



Report

**Citizens in Transition in
England: the Longitudinal
Cohort at age 19-20**

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1. Introduction

Research context

Citizens in Transition¹ is a study of civic engagement and participation among young people in the United Kingdom (UK) as they make the transition from adolescence to early adulthood. Funded by the Economic and Social Research Council (ESRC), it builds on the work of an earlier study (funded by the Department for Education): the Citizenship Education Longitudinal Study (CELS). This report presents the key findings from the latest survey in the longitudinal series, exploring citizenship participation and engagement among 19–20 year olds in England.

CELS ran from 2001 to 2010 and was the largest and longest-running study about the impact of citizenship education anywhere in the world. It was designed to evaluate the impact of the 2002 introduction of *Citizenship* as a new statutory curriculum subject for 11 to 16 year olds in England. *Citizenship* was introduced in schools in 2002 following the recommendations of the Crick Report² in 1998. The Crick Report called for all pupils to be given an entitlement to citizenship education to reverse growing levels of apathy and cynicism about public life. It was hoped that this would bring about 'no less than a change in the political culture of this country, both nationally and locally'.

CELS was comprised of a complex series of pupil, teacher and school leader surveys and longitudinal school case studies. It included a panel of young people whose citizenship progress was followed throughout their secondary school years, from the age of 11 through to statutory school leaving age at 16 and then on to the age of 18. The final CELS report is available at <http://www.nfer.ac.uk/cels>.

This Citizens in Transition (CiT) study has two separate components. The first component adds to the CELS dataset by exploring how young people's citizenship practices are continuing to change in early adulthood, and what role their statutory citizenship education has played in shaping their citizenship practices beyond the age of 18. It followed some of the young people who took part in the CELS longitudinal survey when they were at school, surveying them again in 2011 when they were aged 19-20.

The second component adds a UK comparative dimension by comparing the civic knowledge, understanding, attitudes and behaviours of samples of young adults in England, Scotland and Wales. In order to obtain a sufficiently large number of respondents, this cross-national sample was comprised of young people in the 18-25 age range.

¹ <http://www.nfer.ac.uk/cels>

² The Crick Report (1998): Education for Citizenship and the Teaching of Democracy in Schools.

The CiT project had several main objectives:

- Follow, as far as possible, the CELS panel cohort from age 18 to 20.
- Investigate citizen participation and engagement amongst 18 to 20 year olds as they negotiate early adulthood in a post-modern, digital society.
- Gauge the extent, nature and impact of continued citizenship education experiences amongst 18 to 20 year olds (in formal and informal education and training settings, and relating to their knowledge, skills, attitudes and behaviours).
- Link the findings from CiT, where feasible, with outcomes from the CELS study, making it possible to examine the development of citizen engagement from adolescence into early adulthood.
- Model the nature and range of factors that impact on citizen engagement in early adulthood, including current, proximal ones as well as more distal, background factors relating to attitudes, behaviours and experiences from adolescence as well as demographic characteristics and community ties.
- Compare and contrast citizenship participation and engagement among a cohort in England at age 19-20 with cross-national groups in England, Scotland and Wales, who have not been exposed to a statutory citizenship education curriculum.
- Contribute to interdisciplinary theory-building by bringing together distinct theoretical traditions from political science (models of political participation), education (socialisation through education phases, institutions, and programmes) and sociology (youth transition into adulthood and political socialisation in post-modern society).
- Throw light on the future of political socialisation and participation in Britain.
- Disseminate research findings to a range of audiences including practitioners, academics and policy makers.
- Produce a unique new dataset that other researchers can use.

A series of reports and publications from the study is being developed to address these various objectives.

This report

The aim of this report is to present the key findings from the first component of the CiT study, namely the longitudinal element of the survey exploring citizenship participation and engagement among 19–20 year olds in England.

The sample for the longitudinal element contained respondents who were educated in England, had participated in CELS in one or more of the earlier surveys,³ had provided their contact details and had given consent to be contacted for future research. It included a top-up sample of young people, also educated in England, who had not previously taken part in CELS. This top-up sample was designed to correct for sample bias caused by attrition amongst the CELS cohort over the various waves of the study. See Appendix A for more information about the sample.

Respondents in the longitudinal element were interviewed face-to-face in this latest wave rather than by survey mode as in the previous CELS interviews. The interview questions were those used in previous CELS waves, with some adjustment for the changed nature of respondents' personal circumstances regarding education, training and work. The questions were similar to those asked of the cross-national sample, with only small variations to allow for the different methodologies used. The cross national survey was shorter due to the mode of delivery. The major change between the questions used in previous CELS waves and in the cross-national survey was the addition, for the longitudinal cohort, of a series of specific questions on their involvement in the 2010 general election. These questions were added because of the study's interest in young people's political participation and the fact that the interviews took place in 2010 not long after the general election, the first in which the young people in this cohort were eligible to vote.

Appendix B presents tables of the interviewees' responses to all questions in the face-to-face survey. The discussion in section 2 below focuses on key findings related to several themes:

- characteristics of the sample;
- their political views;
- their media usage;
- their citizenship learning and their citizenship knowledge;
- their engagement with and views of their communities; and
- their perceptions of the meaning of the term 'citizenship'.

³ The longitudinal sample was surveyed in Years 7, 9, 11 and 13, starting from the ages of 11-12 in Y7 to the ages of 17-18 in Y13.

2. Key Findings

The findings reported here follow the structure of the questionnaire and the titles of the sub-sections largely correspond to sections of the questionnaire. Further details can be found by referring to the full tables of responses in Appendix B. Question numbers are provided in each section for convenience of reference.

2.1 The sample

Sample characteristics (Q1, 5, 6, 47, 54, 56-58, 61, 62)

The original dataset of respondents consisted of 1510 young people. The sample was then weighted to be representative of young people living in England in terms of gender, region, ethnicity, whether they voted in the preceding election, and their highest qualification. It should be noted that all percentages quoted within this report are based upon the weighted data.

The key aspects of the sample are as follows:

- The sample consisted of an equal proportion of males and females (50 per cent of each gender). The majority of the sample identified themselves as white British or white European (86 per cent).
- When asked about their living arrangements, nearly three-quarters of respondents said they were living at home with their parents. A further 21 per cent identified that they lived with other adults in a shared flat/house.
- The majority of the young people in the sample identified that their highest level of education was A level (or equivalent) or above that level (63 per cent).
- When the young people in the sample were asked about what they are doing now, the most commonly selected answers were 'a degree at university' (41 per cent), 'a job without training' (22 per cent), and 'in another job with training' (17 per cent). Ten per cent were 'looking for a job'.
- When those respondents who were not undertaking an apprenticeship or job were asked if they had ever worked, just over three-quarters identified that they had.
- Of those who indicated that they were not at university or college the most common age for them to have completed their full-time education was 18 years old (36 per cent). A further 22 per cent of this group of respondents said they had completed their full-time education at the age of 16 years old.
- When the respondents were asked how long their mother and father stayed in education, nearly half indicated that both parents had left full-time education at

the age of 15 or 16 years old (mother, 45 per cent; father, 47 per cent). Only 17 per cent selected 'studied at university/got a degree' for both their mother and father.

Interests and activities

(Q4, 7-14, 15)

The young people in the sample were asked about their interests and activities. The key findings from this section of the questionnaire were as follows:

- The young people were asked how much free time they think they have after doing all they have to do (e.g. housework, eating, sleeping, time spent at work, training or studying). The majority (64 per cent) felt they had either 'a lot' of free time or 'a fair amount' of free time. Only 2 per cent felt they had no free time at all.

A series of questions explored civic participation.

