

KANTAR PUBLIC



Department for
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National Citizen Service 2016 Evaluation

Main report

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1. Executive Summary

Overview

The National Citizen Service (NCS) is a Government-backed initiative that brings together young people aged 15 to 17 from different backgrounds, giving them the chance to undertake a programme of personal and social development and community action. Overall, NCS is working to enable social cohesion, social engagement and social mobility. Since November 2013, the programme has been managed by the NCS Trust, a community interest company established by the government to shape, champion and support NCS. Before this date, NCS was managed by the Cabinet Office. To date more than 300,000 young people have taken part. In 2016 over 90,000 young people took part in the programme.

National independent evaluations delivered annually since 2012 have consistently shown the positive impact the programme has on young people, and the programme delivers good value for money.

In 2016, NCS programmes were delivered in the spring, summer and autumn. Summer delivery included both a 3 and 4 week programme (with the 4 week programme providing an additional week of social action activity). Autumn delivery encompassed October half-term provision (the 'Standard model') as well as programmes run by colleges during term time (the 'College model'). In 2016, the majority of summer participants attended a 4-week programme, while the majority of autumn participants attended the Standard model programme.

This report includes findings from an evaluation of the 2016 summer 4-week and autumn Standard model programmes only, hereafter referred to as 'summer' and 'autumn'¹. While the main elements of the NCS programme are consistent across programmes, there are key differences between the summer and autumn programmes, so meaningful comparisons cannot be made.²

In 2016, Kantar Public (formerly TNS BMRB) evaluated the summer and autumn 2016 NCS programmes on behalf of the Office for Civil Society, in the Department for Digital, Culture, Media & Sport. The programmes were assessed as a whole against their objectives to enable and encourage social cohesion, social mobility and social responsibility.

¹ Participants on 3-week summer programmes and autumn College model participants were largely excluded from the survey and are therefore excluded from the impact and VfM analysis.

² For example, the autumn programmes include shorter residential stays than the summer programmes, and have an older age profile of participants (see table 2 in chapter 2).

The approach used was a baseline survey at the start of the programme and a follow-up survey three months later. Kantar Public matched NCS participants to a comparison group of non-participants using propensity score matching. Difference in difference analysis was used to assess the impact NCS participation had on a range of outcomes. This report structures the findings by the three broad social objectives: social cohesion, social mobility and social responsibility.

Throughout this report, the term, 'participants', refers to young people who took part in NCS. The term, 'respondents', is used when talking about both NCS participants and non-NCS participants included in the evaluation. Only statistically significant findings are presented.

London Economics conducted a value for money assessment of the programme. Two complementary approaches were used:

- Approach 1 focuses primarily on calculating the monetary value of increased lifetime earnings among NCS participants due to enhanced **leadership skills** as well as the value of additional hours spent **volunteering** by NCS participants
- Approach 2 estimates the monetary value associated with the impact of NCS on **wellbeing** based on self-reported life satisfaction scores³

Further detail on the methodology can be found in chapter 2 and the evaluation technical report.

Findings

Participant experience

The survey findings in this report show the very positive short-term impact NCS has had on young people. The results are in line with the positive impacts reported in previous evaluation years⁴. Taken together, this body of survey work provides compelling evidence of positive NCS programme impact.

Overall, NCS participants were positive about their NCS experience and the staff who delivered their programme. Participants agreed with a range of positive statements about the programme and the majority of participants would definitely recommend NCS to other 16 and 17 year olds.

- On a scale of 0-10 for how worthwhile they found their NCS experience, half (48%) of summer participants and a third (33%) of autumn participants gave the programme a maximum score of 10, 'completely worthwhile'. The vast majority of young people gave a score of six or more (95% of summer and 90% of autumn participants).

³ This approach is based on a separate analysis of the value associated with the 2015 NCS programmes undertaken by Jump x Simetrica (2017) on behalf of the NCS Trust, "If you could bottle it...A wellbeing and human capital value for money analysis of the NCS 2015 programme". Available at:

https://wearencs.com/sites/default/files/2018-10/NCS%20Wellbeing%20and%20Human%20Capital%20Valuation%20-%20Jump_0.pdf

⁴ See <https://wearencs.com/our-objectives-and-impact> for previous reports

- On a scale of 0-10 for how enjoyable they found NCS, around a third of participants (37% in summer and 32% in autumn) gave NCS a score of 10, 'completely enjoyable'. Again, most participants gave a score of six or more (94% of summer and 91% of autumn participants).
- The likelihood that programme graduates would recommend NCS to other young people was very high – 83% of summer participants and 78% of autumn participants stated that they 'definitely would'.
- The young people surveyed also responded very positively to a series of statements about the staff who delivered the NCS programme. For example, participants were particularly likely to agree that staff 'were supportive' (78% of summer and 79% of autumn participants); staff 'encouraged me to fully take part in the programme' (77% in summer and 79% in autumn); and 'staff challenged me to step out of my comfort zone' (70% in summer and 69% in autumn).
- Regarding how young people reflected on the NCS experience in 2016, the majority of participants agreed that 'I am proud of what I achieved' (94% of summer and 88% of autumn participants); 'I got a chance to develop skills which will be more useful to me in future' (92% in summer and 85% in autumn); 'I feel I have a better understanding of my abilities' (87% in summer and 80% in autumn); and 'I feel capable of more than I had realised' (87% in summer and 78% in autumn).
- Finally, around a third of participants said that they would 'definitely' like to stay involved in NCS in future (41% of summer participants, and 33% of autumn).

NCS Impact⁵

As in previous independent evaluations of NCS, the difference in difference analysis identified very positive impacts on NCS participants compared with the matched comparison group, across a range of programme outcome measures. These findings demonstrate the significant benefits that this programme has for young people.

Social mobility

Since 2013, evaluations of NCS programmes have consistently shown positive impact on the outcomes used to assess social mobility. NCS helps young people to develop confidence in teamwork, communication and leadership and to develop important life skills that will help them in their transition to adulthood. NCS evaluations have also consistently shown a positive impact on the outcome used to measure young people's resilience.

“...build essential skills for life and work, investing in our country's future talent”

⁵ The quotations used in this section are from: <https://wearencs.com/about-ncs>

The outcome measures where impact was identified in both the summer and autumn 2016 programmes were:

Teamwork, communication and leadership

Feel confident:

- 'explaining ideas clearly'
- 'being the leader of a team'
- 'meeting new people'
- 'working with other people in a team'

Agree that:

- 'I get along with people easily'
- 'I enjoy working with people who have different opinions to me'

Transition to adulthood

- feel confident 'having a go at things that are new to me'
- agree that 'when things go wrong I usually get over it quickly'
- agree that 'I feel positive about my chances of getting a job in the future'

As shown in appendix 1, there were a number of additional social mobility measures where positive impact was identified in summer.

Social cohesion

NCS encourages social mixing amongst participants. The evaluation includes outcome measures on trust, and attitudes towards mixing with people from different ethnic, social and religious backgrounds.

“...bring our country together by building stronger, more integrated communities and fostering understanding between young people from different backgrounds”

Across the different NCS evaluations, there has been less consistency in finding positive impact in the social cohesion outcomes than those in the social mobility and social responsibility categories. However, as in previous evaluations, there were some positive impacts identified in either the summer or autumn 2016 programmes. Across both, there was a positive impact on:

- agree that 'people from different backgrounds get on well together in my local area'
- 'feel comfortable with a friend/relative going out with someone from a different race or ethnicity'

In summer, there was also positive impact on:

- ‘feel comfortable with a friend/relative going out with someone who is gay or lesbian’
- rarely / never ‘have negative or bad experiences with people from a different race or ethnicity’
- often ‘have positive or good experiences with people from the same race or ethnicity’

In autumn, there was also positive impact on:

- ‘feel comfortable with a friend / relative going out with someone from a richer or poorer background’
- ‘feel comfortable with a friend/relative going out with someone who is gay or lesbian’

Wellbeing

Young people’s perception of their wellbeing is one of the underlying personal capabilities measured in the surveys. In 2016, the evaluation followed the same approach as previous years of using the four ONS wellbeing measures⁶ to assess the programme’s impact on young people’s wellbeing. Across the different NCS evaluations, NCS has consistently shown a positive impact on participants’ life satisfaction.

In both summer and autumn 2016, NCS showed a positive impact on:

- anxiety
- life satisfaction

The summer programme also had a positive impact on feeling things are worthwhile, while the autumn programme had a positive impact on young peoples’ reported happiness.

Social responsibility

NCS aims to encourage young communities both during the been a range of positive impacts evaluations.

“...to engage young people in social action in their communities and the democratic process, building their understanding of their responsibilities as citizens”

people to be involved in their programme, and beyond. There has been on this area in previous NCS

⁶<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/measuringnationalwellbeing/oct2015tosept2016>

There has consistently been a positive impact on NCS participants feeling they 'would know how to tackle a problem in my local area', and that they can 'have an impact on the world around me'. NCS programme evaluations have also shown a number of positive impacts on community involvement, although the specific actions vary between programme seasons.

Both the summer and autumn programme had a positive impact on the following outcomes:

- hours spent volunteering (formal and informal)

Agreement that:

- 'I know how to deal with a problem in my local area'
- 'I feel able to have an impact on the world around me'
- 'I understand the organisations / people that influence my local area'

The summer programme also had a positive impact on agreement that, 'I am someone others can rely on'.

NCS also consistently has a positive impact on political engagement. As in previous years' evaluations, there was positive impact on young people's intention to vote in the next General Election.

Value for money

Reflecting the positive impact of NCS on a range of participant outcomes, the value for money analysis consistently demonstrated monetised benefits that were greater than costs. This positive assessment remained when considering alternative approaches; when using different assumptions relating to the possible persistence of effects; and when undertaking a number of sensitivity analyses.

Methodology, caveats and interpretation

The value for money analysis was conducted in line with the principles of the HM Treasury Green Book, and sought to monetise (as far as possible) the resource costs and benefits associated with NCS. It is important to note that for the 2016 analysis, 'full costs' were included for the first time, rather than a narrower focus on core programme delivery costs, as in previous evaluations.

Further, as in previous evaluations, it has not been possible to assess and monetise all of the possible benefits of the programme. This includes longer-term benefits to young people who took part in the programme and any benefits to parents/guardians and the workforce that deliver the programme. Consequently, this value for money assessment is likely to undervalue the full benefit of the programme.

It is important to note that due to continual improvements in the methodologies used to assess the value for money of the programme, the 2016 figures should not be compared directly with previous evaluation reports.

Alternative approaches

Two approaches to understanding the value for money associated with NCS were adopted. The first approach for assessing value-for money is a more 'traditional' approach to undertaking a cost-benefit analysis, in which London Economics estimated the monetised impact associated with both leadership and volunteering activity, which were illustrated to have been strongly impacted by participation in NCS. In the second approach, London Economics estimated the monetary impact associated with changes in the self-reported wellbeing of participants, which was also positively impacted following NCS participation. The findings associated with the first approach are presented below, and full details of both analyses are included in chapter 7.

Value for money findings

Modelling a number of different scenarios to generate a range of estimates for the monetised benefit associated with volunteering and leadership, the analysis demonstrates that:

- the central estimate of the economic benefit associated with enhanced leadership skills was **£175.7 million** in summer 2016 and **£29.6 million** in autumn 2016
- the central estimate of the economic benefit associated with improved volunteering outcomes was **£53.4 million** in summer 2016 and **£8.7 million** in autumn 2016
- combining these, the value for money analysis estimated that the economic benefits⁷ associated with the 2016 NCS was **£229.0 million** in summer and **£38.3 million** in autumn

As part of the evaluation, a detailed analysis of the total costs associated with the 2016 cohort of NCS participants was undertaken, including the costs incurred in the previous financial year. Having removed the costs associated with both NCS spring and NCS 3-week summer participants, the total costs associated with NCS were estimated to be **£115.1 million** in summer and **£16.3 million** in autumn. This estimate of costs included: the payments made to providers for the delivery of the programme⁸; the central costs incurred by the NCS Trust in delivering the programme; and the small component of costs relating to NCS Trust overheads.

⁷ Net of parental contributions.

⁸ Net of income received from providers for paid services delivered by the NCS.

Combining these total costs and benefits, the value for money analysis suggests that from a public purse perspective:

- the central estimate of the net benefit to cost ratio associated with 2016 NCS summer (4-week) participants was **1.99**, while the comparable estimate for autumn participants was **2.35**.

London Economics estimated a range of benefit to cost ratios around these central estimates based on alternative assumptions relating to the persistence of effects:

- for the summer 2016 programme, the net benefit to cost ratios ranged from **1.27** in the 'low impact' scenario to **2.68** in the 'high impact' scenario
- the corresponding range of estimates associated with autumn 2016 were **1.54** and **3.13** in the low impact and high impact scenarios respectively

As part of the analysis, London Economics also conducted a range of sensitivity analyses. Specifically, a number of alternative assumptions were modelled to examine:

- the differential impact of the programme on leadership outcomes by gender, and the different labour market outcomes for men and women later in life
- alternative wage rates to monetise the impact of volunteering
- alternative estimates of costs of provision, using National Audit Office estimates

Under these alternative scenarios, the central estimate of the net benefit to cost ratios associated with the summer 2016 programme ranged between **1.73** and **1.95**. The corresponding central estimates associated with the autumn 2016 programme ranged between **1.95** and **2.23**.

2. Introduction and background

Introduction

In 2016, the Office for Civil Society⁹ commissioned Kantar Public to conduct an impact evaluation of the 2016 summer and autumn National Citizen Service programmes (NCS). The evaluation included a value for money assessment, delivered by London Economics.

The main aims of the 2016 evaluation were to:

- # assess the impact of the programme on three outcome areas
 - social cohesion
 - social mobility
 - social responsibility
- # understand whether NCS represents good value for money to the public purse

This report presents the findings from the 2016 summer and autumn NCS programmes¹⁰. The findings of the evaluation are of interest to government, service providers and voluntary, community and social enterprise organisations.

Background to NCS

NCS is a government-sponsored initiative managed by the NCS Trust, a community interest company established by the government to shape, champion and support NCS. NCS brings together young people aged 15 to 17 from different backgrounds and gives them the chance to undertake a programme of personal and social development and community action. Overall, NCS is working to enable and encourage social cohesion, social mobility and social responsibility. With support from service design specialists Shift, the NCS Trust developed a theory of change for the programme to illustrate how and why the programme benefits participants. The theory of change is shown in appendix 2. As with any theory of change, this work will be revisited as the programme continues to develop.

Following successful pilots in 2011 and 2012, NCS was fully launched in 2013, with just under 40,000 young people taking part across England that year. Numbers have increased

⁹ At the time, the Office for Civil Society (OCS) was part of the Cabinet Office. As part of machinery of government changes in summer 2016, the functions of OCS were transferred to the Department for Culture Media & Sport, now the department for Digital, Culture, Media & Sport.

¹⁰ This evaluation has focused on the main NCS delivery models; that is the 4-week summer programmes and the Standard autumn delivery model. 3-week summer programme and the autumn College model participants were largely excluded from the survey and these programmes are therefore excluded from the impact and VfM analysis.

each year, and in 2016, over 90,000 young people took part: 3,632 in the spring programme; 72,889 in summer¹¹; and 16,194 in autumn^{12 13}.

Over £1 billion is available to expand the programme over the current spending review period. Budgets are set on a yearly basis, in line with participation targets which are also set yearly.

The passing of the NCS Act in April 2017 secured the future of the NCS Trust and granted the organisation a Royal Charter. The Act and Charter work together to establish a relationship between the NCS Trust and Parliament and ensure that the programme is delivered efficiently, effectively and transparently for the future. The Act will also enable even more young people from disadvantaged backgrounds, and their parents or carers, to hear about NCS and how it can benefit them¹⁴.

Since 2012, independent evaluations have been commissioned each year to assess the impact and value for money of the programme. Previous evaluations have consistently reported positive impacts on participants. A follow-up study of the 2013 summer programme reported that many of the positive impacts of NCS had been sustained over the longer-term. Two years on from attending the programme, participants still said they benefited from NCS and would recommend the programme to others.

NCS has been scrutinised by the National Audit Office and Public Accounts Committee. The resulting reports published in early 2017 highlighted a series of recommendations including the need to consider the longer-term impact of NCS and to ensure the value for money of the programme as it expands. DCMS responded to these recommendations via a Treasury Minute Response, which details how these areas will be addressed¹⁵. In order to construct a plan to measure longer-term impact, DCMS have appointed London Economics in partnership with Kantar Public to conduct a feasibility study to establish the best approach to measuring the long-term impact and value for money of the programme. This study is set to yield recommendations in February 2018.

Structure and delivery of the programme

All 16 and 17 year-olds across England and Northern Ireland can choose to participate in NCS. The programme involves groups of 12 to 15 young people completing a series of activities lasting up to four weeks. This includes an outdoor residential week aimed at building teamwork, a residential for participants to learn 'life skills' and a community-based

¹¹ This includes 9,900 on the 3-week summer programme; and 62,989 participants on the 4-week summer programme

¹² This includes 10,556 participating in Standard model programmes and 4,706 undertaking College model programmes.

¹³ Note that Kantar Public and London Economics evaluated the 4-week summer and Standard autumn programmes only, excluding 932 autumn pilot participants.

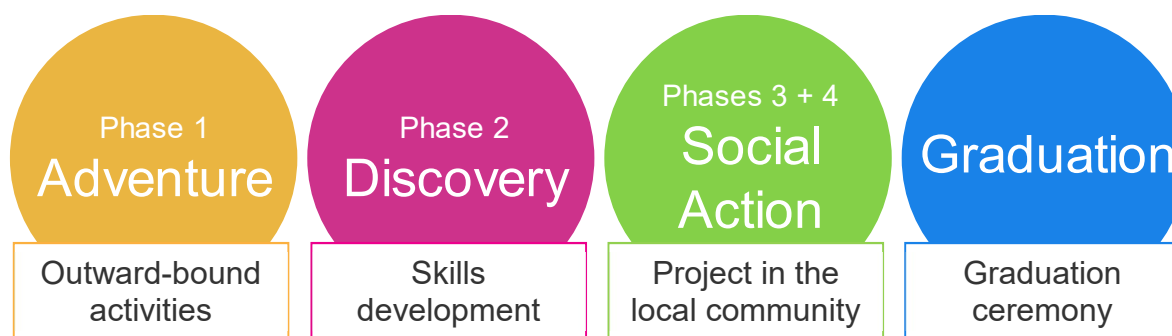
¹⁴ <https://www.gov.uk/government/news/government-introduces-national-citizen-service-ncs-bill-to-parliament>

¹⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/651448/Treasury_minute_12_October_Cm_9505_Web.pdf

social action project ranging from building a sensory garden for a hospice to arranging a family fun day.

Since 2011, the structure of NCS has undergone a number of refinements based on evidence from pilot and test programmes. In 2016, following an introductory period where participants may have taken part in induction activities, participants completed the four main phases outlined in figure 1 below.

Figure 1 NCS programme structure



Both the summer and autumn programmes included all phases, although the exact timings of delivery varied across regions and seasons. Summer programmes largely took place during the school summer holidays, while the autumn programmes took place over a period of a few weeks during and after the autumn half-term holidays in October and November.

Since 2012 NCS has been delivered over three seasons: spring, summer and autumn. This seasonal model recognises that not all young people will find it easy - for a variety of reasons - to attend programme in the Summer. Seasonal delivery is therefore one way of maximising the accessibility of the programme as the NCS Trust continues to work towards the goal of making NCS a rite of passage for all young people.

Table 1 summarises the differences between the programmes in summer and autumn.

Table 1 Programme overview

Phase	Summer	Autumn
Phase 1 - Adventure <i>Outdoor team-building activities</i>	4 nights/5 days residential, >1 hour from participants' homes	3 nights/4 days residential, >1 hour from participants homes
Phase 2 - Discovery <i>Skills development and community exploration</i>	4 nights/5 days residential, <1 hour from participants' homes	3 days non-residential
Phase 3 - Action	(a) 30 hours over 4/5 days, planning projects (non-residential)	30 hours, full-time or part-time, planning and delivering

<i>Designing and delivering social action projects</i>	(b) 30 hours, either full-time or part-time, delivering social action projects (non-residential)	social action projects (non-residential)
Celebration Event <i>Participants receive certificates and celebrate achievements/development</i>		



Recruitment and profile of NCS participants

To recruit participants to the programme, NCS is advertised via national and local marketing. For example, television and social media, and in schools through assemblies and tutor groups. Young people must register their interest on the Trust's website or at school assemblies and are then given further programme information from their regional delivery provider. Although not a primary aim of the programme, NCS aims for an over-representation of minority groups to help encourage greater social mobility¹⁶.

Table 2, overleaf, shows the profile of young people who took part in the summer and autumn 2016 NCS programmes, based on information collected by the NCS Trust. Kantar Public used this information to weight the participant experience data collected in the survey (discussed in chapter 2) to be representative of the young people who took part in the programme.



As table 2 demonstrates, in comparison with summer 2016, there was a greater proportion of young people aged 17 years and over in the autumn programme. Many summer participants are young people who have just completed year 11. In autumn, NCS is conducted both during half term and during term-time via a college delivery model, which helps to create an older age profile of participants.

Table 2 Profile of NCS participants¹⁷

		Summer 16 	Autumn 16 
Age	16 years and under	89%	65%
	17 years and over	11%	35%
Gender	Male	41%	56%
	Female	59%	44%
Ethnicity	White	56%	57%
	Asian	13%	6%
	Black	8%	3%
	Mixed	5%	2%
	Other	1%	1%

¹⁶ <https://www.nao.org.uk/wp-content/uploads/2017/02/National-Citizen-Service.pdf>

¹⁷ Where figures do not sum to 100% this is due to missing data.

		Summer 16 	Autumn 16 
Free School Meals (FSM) ¹⁸	Yes	16%	19%
	No	84%	81%
Special Educational Needs (SEN) ¹⁹	Yes	5%	8%
	No	95%	92%
Religion	No religion	44%	57%
	Christian	36%	31%
	Muslim	11%	7%
	Hindu	4%	1%
	Sikh	1%	^
	Buddhist	1%	^
	Jewish	^	^

Source: NCS Trust participant data

Base: all summer participants on the 4-week programme (62,771), all autumn participants excluding participants on the pilot programme but including Standard and College model participants (15,275)²⁰

^ Indicates a figure of less than 1%

Scope

The 2016 evaluation was commissioned to assess the overall impact of the main summer and autumn NCS programmes on their respective participants. The main NCS programme in each season is assumed to be a single programme and, as such, regional variability and the impact of individual programme components, fall outside the scope of this evaluation²¹.

Summer delivery included both a 3 and 4 week programme (with the 4 week programme providing an additional week of social action activity). Autumn delivery encompassed October half-term provision (the 'Standard model') as well as programmes run by colleges

¹⁸ FSM entitlement refers to pupils that are eligible for free school meals. These pupils come from families that are entitled to one or more of a range of benefits, which aim to support those on low incomes. As such, FSM entitlement is used as a proxy measure for disadvantage.

¹⁹ A child or young person has special educational needs (SEN) if he or she has a learning difficulty that calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

²⁰ These population figures are based on the figures available at the time the impact analysis was undertaken. They are slightly different to the final figures provided by NCS Trust which have been used for the VfM analysis, and which are cited in the Background to NCS section in the footnote on page 10. A breakdown of College and Standard model places was not available when the figures were provided.

²¹ The NCS Trust receives feedback from young people and parents/guardians to gain a greater understanding of the programme experience, rather than monitoring the efficacy of programme delivery. Provider programme content and delivery is monitored via the Trust programme design function.

during term time (the 'College model'). In 2016, the majority of summer participants attended a 4-week programme, while the majority of autumn participants attended the Standard model programme.

This report includes findings from an evaluation of the 2016 summer 4-week and autumn Standard model programmes only, hereafter referred to as 'summer' and 'autumn'²². While the main elements of the NCS programme are consistent across programmes, there are key differences between the summer and autumn programmes, so meaningful comparisons cannot be made.²³

²² Participants on 3-week summer programmes and autumn College model participants were largely excluded from the survey and are therefore excluded from the impact and VfM analysis.

²³ For example, the autumn programmes include shorter residential stays than the summer programmes, and have an older age profile of participants (see table 2 in chapter 2).

Evaluation methodology

Kantar Public adopted a similar approach to previous NCS evaluations²⁴. NCS participants²⁵ completed a baseline survey using a paper questionnaire at the beginning of their phase 1 adventure NCS residential. Kantar Public invited those who gave permission to be re-contacted to complete an online follow-up survey around three months later.

