

Citizenship Survey young person module: technical report for pilot study

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This research report was commissioned before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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Introduction

1. Introduction

Background

The Department for Education (DfE) wanted to measure and monitor levels of community cohesion and citizenship among young people aged 11-15 years old. The Citizenship Survey, a large scale survey of adults (aged 16 years and over) in England and Wales led by the Department for Communities and Local Government (DCLG), was thought to provide an ideal vehicle for hosting a Young Person's Module (YPM) to capture this information, not only because it represents a potentially cost-effective method of data collection, but also because it could enhance the analytical possibilities of the main Citizenship Survey dataset. In the process of assessing the technical suitability of a YPM, DCLG wanted to ensure that the addition of the YPM would not affect the functioning and response patterns to the main survey, especially given the National Statistics status of the main survey data. Furthermore, DfE wanted to check the quality of the data collected by the YPM.

To test the introduction of the YPM to the Citizenship Survey, DfE commissioned a four-phase study:

- **Phase 1:** A feasibility study designed to assess, via desk research, the viability of conducting a YPM and determine the optimal survey design. Included in this phase was establishing the coverage and content of the YPM questionnaire. Work was completed and reported in December 2009.
- **Phase 2:** Two rounds of cognitive testing designed to produce a final questionnaire for the YPM. Work was completed and reported in February 2010.
- **Phase 3:** A dress rehearsal, included in the Citizenship Survey's annual dress rehearsal, to test the mechanics of implementing the YPM. Work was completed and reported in February 2010.
- **Phase 4:** A pilot study to test YPM response rates and data capture, and to gauge the effects of the YPM on the Citizenship Survey.

This report presents the findings from phase 4, the pilot study.

Research aims

In meeting the overall purpose of the pilot study, the following specific aims were set:

1. To monitor the impact of the YPM on response rates to the Citizenship Survey overall, and by sample type;
2. To assess the impact of reminders for completion of the YPM;
3. To measure the response rates for the YPM; and
4. To evaluate the robustness and data quality from the YPM, including the achieved sample size, non-response bias, and overall usefulness of the data collected.

In addition, it was agreed that the pilot study could be used to test the implementation of the YPM, monitoring how it is introduced and when would be the most effective time to introduce it.

The only way to achieve these aims was to implement a full YPM on a live quarter of the Citizenship Survey. The YPM was piloted on Quarter 1 (Q1) of the 2010/11 survey. Q1 of the Citizenship Survey commenced on 1 April 2010 and completed on 30 June 2010.

The Citizenship Survey

Following a public consultation on the future of the Citizenship Survey (November 2010), the Secretary of State for Communities decided to cancel future Citizenship Surveys in order to make substantial cost savings in the current fiscal deficit. This meant that fieldwork would not continue beyond the 2010/11 Citizenship Survey. Whilst this meant that the YPM would not be able to be fully considered for implementation alongside the main Citizenship Study, as originally hoped, the pilot study still provides a useful insight into introducing a young people module to a large adult face-to-face study. The lessons learned and conclusions drawn from this pilot exercise may prove to be helpful to other projects and surveys. Furthermore, the questionnaire, which has been fully tested, may be useful to those whose priorities include cohesion and the Big Society.

Structure of this report

The report is structured as follows:

- **Methodology** – This chapter presents key aspects of the survey design, including the sample and information about the data collection method.

- **Fieldwork** – This chapter provides an account of the fieldwork, including key dates, response rates for the YPM and the impact on response rates for the main Citizenship Survey.
- **Data processing and analysis** – This chapter explains what was required in terms of data editing, comments on data quality, it explains the weighting procedure and presents survey design effects.
- **Conclusions** – This final chapter revisits the aims of the pilot study and in doing so draws conclusions on the feasibility and value of adding a YPM to the Citizenship Survey.

Methodology

2. Methodology

Survey population

The survey population was agreed in earlier phases of the research programme and is defined as: **Young people aged from 11 to 15 years old, living in households where an adult has completed an interview in the Citizenship Survey.**

Sampling

Sample design

The sample design is first and foremost led by the sample design for the Citizenship Survey. The Citizenship Survey applies a random probability design in households in England and Wales. The sample comprises different sample types: (1) a **core** sample that provides a nationally representative sample; (2) an **ethnic minority boost** (comprising focused enumeration and direct screening samples), and; (3) a **Muslim boost** (direct screening). Adults aged 16 years or over are eligible for interview and where there is more than one eligible adult in the household, one adult is randomly selected for interview. For full details of the Citizenship Survey sample design, please see the Citizenship Survey Technical Report¹.

The YPM was implemented for all sample types and *all* young people aged 11-15 in *all* participating households were eligible to participate in the YPM.

The decision to include all young people aged 11-15 was discussed in the feasibility phase (phase 1) of the research. Essentially, conducting one or multiple interviews per household presents a trade-off between household-level clustering effects and probability of selection weights due to the selection of one child in a household – both of which adversely affect the precision of the survey estimates. It should be noted that one would need to observe fairly high levels of clustering in the responses young people give to the survey items within a household for the effect of clustering to be larger than the effect of weighting. In practice, it is unlikely that household members would be so similar. The design effects from household-level clustering are presented and discussed in Chapter 4 (Data processing and analysis).

¹ Please see DCLG website for technical information on the Citizenship Surveys:
<http://www.communities.gov.uk/communities/research/citizenshipsurvey/technicalinformation/>

Sample size

The number of Citizenship Survey interviews fluctuates slightly each quarter and the number of eligible households with young people would also be expected to fluctuate slightly each quarter. Based on data from the 2009/10 Citizenship Survey, it was predicted that a total of 4,031 households would participate in the main (adult) survey in Q1 of 2010/11, with one adult interviewed per household, and that 551 of these households would contain eligible young people. Table 1 presents these predictions, by sample type and overall, along with the *actual* number of interviews (households) achieved in total in Q1 2010-11 and those with eligible young people in the household. As shown, whilst a larger number of interviews were conducted in Q1, in terms of the percentage of households with eligible young people, predictions are broadly in line with expectations for the total sample and for the core and Muslim samples (< 1 percentage point difference) and slightly higher than expected in the ethnic minority boost (+1.4 percentage point difference).

Table 1: Eligible households

Expected and actual number of households participating in the Citizenship Survey, Q1 2010/11

Sample type	Expected number of interviews achieved	Expected number of households with eligible young people aged 11-15	Expected % of households with eligible young people aged 11-15	Actual number of interviews achieved	Actual number of households with eligible young people aged 11-15	Actual % of households with eligible young people aged 11-15
Core	2,343	233	9.9%	2,492	255	10.2%
Ethnic minority boost	1,302	232	17.8%	1,484	285	19.2%
- Focused enumeration	178	36	20.2%	218	38	17.4%
- Direct screening	1,124	196	17.4%	1,266	247	19.5%
Muslim boost	386	86	22.3%	298	69	23.2%
TOTAL	4,031	551	13.7%	4,274	609	14.2%

Also based on data from the 2009/10 Citizenship Survey, it was predicted that a total of 736 eligible young people would be identified in the 551 households for participation in the YPM. Reflecting the increase in the number of households participating in the main Survey, the actual YPM sample size is larger than expected. As shown in Table 2, **the YPM total sample size was 804.**

Table 2: Sample size

Expected and actual number of eligible young people identified in the Citizenship Survey, Q1 2010/11

Sample type	Expected number of eligible young people aged 11-15	Expected % of eligible young people aged 11-15	Actual number of eligible young people aged 11-15	Actual % of eligible young people aged 11-15
Core	291	39.6%	336	41.8%
Ethnic minority boost	316	42.9%	368	45.8%
- Focused enumeration	47	6.4%	48	6.0%
- Direct screening	269	36.5%	320	39.8%
Muslim boost	129	17.5%	100	12.4%
TOTAL	736		804	

The distribution of young people across the total sample is slightly different than expected with slightly more young people identified in the core and the ethnic minority boost samples (+1.2 and +2.9 percentage point differences respectively). Far fewer young people were identified in the Muslim sample (-5.1 percentage point difference).

Data collection

Data collection process

The survey was administered as part of the main Citizenship Survey and the YPM was introduced *within* the adult interview. Only those households with eligible young people were informed about the YPM. This means that overall, 14.2% of households were informed about the YPM; for the remaining 85.8% of households, the Citizenship Survey continued as normal with no reference to the YPM. The household grid determined whether or not there were eligible young people in the household.

Introducing the YPM

The adult interviews were conducted face-to-face using Computer Assisted Personal Interviewing (CAPI) and so the script controlled the flow of the interview and in this case, the script controlled the introduction of the YPM. The YPM was introduced to the adult respondent as follows:

As well as the main interview I am conducting with you we also have a short paper questionnaire that we would like to be completed by 11 to 15 year olds in households we visit. This is so we can find out more about the views of young people in relation to some of the issues we are talking about today.

Is it okay to pass the questionnaire(s) to the 11-15 year olds in the household to complete?

Permission could only be provided by the young person's parent or guardian. If permission was granted, a paper questionnaire with unique serial numbers (in order to trace the questionnaire to the household and the young person) was issued for each young person². It was the adult's decision whether all or only some of the eligible young people received a paper questionnaire. After issuing the YPM questionnaire(s), the adult interview continued as normal. The paper questionnaire was issued with a pre-paid addressed envelope so that the young person could complete it in their own time and return it directly by post to Ipsos MORI or TNS-BMRB³.

The pilot tested the optimal positioning of the YPM introduction. For eligible households, the YPM was introduced at one of two points in the adult interview: either immediately after the household grid (near the start of the interview) or at the end of the adult interview. The positioning of the introduction was randomly assigned by the interview script so the interviewer had no control over this process. Table 3 presents the distribution of the introduction of the YPM.

Table 3: Introduction of the YPM
Distribution of the introduction in Q1 2010/11

Sample type	Total number of households	Start of interview number	Start of interview %	End of interview number	End of interview %
Core	255	117	45.9%	138	54.1%
Ethnic minority boost	285	129	45.3%	156	54.7%
- Focused enumeration	38	20	52.6%	18	47.4%
- Direct screening	247	109	44.1%	138	55.9%
Muslim boost	69	30	43.5%	39	56.5%
TOTAL	609	276	45.3%	333	54.7%

² Use of a paper questionnaire was agreed at the feasibility stage, largely due to the need to minimise costs, because the topic area allowed for a simplified questionnaire and more than one child per household was selected. It was considered less of a burden on the household to administer the YPM on paper.

³ If the young person completed their questionnaire whilst the interviewer was still in the home, they could hand it to the interviewer rather than post it.

Table 3 shows that the distribution was skewed slightly towards it being introduced at the end of the interview⁴. Nevertheless, there was good distribution and so we can confidently test the impact of the placement of the introduction.

In 5.1% of cases when the YPM was introduced at the start of the interview and 5.7% of cases when the YPM was introduced at the end of the interview, the parent or guardian was not present to ask for permission to issue the YPM questionnaire. Overall, a parent or guardian was present in 94.6% of cases.

Analysis of the impact of the placement of the introduction is presented in Table 4, however, for comparability purposes, please note that analysis includes only those 94.6% of cases where the parent or guardian was present.

⁴ The only deviation from this 'start' or 'end' introduction was in the circumstance where the YPM was introduced at the start of the interview but the young person's parent or guardian was not present at that time (the adult respondent could be any adult in the household so was not necessarily the parent or guardian). In these circumstances, the interview script reintroduced the YPM at the end of the interview to check whether the parent or guardian had become available during the interview process. There were only three instances where the parent was not available at the start but became available by the end of the interview: twice in the core sample and once in the ethnic minority boost sample. These three records are shown as 'First' in Table 3 as this is when the YPM was initially introduced.

Table 4: Impact of timing of the introduction

Testing the difference in the parent/guardian's response based on when the YPM was introduced, Q1 2010/11

Only instances where the parent/guardian was available are included. In 94.6% of cases, the adult/guardian was present.

Sample type	Total number of households	INTRODUCED AT START OF ADULT INTERVIEW			INTRODUCED AT END OF ADULT INTERVIEW			TOTAL	
		Number of h/holds	% h/holds where YPM accepted	% h/holds where YPM rejected	Number of h/holds	% h/holds where YPM accepted	% h/holds where YPM rejected	% h/holds where YPM accepted	% h/holds where YPM rejected
Core	241	112	84.8%	15.2%	129	86.0%	14.0%	85.5%	14.5%
Ethnic minority boost	272	121	81.8%	18.2%	151	80.8%	19.2%	81.2%	18.8%
- Focused enumeration	37	20	95.0%	5.0%	17	88.2%	11.8%	91.9%	8.1%
- Direct screening	235	101	79.2%	20.8%	134	79.9%	20.1%	79.6%	20.4%
Muslim boost	63	29	69.0%	31.0%	34	76.5%	23.5%	73.0%	27.0%
TOTAL	576	262	81.7%	18.3%	314	82.5%	17.5%	82.1%	17.9%

Once introduced, the adult could either accept (give permission) or reject (not give permission) the young people questionnaire(s). Analysis shows that overall there is little difference in whether the adult respondent accepted or rejected young people questionnaires based on when the YPM was introduced: 0.8 percentage points difference.

However, analysis *by sample type* reveals that acceptance of a young people questionnaire is higher among core respondents compared to the boost respondents. Acceptance from respondents

in the Muslim sample is particularly low compared to other sample types: Muslim sample acceptance is 73.0% compared to 81.2% among the ethnic minority sample and 85.5% among the core sample.

Whilst there does appear to be a difference amongst the acceptance rate among the Muslim sample regarding when the YPM was introduced: 69.0% if introduced at the start and 76.5% if introduced at the end, the base sizes for the Muslim sample (start / end) are small so this may not be as important an issue as it appears.

The presence of a parent or guardian and the level of acceptance of questionnaires means that from the eligible 804 young people identified in the household grid (distributed across 609 households), only **596 questionnaires were issued**, representing almost three-quarters of the eligible sample (74%). Table 5 presents the proportion of questionnaires issued for each sample type. A lower

proportion of boost households participated in the YPM and so, a lower proportion of issued questionnaires is expected for these sample types. For information, Table 5 also presents the proportion of questionnaires that were not issued because the parent or guardian refused permission or was not present during the interview, and so could not give permission.

Table 5: Adjusted sample size

Sample size after adult permission question (questionnaires issued, Q1 2010/11) and sample not participating (no parent or guardian permission)

Sample type	Number of eligible young people aged 11-15	Number of questionnaires ISSUED: permission granted	Proportion of questionnaires ISSUED: permission granted	Number of questionnaires NOT issued: permission refused	Proportion of questionnaires NOT issued: permission refused	Number of questionnaires NOT issued: parent not present	Proportion of questionnaires NOT issued: parent not present
Core	336	272	80.9%	50	14.9%	14	4.2%
Ethnic minority boost	368	265	72.0%	88	23.9%	15	4.1%
- Focused enumeration	48	40	83.3%	7	14.6%	1	2.1%
- Direct screening	320	225	70.3%	81	25.3%	14	4.4%
Muslim boost	100	59	59.0%	34	34.0%	7	7.0%
TOTAL	804	596	74.1%	172	21.4%	36	4.5%

However, further analysis reveals an outcome that exacerbates this participation problem. In addition to a larger proportion of boost households refusing to take part in the YPM, a larger proportion of the boost households that did agree to take part only accepted questionnaires for some of the young people in their household. The number of young people in these households is not so different but the proportion of participating young people is much lower in the boost households, particularly in the Muslim households where as many as one in five households participating in the YPM only accepted questionnaires for some of their young people. Analysis of participation levels is presented in Table 6.

Table 6: Participation levels

Proportion of households (with young people aged 11-15) in the Citizenship Survey that are fully, partially or not participating in the YPM, Q1 2010/11

Sample type	Average number of eligible young people aged 11-15 per household	Proportion of h/holds where ALL eligible young people aged 11-15 are participating	Proportion of h/holds where SOME eligible young people aged 11-15 are participating	Proportion of h/holds where NO eligible young people aged 11-15 are participating
Core	1.32	80.0%	1.6%	18.4%
Ethnic minority boost	1.29	71.6%	5.9%	22.5%
- Focused enumeration	1.26	81.6%	7.9%	10.5%
- Direct screening	1.30	70.0%	5.7%	24.3%
Muslim boost	1.45	52.2%	14.5%	33.3%
TOTAL	1.32	72.9%	5.1%	22.0%

The aim of any future YPM would first be to encourage boost sample parents/guardians to participate *and* second, if they do agree, to encourage *full* participation.

Questionnaire design

A paper self-completion questionnaire, provided as Appendix 1, was issued for all young people whose parent or guardian had given permission. The parent or guardian was also issued with a leaflet that explained the purpose of the research and provided contact information should they require further information. The leaflet is provided as Appendix 2.

The questionnaire had been fully tested in earlier phases of the research programme and the only changes made between the dress rehearsal and this pilot study relate to administration data (e.g. recording the household and young person reference numbers on the front page).

The questionnaire consists of six sections, presented over eight pages and was designed to take up to ten minutes to complete. The sections are:

- Section A 'About you', comprising demographic questions (age, gender, place of birth, ethnicity and religion).
- Section B 'About where you live', consists of questions about length of time in the local area, whether they enjoy living there, opinions on how local people with different backgrounds get on with each other and whether they feel a part of their local area and Britain.
- Section C 'About your friends', has questions about the ethnic, religious and financial background of their friends.
- Section D 'Your views', includes questions about discrimination in their local area, whether they had experienced discrimination and their opinion on the prevalence of discrimination in Britain.
- Section E 'Volunteering, Charities and Helping', asks questions about time and help they may give to others, excluding their family.
- Section F 'Listening to your views', comprising questions on whether young people's views are listened to at school and in their local area, whether they have participated in civic action and their opinions on a range of issues including the respect young people are given and the opportunities they have to mix with people of different backgrounds.

On the front page of the questionnaire, a website address was provided should the young person prefer to submit their answers online.

Online questionnaire

An online questionnaire was provided as an alternative option to the self-completion paper questionnaire. The aim of this was to test whether an online platform would boost response rates.

The survey website address was printed on the front page of the paper questionnaire and the unique ID number, written by the interviewer on the front of the questionnaire, was required to access the online questionnaire. Use of the unique ID number ensured that it was not possible to submit an online questionnaire more than once and made it possible to remove any duplicate respondents from the dataset (where individuals completed it both online and on paper). Furthermore, it also ensured that reminders were not sent to those who chose to complete an online version.

Fieldwork

3. Fieldwork

Fieldwork dates

The YPM was piloted on Q1 of the 2010/11 Citizenship Survey. The Citizenship Survey commenced on 1 April 2010 and ended on 30 June 2010. Due to the reminder process (see below), the YPM fieldwork work continued until 13 August 2010.

Interviewer materials and briefing

All new interviewers on the Citizenship Survey receive a full day face-to-face briefing and at the start of a new survey year, all existing interviewers receive a face-to-face half-day refresher briefing. Due to the timing of the YPM, at the start of a new survey year, all interviewers therefore received a face-to-face briefing about the YPM. This ensured that all interviewers understood the purpose of the YPM, so that they could deal with questions from parents and guardians, and were fully aware of how to administer the YPM.

In addition, all interviewers received a full set of written instructions – the YPM instructions were added to the Citizenship Survey instructions and issued in advance of fieldwork. Interviewers were given supplies of blank YPM questionnaires, YPM leaflets and prepaid addressed envelopes for use in the field.

Reminders

If an issued questionnaire was not returned by post or completed online within four weeks of the date of issue (the date of the adult interview), a reminder letter was sent to the adult respondent. Included with that letter was a questionnaire and prepaid addressed envelope for each young person in that household who had not returned their questionnaire. The reminder letter is provided as Appendix 3.

Of the 249 reminders sent out, 20% (49) were for households with more than one eligible young person. This compares to 23% in the total sample where households had more than one eligible young person and accepted the YPM questionnaires. **Of these 249 reminders, 19% (48) questionnaires were received.**

Response rates

The overall YPM response rates are presented in Table 7: The achieved unadjusted response rate is 41.2% and the adjusted response rate is 55.5%. The *unadjusted* response rate represents the percentage of completed questionnaires based on all those who were eligible to take part in the survey. The *adjusted* response rate represents the percentage of completed questionnaires from those to whom questionnaires were issued.

