for young people
- Full time volunteering such as a service year or gap year
- Friends
- Family
- By yourself
- Through a website, social media, or chatroom
- Other
- Don't know

Q3b Thinking about the activity you have done most often in the past 12 months. Where did you do it?

- School
- College
- University
- Job (e.g. days supported by your employer or through an apprenticeship)
- Local community
- Place of worship
- A club or group
- A uniformed group
- A programme through a charity
- A development programme for young people
- Full time volunteering such as a service year or gap year
- Friends
- Family
- By yourself
- Through a website, social media, or chatroom

Other

Don't know

Q8a Still thinking about the activity you have done most often in the past 12 months, did you help to plan the activity you took part in?

Yes

No

Don't know/ Can't remember

Q8b Still thinking about the activity you have done most often in the past 12 months. Did you benefit from taking part in any of the following ways, if at all?

Improved communication skills

Increased self-confidence/self-esteem

Helped overcome difficulties/work through problems

Improved time management skills

Helped to motivate others

Improved how you work as part of a team

Improved leadership skills

Improved social skills

Other

I did not benefit from taking part

Don't know

Can't remember

Q8c And why did you get involved with activities to help other people or the environment?

To improve things/help people

To meet people/make friends

The cause was important to me

My family/friends did it

It was connected to the needs of my family/friends

I felt there was a need in my community

To use my existing skills

To build new skills

It's part of my religious belief to help people

Helping people/the environment is a way of life for me

To get a recognised qualification

To have fun

I had spare time to do it

For my own wellbeing

I felt that there was no one else to do it

None of these

Other

Don't know

Q9a (i) And what is the main reason why haven't you been involved in these kinds of activities in the past 12 months?

My friends aren't doing this type of thing

Few/no opportunities in my area

My parents/Carer(s) haven't encouraged me to do so

My responsibilities as a carer for others mean I don't have time

They coincide with activities I already do at that time

It's not as important as school

It's not as important as work experience

I need to spend time earning money instead

I'm not interested

I don't think it would be worthwhile

It would be a waste of time

I have a health problem/ disability that makes it difficult to take part

I tried but am too young

Lack of public transport makes it difficult to take part

Other

Don't know

Q10a (i) And what is the main reason why haven't you been involved in any other kinds of activities in the past 12 months?

Response codes same as Q9a (i)

Q17 If young people want to get their views heard on something that is happening in their local community, it might be done by: Contacting a local councillor/MP or attending a public event, taking part in a demonstration/protest or starting a petition/joining a youth panel/council or similar, being part of a volunteering project e.g. cleaning up a local park, or through social media. Do you feel that opportunities like these exist in your community?

Yes

No

Don't know

Q18 And do you agree or disagree with the following statement? "If young people decided to share their views on something that is happening in your local community, people would take them seriously."

Strongly agree

Agree

Disagree

Strongly disagree

Don't know

Q19 (e) How much do you agree with the following statement ? "I feel I belong to my community".

Strongly agree

Agree

Disagree

Strongly disagree

Don't know

Q20 Finally, in your spare time, what are the things that you like to do most?

Spend time with my friends (meet up/hang out)

Chat online with my friends

Spend time with my family

Spend time on social media

Play games on my phone/iPad/laptop or a games console

Watch programmes on TV, the internet, streaming services (e.g. Netflix)

Go shopping

Exercise/keep fit/take part in sport (e.g. go to a gym, play football etc)

Spending time outdoors (at the part/in my garden etc)

Listen to music

Read books or magazines

Go to the cinema, theatre, concerts

Visit museums, art galleries, historical buildings

Other

Prefer not to say

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The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector,