Select Committee on Citizenship and Civic Engagement

Corrected oral evidence: Citizenship and Civil Engagement

Wednesday 11 October 2017

10.45 am

Listen to the meeting

Members present: Lord Hodgson of Astley Abbotts (The Chairman); Baroness Barker; Lord Blunkett; Lord Harries of Pentregarth; Baroness Lister of Burtersett; Baroness Morris of Yardley; Baroness Pitkeathley; Baroness Redfern; Baroness Stedman-Scott; Lord Verjee.

Evidence Session No. 4 Heard in Public Questions 35 - 42

Witnesses

I: Dr Rania Marandos, Deputy Chief Executive, Step Up to Serve; Michael Lynas, Chief Executive, National Citizen Service Trust; and Matt Hyde, Chief Executive, The Scout Association.
Examination of witnesses

Dr Rania Marandos, Michael Lynas and Matt Hyde.

Q35 The Chairman: Good morning and welcome to our witnesses, and welcome to all those who have come along to listen to this important evidence session. I will just make a formal statement. A list of interests of the members of this Committee which are relevant to the inquiry has been sent to you and is available. The session is open to the public and is being recorded for BBC Parliament. A verbatim transcript will be taken of the evidence and will be put on the Committee’s website. A few days after the session you will be sent a copy of the transcript to check it for accuracy, and it would be helpful if you could advise us of any corrections as quickly as possible. If, after the evidence session, you wish to clarify or amplify any points you made during your evidence or have any additional points you wish to make, you are welcome to submit supplementary evidence to us then. Could I ask each of you to briefly introduce yourselves and then we will turn to questions?

Dr Rania Marandos: My name is Rania Marandos. I am chief executive of Step Up to Serve, the charity that co-ordinates the #iwill campaign. It is led by over 700 cross-sector partners across the UK to embed social action in young people’s lives.

Matt Hyde: My name is Matt Hyde. I am the chief executive of the Scout Association. We are the largest co-educational youth organisation in the UK; we have 464,687 youth members after 12 consecutive years of growth and they are supported by 154,000 adult volunteers. In spite of that—our highest number—we still have 51,182 young people on our waiting list.

Michael Lynas: I am Michael Lynas. I am the chief executive of the National Citizen Service. We operate programmes across England and Northern Ireland. This year, we will bring together more than 100,000 16 and 17 year-olds.

The Chairman: Thank you very much. If we can begin with an overview question, it would be helpful if you could provide the Committee with a brief statement of your views on the current status of civic engagement among young people in the UK. Dr Marandos, would you like to start?

Dr Rania Marandos: Thank you for the question. Young people absolutely have the appetite to contribute to their communities. We, in collaboration with DCMS, run the National Youth Social Action Survey, which has surveyed over 2,000 young people each year since 2014. That shows that about 40% of young people, 10 to 20 year-olds, across the UK take part in meaningful social action. That can be campaigning for a cause they care about, mentoring another young person, helping out in a community event, fundraising, joining a charity or helping in a hospital. There is much more appetite than that for young people to take part however and, when asked, most young people—70%—of young people say that they would like the opportunity to take part in meaningful social...
action, where there is a double benefit. There is a benefit to themselves in terms of their well-being, their skills development and their networks, and a contribution to their community and something they care about. The reasons given by young people who do not take part in social action are usually lack of awareness—"It never occurred to me, I don't know how to get involved, I don't have the information available"—rather than a lack of interest.

**Matt Hyde:** I would start by saying that there are reasons for optimism here. It has been said that the millennials are the most civically minded generation since the 1950s, and you can support that with some of the evidence we have seen, both what Rania has described and the fact that there was an increase of 50% in young people volunteering between 2011 and 2016. You have seen the development and the introduction of organisations such as the National Citizen Service; you have more young people voting in the most recent election; and I have shared with you some of the data on Scouts as well with 12 years of growth and 55,000 young people on the waiting list, so there are lots of reasons to be optimistic.

However, as you have just heard, there are a lot of young people who want to take action on social issues, but they do not necessarily feel they are given the opportunity. The ComRes data we have showed that 82% of 12 to 24 year-olds thought it was important that young people helped to solve social issues, but that only 36% felt they were given the opportunity. That is particularly true as there is a disparity in terms of those who have access to citizenship education and social-action programmes, such as the ones that we represent. Arguably, that has been exacerbated by the fact that there has been £400 million-worth of cuts in youth services. Hopefully, what we will be able to explore is how targeted investment can help to narrow that gap for those who have access to these opportunities and those who do not and the link between formal and non-formal learning.