Table 7: YPM response rates – total sample

Adjusted and unadjusted YPM response rates of all eligible young people, Q1 2010/11

All Samples	Number of eligible young people aged 11-15	Unadjusted response rate	Adjusted response rate
Total eligible	804	100.0%	
Total refused by parent/guardian*	208	25.9%	
Total questionnaires issued	596	74.1%	100.0%
Nothing returned	252	31.3%	42.3%
Unusable questionnaires returned by post	13	1.6%	2.2%
Total not completed	265	32.9%	44.5%
Usable questionnaires returned by post	328	40.8%	55.0%
Questionnaires submitted online	3	0.4%	0.5%
Total completed	331	41.2%	55.5%

* includes parent/guardian unavailable

As shown in Table 7, the response from the online data collection method was particularly small. This may be due to the fact that the young person actually had a paper version of the questionnaire (including for the reminder) and it was simply easier to complete this document than log onto the website and complete the online version.

The overall achieved adjusted response rate is below the target 60-65% response rate predicted in advance of the YPM, although, as shown in Table 8, the core sample adjusted response rate is in line with expectations.

Table 8: YPM response rates – core sample

Adjusted and unadjusted YPM response rates of all eligible young people, Q1 2010/11

Core Sample	Number of eligible young people aged 11-15	Unadjusted response rate	Adjusted response rate
Total eligible	336	100.0%	
Total refused by parent/guardian*	64	19.0%	
Total questionnaires issued	272	81.0%	100.0%
Nothing returned	106	31.5%	38.9%
Unusable questionnaires returned by post	4	1.2%	1.5%
Total not completed	110	32.7%	40.4%
Usable questionnaires returned by post	162	48.2%	59.6%
Questionnaires submitted online	0	0.0%	0.0%
Total completed	162	48.2%	59.6%

* includes parent/guardian unavailable

The ethnic minority response rate, shown in Table 9, shows that the adjusted response rate of 50.9% was the lowest of all the sample types.

Table 9: YPM response rates – ethnic minority boost sample

Adjusted and unadjusted YPM response rates of all eligible young people, Q1 2010/11

Ethnic Minority Boost Sample	Number of eligible young people aged 11-15	Unadjusted response rate	Adjusted response rate
Total eligible	368	100.0%	
Total refused by parent/guardian*	103	28.0%	
Total questionnaires issued	265	72.0%	100.0%
Nothing returned	123	33.4%	46.4%
Unusable questionnaires returned by post	7	1.9%	2.6%
Total not completed	130	35.3%	49.1%
Usable questionnaires returned by post	132	35.9%	49.8%
Questionnaires submitted online	3	0.8%	1.1%
Total completed	135	36.7%	50.9%

* includes parent/guardian unavailable

Although a lower proportion of Muslim young people were permitted to take part in the YPM by their parent or guardian, of those who were given permission, a reasonably high proportion completed their questionnaire. Table 10 shows the adjusted response rate for the Muslim sample is 57.6%, and thus is only slightly lower than expectations (60-65%).

Table 10: YPM response rates – Muslim boost sample

Adjusted and unadjusted YPM response rates of all eligible young people, Q1 2010/11

Muslim Boost Sample	Number of eligible young people aged 11-15	Unadjusted response rate	Adjusted response rate
Total eligible	100	100.0%	
Total refused by parent/guardian*	41	41.0%	
Total questionnaires issued	59	59.0%	100.0%
Nothing returned	24	24.0%	40.7%
Unusable questionnaires returned by post	1	1.0%	1.7%
Total not completed	25	25.0%	42.4%
Usable questionnaires returned by post	34	34.0%	57.6%
Questionnaires submitted online	0	0.0%	0.0%
Total completed	34	34.0%	57.6%

* includes parent/guardian unavailable

Table 11 presents the responses rates for the total sample based on when the YPM was introduced. As shown, the adjusted response rate is slightly higher (+3.6% percentage points) among those who were issued questionnaires at the start of the interview.

It may be the case that the response rate is higher because in some cases, interviewers collected completed questionnaires from those

young people who were present at the time of issue – meaning the young person completed the questionnaire whilst the adult was being interviewed. It may be useful in any future YPM surveys to collect the source of the returned questionnaire (whether collected by the interviewer or not).

Table 11: YPM response rates based on when YPM was introduced – total sample

Adjusted and unadjusted YPM response rates of all eligible young people, Q1 2010/11

All Samples	INTRODUCED AT <u>START</u> OF INTERVIEW			INTRODUCED AT <u>END</u> OF INTERVIEW		
	Number of eligible young people aged 11-15	Unadjusted response rate	Adjusted response rate	Number of eligible young people aged 11-15	Unadjusted response rate	Adjusted response rate
Total eligible	374	100.0%		430	100.0%	
Total refused by parent/guardian*	101	27.0%		107	24.9%	
Total questionnaires issued	273	73.0%	100.0%	323	75.1%	100.0%
Total not completed	116	31.0%	42.5%	149	34.6%	46.1%
Usable questionnaires returned by post	156	41.7%	57.1%	172	40.0%	53.3%
Questionnaires submitted online	1	0.3%	0.4%	2	0.5%	0.6%
Total completed	157	41.5%	57.5%	174	40.5%	53.9%

* includes parent/guardian unavailable

Impact on the Citizenship Survey in field

There were four key measures to assess the impact of the YPM on the Citizenship Survey:

- The amount of time the YPM added to the length of the Citizenship Survey interview.
- Feedback from the interviewers regarding how the YPM was received.
- The impact the YPM had on the Citizenship response rate.
- The number of complaints received (not including those in the household, which are covered by the interviewer feedback).

Time

The time taken to administer the YPM questionnaires was measured by time stamps on the CAPI script for the adult survey. Introducing the YPM at the start of the adult interview added 92 seconds (on average) to the adult interview length. Introducing the YPM at the end of the interview added 86 seconds (on average) to the interview length. Adding no more than 1.5 minutes on average to the interview, it can be concluded that the impact of the YPM in terms of length of the adult interview is negligible.

Interviewer feedback

A feedback form was sent to all interviewers working on the survey mid-way through fieldwork to assess whether they felt the YPM was having any negative effects on the Citizenship Survey. A note summarising this feedback was submitted to DCLG and DfE: this note is provided as Appendix 4. In summary, interviewer feedback was broadly positive and interviewers felt informed enough and suitably equipped to deal with the small number of questions they had received from parents and guardians. There was a sense that parents and guardians welcomed the opportunity for their child to participate in the survey.

Interviewers did express a clear preference for introducing the YPM at the end. Interviewers reported that they want the flexibility of when to introduce it so that if they feel it would damage the flow of the adult interview, they could make that judgement call to postpone its introduction until later in the interview.

Response rates

There is no evidence to suggest that the introduction of the YPM had any impact on the main survey response rates; indeed, this is what was expected given the manner in which the

YPM was introduced. Because the YPM is not mentioned until after a respondent has started an interview, the only effect it could have would be early termination of the interview or a request to delete the interview data. There are no reported cases of adult interviews being stopped early as a result of the YPM and the number of partial interviews is not significantly different to the previous quarter (Q4, 2009/10) for all sample types. There were also subsequently no requests from respondents to delete their interview data.

As confirmation of there being no detrimental impact on the main Citizenship Survey response rates in Q1, Table 12 presents the response rates for Q4 (no YPM) and Q1. As shown, the response rates improved on those from Q4 for core and ethnic minority samples and remained constant for the Muslim sample. Of course, for the same reasons the YPM could not impact negatively on response rates, it cannot be connected to this improvement, as response rates can be expected to fluctuate slightly each quarter.

Table 12: Citizenship Survey response rates Q4 vs. Q1

Comparing response rates without and with the YPM, Q4 2009/10 and Q1 2010/11

Sample type	Q4	Q1
Core	55%	57%
Ethnic minority boost – focused enumeration	54%	62%
Ethnic minority boost – direct screening	53%	57%
Muslim boost	55%	55%

Complaints

No complaints were received by the Citizenship team after the interviewers had left the property.

In summary

There is no evidence to suggest that the YPM impacted negatively upon the Citizenship Survey. To the contrary, many parents and guardians welcomed the opportunity for their child to participate.

Data

4. Data processing and analysis

Data editing and processing

Paper questionnaires were all scanned. As with all paper self-completion questionnaires, an element of post-fieldwork editing was required. The questionnaire had purposely been designed to minimise the number of filtered questions (questions that some young people were not required to complete) and to facilitate easy navigation of the questionnaire⁵.

Thirteen questionnaires were returned with an invalid serial number – i.e. the interviewer entered an incorrect number on the front page of the issued questionnaire – and one questionnaire was returned without a serial number at all. These questionnaires were removed from the dataset at the editing stage as it would not be possible to weight the data in the absence of matched household data.

Only four respondents multi-coded single coded questions. Three of these respondents multi-coded the ethnicity question and in all three cases the respondents did not appear to have miscoded due to misunderstanding but rather due to a desire to supply more information. In each case they multi-coded a mixed ethnicity code with another (for example, “Mixed White and Asian” and “Pakistani”). In the editing process, responses were coded in the selected ‘mixed’ code. The fourth respondent multi-coded the gender question. In the editing process, the correct gender was coded by tracing the respondent using administrative data collected on the YPM questionnaire and the household grid – gender is coded in the main Citizenship household grid so once the YPM individual is identified, their gender can also be identified.

No editing is required on online data as the online script ensures the respondent navigates the questionnaire correctly and does not permit incorrect multi-coding of questions. The online data were merged with the paper-based data.

Data were processed and analysed with all results provided to DfE in a clearly labelled SPSS dataset. At the time of delivery, only the results of the YPM were included in the dataset although it is understood that relevant adult data may be appended in the future. There would certainly be value in conducting further analysis to explore the relationship between adult and child views within a household.

Additional variables that were necessary for weighting (see below) including Government

⁵ Discussed further in the Data Quality section later in this chapter.

Office Region and sample information about concentration of ethnic minorities and Muslims in the relevant sample points are also provided in the dataset.

Weighting

Weights were calculated for the YPM respondents to account for the design of the sample and differential non-response by age, gender and Region. The weighting process included the following stages.