- Only nine per cent of respondents indicated that they took part in at least one of the following civic activities: environmental groups, human rights groups, religious groups, or trade unions. Slightly more said that they took part in art, drama, dance or music groups (12 per cent), and student union or student council activities (11 per cent). The most popular participatory activity was sports clubs or teams, accounting for 34 per cent of respondents. A total of 45 per cent took part in none of the listed activities.
- The proportions reporting some active contribution to clubs or events were generally higher than those reporting membership. Between 14 and 28 per cent of young people had taken part in sponsored activity, been part of a committee, helped to organise an event, or donated money within the previous 12 months.
- Overall, 31 per cent of respondents reported raising money for a good cause or charity over the previous 12 months. Fifteen per cent of respondents identified that they had 'helped in their local community' within the past year. The majority of these respondents (65 per cent and 75 per cent respectively) indicated that these activities were undertaken in their own time. Nearly a quarter (23 per cent) of respondents had taken part in elections for student union or council representatives.
- Only a minority of respondents – under 20 per cent – tended to agree that it was a young person's duty to take part in clubs or groups. A much higher proportion of the whole sample, 48 per cent, found such activities enjoyable.
- Nearly half (48 per cent) of all respondents indicated that they had signed a petition or email/online petition in the past. Forty-one per cent of the young people in the sample also said they had joined a Facebook group about a political or social issue.

- When the young people were asked if they had ever voted in any type of election the majority (68 per cent) indicated that they had.

2.2 Political views

(Q18-30)

2010 general election

As this questionnaire was administered in 2010, the year of the UK general election, several questions about political views took this as their focus.

Respondents were asked about their involvement in the political processes related to the election:

- A small majority of respondents, 58 per cent, said that they were either 'very' or 'somewhat' interested in the election, with the remainder expressing little or no interest.
- Most of the respondents, 81 per cent, stated that their name appeared on the electoral register, either at their current or another address.
- Fifty-nine per cent of respondents said that they had voted in the election, a proportion very close to the percentage expressing some interest in it.

Support for political parties

Whether or not they had voted in the election, the young people were asked a series of questions about their support for political parties.

- Of those who voted in the election, 33 per cent reported voting for the Liberal Democrats, 30 per cent for Labour and 24 per cent for the Conservative party. Other parties attracted support from only a very small minority of respondents: two per cent for the BNP and one per cent for each of the Green party and UKIP. Eight per cent did not identify a party.
- About half of these young voters said they had made up their minds about which party to support during the election campaign itself, with the other half deciding at an earlier point.
- All respondents were asked, generally, whether they 'thought of themselves' as supporters of a particular party. The profile of responses was notably different from the pattern amongst voters. Labour attracted the most support, with 28 per cent. Twelve per cent supported the Conservatives and eight per cent the Liberal Democrats. Other parties attracted no more than one per cent of support, and almost half reported either that they did not think of themselves as supporting a party (26 per cent) or answered that they did not know (21 per cent).

- These latter respondents, who did not express support for any political party, were asked a further question to probe whether they felt ‘a little closer’ to one party more than others. Eighty per cent responded that they did not or did not know. Of those who expressed some feeling of closeness, Labour was again the party with the strongest support, at 44 per cent, with the Liberal Democrats at 25 per cent and Conservatives at 15 per cent. Support for smaller parties was slightly greater in this question, with four per cent feeling closer to each of the Green party and the BNP.

Interest in politics

- When asked generally how much interest they had in what was going on in politics, the most frequent answer was ‘some’ (36 per cent). Twenty-four per cent expressed more interest than this (‘quite a lot’ or ‘a great deal’) and 39 per cent less interest (‘not very much’ or ‘none at all’).

Most important issues

In an open question, the respondents were asked to name the most important issue facing the country at the present time.

- The single issue mentioned most frequently, by 24 per cent of respondents, was the state of the economy. When combined with other issues closely related to this, economic matters made up a clear majority of the responses: the financial crisis (13 per cent), unemployment (13 per cent), spending cuts (five per cent), inflation (two per cent), taxation (two per cent), the price of petrol (two per cent) and standards of living (one per cent).
- Of other issues, immigration was the single most prominent, named by 10 per cent of respondents.
- Educational issues were nominated by five per cent of respondents, and a further two per cent raised the specific issue of student fees.
- Six per cent of respondents named the war on terror or the war in Afghanistan.
- Four per cent of respondents were concerned by issues related to the National Health Service.
- When asked which party was best able to handle the issue they had identified, the responses broadly reflected the support for political parties overall. Labour was named most frequently (23 per cent), followed by Conservative (15 per cent). All other parties were below five per cent, and a clear majority of respondents (54 per cent) said either that no party was able to handle the issue, or that they did not know.

2.3. Media usage

(Q31, 32)

This section of the questionnaire investigated respondents' use of the media to acquire news and information on political and social issues, and the extent of their online interaction with others for these purposes.

- Many participants watched the news on television most days (48%). Respondents were least likely to listen to news on the radio or read a local paper. They were less interested in reading newspaper articles about events in other countries (63% at least once a week) compared with events in Britain (74% at least once a week).
- Almost all respondents (89%) used the internet most days. Further questions asked how often they used the internet for political and social debate, such as reading blogs, searching for information, sharing information and discussing issues via social networks. The most common activity was to read online news sites. One-third did this most days and 60 per cent did this at least once a week. Other popular activities that respondents did relatively frequently involved the use of social networking sites. These were to find out about social and political issues from social networking sites (39% at least once a week) and online discussions of social and political issues with their friends (36% at least once a week). Respondents were least likely to write a blog posting about politics or current affairs (87% never did this) or to share information about social and political issues (47% never did this). Very few of the respondents would read a blog about social or political issues (45% never did this). These findings suggest that young people are more likely to be interested consumers of political information rather than active users of it.

2.4 Learning about citizenship

(Q33, 34, 36)

The young people in the sample were given a list of twelve citizenship topics and were asked whether they had learned about the topics in their everyday life, over the last twelve months. The respondents were then asked to identify when they learned about these topics. Respondents were also asked if they were taught about citizenship in school or college (up to the age of 18). The key findings from these questions were as follows:

- The topics most commonly selected by the sample were:
 - rights and responsibilities (55 per cent)
 - crime and punishment (49 per cent)

- different cultures and ethnic groups (49 per cent).
- A large number (39-47 per cent) of respondents indicated that they learned about these citizenship topics as part of work/course of education/training.
- The most common topics learned in the respondents' spare time were identified as parliament and government (45 per cent learned about this in their spare time, rather than through their work or training, for example), and voting and elections (59 per cent in their spare time).
- A large number of respondents felt they had learned about the media (47 per cent) and the environment (46 per cent) in their everyday life over the last 12 months. For both these topics there was roughly an equal split between those selecting in their 'spare time', 'as part of work/course of education/training' and 'both' with regards to when they had learned about them.
- Only a quarter of respondents identified that they had learned about the global community and international organisations in the preceding 12 months, the same as the percentage who had learned about the European Union. Fewer than half of the young people in the sample (45 per cent and 44 per cent respectively) indicated that they had learned about these topics as part of work/course of education/training.
- The majority of the young people in the sample indicated that they were taught about citizenship in school or college (up to age 18). Unsurprisingly, given that *Citizenship* is a compulsory element of the National Curriculum, 91 per cent of respondents felt they had been taught either 'a lot' or 'a little' about citizenship. This is more than in the cross-national sample (55 per cent of 18-25 years-olds in England) and might reflect the fact that young people in the longitudinal sample are more aware of their citizenship education, having been surveyed about it regularly during their secondary school years.