**Michael Lynas:** We published a report with the think tank Demos a couple of years ago, which we called Generation Citizen, because we found that there was a big disparity between the perceptions of the general public, what gets played out in the media sometimes and the reality of this generation, so when we looked at some of the words used to describe young people in the media—reckless and feral—they were very negative portrayals, and the reality, as my colleagues have described, is very different. It is remarkable that the age group that we are talking about have moved from being the least likely age group to volunteer, in around 2009, to being now the most likely age group of any to give their time. We believe strongly that this age group, if given the opportunities, will take part. But Matt is right that there is still a disparity. This is something that the Step Up to Serve DCMS survey looks at—the gap between those who come from more middle-class backgrounds and those who come from more disadvantaged backgrounds. We think that is why programmes like NCS are important to give access to everyone to play their part.
**The Chairman:** Dr Marandos, your CV shows that you have experience at the intersection of the private and public sectors, with McKinsey, Teach First and this whole area. A lot of our discussions are around what the Government can do. Is the private sector doing enough to facilitate and provide information to smooth the pathway?

**Dr Rania Marandos:** Absolutely; a cross-sector, cross-government solution is needed, and business has a key role to play in different ways. One of the big things that they are already doing—and more is needed—is to showcase the value of the skills that are developed when young people take positive action in their communities and take practical action in the service of others to create positive change. There is lots of robust evidence now to show that young people who are taking part in meaningful social action develop communication skills, leadership skills and they are able to work better in a team. That recognition is there and possibly could be communicated even more.

There is a role in terms of their schools’ outreach. Often, business supports schools and there is more it can do, potentially, to show how social action can be embedded in a school journey, educational journey, for young people, and then, for their own employees, are they giving the time to be able to continue that social action journey? The point of the #iwill campaign is to help young people create a habit for life that they can continue once they are in employment and continue to be active citizens, and there is an important role for business and employers to play.

**Baroness Lister of Burtersett:** On a point of clarification, you talked about the group who were the least likely to volunteer and now they are the most likely. Are you talking about the cohort or the age group, i.e., is it that cohort moving through or the particular age group?

**Michael Lynas:** This is data from what used to be the Citizenship Survey and is now the Community Life Survey and it is about the cohorts of age groups, so it used to be the over-60s and the over-65s who were the most likely to volunteer and now it is the 16 to 24 age group.

**Baroness Lister of Burtersett:** So it is not the group?

**Michael Lynas:** It is not that group followed through; it is that group in 2015.

**Baroness Stedman-Scott:** Sorry to put you on the spot so quickly, but you said that targeted investment was needed. Do you have any view of how much and where that money might come from in a cross-business/government partnership? Would it be possible or sensible for youngsters who do work experience, which can be across the spectrum in quality, to do a social action fortnight, which would get it into them?

**Matt Hyde:** In recent years we have had funding from the Youth United Foundation, which was DCLG money and then LIBOR money. It was about £20 million and in a strategic alliance of uniformed organisations.
That £20 million created 44,000 new opportunities in areas of deprivation. For £550, we can create, on average, a four-year opportunity for a young person in an area of deprivation. In addition to that, about £40 million created over 7,000 new volunteers, so there is a sustainability argument in terms of working with communities to help them to build sustainable youth provision that leads to citizenship education. Bear Grylls recently has called for a £50 million investment, which would give us 90,000 new opportunities. If you look at us in the Guides alone, we have over 110,000 young people on our waiting list. That is across all communities. If you take Blackburn alone, we have 600 young Muslims who cannot join Scouting because we do not have enough volunteers and, with that funding, we could target that provision and help to build more cohesive and stronger communities.

Dr Rania Marandos: There are many schools and colleges which already partner with the community to offer young people work experience that is in the form of high-quality social action. Recently, the Department for Education has included quality social action in their guidance on study programmes so that it can be a form of work experience. I know that Michael would like to add to that.

Michael Lynas: There are many good examples of businesses which are doing this well and many more could copy that practice. We are working with Santander at the moment, which is now filling its work experience opportunities for this age group from NCS grads rather than through their own networks. Because of that, they are getting a much more diverse group of young people through, who are equally talented at doing those roles, and it has led to many young people getting their first foot on the job ladder, so it is a very important way of recognising the skills that young people get from doing this.

Baroness Redfern: You mentioned the waiting lists in some areas. In which particular part of the UK is the waiting list longest?

Matt Hyde: It is all parts of the UK. It is particularly prevalent in ages for our Beaver Scout age, so six to eight year-olds, but it is all communities, which is why I highlighted that particular example of Blackburn because that often surprises people.

Q36 Lord Harries of Pentregarth: What are the demographics of the groups that your organisations reach? How do they differ from the population as a whole? Which groups do you find hardest to reach? We have had some helpful statistics in from NCS, but we are not quite sure what the figures are for Step Up to Serve and the Scouts, so you may wish to discuss with us the kind of groups which you target and how successful you have been in targeting those groups.

Michael Lynas: We have sent the NCS statistics.

Lord Harries of Pentregarth: Yes, the statistics are in.