Stage 1 – Calculate a household non-response weight (w1)

As screening for young people aged between 11 and 15 was only carried out in households where an interview was completed with an adult, we were able to use the pre-calibration household non-response weights calculated for the Citizenship Survey⁶ as the non-response weights for the YPM responding sample. For the Citizenship Survey, the household non-response weight is based on a logistic regression model. This model generates the probability of a household participating in the survey given certain (geo) demographic characteristics. The household non-response weight is then calculated as the inverse of the predicted probabilities. Hence, households that were of a type that were more reluctant to take part will have a smaller predicted probability and a larger weight.

Stage 2 – Calculate Design weights (w2 and w3)

Due to the complex sample design for the Citizenship Survey, we need to account for this when weighting the YPM respondents. There are two design weights that need to be calculated: the design weight to account for the probability of selection of the address and the design weight to account for the probability of selection of a household at the selected address (DU).

Dwelling unit (DU) selection weight (w2)

At each contacted address the interviewer established the number of DUs. Whilst most addresses contained a single DU, at a small proportion of addresses (<2%) there were multiple DUs. In such cases the interviewer used the Kish grid⁷ to select a single DU for inclusion in the survey. The DU selection weight adjusts for this selection and is equivalent to the number of DUs at the selected address. This weight has been trimmed to a maximum of four to avoid any large values.

⁶ Please see Citizenship Survey Technical reports for full details on the main survey weighting: <http://www.communities.gov.uk/communities/research/citizenshipsurvey/technicalinformation/>

⁷ A computer-generated Kish grid was provided on each contact sheet.

The address selection weight (w3)

An address selection weight (w3) was generated to combat the effects of oversampling of addresses in areas used for the ethnic minority and Muslim boosts. The address selection weight is conditional on eligibility and varies according to the route the address takes into the sample. Whether or not an address contained at least one member from an ethnic minority or Muslim group must be known for the address selection weight to be generated, so it can only be calculated after the address has been contacted. For example, an eligible Muslim of Asian ethnicity residing in a ward where 18%+ of the population is an ethnic minority and in an Output Area within that ward where 10%+ of the population is Muslim could have come into the sample via either the core, ethnic minority or Muslim boost samples, whilst an eligible Asian non-Muslim living in the same area could have only come into the sample via the core or ethnic boost samples.

The final Design weight is simply the product of these two weights; $w_2 \times w_3$.

Stage 3 – Calculation of final weights prior to calibration

Before calibrating the YPM responding sample to the age, gender and region population profile, a final (pre-calibration) weight was calculated, which was simply the product of the three weights calculated in stages 1 and 2.

Final (pre-calibration) weight = $w_1 \times w_2 \times w_3$.

Stage 4 – Calibration of YPM responding sample to mid 2009 population estimates⁸

To finalise the weights, the responding sample was calibrated to the age within gender mid-2009 population estimates and, separately, by region. The estimates can be found in tables 13 and 14.

Table 13: Estimates – age within gender

Age (years)	Male Population	Male %	Female Population	Female %	Total
11	322,839	9.96%	309,339	9.54%	632,178
12	332,202	10.25%	316,854	9.77%	649,056
13	330,230	10.19%	314,991	9.72%	645,221
14	333,049	10.27%	315,742	9.74%	648,791
15	342,236	10.56%	324,428	10.01%	666,664

⁸ The population estimates were taken from the latest 2009 mid-year estimates from the Office of National Statistics.

Table 14: Estimates – region

Government Office Region	Population	%
East of England	349,500	10.8%
East Midlands	264,800	8.2%
London	406,900	12.6%
North East	150,000	4.6%
North West	417,100	12.9%
South East	515,500	15.9%
South West	308,000	9.5%
West Midlands	335,000	10.3%
Yorkshire & Humberside	312,000	9.6%
Wales	183,300	5.7%

For more details on the calculation of the household non-response weight, please see the 2009/10 and 2010-11 Citizenship Survey Technical Reports.

Design effects

Due to the complex design of the sample, confidence intervals around survey based estimates from this survey cannot be calculated using the formula that assumes a Simple Random Sample (SRS) design. Thus, a specialised software package should be used to calculate the ‘correct’ standard errors for survey estimates based on complex sample designs. Ipsos MORI have used SAS based on the methodology, Linearization⁹, to calculate the standard errors.

The simple random sample formula for the standard error is given as:

$$\text{Standard error } (\hat{p}) = \sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$$

⁹ The approach is based on two precepts:(i) the standard errors of statistics that can be written as the linear combination of sample units are relatively easy to compute; (ii) many survey statistics are not linear, but many can be approximated by a linear statistic (using Taylor series expansion methods). Linearization is the method used by packages such as SPSS complex surveys, SAS and STATA to estimate complex standard errors.

Whilst the complex sample formula for the standard error is given as:

$$\text{Standard error } (\hat{p}) = \sqrt{\frac{\hat{p}(1-\hat{p})}{n}} * \text{deft}$$

Where deft is the design factor associated with the estimate \hat{p} the design factor is thus the ratio of the standard error in complex sample over the standard error in simple random sample.

When calculating confidence intervals that account for the sample design and weighting the standard error just needs to be calculated as if the survey was based on an SRS design and then multiply this by the design factor. The formula and an example are given below.

The higher the design factor is (if deft>1), the larger the confidence interval becomes. Typically, the design factor lies in the range between 1 and 2.

$$\text{CI (SRS)} = \hat{p} \pm 1.96 * \sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$$

$$\text{CI (Complex)} = \hat{p} \pm 1.96 * \sqrt{\frac{\hat{p}(1-\hat{p})}{n}} * \text{deft}$$

Example

Say \hat{p} is 40%, n = 1,000 and deft = 1.35

$$\text{CI (SRS)} = 0.4 \pm 1.96 * \sqrt{\frac{0.4(1-0.4)}{1,000}} = 0.4 \pm 0.030364 = 36.96\% \text{ to } 43.04\%$$

$$\text{CI (complex)} = 0.4 \pm 1.96 * \sqrt{\frac{0.4(1-0.4)}{1,000}} * 1.35 = 0.4 \pm 0.04099 = 35.9\% \text{ to } 44.1\%$$

Results

For this survey, a number of questions were selected by the research team at Ipsos MORI, representing a range of issues for which design effects should be calculated. The selected questions include attitudes towards local and national issues; questions where we might expect both similarities and differences between respondents.

The design factor was calculated for each response option from the precoded list of responses, excluding any 'not stated' and 'don't know' responses. The results are presented below.

QB2 Would you say that you enjoy living in your local area?

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Yes, a lot	54	174	0.027442	0.046891	1.708726
Yes, a little	35	128	0.026177	0.043393	1.657655
No	9	19	0.015367	0.039692	2.582882

QB3 How much do you agree or disagree with the following statement: "My local area is a place where people from different backgrounds get along well with each other?"

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Agree (strongly or slightly)	60	222	0.026993	0.037194	1.377893
Disagree (strongly or slightly)	20	55	0.021898	0.036944	1.687105

QB4A (How much do you agree or disagree with the following statement): "In my local area, people from different streets, estates, or parts of the village or town get on well together?"

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Agree (strongly or slightly)	71	229	0.024951	0.037079	1.486057
Disagree (strongly or slightly)	14	45	0.019067	0.026692	1.399888

QB4B (How much do you agree or disagree with the following statement): “In my local area, people from different racial or ethnic backgrounds get on well together (e.g. White, Black, Asian)?”

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Agree (strongly or slightly)	66	229	0.026097	0.039127	1.499284
Disagree (strongly or slightly)	15	47	0.019408	0.027845	1.434674

QB4C (How much do you agree or disagree with the following statement): “In my local area, people from different religions get on well together?”

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Agree (strongly or slightly)	60	222	0.026864	0.041552	1.546741
Disagree (strongly or slightly)	13	35	0.018713	0.030217	1.614764

QB4D (How much do you agree or disagree with the following statement): “In my local area, people from families that are richer or poorer than each other get on well together?”

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Agree (strongly or slightly)	67	213	0.025854	0.042769	1.654278
Disagree (strongly or slightly)	15	51	0.019611	0.026819	1.367546

QB5 How strongly do you feel you are a part of your local area?

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Strongly (very or fairly)	60	209	0.037438	0.026997	1.386753
Not strongly (not very or not at all)	31	85	0.038694	0.025349	1.526453

QB6 How strongly do you feel you are a part of Britain?

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Strongly (very or fairly)	76	261	0.023424	0.038564	1.646379
Not strongly (not very or not at all)	17	47	0.020436	0.032644	1.597419

QD6A How often, if at all, do you feel that: "People in Britain are treated unfairly because of their race, ethnicity or skin colour?"

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Often	20	47	0.0219	0.037617	1.7177
Sometimes	46	152	0.027425	0.035387	1.290318
Rarely	19	65	0.021357	0.031502	1.475065
Never	5	21	0.012368	0.01788	1.445691

QD6B (How often, if at all, do you feel that): "People in Britain are treated unfairly because of their religion?"

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Often	12	42	0.018185	0.029234	1.607559
Sometimes	40	128	0.026918	0.040159	1.491887
Rarely	26	78	0.02422	0.033388	1.378514
Never	8	35	0.014707	0.020587	1.399819

QD6C (How often, if at all, do you feel that): "People in Britain are treated unfairly because they don't have a lot of money?"

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Often	18	47	0.021329	0.035769	1.677057
Sometimes	34	103	0.026008	0.034553	1.328573
Rarely	25	76	0.023875	0.035118	1.470924
Never	7	33	0.014152	0.018273	1.291201

QF1 How much do you think teachers listen to students' views about YOUR school?

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Often	14	45	0.018922	0.024416	1.29029
Sometimes	34	139	0.026024	0.044468	1.708743
Rarely	44	108	0.027293	0.047973	1.757663
Never	7	25	0.01376	0.019609	1.425143

QF3A Please say how much you agree or disagree with the following statement: The Government treats young people with respect?

	Percentage (weighted)	Count (unweighted)	Standard error based on simple random sample	Standard error based on complex sample design	Design factor
Agree (strongly or slightly)	40	163	0.026909	0.038689	1.437752
Disagree (strongly or slightly)	41	104	0.027065	0.043098	1.592355

A topline report providing frequency counts (weighted) for each of the survey questions is provided as Appendix 5.

Data quality

Non-response bias

The data are considered good quality. A good range of responses were received to individual questions. In terms of specific questions, for a paper self-completion questionnaire for this age group, item non-response is low; some questions have no non-response at all.