2.5. Citizenship knowledge

(Q38-46)

Respondents were given nine statements that probed their citizenship knowledge. For each statement they were asked to identify it as 'true', 'false' or 'don't know'. The key findings from these statements were as follows:

- Statements related to voting and the general election were more likely than the other statements to be identified correctly by those in the sample.
- A large number of respondents correctly identified the statement 'your name has to be listed on the Electoral Register in order to cast your vote' as true (91 per cent), 'the minimum voting age is 16' as false (81 per cent), 'any registered voter can obtain a postal vote if they want one' as true (79 per cent), and 'polling stations close at 10.00pm on election day' also as true (55 per cent).

- The statement 'Members of the House of Lords are elected by the public' was correctly identified as false by just over half of all respondents (51 per cent).
- Large numbers of respondents did not know the answer to the following statements:
 - 'The standard rate of income tax payable is 26p in the pound' A high proportion of 66 per cent selected 'don't know' when given this statement. Only 15 per cent selected the correct answer of 'true' when answering this question.
 - 'The Chancellor of the Exchequer is responsible for setting interest rates in the UK' - 29 per cent of the respondents selected 'true', 21 per cent selected 'false' (the correct answer), and 50 per cent selected 'don't know'.
 - 'The Chancellor of the Exchequer is George Osborne'. Just over half (54 per cent) selected 'don't know'. The correct answer of 'true' was given by 34 per cent of young people.
 - 'There are 650 Members of Parliament in the House of Commons'. Over half (58 per cent) of the respondents selected 'don't know'. This statement was correctly identified as true by 31 per cent of participants.

2.6 The young people and their communities

There were several questions exploring participants' beliefs and attitudes relating to their place in the community or their country. The key trends are detailed below.

Trust, influence and confidence (Q66, 67, 76-78, 83)

- Participants were asked about their trust in the police, newspapers, the radio, television, the internet, politicians, the European Union, the Government, and the Armed Forces. Participants were most distrustful of politicians, with 27 per cent saying they did not trust politicians at all. There were also comparatively low levels of trust in the Government and newspapers with 21 per cent and 19 per cent respectively saying that they did not trust them at all. Respondents tended to be most trusting of the Armed Forces (81% 'quite a lot' or 'completely') and the police (71% 'quite a lot' or 'completely').
- Closer to home, participants were asked about their trust in the people around them, such as people their own age, their neighbours, family, and people involved with their education or work. Their families were the only people whom a clear majority of respondents (83%) trusted 'completely'. Participants were least trusting of people of a similar age, with 40 per cent saying they trusted people their own age 'not at all' or 'a little'.
- The highest proportion of respondents agreed that when local people campaign together, they can help to solve community problems (80% agreeing or strongly agreeing). A clear majority also said that their views were taken seriously by their

family (82% agreeing or strongly agreeing) and many (44%) thought that people like them can have a real influence on government if they get involved.

- A higher proportion of respondents tended to agree that they had influence in the way their work place is run (57% agreed or strongly agreed) compared with those who felt they had influence in the way their university/college (50% agreed or strongly agreed) or their training institution (47% agreed or strongly agreed) is run.
- Looking back to school or college, views on influence and opportunities to be involved in the running of their school or college were mixed. Respondents tended to feel that they had less involvement in how their school or college was run (26% 'quite a bit' or 'a lot') or in the development of policies and rules (34% 'quite a bit' or 'a lot') although more recognised that students had opportunities to be involved in running their school or college through school/student councils (44% 'quite a bit' or 'a lot'). Two-thirds of participants believed that the rules in their school or college were mostly fair.
- Many respondents were confident about telling others about their ideas (83%) and said they got on well with their parents (93%) and few felt lonely at university, college, training or work (9%).

Identity (Q68, 81)

- When asked how much they feel part of various listed settings, young people were most likely to report feeling 'part of' their university or college, or their workplace, with 83 per cent and 87 per cent respectively selecting 'completely' or 'quite a lot'. Percentages for their neighbourhood, their local town, their country and Europe were lower.
- When questioned about their life chances, only 13 per cent of respondents agreed or strongly agreed that 'People like me don't get a fair deal in life' and most (87%) agreed or strongly agreed that they had as good a chance as anyone else at doing well in life. However, responses to a third statement ('There is a big gap between what people like me expect out of life and what we actually get') were more mixed, with 43 per cent showing some level of agreement, 29 per cent disagreeing and 28 per cent neither agreeing nor disagreeing.

Local community (Q69)

- When asked about the characteristics of their local community, 62 per cent agreed or strongly agreed that they have a lot of friends in their neighbourhood, compared with over 70 per cent who thought that their parents or carers had a lot of friends in their neighbourhood. Most participants did not live in the same area as most of their relatives (70%).
- Only 24 per cent of the respondents agreed or strongly agreed that there are lots of clubs and groups in their local area.

Being part of society (Q71, 73, 79, 82)

- The participants were asked a number of questions about the characteristics of 'a good adult citizen'. Most participants said that a good citizen obeys the law (91%), and over two-thirds that a good citizen participates in activities that benefit the local community or takes an interest in local and community issues. Participants were least likely to associate being a supporter of a football club (14%) or joining a political party (15%) with being a good citizen.
- The young people were asked about the extent to which various actions were justified. Of the behaviours they were asked about, respondents were most likely to say that it was 'never' justified to 'Cheat in exams' (90%), followed by 'Draw graffiti on a wall' (83%) and 'Drop litter in a public place' (81%). They were most likely to think it acceptable to 'Keep money you have found in public' (59% 'always' or 'sometimes'), followed by 'Tell lies when it suits you' (21% 'always' or 'sometimes') and 'Break the speed limit' (19% 'always' or 'sometimes').
- Respondents were asked some further questions about their attitudes towards voluntary work, which link to questions 7 to 13 discussed in section 2.1 above (interests and activities). Respondents tended to agree that voluntary work is valuable in terms of their future prospects and meeting interesting people and many (85%) expressed an intention to volunteer time to help other people in the future.

Political issues (Q70, 72, 74, 75, 79, 80)

These questions explored the respondents' attitudes towards politics and their views on a number of political issues.

- Consistent with the findings reported in section 2.2 above, the extent of young people's interest in politics varied across the whole range from lack of interest to strong interest. A majority of respondents agreed or strongly agreed that politics has an impact on everything they do (76%) and that it has an impact on what they do at university, training or work (79%). Many also agreed that 'Sometimes politics seems so complicated that I cannot understand what is going on' (64%).
- In response to questions about people not born in Britain, most respondents (84%) agreed or strongly agreed that people living in but not born in Britain should be required to learn English. The majority (66%) said that people who were not born in Britain should have the same rights as everyone else. Half of the participants said that Britain does not have room to accept any more refugees.
- A majority of young people expressed an intention to vote ('probably' or 'definitely') in future general elections (88%) and local elections (80%). Fewer participants intended to vote in the European Parliament elections (52%).
- Less than half (46%) of the respondents agreed that it is every adult's duty to vote in elections.

- A minority (16%) believe that newspapers should be able to print whatever they like or that people should be allowed to express racist views (20%), implying that the young people in the sample generally believed that freedom of speech should be qualified.
- Over three-quarters (78%) of the sample agreed that people should protest peacefully against a law that they believe to be unjust.
- There was general agreement with the statement that terrorism is never justified (82%). A small number of respondents (8%) disagreed with this statement.
- The majority of participants supported the statement that the Government should guarantee a job for all (59%). However, the young people were less supportive of those who were not employed. Fifty-five per cent said that benefits should be cut for the unemployed and less than half (47%) said that the Government should provide a decent standard of living for the unemployed.
- Views were generally mixed on things that participants might do if confronted by something that they thought was wrong (actions such as contact a newspaper, contact a Member of Parliament or take part in a protest). Although over half (56%) would take part in a non-violent protest of some form, a strong majority (78%) said they would definitely not take part in a violent protest.