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1 Mr Hyde subsequently clarified that the funding received was £3.1 million, creating 6,836 new places in areas of deprivation.
**Michael Lynas:** It is very important to us that every group that goes out represents a social mix, because integration is absolutely the core of what we do, so in any local area where young people go out, we want to represent the mix in that area. Having said that, we work particularly hard to reach the groups which are particularly hard to reach. That is why we have over-represented it with, for example, Muslims, those on free school meals and those from minority ethnic communities; generally, in more deprived areas, when you look at the indices of deprivation, we over-represent. In terms of the group that we find the hardest to reach, I think it is pretty similar right across our politics, when we look particularly at white working-class boys in the north of England. That is the group who are less engaged with what we do. What works with that group is that it requires more intensive work through the different places that they are, particularly sports clubs, and we work with many local football clubs, which is a good way of reaching those particular groups.

**Matt Hyde:** We have 457,000 young people across the UK and they are in 8,000 separate charities. We are also boys and girls, which surprises some people, and over the last four years there has been a concerted effort as part of our Scouting for All strategy to ensure that Scouting is representative of the communities in which those young people live. As an example of that, we have gone from 22% to 27% of girls and young women over the last four years and we are present in 460 areas of deprivation that we were not present in three years ago. There are challenges with the volunteer-led model in data collection, if I am honest, and we have been reviewing how we can improve the data that we get from that because we rely on the adult volunteer to populate the data. If I can give an additional example, we know that one of the fastest-growing areas of Scouting is from the Muslim community. We now have 5,000 young Scouts from the Muslim community supported by our Muslim Scout Fellowship, which has been working locally in those communities to drive up that support. We know that where we have had most success is where we have worked in partnership with schools. For instance, to give you an example of the Page Hall area of Sheffield, where we offered Scouting as an after-school provision, we were able to access and open up Scouting for particularly young people from the Roma community whom we would not have accessed if we had used the traditional scout-hut model of coming back at 7 o’clock. That is key here in the investment argument and how we can innovate to reach more young people. We are also present in prisons, hospitals and other settings, so it requires a bit of innovation on our part.

**Dr Rania Marandos:** The #iwill campaign is driven by organisations across sectors, so we look at national-level data, and I can share some of that. Part of the campaign is the NCS and the Scout Association as well. At the national level, there is a stark socioeconomic gap in participation. Young people from less-affluent communities are taking part in social action much less than their more affluent peers. There is also a gender gap with young girls taking part more than young boys. The most common route into social action is through school or college, and there is
a drop-off once young people are in employment, which is back to the business point, and we are working with business to integrate social action into apprenticeships and early employment to help develop young people. I can share later some more demographics which are more detailed, if that is helpful.

**Michael Lynas:** Just one point to build on that: the participation gap still exists, but it is narrowing. That is good news.

**Dr Rania Marandos:** It is looking to, but there is more to go on that. We do the survey every year, so it was only one data point last year, which we need to see continue. It is important to address that.

**Baroness Morris of Yardley:** I have a question about the statistics and then a general question. Just on the NCS statistics, compared to the population—have I got this right?—if we take free school meals, it is not 8% of the young population on free school meals? It might be 8% of the population, but most of the population are not on free school meals, so I am not quite clear on that. The first figure is your participants and the second is compared to “of the population”. Is that of the general population or of the age group which you are targeting? That 8% figure does not look right.

**Michael Lynas:** It includes 17 year-olds, so including the age group who would be at college. It is Department for Education data.

**Baroness Morris of Yardley:** I am surprised that the number of people on free school meals has dropped to 8%, or am I wrong on that? It used to be double that and more at 17% to 18%.

**Michael Lynas:** I can follow it up. This is not our data, but I believe it is because it includes people, many of whom have left school and are now at college.

**Baroness Morris of Yardley:** That is my point, that the figures are perhaps overestimating the number of people not on free school meals. It is not a big issue, but if you look at your other two statistics—non-white communities and minority religions—I would have thought that, if you compare that to the age group which you are targeting, the figures would not have been so much out of kilter with the population because of the birth rate and the changes in demography with the younger population. It can be clarified for us later, but I am not convinced that you are comparing like with like on this.

**Michael Lynas:** What we do on the 2011 Census is take the age group and cast it forward, so 20% are from BAME communities in the population of that age group and 34% of the participants of our programme are from that age group, so we are not comparing; 20% of the general population in Britain, according to the 2011 Census, are not from BAME communities.

**Baroness Morris of Yardley:** Just to take the free school meals one, because that is the one that looks more out of date, the issue I want to
raise—and this is very impressive and I do not want to be negative—is that I am always interested in who drops out. Sometimes the statistics look good. There is a statistic here about one volunteering activity a year, and there is a real question as to whether that is a commitment to volunteering and whether it is going to change either society or the individual. I was wondering, without being negative, not so much who you have most difficulty reaching, but, when you have got them, who do you have most difficulty keeping? With your concentrating so much on schools, which I think is a great idea, I was wondering what that means for kids who are not great at going to school, because they might be people who would appreciate a non-school environment, yet you are tying them back into school.