A comparison group of non-participants completed online surveys at similar time points. This comparison group initially comprised young people who had expressed an interest in NCS (by completing an expression of interest on the NCS Trust website) but not taken part. The NCS Trust provided the contact details of these young people to Kantar Public, who invited them to complete an online baseline survey.

However, given the limited number of young people in the expression of interest (EOI) group, the comparison group was topped up with respondents from an online panel of young people. Kantar Public then invited both the EOI group and the young people drawn from the online panel to complete the online follow up survey. Table 3 shows the number of completed surveys achieved at each stage.

²⁴ See <https://wearencs.com/our-objectives-and-impact>

²⁵ Participants refer to all young people who started NCS, including those who did not complete all phases of the programme. These are referred to as 'Turn ups'

Table 3 Evaluation survey interviews achieved



Season	Type	Group	Completes (n)
Summer 	Baseline	Participant	13,905
		Comparison (EOI)	3,374
		Comparison (online panel)	312
	Follow up	Participant	2,604
		Comparison (EOI)	834
		Comparison (online panel)	150
Autumn 	Baseline	Participant	7,900
		Comparison (EOI)	1,528
		Comparison (online panel)	1,341
	Follow up	Participant	1,150
		Comparison (EOI)	364
		Comparison (online panel)	646

Table 4 shows the profile of survey respondents. Note that the purpose of the comparison group was to construct a comparison group for the difference in difference analysis via propensity score matching. Therefore, the profile in itself is not representative of any population.

Table 4 Profile of survey respondents

		Participant		Comparison	
		Summer 16	Autumn 16	Summer 16	Autumn 16
Age	16 years and under	84%	64%	72%	37%
	17 years and over	16%	36%	28%	63%
Gender	Male	33%	37%	27%	31%
	Female	67%	63%	73%	69%
Ethnicity	White	69%	63%	72%	77%
	Asian	16%	20%	13%	12%
	Black	8%	10%	8%	5%
	Mixed	5%	6%	5%	5%
	Other	1%	3%	2%	2%
Free School Meals	Yes	24%	25%	26%	21%
	No	76%	75%	74%	79%
Religion	No religion	52%	45%	50%	49%
	Christian	31%	35%	34%	37%
	Muslim	10%	14%	11%	9%
	Hindu	3%	3%	1%	1%
	Sikh	1%	1%	1%	1%
	Jewish	^	^	1%	1%
	Buddhist	1%	^	^	^

Base: summer participants (2,604), autumn participants (1,150), summer comparison group (984), autumn comparison group (1,010)

^ Indicates a figure of less than 1%

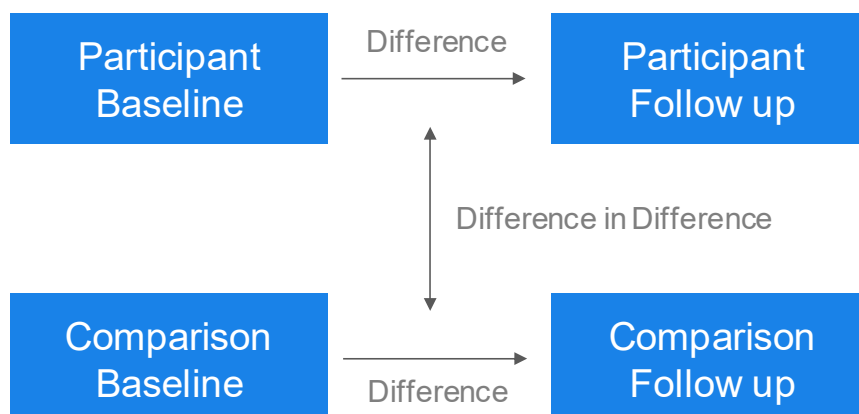
To make the participant and non-participant groups as comparable as possible, Kantar Public conducted propensity score matching, which attempts to control for differences in the characteristics between participants and non-participants. Kantar Public controlled for a range of variables to account for differences in the profiles of the comparison and participant groups and any prior differences in attitudes or outgoing behaviour:

- Demographic characteristics such as age, religion, eligibility for free school meals, disability status
- Geodemographic variables (where available) such as the ACORN category and quintile of Indices of Multiple Deprivation (IMD), based on respondents' home postcodes
- Reported behaviour and activities prior to the programme, such as taking part in youth groups, ways in which respondents helped others, and alcohol consumption
- Reported attitudes, such as trust in others, and how comfortable the respondent was with a friend/relative going out with someone from a range of different backgrounds

Eligibility for free school meals, religion and, where available, geodemographic variables (ACORN category and IMD quintiles) were included in all of the final models. Other variables were only included where they had a significant association with participation in NCS, in other words, where they represented a significant difference between the NCS participant group and the comparison group. Further details of this modelling can be found in the technical report.

Kantar Public then conducted difference in difference (DiD) analysis to assess the impact NCS participation had on measured outcomes. As illustrated in figure 2, this measures the change in outcomes for NCS participants between their two interviews, compared with the change observed for non-participants. The difference between these two levels of change is the impact attributed to participation in NCS.

Figure 2 Difference in difference (DiD) analysis



Worked example 1: All NCS participants and non-participants were asked the following question in the baseline survey and again in the follow-up survey:

“The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?”

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the DiD analysis Kantar Public compared the proportion of respondents who said very confident or confident in the summer baseline survey and in the summer follow-up survey:

there was a 22 positive percentage point difference amongst NCS participants
 there was a 2 positive percentage point difference amongst non-participants
 = There is a positive 20 percentage point difference in this outcome measure between NCS participants and non-participants

This is shown in the impact tables included in appendix 1 as:

Outcome	Impact summer 16
% who feel confident in being the leader of a team	+20pp

Worked example 2: All participants and non-participants were asked the following question in the baseline survey and again in the follow-up survey:

“The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?”

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the DiD analysis Kantar Public compared the proportion of respondents who said very confident or confident in the summer baseline survey and in the summer follow-up survey:

there was a 10 positive percentage point difference amongst NCS participants
 there was a 5 negative percentage point difference amongst non-participants
 = There is a positive 15 percentage point difference in this outcome measure between NCS participants and non-participants

This is shown in the impact tables included in appendix 1 as:

Outcome	Impact summer 16
% who feel confident getting things done on time	+15pp

With the exception of the comparison group panel sample boost, this approach mirrored the methodology used in the previous NCS evaluations. To ensure that the results were valid, the summer DID analysis was conducted both with and without the panel boost group. The impact estimates were very similar, suggesting that the inclusion of the panel group adds, at most, little bias to the estimates. As such, the panel group is included in the results throughout this report.

Impact estimates were tested based on OLS regression using a two-tailed t-test. Only statistically significantly different results ($p < 0.05$) are shown throughout the report. Measures where there is not a statistically significant difference between the participant and non-participant comparison group are described as 'no impact' in the graphics. All statistically significant impacts are shown as percentage points (pp) with the exception of the time spent volunteering, which is described in hours.

The evaluation was conducted in accordance with the Government Social Research (GSR) ethics guidance²⁶.

Limitations

In every piece of research and evaluation, there are unavoidable design limitations. These are noted below so readers may appraise the results in the appropriate context.

First, it is likely that the respondents who (i) agreed to be re-contacted and (ii) completed the follow up survey will have been different in various regards, to those respondents who did not agree to be re-contacted and/or did not complete the follow up survey. For example, it is possible that participants with a less positive experience of NCS will have been less likely to complete the follow up survey. There may therefore be some degree of bias in the follow-up survey estimates.

Second, while the baseline and follow-up surveys were both self-completion questionnaires with, as far as possible, identically worded questions, it is possible that responses were influenced by differences between the two surveys. In particular, for NCS participants there were differences of mode - the baseline survey was a paper questionnaire, while the follow-up survey was online; and differences in setting - the baseline survey was typically completed in a room alongside other participants at the beginning of the course, while the follow-up survey was completed in more individual settings.

²⁶ <https://www.gov.uk/government/publications/ethical-assurance-guidance-for-social-research-in-government>

Third, the difference in difference analysis assumes that the level of change observed for the comparison group is equivalent to that of the participant group had they not participated in NCS. While this is a reasonable assumption – especially over this relatively short time-frame – there will be systematic difference between the participant and comparison groups, and it is possible that the participant group would have experienced a different trend. Additionally, although the propensity score weights are designed to control for differences between the participant and comparison groups, there are likely to remain unobserved differences that cannot be controlled for. The propensity score weights reduce any bias in using the comparison group as a counterfactual for the participant group, however, it is unlikely to eliminate this bias altogether.

Finally, the impacts are estimated over a relatively short time-frame and it is not necessarily the case that differences in impact will persist over the longer term²⁷.

Explanation of graphics

In chapters 4 to 6 graphics are used to highlight measures where the evaluation identified impact. The measures are primarily based on the summer programme, as it is the largest programme. In some cases, an impact was statistically significant for either summer or autumn, but not the other. This is shown as ‘no impact’ in the graphic. Note that while the main elements of the programme are consistent, there are differences between the summer and autumn NCS programmes, which means seasonal comparisons should be treated with caution.²⁸

All figures in the graphics are percentage points (pp).

Structure of this report

This report starts with an exploration of participants’ self-reported experiences and views of NCS in chapter 3. These questions were only asked of NCS participants, so this chapter does not include any comparisons with non-participants, and uses simple descriptive analysis.

Chapters 4 (social mobility), 5 (social cohesion) and 6 (social responsibility) are based on the matched comparison between participants and non-participants and difference in difference analysis. These chapters show the positive impacts of participation in NCS.

Chapter 7 presents the value for money analysis, conducted by London Economics.

²⁷ DCMS have commissioned a study exploring the feasibility of assessing the longer-term impacts of the NCS programme which is due to be published early 2018.

²⁸ For example, the autumn programmes include shorter residential stays than the summer programmes, and have an older age profile of participants (see table 2 earlier in this chapter).

3. Participant experience

This chapter explores the self-reported experiences of NCS participants and includes findings from the 2016 summer and autumn programmes. A table of full results is available in appendix 4.

Experience of programme

Summer and autumn participants were asked how enjoyable and how worthwhile they felt their NCS experience was, 'using a scale of 0 to 10, where 0 is not at all worthwhile/ enjoyable and 10 is completely worthwhile/ enjoyable'.

As shown in figure 3, participants were positive about NCS. Over 9 in 10 gave a rating of 6 to 10 for how worthwhile their experience was and a similar proportion for how enjoyable they found the programme.

Figure 3 How worthwhile and enjoyable participants found NCS: % giving scores 6 to 10



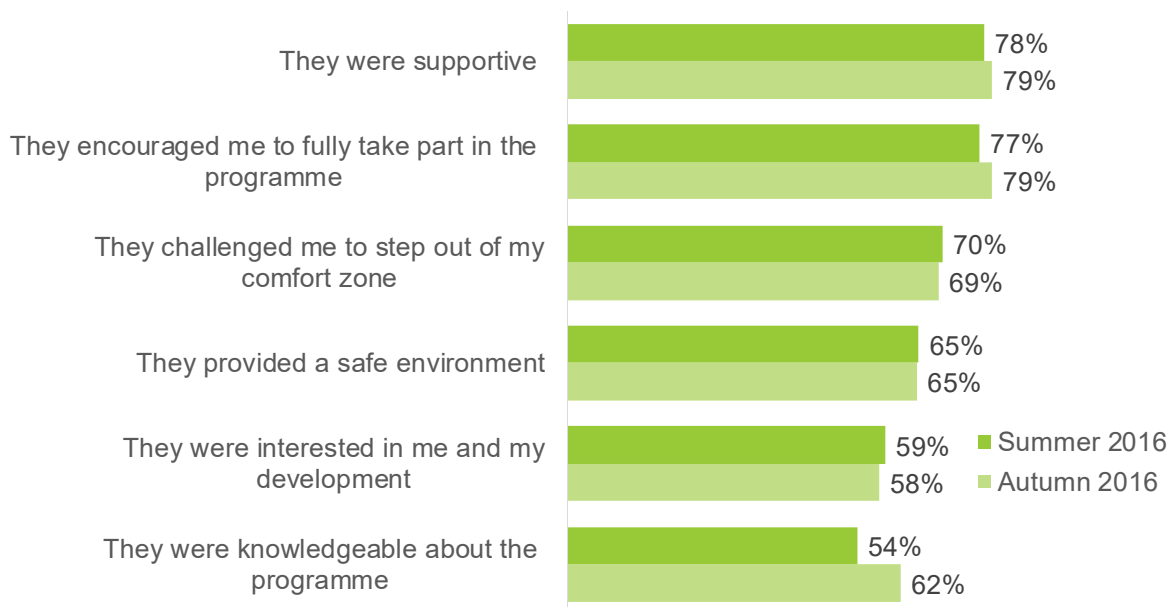
Base: Summer participants (2,604) Autumn participants (1,150)

Views on staff

Participants were asked their views on the NCS programme staff by choosing all statements they felt applied to the staff on their programme from the list shown in figure 4.

The majority of participants reported that NCS staff were 'supportive', that they 'encouraged me to fully take part,' as well as they 'challenged me'.

Figure 4 Participants views on NCS staff - % choosing each statement

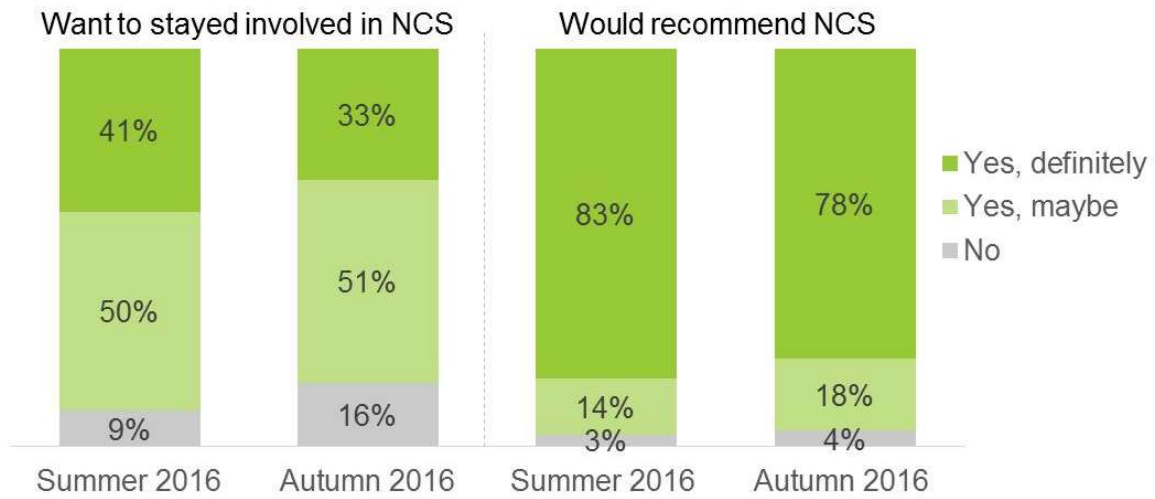


Base: Summer participants (2,604) Autumn participants (1,150)

NCS in the future

Participants were asked about their planned involvement in and recommendation of NCS in the future. As shown in figure 5, the majority of both summer and autumn participants said they wanted to stay involved with NCS in the future. Participants were also highly likely to recommend NCS to other 16 and 17 year olds (see figure 5). Almost all summer and autumn participants would recommend NCS, with the majority saying they would 'definitely' recommend.

Figure 5 Whether participants want to stay involved with NCS and would recommend NCS

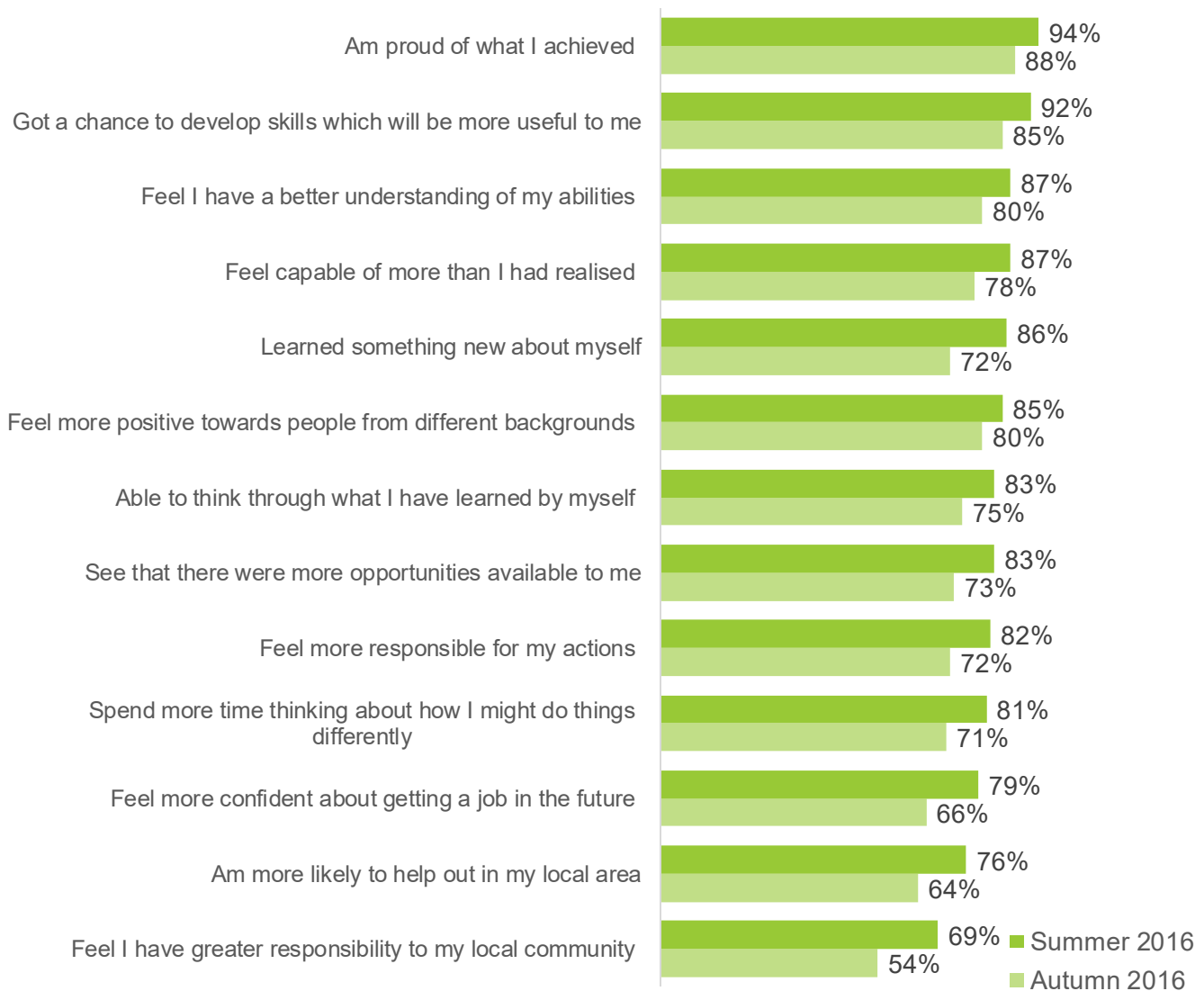


Base: Summer participants (2,604) Autumn participants (1,150)

Self-reported benefits of NCS

Participants were asked the extent to which they agreed or disagreed with a number of statements (shown in figure 6) that measure self-reported benefits of NCS. Responses were very positive across both programmes, particularly in terms of participants being 'proud of what I achieved'; having 'a chance to develop skills which will be more useful to me in the future'; having 'a better understanding of my abilities'; and feeling 'capable of more than I had realised'.

Figure 6 Agreement with benefits of NCS - % agree or agree strongly



Base: Summer participants (2,604) Autumn participants (1,150)

National Citizen Service Impact



4. Impact measures - social mobility

“...build essential skills for life and work, investing in our country’s future talent.”²⁹

NCS aims to improve young people’s teamwork, communication and leadership skills and support young people in their transition to adulthood. The evaluation measured outcomes around young people’s confidence in these areas, and their attitudes to working with other people. Other outcome measures in this category included aspirations, feelings about the future, life skills, risky behaviours and wellbeing.

All the social mobility impact measures are shown in tables 18 and 19 in appendix 1.

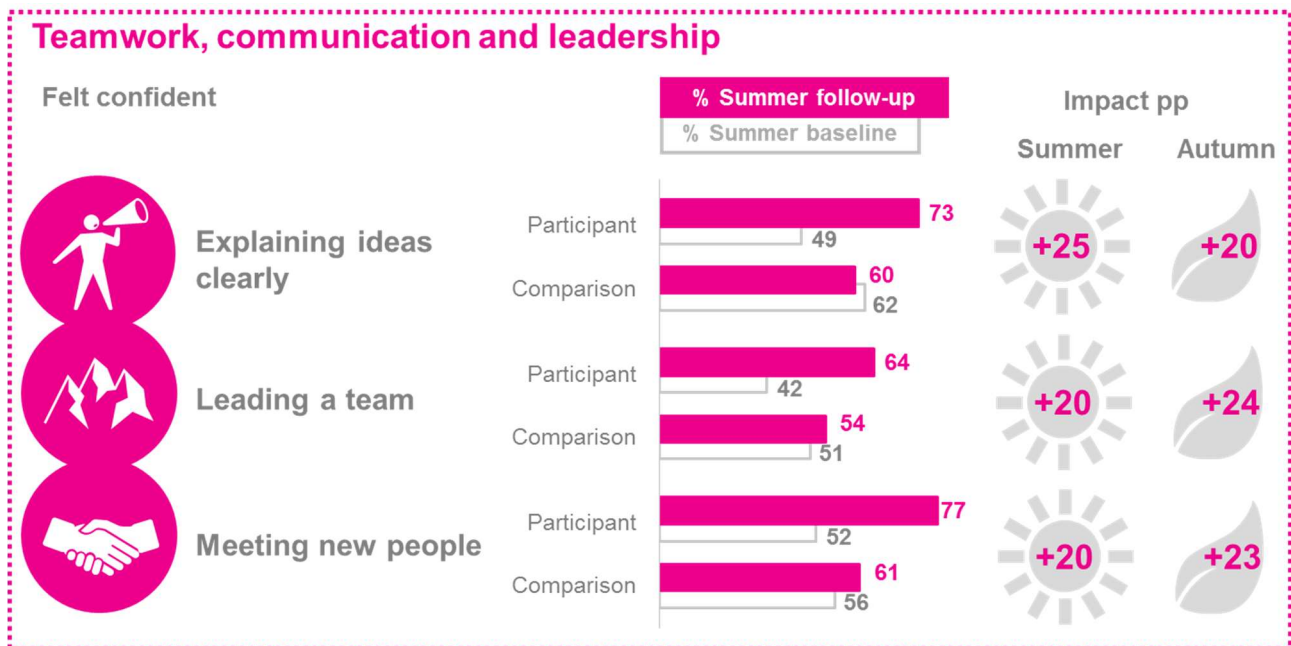
²⁹ <https://wearencs.com/about-ncs>

Teamwork, communication and leadership

NCS has a positive impact on measures relating to teamwork, communication and leadership. The summer NCS programme evaluation demonstrates positive impacts across all eight outcome measures in this category, while NCS autumn had a positive impact on six of the eight.

NCS is particularly likely to have a positive impact on how confident participants feel 'explaining ideas clearly', 'being the leader of a team' and 'meeting new people'. This data is shown in figure 7.