2.7 The meaning of citizenship

(Q84)

The young people involved in the survey were presented with twelve descriptions and told that these were some things that others had said when asked to describe what citizenship means. The respondents were then asked to identify up to three of the descriptions to show best what citizenship means to them.

- The description most commonly selected among the 'top three' was 'People's rights (e.g. health, education, jobs, housing)'. This was in the top three for 43 per cent of respondents.
- Other descriptions selected by over a third of respondents were that citizenship means 'Working together to make things better' (39%), 'Making sure everyone is treated fairly' (36%) and 'People's responsibilities and obeying the law' (35%).

3. Summary and Conclusion

Building on the CELS longitudinal study (2001 to 2010), this *Citizens in Transition* study has provided further insight into the civic knowledge, attitudes and behaviours among a longitudinal cohort of young people in England as they continue to make the transition from adolescence into early adulthood. It sheds light on the continued impact of the citizenship teaching and learning they received in schools, where *Citizenship* was a statutory subject, and the learning they continue to experience in and beyond their current education, training and work experiences. It also provides more insight into their political interest and engagement, particularly against the backdrop of their attitude towards and participation in the 2010 General Election, the first opportunity for this cohort to take part in such an election.

In particular, in relation to the 2010 General Election the findings show that:

- **2010 General Election** - over half of the cohort took an interest in the election and reported voting for the first time. At 59 per cent, this was lower than the 65 per cent turnout overall in England but higher than the estimated 44 per cent turnout among the broader 18-24 age range,⁴ possibly because this was the first time that these 19-20 year olds were eligible to vote in a general election. About half of those who voted had already decided which way to vote prior to the election while the other half made their decision during the election campaign. They are clear about the issues that they think need to be addressed by politicians and the Government, but over half of them believe that none of the political parties is capable of handling these issues adequately.

The findings suggest a cohort of young adults who, as they make the transition from adolescence into early adulthood display the following broad characteristics:

- **Politics** – are engaged at some level with political life and are inclined to vote but many no longer see voting as a duty and they are less likely to support any political party specifically; they believe that politics impacts on everything they do and everything that happens in society but consider it sometimes complex and difficult to understand.
- **Political issues** - see the most important current issues as being the state of the economy, immigration, education (including in particular the question of student fees), war (on terror or in Afghanistan) and the National Health Service; believe that residents not born in Britain should have the same rights as native residents though they should be required to learn English; about half also believe that Britain cannot accommodate more refugees.

⁴ <http://www.ipsos-mori.com/researchpublications/researcharchive/2613/How-Britain-Voted-in-2010.aspx?view=wide>

- **Media, including social networking** – use a variety of media and social networking, are interested in the news, typically accessing it through television and/or the internet and less often through radio or newspapers; show slightly more interest in domestic events than international news; use social networking to talk to their personal contacts about political and social issues but are much less likely to set up, write or post a blog about such issues themselves.
- **Learning about citizenship** - are almost all aware that they had learned about citizenship at school but feel that they had limited opportunities to influence how their schools were organised; are continuing to learn about Citizenship beyond school, primarily learning about their rights and responsibilities, crime and punishment, different cultures and ethnic groups, the media, and the environment through education (including higher education), training and the workplace; they report greater opportunities to influence decisions in their current education, training and workplace in comparison to school.
- **Citizenship knowledge** – have awareness of some citizenship topics and are, in many cases, aware themselves of gaps in their knowledge; know about voting and elections but are less sure about economic matters and core political institutions (such as the House of Lords or the House of Commons).
- **Meaning of citizenship** - view citizenship primarily as being about ‘people’s rights’, ‘working together to make things better’, ‘belonging’, ‘making sure everyone is treated fairly’ and ‘people’s responsibilities and obeying the law’.
- **Citizenship attitudes** - conceptualise a good citizen as someone who obeys the law and contributes to their community; have high moral standards in areas such as not cheating in exams, not producing graffiti, and not littering, but are more likely to consider it excusable to keep money found in public, tell lies or break the speed limit; support freedom of speech but believe that it should be qualified; support the right to protest peacefully and would take action to right a wrong; would not take part in violent protest and are opposed to terrorism; believe that the Government should guarantee a job for all but should also cut benefits for the unemployed.
- **Voluntary work** – consider voluntary work valuable for pragmatic reasons such as meeting interesting people and enhancing their future prospects.
- **Their families and communities** – have relatively high levels of trust in the Armed Forces and the police and, closer to home, in their families; but less trust in politicians, the government and other young people of their own age, with over a quarter of the cohort saying that they have no trust in politicians; they have friends in their communities, but feel they lack access to clubs and groups locally; they feel that their families take them seriously and that they can exert influence in some settings such as the home, workplace or educational setting; they also feel that communities pulling together can be effective in solving problems.
- **Identities and life chances** - identify more with their place of study or work than with their locality, country or Europe; tend to feel positive about the life

opportunities potentially available to them although with some areas of ambivalence.

It is clear from these findings that citizenship remains a complex, multi-faceted concept for these young people, but something that is very much part of their daily lives and influenced by a range of factors and experiences, within and beyond their place of education, training and work. There is evidence of the 'legacy' of the citizenship teaching that these young people received while at school, and that this is a generation of young people who are neither disinterested in nor disengaged from political and social issues and with political life. This is highlighted particularly in their interest and participation in the 2010 General Election, identification of the key issues that need to be addressed in society, and views on who is best placed to solve these issues.

This cohort of young people uses media and social networking regularly, particularly the internet, to keep informed and to participate in political and social debate. They will vote and they recognise the importance of politics in their lives. However, they also have gaps in their citizenship knowledge, can find politics too complicated to understand and access, and have low levels of trust in the Government and politicians compared with the extent to which they trust others in society.

This leaves us with as many questions as answers about how the young people have arrived at this point in their transition as citizens to early adulthood. It raises particular questions about the influence of the 'legacy' of citizenship teaching in schools, and their continued citizenship learning and experiences, as well as questions about what needs to be worked on now and in the future to assist young people in their continued transition. These questions include:

1. **Learning about citizenship** - What is the legacy or influence of the citizenship education that young people have experienced in schools? What was different about the citizenship education received by young people who remembered being taught it and those who did not?
2. **Citizenship knowledge** - Why do young people, as they make the transition to early adulthood, still have considerable gaps in their civic knowledge, particularly in relation to economic issues and core political institutions? What impact does this have on their citizenship attitudes and behaviours? How can those gaps be plugged for young adults and also for those young people still in school? The study suggests the need to ensure that the acquisition of political, legal and economic knowledge remains at the heart of how citizenship is taught and learned both in and beyond school.
3. **Political issues** – Given the self-acknowledged gaps in young people's citizenship knowledge, to what extent are their views on current political issues well-informed? What are the implications for this for developing citizens able to engage in well-informed ways?

4. **Citizenship meaning** – Why do young people, as they make the transition to early adulthood, focus the meaning of citizenship on concepts such as ‘people’s rights’, ‘working together to make things better’, ‘belonging’, ‘making sure everyone is treated fairly’ and ‘people’s responsibilities and obeying the law’? When do those meanings began to take root and what influences them? What is the nature of the interrelationship between: citizenship knowledge, attitudes and behaviour; and meaning and the role of citizenship teaching in influencing meaning? The study suggests the need for greater investigation of how young people come to conceive citizenship and the influence of such meaning on their citizen participation and engagement.
5. **Citizenship attitudes** - What influences the citizenship attitudes that young people develop? What is the role of schools and other experiences and factors in such development? Media and the internet play a role in keeping young people up to date with current political and social debates and issues, but how far have those attitudes been influenced by the citizenship learning, including civic knowledge, that young people have received in school? The study suggests the need for further investigation of the impact of such influences and of their interaction.
6. **Communities** - How can we maintain the high levels of trust that young people in the UK have in the people and institutions closest to them? How can levels of trust be increased in the people and institutions further away from them, particularly politicians and the Government? The study suggests the need for politicians and the Government, among others, to make more effort to win over the trust and interest of young adults and for young adults to suggest how such trust can be improved.
7. **Political interest and engagement** - How can we build on young people’s continued interest in politics and in voting while overcoming the difficulties that they sometimes have in understanding complex political issues? The study suggests the need for those involved in politics to explore ways to make issues easier for young adults to access, particularly through the use of the media and internet.