**Matt Hyde:** To deal with that last question first, there is an interesting initiative taking place with the Horizon Primary School in Kent whereby they have given over their Friday afternoons to Scouting, so Beavers and Cub Scouting. Interestingly, what they have found is that it has improved their truancy rates, their attendance and their attainment and it has been reflected in their Ofsted rating\(^2\). What that and the other examples I have seen say to me is that, through a bit of innovation and creativity, it can feel and look different from the school day, and the results are there to be seen, which we can share with you as well. In terms of the drop-out rate, to be completely honest with you, the data is not strong. One of the reasons why we have been so heavily involved in the Step Up to Serve campaign from the start—and I am a trustee—is that young people will have different touch points and different access points for youth opportunities throughout their lives. The key for us is that we ensure that every young person, particularly at the earlier stages, gets access to those opportunities because we know that you are more likely to continue a habit for life if you have undertaken social action or been involved in one of these programmes before the age of 10. For me, it is not just about everyone being able to do Scouting but that they have an opportunity to get involved in the thing that they are passionate about and will unlock their potential.

**Baroness Pitkeathley:** I am struck that none of you has mentioned parents and families as a way in. Is that because they do not feature?

**Dr Rania Marandos:** They are one of the key influencers. The National Survey shows that teachers are a key influencer alongside parents and peers; it is absolutely important. We are just starting to understand parents. We are about to launch a survey with Mumsnet of parental attitudes to youth social action and how it features in their lives.

**The Chairman:** The Committee is very interested in civic engagement among the minority communities. I notice that you say that 27% of the Scout members are girls. What proportion of those are young Muslim women? Do you have that figure or could you let us have it?

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\(^2\) Mr Hyde subsequently clarified that the Horizon Primary School had not been inspected by Ofsted since adopting the Scouts model
**Matt Hyde:** We can write to the Committee about that. I do not have that data to hand.³

**The Chairman:** It would be helpful if we could have that because we are interested in how we are getting all communities involved and that there are no young people being left behind.

**Lord Verjee:** What are the main barriers and blockages you face and how could they be addressed? In particular, how can we scale up the initiatives? How can we measure and reduce the cost per person and have a greater impact? I wrote down what you said, Dr Marandos. How can we change this into a habit for life rather than short-term interventions which are effective in the short term?

**Matt Hyde:** The biggest barrier to us is the recruitment of more adult volunteers. We need about 11,000 to 12,000 more just to clear our waiting list. We know what we need for that to happen, which is for us to promote messages around flexible volunteering, which has worked well. We need employers to work with us, and there are some fantastic employers who understand that enlightened HR practices in terms of promoting well-being are also about promoting volunteering. I hope we do not lose sight of the three days’ volunteering that was promoted in the previous Conservative manifesto because that was a good thing.

That leads on to the arguments which I made before about targeted funding because we know that, when we get that paid support; if I go back to the Youth United Foundation example, we would have paid support that goes in to recruit and train more adult volunteers, to promote Scouting through school assemblies and things such as that and to remove some of the initial cost barriers of things such as the uniform or equipment.

Obviously, we need places to meet and go, so we have some communities whereby Scouting is so popular that for seven days a week the scout hut is full and, therefore, we need to think about how we use public assets better. Partnerships are the other thing. As well as the corporate partnerships, which we touched on earlier, Scouting thrives because communities enable it to thrive, so it is what the state can do to help foster those communities better.

**Lord Blunkett:** We have already had mention of the journey and keeping people engaged with volunteering, and Rania talked about that. Could we look a bit closer at how we could integrate what is happening in getting so many young people involved through social action, the NCS and the uniformed organisations to stay on and become the volunteers that you cannot recruit?

³ Mr Hyde subsequently clarified that they did not currently record the religion of every young person within the Scout Movement. However they knew that of the young people in the Muslim Scout Fellowship 57% were girls.
**Matt Hyde:** Yes, indeed. I have two points on that. We have a Young Leaders scheme so that, at the age of 14 to 18, our Explorer Scouts undertake a young leaders’ programme. That has provided a pipeline of talent so that, of our volunteers, we have about 17,289 who are 18 to 25. They keep that sense of belonging and involvement. More recently, in July, we announced a partnership with the National Citizen Service which was doing exactly that. It is a pilot programme which looks at how we can work together to ensure that NCS graduates can go on to become future adult volunteers and to help grow Scouting. It is about how we signpost between different opportunities along the journey; so I completely agree.

**Michael Lynas:** Also, at the end of that journey, if you like, when young people are becoming adults, there are exciting opportunities to have new programmes or to scale up things such as City Year, which is offering young people an opportunity to volunteer for a year in public services. The evidence that we have from the United States and the UK, where this runs in a few cities, is that that provides great opportunities not for replacing work in those settings but to add to the experience of pupils at school and, for that investment in young people up to 18, getting the social return and offering opportunities in public services that need support.