Figure 7 Teamwork, communication and leadership impact measures



NCS also had a positive impact on whether participants indicated that they:

- # felt confident 'working with other people in a team' (+14pp in summer and +13pp in autumn)
- # agreed that 'I get along with people easily' (+9pp in summer and +8pp in autumn)
- # agreed that 'I enjoy working with people who have different opinions to me' (+9pp in summer and +7pp in autumn)

Additionally, NCS summer had a positive impact on whether participants agreed that:

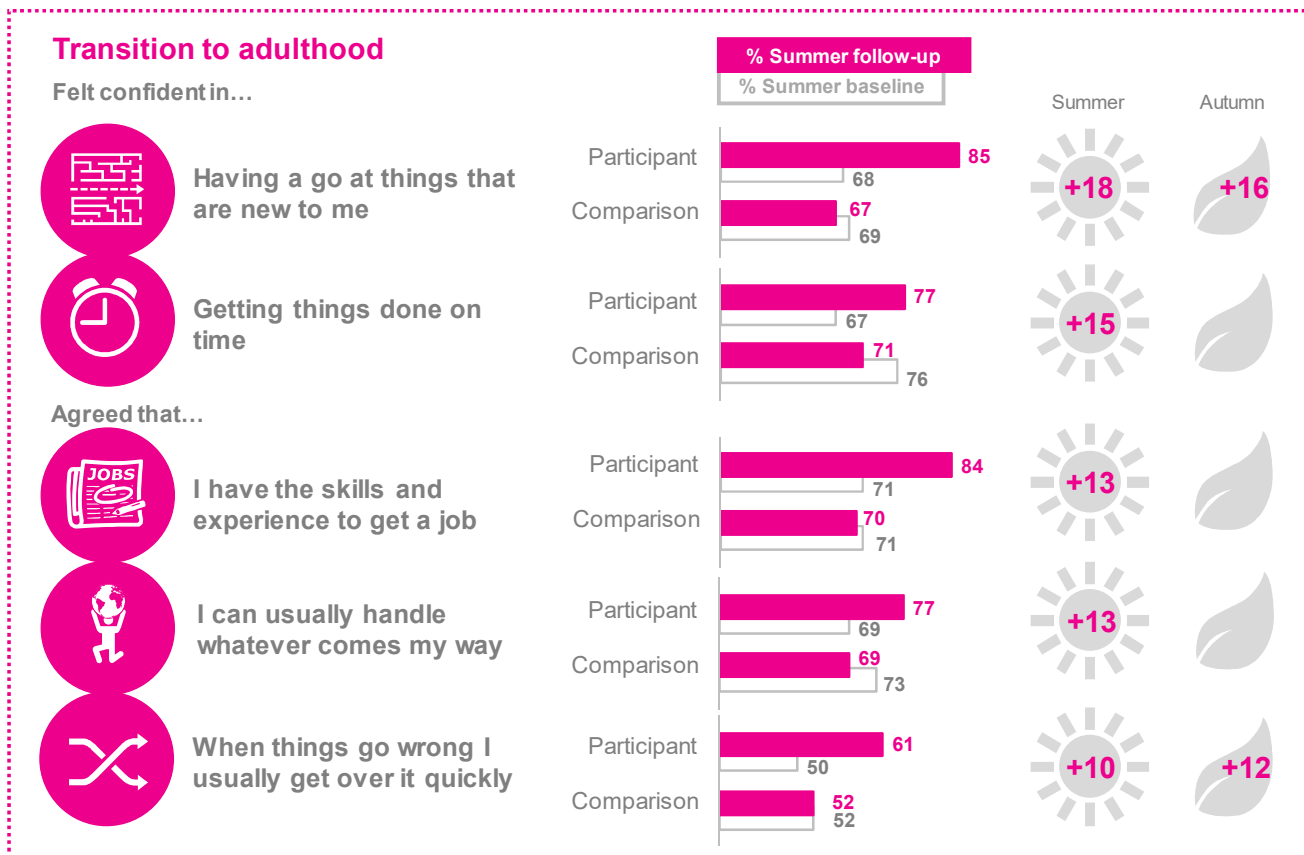
- ☀ 'if I needed help there are people who would be there for me' (+9pp)
- ☀ 'I try to treat other people with respect' (+4pp)

Transition to adulthood

NCS summer had a positive impact across the majority of outcome measures in this category (11 out of 15 – see table 19 in appendix 1). Figure 8 shows that NCS summer was particularly likely to have a positive impact on whether participants felt confident ‘having a go at things that are new to me’ and ‘getting things done on time’.

In contrast, the autumn programme only had an identifiable positive impact on three outcome measures in this category.

Figure 8 Transition to adulthood outcome measures



- ☀ Both NCS summer and autumn had a significant positive impact on whether participants indicated feeling ‘positive about my chances of getting a job in the future’ (+6 in summer and 6pp in autumn)

NCS summer also had a positive impact on how confident participants felt ‘managing my money’ (+9pp) and whether participants agreed that:

- ☀ ‘I find it easy to learn from my mistakes’ (+11pp)
- ☀ ‘I can pretty much decide what will happen in my life’ (+10pp)
- ☀ ‘I like to finish things once I’ve started them’ (+7pp)
- ☀ ‘a range of different career options are open to me’ (+7pp)

5. Impact measures - social cohesion

“...bring our country together by building stronger, more integrated communities and fostering understanding between young people from different backgrounds.”³⁰

NCS encourages social mixing amongst participants, and the evaluation measures outcomes around trust and attitudes towards mixing with people from different ethnic, social and religious backgrounds. This chapter also includes more general measures of happiness and wellbeing.

Social mixing

For the summer programme, just under half of the outcome measures in this category saw a positive impact (5 out of 12 – please see table 20 in appendix 1 for the full list). This was similar for autumn, where the programme had an impact on four of the measures.³¹

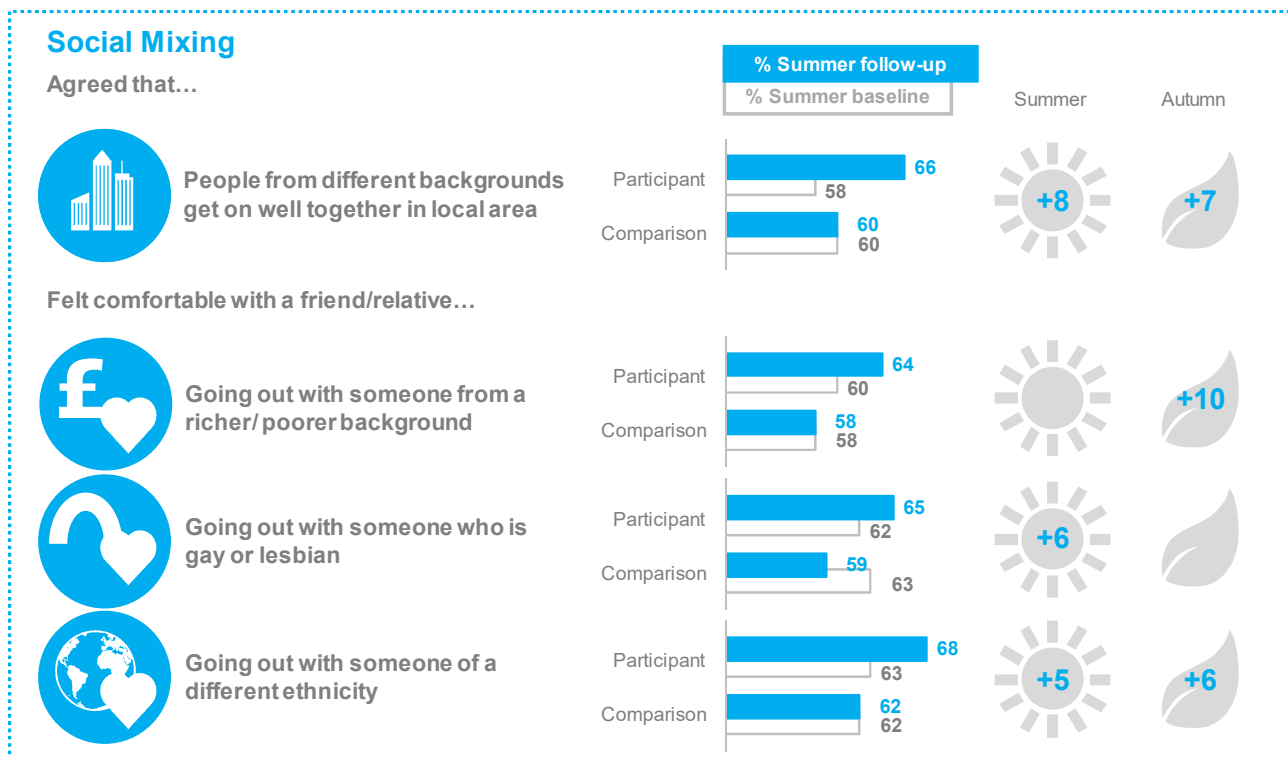
As shown in figure 9 overleaf, the most notable impact for the summer programme was whether participants agreed that ‘my local area is a place where people from different backgrounds get on well together’.

The autumn programme had a positive impact on how comfortable participants indicated they felt about ‘a friend/relative going out with someone from a richer or poorer background’. However, this measure saw no impact for the summer programme.

³⁰ <https://wearencs.com/about-ncs>

³¹ Note that it was beyond the scope of this evaluation to investigate the diversity of aspects such as the NCS teams, team leaders, and the communities where the young people did their social action projects i.e. the extent to which there was adequate diversity within the programme.

Figure 9 Social mixing measures



NCS summer also had an impact on whether participants felt they:

- ☀ 'rarely or never have negative or bad experiences with people from a different race or ethnicity' (+6pp)
- ☀ 'often have positive or good experiences with people from the same race or ethnicity' (+5pp)

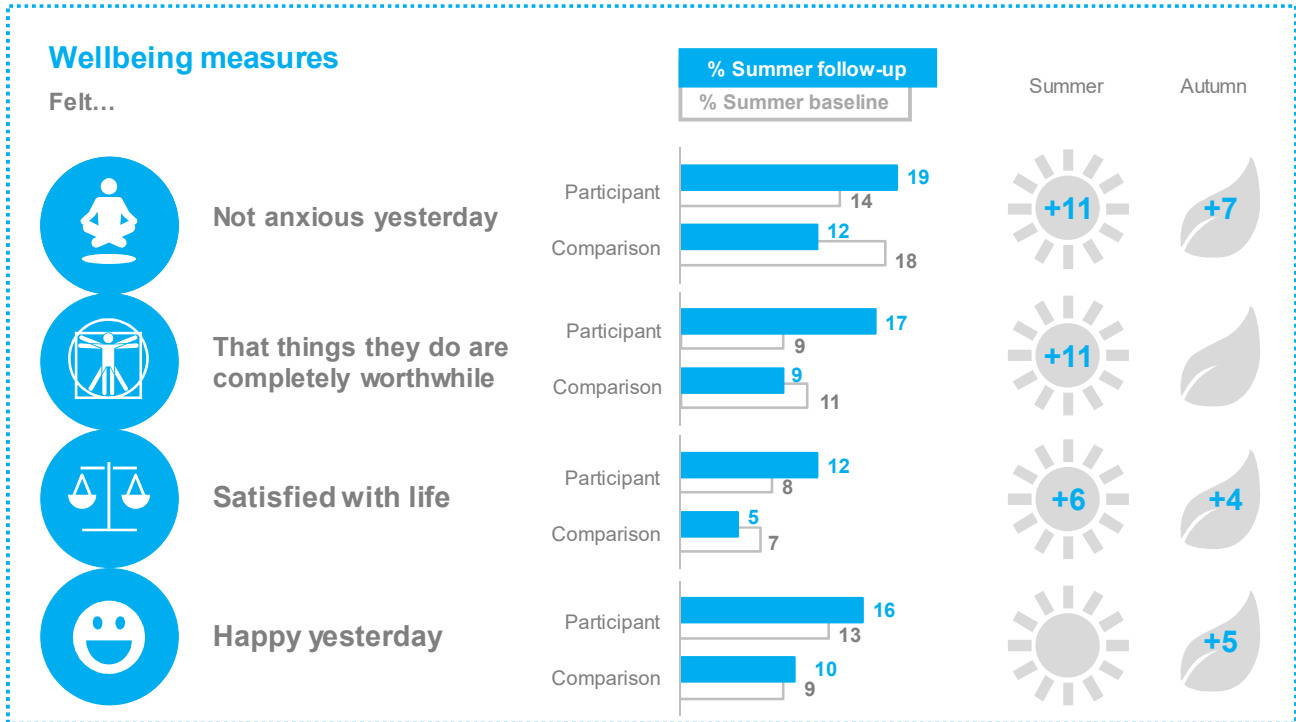
NCS autumn also had a positive impact on whether participants:

- 🍃 'feel comfortable with friend/relative going out with someone is disabled' (+6pp)

Wellbeing

The evaluation surveys included the four Office of National Statistics (ONS) wellbeing measures³². As shown in figure 10, both NCS summer and NCS autumn had a positive impact on satisfaction and anxiety. The summer programme also had a positive impact on whether participants felt that the things they do are 'completely worthwhile', while the autumn programme had a positive impact on participants' reported happiness.

Figure 10 Wellbeing measures



³²<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/measuringnationalwellbeing/oct2015tosept2016>

6. Impact measures - social responsibility

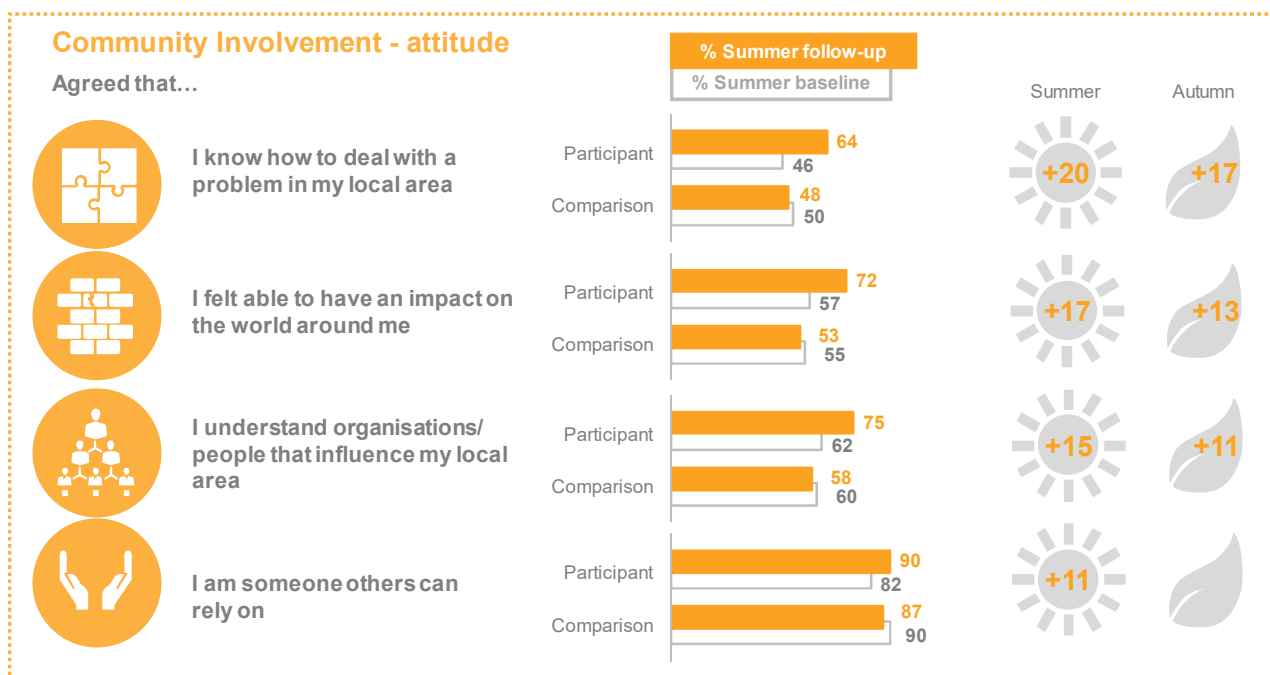
“...to engage young people in social action in their communities and the democratic process, building their understanding of their responsibilities as citizens.”³³

NCS aims to encourage young people to be involved in their communities, both during the programme and beyond. This chapter includes attitudes and behaviour towards community involvement and political engagement.

Attitudes to community involvement

As shown in figure 11, NCS summer had a positive impact on all four community involvement measures, while NCS autumn had a positive impact on three of the four.

Figure 11 Attitudes to community involvement



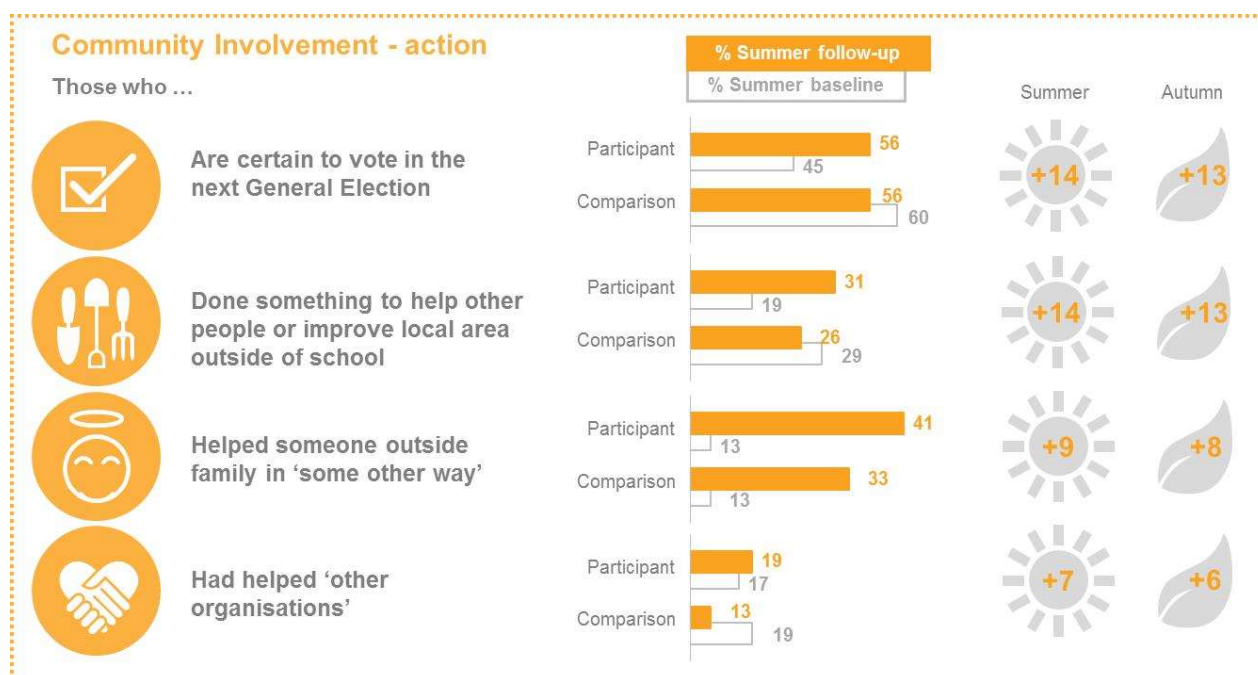
³³ <https://wearencs.com/about-ncs>

Community involvement actions

NCS summer had a positive impact on many measures in this category (11 out of 19). The autumn programme had an impact on eight measures. The full list of outcome measures is shown in table 22 in appendix 1.

In addition to voting intention, measures in this category identified hours spent on different types of volunteering. An aggregate measure was also included, asking how many 'hours were spent in formal and informal volunteering'. Both NCS summer and NCS autumn had a positive impact on the number of volunteering hours beyond those hours accumulated during phase 3 and 4 of the programme **(+6hrs additional hrs for each season)**.

Figure 12 Community involvement



Both NCS summer and autumn had a positive impact on whether participants said they had taken part in any youth group or activities **(+4pp in summer and +5pp in autumn)**.

NCS summer also had a positive impact on whether participants said they had:

- ☀️ helped out by writing letters or filling in forms for someone not in their family **(+8pp)**
- ☀️ helped out at a local club, group, organisation or place of worship outside of school or college hours **(+5pp)**

NCS autumn had a positive impact on whether participants had:

- 👉 contacted someone (e.g. council, media, school) about something affecting their local area **(+5pp)**
- 👉 helped someone not in their family with a university or job application **(+5pp)**

National Citizen Service Value for money



7. Value for money

Introduction

The final part of the evaluation is to understand the extent to which NCS represents good value for money. London Economics, working with Kantar Public, conducted a value for money assessment and generated estimates of the benefit-cost ratios associated with the 2016 NCS summer and autumn programmes.

The value for money analysis in this section has been conducted in line with the principles of the HM Treasury Green Book and seeks to monetise (as far as possible) the resource costs and benefits associated with NCS.

It is important to note that for this report, full costs were included in the analysis for the first time. However, as in previous evaluations, it has not been possible to assess and monetise all of the possible benefits of the programme. This includes longer-term benefits to young people who took part in the programme and any benefits to parents/guardians and the workforce that deliver the programme. Consequently, this value for money assessment is likely to undervalue the full benefit of the programme.

Due to continual improvements in the methodologies used to assess the value for money of the programme, the 2016 figures should, in general, not be compared with previous years.

Alternative approaches used to monetise benefits of NCS participation

The first approach (Baseline Approach 1) is that used in the evaluation of the 2015 NCS programmes³⁴. It focused primarily on calculating the monetary value of increased lifetime earnings among NCS participants³⁵ due to enhanced **leadership skills** as well as the value of additional hours spent **volunteering** by NCS participants.

A complementary - but separate approach (Approach 2) - estimated the monetary value associated with the impact of NCS on **wellbeing** (based on self-reported life satisfaction scores). This approach is based on a separate analysis of the value associated with the 2015 NCS programmes³⁶.

³⁴ Ipsos MORI (2017), "National Citizen Service 2015 Evaluation: Main report". Available at: <https://wearencs.com/our-objectives-and-impact>

³⁵ Participants refer to all young people who started NCS, including those who did not complete all phases of the programme. These are also referred to as 'Turn ups'

³⁶ Jump x Simetrica (2017), "If you could bottle it...A wellbeing and human capital value for money analysis of the NCS 2015 programme". Available at: https://wearencs.com/sites/default/files/2018-10/NCS%20Wellbeing%20and%20Human%20Capital%20Valuation%20-%20Jump_0.pdf

Both approaches were used to assess value for money associated with the 2016 NCS programmes. However, the results from these two approaches should not be combined because enhanced leadership skills and time spent volunteering could both conceivably drive increases in self-reported wellbeing. As such, summing the benefits of NCS from the two approaches could lead to double counting. This report presents separately the benefit-cost ratios achieved using each approach.



Key findings

Modelling a number of different scenarios to generate a range of estimates for the monetised benefit associated with volunteering and leadership, the analysis demonstrates that:

- Combining total costs and benefits, the value for money analysis suggests that the central estimate of the benefit to cost ratio associated with 2016 NCS summer (4-week) participants was **1.99**, while the comparable estimate for autumn participants was **2.35**
- Analysis estimated a range of net benefit to cost ratios around these central estimates based on alternative assumptions relating to the persistence of effects. For the summer 2016 programme, the net benefit to cost ratios ranged from **1.27** in the 'low impact' scenario to **2.68** in the 'high impact' scenario
- The corresponding range of estimates associated with autumn 2016 were **1.54** and **3.13** in the low and high impact scenarios respectively
- Using the alternative wellbeing approach (Approach 2), the analysis demonstrated that the central estimate of the net benefit to cost ratio associated with the 4-week summer 2016 programme was **2.12**³⁷. Reflecting the larger confidence interval associated with the estimates of wellbeing, the net benefit to cost ratio in the low impact scenario was estimated to be **1.07** compared to **3.09** in the high impact scenario

³⁷ No comparable analysis was undertaken in respect of autumn 2016 participants as the analysis illustrated that the mean score impact of the NCS on wellbeing was statistically insignificantly different from zero. However, for information, the central estimate of the net benefit to cost ratio was estimated to be 1.42 which is presented in more detail later in this section.

Table 5 Value for money assessment: Summer and autumn 2016 NCS programmes

	Summer 2016 			Autumn 2016 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Baseline Approach 1 ('Traditional' approach)						
Total net benefits (£m)	£146.3m	£229.0m	£308.9m	£25.0m	£38.3m	£50.9m
Total costs (£m)	£115.1m			£16.3m		
Net Benefit to total cost ratio	1.27	1.99	2.68	1.54	2.35	3.13
Delivery costs (£m)	£97.2m			£13.3m		
Net benefit to delivery cost ratio	1.51	2.36	3.18	1.89	2.89	3.84

Approach 2 (Wellbeing approach)						
Total net wellbeing (£m)	£123.5m	£244.5m	£355.7m	<i>-£4.1m</i>	<i>£23.2m</i>	<i>£48.8m</i>
Costs (£m)	£115.1m			£16.3m		
Net Benefit to total cost ratio	1.07	2.12	3.09	-0.25	1.42	3.00



Note: The methodology used in calculating the above results is slightly different from that used in previous years and is therefore not directly comparable. In order to facilitate a closer comparison we provide a sensitivity analysis that uses similar methodologies as previous years. Although the mean impact estimate for autumn 2016 was not statistically significant, we present it here for completeness

Approach 1: Valuing the impacts on leadership skills and volunteering

Key findings

Table 6 outlines the estimates of the monetary value of leadership skills attained during the 2016 NCS summer and autumn programmes. The central scenario analysis suggests that the value of enhanced leadership skills was **£175.7 million** in summer and **£29.6 million** in autumn.