Of the 49 questions asked, 37 questions have some degree of non-response. A total of 31 of these questions have a non-response of 1.8% or less and a further 4 questions have a non-response of between 1.9-3.7%. The highest level of non-response is reported on two linked questions (QA4A and QA4B) asking how long a respondent has lived in Britain (if they were not born in Britain) and for the country in which they were born – non-response to both questions is 9.4%.

In terms of non-response bias by key demographics, when calculating weights, we weighted the responding profile of young people by age within gender and by region back to the 2009 mid-year population estimates. To check for evidence of non-response bias by these demographic groups, the population estimates are compared with the unweighted data.

As shown in Table 15, the achieved sample is fairly close to the population of 11-15 year olds in England and Wales in terms of age within gender, though it is closer on age than gender with more females than males completing a questionnaire (especially those at the older end of the age spectrum.)

Table 15: Population vs. achieved sample – age within gender (rounded)

Comparing population estimates for age within gender with the achieved YPM sample, Q1 2010/11

Age (years)	Population	Achieved in the sample	Difference Male: percentage points	Population	Achieved in the sample	Difference Female: percentage points
	Male	Male		Female	Female	
11	10.0%	6.9%	-3.1	9.5%	8.2%	-1.3
12	10.2%	9.4%	-0.8	9.8%	9.7%	-0.1
13	10.2%	11.3%	+1.1	9.7%	8.2%	-1.5
14	10.3%	7.3%	-3.0	9.7%	12.3%	+2.6
15	10.6%	9.4%	-1.2	10.0%	17.3%	+7.3

There are, however, larger differences between the population and the achieved sample in terms of region, as shown in Table 16. Comparisons between the population and achieved sample show that households have a higher probability of being selected in the South. When weighting, the differential probability of selection due to the sample type (e.g. core or one of the boost samples) is accounted for and so the particularly higher response in the South is unexplained.

Table 16: Population vs. achieved sample – region (rounded)

Comparing population estimates for region with the achieved YPM sample, Q1 2010/11

Region	Population	Achieved in the sample	Difference: percentage points
East Midlands	8.2%	12.2%	+4.0
East of England	10.8%	8.7%	-2.1
London	12.6%	9.56%	-3.0
North (combined North East and North West)	17.5%	11.1%	-6.4
South (combined South East and South West)	25.4%	37.0%	+11.6
Wales	5.7%	1.5%	-4.2
West Midlands	10.3%	12.3%	+2.0
Yorkshire and Humberside	9.6%	7.9%	-1.7

Precision of survey estimates

The effects of clustering have a bigger impact on some questions than others. It may be expected that young people living in a similar area are more likely to answer in a similar way a question about their local area than they are a question about Britain. For example, QB5 'How strongly do you feel you are a part of your local area?' and QB6 'How strongly do you

feel you are a part of Britain?'. Design factors greater than 1.0 show less reliable estimates than might be gained from a simple random sample, due to the effects of clustering and weighting; the larger the number, the less reliable the estimates. The survey estimates are more precise for QB5, which implies that views about the local area are more homogeneous than views about Britain as a whole.

The average design effect is an important measure, and leads to measures of effective sample size¹⁰ and survey efficiency. The **average design factor** for the YPM is 2.43; as a standalone measure, this could be considered high. In this instance, however, when considering the relative cost of the YPM (compared to a standalone young person survey with a random probability sample), it could be considered reasonable. Using the average design effect to calculate the **effective sample size**¹¹, we find that the achieved sample of 331 is reduced to an effective sample size of 136. This in turn, shows that the **approximate efficiency** of the survey¹² is 41%. What this means in practice is that over half of the sample is 'lost' due to the complexity of the sampling design. This may seem a high loss but relative to the cost of the survey, and keeping in mind the possibilities of using annual data, it is concluded that the design would provide reasonably reliable estimates at the aggregate level. The data could not be used with confidence to estimate sub-groups, but at an aggregate level, an annual estimated effective sample size of 544 could provide reasonable estimates. The survey estimates are presented in Table 17

Table 17: Survey estimates

Precision of survey estimates for the achieved YPM sample, Q1 2010/11

Estimate	
Average design factor	2.43
Effective sample size	136
Approximate efficiency	41 %

¹⁰ The effective sample size is the sample that would have been achieved using simple random sampling

¹¹ Effective sample size = achieved sample size / average design effect

¹² Approximate efficiency = effective sample size / achieved sample size

Conclusions

5. Conclusions

In drawing conclusions on the impact and value of the YPM, attention returns to the pilot study aims:

1. To monitor the impact of the YPM on response rates to the Citizenship Survey overall, and by sample type

There was no measurable impact on the Citizenship Survey response rates by sample type as a result of introducing the YPM. Response rates were not damaged and there were no more partial interviews than would be expected.

In addition to there being no impact on response rates, there was negligible impact on the length of the Citizenship Survey interview (no more than 1.5 minutes on average), there were no complaints and interviewers reported that the YPM was not a problem, and in many cases, was well received.

2. To assess the impact of reminders for completion of the YPM

It is not possible to say whether the return of a questionnaire was as a direct result of a reminder, as respondents were not asked to confirm this. However, these findings indicate that reminders had a positive impact and it would be recommended that any future YPM fieldwork should include a phase of reminder letters.

3. To measure the response rates for the YPM

Overall, the proportion of households agreeing to take part in the YPM was high, however, response rates among participating households were lower than the 60-65% expected.

There were some interesting differences in responses by sample type. Although boost sample responses were relatively low in number, outcomes can still provide an indication of differences between sample types in the way they respond.

Both participation and response rates were highest among the core sample; the adjusted response rate was in line with expectations for this group. Participation levels were also high among the ethnic minority boost sample but the adjusted response rate for this sample was lower than expected. In contrast, although those in the Muslim boost sample were less likely than other households to participate, the adjusted response rate among those households that did participate was higher than among the ethnic minority boost sample, and almost as high as among the core sample.

This suggests that when given the opportunity to participate, young people in Muslim households were keen to respond. If the YPM was continued, or a similar young people module added to other comparable studies, efforts may be best placed developing strategies to encourage boost households to agree to take part.

The placement of the introduction of the YPM had a small impact on response rates with a slight improvement on response rates when introduced at the start of the interview. Notwithstanding, interviewers did report a preference for flexibility, preferring to have the option to introduce the YPM at the start or end of the interview depending on their assessment of the adult interview (whether or not the flow would be disrupted). Flexibility may be a more advisable option for future YPM surveys, or other such surveys, as it places the control in the hands of the interviewer who is best placed to determine the potential impact on the main interview. This may, in turn, impact upon participation levels.

With only 0.5% of the adjusted response rate generated by online questionnaires, the online platform was not effective in boosting the response rate. It is, therefore, not considered an essential component of the YPM.

The YPM was administered with a paper self-completion questionnaire and this decision would undoubtedly have impacted upon the participation and response rates. The conditions of this pilot survey (costs, content and style, multiple persons per household and the need to minimise the burden on the household overall) were suited to a paper questionnaire and it was felt this method helped participation and response rates. However, any future young person module would need to revisit these conditions; any change in these conditions could impact on the suitability of this data collection method.

4. To evaluate the robustness and data quality from the YPM.

Non-response was low and data were considered to be of good quality. The survey is not, on the surface, particularly efficient; the effective sample size (the sample size that would have been achieved using simple random sampling) was relatively low. However, set against the relatively low cost of the YPM – relative to a standalone young people survey – the survey was considered fit for purpose.

It would be advisable for any future young person module, to calculate the costs for the approach adopted by this pilot survey and compare these to the costs for a standalone young people survey to make a true assessment of the value of the YPM pilot approach. It is thought, however, that the YPM pilot survey approach would provide reasonably

reliable estimates at the aggregate level on an annual basis. The survey could not, however, be used with confidence for sub-group analysis.

Appendices

6. Appendices

Appendix 1: YPM Questionnaire

INTERVIEWER TO WRITE IN:

SERIAL NO.
serial no. from contact sheet

PERSON NO.
ID no. from script

TO BE COMPLETED BY
FIRST NAME of respondent

THE COMMUNITIES STUDY 2010

The Communities Study asks about you and your views on living in your local area and in Britain today. This is not a test and there are no right or wrong answers. **This survey is all about you so it is really important to the researchers that you are as honest as possible.** Please don't worry about other people seeing your answers – that won't happen, so please answer truthfully.

If you see a question that you cannot answer, or you are unhappy about answering, please tick 'don't know' or move onto the next question. Please do try to answer as many questions as you can.

If you would rather fill in the questionnaire online, please go to www.ipsos-mori.com/communities.

Thank you very much.

SECTION A: ABOUT YOU

A1. Are you male or female? PLEASE TICK ONE BOX ONLY

Male

Female

A2. How old are you? PLEASE TICK ONE BOX ONLY

11

12

13

14

15

A3. Where were you born? PLEASE TICK ONE BOX ONLY

In the UK (England, Scotland, Wales or Northern Ireland) } **GO TO QUESTION A5**

Somewhere else } **GO TO QUESTION A4a**

I don't know } **GO TO QUESTION A5**

ANSWER QUESTION A4A AND A4B IF YOU WERE NOT BORN IN THE UK.

A4a If you were NOT born in the UK, how long have you been living in the UK?

A4b In what country were you born?

PLEASE TICK ONE BOX ONLY

PLEASE WRITE YOUR ANSWER IN THE BOX

- Less than one year
- A year or more
- Not sure

EVERYONE TO ANSWER QUESTION A5.

A5. Which of these best describes you?

PLEASE TICK ONE BOX ONLY

- WHITE**
- White – British.....
 - White – Irish.....
 - White – Traveller of Irish heritage.....
 - White – Romany or Gypsy.....
 - White – any other White background...

- MIXED**
- White and Black Caribbean.....
 - White and Black African.....
 - White and Asian.....
 - Any other mixed race background.....

- BLACK OR BLACK BRITISH**
- Caribbean.....
 - African.....
 - Any other Black background.....

- ASIAN OR ASIAN BRITISH**
- Indian.....
 - Pakistani.....
 - Bangladeshi.....
 - Any other Asian background.....

- CHINESE OR ANY OTHER ETHNIC GROUP**
- Chinese.....
 - Any other ethnic background.....
 - I don't know.....

A6. Which of these is your religion? If you have no religion, please tick 'No religion'.