The rich dataset developed over ten years through the CELS study and the additional CELS-CiT study reported here will allow research exploration of some of these questions. Some questions may also benefit from debate between and amongst educators and policy makers. The CELS-CiT study sheds further light on citizen participation and engagement of a group of young people aged 19 to 20 in England as they negotiate the transition from adolescence to early adulthood in a post-modern, digital society. It raises interesting questions about how best to build young people's citizenship participation and engagement during adolescence, but also how to maintain and sustain it into and beyond early adulthood. It confirms how complex the area of political socialisation and participation is in 21st century society in England.

4. Appendix A: Sample and Methodology

The Citizens in Transition (CiT) fieldwork was carried out for the University of Essex/NFER project team by TNS-BMRB. Their methodology is outlined below.

4.1 The longitudinal CELS-CiT sample

The sample for the longitudinal CELS-CiT element of the study comprised two groups:

- Young people who were educated in England, had participated in CELS in previous years, especially Years 11 to 13, had provided their contact details and had given consent to be contacted for future research;
- A top-up sample of young people, also educated in England, who had not previously taken part in CELS. This top-up sample was designed to correct for sample bias caused by attrition amongst the CELS cohort over the various waves of the study

The available sample of CELS respondents was supplied by NFER. The objective was to maximise response rates from the available sample in line with previous waves of the survey. All respondents who took part in CELS in Year 13, and who had agreed to be re-contacted, were selected for the survey. The remaining longitudinal respondents were selected using stratified random sampling, with gender and region used to define strata. To reduce bias caused by attrition between previous waves of CELS, some groups were sampled disproportionately. Male respondents, and those based in the East of England, North East, London, and Yorkshire and the Humber, were all over-sampled. A total of 1,231 interviews was achieved from 2,165 issued records.

The top-up sample was drawn from a database of respondents to previous Omnibus surveys conducted by TNS, who had agreed to participate in future research. Individuals on this database were considered eligible for the Citizens in Transition survey if they were thought to be aged between 19 and 20. The total number of completed interviews was 279 from a selected sample of 526 records. To enhance the cost effectiveness of the survey, the top-up sample was selected so as to best maximise geographical clustering with the longitudinal sample.

The final overall response rate was 1510 respondents constituting a response rate of 68%. See Tables 4.1 and 4.2 for a summary of the gender and regional balance in the available and selected samples. The final sample numbers are summarised in Table 4.3.

Table 4.1 Gender balance in the longitudinal CELS-CiT sample

Gender	Proportion in available longitudinal sample (%)	Proportion in general population (%)	Proportion in selected longitudinal sample (%)	Proportion in top-up sample (%)
Male	40	50	47	62
Female	60	50	53	38

Table 4.2 Regional balance in the longitudinal CELS-CiT sample

Region	Proportion in available longitudinal sample (%)	Proportion in general population (%) ⁵	Proportion in selected longitudinal sample (%)	Proportion in top-up sample (%)
East Midlands	20	9	15	0
Eastern	6	11	7	22
London	7	13	10	22
North East	2	5	3	12
North West/ Merseyside	21	14	17	3
South East	19	17	19	4
South West	9	10	10	10
West Midlands	10	11	11	11
Yorkshire & The Humber	7	11	8	17

Table 4.3 Final sample

Outcome	Total	Longitudinal	Top-up
Total issued sample	2691	2165	526
Respondents not available (moved, could not be traced, or deceased)	475	357	118
Completed interview	1510	1231	279
Response rate (from available respondents)	68%	68%	68%

⁵ Population statistics based on 2001 Census data for 15-19 years olds

4.2 Methodology

The questionnaire used for the face-to-face survey was designed by NFER and the University of Essex, in consultation with TNS-BMRB. It primarily consisted of questions asked in previous waves of CELS (with some adjustment for the changed nature of respondents' personal circumstances regarding education, training and work), as well as some questions taken from other surveys such as the British Election Study. It was similar to the questionnaire used with the cross-national sample, with only small variations to allow for the different methodologies used (the cross-national sample answered a web-based survey). The cross-national survey was shorter due to the mode of delivery.

For the face-to-face survey, eligible respondents were contacted via a letter approximately a week before the interviewer's visit. The letter reminded respondents that they had taken part in a previous wave of CELS whilst at school or, for top-up respondents, introduced the survey without referring to past participation. The letter also mentioned that an interviewer would call at their address to conduct the interview. Details were provided in the letter so that respondents could contact the research team with any queries, to make appointments, or to opt-out of the study. A leaflet was also provided, giving additional information about the survey, who was conducting it, and what would be involved.

The longitudinal CELS-CiT sample was based on contact details provided by respondents as far back as 2007. As such significant numbers of respondents no longer resided at the given address. Interviewers were made aware of the importance of response rates for the face to face study, and they were asked to try to obtain a new address for respondents where possible. If the new address was outside the interviewer's geographical area, the details were passed to a better located interviewer.

All questions in the survey had pre-defined response lists. Some included an 'other - specify' response, in which respondents were asked to provide a verbatim answer if there was no appropriate response in the pre-defined list. There were nine 'other - specify' questions in the web survey. At the end of the fieldwork, these verbatim responses were reviewed by the research team. Where appropriate, responses were allocated back to pre-defined response codes. If a significant number of respondents gave the same 'other - specify' answer, a new answer code was created and responses were allocated to it. As a rule, a minimum of two per cent of respondents had to give an answer before a new response code was created to accommodate it.

The CELS-CiT and cross-national respondents were included in a single dataset with a variable to allow distinction between the two samples. The final Cels-CiT dataset was weighted, using rim weighting, in order to be nationally representative. Data was weighted using the variables of gender, region, ethnicity, whether the young person had voted in the last election and highest qualification.

5. Appendix B – Tables of Response

Note: question numbers are referenced to the longitudinal CELS-CiT questionnaire, which did not have exactly the same questions as the web-based questionnaire (see section 1 above). Where numbers are missing, the corresponding questions did not appear in the face-to-face version of the questionnaire.

1

What are your living arrangements? Do you live...?	%
At home with my parent(s) (e.g. mother, father, step parent)	74
In student halls of residence	8
I share a flat/house with other adults	21
I live on my own	5
Living alone with a child	0
Living with a partner/spouse	0
Other	1
Refused	0
Not Stated	0
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

Source: CELS-CiT Study: Citizens in Transition, 2011.

2

Which of these places do you consider to be your main place of residence?	%
At home with my parent(s) (e.g. mother, father, step parent)	71
In student halls of residence	6
I share a flat/house with other adults	17
I live on my own	4
Other	1
N =	1504

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

3

How long have you lived at this address?	%
Less than 1 year	23
1-5 years	13
More than 5 years	64
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

4

After doing all that you have to do (e.g. housework, eating, sleeping, time spent at work, training or studying), how much free time do you think you have?	%
None	2
A little	34
A fair amount	49
A lot	15
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

5

We want to find out about what you are up to now. Are you....?	%
Doing a degree at university	41
On a course at college/sixth form college	10
On a course at a training provider	1
In an Apprenticeship/ Advanced Apprenticeship	3
In another job with training	17
In a job without training	22
Looking after home/family	2
Taking a break from work/study	2
Looking for a school/college course	1
Looking for a training course	0
Looking for a job	10
Something else	3
Don't Know	0
Not Stated	0
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

Source: CELS-CiT Study: Citizens in Transition, 2011.