Table 6 Total value of attained leadership skills

Scenario	Summer 2016 	Autumn 2016 
Low scenario (£m)	125.1	21.1
Central scenario (£m)	175.7	29.6
High scenario (£m)	226.3	38.1

Assessing the monetised impact of leadership skills

A core goal of NCS is to support young people in their transition to adulthood. Developing leadership skills is a key component of this support and is therefore central to the value for money assessment. The leadership skills indicator used in this assessment is a composite variable, calculated as an average of the impact across four outcome measures. Each of the outcome measures is based on a question asking participants to rate their confidence at a certain activity (listed in the box overleaf) on a 5-point scale.

- In summer 2016, the analysis demonstrated that there was a 19.7 percentage point increase in the proportion of young people who attained leadership skills between the baseline and a three-month follow-up survey, relative to the comparison group
- In autumn 2016, there was a 19.8 percentage point increase in the proportion of young people who attained leadership skills

The existing literature suggests that leadership skills have a direct positive impact on lifetime earnings. Kuhn and Weinberger (2003)³⁸ demonstrate this relationship using data on indicators of leadership skills of young people, as captured by their participation in “leadership activities” (such as being a

Questions used to assess leadership skills

How do you feel about the following things, even if you have never done them before...?

- Being the leader of a team
- Working with other people in a team
- Explaining my ideas clearly
- Meeting new people

³⁸ Kuhn and Weinberger (2003), “Leadership Skills and Wages”, University of California

sports team captain) and their survey responses to questions self-assessing leadership skills. Against each of these measures, they find a statistically significant relationship. Holding other factors constant, they find self-assessed leadership skills can improve the present value of lifetime earnings by 2.1% and 3.8%. The questions used in the NCS evaluation to measure the programme's impact on leadership skills are broadly comparable with those used in the data underlying the Kuhn and Weinberger analysis. London Economics applied the 2.1%-3.8% uplift to a central estimate of the present value of lifetime earnings (£600,000³⁹) to estimate the gross value of increased leadership skills.

However, this figure must be deflated to account for the dual impact that enhanced leadership skills can have on both wages and education. An individual who attains leadership skills is likely to earn more because of those skills directly, but also because those skills will typically help him or her gain a higher level of education, which is also associated with higher earnings.

In order not to double-count these two effects, and following the approach adopted in previous evaluations for comparability, a 20% discount rate is applied. This effectively nullifies the additional value of leadership skills generated through education, allowing the direct impact of leadership on lifetime earnings to be represented in the value for money assessment.

Table 7 Summary of value for money assessment for leadership skills (Baseline Approach 1)

Factors	Description	Values
A	Proportion of programme participants who gained leadership skills	19.7% for summer, 19.8% for autumn
B	Lower/central/upper bound effect	Lower bound: 2.1% Central estimate: 2.95% Upper bound: 3.8%
C	Present value of lifetime earnings	£600,000
D	Number of programme participants ⁴⁰	62,989 for summer, 10,556 for autumn
E	Discount to avoid double counting	Reduction of 20%
A*B*C*D*E	Total value of leadership	Product of all the above

Note: A sensitivity analysis presented in a later section explores the impact of disaggregating the present value of lifetime earnings by gender.



³⁹ Department for Business Innovation & Skills (2013), "The impact of university degrees on the lifecycle of earnings; some further analysis". BIS Research Paper No, 112

⁴⁰ Summer 4-week programme and autumn Standard programme (i.e. excluding College model)

Total value of attained leadership skills

Table 8 outlines the estimates of monetary value of leadership skills attained during the 2016 NCS summer and autumn programmes. The central scenario analysis suggests that the value of enhanced leadership skills in summer 2016 was **£175.7 million** and **£29.6 million** in autumn 2016.

Table 8 Total value of attained leadership skills

Scenario	Summer 2016 	Autumn 2016 
Low scenario (£m)	125.1	21.1
Central scenario (£m)	175.7	29.6
High scenario (£m)	226.3	38.1

Volunteering



Key findings

Table 9 outlines the estimates of the monetary value of enhanced volunteering activity resulting from the 2016 NCS summer and autumn programmes. The central scenario analysis suggests that the value of enhanced volunteering was **£53.4 million** in summer and **£8.7 million** in autumn.

Assessing the monetised impact of volunteering

Similar to leadership, volunteering is a core theme of National Citizen Service. Phases 3 and 4 of the programme consist of a social action project in which participants are required to supply 30 hours of volunteer work in their local communities. However, additional hours of volunteering may not end after the programme ends. A follow-up survey conducted three months after NCS graduation showed that after both summer and autumn programmes, participants continued to volunteer at a higher rate than non-participants.

Table 9 Total value of additional volunteering hours

Scenario	Summer 2016 			Autumn 2016 		
	Within programme	Post-graduation	Total	Within programme	Post-graduation	Total
Low scenario (£m)	6.4	14.9	21.3	1.2	2.8	4.0
Central scenario (£m)	6.4	46.9	53.4	1.2	7.5	8.7
High scenario (£m)	6.4	76.2	82.6	1.2	11.6	12.8

Further, a two-year follow-up evaluation⁴¹ of NCS 2013 found that the impact of the programme lasted well beyond its lifetime, with significantly higher rates of volunteering observed up to 28 months after NCS programme graduation. Calculations of the monetary value of additional volunteering hours in this evaluation are based on these findings.



In describing these calculations, the analysis distinguishes between the volunteering hours supplied as part of the NCS programme and those that occurred following graduation from the programme.

⁴¹ Ipsos MORI (2017), "National Citizen Service 2013 Evaluation – Two Years On: Main Report"

Within programme benefits

To calculate the value of the 30 hours of volunteering work undertaken as part of NCS, the average baseline number of hours that participants worked prior to the programme was subtracted from the 30 required hours, resulting in the number of additional hours supplied. This was then multiplied by the median wage rate earned by 16 to 17 year olds (as reported in the Annual Survey of Hours and Earnings⁴² (ASHE) administered in April 2016), and the number of programme participants.

Table 10 Summary of value for money assessment for volunteering hours supplied within the programme (Baseline Approach 1)

Factors	Description	Summer 2016 	Autumn 2016 
A	Number of participants ⁴³	62,989	10,556
B	Additional volunteering hours supplied (30 hours minus baseline hours)	18.5	21.2
C	Median wage rate for 16-17 year olds	£5.50	
A*B*C	Total	Product of all the above	

After programme benefits

The three-month follow-on survey is used to estimate the impact on volunteering following completion of NCS. The analysis considers three different scenarios to produce a range of value for money estimates: 'lower', 'central' and 'higher'. The scenarios are differentiated by two features



- the assumptions governing the number of additional volunteering hours being supplied three months following NCS, with the upper and lower bounds based on a 95% confidence interval around the central estimate
- the length of time impacts are assumed to last beyond this point

Table 11, overleaf, shows the factors underpinning the calculation of the estimated monetary value of additional volunteering hours in the three months following NCS and in the time up to 28 months following NCS. Further explanation of each factor follows the table.

⁴² Low Pay Commission (2016), "National Minimum Wage – Low Pay Commission Report Autumn 2016"

⁴³ Summer 4-week programme and autumn Standard programme (i.e. excluding College model)

Table 11 Summary of value for money assessment for volunteering hours supplied following the programme (Baseline Approach 1)

Factors	Description	Summer 2016 	Autumn 2016 
A	Number of participants ⁴⁴	62,989	10,556
B	Additional volunteering hours supplied (3 month follow up survey)	Lower bound: 2.8 per month Central estimate: 6.3 per month Upper bound: 9.7 per month	Lower bound: 3.1 per month Central estimate: 6.0 per month Upper bound: 8.8 per month
C	(Linear) Rate of decline in hours volunteered	Additional hours supplied assumed to fall to zero at a constant rate after the first year.	
D	Wage rate	£5.50 per hour in first 12 months, £6.35 in months 13 to 25, £7.20 in subsequent months.	
E	Discount factor	Following HM Treasury Green book guidelines (using a discount rate of 3.5%): 0.9662 after 1 year and 0.9335 after 2 years.	
A*B*C*D*E	Total	Product of all the above	

A: Number of participants: There were 62,989 participants of the 2016 summer NCS programme (4-week) and 10,556 participants of the autumn (Standard model) programme.

B: Additional hours of volunteering: In the three-month follow-up survey for summer NCS participants, the average additional amount of volunteering hours supplied by participants, relative to the comparison group, was **6.3 hours** per month. The 95% confidence interval around this estimate gives the lower and upper bounds of 2.8 and 9.7 hours per week, used in the 'low' and 'high' scenarios respectively. For the autumn programme, the central estimate was **6.0 hours** per month, with a lower and upper bound of 3.1 and 8.8 hours, used in the 'low' and 'high' scenarios respectively.

C: Rate of decline in hours volunteered: In the first 15 months post completion, the level of volunteering activity remains constant. This is based on the assumption that the number of hours reported in the three-month follow-up survey remains constant over the subsequent 12 months.

⁴⁴ Summer 4-week programme and autumn standard programme (i.e. excluding College model)

However, evidence from the two-year follow on evaluation suggests that, by the third year of the post completion period, even the most optimistic scenario sees additional volunteering hours falling to **zero**. Taking these findings into account, the three scenarios in this analysis assume different rates of decline beyond the 15-month point:

- in the 'low' scenario, the effects are assumed to end at this point
- in the 'central' scenario, the effects are assumed to diminish at a constant rate, starting from month 16 of the post completion period, and falling to zero by the 27th month
- in the 'high' scenario, the number of additional hours supplied also begins to decline in month 16; however, it is assumed that the rate of decline is slower - falling to zero only in the 29th month of the post-programme period

D: Wage rate: In order to monetise the value of volunteering associated with the programme, each hour must be translated into a monetary value. This is calculated by considering the opportunity cost of the individual's volunteer work, that is, the wage the young person would have otherwise earned in employment. The median wage rate for a young person's age category is considered the most accurate measure of this opportunity cost. The median pay reported in ASHE (undertaken in April 2016) was **£5.50** for 16 to 17 year olds and **£7.20** for 18 to 20 year olds.

The value of additional volunteering hours beyond the three-month period was calculated as follows:

- over the first year after graduation, the impact calculations used the median wage rate for 16 to 17 year olds of £5.50 per hour
- the calculations for the impact during months 25-28 used the median wage rate for 18 to 20 year olds of £7.20 per hour (only applicable to the 'high' scenario)
- to take account of some participants turning 18 in the second and third years following graduation from the NCS, an average of the two rates (£6.35 per hour) was applied to additional volunteering hours between month 13 and month 25 (applicable to the 'central' and 'high' scenarios)

E: Discount factor: Economic analysis of streams of future benefits or costs requires discounting in order to make them comparable to benefits and costs accruing in the present. Following recommendations in HM Treasury's Green Book⁴⁵, the benefits in the first 12 months are not discounted. Thereafter, the social rate of time preference of 3.5% gives a discount factor of 0.9662 from month 12 to month 23 and 0.9335 from month 24 onward.

⁴⁵ HM Treasury, 2011, "The Green Book, Appraisal and Evaluation in Central Government". Available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/220541/green_book_complete.pdf



Comparison with the 2015 NCS report methodology

The choice to use the **median pay** to value an hour of volunteering time is different to the assumption made in the value for money assessment of 2015 NCS, in which an hour of volunteering time was valued at the rates of the **National Minimum Wage** for under 18s and for 18 to 20 year olds. This approach is likely to **underestimate** the value of additional hours of volunteering, as most under 18s and 18 to 20 year olds are paid more than the legal minimum. For example, the National Minimum Wage rates that applied for under 18s and for 18 to 20 year olds were £4.00 and £5.55 respectively, between April and September 2016, compared to the median rates of £5.50 and £7.20 reported in ASHE (in April 2016). In the sensitivity tests included in appendix 5, London Economics produce an estimate for the value of volunteering using the National Minimum Wage rates. This allows comparison with the value for money assessment of 2015 NCS.

Findings

Table 12 outlines the estimates of the monetary value of enhanced volunteering activity resulting from the 2016 NCS summer and autumn programmes. The central scenario analysis suggests that the value of enhanced volunteering was **£53.4 million** in summer and **£8.7 million** in I.



Table 12 Total value of additional volunteering hours

Scenario	Summer 2016 			Autumn 2016 		
	Within programme	Post-graduation	Total	Within programme	Post-graduation	Total
Low scenario (£m)	6.4	14.9	21.3	1.2	2.8	4.0
Central scenario (£m)	6.4	46.9	53.4	1.2	7.5	8.7
High scenario (£m)	6.4	76.2	82.6	1.2	11.6	12.8

Aggregate monetary impact (Baseline Approach 1)

Combining the monetary estimates of the impact of NCS on volunteering and leadership outcomes, the analysis indicates that the total net economic impact associated with the 'central' estimates was **£229.0 million** (summer 2016 programme) and **£38.3 million** (autumn 2016 programme)

Table 13 Value for money assessment: Summer and autumn 2016 NCS programmes (Baseline Approach 1)

	Summer 2016 			Autumn 2016 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Leadership (£m)	£125.1m	£175.7m	£226.3m	£21.1m	£29.6m	£38.1m
Volunteering (£m)	£21.3m	£53.4m	£82.6m	£4.0m	£8.7m	£12.8m
Total net benefits⁴⁶ (£m)	£146.3m	£229.0m	£308.9m	£25.0m	£38.3m	£50.9m

Note: Totals may not sum due to rounding

Value for money assessment: Baseline Approach 1



From information provided by the NCS Trust, the total delivery cost associated with providing the National Citizen Service programme to the 2016 cohort of participants was £97.2 million in summer 2016 and £13.3 million in autumn 2016⁴⁷.

In addition to these delivery costs, the NCS Trust also provided information on the central costs associated with the operation and facilitation of the programme. However, there is a mismatch between the financial year in which these costs are accounted for against the calendar year in which the bulk of programme activity took place. Therefore, these costs from an accounting perspective have been re-allocated to align with the timing of NCS participant activity. The total costs associated with the operation of NCS Trust associated with programme participants were estimated to be £26.4 million in 2016. Note that this estimate relates to all programme participants – including those undertaking the spring programme, 3-week summer programme and autumn College model. Given these participants are not the focus of the evaluation, the central costs and overheads associated with these individuals were removed from the overall estimate of costs.


⁴⁶ Note that there was a small means-tested contribution towards the costs associated with the NCS from parents of participants. The parental contribution expended by the Trust was deducted from the estimate of gross benefits (as this was a cost incurred to achieve the economic benefits associated with volunteering and leadership). This accounts for any totals in tables 14 to 18 that do not add up.

In addition to the £97.2 million in delivery costs associated with the 4-week summer 2016 programme, an additional £18.0 million in NCS Trust central and overheads costs were incurred (bringing the total cost of delivery to £115.1 million). Similarly, in addition to the £13.3 million in delivery costs associated with the autumn 2016 programme, an additional £3.0 million in NCS Trust central and overheads cost were incurred (bringing the total cost of delivery to £16.3 million).


Table 14 Cost information

Factors	Description	Summer 2016 	Autumn 2016 
A	Number of participants ⁴⁸	62,989	10,556
B	Delivery Costs	£97.2m	£13.3m
C	NCST Central cost and overheads	£18.0m	£3.0m
D	Total costs	£115.1m	£16.3m

Given this information, the 2016 NCS programme costs⁴⁹ used are as follows:

 Summer 2016: approximately £115.1 million in total costs associated with 62,989 participants, equating to:

- a total cost of £1,828 on average per participant
- a delivery cost of £1,543 on average per participant

 Autumn 2016: £16.3 million in total costs associated with 10,556 participants equating to:



- a total cost of £1,541 on average per participant
- a delivery cost of £1,256 on average per participant

⁴⁸ Summer 4-week programme and autumn Standard programme (i.e. excluding College model)

⁴⁹ The costs presented here may not align with those presented by the NCS Trust in their statement of annual accounts. This statement reports the Trust's income and expenditure in a 12-month period (financial year), irrespective of the cohorts of NCS participants it relates to. In contrast, this value for money analysis apportions expenditure associated only with the 2016 cohort of NCS participants, though this may have occurred over different (and multiple) financial reporting periods.

Given this information on costs, the following table (15) presents the benefit-cost ratios associated with the summer and autumn 2016 NCS programmes.

Table 15 Value for money assessment: Summer and autumn 2016 NCS programmes (Baseline Approach 1)

	Summer 2016 			Autumn 2016 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Leadership (£m)	£125.1m	£175.7m	£226.3m	£21.1m	£29.6m	£38.1m
Volunteering (£m)	£21.3m	£53.4m	£82.6m	£4.0m	£8.7m	£12.8m
Total net benefits (£m)	£146.3m	£229.0m	£308.9m	£25.0m	£38.3m	£50.9m
Total costs (£m)	£115.1m			£16.3m		
Net benefit to total cost ratio	1.27	1.99	2.68	1.54	2.35	3.13
Delivery costs (£m)	£97.2m			£13.3m		
Net benefit to delivery cost ratio	1.51	2.36	3.18	1.89	2.89	3.84

Note: The methodology used in calculating the above results is slightly different from that used in previous years and is therefore not directly comparable. In order to facilitate a closer comparison we provide a sensitivity analysis that uses the same methodology as previous years

As shown in table 15, the benefits associated with the 2016 NCS summer and autumn programmes exceed the costs, with the central estimates of the net benefit to total cost ratio standing at **1.99** and **2.35** for summer and autumn, respectively. Even in the ‘low’ persistence scenarios, which make conservative assumptions about the value of leadership skills on lifetime earnings and the degree and persistence of the impact in terms of additional volunteering hours, the NCS programmes still represent a positive return on investment (**1.27** and **1.54** benefit to cost ratios).

When assessing the identified net benefits to delivery costs only (i.e. excluding overheads and the central costs incurred), the central estimates indicate that the net benefit to delivery cost ratio associated with the summer 2016 programme was **2.36**, with the corresponding estimate for autumn 2016 participants was **2.89**.

The difference between the net benefit to cost ratio for the summer and autumn programme is driven by the slightly greater estimate of total benefit per participant associated with the autumn programme. There may be particular features of the autumn programme that enable it to deliver larger benefits despite the truncated delivery period (for example, potential demographic differences between the autumn and summer cohorts). It should also be noted that this evaluation only monetises two impact measures



from the raft of items presented in this report, with the preceding chapters illustrating differential impacts on some survey items between summer and autumn programme. Should those items be monetised it is possible that additional returns on the investment might be demonstrated for both summer and autumn programmes. These further potential explanations are not explored in this evaluation.

Approach 2: Valuing the impact of wellbeing

Key findings

Using the wellbeing approach to monetise the economic benefits associated with NCS participation (as well as the same total costs as adopted under Approach 1), the central estimate indicates the net economic benefits associated with summer 2016 NCS participation were **£244.5 million**, which corresponds to a net benefit to cost ratio of **2.12**. This is marginally higher than the net benefit to cost ratio generated under Approach 1. However, the confidence intervals around this central estimate is larger than under Approach 1, which results in the ‘low’ impact estimate of the net benefit to cost ratio standing at **1.07**. At the upper end, the benefit to cost ratio associated with the ‘high’ impact scenario is larger – standing at **3.09** (compared to **2.68** in the ‘high’ impact scenario under Baseline Approach 1).

Table 16 Value for money assessment: Summer 2016 NCS programme (Approach 2)

	Summer 2016 			Autumn 2016 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Total net wellbeing (£m)	£123.5m	£244.5m	£355.7m	-£4.3m	£23.2m	£48.8m
Total costs (£m)	£115.1m			£16.3m		
Net benefit to total cost ratio (Baseline approach)	1.27	1.99	2.68	1.54	2.35	3.13
Net benefit to total cost ratio (Wellbeing approach)	1.07	2.12	3.09	-0.25	1.42	3.00

Note: Although the mean impact estimate for autumn 2016 was not statistically significant, we present it here for completeness

Assessing economic benefits using the wellbeing approach

A 2016 report by Jump⁵⁰ outlines an approach for monetising the impact of 2016 NCS on wellbeing based on self-reported life satisfaction scores. This approach is distinct from Approach 1 described above, and the two sets of results should not be combined, as this would lead to benefits being double-counted. This approach evaluates the entire wellbeing impact, which includes the benefits already estimated above. For instance, impacts in terms of enhanced leadership skills and time spent volunteering are considered potential “constituent drivers” of life satisfaction monetised in the analysis.

A number of wellbeing measures are tracked within the survey, but the Jump report identifies life satisfaction as the most robust and broad measure of wellbeing. With this assumption, the value for money assessment should capture all of the wellbeing impacts of NCS participation.

The following monetisation is based on the estimate of the measured (difference in difference) impact on mean life satisfaction between the 2016 summer NCS participant group and the comparison group using the response to question 13 of the survey (the survey questionnaires are included in the technical report). Based on the confidence intervals around this central estimate, London Economics replicated the analysis for ‘low’ and ‘high’ scenarios. Since the increase in wellbeing for the 2016 autumn NCS was not statistically significant (though the central estimate was positive and equal to 0.18), there has been no attempt to attach a monetary value to it in the following analysis.

Description of Calculation

The following equation is used to calculate the value of a change in wellbeing for the 2016 summer NCS programme where the constituent components are presented in table 17 below:

$$CS = M^0 - e^{\left[\ln(M^0) - \frac{\beta_{NCS}}{\alpha_1} \right]}$$

Table 17 Description of the elements of the wellbeing analysis

Element	Description	Value
M^0	Average income (British Household Panel Survey; 15-25 year olds)	£25,700
β_{NCS}	NCS impact on life satisfaction: lower bound estimate	0.16



⁵⁰ Jump (2016), “If you could bottle it...A wellbeing and human capital value for money”.

	NCS impact on life satisfaction: central estimate	0.33
	NCS impact on life satisfaction: upper bound estimate	0.5
α_1	The causal effect of a log-point change in household income on life satisfaction for an average person (BHPS sample; 15-25 year olds). This is calculated using lottery wins as an 'instrumental variable' for an increase in income.	2.015 ⁵¹
CS	Compensating Surplus per participant: lower bound estimate	£1,962
	Compensating Surplus per participant: central estimate	£3,883
	Compensating Surplus per participant: upper bound estimate	£5,649

Note: The estimates presented in the table above are based on the summer 2016 results. The impact estimate for autumn 2016 was not statistically significant.

Using Approach 2 (but with the same costs as in Baseline Approach 1), table 18 presents the net benefit-cost ratios associated with the summer 2016 NCS programme. Tables showing full calculations are presented in appendix 5.

Table 18 Value for money assessment: Summer 2016 NCS programme (Approach 2)

	Summer 2016 			Autumn 2016 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Total net wellbeing (£m)	£123.5m	£244.5m	£355.7m	<i>-£4.3m</i>	<i>£23.2m</i>	<i>£48.8m</i>
Total costs (£m)	£115.1m			£16.3m		
Net benefit to total cost ratio (Baseline approach)	1.27	1.99	2.68	<i>1.54</i>	<i>2.35</i>	<i>3.13</i>
Net benefit to total cost ratio (Wellbeing approach)	1.07	2.12	3.09	<i>-0.25</i>	<i>1.42</i>	<i>3.00</i>

Note: Although the mean impact estimate for autumn 2016 was not statistically significant, we present it here for completeness (in italics).

⁵¹ The value of α_1 reported by Jump (2016) is 1.282. However, this is adjusted to account for different scales used in the British Household Panel Survey and the NCS questionnaire. The BHPS asks about life satisfaction on a 7-point scale, whereas NCS uses an 11-point scale. To account for this we apply the following adjustment: $(\alpha_1/7)*11$ to get 2.0146.

By assessing wellbeing directly, all effects the programme had on individuals, both positive and negative, are pooled together. This means that, in addition to volunteering and leadership skills, many more positive impacts have been included. It should not be surprising therefore that these estimates are somewhat larger than those found using Approach 1; however, it is also worth noting that the confidence intervals associated with this approach to understanding the impact of NCS are greater than the first approach.

Appendices

8. Appendices

Appendix 1 Full impact results 2016

Table 19 Social mobility: Teamwork, communication and leadership outcome measures

Below are the full results for the summer and autumn 2016 evaluations. Only results denoted with * are statistically significant.