PLEASE TICK ONE BOX ONLY

No religion.....	<input type="checkbox"/>	
Church of England/Anglican.....	<input type="checkbox"/>	} Christian
Roman Catholic.....	<input type="checkbox"/>	
Methodist/Congregational/Baptist.....	<input type="checkbox"/>	
Other Christian.....	<input type="checkbox"/>	
Muslim / Islam.....	<input type="checkbox"/>	
Hindu.....	<input type="checkbox"/>	
Jewish.....	<input type="checkbox"/>	
Buddhist.....	<input type="checkbox"/>	
Sikh.....	<input type="checkbox"/>	
Something else.....	<input type="checkbox"/>	
I don't know.....	<input type="checkbox"/>	
I'd rather not answer this question.....	<input type="checkbox"/>	

A7. How important to you are each of the following things in THE WAY YOU SEE YOURSELF?

PLEASE TICK ONE BOX FOR **EACH** STATEMENT

	Very important	Quite important	Not very important	Not at all important	I don't know	
(a) How important TO YOU is YOUR race or ethnic background?..... <i>(e.g. White, Black, Asian)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I don't have a religion</i>
(b) How important TO YOU is YOUR religion?..... <i>(if you have one)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B: ABOUT WHERE YOU LIVE

B1. How long have you lived in your local area? PLEASE TICK ONE BOX ONLY

Less than one year	<input type="checkbox"/>
1-5 years	<input type="checkbox"/>
6-10 years	<input type="checkbox"/>
More than 10 years	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

B2. Would you say that you enjoy living in your local area? PLEASE TICK ONE BOX ONLY

- Yes, a lot
 - Yes, a little
 - No
 - I don't know
-

**B3. Do you agree or disagree with the following statement:
"My local area is a place where people from different backgrounds get on well with each other?"**
PLEASE TICK ONE BOX ONLY

- Strongly agree
 - Slightly agree
 - Slightly disagree
 - Strongly disagree
 - I don't know
-

B4. PLEASE TICK ONE BOX FOR EVERY STATEMENT

How much do you agree or disagree with the following statements?

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	I don't know
(a) In my local area, people from different streets, estates, or parts of the village or town get on well together.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In my local area, people from different racial or ethnic backgrounds get on well together..... (e.g. White, Black, Asian)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) In my local area, people from different religions get on well together.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) In my local area, people from families that are richer or poorer than each other get on well together.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B5. How strongly do you feel you are a part of your local area? PLEASE TICK ONE BOX ONLY

- Very strongly
 - Fairly strongly
 - Not very strongly
 - Not at all strongly
 - I don't know
-

B6. How strongly do you feel you are a part of Britain?
PLEASE TICK ONE BOX ONLY

- Very strongly
- Fairly strongly
- Not very strongly
- Not at all strongly
- I don't know

SECTION C: ABOUT YOUR FRIENDS

C1. PLEASE TICK ONE BOX FOR EVERY STATEMENT

For this question, think of ALL YOUR FRIENDS. This includes friends from school and outside of school.

	None	A few	Most	All	I don't know
(a) How many of your friends are a different race or ethnicity to you?..... (e.g. White, Black, Asian)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) How many of your friends are a different religion to you?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) How many of your friends are richer than you?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) How many of your friends are poorer than you?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: YOUR VIEWS



D1. PLEASE TICK ONE BOX FOR EVERY STATEMENT

People have different views on what is okay and what isn't. In your opinion, is it okay to make funny comments or jokes about the following people?

	It's usually ok	It's sometimes ok	It's rarely ok	It's never ok	I don't know
(a) Is it okay to make funny comments or jokes about people from different racial or ethnic backgrounds? (e.g. White, Black, Asian)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Is it okay to make funny comments or jokes about people from different religions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Is it okay to make funny comments or jokes about people from rich backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Is it okay to make funny comments or jokes about people from poor backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2. In the last year, has anyone made fun of you or been rude to you because of your race, ethnicity, skin colour or religion?

PLEASE TICK ONE BOX ONLY

Yes	<input type="checkbox"/>	}	GO TO D3		D3.
No	<input type="checkbox"/>				
I don't know	<input type="checkbox"/>	}	GO TO D4		

Where did this happen to you?



PLEASE TICK AS MANY BOXES AS APPLY

In your local area	<input type="checkbox"/>
At school	<input type="checkbox"/>
Somewhere else	<input type="checkbox"/>
I don't remember	<input type="checkbox"/>

EVERYONE TO ANSWER QUESTION D4

D4. In the last year, have you felt that someone has treated you unfairly because of your race, ethnicity, skin colour or religion?

PLEASE TICK ONE BOX ONLY

Yes	<input type="checkbox"/>	}	GO TO D5		D5.
No	<input type="checkbox"/>				
I don't know	<input type="checkbox"/>	}	GO TO D6		

Where did this happen to you?

PLEASE TICK AS MANY BOXES AS APPLY

In your local area	<input type="checkbox"/>
At school	<input type="checkbox"/>
Somewhere else	<input type="checkbox"/>
I don't remember	<input type="checkbox"/>

EVERYONE TO ANSWER QUESTION D6

D6. PLEASE TICK ONE BOX FOR EVERY STATEMENT

How often, if at all, do you feel that...?

	Often	Sometimes	Rarely	Never	I don't know
(a) People in Britain are treated unfairly because of their race, ethnicity or skin colour?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) People in Britain are treated unfairly because of their religion?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) People in Britain are treated unfairly because they are poor or don't have a lot of money?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E: VOLUNTEERING, CHARITIES AND HELPING

E1. Have you ever given YOUR TIME to help any of the following groups? PLEASE TICK AS MANY BOXES AS APPLY

- | | | |
|-------------------------------------------------------|--------------------------|-------------------|
| Charity (not including donating money or old clothes) | <input type="checkbox"/> | } GO TO E2 |
| Local voluntary group or community group | <input type="checkbox"/> | |
| Helped a neighbour | <input type="checkbox"/> | |
| Helped someone else in your local area | <input type="checkbox"/> | |
| None of these | <input type="checkbox"/> | } GO TO E3 |
| I don't know | <input type="checkbox"/> | |

ONLY ANSWER E2 IF YOU HAVE GIVEN TIME TO HELP GROUPS AT E1

E2. How often have you given YOUR TIME to help any of these groups? PLEASE TICK ONE BOX ONLY

- | | |
|---------------------------------|--------------------------|
| Daily (or almost every day) | <input type="checkbox"/> |
| Weekly (at least once a week) | <input type="checkbox"/> |
| Monthly (at least once a month) | <input type="checkbox"/> |
| A few times a year | <input type="checkbox"/> |
| Hardly ever | <input type="checkbox"/> |
| I don't know | <input type="checkbox"/> |

EVERYONE TO ANSWER QUESTION E3

E3. In the last year, have you HELPED anyone NOT IN YOUR FAMILY in any of these ways? Do not include anything that you were paid to do. PLEASE TICK AS MANY BOXES AS APPLY

- | | |
|-----------------------------------------------------------------------------------------------|--------------------------|
| Shopping for someone | <input type="checkbox"/> |
| Household chores for someone such as cooking, cleaning, gardening, washing or ironing clothes | <input type="checkbox"/> |
| Taking care of someone who is sick | <input type="checkbox"/> |
| Baby sitting or looking after children | <input type="checkbox"/> |
| Writing letters / filling in forms for someone who has problems reading or writing | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |

SECTION F: LISTENING TO YOUR VIEWS

F1. How much do you think teachers listen to students' views about YOUR school? PLEASE TICK ONE BOX ONLY

- | | |
|---------------|--------------------------|
| A great deal | <input type="checkbox"/> |
| A fair amount | <input type="checkbox"/> |
| Not very much | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |
| I don't know | <input type="checkbox"/> |

F2. Have you ever done any of these things?

PLEASE TICK AS MANY BOXES AS APPLY

- | | |
|-------------------------------------------------------------|--------------------------|
| Attended a public meeting, demonstration or protest | <input type="checkbox"/> |
| Signed a petition | <input type="checkbox"/> |
| Contacted a local councillor or a Member of Parliament (MP) | <input type="checkbox"/> |
| Been involved with a school committee or school council | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |
-

F3. PLEASE TICK ONE BOX FOR EVERY STATEMENT

This last set of questions is about your views on the world you live in. Please say how much you agree or disagree with each statement.

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	I don't know
(a) The Government treats young people with respect...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Television and newspapers talk about young people fairly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Adults in my area listen to young people's views.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) My local council listens to young people's views.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I know lots about different cultures and people from different backgrounds.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I have as good a chance as anyone else at doing well in life.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Have you answered all the questions?
Please go back and try to complete any you have not finished.**

When you have finished, please return your questionnaire in the addressed prepaid envelope.

**Remember, if you would rather, you can fill in the questionnaire online.
The web address is: www.ipsos-mori.com/communities**

Thank you!

Appendix 2: Information leaflet

Ipsos MORI



THE COMMUNITIES STUDY 2010

Dear Parent / Guardian

Ipsos MORI and TNS-BMRB, two of Britain's largest independent research organisations, have been commissioned by the Department for Children, Schools and Families to carry out an important study of young people. The study is being conducted alongside the well-established Communities Study for adults, which you have already agreed to participate in.

You have also kindly agreed to allow your child to take part in the young person's part of the study and we would like to take this opportunity to tell you a few facts about the study and your child's participation.

Who is the Department for Children, Schools and Families?

The Department for Children, Schools and Families is a government department. Its purpose is to make this the best place in the world for children and young people to grow up.

Why was my child selected?

Your child was selected because you have taken part in the adult stage of the Communities Study. In all households where adults have agreed to be interviewed, we are inviting all young people aged 11-15 to take part in the young person study. Your child is part of a large sample of young people aged 11-15 across England and Wales who have been invited to take part in the Communities Study 2010.



What is the study about?

The questionnaire covers a range of issues about the local area and Britain. Questions include: asking your child what it is like to live in their local area, whether they ever volunteer or help others, whether they feel they are listened to at school and what they know about people from different backgrounds and cultures.

What is my child being asked to do?