6

And which of these would you say is the main thing you are doing at the moment?	%
Doing a degree at university	41
On a course at college/sixth form college	9
On a course at a training provider	1
In an Apprenticeship/ Advanced Apprenticeship	3
In another job with training	15
In a job without training	16
Looking after home/family	2
Taking a break from work/study	2
Looking for a school/college course	0
Looking for a job	8
Something else	3
Don't Know	0
N =	1509

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

7

In the last year, have you taken part in any of the following clubs or groups?	%
Environmental clubs/groups	2
Sports clubs/teams	34
Debating clubs/groups	3
Student union or student council	11
Art, drama, dance or music clubs/groups	12
Human rights groups or organisations (e.g. Amnesty International)	2
Religious groups or organisations	5
Youth clubs or groups (e.g. Scouts or Guides)	6
Staff council	1
Trade union meetings	1
Other	5
None	45
Don't Know	0
Not Stated	0
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

Source: CELS-CiT Study: Citizens in Transition, 2011.

8

In the last year, have you taken part in any of these activities?	%
Electing student union or council representatives	23
Electing staff council members or trade union representatives	1
Helping in the local community	15
Helping with a newspaper/magazine/newsletter	5
Raising money for a good cause or charity	31
A student/ training exchange programme to another country	1
Mediation/counselling or mentoring others	6
None	48
Don't Know	0
<hr/>	
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

Source: CELS-CiT Study: Citizens in Transition, 2011.

	As part of work/course		Not Don't				Total	N
	In my spare time %	of education/trai ning %	Both %	Other %	State d %	Know w %		
So, did you do Environmental clubs/groups ... ?	77	9	14	0	0	0	100	22
So, did you do Sports clubs/teams ... ?	88	3	9	0	0	0	100	466
So, did you do Debating clubs/groups ... ?	47	33	20	0	0	0	100	47
So, did you do Art, drama, dance or music clubs/groups ... ?	71	11	18	0	0	0	100	177
So, did you do Human rights groups or organisations e.g. Amnesty International ... ?	74	8	18	0	0	0	100	38
So, did you do Religious groups or organisations ... ?	90	1	3	5	0	1	100	73
So, did you do Other clubs or groups ... ?	88	5	7	0	0	0	100	90
So, did you do Helping in the local community ... ?	75	14	11	1	0	0	100	196
So, did you do Helping with a newspaper/magazine/newsletter ... ?	53	35	11	1	0	0	100	73
So, did you do Raising money for a good cause or charity ... ?	65	19	15	0	0	0	100	453
So, did you do Mediation/counselling or mentoring others ... ?	46	36	17	1	0	0	100	92

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

10

Thinking about the clubs or activities you are involved in, did anyone ask you to take part in any of these clubs/ activities?	%
Yes	41
No	59
Don't Know	1
N =	1077

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

11

Who asked you?	%
Brothers or sisters	2
Friends	44
Teachers/Tutors/ Lecturers	19
Who asked you? - Parents	6
Fellow student/trainee	27
Work colleague	13
Someone else	14
Don't Know	0
Not Stated	0
N =	435

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

A filter question: all those who answered [L5Q4a#10=1].

Source: CELS-CiT Study: Citizens in Transition, 2011.

12

How much do you agree or disagree with the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
It is every young person's duty to take part in clubs or groups	7	41	36	15	2	0	0	100	1504
I really enjoy taking part in clubs or groups	3	9	19	48	22	0	0	100	1497
My friends think taking part in clubs or groups is a waste of time	17	55	20	7	1	0	0	100	1490
My friends encourage me to take part in clubs or groups	4	26	27	38	6	0	0	100	1502

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

13

In the last 12 months, have you given any help to any groups, clubs or organisations in any of these ways?	%
Taken part in a sponsored activity for a group or club	18
Been part of a committee for a group or club	15
Helped to organise or run an event	28
Donated money to a political party or cause	14
Given any other help to a group or club	16
None of these	43
Don't Know	0
Not Stated	0
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

Source: CELS-CiT Study: Citizens in Transition, 2011.

14

Have you ever done any of these things?	%
Attended a public meeting or rally	14
Taken part in a public demonstration or protest	14
Signed a petition or email/online petition	48
Contacted a local councillor or Member of Parliament (MP)	9
Contacted your local council about something affecting your neighbourhood	7
Got together with other young people to campaign about an issue	12
Stopped buying a product because of an email chain letter	4
Joined a Facebook group about a political or social issue	41
Started a Facebook group about a political or social issue	4
Started a Twitter campaign about a political or social issue	1
None of these	32
Don't Know	0
Not Stated	0
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

Source: CELS-CiT Study: Citizens in Transition, 2011.

15

Have you ever voted in any type of election?	%
Yes	68
No	32
Don't Know	0
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

16

In which type of elections have you voted?	%
A school/college election	53
A club or group election	22
A work or staff election	7
An election at my training institution	3
A local election (for the local council)	59
A general election	84
An election to the European Parliament	12
Any other type of election	2
Don't Know	0
Not Stated	0
N =	1041

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

A filter question: all those who answered [L5Q8a#15=1].

Source: CELS-CiT Study: Citizens in Transition, 2011.

17

What about voting on other activities? Have you ever voted for a contestant in a reality TV show, for example, as part of X factor or Strictly Come Dancing?

	%
Yes	31
No	69
Don't Know	0
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

18

How interested were you in the general election that was held on May 6th last year?

	%
Very interested	21
Somewhat interested	37
Not very interested	25
Not at all interested	17
Did not know there was a general election last year	0
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

19

As far as you know, was your name on the electoral register at the time of the election, that is, the official list of people entitled to vote, either at this address or somewhere else?	%
Yes - where living now	64
Yes - another address	17
No	11
Don't Know	7
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

20

Talking with people about the general election on May 6th, we have found that a lot of people didn't manage to vote. How about you, did you manage to vote in the general election?	%
Yes, voted	59
No, did not vote	40
Don't know/can't remember	1
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

21

Which party did you vote for in the general election?	%
Labour	30
Conservatives	24
Liberal Democrats	33
Green Party	1
United Kingdom Independence Party (UKIP)	1
British National Party (BNP)	2
Other	0
Don't know/can't remember	8
N =	884

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

22

How long ago did you decide that you would definitely vote the way you did?	%
1. A long time ago	18
2. Some time in 2009	9
3. Some time in early 2010	20
4. During the election campaign	51
Don't know/can't remember	2
N =	909

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

23

Generally speaking, do you think of yourself as Labour, Conservative, Liberal Democrat, or what?	%
None/No	26
Labour	28
Conservatives	12
Liberal Democrats	8
Green Party	1
United Kingdom Independence Party (UKIP)	1
British National Party (BNP)	1
Other (specify)	1
Don't Know	21
N =	1495

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

24

Do you generally think of yourself as a little closer to one of the parties than the others?	%
Yes	19
No	70
Don't Know	10
N =	707

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

25

Which party is that?	%
None/No	1
Labour	44
Conservatives	15
Liberal Democrats	25
Green Party	4
United Kingdom Independence Party (UKIP)	1
British National Party (BNP)	4
Don't Know	7

N =	134
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The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

28

As far as you're concerned, what is the single most important issue facing the country at the present time?	%
Immigration	10
Britain's membership of the European Monetary Union (the Euro)	0
Britain's relations with the European Union	0
Law and order	1
Education	5
Environment	1
National Health Service	4
Inflation, Prices generally	2
Public transport	0
Taxation	2
State of the economy	24
Unemployment	13
My standard of living	1
Price of petrol	2
War in Afghanistan	3
War against terrorism	3
The current financial crisis	13
Government spending cuts	5
Student/University fees	2
Benefit fraud	1
Other	5
There are no important issues	0
Don't Know	4
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