Outcome: Teamwork, communication and leadership	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who feel confident in being the leader of a team	41.6%	63.6%	51.4%	53.8%	+20pp*	44.7%	66.2%	51.7%	49.5%	+24pp*
% who feel confident in explaining ideas clearly	49.1%	72.6%	62.0%	60.4%	+25pp*	53.8%	72.3%	68.2%	66.8%	+20pp*
% who feel confident in meeting new people	52.1%	76.8%	56.1%	61.3%	+20pp*	56.2%	76.0%	63.5%	60.5%	+23pp*
% who feel confident in working with other people in a team	73.4%	87.0%	75.2%	74.4%	+14pp*	73.6%	84.5%	78.6%	76.8%	+13pp*
% who agree that 'I get along with people easily'	73.1%	83.4%	75.4%	76.9%	+9pp*	74.9%	82.1%	78.0%	77.5%	+8pp*
% who agree that 'I try to treat other people with respect'	95.4%	96.9%	97.4%	94.7%	+4pp*	95.4%	95.3%	93.0%	94.4%	-2pp
% who agree that 'I enjoy working with people who have different opinions to me'	59.3%	70.5%	59.9%	62.2%	+9pp*	65.7%	71.3%	62.2%	60.6%	+7pp*
% who agree that 'if I needed help there are people who would be there for me'	78.8%	86.5%	79.7%	79.0%	+9pp*	81.8%	83.1%	84.1%	84.7%	+1pp

Table 20 Social mobility: Transition to adulthood outcome measures

Outcome: Transition to adulthood	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who agree that 'a range of different career options are open to me'	77.4%	85.0%	75.8%	76.5%	+7pp*	78.7%	80.9%	79.1%	77.4%	+4pp
% who agree that 'studying to gain qualifications is important to me'	92.0%	93.9%	91.0%	91.8%	+1pp	93.1%	91.8%	92.7%	92.3%	-1pp
% who agree that 'education is worthwhile'	91.5%	92.3%	89.3	88.0%	+2pp	92.6%	91.5%	90.8%	91.2%	-1pp
% who agree that 'I feel positive about my chances of getting a job in the future'	75.9%	81.7%	69.7%	68.9%	+6pp*	79.6%	80.1%	72.1%	67.0%	+6pp*
% who agree that 'I have the skills and experience to get a job in the future'	71.5%	83.5%	70.8%	70.0%	+13pp*	74.4%	81.4%	66.6%	67.6%	+6pp
% who agree that 'I can pretty much decide what will happen in my life'	52.5%	62.3%	52.2%	52.4%	+10pp*	59.2%	63.6%	52.2%	54.0%	+3pp
% who feel confident in 'having a go at things that are new to me'	68.4%	85.2%	68.5%	67.3%	+18pp*	72.0%	84.4%	69.9%	66.7%	+16pp*
% who feel confident in getting things done on time	66.6%	77.0%	75.6%	71.1%	+15pp*	71.4%	75.4%	72.5%	71.1%	+5pp
% who feel 'confident in managing my money'	69.2%	77.1%	70.5%	69.4%	+9pp*	70.3%	75.3%	71.0%	70.7%	+5pp

Outcome: Transition to adulthood	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who agree that 'I can usually handle whatever comes my way'	68.7%	77.0%	73.4%	69.0%	+13pp*	72.2%	77.0%	69.5%	69.7%	+5pp
% who agree that 'when things go wrong I usually get over it quickly'	50.2%	60.5%	51.9%	51.9%	+10pp*	54.0%	60.4%	58.7%	53.6%	+12pp*
% who agree that 'I like to finish things once I've started them'	79.6%	85.8%	82.1%	81.0%	+7pp*	83.9%	83.3%	83.4%	84.9%	-2pp
% who agree that 'I find it easy to learn from my mistakes'	65.4%	74.0%	66.6%	64.3%	+11pp*	71.4%	74.1%	68.7%	66.7%	+5pp
% who have drunk alcohol within last week	28.2%	23.3%	26.9%	24.2%	-2pp	22.0%	22.5%	21.7%	25.3%	-3pp
% who smoke cigarettes	5.8%	6.0%	3.8%	5.2%	-1pp	5.2%	6.2%	3.5%	4.3%	0pp

Table 21 Social mixing outcome measures

Outcome: Social mixing	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who say that most people can be trusted	17.6%	21.9%	15.5%	17.8%	+2pp	21.5%	25.8%	21.2%	22.8%	+3pp
% who feel comfortable with friend/relative going out with someone from a different school or college	55.3%	59.7%	50.8%	56.5%	-1pp	53.6%	59.2%	49.2%	49.7%	+5pp
% who feel comfortable with friend/relative going out with someone from a different race or ethnicity	63.0%	67.9%	62.4%	62.1%	+5pp*	59.6%	65.7%	53.8%	53.6%	+6pp*
% who feel comfortable with friend/relative going out with someone from a different religious background	56.1%	57.6%	52.6%	51.4%	+3pp	53.3%	57.6%	45.9%	45.2%	+5pp
% who feel comfortable with friend/relative going out with someone from a richer or poorer background	60.1%	64.4%	58.2%	58.0%	+5pp	58.0%	64.9%	53.5%	50.3%	+10pp*
% who feel comfortable with friend/relative going out with someone who is gay or lesbian	62.2%	65.1%	62.7%	59.2%	+6pp*	55.3%	59.8%	50.9%	51.7%	+4pp
% who feel comfortable with friend/relative going out with someone is disabled	62.0%	61.5%	57.8%	53.6%	+4pp	56.8%	61.5%	51.6%	50.4%	+6pp*

Outcome: Social mixing	Summer Participant		Summer Comparison		Impact summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who often have positive or good experiences with people from a different race or ethnicity	78.6%	75.7%	79.0%	73.2%	+3pp	77.8%	75.9%	71.3%	68.2%	+1pp
% who rarely or never have negative or bad experiences with people from a different race or ethnicity	63.6%	63.3%	66.8%	60.7%	+6pp*	64.2%	65.4%	62.8%	64.6%	-1pp
% who often have positive or good experiences with people from the same race or ethnicity	77.6%	76.9%	79.2%	73.8%	+5pp*	78.2%	77.2%	73.8%	71.8%	+1pp
% who rarely or never have negative or bad experiences with people from the same race or ethnicity	49.1%	54.7%	45.9%	48.6%	+3pp	55.0%	54.4%	47.7%	50.0%	-3pp
% who agree that 'my local area is a place where people from different backgrounds get on well together'	57.9%	66.2%	59.8%	59.9%	+8pp*	58.8%	67.6%	58.3%	60.4%	+7pp*

Table 22 ONS wellbeing measures

ONS Wellbeing measures	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who feel that the things they do in their life are completely worthwhile (10 out of 10)	8.6%	17.4%	11.4%	8.8%	+11pp*	13.3%	17.7%	10.6%	11.4%	+4pp
% who did not feel at all anxious yesterday (0 out of 10)	14.3%	18.9%	18.4%	11.8%	+11pp*	13.6%	18.3%	15.4%	13.2%	+7pp*
% who feel completely satisfied with life nowadays (10 out of 10)	7.7%	12.1%	7.1%	5.0%	+6pp*	7.6%	12.1%	5.6%	6.1%	+4pp*
% who felt completely happy yesterday (10 out of 10)	13.0%	15.7%	9.5%	9.7%	+3pp	12.9%	15.0%	9.7%	6.6%	+5pp*

Table 23 Community involvement attitude outcome measures

Outcome: Community involvement attitude	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% agree that they know how to deal with a problem in their local area if they wanted to	45.5%	63.6%	49.7%	47.7%	+20pp*	47.8%	63.2%	46.0%	44.1%	+17pp*
% agree that they understand the organisations and people that have influence in their local area	62.0%	75.0%	59.8%	57.5%	+15pp*	61.7%	72.9%	56.9%	56.7%	+11pp*
% who agree that 'I feel able to have an impact on the world around me'	56.7%	71.6%	55.2%	53.3%	+17pp*	61.2%	70.7%	56.3%	53.3%	+13pp*
% who agree that 'I am someone others can rely on'	82.2%	90.2%	90.0%	86.9%	+11pp*	83.7%	88.9%	85.4%	85.6%	+5pp

Table 24 Community involvement action outcome measures

Outcome: Community involvement action	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
Hours in total spent in formal and informal volunteering in the last month (excluding time spent on the social action project as part of NCS)	11.2 hrs	13.7 hrs	18.6 hrs	14.4 hrs	+7hours*	8.8 hrs	12.2 hrs	13 hrs	10.5 hrs	+6hours*
% who have taken part in any youth group or activities in the last three months	53.2%	54.7%	54.1%	51.4%	+4pp*	49.5%	51.8%	52.0%	48.7%	+5pp*
% who have helped out at a local club, group, organisation or place of worship outside of school or college hours in the last three months	32.8%	34.0%	38.5%	35.0%	+5pp*	32.9%	35.3%	31.0%	29.8%	+4pp
% who have helped out at other organisations outside of school or college hours in the last three months	17.3%	19.0%	18.6%	12.7%	+7pp*	16.5%	18.8%	16.2%	12.4%	+6pp*
% who have raised money for charity (including taking part in a sponsored event) outside of school or college in the last three months	30.4%	28.5%	28.7%	28.4%	-2pp	27.0%	27.3%	26.0%	24.7%	+2pp

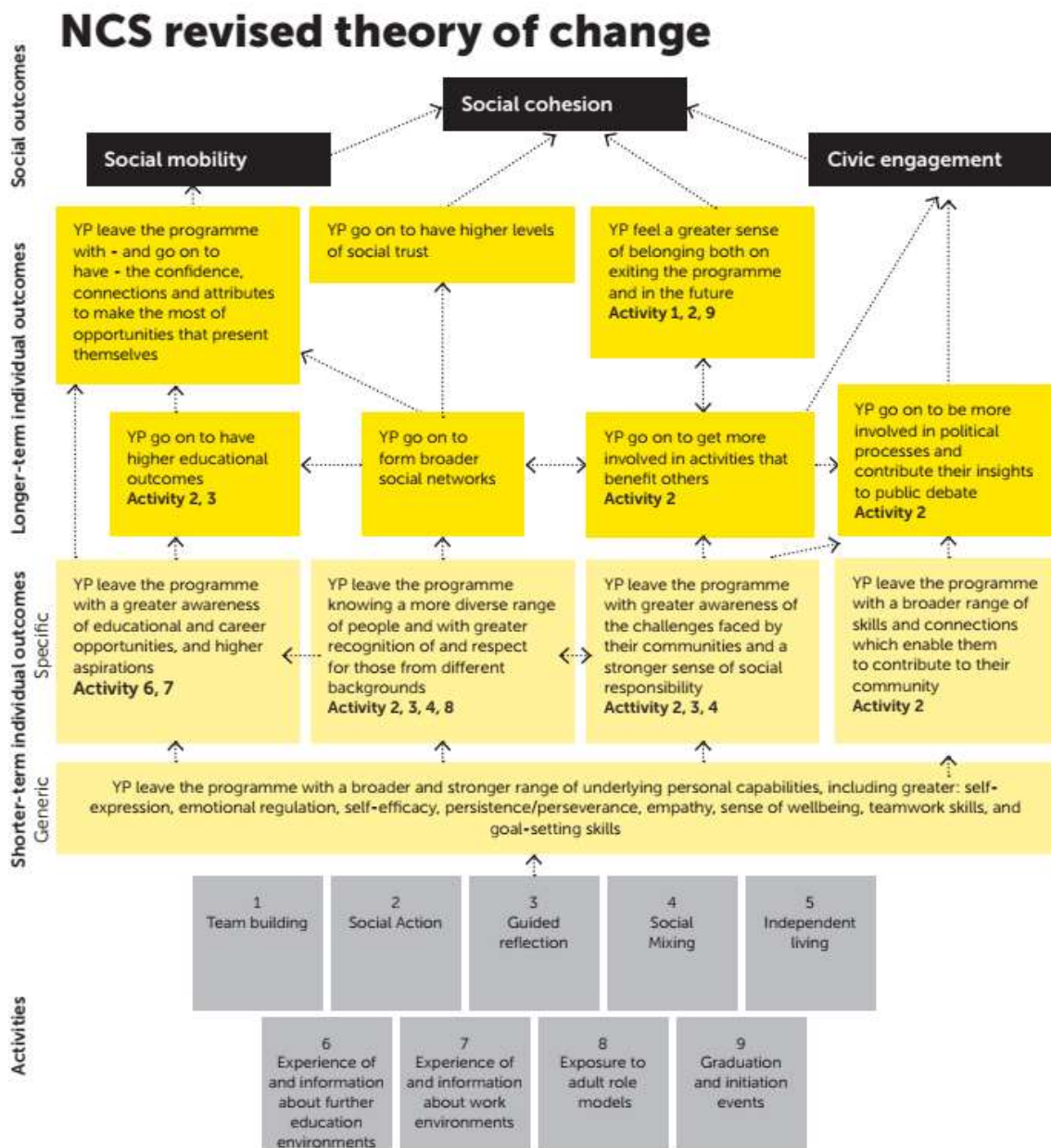
Outcome: Community involvement action	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who have contacted someone (e.g. council, media, school) about something affecting their local area outside of school or college hours in the last three months	7.8%	9.3%	8.7%	8.1%	+2pp	6.2%	10.7%	5.4%	5.2%	+5pp*
% who have organised a petition or event to support a local or national issue outside of school or college hours in the last three months	4.7%	5.2%	4.0%	3.3%	+1pp	2.3%	5.9%	2.0%	3.2%	+2pp
% who have done something to help other people or improve a local area outside of school or college hours in the last three months	19.1%	30.5%	29.0%	26.0%	+14pp*	17.2%	31.2%	22.5%	23.3%	+13pp*
% who have done any of these things outside of school or college hours in the last three months	61.6%	66.9%	67.4%	65.8%	+7pp*	58.1%	67.0%	60.5%	58.2%	+11pp*
% who have done none of these things outside of school or college hours in the last three months	38.4%	32.4%	32.1%	34.2%	-8pp*	40.3%	32.0%	38.6%	41.4%	-11pp*
% who have helped out by doing shopping, collecting pension, or paying bills for someone not in their family in the last three months	12.7%	13.3%	11.1%	12.7%	-1pp	12.0%	15.4%	9.8%	10.7%	+3pp

Outcome: Community involvement action	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who have helped out by cooking, cleaning, laundry, gardening or other household jobs for someone not in their family in the last three months	27.6%	28.6%	26.2%	23.4%	+4pp	21.3%	26.5%	19.0%	20.1%	+4pp
% who have helped out by decorating, or doing any kind of home or car repairs for someone not in the family in the last three months	13.9%	12.7%	12.6%	12.1%	-1pp	12.8%	11.9%	9.9%	6.4%	+3pp
% who have helped out by babysitting or caring for children not in their family in the last three months	31.4%	33.1%	30.1%	31.8%	0pp	26.9%	30.0%	24.1%	22.5%	+5pp
% who have helped out by taking care of someone who is sick or frail not in the family in the last three months	12.6%	13.7%	9.5%	9.2%	+1pp	12.1%	14.2%	9.3%	8.9%	+3pp
% who have helped out by looking after a pet for someone not in their family who is away in the last three months	16.0%	17.9%	15.4%	14.1%	+3pp	14.5%	15.5%	16.8%	14.8%	+3pp
% who have helped out by helping someone not in their family with a university or job application in the last three months	11.1%	21.7%	12.9%	21.4%	+2pp	12.3%	21.0%	12.7%	16.0%	+5pp*

Outcome: Community involvement action	Summer Participant		Summer Comparison		Impact Summer	Autumn Participant		Autumn Comparison		Impact Autumn
	Baseline	Follow-up	Baseline	Follow-up		Baseline	Follow-up	Baseline	Follow-up	
% who have helped out by writing letters or filling in forms for someone not in their family in the last three months	27.2%	16.9%	29.9%	11.6%	+8pp*	25.6%	17.1%	26.6%	11.9%	+6pp
% who have helped out by helping out someone not in their family in some other way in the last three months	12.8%	40.7%	13.4%	32.7%	+9pp*	12.7%	42.8%	8.6%	30.8%	+8pp*
% who have done any of these things for people not in their family in the last three months	70.6%	77.0%	68.1%	71.7%	+3pp	68.5%	77.2%	65.2%	67.5%	+6pp
% who have done none of these for people not in their family in the last three months	29.4%	21.0%	29.7%	27.3%	-6pp*	29.4%	21.4%	33.4%	30.3%	-5pp
% who say they are absolutely certain to vote in the next General Election (10 out of 10)	45.4%	55.8%	59.5%	55.6%	+14pp*	39.3%	50.7%	48.4%	47.2%	+13pp*

Appendix 2 NCS theory of change

The first stage NCS theory of change was developed with support from service design specialists Shift, and drew on three main data sources. First, a review of existing NCS literature, including mission documentation and evaluation material, with a focus on highlighting the programme's desired outcomes. Second, a review of external literature, including theoretical papers, systematic reviews, evaluation reports and grey literature. Third, consultation with NCS stakeholders, including NCS Trust senior leadership and staff from a range of departments, regional delivery partners and local delivery partners, and group discussions with a sample of NCS graduates.



Appendix 3 Impact results 2016 and 2015

Below are the impact results for both the 2015 and 2016 summer and autumn evaluations. Results denoted with * are significant impacts.

Given the differences in evaluation methodology, and the structure and timing of the programmes, the year on year comparisons are indicative only.

Table 25 Teamwork, communication and leadership outcome measures

Outcome: Teamwork, communication and leadership	Impact Summer 16	Impact Autumn 16	Impact Summer 15	Impact Autumn 15
% who feel confident in being the leader of a team	+20pp*	+24pp*	+15pp*	+21pp*
% who feel confident in explaining ideas clearly	+25pp*	+20pp*	+13pp*	+22pp*
% who feel confident in meeting new people	+20pp*	+23pp*	+13pp*	+22pp*
% who feel confident in working with other people in a team	+14pp*	+13pp*	+5pp*	+7pp*
% who agree that 'I get along with people easily'	+9pp*	+8pp*	+5pp*	+12pp*
% who agree that 'I try to treat other people with respect'	+4pp*	-2pp	-2pp	0pp
% who agree that 'I enjoy working with people who have different opinions to me'	+9pp*	+7pp*	+5pp*	+4pp
% who agree that 'if I needed help there are people who would be there for me'	+9pp*	+1pp	+10pp*	+4pp

Table 26 Transition to adulthood outcome measures

Outcome: Transition to adulthood	Impact Summer 16	Impact Autumn 16	Impact Summer 15	Impact Autumn 15
% who agree that 'a range of different career options are open to me'	+7pp*	+4pp	+2pp	+5pp
% who agree that 'studying to gain qualifications is important to me'	+1pp	-1pp	0pp	-1pp
% who agree that 'education is worthwhile'	+2pp	-1pp	0pp	0pp
% who agree that 'I feel positive about my chances of getting a job in the future'	+7pp*	+6pp*	+4pp*	+5pp
% who agree that 'I have the skills and experience to get a job in the future'	+13pp*	+6pp	+12pp*	+9pp*
% who agree that 'I can pretty much decide what will happen in my life'	+10pp*	+3pp	+2pp	+6pp
% who feel confident in 'having a go at things that are new to me'	+18pp*	+16pp*	+8pp*	+14pp*
% who feel confident in getting things done on time	+15pp*	+5pp	+7pp*	+11pp*
% who feel 'confident in managing my money'	+9pp*	+5pp	+8pp*	+10pp*
% who agree that 'I can usually handle whatever comes my way'	+13pp*	+5pp	+10pp*	+14pp*
% who agree that 'when things go wrong I usually get over it quickly'	+10pp*	+12pp*	+9pp*	+8pp*
% who agree that 'I like to finish things once I've started them'	+7pp*	-2pp	-1pp	-2pp
% who agree that 'I find it easy to learn from my mistakes'	+11pp*	+5pp	+7pp*	+3pp
% who have drunk alcohol within last week	-2pp	-3pp	-3pp	-5pp
% who smoke cigarettes	-1pp	0pp	-4pp	-5pp

Table 27 Social mixing outcome measures

Outcome: Social mixing	Impact Summer 16	Impact Autumn 16	Impact Summer 15	Impact Autumn 15
% who say that most people can be trusted	+2pp	+3pp	+4pp*	n/a
% who feel comfortable with friend/relative going out with someone from a different school or college	-1pp	+5pp	+5pp*	-1pp
% who feel comfortable with friend/relative going out with someone from a different race or ethnicity	+5pp*	+6pp*	+4pp	+7pp
% who feel comfortable with friend/relative going out with someone from a different religious background	+3pp	+5pp	+1pp	+4pp
% who feel comfortable with friend/relative going out with someone from a richer or poorer background	+5pp	+10pp*	+3pp	+1pp
% who feel comfortable with friend/relative going out with someone who is gay or lesbian	+6pp*	+4pp	+2pp	+2pp
% who feel comfortable with friend/relative going out with someone is disabled	+4pp	+6pp*	+4pp	+8pp*
% who often have positive or good experiences with people from a different race or ethnicity	+3pp	+1pp	+5pp*	n/a
% who rarely or never have negative or bad experiences with people from a different race or ethnicity	+6pp*	-1pp	n/a	n/a
% who often have positive or good experiences with people from the same race or ethnicity	+5pp*	+1pp	+4pp*	+8pp*
% who rarely or never have negative or bad experiences with people from the same race or ethnicity	+3pp	-3pp	n/a	n/a
% who agree that 'my local area is a place where people from different backgrounds get on well together'	+8pp*	+7pp*	+6pp*	+12pp*

Table 28 ONS wellbeing measures

ONS Wellbeing measures	Impact Summer 16	Impact Autumn 16	Impact Summer 15	Impact Autumn 15
% who feel completely satisfied with life nowadays (10 out of 10)	+7pp*	+4pp*	+3pp*	+4pp*
% who feel that the things they do in their life are completely worthwhile (10 out of 10)	+12pp*	+4pp	+5pp*	+8pp*
% who felt completely happy yesterday (10 out of 10)	+3pp	+5pp*	+4pp	+5pp*
% who did not feel at all anxious yesterday (0 out of 10)	+11pp*	+7pp*	+9pp*	+4pp

Table 29 Community involvement attitude outcome measures

Outcome: Community involvement attitude	Impact Summer 16	Impact Autumn 16	Impact Summer 15	Impact Autumn 15
% agree that 'I would know how to deal with a problem in my local area if I wanted to	+20pp*	+17pp*	+15pp*	+15pp*
% agree that 'I understand the organisations and people that have influence in my local area'	+15pp*	+11pp*	+7pp*	+12pp*
% who agree that 'I feel able to have an impact on the world around me'	+17pp*	+13pp*	+14pp*	+12pp*
% who agree that 'I am someone others can rely on'	+11pp*	+5pp	+2pp	+5pp*

Table 30 Community involvement action outcome measures

Outcome: Community involvement action	Impact Summer 16	Impact Autumn 16	Impact Summer 15	Impact Autumn 15
Hours in total spent in formal and informal volunteering in the last month (excluding time spent on the social action project as part of NCS)	+6hours*	+6hours*	+4hours	+1hours
% who have taken part in any youth group or activities in the last three months	+4pp*	+5pp*	-1pp	-6pp
% who have helped out at a local club, group, organisation or place of worship outside of school or college hours in the last three months	+5pp*	+4pp	-2pp	+6pp*
% who have helped out at other organisations outside of school or college hours in the last three months	+8pp*	+6pp*	+4pp*	+4pp
% who have raised money for charity (including taking part in a sponsored event) outside of school or college in the last three months	-2pp	+2pp	-1pp	+4pp
% who have contacted someone (e.g. council, media, school) about something affecting their local area outside of school or college hours in the last three months	+2pp	+5pp*	+1pp	+2pp
% who have organised a petition or event to support a local or national issue outside of school or college hours in the last three months	+1pp	+2pp	+1pp	+6pp
% who have done something to help other people or improve a local area outside of school or college hours in the last three months	+15pp*	+13pp*	+5pp	+4pp
% who have done any of these things outside of school or college hours in the last three months	+7pp*	+11pp*	n/a	n/a
% who have done none of these things outside of school or college hours in the last three months	-8pp ^{*52}	-11pp ^{*53}	0pp	0pp
% who have helped out by doing shopping, collecting pension, or paying bills for someone not in their family in the last three months	-1pp	+3pp	+3pp*	+4pp

⁵² As this is an impact on whether participants did 'none' of these activities, this result is a positive outcome

⁵³ As above

Outcome: Community involvement action	Impact Summer 16	Impact Autumn 16	Impact Summer 15	Impact Autumn 15
% who have helped out by cooking, cleaning, laundry, gardening or other household jobs for someone not in their family in the last three months	+4pp	+4pp	+3pp	+4pp
% who have helped out by decorating, or doing any kind of home or car repairs for someone not in the family in the last three months	-1pp	+3pp	+5pp	+6pp*
% who have helped out by babysitting or caring for children not in their family in the last three months	0pp	+5pp	+3pp	+1pp
% who have helped out by taking care of someone who is sick or frail not in the family in the last three months	+2pp	+3pp	-2pp	+7pp*
% who have helped out by looking after a pet for someone not in their family who is away in the last three months	+3pp	+3pp	+3pp	0pp
% who have helped out by helping someone not in their family with a university or job application in the last three months	+2pp	+5pp*	+8pp*	+8pp*
% who have helped out by writing letters or filling in forms for someone not in their family in the last three months	+8pp*	+6pp	+5pp*	+5pp
% who have helped out by helping out someone not in their family in some other way in the last three months	+9pp*	+8pp*	+10pp*	+3pp
% who have done any of these things for people not in their family in the last three months	+3pp	+6pp	n/a	n/a
% who have done none of these for people not in their family in the last three months	-6pp ⁵⁴	-5pp	-1pp	-5pp
% who say they are absolutely certain to vote in the next General Election (10 out of 10)	+14pp*	+13pp*	+5pp*	+11pp*

⁵⁴ As this is an impact on whether participants did 'none' of these activities, this result is a positive outcome

Appendix 4 Subgroup analysis

Kantar Public conducted subgroup analysis to explore any differences by deprivation (Free School Meal (FSM) eligible or not eligible)⁵⁵, gender (male or female) and ethnic group (white, Asian, or black). Tables 30 (summer) and 31 (autumn) show the participant experience data presented in chapter 3 at a subgroup level. Due to the larger base sizes in summer, this appendix only summarises subgroup differences in the summer programme.