**Dr Rania Marandos:** Perhaps I may return to the habits, and I completely concur with what Matt was saying about starting early and the importance of having a journey for young people. In addition, it is critical that there is a good quality of opportunity for young people. If they have a good experience they will understand the double benefits; they have an opportunity to reflect on that. If there is youth-led social action, their attitudes to education will improve. It will not be seen as something else they have to do if they are properly involved in shaping their social action according to their community’s needs, which they see. Linked to that in terms of how we help that habit, it is important that it is integrated in young people’s educational journeys in both formal and non-formal education, and it should start in primary and go into colleges, apprenticeships and early employment. Where that is done well, it is the whole community coming together. Where schools and colleges are effectively embedding social action in their culture and practice, employers in the community are helping, charities are coming together, as are parents. It is not just about the school or college having to do it, it is the whole community.

**Lord Harries of Pentregarth:** Particularly in relation to Scouts, have you thought of contacting people who are retiring from the armed services? Is that possible?

**Matt Hyde:** Yes, we have engaged with a number of other charities which are specialists in that area and, yes, we have explored that. Of course, the important thing we do in terms of civic engagement is the intergenerational mixing that takes place between adult volunteers and young people themselves.
Baroness Lister of Burtersett: In your joint evidence, you draw attention to barriers created by the legal status of volunteers. I will not ask you to go into it now because I know the Chair wants to move on, but could you perhaps write to us and give us chapter and verse as to what are the laws that are preventing this? I was surprised at that.

The Chairman: I would add one thing because I noticed, when I was involved in the International Citizen Service where people are going abroad for longer periods, that also had an impact on their social security and positioning. It is not part of this inquiry, but it would be useful to have your views on that as well.

Lord Blunkett: I think, Chair, that this is something that we could home in on at the end of our evidence session because we could make positive recommendations. I know it is hard to get anything moving, having been in government, but it would be very hard for them to resist if we had a very positive proposal to put.

Baroness Lister of Burtersett: Your organisations each focus on promoting active citizenship through volunteering and local social action, but how do you see this fitting in with democratic engagement and political participation? Do you think your programmes could do more to encourage political engagement and increase political literacy? I am thinking, in particular, of the evidence of one of our witnesses in the next session and academic research into the NCS, which suggests that perhaps, at least in some parts of the country, there is a lack of attention to the political side of citizenship. I do not know who wants to start, given that.

Michael Lynas: Yes, of course. In some senses, the sorts of social action that young people do in NCS has a political element, with a small “p”. They are being introduced to things in their community which they maybe want to change and given an opportunity to campaign and build different projects to try to do practical things about that. We also want to make the link between things in their local area which they maybe do not like. On politics, we have many MPs going out and visiting the programme, and many councillors and peers. Over 200 MPs went out this summer to talk to young people and engage with them, often demystifying what MPs are like. MPs, like young people, do not have the best reputation always and it is not always fair. That is something which we think is very important.

We also run democratic engagement sessions, so we end up registering tens of thousands of people to vote, but it is through engaging them with why it is important to vote, and we work with a range of organisations, which I think you have taken evidence from. With Bite the Ballot, we run their Basics programme in some areas; we run the RockEnrol! programme, which is a different programme to do the same in other areas. Most young people in NCS have those sessions and many register to vote. Our impact analysis tells us that, compared to a control group, young people who do NCS are significantly more likely to vote at the end.
We think that starting locally, where the issues are that they care about, and connecting that to the national picture seems to help.

**Baroness Lister of Burtersett:** Why do you think it is that this research, in particular the qualitative part, seems to suggest that some young people felt that it was all about—and I am not saying that this is in itself a bad thing—volunteering and so forth, but it did not seem to be engaging them? I am talking about small “p” politics, of course. Would you accept that there may be more you could be doing on that?

**Michael Lynas:** There is always more we can do. The vast majority of people on the programme have a module, if you like, in the curriculum where they have the opportunity to register to vote. In the RockEnrol! programme, for example, 95% register at the end of that session. The quantitative data from Ipsos MORI tells us that, versus a control group of people who have not done the programme who were demographically similar, there is an up to 10 percentage point increase in the likelihood to vote. I cannot speak to all the qualitative data that was done. We are working with a PhD student from University College London, the Behavioural Insights Team, who is doing his PhD on improving democratic engagement through NCS, and I am meeting him today to discuss that. There are, of course, more things that we can do.

**Dr Rania Marandos:** Giving young people an active voice and an influencing role as early as possible will support later democratic engagement and specifically voting. It is important to be thinking about young people as influencers from a young age, whether that is through student councils, sitting on boards, trustee boards or decision-making bodies, and connecting democratic engagement to real-life issues and their ability to influence what is happening around them in their communities and wider society. We will then start to get a strong link to active engagement later on in life as well.