Your child has been asked to fill in a short questionnaire – it should only take about 10 minutes to fill in and it is important that they fill it in on their own, so that their views are not influenced by others. We have given you a paper questionnaire and ask that you give it to your child. Please ask him/her to fill it in and post it back to us in the addressed postage paid envelope. There is also an option to fill it in online, on a secure site. Should your child prefer to complete it in this way, they should visit www.ipsos-mori.com/communities. Your child's participation is voluntary.

Will it be possible to identify my child in the results?

No, the survey is completely confidential; neither you, your child nor your household will be identified in the results and no-one outside Ipsos MORI or TNS-BMRB will know how an individual answered their questionnaire. Ipsos MORI and TNS-BMRB strictly adhere to the Market Research Society Code of Conduct and the Data Protection Act 1998.

Would you like more information?

Your child's involvement in this study is important to ensure we reflect the views of as wide a range of young people as possible. If you would like more information about the study, please contact:

Elizabeth Lane
Ipsos MORI
79-81 Borough Road
London
SE1 1FY

Richard White
Youth Research Team
Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

0808 238 5436
communitiesstudy@ipsos.com

020 7340 8083
Richard.WHITE@dcsf.gsi.gov.uk

Appendix 3: Reminder letter

Reference: Merge serial number
Merge respondent name
Merge address 1
Merge address 2
Merge address 3
Merge address 4
Merge address 5
Merge Postcode

Dear Merge respondent name,

Communities Study: Young Person's Questionnaire

Thank you very much for taking part in the Communities Study on [INTERVIEW DATE] - your help is much appreciated. As well as the main study, we are conducting a related survey of 11 to 15 year olds to find out more about the views of young people in relation to some of the issues covered in the main study.

Our interviewer gave you a paper questionnaire for the 11 to 15 year old(s) in your household, but according to our records, we have not yet received a completed questionnaire for them.

We would be extremely grateful if they could complete the questionnaire either online or using the paper copy. If they would like to complete the questionnaire online, they should visit www.ipsos-mori.com/communities and enter the 8-digit serial number and 2-digit person number, both of which appear at the top of the paper questionnaire.

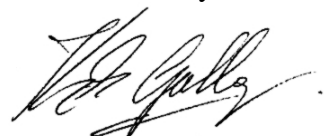
If they would prefer to complete the paper copy, another copy of the questionnaire is enclosed with this letter and we have also enclosed a FREEPOST envelope so that you can post it back to us. No postage is required.

Their answers will be treated as **confidential**. It will not be possible to identify them from the survey findings, and the answers they give will be used for research purposes only. **No identifiable information about them will be passed to government departments, local authorities or any other bodies without your consent.**

If their completed questionnaire has already been returned, please ignore this letter. If you would like to talk to someone about the study, please call Elizabeth Lane from the study team at Ipsos MORI on 0808 238 5436 or email elizabeth.lane@ipsos.com.

Thank you in advance for your help.

Yours faithfully,



Kathryn Gallop
Ipsos MORI

Appendix 4: Interviewer feedback note

Citizenship Survey 2010/11 – Young Person’s Module
Interviewer Feedback (TNS-BMRB and Ipsos MORI)

17/06/2010

Number of interviewers providing feedback: 70

Question	Feedback	Recommendations
<p>How did respondents react to the introduction of the YPM?</p>	<p>The majority of interviewers reported an actively positive response to the YPM, with most of the remainder reporting that there were ‘no problems’.</p> <p>There were a notable number of interviewers who reported very positive/enthusiastic comments from adults (respondents/parents). Particular positives reported by interviewers were that parents were pleased that the views of young people were being sought and felt that young people should have their say.</p> <p>A number of interviewers mentioned that the young people were either ‘excited’ or ‘very excited’ to complete the survey. One interviewer observed that boys react differently to girls: ‘Boys [are] a bit negative: “I’m not bothered”. Girls [are] quite keen.’ There was only one reported instance of a hesitant response by proxy, where the parent indicated that the child was unlikely to want to take part. Even in this case however, the parent was described as being supportive of the YPM.</p> <p>Of the minority of less positive comments, one interviewer said that a respondent was a little concerned about the length of the questionnaire, but accepted it anyway. Another interviewer said that a respondent had felt their child was too young for the survey.</p>	<p>There has been very positive feedback reported on the YPM from both adults and young people, providing a persuasive case for its continuation.</p>

<p>Was there a difference in respondents' reactions depending on whether it was introduced after the household grid compared to the end of the interview?</p>	<p>Introducing the questionnaire at the end of the main interview was clearly the preferred option for interviewers. However, many indicated a desire for flexibility including a significant number of those who had a clear preference for the end. Among those interviewers who introduced the survey at the end, few problems were reported.</p> <p>While a number of interviewers said that there was no difference between the two approaches, some (but not all) interviewers who introduced the questionnaire at the start indicated that this could be problematic: 'Felt the introduction, though well done on screen, was slightly disruptive to the flow of the interview, and think I'd have preferred it at the end as would have opportunity to build rapport throughout the interview.'</p> <p>A number of interviewers observed that introducing at the end is better because the respondent is more familiar with the survey by this stage: 'Best to ask at the end when they have seen what sort of topics are covered, rather than at the beginning – it comes a bit out of the blue.'</p> <p>Even interviewers who had only introduced the questionnaire at the end of the main interview anticipated that introducing at the start might be difficult: 'Once the respondent had started the interview it didn't seem the right time to introduce the YPM. I think it would have stopped the flow of the interview.'</p> <p>A relatively small number of interviewers suggested that consistently introducing the questionnaire at the start of the main interview would be the best approach: 'In all cases I introduced the module at the beginning of the survey. I feel once you have established that there are children in the age range, [you should] introduce the module.'</p> <p>It was felt by some interviewers that introduction at the end risked the parent leaving the house before permission was sought. A few expressed doubt that the surveys would be completed if not done at the same time as the adult survey, suggesting that it should be done at the beginning 'so that the young person is able to fill it in when the interviewer can answer any queries' and because 'children [are] more eager to do it while [the] parent does it'.</p>	<p>Whilst a clear preference was evident for introduction at the end, we would recommend providing flexibility. We recommend including a question after the household grid, for example: INTERVIEWER: PLEASE CODE WHETHER YOU WOULD LIKE TO INTRODUCE THE YOUNG PERSON MODULE NOW OR AT THE END OF THE MAIN INTERVIEW. This will then determine whether the YPM is introduced there and then or at the end.</p> <p>Given that so many interviewers had a preference for the end, this would entail most interviews being introduced at the end, whilst still allowing interviewers to introduce at the beginning if it is clear the guardian is leaving the house. This approach would allow us to maximise acceptance rates.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>What sorts of questions did respondents ask about the YPM?</p>	<p>Of the 69 interviewers who provided feedback on this question, the majority (53) reported that respondents did not ask any questions about the YPM.</p> <p>A number of interviewers explained that they took the initiative to show parents the forms and to explain the survey as ‘a mini version simplified for children but similar to adult survey’. In these cases no questions were reported.</p> <p>Of those 16 interviewers who did receive questions from the respondent, eight reported that respondents asked to see the questionnaire before giving their permission. Six interviewers reported that respondents asked what sorts of questions were contained in the questionnaire. The final two interviewers reported people asking what the reasons were for the interview.</p>	<p>The feedback suggests that the current provision of information on the YPM is sufficient and that interviewers are equipped to deal with the small number of questions they do receive.</p>
<p>If respondents completed the YPM questionnaire while you were conducting the adult interview, was this distracting?</p>	<p>Only 11 interviewers reported instances of the YPM questionnaire being completed during the main interview. The majority says that this did not cause a distraction as the questionnaire was completed quietly or in another room.</p> <p>One interviewer reported that ‘it was slightly distracting for me as I noticed when the young person stopped doing the questionnaire at one point (she wasn’t sure what to answer). However as she was in the room anyway she may have been a distraction without her doing the questionnaire’, another interviewer also expressed the opinion that children can sometimes be a distraction anyway.</p> <p>One interviewer reported that children completing the questionnaire during the main interview caused a significant distraction: ‘All three of the respondent’s children were interrupting the adult interview as they were unsure how to answer some of the questions. It was very distracting for both me and the main survey respondent. The interview took longer as well.’</p> <p>The same interviewer also suggested that the children’s responses to the YPM questionnaire may have been influenced by adult’s responses to the main interview: ‘At one point I felt like I was interviewing two people, as the child would look at the questionnaire and go about the same answer that their parent gave.’</p>	<p>One of the key concerns relating to the YPM was that it would disrupt the flow of the main interviews. The evidence does not suggest that this is a significant problem.</p> <p>Among those that did feel it posed a distraction (in most cases a minor distraction), our suggestion that there be flexibility over its timing would allow interviewers to avoid such situations. In cases of large families or those with young children, it would be recommended that the YPM is introduced at the end.</p>

<p>Did anyone seem interested in the online option?</p>	<p>Only 13 interviewers mentioned a reaction to the online option. Of these, five were positive and eight negative. Among the positive responses, two implied that the online involved less effort: ‘Some were interested in online (couldn’t be bothered with post)’.</p> <p>Among the eight negative, the feedback was only that people ‘preferred’ the paper version or ‘were not interested’ in the online option.</p>	<p>There was a lack of strong support for the online version of the YPM¹³. If necessary, discontinuing the online version would be an effective means of reducing costs.</p>
<p>Do you have any suggestions on how to improve the YPM?</p>	<p>Most of the interviewers (52) who provided feedback did not offer any suggestions for improving the YPM, saying either that it was working well, or that they had had insufficient experience to comment.</p> <p>The remaining interviewers had a range of suggestions for improvements to be made to the YPM, which are summarised below.</p> <p>We have also given our recommendations on the feasibility of implementing these suggestions:</p> <p>To provide a voucher incentive/entrance into a prize draw. <i>Incentives could be considered for the YPM – we could discuss what the budgetary implications might be. If the online option was removed, savings could be used to accommodate this, which would mean that incentives could be offered whilst still reducing the overall cost of the study. That said, it is important to stress that offering vouchers/incentives to the children for a relatively short survey may lead to adults asking where their incentive is – we are, after all, asking for much more from the adults and currently do not incentivise them. We are happy to discuss this but feel, on balance, that an incentive is not appropriate or necessary.</i></p> <p>To design a more visually engaging questionnaire (‘perhaps arrows to route through or printed as a single fold out sheet with more of a unifying design’). <i>The questionnaire is quite simple but this is intended – the questionnaire has to appeal to respondents as young as 11 years old and must be very easy to navigate. Furthermore, the cognitive testing carried out with respondent-aged young people suggests that the</i></p>	<p>Please see responses in italics.</p>

¹³ Furthermore, to date, there has been almost no interest in the online method.

current design is workable. We could of course investigate an alternative design if felt necessary.