Kantar Public conducted also exploratory analysis of impact estimates for the summer programme by gender, FSM eligibility and ethnicity, to identify any potential differences by subgroup. To create a manageable volume of impact measures for subgroup analysis, Kantar Public first identified outcomes where there were likely to be differences using simple descriptive analysis. Kantar Public then compared the difference in difference estimates within the subgroups of interest. Tables 32 (gender), 33 (FSM eligibility) and 34-36 (ethnicity) summarise these findings. Impact estimates were tested based on OLS regression using a two-tailed t-test.

Only statistically significantly different results are summarised below ($p < 0.05$). Due to the small sample sizes in these sub-groups, the data below cannot be interpreted as generalizable to the broader population or applicable to the impact of the autumn NCS programme.

Differences by deprivation in the 2016 summer NCS

FSM eligible participants tended to give more favourable ratings of their NCS experience than young people who were not eligible:

- # FSM eligible participants were more likely to feel that NCS was 'completely worthwhile' than those not eligible (52% gave a score of 10 compared with 46% of those not eligible)
- # they were more likely to find NCS 'completely enjoyable' (41% gave a score of 10, compared with 34% of those who were not FSM eligible)
- # they were more likely to 'definitely' want to stay involved in NCS in the future (46%, compared with 39% of participants who were not eligible for FSM)
- # FSM eligible participants were also more likely to recommend NCS to other 16 and 17 year olds (87% compared with 82%)

Table 30, later in this appendix, shows that FSM eligible participants were also more likely to agree with a number of positive statements about their experience, (although note that agreement was high amongst both FSM eligible, and non-eligible young people).

However, there were no differences by FSM eligibility in the outcome measures assessed in the impact analysis (table 33).

⁵⁵ Participants were asked if they had been eligible for free school meals at any point in the last six years. Those saying yes are described as FSM eligible; and those saying no, not FSM eligible.

Differences by gender in the 2016 summer NCS

As shown in table 30 later in this appendix, there were high levels of agreement with the positive statements about their NCS experience amongst both males and females. Table 30 shows where there were some small (but still statistically significant) differences. The two main differences were:

- # males were more likely to find NCS 'completely enjoyable' and give a score of 10 out of 10 (40% of males gave a score of 10 compared with 35% of females)
- # however, female participants were more likely to 'definitely' want to stay involved in NCS in the future (43%, compared with 37% of male participants)

There were also some outcomes where NCS was more likely to have a positive impact on females than males (table 34):

- # confidence 'leading a team'
- # confidence 'getting things done on time'
- # agreement that 'I like to finish things once I have started them'
- # agreement that 'I would know how to deal with a problem in my local area'

In contrast, there were no outcomes where NCS was more likely to have a positive impact on males than females.

Differences by ethnicity in the 2016 summer NCS

The small base sizes means it is only possible to make comparisons between larger, broadly defined ethnic groups: white, Asian and black.

There were few differences in the participant experience questions, although:

- # Asian participants were more likely than white participants to find NCS completely worthwhile (42% gave a score of 10 compared with 36% of white participants)
- # Asian (89%) and black (88%) participants were more likely than white participants (82%) to 'definitely' recommend NCS

Some differences were also identified in the impact analysis (tables 34 to 36). The 2016 summer NCS was less likely to impact on the following career-related outcomes amongst Asian participants:

- # confidence 'getting a job'
- # agreement that 'a range of career options are available to me'

NCS was also less likely to have a positive impact on Asian participants' community involvement, measured through the reduction in whether they had done 'none' of the community involvement activities. In contrast, NCS was more likely to have a positive impact on white participants feeling that:

- # their 'local area is a place where people from different backgrounds get on well together'
- # 'I would know how to deal with a problem in my local area'

Table 31 Participant experience data from the follow-up survey: Summer 2016

This table includes significance testing within each subgroup⁵⁶. A letter denotes a significant difference where M= male; F= female; N = not FSM eligible; Y = FSM eligible; W = white; B = black; A = Asian.

		All participants	Gender		FSM		Ethnicity					
			Male	Female	Yes	No	White	Black	Asian			
Weighted base		2604	1042	1514	563	1773	1724	220	419			
Unweighted base		2604	836	1721	567	1769	1755	211	407			
Q101 How many hours young person has spent on their team's NCS project in their local area	Fewer than 10 hours	6.6%	7.6%	6.0%	7.5%	5.6%	4.1%	14.8%	W	12.4%	W	
	10 to 19 hours	16.9%	15.9%	17.5%	15.7%	17.5%	15.0%	25.4%	W	20.4%		
	20 to 29 hours	19.4%	18.8%	19.5%	17.5%	20.6%	19.6%	16.9%		19.7%		
	30 hours or more	54.6%	55.1%	54.7%	55.9%	54.1%	59.1%	B,A	36.4%		45.4%	
	I did not take part in my team's project	2.1%	2.1%	2.0%	3.1%	N	1.7%	1.8%	5.8%	W,A	1.7%	
	Don't know	.5%	.6%	.4%	.3%	.4%	.5%	.7%		.5%		
	Don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	
Q102 How worthwhile young person found NCS	0 - Not at all worthwhile	.6%	.7%	.5%	.7%	.6%	.6%	0.0%		.6%		
	1	.3%	.3%	.3%	.6%	.2%	.4%	0.0%		0.0%		
	2	.7%	.3%	1.0%	M	.7%	.7%	.9%	0.0%		.6%	
	3	1.0%	.6%	1.2%		.8%	1.0%	.8%	0.0%		1.6%	
	4	.9%	.4%	1.4%	M	.7%	.8%	.9%	2.1%		.3%	
	5	1.8%	1.4%	2.1%		1.8%	2.1%	1.9%	1.7%		1.6%	
	6	3.0%	2.1%	3.6%	M	2.8%	3.3%	2.8%	3.1%		3.4%	

⁵⁶ Pairwise comparison at alpha =.05

	All participants	Gender		FSM		Ethnicity			
		Male	Female	Yes	No	White	Black	Asian	
	7	8.8%	8.7%	9.0%	6.9%	9.6%	9.6%	7.1%	5.3%
	8	18.2%	19.4%	17.4%	15.8%	19.2%	17.5%	25.5% W	17.6%
	9	16.9%	17.1%	16.7%	17.3%	16.8%	16.5%	13.3%	19.7%
	10 - Completely worthwhile	47.8%	49.1%	46.9%	52.0% N	45.7%	48.1%	47.3%	49.2%
	Don't know	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Q103 How enjoyable young person found NCS	0 - Not at all enjoyable	.5%	.5%	.5%	.7%	.5%	.6%	0.0%	.3%
	1	.5%	.4%	.5%	.3%	.6%	.5%	0.0%	.3%
	2	.8%	.4%	1.0%	.9%	.8%	1.0%	0.0%	.6%
	3	.8%	.7%	.8%	.7%	.8%	.9%	.5%	.3%
	4	1.1%	.6%	1.6% M	1.1%	1.1%	1.2%	.7%	.9%
	5	2.6%	1.6%	3.4% M	1.4%	3.1% Y	2.5%	2.2%	2.5%
	6	3.7%	3.3%	4.0%	3.1%	4.0%	3.7%	5.0%	3.6%
	7	9.9%	9.8%	9.8%	8.1%	10.1%	10.1%	10.2%	6.9%
	8	19.8%	20.8%	19.6%	18.5%	20.5%	20.0%	23.5%	19.4%
	9	23.5%	22.1%	24.1%	24.3%	24.1%	23.8%	19.0%	23.5%
	10 - Completely enjoyable	36.8%	39.8% F	34.7%	41.1% N	34.4%	35.7%	39.0%	41.8%
	Don't know	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Q103a To what extent do you agree that your National	Strongly agree	29.8%	33.4% F	26.9%	33.1% N	28.4%	30.0%	30.5%	30.5%
	Agree	51.7%	51.3%	52.2%	49.5%	53.2%	50.8%	55.5%	54.8%
	Neither agree nor disagree	10.1%	9.1%	10.9%	10.6%	9.8%	10.6%	9.0%	7.5%

		All participants	Gender			FSM			Ethnicity		
			Male	Female		Yes	No		White	Black	Asian
Citizen Service programme was well organised	Disagree	6.3%	4.6%	7.6%	M	4.9%	6.5%	6.2%	4.5%	5.4%	
	Strongly disagree	2.1%	1.5%	2.4%		1.8%	2.1%	2.3%	.5%	1.4%	
	Don't know	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	
	Don't want to answer	.0%	.1%	0.0%		0.0%	.1%	0.0%	0.0%	.3%	
Q103a To what extent do you agree that your National Citizen Service programme was well organised (net)	Agree	81.5%	84.7%	F	79.1%	82.6%	81.5%	80.8%	86.0%	85.4%	
	Neither agree nor disagree	10.1%	9.1%		10.9%	10.6%	9.8%	10.6%	9.0%	7.5%	
	Disagree	8.3%	6.1%		10.0%	M	6.7%	8.6%	8.6%	5.0%	6.8%
	Don't know/don't want to answer	.0%	.1%		0.0%		0.0%	.1%	0.0%	0.0%	.3%
Q104	Q104_1 They challenged me to step out of my comfort zone - Young person's view on NCS staff	69.8%	68.3%		70.8%	71.5%	69.5%	70.3%	69.9%	69.8%	
	Q104_2 They were supportive - Young person's view on NCS staff	77.5%	79.8%	F	75.9%	77.4%	78.1%	78.7%	76.9%	76.0%	
	Q104_3 They provided a safe environment - Young person's view on NCS staff	65.4%	66.9%		64.5%	66.2%	65.8%	B	66.9%	57.0%	65.4%

	All participants	Gender				FSM				Ethnicity					
		Male		Female		Yes		No		White		Black		Asian	
Q104_4 They encouraged me to fully take part in the programme - Young person's view on NCS staff	76.6%	78.0%		76.1%		74.7%		77.7%		77.4%		76.6%		74.7%	
Q104_5 They were interested in me and my development - Young person's view on NCS staff	59.1%	62.7%	F	56.7%		55.9%		59.6%		60.4%		57.2%		55.8%	
Q104_6 They were knowledgeable about the programme - Young person's view on NCS staff	53.9%	58.9%	F	51.0%		52.5%		54.4%		54.9%		48.8%		54.0%	
Q105 Would young person want to stay involved in NCS in the future	Yes, definitely	40.9%	37.5%		43.4%	M	46.0%	N	38.7%		40.5%		41.0%		43.3%
	Yes, maybe	49.9%	52.9%	F	47.6%		48.2%		50.9%		50.1%		49.4%		49.3%
	No	9.0%	9.4%		8.8%		5.4%		10.2%	Y	9.3%		9.6%		6.9%
	Don't know	.2%	.2%		.2%		.4%		.1%		.2%		0.0%		.5%
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Q106 Would young person recommend NCS to other 16 and 17 year olds	Yes, definitely	83.3%	84.4%		82.3%		86.8%	N	81.9%		82.3%		88.0%		88.6%
	Yes, maybe	13.5%	13.5%		13.9%		10.2%		14.7%	Y	14.1%		10.7%		9.6%
	No	3.1%	2.1%		3.7%	M	3.0%		3.4%		3.5%		1.3%		1.8%
	Don't know	.1%	0.0%		.1%		0.0%		.0%		.1%		0.0%		0.0%
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%

		All participants	Gender			FSM			Ethnicity						
			Male	Female		Yes	No		White	Black	Asian				
Q107a I now feel more positive towards people from different backgrounds to myself - Agreement with statement	Strongly agree	46.5%	44.2%		48.0%		50.2%	N	45.1%		45.9%		46.5%		49.1%
	Agree	35.5%	35.5%		35.5%		36.0%		35.8%		35.8%		37.2%		35.2%
	Neither agree nor disagree	15.2%	17.0%	F	14.0%		11.6%		15.9%	Y	15.2%		13.9%		14.2%
	Disagree	1.8%	2.2%		1.6%		.7%		2.3%	Y	2.1%		2.4%		.9%
	Strongly disagree	1.0%	1.1%		.9%		1.6%		.8%		1.1%		0.0%		.6%
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Q107a I now feel more positive towards people from different backgrounds to myself - Agreement with statement (net)	Agree	84.8%	83.0%		86.0%	M	88.4%	N	84.1%		84.8%		86.1%		85.8%
	Neither agree nor disagree	15.2%	17.0%	F	14.0%		11.6%		15.9%	Y	15.2%		13.9%		14.2%
	Disagree	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Q107b I got a chance to develop skills which will be more useful to me in the future - Agreement with statement	Strongly agree	44.0%	40.5%		46.1%	M	50.5%	N	42.2%		43.5%		45.8%		46.3%
	Agree	43.8%	47.8%	F	41.3%		39.8%		44.8%	Y	44.0%		44.2%		45.2%
	Neither agree nor disagree	8.2%	8.3%		8.3%		5.8%		9.1%	Y	8.3%		9.0%		5.7%
	Disagree	2.3%	1.9%		2.6%		2.1%		2.4%		2.5%		.5%		1.4%
	Strongly disagree	1.7%	1.5%		1.8%		1.8%		1.5%		1.6%		.5%		1.4%
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Agree	91.8%	91.7%		91.7%		94.2%	N	90.9%		91.7%		91.0%		94.3%

		All participants	Gender		FSM			Ethnicity			
			Male	Female	Yes	No	White	Black	Asian		
Q107b I got a chance to develop skills which will be more useful to me in the future - Agreement with statement (net)	Neither agree nor disagree	8.2%	8.3%	8.3%	5.8%	9.1%	Y	8.3%	9.0%	5.7%	
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
	Don't know/don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
Q107c I saw that there were more opportunities available to me than I had realised - Agreement with statement	Strongly agree	35.8%	34.4%	36.3%	40.9%	N	33.5%	35.5%	36.3%	36.1%	
	Agree	41.5%	42.6%	41.1%	40.3%		42.7%	40.6%	43.4%	44.6%	
	Neither agree nor disagree	16.9%	17.0%	16.9%	13.5%	17.8%	Y	17.9%	14.1%	16.5%	
	Disagree	4.3%	4.7%	4.0%	3.8%	4.6%		4.3%	5.5%	2.1%	
	Strongly disagree	1.5%	1.3%	1.7%	1.5%	1.4%		1.7%	.7%	.8%	
	Don't know	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
	Don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
Q107c I saw that there were more opportunities available to me than I had realised - Agreement with statement (net)	Agree	83.1%	83.0%	83.1%	86.5%	N	82.2%	82.1%	85.9%	83.5%	
	Neither agree nor disagree	16.9%	17.0%	16.9%	13.5%	17.8%	Y	17.9%	14.1%	16.5%	
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
	Don't know/don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
	Strongly agree	21.9%	18.3%	24.1%	M	25.2%	N	21.2%	22.6%	17.5%	22.7%

		All participants	Gender			FSM			Ethnicity					
			Male	Female		Yes	No		White	Black	Asian			
Q107d I am more likely to help out in my local area - Agreement with statement	Agree	47.7%	47.9%		47.6%		46.9%	47.7%		48.1%		46.5%		46.7%
	Neither agree nor disagree	24.0%	26.0%		22.7%		21.8%	24.4%		22.4%		29.7%		26.4%
	Disagree	4.7%	5.9%	F	4.0%		3.4%	5.4%		5.1%		5.6%		2.9%
	Strongly disagree	1.7%	1.8%		1.6%		2.7%	N	1.3%		1.7%		.8%	1.3%
	Don't know	0.0%	0.0%		0.0%		0.0%	0.0%		0.0%		0.0%		0.0%
	Don't want to answer	0.0%	0.0%		0.0%		0.0%	0.0%		0.0%		0.0%		0.0%
Q107d I am more likely to help out in my local area - Agreement with statement (net)	Agree	76.0%	74.0%		77.3%		78.2%	75.6%		77.6%		70.3%		73.6%
	Neither agree nor disagree	24.0%	26.0%		22.7%		21.8%	24.4%		22.4%		29.7%		26.4%
	Disagree	0.0%	0.0%		0.0%		0.0%	0.0%		0.0%		0.0%		0.0%
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%	0.0%		0.0%		0.0%		0.0%
Q107e I am proud of what I achieved - Agreement with statement	Strongly agree	58.0%	53.3%		61.0%	M	65.1%	N	55.9%		59.8%		55.9%	53.9%
	Agree	33.4%	37.1%	F	31.2%		28.0%	35.1%	Y	32.5%		37.2%		37.9%
	Neither agree nor disagree	5.9%	7.2%	F	5.2%		3.9%	6.5%	Y	5.2%		5.4%		5.2%
	Disagree	1.5%	1.3%		1.5%		1.6%	1.5%		1.5%		1.4%		2.2%
	Strongly disagree	1.1%	1.1%		1.1%		1.4%	.9%		1.0%		0.0%		.8%
	Don't know	0.0%	0.0%		0.0%		0.0%	0.0%		0.0%		0.0%		0.0%
	Don't want to answer	0.0%	0.0%		0.0%		0.0%	0.0%		0.0%		0.0%		0.0%
Q107e I am proud of what I achieved - Agreement	Agree	94.1%	92.8%		94.8%	M	96.1%	N	93.5%		94.8%		94.6%	94.8%
	Neither agree nor disagree	5.9%	7.2%	F	5.2%		3.9%	6.5%	Y	5.2%		5.4%		5.2%
	Disagree	0.0%	0.0%		0.0%		0.0%	0.0%		0.0%		0.0%		0.0%

		All participants	Gender				FSM				Ethnicity					
			Male		Female		Yes		No		White		Black		Asian	
with statement (net)	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107f I learned something new about myself - Agreement with statement	Strongly agree	40.2%	36.9%		41.9%	M	41.3%		39.3%		40.1%		42.7%		40.1%	
	Agree	39.1%	40.2%		38.9%		41.8%		38.7%		38.6%		42.1%		42.7%	
	Neither agree nor disagree	14.3%	16.0%	M	13.1%		13.1%		14.9%		14.8%		12.5%		12.3%	
	Disagree	4.7%	5.0%		4.5%		2.2%		5.6%	Y	4.6%		2.6%		3.3%	
	Strongly disagree	1.7%	1.9%		1.5%		1.5%		1.5%		1.8%		0.0%		1.6%	
	Don't know	.0%	.1%		0.0%		0.0%		0.0%		.1%		0.0%		0.0%	
	Don't want to answer	.0%	0.0%		.1%		0.0%		.1%		.1%		0.0%		0.0%	
Q107f I learned something new about myself - Agreement with statement (net)	Agree	85.7%	83.9%		86.8%	M	86.9%		85.1%		85.1%		87.5%		87.7%	
	Neither agree nor disagree	14.3%	16.0%	F	13.1%		13.1%		14.9%		14.8%		12.5%		12.3%	
	Disagree	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't know/don't want to answer	.1%	.1%		.1%		0.0%		.1%		.1%		0.0%		0.0%	
Q107g I now feel more confident about getting a job in the future - Agreement with statement	Strongly agree	33.3%	32.6%		33.5%		33.3%		32.4%		34.9%		27.4%		29.8%	
	Agree	39.3%	40.5%		38.5%		41.6%		39.8%		38.1%		45.6%		44.5%	
	Neither agree nor disagree	20.6%	21.2%		20.5%		18.3%		21.2%		20.2%		22.2%		20.5%	
	Disagree	4.7%	3.5%		5.5%	M	4.3%		4.7%		4.8%		4.3%		3.3%	
	Strongly disagree	2.1%	2.1%		2.0%		2.4%		2.0%		2.0%		.5%		2.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Agree	79.4%	78.8%		79.5%		81.7%		78.8%		79.8%		77.8%		79.5%	

		All participants	Gender		FSM		Ethnicity		
			Male	Female	Yes	No	White	Black	Asian
Q107g I now feel more confident about getting a job in the future - Agreement with statement (net)	Neither agree nor disagree	20.6%	21.2%	20.5%	18.3%	21.2%	20.2%	22.2%	20.5%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Don't know/don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Q107h I now feel I have greater responsibility to my local community - Agreement with statement	Strongly agree	17.7%	16.7%	17.9%	19.5%	17.3%	17.9%	14.3%	19.1%
	Agree	41.2%	39.8%	42.4%	40.1%	40.9%	41.3%	38.9%	42.6%
	Neither agree nor disagree	31.1%	32.8%	30.1%	30.5%	31.6%	30.6%	34.0%	32.9%
	Disagree	7.7%	8.3%	7.5%	7.7%	7.9%	7.7%	10.9%	A 4.2%
	Strongly disagree	2.3%	2.4%	2.1%	2.3%	2.3%	2.5%	1.8%	1.2%
	Don't know	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Q107h I now feel I have greater responsibility to my local community - Agreement with statement (net)	Agree	68.9%	67.2%	69.9%	69.5%	68.4%	69.4%	66.0%	67.1%
	Neither agree nor disagree	31.1%	32.8%	30.1%	30.5%	31.6%	30.6%	34.0%	32.9%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Don't know/don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Q107i I now feel capable of more than I had realised -	Strongly agree	37.4%	35.4%	38.4%	41.5%	N 35.4%	38.1%	39.1%	35.9%
	Agree	44.9%	43.8%	45.8%	44.2%	45.9%	44.3%	45.9%	47.8%
	Neither agree nor disagree	12.7%	15.3%	F 11.1%	10.6%	13.1%	12.1%	12.6%	12.5%

		All participants	Gender		FSM			Ethnicity				
			Male	Female	Yes	No	White	Black	Asian			
Agreement with statement	Disagree	3.8%	3.8%	3.6%	2.3%	4.4%	Y	4.2%	1.9%	2.1%		
	Strongly disagree	1.3%	1.6%	1.1%	1.4%	1.2%		1.3%	.5%	1.7%		
	Don't know	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%		
	Don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%		
Q107i I now feel capable of more than I had realised - Agreement with statement (net)	Agree	87.3%	84.7%	88.9%	M	89.4%	86.9%	87.9%	87.4%	87.5%		
	Neither agree nor disagree	12.7%	15.3%	F	11.1%	10.6%	13.1%	12.1%	12.6%	12.5%		
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Don't know/don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Q108a I now feel more responsible for my actions - Agreement with statement	Strongly agree	33.4%	33.0%	33.3%		38.5%	N	31.9%	33.7%	32.8%	31.9%	
	Agree	43.4%	42.4%	44.3%		45.5%		42.6%	41.9%	45.9%	51.4%	W
	Neither agree nor disagree	18.2%	19.0%	18.0%		11.8%		20.1%	Y	18.8%	17.4%	14.6%
	Disagree	3.7%	4.1%	3.5%		2.6%		4.4%	4.2%	3.5%	1.4%	
	Strongly disagree	1.2%	1.6%	1.0%		1.6%		1.1%	1.4%	.5%	.7%	
	Don't know	0.0%	0.0%	0.0%		0.0%		0.0%	0.0%	0.0%	0.0%	
	Don't want to answer	0.0%	0.0%	0.0%		0.0%		0.0%	0.0%	0.0%	0.0%	
Q108a I now feel more responsible for my actions - Agreement with statement (net)	Agree	81.8%	81.0%	82.0%		88.2%	N	79.9%	81.2%	82.6%	85.4%	
	Neither agree nor disagree	18.2%	19.0%	18.0%		11.8%		20.1%	Y	18.8%	17.4%	14.6%
	Disagree	0.0%	0.0%	0.0%		0.0%		0.0%	0.0%	0.0%	0.0%	
	Don't know/don't want to answer	0.0%	0.0%	0.0%		0.0%		0.0%	0.0%	0.0%	0.0%	
	Strongly agree	35.1%	35.5%	34.6%		39.4%	N	33.6%	35.9%	32.4%	33.9%	