**Matt Hyde:** We look at active citizenship in the broadest sense through our programme. Every young person engages at some level in active citizenship. An example of that would be an initiative we introduced two years ago, the A Million Hands campaign, where we asked young people what social issues they wanted to take action on. They chose access to clean water and sanitation, disability and mental health—which was the highest thing that came out in the survey and, for us, was surprising to mention. We then worked with charity partners to develop resources so that those young people could undertake action on those issues in their local community or wider. That can include campaigning, fundraising or visiting a local home, and 230,000 young people have now signed up to that initiative. For us, it is about getting young people focused on the issues that they are really bothered about and helping to support them to understand how they can make a difference on those issues, of which campaigning and engagement with politicians and opinion-formers is one route. We have also worked with Bite the Ballot and the British Youth Council on representing young people’s issues and the UK Youth Parliament.
Baroness Barker: You point out to the Committee that young people’s services in local government have been subject to cuts of over £400 million. The Government have guaranteed NCS income of £1.26 billion between 2016 and 2020. In March 2017, the Public Accounts Committee was highly critical of the comparative value for money of the NCS. How do you evaluate and demonstrate the NCS’s value for money?

Michael Lynas: Of course, we clearly take it very seriously and we have independent evaluation for every pound that is spent on the programme. That is through Ipsos MORI and through different economists, including an organisation called Jump and Simetrica, who look at various aspects of the programme. We use Treasury Green Book analysis to look at the social return on investment, which allows us to compare versus a control group, so, when we see impact on the programme, it is not just what young people are stating but is against another group to be able to compare the difference. We find that up to £8.36 is returned for every £1 invested, when we look at a wide range of different impacts. To give you an example, we worked with UCAS to compare the group who have been through NCS and the group of people applying to higher education, and we found that everyone who did NCS was significantly more likely—controlling for all the other factors, such as demographics, GCSE grades—to get into higher education. That impact was much bigger, up to 50%, for the poorest fifth of young people, and of course we are able to put some value against that because of the value of going into higher education. We know that £1 invested in NCS is £1 of public money, so we need to take it very seriously, but it is having a real social return. At present, we are only able to look at certain things. We are currently working with government to be able to track not just UCAS but employment data and other things as our graduates get older, and we also want to look at the impact of the people who mentor in the programme and the wider impact on the community. We think that the £8.36 is a conservative figure when you take into account those other things.

Baroness Barker: So that evaluation carried out by those people was the data that was given to the Government, when they decided to put forward the NCS Bill, and to the NAO, not you?

Michael Lynas: If I understand your question, this is data that is independently gathered and analysed by companies such as Ipsos MORI, which obviously have their own academic panels and their own research. It has been carried out over time as our graduates have got older. For example, with the UCAS data, there is a lag of about two or three years between them doing the programme and being able to look at that. That UCAS data came out in, I believe, May of this year, which was a few months after the Public Accounts Committee.

Baroness Barker: So it is different, okay. You will know that, during the passage of the Bill, there was a fair degree of criticism of NCS’s relationships with the rest of the voluntary sector, so I am interested to read about the partnership that you have agreed between you and the Scouts. Could you send us details of that, please?
Michael Lynas: Yes.

Lord Verjee: Going back, Michael, you are impacting 100,000 young people at the moment. Obviously, your cost-effectiveness will come down dramatically if you can scale up, so how do you feel you can scale up much quicker than affecting just 100,000 young people?

Michael Lynas: It is some of the things we have all discussed, which is ultimately embedding in communities. We are talking at the moment to the different metro mayors about what we can do, starting, hopefully, in London and going to other cities to embed across all the different things from public transport to things that young people would find helpful. Transport often comes up for young people, how they get around and get to jobs, so engaging with those local communities is important. Schools are clearly the place where not all our young people but most of our young people are. Where we get up to 50% to 70% penetration, which we do in some schools, of the group in year 11 taking part in this programme, it is because the school leadership, the heads, have embedded it in the school and made it a normal part of being at school in that year. This is something after your GCSEs, you have been working hard and it is a great thing to do. We are working now across a number of schools where we have partnered with a school and have a school co-ordinator to embed it in the school, and we think that that will have a significant effect. We are trying it out first on a relatively small scale and we will see the results at the end of this academic year. If that works, that will be a major way for us to grow. Of course, we do not want to forget those young people who are hard to reach and who struggle to get on to the programme. We are piloting something called a Personal Coach programme, which is providing intensive one-to-one support before, during and after the programme for young people, for example, who have been in gangs or who have been involved in the criminal justice system, to help them to just turn up, which is an achievement, and then to continue afterwards.

Baroness Barker: Will your evaluation of programmes like that be on a comparative basis, and will you compare your interventions with other people’s?

Michael Lynas: Where we can, certainly we are committed to doing that. There are obviously some constraints with what data is available in the voluntary sector, for understandable reasons. Where we can, we are working with Step Up to Serve to provide as much comparison as possible. We are talking at the moment, because NCS invests significantly and has sector-leading evaluation, about what we can offer, for example control groups, to other organisations to be able to offer that same level of data evaluation.