29

Which party is best able to handle this issue?	%
None/No party closest	16
Labour	23
Conservatives	15
Liberal Democrats	3
Green Party	1
United Kingdom Independence Party (UKIP)	1
British National Party (BNP)	2
Other	1
Don't Know	38
N =	1444

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

30

The next question is about politics in general. How much interest do you generally have in what is going on in politics?	%
A great deal	6
Quite a lot	18
Some	36
Not very much	27
None at all	12
N =	1508

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

How frequently do you do any of the following activities?	Sometimes/					Not Stated	Don't Know	Total	N
	Never	Rarely/Once a month	Once a week	Often/Most days					
	%	%	%	%	%	%	%		
Read a national newspaper	8	19	38	34	0	0	100	1510	
Read a local newspaper	12	29	41	18	0	0	100	1510	
Read stories in the newspaper about what is happening in Britain	7	20	41	33	0	0	100	1510	
Read stories in the newspaper about what is happening in other countries	11	27	37	26	0	0	100	1510	
Watch the news on television	6	15	32	48	0	0	100	1510	
Listen to the news on the radio	29	23	20	28	0	0	100	1510	
Use the internet	1	2	8	89	0	0	100	1510	

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

How frequently do you use the internet to do any of the following activities?	Never	Rarely/Once a month	Sometimes/		Not Stated	Don't Know	Total	N
			Once a week	Often/Most days				
	%	%	%	%	%	%	%	
Read online news sites	20	20	27	33	0	0	100	1497
Read blogs about social and political issues	45	32	17	6	0	0	100	1497
Look for information about social and political issues	37	33	23	7	0	0	100	1497
Find out about social and political issues from social networking sites like Facebook or Twitter	36	24	25	14	0	0	100	1497
Use Facebook or Twitter to share information about social and political issues	47	27	17	9	0	0	100	1497
Discuss social and political issues with your friends (e.g. using Facebook or instant messaging)	38	27	25	11	0	0	100	1497
Write a blog posting about politics or current affairs	87	10	3	1	0	0	100	1497

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

33

Over the last 12 months, have you learned about any of the following topics in your everyday life (or at university/ school or college/ training/ work)?	%
1. Rights and responsibilities	55
2. Crime and punishment	49
3. Different cultures and ethnic groups	49
4. Parliament and government	39
5. Voting and elections	43
6. The economy and businesses	42
7. Voluntary groups	28
8. Resolving conflict	28
9. The media	47
10. The global community and international organisations	25
11. The European Union	25
12. The environment	46
13. Don't Know	2
None of these	8
Not Stated	0
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

Source: CELS-CiT Study: Citizens in Transition, 2011.

	In your spare time %	As part of work/course of education/trai- ning %	Both %	Other %	Not State d %	Don't Know %	Total %	N
So, did you learn about Rights and responsibilities ...?	19	47	34	0	0	0	100	753
So, did you learn about Crime and punishment ...?	36	39	24	1	0	0	100	654
So, did you learn about Different cultures and ethnic groups ...?	24	44	31	1	0	0	100	694
So, did you learn about Parliament and government ...?	45	28	26	0	0	0	100	556
So, did you learn about Voting and elections ...?	59	18	23	0	0	0	100	599
So, did you learn about The economy and businesses ...?	30	39	30	1	0	0	100	597
So, did you learn about Voluntary groups ...?	37	34	28	0	0	1	100	388
So, did you learn about Resolving conflict ...?	26	43	31	1	0	0	100	385
So, did you learn about The media ...?	32	32	35	0	0	0	100	655
So, did you learn about The global community and international organisations ...?	26	45	29	0	0	0	100	365
So, did you learn about The European Union ...?	36	44	20	0	0	0	100	363
So, did you learn about The environment ...?	34	31	35	0	0	0	100	631

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: ## please complete ##.

36

Were you taught about 'Citizenship' in school or college (up to age 18)?	%
A lot	32
A little	59
Not at all	6
Don't Know	3
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

	True %	False %	Not Stated %	Don't Know %	Total %	N
Polling stations close at 10.00pm on election day	55	11	0	34	100	1510
The minimum voting age is 16	14	81	0	5	100	1510
The standard rate of income tax payable is 26p in the pound	15	18	0	66	100	1510
The Chancellor of the Exchequer is responsible for setting interest rates in the UK	29	21	0	50	100	1510
Any registered voter can obtain a postal vote if they want one - by contacting their local council and asking for a postal vote	79	5	0	15	100	1510
The Chancellor of the Exchequer is George Osborne	34	11	0	54	100	1510
Members of the House of Lords are elected by the public	21	51	0	28	100	1510
Your name has to be listed on the Electoral Register in order to cast your vote in local and general elections	91	3	0	6	100	1510
There are 650 Members of Parliament in the House of Commons	31	12	0	58	100	1510

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

47

Are you male or female?	%
Male	50
Female	50
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

54

How would you describe yourself?	%
Asian or British Asian (e.g. Indian, Pakistani, Bangladeshi)	9
Black or Black British (e.g. Caribbean, African)	2
Chinese	0
Mixed ethnic origin	2
White British	85
White European	1
Other ethnic group	1
Prefer not to say	0
N =	1510

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

55**If apprenticeship or job (Q5)**

Which of the following best describes the sort of work you are currently doing (in your apprenticeship)?	%
Professional or higher technical work	3
Manager or Senior Administrator	3
Clerical	7
Sales or Services	35
Small Business Owner	1
Foreman or Supervisor of Other Workers	1
Skilled Manual Work	17
Semi-Skilled or Unskilled Manual Work	26
Other	5
Not applicable	0
Don't Know	1
N =	623

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

56**If not doing an apprenticeship or job (Q5)**

Have you ever worked?	%
Yes	79
No	21
N =	887

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

57

If not at university or college (Q5)

At what age did you finish full-time education?	%
15 or younger	4
16	22
17	19
18	36
19 or older	15
Still in full-time education	4
N =	719

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

Which of these qualifications do you have?	%
1 - 4 GCSEs (any grades), Entry Level, Foundation Diploma	37
NVQ Level 1, Foundation GNVQ, Basic Skills	16
5+ GCSEs (grades A*- C), School Certificate, 1 A level / 2 - 3 AS levels, Higher Diploma	69
NVQ Level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First / General Diploma, RSA Diploma	26
Apprenticeship	6
2+ A levels , 4+ AS levels, Higher School Certificate, Progression / Advanced Diploma	47
NVQ Level 3, Advanced GNVQ, City and Guilds Advanced Craft, ONC, OND, BTEC National, RSA Advanced Diploma	17
Degree (for example BA, BSc), Higher degree (for example MA, PhD, PGCE)	1
NVQ Level 4 - 5, HNC, HND, RSA Higher Diploma, BTEC Higher Level	2
Professional qualifications (for example teaching, nursing, accountancy)	1
Other vocational / work-related qualifications	12
Foreign qualifications	1
No qualifications	2
Don't Know	0
Not Stated	0
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

59**If at university or college (Q5)**

Is your degree/course full-time?	%
Yes	95
No	4
Don't Know	0
N =	791

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

60**If 'No' selected in Q59 (not on a full-time course)**

At what age did you finish full-time education?	%
1. 15 or younger	6
2. 16	32
3. 17	9
4. 18	27
5. 19 or older	12
6. Still in full-time education	14
N =	34

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

61

	Left full-time education at 15 or 16 %	Left after college or sixth form %	Studied at university/got a degree %	Not applicable %	Not Stated %	Don't Know %	Total %	N
How long did your mother stay in education?	45	23	17	0	0	16	100	1487
And how long did your father stay in education?	47	18	17	0	0	17	100	1488

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

65

About how many books are there in your home? Do not count newspapers, magazines, school books or university textbooks, or eBooks...	%
None (0 books)	2
Very few (1-10 books)	13
Enough to fill one shelf (11-50 books)	26
Enough to fill one bookcase (51-100 books)	20
Enough to fill two bookcases (101-200 books)	16
Enough to fill three or more bookcases (more than 200 books)	23
N =	1504

The percentages in this table are weighted.