		All participants	Gender			FSM			Ethnicity		
			Male	Female		Yes	No		White	Black	Asian
Q108b I feel I have a better understanding of my abilities - Agreement with statement	Agree	47.6%	46.9%	48.3%		47.0%	47.9%		46.7%	54.4%	48.7%
	Neither agree nor disagree	13.3%	14.1%	12.9%		9.9%	14.6%	Y	13.2%	12.1%	14.5%
	Disagree	2.6%	1.8%	3.2%	M	2.5%	2.8%		3.0%	1.2%	1.2%
	Strongly disagree	1.3%	1.7%	1.0%		1.1%	1.2%		1.3%	0.0%	1.7%
	Don't know	0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%
	Don't want to answer	0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%
Q108b I feel I have a better understanding of my abilities - Agreement with statement (net)	Agree	86.7%	85.9%	87.1%		90.1%	N	85.4%	86.8%	87.9%	85.5%
	Neither agree nor disagree	13.3%	14.1%	12.9%		9.9%		14.6%	Y	13.2%	14.5%
	Disagree	0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%
	Don't know/don't want to answer	0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%
Q108c I am better able to think through what I have learned by myself - Agreement with statement	Strongly agree	30.3%	29.5%	30.4%		33.5%	29.4%		30.6%	27.3%	30.7%
	Agree	48.4%	49.1%	48.0%		50.2%	47.7%		46.8%	55.5%	53.7%
	Neither agree nor disagree	17.3%	17.5%	17.6%		14.0%	18.3%	Y	18.0%	15.5%	13.1%
	Disagree	2.6%	2.1%	2.8%		1.0%	3.3%	Y	2.9%	.7%	1.3%
	Strongly disagree	1.4%	1.8%	1.2%		1.3%	1.3%		1.5%	.9%	1.2%
	Don't know	0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%
	Don't want to answer	0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%
Q108c I am better able to think through what I have	Agree	82.7%	82.5%	82.4%		86.0%	N	81.7%	82.0%	84.5%	86.9%
	Neither agree nor disagree	17.3%	17.5%	17.6%		14.0%		18.3%	Y	18.0%	13.1%
	Disagree	0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%

		All participants	Gender				FSM				Ethnicity				
			Male		Female		Yes		No		White		Black		Asian
learned by myself - Agreement with statement (net)	Don't know/don't want to answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Q108d I spend more time thinking about how I might do things differently in the future - Agreement with statement	Strongly agree	30.7%	30.9%	30.4%	33.2%		29.4%		29.9%		32.1%		31.3%		
	Agree	44.2%	44.3%	43.8%	50.5%	N	42.5%		44.5%		44.8%		47.5%		
	Neither agree nor disagree	18.6%	17.2%	20.1%	12.3%		20.8%	Y	18.2%		19.3%		17.7%		
	Disagree	5.2%	5.9%	4.8%	2.8%		6.0%	Y	5.8%		3.4%		2.7%		
	Strongly disagree	1.3%	1.7%	1.0%	1.3%		1.3%		1.5%		.5%		.8%		
	Don't know	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		
	Don't want to answer	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		
Q108d I spend more time thinking about how I might do things differently in the future - Agreement with statement (net)	Agree	81.4%	82.8%	79.9%	87.7%	N	79.2%		81.8%		80.7%		82.3%		
	Neither agree nor disagree	18.6%	17.2%	20.1%	12.3%		20.8%	Y	18.2%		19.3%		17.7%		
	Disagree	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		
	Don't know/don't want to answer	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		

Table 32 Participant experience data from the follow-up survey: Autumn 2016

		All participants	Gender				FSM				Ethnicity					
			Male		Female		Yes		No		White		Black		Asian	
Weighted base		1115	586		506		236		750		705		79		216	
Unweighted base		1150	419		719		255		1032		706		107		220	
Q101 How many hours young person has spent on their team's NCS project in their local area	Fewer than 10 hours	12.6%	9.2%		16.3%		M	13.8%	13.1%		13.4%	15.7%		10.6%		
	10 to 19 hours	33.3%	35.4%		30.7%			28.1%	36.1%		Y	33.0%	34.9%		33.4%	
	20 to 29 hours	23.3%	24.5%		22.4%			21.6%	21.8%			23.2%	19.7%		24.2%	
	30 hours or more	28.9%	28.6%		29.0%			31.9%	27.8%			28.8%	27.5%		28.6%	
	I did not take part in my team's project	1.5%	1.7%		1.2%			3.2%	N	.8%		1.1%	2.2%		2.6%	
	Don't know/don't want to answer	.5%	.6%		.4%			1.4%	N	.3%		.4%	0.0%		.7%	
Q102 How worthwhile young person found NCS	0 - Not at all worthwhile	.5%	.9%		.1%			1.0%	.3%			.7%	1.3%		0.0%	
	1	.6%	.5%		.7%			0.0%	.8%			.8%	0.0%		0.0%	
	2	.8%	.8%		.8%			.8%	.8%			1.3%	0.0%		0.0%	
	3	1.6%	1.6%		1.6%			.3%	2.1%			1.3%	1.0%		3.6%	
	4	2.3%	2.2%		1.7%			2.9%	2.4%			2.9%	3.3%		1.2%	
	5	3.9%	2.7%		5.5%		M	1.4%	4.8%		Y	4.4%	.6%		3.1%	
	6	5.0%	3.8%		5.9%			3.7%	5.7%			4.9%	5.4%		2.7%	
	7	11.9%	12.7%		11.5%			7.2%	13.5%		Y	12.6%	7.7%		12.0%	
	8	23.4%	24.8%		20.2%			21.8%	23.1%			24.0%	12.7%		28.4%	
	9	17.6%	18.5%		17.0%			21.0%	16.4%			16.3%	27.1%		18.4%	
	10 - Completely worthwhile	32.5%	31.6%		35.0%			39.7%	N	30.0%		30.8%	41.0%		30.6%	
Don't know/don't want to answer	0.0%	0.0%		0.0%			0.0%	0.0%			0.0%	0.0%		0.0%		

		All participants	Gender				FSM				Ethnicity					
			Male		Female		Yes		No		White		Black		Asian	
Q103 How enjoyable young person found NCS	0 - Not at all enjoyable	.4%	.5%		.2%		.8%		.3%		.4%		1.3%		0.0%	
	1	.8%	.1%		1.7%	M	.5%		1.0%		1.3%		0.0%		0.0%	
	2	.6%	.7%		.5%		0.0%		.9%		1.0%		0.0%		0.0%	
	3	1.3%	.7%		2.0%		1.2%		1.3%		1.8%		1.0%		0.0%	
	4	1.8%	1.6%		1.8%		2.2%		2.0%		2.2%		.6%		.2%	
	5	4.5%	4.5%		4.5%		3.2%		5.3%		4.2%		3.9%		6.8%	
	6	3.6%	3.2%		4.2%		2.0%		4.0%		3.9%		2.5%		2.9%	
	7	12.7%	12.5%		11.7%		7.4%		14.4%	Y	13.4%		9.7%		14.0%	
	8	20.5%	21.1%		19.2%		14.4%		21.6%	Y	21.1%		16.9%		17.1%	
	9	21.5%	20.6%		23.1%		25.5%	N	19.2%		19.5%		38.9%	W, A	20.7%	
	10 - Completely enjoyable	32.2%	34.4%		31.0%		42.7%	N	30.0%		31.2%		25.3%		38.3%	
Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		
Q103a To what extent do you agree that your National Citizen Service programme was well organised	Strongly agree	28.7%	32.6%	F	24.9%		36.5%	N	26.7%		27.3%		36.6%		26.0%	
	Agree	54.1%	52.3%		56.4%		43.3%		56.3%	Y	53.2%		48.3%		62.4%	
	Neither agree nor disagree	10.7%	10.4%		11.2%		13.5%		10.4%		11.3%		13.4%		8.5%	
	Disagree	4.7%	3.3%		5.6%		4.0%		4.9%		5.8%		1.8%		3.1%	
	Strongly disagree	1.8%	1.3%		1.9%		2.8%		1.6%		2.4%		0.0%		0.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q103a To what extent do you agree that your	Agree	82.8%	84.9%		81.2%		79.8%		83.1%		80.5%		84.8%		88.4%	
	Neither agree nor disagree	10.7%	10.4%		11.2%		13.5%		10.4%		11.3%		13.4%		8.5%	
	Disagree	6.4%	4.7%		7.6%	M	6.8%		6.6%		8.2%		1.8%		3.1%	

		All participants	Gender				FSM				Ethnicity				
			Male		Female		Yes		No		White		Black		Asian
National Citizen Service programme was well organised (net)	Don't know/ Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		
Q104 - Young person's view on NCS staff	They challenged me to step out of my comfort zone	69.1%	67.9%		71.6%		77.9%	N	66.3%		67.1%		79.9%		70.3%
	They were supportive	79.0%	80.2%		78.2%		80.5%		79.0%		77.3%		82.3%		86.2%
	They provided a safe environment	65.0%	65.4%		64.9%		68.9%		64.4%		65.3%		58.4%		65.1%
	They encouraged me to fully take part in the programme	78.9%	80.9%		77.2%		83.0%		77.1%		77.4%		78.0%		82.6%
	They were interested in me and my development	58.2%	59.8%		57.3%		63.5%		56.3%		58.2%		64.8%		55.1%
	They were knowledgeable about the programme	61.6%	64.1%		59.1%		65.0%		59.7%		60.9%		59.2%		64.3%
	Don't know/don't want to answer	.3%	.2%		.4%		.5%		.3%		.4%		0.0%		0.0%
Q105 Would young person want to stay involved in	Yes, definitely	33.1%	30.8%		36.4%		46.0%	N	28.9%		31.3%		45.8%		33.0%
	Yes, maybe	50.7%	51.7%		50.0%		42.7%		54.1%	Y	49.8%		42.8%		55.3%
	No	15.8%	17.1%		13.1%		10.4%		16.7%	Y	18.3%		11.4%		11.6%

		All participants	Gender				FSM				Ethnicity				
			Male		Female		Yes		No		White		Black		Asian
NCS in the future	Don't know/don't want to answer	.4%	.3%	.5%		.8%		.3%		.6%		0.0%		0.0%	
Q106 Would young person recommend NCS to other 16 and 17 year olds	Yes, definitely	77.7%	77.0%	78.8%		85.5%	Y	75.5%		74.6%		91.2%	W	81.6%	
	Yes, maybe	18.3%	19.4%	17.2%		11.3%		19.9%	N	20.2%	B	6.6%		16.3%	
	No	4.1%	3.7%	4.0%		3.2%		4.6%		5.2%		2.3%		2.2%	
	Don't know/don't want to answer	0.0%	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107a I now feel more positive towards people from different backgrounds to myself - Agreement with statement	Strongly agree	41.4%	41.0%	42.9%		54.2%	N	37.0%		38.4%		50.1%		48.4%	
	Agree	38.1%	39.3%	36.8%		30.6%		40.1%	Y	37.8%		30.5%		40.2%	
	Neither agree nor disagree	16.8%	16.2%	16.5%		12.0%		19.0%	Y	19.4%	A	18.3%		8.5%	
	Disagree	2.3%	2.0%	2.5%		1.2%		2.7%		3.0%		0.0%		1.9%	
	Strongly disagree	1.4%	1.5%	1.3%		2.0%		1.3%		1.4%		1.2%		1.0%	
	Don't know	0.0%	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107a I now feel more positive towards people from different backgrounds to myself - Agreement with statement (net)	Agree	79.5%	80.3%	79.7%		84.8%	N	77.1%		76.2%		80.6%		88.6%	
	Neither agree nor disagree	16.8%	16.2%	16.5%		12.0%		19.0%	Y	19.4%	A	18.3%		8.5%	
	Disagree	3.7%	3.5%	3.8%		3.2%		3.9%		4.4%		1.2%		2.9%	
	Don't know/don't want to answer	0.0%	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107b I got a chance to	Strongly agree	35.8%	33.7%	38.9%		45.8%	N	32.6%		33.4%		46.5%		39.7%	
	Agree	49.0%	50.5%	46.7%		45.0%		50.6%		47.9%		42.1%		52.3%	

		All participants	Gender				FSM				Ethnicity					
			Male		Female		Yes		No		White		Black		Asian	
develop skills which will be more useful to me in the future - Agreement with statement	Neither agree nor disagree	9.9%	10.1%		9.4%		4.4%		11.3%	Y	12.1%		7.1%		5.4%	
	Disagree	3.8%	4.0%		3.8%		3.5%		4.3%		4.9%		3.0%		1.7%	
	Strongly disagree	1.5%	1.7%		1.3%		1.3%		1.2%		1.8%		1.3%		1.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107b I got a chance to develop skills which will be more useful to me in the future - Agreement with statement (net)	Agree	84.7%	84.2%		85.5%		90.8%	N	83.1%		81.3%		88.6%		92.0%	W
	Neither agree nor disagree	9.9%	10.1%		9.4%		4.4%		11.3%	Y	12.1%		7.1%		5.4%	
	Disagree	5.3%	5.7%		5.1%		4.8%		5.6%		6.6%		4.3%		2.6%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107c I saw that there were more opportunities available to me than I had realised - Agreement with statement	Strongly agree	30.0%	30.0%		30.6%		43.0%	N	25.6%		28.9%		36.4%		31.6%	
	Agree	43.2%	43.7%		42.4%		39.4%		45.3%		41.2%		44.8%		45.1%	
	Neither agree nor disagree	19.3%	19.0%		19.2%		13.9%		21.2%	Y	20.7%		11.6%		19.0%	
	Disagree	6.0%	5.9%		6.1%		1.9%		7.2%	Y	7.3%		7.1%		2.8%	
	Strongly disagree	1.4%	1.4%		1.6%		1.9%		.7%		1.8%		0.0%		1.2%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	.1%	0.0%		.1%		0.0%		.1%		0.0%		0.0%		.3%	
Q107c I saw that there were more opportunities	Agree	73.1%	73.8%		73.0%		82.4%	N	70.9%		70.2%		81.2%		76.7%	
	Neither agree nor disagree	19.3%	19.0%		19.2%		13.9%		21.2%	Y	20.7%		11.6%		19.0%	
	Disagree	7.5%	7.3%		7.6%		3.7%		7.9%	Y	9.1%		7.1%		4.1%	

		All participants	Gender				FSM				Ethnicity					
			Male		Female		Yes		No		White		Black		Asian	
available to me than I had realised - Agreement with statement (net)	Don't know/don't want to answer	.1%	0.0%		.1%		0.0%		.1%		0.0%		0.0%		.3%	
Q107d I am more likely to help out in my local area - Agreement with statement	Strongly agree	20.8%	20.2%		21.8%		29.1%	N	17.5%		20.5%		28.9%		18.3%	
	Agree	43.2%	42.1%		45.1%		40.9%		44.9%		39.6%		46.2%		54.6%	W
	Neither agree nor disagree	28.9%	31.0%	F	25.6%		25.6%		29.7%		30.6%		23.0%		24.2%	
	Disagree	5.5%	5.3%		5.8%		3.4%		6.3%		7.4%		1.9%		2.5%	
	Strongly disagree	1.5%	1.4%		1.8%		1.0%		1.6%		2.0%		0.0%		.4%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107d I am more likely to help out in my local area - Agreement with statement (net)	Agree	64.0%	62.4%		66.8%		70.0%	N	62.4%		60.1%		75.1%		72.9%	W
	Neither agree nor disagree	28.9%	31.0%	F	25.6%		25.6%		29.7%		30.6%		23.0%		24.2%	
	Disagree	7.1%	6.6%		7.6%		4.4%		7.9%		9.4%	A	1.9%		2.9%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107e I am proud of what I achieved - Agreement with statement	Strongly agree	45.5%	42.6%		49.8%	M	59.2%	N	40.8%		43.5%		62.1%	W	46.5%	
	Agree	42.5%	45.5%	F	37.8%		32.1%		46.2%	Y	41.4%		31.6%		46.6%	
	Neither agree nor disagree	8.4%	8.7%		8.1%		6.5%		9.2%		10.4%		5.8%		4.6%	
	Disagree	2.3%	1.8%		2.9%		.7%		2.7%		3.1%		.6%		1.3%	
	Strongly disagree	1.3%	1.3%		1.4%		1.5%		1.1%		1.7%		0.0%		1.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	

		All participants	Gender				FSM				Ethnicity					
			Male		Female		Yes		No		White		Black		Asian	
Q107e I am proud of what I achieved - Agreement with statement (net)	Agree	88.0%	88.1%		87.6%		91.3%		87.0%		84.9%		93.7%		93.2%	W
	Neither agree nor disagree	8.4%	8.7%		8.1%		6.5%		9.2%		10.4%		5.8%		4.6%	
	Disagree	3.6%	3.1%		4.3%		2.2%		3.8%		4.8%		.6%		2.3%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107f I learned something new about myself - Agreement with statement	Strongly agree	34.2%	31.8%		37.9%	M	47.5%	N	29.5%		33.2%		47.3%		38.4%	
	Agree	37.7%	38.9%		35.7%		34.6%		38.1%		36.1%		37.6%		40.9%	
	Neither agree nor disagree	18.7%	20.2%		16.9%		10.8%		21.9%	Y	19.2%		10.4%		14.8%	
	Disagree	7.2%	6.9%		7.1%		4.6%		8.6%	Y	8.9%		3.0%		4.7%	
	Strongly disagree	2.2%	2.2%		2.4%		2.5%		1.9%		2.6%		1.8%		1.1%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		
Q107f I learned something new about myself - Agreement with statement (net)	Agree	71.9%	70.6%		73.6%		82.1%	N	67.6%		69.3%		84.8%	W	79.3%	W
	Neither agree nor disagree	18.7%	20.2%		16.9%		10.8%		21.9%	Y	19.2%		10.4%		14.8%	
	Disagree	9.4%	9.1%		9.5%		7.1%		10.5%		11.5%		4.8%		5.9%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107g I now feel more confident about getting a job in the future - Agreement with statement	Strongly agree	27.0%	29.3%		25.1%		35.8%	N	24.9%		24.2%		36.1%		33.7%	
	Agree	38.6%	36.2%		40.7%		35.9%		39.0%		37.2%		34.0%		40.2%	
	Neither agree nor disagree	25.9%	27.0%		25.0%		22.9%		26.6%		28.5%		23.2%		21.5%	
	Disagree	6.0%	5.4%		6.1%		3.2%		7.1%	Y	6.8%		5.6%		3.7%	
	Strongly disagree	2.5%	2.2%		3.1%		2.2%		2.4%		3.3%		1.0%		1.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	

		All participants	Gender				FSM				Ethnicity					
			Male		Female		Yes		No		White		Black		Asian	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%			
Q107g I now feel more confident about getting a job in the future - Agreement with statement (net)	Agree	65.6%	65.5%		65.8%		71.7%	N	63.9%		61.4%		70.2%		73.9%	W
	Neither agree nor disagree	25.9%	27.0%		25.0%		22.9%		26.6%		28.5%		23.2%		21.5%	
	Disagree	8.5%	7.6%		9.2%		5.4%		9.5%	Y	10.1%		6.6%		4.6%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107h I now feel I have greater responsibility to my local community - Agreement with statement	Strongly agree	15.8%	15.5%		16.3%		24.8%	N	12.7%		14.1%		28.3%	W	16.7%	
	Agree	38.3%	39.0%		36.7%		38.3%		40.7%		34.8%		22.4%		53.2%	W , B
	Neither agree nor disagree	35.7%	37.3%		35.0%		29.7%		35.2%		38.0%	A	43.0%	A	25.3%	
	Disagree	7.8%	5.9%		9.2%	M	5.1%		9.2%	Y	10.2%	A	3.4%		3.9%	
	Strongly disagree	2.5%	2.3%		2.7%		2.1%		2.2%		2.9%		2.9%		1.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107h I now feel I have greater responsibility to my local community - Agreement with statement (net)	Agree	54.0%	54.4%		53.0%		63.1%	N	53.4%		48.8%		50.7%		69.8%	W , B
	Neither agree nor disagree	35.7%	37.3%		35.0%		29.7%		35.2%		38.0%	A	43.0%	A	25.3%	
	Disagree	10.3%	8.2%		12.0%	M	7.1%		11.4%		13.1%	A	6.3%		4.9%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107i I now feel capable	Strongly agree	31.9%	30.1%		34.7%		43.3%	N	28.8%		29.4%		44.7%		35.7%	
	Agree	46.4%	48.9%		44.0%		41.6%		46.7%		46.2%		40.7%		47.5%	

		All participants	Gender				FSM				Ethnicity					
			Male		Female		Yes		No		White		Black		Asian	
of more than I had realised - Agreement with statement	Neither agree nor disagree	15.6%	14.8%		15.0%		10.2%		17.9%	Y	17.5%		11.1%		13.1%	
	Disagree	4.4%	4.2%		4.8%		3.0%		5.1%		5.4%		1.3%		2.1%	
	Strongly disagree	1.7%	2.0%		1.5%		1.8%		1.5%		1.5%		2.3%		1.6%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q107i I now feel capable of more than I had realised - Agreement with statement (net)	Agree	78.3%	79.0%		78.7%		84.9%	N	75.4%		75.6%		85.3%		83.2%	
	Neither agree nor disagree	15.6%	14.8%		15.0%		10.2%		17.9%	Y	17.5%		11.1%		13.1%	
	Disagree	6.1%	6.2%		6.3%		4.9%		6.6%		6.8%		3.6%		3.7%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q108a I now feel more responsible for my actions - Agreement with statement	Strongly agree	26.1%	25.2%		27.8%		37.0%	N	22.1%		24.5%		37.2%		24.3%	
	Agree	46.2%	47.9%		44.2%		47.5%		47.0%		44.5%		40.0%		54.9%	
	Neither agree nor disagree	21.1%	20.7%		20.6%		12.4%		22.9%	Y	23.6%		18.5%		15.2%	
	Disagree	5.3%	5.3%		5.4%		1.6%		6.9%	Y	5.6%		4.2%		4.6%	
	Strongly disagree	1.3%	.8%		2.0%		1.5%		1.2%		1.8%		0.0%		1.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q108a I now feel more responsible for my actions - Agreement with statement (net)	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Agree	72.3%	73.2%		72.0%		84.4%	N	69.1%		69.0%		77.3%		79.2%	W
	Neither agree nor disagree	21.1%	20.7%		20.6%		12.4%		22.9%	Y	23.6%		18.5%		15.2%	
	Disagree	6.6%	6.1%		7.4%		3.1%		8.1%	Y	7.4%		4.2%		5.6%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Strongly agree	31.1%	30.4%		32.6%		45.4%	N	26.5%		29.2%		42.7%		29.7%	

		All participants	Gender				FSM			Ethnicity						
			Male		Female		Yes		No	White		Black		Asian		
Q108b I feel I have a better understanding of my abilities - Agreement with statement	Agree	48.8%	48.1%		48.9%		41.6%		52.8%	Y	48.3%		43.9%		55.0%	
	Neither agree nor disagree	14.8%	15.6%		13.6%		11.3%		14.4%		16.1%		10.8%		11.3%	
	Disagree	4.1%	4.5%		3.8%		.3%		5.2%	Y	4.9%		1.3%		3.1%	
	Strongly disagree	1.2%	1.4%		1.1%		1.3%		1.1%		1.5%		1.3%		1.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q108b I feel I have a better understanding of my abilities - Agreement with statement (net)	Agree	79.9%	78.5%		81.5%		87.0%	N	79.3%		77.5%		86.6%		84.6%	
	Neither agree nor disagree	14.8%	15.6%		13.6%		11.3%		14.4%		16.1%		10.8%		11.3%	
	Disagree	5.3%	5.9%		4.9%		1.7%		6.3%	Y	6.4%		2.6%		4.0%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Q108c I am better able to think through what I have learned by myself - Agreement with statement	Strongly agree	24.3%	23.9%		25.2%		32.9%	N	21.2%		22.6%		30.7%		24.3%	
	Agree	50.6%	52.7%		49.2%		50.2%		50.9%		46.9%		49.8%		63.8%	W
	Neither agree nor disagree	19.7%	18.2%		19.8%		14.5%		21.4%	Y	24.1%	A	14.9%		9.5%	
	Disagree	3.9%	4.1%		3.8%		1.2%		5.0%	Y	4.5%		3.3%		1.5%	
	Strongly disagree	1.5%	1.1%		2.0%		1.2%		1.5%		1.9%		1.3%		1.0%	
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		
Q108c I am better able to think through what I have learned by myself - Agreement with	Agree	74.9%	76.5%		74.4%		83.1%	N	72.1%		69.5%		80.5%		88.1%	W
	Neither agree nor disagree	19.7%	18.2%		19.8%		14.5%		21.4%	Y	24.1%	A	14.9%		9.5%	
	Disagree	5.4%	5.2%		5.8%		2.4%		6.5%	Y	6.4%		4.6%		2.4%	
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	

statement (net)		All participants	Gender				FSM				Ethnicity				
			Male		Female		Yes		No		White		Black		Asian
Q108d I spend more time thinking about how I might do things differently in the future - Agreement with statement	Strongly agree	25.5%	25.1%		26.6%		34.0%	N	22.5%		23.2%		33.3%		27.2%
	Agree	45.2%	48.1%	F	42.0%		42.3%		45.6%		43.8%		46.8%		50.9%
	Neither agree nor disagree	20.2%	17.5%		22.7%	M	18.6%		21.5%		21.7%		15.4%		17.0%
	Disagree	7.4%	8.1%		6.6%		3.3%		9.0%	Y	9.5%	A	2.3%		3.5%
	Strongly disagree	1.6%	1.3%		2.1%		1.9%		1.4%		1.9%		2.3%		1.4%
	Don't know	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Q108d I spend more time thinking about how I might do things differently in the future - Agreement with statement (net)	Agree	70.7%	73.1%		68.6%		76.3%	N	68.1%		66.9%		80.1%		78.1%
	Neither agree nor disagree	20.2%	17.5%		22.7%	M	18.6%		21.5%		21.7%		15.4%		17.0%
	Disagree	9.0%	9.4%		8.7%		5.1%		10.4%	Y	11.4%	A	4.5%		4.8%
	Don't know/don't want to answer	0.0%	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%

Tables 32 (gender), 33 (FSM eligibility) and 34-36 (ethnicity) summarise the exploratory analysis of impact estimates within subgroups. Impact estimates were tested based on OLS regression using a two-tailed t-test. Statistically significantly different results within sub groups ($p < 0.05$) are marked with an asterix (*).