To provide an accompanying letter explaining that very few young people are selected and the selected young person has been chosen to represent their age group.

Currently there is a paragraph at the beginning of the YP questionnaire which predominantly contains instructions for the survey. We could look into either extending this paragraph or producing a letter or a leaflet for young people, containing information about the survey and about the selection process. Parents already receive a leaflet informing them about the YPM. A young person leaflet was mentioned at the start of the pilot but we had hoped that parents would share their leaflet with the young person. It may be of benefit to create a leaflet that will play a bigger part in persuading the young people themselves to take part.

Interviewers to arrange a date to pick up YPM questionnaires.

This was suggested with the implication that it may help to improve response rates. Any formal request that this become part of normal interviewer practice would necessitate higher fieldwork costs. We do not recommend this as a standard approach.

To mention the YPM in the advanced letter.

The minority of households are affected by the YPM and so this advance warning is, we feel, unwise. It may impact upon the response rate to the main survey. We do not recommend introducing any advance warning of the YPM.

To leave one YPM questionnaire per household.

This would impact on weighting and the effective sample size, so we would not recommend this with the current sample size.

Appendix 5: YPM Topline results

Young People Module

TOPLINE RESULTS (Q1, 2010)

- Results are based on 331 self-completion paper questionnaires with young people aged 11-15 in England and Wales;
- Fieldwork took place between 1 April and 13 August 2010;
- Where results do not sum to 100, this may be due to multiple responses, computer rounding, the exclusion of don't knows/not stated or weighting;
- Results are based on all respondents unless otherwise stated;
- Please note that data have been weighted to the known profile of the population;
- An asterisk (*) represents a value of less than one half of one per cent, but not zero.

A1. Are you male or female?

	%
Male	51
Female	49

A2. How old are you?

	%
11	19
12	20
13	20
14	20
15	21

A3. Where were you born?

	%
In the UK (England, Scotland, Wales or Northern Ireland)	92
Somewhere else	8
I don't know	*

A4a. If you were NOT born in the UK, how long have you been living in the UK?
(Base: All not born in the UK, 53)

	%
Less than one year	4
A year or more	75
Not sure	1
Not stated	20

A4b. In what country were you born?
(Base: All not born in the UK, 53)

	%
Afghanistan	3
America	1
Angola	4
Bangladesh	1
Bermuda	*
Brunei	2
Germany	6
India	2
Iraq	*
Iraq-Kurdistan	2
Italy	1
Kosovo	2
Madagascar	*
Netherlands/Holland	10
Nigeria	3
Pakistan	5
Philippines	19
Poland	12
South Africa	1
Sri Lanka	4
Not stated	19

A5. Which of these best describes you?

		%
	White – British	76
	White – Irish	*
<i>WHITE</i>	White – Traveller of Irish heritage	0
	White – Romany or Gypsy	0
	White – any other White background	4

	White and Black Caribbean	2
<i>MIXED</i>	White and Black African	1
	White and Asian	1
	Any other mixed race background	*

<i>BLACK OR BLACK BRITISH</i>	Caribbean	1
	African	2
	Any other Black background	*

<i>ASIAN OR ASIAN BRITISH</i>	Indian	2
	Pakistani	3
	Bangladeshi	2
	Any other Asian background	3

<i>CHINESE OR ANY OTHER ETHNIC GROUP</i>	Chinese	*
	Any other ethnic background	*

	I don't know	2

A6. Which of these is your religion? If you have no religion, please tick 'No religion'.

		%
	No religion	33

<i>CHRISTIAN</i>	Church of England/Anglican	27
	Roman Catholic	13
	Methodist/Congregational/Baptist	5
	Other Christian	6

	Muslim/Islam	7
	Hindu	1
	Jewish	2
	Buddhist	*
	Sikh	1
	Something else	1
	I don't know	2
	I'd rather not answer this question	*
	Not stated	1

A7. How important to you are each of the following things in THE WAY YOU SEE YOURSELF?

	Very important %	Quite important %	Not very important %	Not at all important %	I don't know %	I don't have a religion %	Not stated %
(a) How important TO YOU is YOUR race or ethnic background? <i>(e.g. White, Black, Asian)</i>	22	19	28	20	10	n/a	1
(b) How important TO YOU is YOUR religion? <i>(if you have one)</i>	20	16	21	15	3	24	1

B1. How long have you lived in your local area?

	%
Less than one year	5
1-5 years	18
6-10 years	18
More than 10 years	57
Not sure	1
Not stated	*

B2. Would you say that you enjoy living in your local area?

	%
Yes, a lot	54
Yes, a little	35
No	9
I don't know	2
Not stated	1

B3. Do you agree or disagree with the following statement: "My local area is a place where people from different backgrounds get on well with each other?"

	%
Strongly agree	24
Slightly agree	36
Slightly disagree	15
Strongly disagree	4
I don't know	20
Not stated	*

B4. How much do you agree or disagree with the following statements?

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	I don't know	Not stated
	%	%	%	%	%	%
(a) In my local area, people from different streets, estates, or parts of the village or town get on well together	21	50	9	5	14	1
(b) In my local area, people from different racial or ethnic backgrounds get on well together (e.g. White, Black, Asian)	22	44	12	3	19	*
(c) In my local area, people from different religions get on well together	28	32	10	3	25	*
(d) In my local area, people from families that are richer or poorer than each other get on well together	30	37	10	5	17	1

B5. How strongly do you feel you are a part of your local area?

	%
Very strongly	19
Fairly strongly	41
Not very strongly	24
Not at all strongly	7
I don't know	9
Not stated	*

B6. How strongly do you feel you are a part of Britain?

	%
Very strongly	38
Fairly strongly	39
Not very strongly	11
Not at all strongly	5
I don't know	7
Not stated	*

C1. For this question, think of ALL YOUR FRIENDS. This includes friends from school and outside of school.

	None	A few	Most	All	I don't know	Not stated
	%	%	%	%	%	%
(a) How many of your friends are a different race or ethnicity to you? (e.g. White, Black, Asian)	12	72	12	3	1	*
(b) How many of your friends are a different religion to you?	13	59	11	2	14	*
(c) How many of your friends are richer than you?	7	44	17	1	31	*
(d) How many of your friends are poorer than you?	7	44	17	1	31	*

D1. People have different views on what is okay and what isn't. In your opinion, is it okay to make funny comments or jokes about the following people?

	It's usually ok	It's sometimes ok	It's rarely ok	It's never ok	I don't know	Not stated
	%	%	%	%	%	%
(a) Is it okay to make funny comments or jokes about people from different racial or ethnic backgrounds? (e.g. White, Black, Asian)	4	10	19	63	3	1
(b) Is it okay to make funny comments or jokes about people from different religions?	6	9	16	61	6	1
(c) Is it okay to make funny comments or jokes about people from rich backgrounds?	7	22	28	29	10	3
(d) Is it okay to make funny comments or jokes about people from poor backgrounds?	5	9	17	61	7	1

D2. In the last year, has anyone made fun of you or been rude to you because of your race, ethnicity, skin colour or religion?

	%
Yes	11
No	85
I don't know	4
Not stated	*

D3. Where did this happen to you?
(Base: All who have been fun of or been rude to, 64)

	%
In your local area	44
At school	62
Somewhere else	33
I don't remember	*

D4. In the last year, have you felt that someone has treated you unfairly because of your race, ethnicity, skin colour or religion?

	%
Yes	7
No	88
I don't know	4
Not stated	*

D5. Where did this happen to you?
(Base: All who have been treated unfairly, 49)

	%
In your local area	46
At school	62
Somewhere else	19
I don't remember	1
Not stated	*

D6. How often, if at all, do you feel that...?

	Often	Sometimes	Rarely	Never	I don't know	Not stated
	%	%	%	%	%	%
(a) People in Britain are treated unfairly because of their race, ethnicity or skin colour?	20	46	19	5	10	*
(b) People in Britain are treated unfairly because of their religion?	12	40	26	8	14	*
(c) People in Britain are treated unfairly because they are poor or don't have a lot of money?	18	34	25	7	15	*

E1. Have you ever given YOUR TIME to help any of the following groups?

	%
Charity (not including donating money or old clothes)	35
Local voluntary group or community group	18
Helped a neighbour	50
Helped someone else in your local area	29
None of these	19
I don't know	9
Not stated	1

E2. How often have you given YOUR TIME to help any of these groups?

(Base: All who have given time to help, 219)

	%
Daily (or almost every day)	4
Weekly (at least once a week)	15
Monthly (at least once a month)	18
A few times a year	41
Hardly ever	14
I don't know	6
Not stated	2

**E3. In the last year, have you HELPED anyone NOT IN YOUR FAMILY in any of these ways?
Do not include anything that you were paid to do.**

	%
Shopping for someone	18
Household chores for someone such as cooking, cleaning, gardening, washing or ironing clothes	20
Taking care of someone who is sick	10
Baby sitting or looking after children	21
Writing letters / filling in forms for someone who has problems reading or writing	6
None of these	52
Not stated	3

F1. How much do you think teachers listen to students' views about YOUR school?

	%
A great deal	14
A fair amount	34
Not very much	44
Not at all	7
I don't know	2
Not stated	*

F2. Have you ever done any of these things?

	%
Attended a public meeting, demonstration or protest	11
Signed a petition	20
Contacted a local councillor or a Member of Parliament (MP)	7
Been involved with a school committee or school council	49
None of these	41
Not stated	1

F3. This last set of questions is about your views on the world you live in. Please say how much you agree or disagree with each statement.

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	I don't know	Not stated
	%	%	%	%		%
(a) The Government treats young people with respect	7	32	27	14	19	1
(b) Television and newspapers talk about young people fairly	5	27	31	23	13	1
(c) Adults in my area listen to young people's views	4	33	28	15	19	*
(d) My local council listens to young people's views	3	20	23	16	38	*
(e) I know lots about different cultures and people from different backgrounds	34	40	10	7	8	*
(f) I have as good a chance as anyone else at doing well in life	70	21	5	2	2	*

END

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