Q40 Lord Blunkett: We are pressed for time. Quite a lot of what I was going to raise has been answered, but perhaps all three of you—and Rania touched on this earlier—could say how you feel the citizenship education programmes might better incorporate not just the commitment to giving and volunteering but also to the wider understanding of society and about
how you have tried to impact on the citizen education programmes in schools.

**Dr Rania Marandos:** Thank you for the question. It is part and parcel of embedding this wider notion of responsibility and citizenship across the education journey of young people and emphasising that, for it to be an effective way of young people developing, they need to be having a social impact. In order to have a social impact, often understanding the decision-making structures around them can help them make that difference that they want in their communities. It is about bringing out those examples, and the campaign can do more to show where young people, through understanding local and national decision-making structures around them, are able to have a bigger impact on the causes they care about.

**Michael Lynas:** I used to be a civil servant in No. 10 and I helped to set up the Step Up to Serve campaign, and I hope what is coming across today is that all of us are working together because we are talking about young people across—

**Lord Blunkett:** Which is a miracle today because most people do not.

**Michael Lynas:** We are seeing miracles today, Lord Blunkett. What is perhaps an ignored area relatively is their citizenship education in schools. We work with the Association for Citizenship teachers and have produced special curriculum material that references NCS to build that in because, if you have that education in school combined with going out, taking action and doing things outside the classroom, that is where we will have much more of an impact over a young person’s time from primary school to going out into the workforce. Clearly, no single organisation will be able to have a monopoly on those young people for that whole time period.

**Matt Hyde:** I support that, and this is an important point. In fact, we did research with Demos in 2015 that showed that 39% of state school respondents agreed that their school provided enough opportunities for volunteering compared to 70% of respondents from fee-paying schools. This is really important. I am a big fan of Curriculum for Excellence in Scotland. The fact that the formal education system recognises what young people are doing outside of the school environment is critical to encouraging them to get involved in more things outside of the classroom, but also the way in which it builds social capital and connections with people in that community is essential.

**Baroness Stedman-Scott:** There are a few questions here and I know time is tight. What might the concept of the civic journey through life add to the existing policy on citizenship? Do you think it will be possible to add more coherence and structure to the policy terrain in order to foster citizenship and participation? After a young person has engaged with a voluntary programme, how do you encourage them into active citizenship as an adult?
**Matt Hyde:** At the risk of repeating myself, and I am conscious of the time, the three points I would highlight are that primary schools are key—that primary age is key. I would target investment into the under-10s in particular. The second would be the point I have made about formal and non-formal learning and how important that is. The way in which we do it, your final point, is, as I have mentioned, the Young Leaders scheme. We can see from our evidence that you are 29% more likely to respond to statements that say that you are an active citizen if you are a Scout than if you are a non-Scout, and that has wider benefits later on in life. The University of Edinburgh did a fantastic piece of research last year with a significant cohort size which showed that you were 15% less likely to suffer from anxiety or mood disorders later in life if you had been involved in Scouting and Guiding.

**Baroness Stedman-Scott:** What was the name of the study?

**Matt Hyde:** We can send you the study. It is the University of Edinburgh’s study. I dare say, whenever I talk to charity audiences or audiences of charity leaders and ask people whether they have been a Scout, a Guide or a Cadet, hands shoot in the air. It would be interesting to find out whether the people in this room were Guides or Scouts or involved in the Cadets.

**Dr Rania Marandos:** Thank you for the question. It goes back to that journey; it is about investing in transition points for young people. There is often a drop-off between primary school into secondary school and then from secondary school and college to employment and apprenticeships, so it is making sure that there is an opportunity for young people to continue engaging in social action throughout those life stages. There is also collaboration across different opportunities, so there is a need for good signposting. Once a young person has started their journey and they do a programme that finishes, what comes next is the important thing and ensuring that everyone is building in those opportunities to continue. Once you get the bug, it is usually something you want to continue. Often there is an age barrier, so what the campaign is trying to do with lots of partners is to lower age restrictions. Often, in a charity or a hospital, you cannot volunteer until you are 18. There are many pioneering charities and hospitals which are lowering that to at least 16 and then thinking creatively about how 10 year-olds and 11 year-olds can also make an impact. The more we can recognise the value young people bring from an early age, the more able they will be to start and continue their journey in social action.

**Michael Lynas:** There are a few things; first, working closely together. When any organisation is working with a young person, that is an opportunity, when that relationship ends, to hand over to another opportunity that is more appropriate for the stage in life they are at, and that is probably the most important thing. In the age we live in, online is clearly important and having portals and places where people can go to search for opportunities. At NCS, we have an opportunity hub that is tailored to the young person and their interests and includes volunteering
and work experience opportunities. There is a place for new opportunities at the age of 18, that transition age, in public services, as I talked about before. Employer and university recognition of the value of doing social action when you are applying either to university or to get a job is helpful—when you are at work or in university, those places recognising their role within the community, whether it is three days or other programmes, and helping people to make their mark.