Table 33 Difference in difference summary by gender

	Gender											
	Difference between DiD estimates (Female vs. Male)		Male				Female				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Male	Female
Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up			
Q1 Whether young person has taken part in any youth groups or activities in the last 3 months	8.6%	0.051	56.1%	57.2%	57.1%	57.2%	53.4%	47.8%	51.1%	53.2%	-1.0%	7.7%
Q2 Any help - Time given to help in the last 3 months	2.9%	0.564	67.2%	66.9%	59.9%	64.5%	67.7%	65.3%	62.8%	68.2%	4.9%	7.8%
Q3_3 Decorating, or doing any kind of home or car repair - Help given outside the family in the last 3 months	7.6%	0.067	15.2%	17.8%	16.5%	14.0%	11.1%	8.2%	11.7%	11.2%	-5.2%	2.4%
Q3_9 Helping out in some other way - Help given outside the family in the last 3 months	10.7%	0.034*	10.3%	37.7%	11.8%	40.9%	15.3%	29.5%	13.6%	40.4%	1.7%	12.5%
Q3 Any help - Help given outside the family in the last 3 months	-0.9%	0.854	65.6%	66.8%	67.7%	71.9%	69.5%	75.2%	72.2%	80.1%	3.0%	2.1%
Q5a I feel able to have an impact on the world around me - Strongly agree / Agree	9.9%	0.052	56.4%	58.6%	60.0%	73.0%	54.9%	50.3%	54.5%	70.6%	10.7%	20.6%

	Gender											
	Difference between DiD estimates (Female vs. Male)		Male				Female				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Male	Female
Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up			
Q5d I would know how to deal with a problem in my local area if I wanted to - Strongly agree / Agree	11.0%	0.043*	54.0%	55.7%	50.9%	65.8%	46.8%	42.9%	41.6%	62.0%	13.3%	24.3%
Q10d Being the leader of a team - Very confident / Confident	13.7%	0.002*	54.7%	60.5%	48.3%	65.3%	49.8%	49.9%	37.1%	62.0%	11.1%	24.8%
Q10g Getting things done on time - Very confident / Confident	9.9%	0.022*	69.6%	70.3%	63.1%	72.8%	79.8%	71.4%	69.2%	79.7%	8.9%	18.9%
Q11d I find it easy to learn from my mistakes- Strongly agree / Agree	8.7%	0.078	66.5%	65.2%	69.8%	74.1%	66.8%	63.4%	62.8%	73.7%	5.6%	14.3%
Q12a I like to finish things once I've started them - Strongly agree / Agree	9.1%	0.021*	80.0%	82.4%	80.7%	84.9%	83.6%	80.0%	78.9%	86.2%	1.8%	10.9%

Table 34 Difference in difference summary by Free School Meal eligibility

	Eligibility for free school meals											
	Difference between DiD estimates (Eligible vs. Not)		Eligible				Not eligible				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Eligible	Not eligible
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
Q2_7 None of the above - Time given to help in the last 3 months	9.6%	0.085	41.5%	36.2%	41.3%	34.1%	28.6%	34.6%	37.3%	31.7%	-1.9%	-11.6%
Q2 Any help - Time given to help in the last 3 months	-8.5%	0.130	58.5%	63.8%	58.7%	65.8%	70.9%	65.4%	62.7%	67.4%	1.8%	10.3%
Q3_3 Decorating, or doing any kind of home or car repair - Help given outside the family in the last 3 months	11.3%	0.029*	19.9%	13.6%	15.4%	16.2%	9.5%	11.8%	13.3%	11.4%	7.1%	-4.2%
Q3_6 Looking after a pet for someone who is away - Help given outside the family in the last 3 months	8.7%	0.058	15.0%	11.0%	14.5%	19.3%	16.0%	16.1%	17.0%	17.1%	8.7%	0.0%
Q3_8 Writing letters or filling in forms for someone - Help given outside the family in the last 3 months	8.1%	0.167	36.2%	16.4%	27.5%	19.8%	26.1%	10.2%	27.3%	15.4%	12.2%	4.1%
Q3 Any help - Help given outside the family in the last 3 months	5.3%	0.345	73.0%	74.5%	72.6%	80.0%	65.5%	71.2%	70.1%	76.2%	5.8%	0.5%
Q9e I have the skills and experience to get a job in the future	10.8%	0.060	69.7%	66.0%	65.9%	83.3%	72.8%	73.1%	73.4%	83.9%	21.1%	10.3%

	Eligibility for free school meals											
	Difference between DiD estimates (Eligible vs. Not)		Eligible				Not eligible				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Eligible	Not eligible
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
- Strongly agree / Agree												
Q10c Working with other people in a team - Very confident / Confident	8.4%	0.096	73.9%	73.1%	67.2%	86.1%	77.1%	77.8%	75.8%	87.6%	19.6%	11.2%
Q11a I can pretty much decide what will happen in my life - Strongly agree / Agree	7.8%	0.180	53.9%	52.3%	46.0%	58.9%	52.3%	54.1%	54.1%	62.7%	14.6%	6.7%
Q11b I can usually handle whatever comes my way - Strongly agree / Agree	-8.4%	0.133	74.8%	75.8%	68.8%	76.4%	75.0%	68.2%	69.1%	77.3%	6.6%	15.0%

Table 35 Difference in difference summary by ethnicity: White

	Ethnicity (White)											
	Difference between DiD estimates (White vs. Any other)		White				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		White	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
Q2_3 Raised money for charity - Time given to help in the last 3 months	9.0%	0.079	27.8%	25.7%	29.8%	28.9%	31.1%	35.1%	31.6%	27.9%	1.2%	-7.8%
Q2 Any help - Time given to help in the last 3 months	5.7%	0.227	66.9%	64.7%	60.5%	66.9%	68.5%	68.5%	63.9%	66.8%	8.7%	2.9%
Q3_4 Baby sitting or caring for children - Help given outside the family in the last 3 months	13.6%	0.005*	29.6%	28.6%	31.4%	34.5%	31.2%	39.7%	31.3%	30.4%	4.2%	-9.4%
Q3_8 Writing letters or filling in forms for someone - Help given outside the family in the last 3 months	9.1%	0.098	28.7%	8.4%	24.5%	14.9%	33.0%	19.7%	32.5%	20.9%	10.7%	1.6%
Q3 Any help - Help given outside the family in the last 3 months	6.5%	0.170	67.2%	69.0%	70.5%	76.9%	70.1%	78.2%	70.8%	77.1%	4.6%	-1.9%
Q5c My local area is a place where people from different backgrounds get on well together – Strongly agree / Agree	10.6%	0.039*	56.6%	56.4%	52.1%	63.7%	67.7%	68.5%	69.1%	71.1%	11.7%	1.2%

	Ethnicity (White)											
	Difference between DiD estimates (White vs. Any other)		White				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		White	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
Q5d I would know how to deal with a problem in my local area if I wanted to - Strongly agree / Agree	14.5%	0.005*	50.3%	46.5%	44.2%	65.2%	48.3%	50.6%	48.0%	60.4%	24.7%	10.2%
Q9a A range of different career options are open to me - Strongly agree / Agree	7.9%	0.102	76.6%	76.0%	78.3%	86.9%	73.7%	77.9%	75.7%	81.2%	9.2%	1.3%
Q9d I feel positive about my chances of getting a job in the future - Strongly agree / Agree	12.8%	0.002*	68.2%	66.0%	75.1%	83.4%	73.3%	76.1%	77.6%	78.2%	10.6%	-2.3%

Table 36 Difference in difference summary by ethnicity: Black

	Ethnicity (Black)											
	Difference between DiD estimates (Black vs. Any other)		Black				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Black	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
Q2_3 Raised money for charity - Time given to help in the last 3 months	9.3%	0.285	23.5%	19.1%	25.1%	27.7%	29.2%	29.1%	30.9%	28.6%	7.0%	-2.3%
Q2 Any help - Time given to help in the last 3 months	-3.6%	0.513	69.8%	69.6%	61.0%	64.3%	67.2%	65.5%	61.7%	67.1%	3.5%	7.1%
Q3_1 Doing shopping, collecting pension or paying bills - Help given outside the family in the last 3 months	-9.2%	0.187	13.1%	18.4%	15.7%	11.6%	11.0%	12.3%	12.4%	13.5%	-9.4%	-0.2%
Q3_2 Cooking, cleaning, laundry, gardening or other household jobs - Help given outside the family in the last 3 months	-8.8%	0.263	28.2%	27.4%	28.5%	23.5%	26.1%	23.0%	27.5%	29.1%	-4.1%	4.7%
Q3_4 Baby sitting or caring for children - Help given outside the family in the last 3 months	-14.0%	0.044*	41.0%	44.8%	37.9%	28.9%	29.2%	30.7%	30.8%	33.5%	-12.8%	1.2%
Q3_8 Writing letters or filling in forms for someone - Help given outside the family in the last 3 months	-9.9%	0.299	29.5%	21.0%	30.1%	20.5%	29.9%	10.8%	27.0%	16.6%	-1.1%	8.7%

	Ethnicity (Black)											
	Difference between DiD estimates (Black vs. Any other)		Black				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Black	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
Q3 Any help - Help given outside the family in the last 3 months	-6.6%	0.393	69.0%	81.0%	67.2%	75.7%	68.0%	70.9%	70.9%	77.1%	-3.4%	3.2%
Q5b I understand the organisations and people that have influence in my local area - Strongly agree / Agree	7.9%	0.415	56.9%	51.4%	50.2%	67.1%	60.1%	58.0%	63.1%	75.7%	22.5%	14.6%
Q5d I would know how to deal with a problem in my local area if I wanted to - Strongly agree / Agree	-14.0%	0.103	31.3%	35.9%	40.8%	52.5%	51.2%	48.7%	45.9%	64.6%	7.2%	21.2%
Q9b Studying to gain qualifications is important to me - Strongly agree / Agree	8.2%	0.136	96.1%	90.1%	91.2%	93.9%	90.6%	91.9%	92.1%	93.9%	8.7%	0.5%
Q10a Meeting new people - Very confident / Confident	-12.0%	0.101	49.5%	63.6%	56.7%	79.2%	56.7%	61.1%	51.7%	76.6%	8.5%	20.5%
Q10e Explaining my ideas clearly - Very confident / Confident	-11.1%	0.176	56.4%	57.5%	55.2%	71.4%	62.5%	60.7%	48.5%	72.8%	15.0%	26.1%
Q10f Managing my money - Very confident / Confident	9.9%	0.272	66.2%	55.9%	68.2%	76.1%	70.8%	70.5%	69.3%	77.1%	18.2%	8.2%
Q12f If I needed help there are people who would be there for me	12.7%	0.110	78.0%	67.0%	74.6%	83.7%	79.9%	80.0%	79.2%	86.8%	20.2%	7.5%

	Ethnicity (Black)											
	Difference between DiD estimates (Black vs. Any other)		Black				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Black	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
- Strongly agree / Agree												
Q16 Feels things in life are worthwhile - Completely worthwhile	13.3%	0.061	17.8%	5.9%	9.0%	20.8%	10.9%	9.1%	8.5%	17.1%	23.7%	10.4%
Q18a From a different school or college - comfortable with friend/relative going out with someone...	12.8%	0.109	52.5%	50.2%	45.0%	53.3%	50.6%	57.1%	56.2%	60.3%	10.5%	-2.3%
Q18d From a richer or poorer background to you - comfortable with friend/relative going out with someone...	-11.7%	0.139	43.9%	55.6%	51.1%	56.6%	59.4%	58.2%	61.0%	65.2%	-6.3%	5.4%
Q20a Frequency of young person having positive or good experiences with people from the same race or ethnicity - Very often / Quite often	9.8%	0.223	83.3%	70.5%	80.5%	81.3%	78.9%	74.1%	77.4%	76.5%	13.6%	3.8%

Table 37 Difference in difference summary by ethnicity: Asian

	Ethnicity (Asian)											
	Difference between DiD estimates (Asian vs. Any other)		Asian				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Asian	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
Q2_3 Raised money for charity - Time given to help in the last 3 months	-13.2%	0.041*	36.5%	46.4%	33.7%	30.7%	27.5%	25.5%	29.8%	28.1%	-12.9%	0.3%
Q2_7 None of the above - Time given to help in the last 3 months	12.9%	0.044*	32.7%	26.4%	34.4%	31.2%	32.1%	35.5%	39.1%	32.6%	3.1%	-9.9%
Q2 Any help - Time given to help in the last 3 months	-12.0%	0.061	67.3%	73.6%	65.6%	68.4%	67.4%	64.5%	60.9%	66.6%	-3.5%	8.6%
Q3_3 Decorating, or doing any kind of home or car repair - Help given outside the family in the last 3 months	-10.8%	0.065	16.8%	26.4%	13.0%	12.7%	11.9%	9.8%	14.0%	12.7%	-10.0%	0.9%
Q3_4 Baby sitting or caring for children - Help given outside the	-15.5%	0.022*	27.7%	44.5%	26.6%	30.1%	30.5%	29.7%	32.3%	33.7%	-13.3%	2.2%

	Ethnicity (Asian)											
	Difference between DiD estimates (Asian vs. Any other)		Asian				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Asian	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
family in the last 3 months												
Q3 Any help - Help given outside the family in the last 3 months	-8.0%	0.189	70.8%	84.1%	68.4%	77.4%	67.6%	69.7%	71.0%	76.9%	-4.2%	3.8%
Q5a I feel able to have an impact on the world around me - Strongly agree / Agree	-9.1%	0.150	61.5%	64.4%	58.5%	70.4%	54.1%	51.5%	56.4%	71.8%	9.0%	18.1%
Q5b I understand the organisations and people that have influence in my local area - Strongly agree / Agree	-8.5%	0.195	64.8%	65.5%	66.2%	74.9%	59.0%	56.3%	61.2%	75.0%	8.1%	16.5%
Q5c My local area is a place where people from different backgrounds get on well together –	-10.1%	0.165	71.0%	69.9%	73.9%	72.6%	58.0%	58.3%	54.8%	65.0%	-0.2%	9.9%

	Ethnicity (Asian)											
	Difference between DiD estimates (Asian vs. Any other)		Asian				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Asian	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
Strongly agree / Agree												
Q5d I would know how to deal with a problem in my local area if I wanted to - Strongly agree / Agree	-14.5%	0.020*	56.2%	61.3%	51.1%	64.0%	48.7%	45.5%	44.4%	63.5%	7.7%	22.2%
Q9a A range of different career options are open to me - Strongly agree / Agree	-12.7%	0.048*	72.2%	80.4%	75.7%	79.9%	76.4%	75.9%	77.7%	85.9%	-4.0%	8.7%
Q9d I feel positive about my chances of getting a job in the future - Strongly agree / Agree	-11.7%	0.028*	75.3%	76.7%	78.5%	76.5%	68.7%	67.6%	75.4%	82.6%	-3.4%	8.3%
Q11c When things go wrong I usually get over it quickly - Strongly agree /	7.7%	0.207	64.3%	57.9%	52.8%	63.4%	49.9%	50.9%	49.7%	60.0%	17.0%	9.3%

	Ethnicity (Asian)											
	Difference between DiD estimates (Asian vs. Any other)		Asian				Any other ethnicity				DiD estimate	
			Comparison group		Participant group		Comparison group		Participant group		Asian	Any other ethnicity
	Estimate	sig.	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up		
Q11d I find it easy to learn from my mistakes- Strongly agree / Agree	-10.7%	0.080	63.8%	69.9%	67.4%	75.3%	67.1%	63.4%	65.0%	73.8%	1.9%	12.5%
Q18b From a different race or ethnicity to you - comfortable with friend/relative going out with someone...	-8.7%	0.202	45.4%	52.9%	47.3%	52.6%	65.2%	63.6%	66.0%	70.9%	-2.2%	6.4%

Appendix 5 Value for money sensitivity testing

London Economics conducted a number of sensitivity tests to examine the reliance of the final benefit-cost ratios on the specific assumptions made.

1. Accounting for the gender differential in lifetime earnings

In considering the impact of enhanced leadership skills on lifetime earnings, the analysis described in chapter 7 used an average estimated present value of lifetime earnings of £600,000 for all participants. This, however, masks the continued persistence of a pay gap between genders. Previous research by London Economics⁵⁷ found a substantial difference in the expected lifetime earnings between males and females. The present value of lifetime earnings⁵⁸ for females with a Level 3 qualification (equivalent to GCE A Levels) was estimated to be approximately £384,000, while the equivalent for males is approximately £744,000. Furthermore, impact estimates suggest that the attainment of enhanced leadership skills through 2016 summer NCS is higher for female participants (21.9% of whom attain enhanced leadership skills) compared with male participants (16.0%).

Given these gender differences, it is possible that the value for money assessment overestimates the value associated with enhanced leadership skills. This sensitivity test explores how the benefit-cost ratio for 2016 summer NCS⁵⁹ would change with differential impacts and lifetime earnings for each gender (holding other estimates of monetary impacts constant).



Using the update measures of lifetime benefits (by gender) and the differential boost to leadership skills (by gender), table 38, overleaf compares leadership and benefit cost ratios from the core analysis and the sensitivity analysis, described above.

⁵⁷ London Economics ([link](#)). 'Assessing the economic returns to Level 4 and 5 STEM-based qualifications'. A report on behalf of the Gatsby Foundation.

⁵⁸ Aggregate gross estimate, i.e. values are not average annual figures but rather a before-tax accumulated figure over individuals' lifetimes.

⁵⁹ Gender-differentiated estimates for enhanced leadership were not available for the autumn 2016 NCS due to a smaller sample. Given the similar average effect of the NCS on leadership between summer 2016 and autumn 2016 (19.7% and 19.8% respectively), the gender-differentiated estimates in autumn 2016 were assumed to be the same as those for the summer 2016 programme.

Table 38 Sensitivity testing: Comparison of alternative leadership estimates and the overall benefit to cost ratios with baseline analysis

Summer 2016 						
	Core analysis (Approach 1)			Sensitivity analysis		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Leadership (£m)	£125.1m	£175.7m	£226.3m	£104.0m	£146.1m	£188.2m
Net benefit-total cost ratio	1.27	1.99	2.68	1.09	1.73	2.35
Autumn 2016 						
	Core analysis (Approach 1)			Sensitivity analysis		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Leadership (£m)	£21.1m	£29.6m	£38.1m	£18.4m	£25.8m	£33.2m
Net benefit to total cost ratio	1.54	2.35	3.13	1.37	2.12	2.83


As expected, the estimate of the benefit to cost ratio declines, with the central estimate falling from **1.99** in summer 2016, to **1.73** under the revised assumptions relating to the gender specific impact on leadership skills and associated lifetime benefits. A similar decline is illustrated in relation to autumn 2016 participants. Nevertheless, the central estimates for both summer and autumn 2016 under in this sensitivity scenario exceed a benefit-cost ratio of one.


2. Using National Minimum Wage rates

An important methodological difference between this analysis and analyses undertaken in previous years is the wage rate used. Previous analyses used National Minimum Wage (NMW) rates to price the opportunity cost of an extra hour of voluntary work. However, as discussed in chapter 7, this is likely to be lower than the actual wage rate young people can command in the labour market, thus underestimating the value for money associated with NCS.

Instead, the value for money assessment described in this report used median wage rates. However, in order to facilitate a closer comparison between years, London Economics tested how the results would change if National Minimum Wage rates were used.

Table 39 Sensitivity testing: Comparison of alternative volunteering estimates and the overall benefit to cost ratios with baseline analysis

Summer 2016 						
	Core analysis (Approach 1)			Sensitivity analysis		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Volunteering (£m)	£21.3m	£53.4m	£82.6m	£15.6m	£39.3m	£61.0m
Benefit to total cost ratio	1.27	1.99	2.68	1.22	1.87	2.50

Autumn 2016 						
	Core analysis (Approach 1)			Sensitivity analysis		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Volunteering (£m)	£4.0m	£8.7m	£12.8m	£3.2m	£6.7m	£9.7m
Benefit to total cost ratio	1.54	2.35	3.13	1.49	2.23	2.94

Note: The benefit-cost figures in this table are the most directly comparable to those in previous years' evaluations and should be used if comparing results across time.



As shown in table 39, above, on average, the value for money estimates using minimum wage rates undervalue the programme by approximately **6%** relative to the median wage (baseline) approach.

3. Using National Audit Office costs

The core findings, reported in chapter 7 and above, use cost data provided directly by the NCS Trust. However, an alternative source of cost data is the National Audit Office (NAO), which published its own Value for Money study⁶⁰. In that report, the NAO calculated an average cost per participant of **£1,863**, which compares to an average cost of **£1,828**, and **£1,541** calculated here⁶¹ using the total cost information received from the NCS Trust (for the summer 2016 and autumn 2016 programmes respectively, excluding the 3-week summer programme and the autumn College model).

The following table (40) shows how the benefit-cost ratios would differ using NAO costs. Given the relative comparability of the estimates for the cost per participant associated with the summer programme, the analysis demonstrates that there is a decline in the benefit to total cost ratio associated with the summer programme from **1.99** to **1.95** in the ‘central’ scenario; and a reduction in the benefit to total cost ratio associated with the autumn programme (**2.12** to **1.95**).

Table 40 Sensitivity testing: Comparison of alternative cost estimates and benefit to cost ratios with baseline analysis

	Summer 2016 			Autumn 2016 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Benefit-cost ratio (Approach 1)	1.27	1.99	2.68	1.39	2.12	2.82
Benefit-cost ratio (NAO costs)	1.25	1.95	2.63	1.27	1.95	2.59

⁶⁰ National Audit Office, (2017), “National Citizen Service”, page 4. Available at: <https://www.nao.org.uk/wp-content/uploads/2017/02/National-Citizen-Service.pdf>

⁶¹ As per footnote 49, the costs estimated by the NAO may not coincide with those produced here (because of the apportioning of expenditures from different financial time periods to a particular cohort) or to those estimates produced by the Trust itself (as a result of different methodological approaches in respect to the inclusion or exclusion of different items of income and expenditure, such as income and expenditure for services delivered to providers).

Conclusion

As the tables in this section demonstrate, the final benefit-cost ratios found are relatively insensitive to the main assumptions used in the analysis. In particular, there is only a small decline in the benefit to cost ratio when alternative assumptions relating to the wage rate associated with volunteering are made, or the use of alternative cost estimates.

However, one particularly noticeable result is the substantial difference in the value for money estimates found across gender. This difference is driven by the large gap in the present value of lifetime earnings that exists between young men and women. While this sensitivity test is based on impact estimates for the summer programme only, future value for money assessments of NCS should account for gender differences in lifetime earnings and gender specific estimates of the impact of NCS in terms of enhanced leadership skills. Furthermore, future value for money assessments should widen the potential assessment of programme benefits, for example, on parents/guardians and staff delivering the course. This will increase the validity of estimates and capture the full reach of the NCS programme.