Q42 Baroness Pitkeathley: My original question was about integration, but I think you have kindly given us quite a lot of information about integration, so I am going to ask you something you can answer very briefly, in the interests of time. Is your focus primarily on the individual and their development or their broader role and responsibility in society? Which way is your focus? I would prefer it if you all did not say “both”.

Matt Hyde: I might disappoint you there because we see that the double benefit is critical. At the end of the day, for us, it is such a part of the DNA of Scouting that you are not just part of a movement in the UK or in your local community but there are 40 million Scouts across the world who have one of these—a world membership badge—and that is a unifying symbol whereby everyone is underpinned with those values, so we see it as absolutely essential to understand both about yourself and your contribution to wider society.

Dr Rania Marandos: I will not reinforce the importance of the double benefit, but I feel that they are linked. I would put more emphasis on young people’s contribution and their potential to help all of us address key societal challenges. The more we recognise that and provide the opportunities for young people to have a voice and active involvement in that, the more likely we will have a better future, but they will develop the skills, networks and capacity that they need for their future.

Michael Lynas: I will cover that in two ways. The first is that at NCS we often start with the individual and, over our programme, they do the outward bound and the fun stuff at the start and then they get on to what they think is the really fun stuff by the time that they have done it, but maybe the young people who do not normally put up their hands for voluntary experiences want to know, “It’s good for me, it’s good for my CV, it’s good for my work experience and it will be fun”, and then, by the end, they have actually got involved with doing something in their community and they have caught the bug, as we were saying earlier.

Looking at it more broadly, if we think about the journey from primary school through to the end of secondary school, the investment will be as we go along that journey, moving from the individual—from the me into the we—which is why it is quite important that we find those service year opportunities at the end of the journey where young people who have

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4 Mr Hyde subsequently clarified that there were between 25 and 40 million Scouts worldwide, but that it was not possible to be more accurate due to the inability of many countries to complete an accurate census. The World Scout Bureau’s estimate was 28 million.
been through that journey can give back in an intensive way to our public services.

**Baroness Lister of Burtersett:** I was struck that in your joint evidence you put some emphasis on the importance of young people’s perspectives as global citizens. Inevitably, your action tends to be at the local level, so how do you help them make those links between local and global, and could you do more on that?

**Matt Hyde:** It is an intrinsic part of our programme, including the global issues badge, and to get the top awards, you have to explore an understanding of world issues. We will send 4,500 young people to the World Scout Jamboree in West Virginia in two years’ time. Interestingly, it is a collaboration between the Boy Scouts of America and the Mexican Scouts, which I put to you as coming at a timely moment to show that we have more in common than divides us. It is part of our DNA and an essential part of what we do.

**Michael Lynas:** It is very important. I helped to start ICS and NCS and they were always intended to be very much partner programmes. The International Citizen Service takes place at a slightly older age range and we have not got to the stage yet where everyone who does ICS is an NCS graduate, but at the moment one in four have done it. We have also, interestingly, seen influence from other countries in the NCS model and we are currently piloting in France, called the Become programme, which is based on the NCS and is being evaluated at the moment. As more of these programmes start, there is an opportunity to learn from each other and collaborate.

**Lord Verjee:** It is a bit of a curved-ball question but my personal feeling is that we do not measure happiness in our society enough. Do you think that your organisations can help promote happiness in our society? How would we measure this: a good citizen is a happy citizen or a happy citizen is a good citizen?

**Michael Lynas:** It is critical that we measure well-being. As you know, the ONS now measures the four well-being questions and we measure those through our independent evaluation. Unsurprisingly, we find that being linked in a community with other people, making connections and giving back, makes you happier and less anxious, and we see those effects on NCS continue in our longitudinal analysis. When we publish two-year-on studies, NCS graduates, compared to the control group, feel less anxious and have improved well-being. This does not get talked about as much as it should because we are focused on other things that we measure, such as economic indicators, but you are quite right, that our general well-being is central to how we engage in our community.

**Dr Rania Marandos:** The national-level data supports that. Young people who take part in meaningful social action have consistently since 2014 shown higher levels of well-being, using the same ONS measures, and we need to talk about it more.
Matt Hyde: I strongly urge the Committee to look at the University of Edinburgh research because it is very compelling. When I spoke to the chief executive of MIND about this, it underscores the five ways to well-being and how important that is in terms of giving and connection with others. Now we are measuring it as part of our new theory of change and impact measurement framework, using some of the similar data to NCS, to understand that more and evidence it going forward.

The Chairman: We have overrun and kept you too long, but that is because you have given us such a lot of food for thought, for which many thanks. There are one or two issues, which we have picked up during the course of the session, on which we would like the further evidence. Thank you all very much; it has been a most useful first session.