Due to rounding, percentages may not sum to 100.

A total of 1510 respondents could have answered this question.

Source: CELS-CiT Study: Citizens in Transition, 2011.

How much do you trust the following?	Not at		Quite a		Prefer			Total	N
	all	A little	lot	Completely	not to say	Not Stated	Don't Know		
	%	%	%	%	%	%	%	%	
The police	6	22	55	16	0	0	1	100	1509
Newspapers	19	65	15	0	0	0	1	100	1510
Radio	5	51	38	1	0	0	5	100	1510
Television	6	51	40	2	0	0	1	100	1510
The internet	11	61	25	1	0	0	1	100	1510
Politicians	27	52	13	0	0	0	7	100	1508
The European Union (EU)	16	37	22	2	0	0	23	100	1509
The government	21	49	24	1	0	0	4	100	1508
The armed forces	2	12	50	31	0	0	4	100	1507

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

67

How much do you trust the people around you?	Not at all	A little	Quite a lot	Completely	Not applicable	Not Stated	Don't Know	Refused	Total	N
	%	%	%	%	%	%	%	%	%	%
People of your own age	6	34	52	7	0	0	1	0	100	1508
Your neighbours	9	24	45	18	0	0	4	0	100	1498
Your family	1	2	14	83	0	0	0	0	100	1507
Teachers/Tutors/Lecturers in your university/college	0	8	61	30	0	0	0	0	100	791
Your work colleagues	3	21	57	18	0	0	1	0	100	573
Your employer	9	18	45	27	0	0	1	0	100	566
The other trainees on your training course	0	19	65	11	0	0	4	0	100	66

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

68

How much do you feel part of?	Not at all %	A little %	Quite a lot %	Completely applicable %	Not applicable %	Not Stated %	Don't Know %	Refused %	Total %	N
Your neighbourhood	17	41	32	10	0	0	1	0	100	1505
Your local town	13	46	33	7	0	0	1	0	100	1506
Your country	9	39	36	13	0	0	3	0	100	1510
Europe	22	49	18	4	0	0	6	0	100	1510
Your university/ college	1	17	58	25	0	0	0	0	100	789
Your work place	2	10	57	30	0	0	1	0	100	574
Your training institution	0	20	55	25	0	0	0	0	100	69

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

How much do you agree or disagree with the following statements about the local neighbourhood in which you live now?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	%
My neighbourhood is a place where neighbours look out for each other	5	15	26	45	8	0	0	100	1501
My parents/carers have lots of friends in their neighbourhood	2	12	15	60	11	0	0	100	1502
Most of my relatives live in my neighbourhood	27	43	7	19	4	0	0	100	1509
There are lots of clubs and groups in my local neighbourhood that my	18	41	17	21	3	0	0	100	1471
I have lots of friends in my neighbourhood	5	19	14	52	10	0	0	100	1510

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

70

How much do you agree or disagree with each of the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
Britain does not have room to accept any more refugees	4	20	26	32	18	0	0	100	1474
People who were not born in Britain, but who live here now, should have the same rights as everyone else	2	10	22	50	16	0	0	100	1499
If there are not enough jobs for everybody, they should go to men rather than women	54	35	7	3	1	0	0	100	1503
People who were not born in Britain, but who live here now, should be required to learn English	1	6	9	48	36	0	0	100	1507
Women should stay out of politics	57	35	6	2	1	0	0	100	1504

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

71

How much do you agree or disagree with each of the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
Doing voluntary work may help me to get a better job in the future	1	4	12	60	22	0	0	100	1504
I am too busy to volunteer for activities in my community or my [university/college/workplace/training institution]	9	46	18	23	3	0	0	100	1301
Doing lots of activities may help me to get ahead in life (e.g. get into university or get a promotion at work)	1	4	15	62	18	0	0	100	1505
My friends laugh at people who do voluntary work	31	53	10	5	1	0	0	100	1498
Taking part in optional activities is a good way to meet interesting people	0	1	9	69	21	0	0	100	1504

Most of my friends think that doing voluntary work is a waste of time	19	47	18	15	2	0	0	100	1491
Most of my friends do some sort of voluntary work	9	46	21	23	2	0	0	100	1487

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

How much do you agree or disagree with each of the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
My friends are not interested in politics	5	31	25	34	5	0	0	100	1481
I am too busy to worry about politics	10	46	23	18	3	0	0	100	1507
I often discuss politics with other people	12	32	18	33	5	0	0	100	1508
Politics makes no difference to people my age	28	47	13	10	2	0	0	100	1495
Politics has an impact on everything we do	1	7	16	57	19	0	0	100	1490
I am very interested in politics	13	31	27	23	6	0	0	100	1509
I know less about politics than most people my age	8	41	28	19	4	0	0	100	1481
Sometimes politics seems so complicated that I cannot understand what is going on	3	19	14	51	13	0	0	100	1503

Politics has an impact on what we do at [university/college/ training / work]	1	9	12	55	24	0	0	100	1292
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A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

73

How much do you agree or disagree with the following statements? A good adult citizen	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
Obeys the law	0	2	6	56	35	0	0	100	1508
Joins a political party	6	39	41	14	1	0	0	100	1483
Follows political issues in newspapers, on the radio or on TV	2	20	39	36	2	0	0	100	1495
Supports a football club	16	41	29	12	2	0	0	100	1504
Participates in activities to benefit people in the community	1	6	26	61	6	0	0	100	1499
Hands in a £10 note found in the street	3	19	25	46	7	0	0	100	1493
Writes to a Member of Parliament (MP) if they feel strongly about something	2	15	31	48	4	0	0	100	1490
Picks up litter in a public place	1	13	25	55	6	0	0	100	1505

Takes an interest in local and community issues	0	7	24	64	4	0	0	100	1500
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A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

74

How much do you agree or disagree with each of the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
It is every adult's duty to vote in elections	4	26	25	37	9	0	0	100	1502
Newspapers should be able to print whatever they like	23	50	10	13	3	0	0	100	1508
People should have the right to express racist views	20	40	19	17	3	0	0	100	1493
People should obey a law even if it violates human rights	14	45	26	13	2	0	0	100	1466
People should protest peacefully against a law that they believe to be unjust	1	5	15	61	17	0	0	100	1492
Terrorism is never justified	2	6	10	40	42	0	0	100	1485
It is every person's duty to help out in their neighbourhood	1	16	33	47	4	0	0	100	1505

People should look out for themselves, not for other people	14	60	17	8	1	0	0	100	1507
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A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

75

How much do you agree or disagree with each of the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
The Government should	%	%	%	%	%	%	%	%	
Guarantee a job for anyone who wants one	1	19	21	49	10	0	0	100	1499
Make those who can afford it pay for their own health care	14	50	16	19	1	0	0	100	1499
Provide a decent standard of living for the unemployed	2	18	33	43	4	0	0	100	1498
Increase jail sentences for young offenders	4	23	31	37	6	0	0	100	1484
Cut benefits for the unemployed to encourage them to find work	4	22	19	40	15	0	0	100	1491
Restrict car driving to control pollution	8	49	22	20	1	0	0	100	1495

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

76

How much do you agree or disagree with each of the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
People like me can have a real influence on government if they get involved	4	26	27	40	4	0	0	100	1487
My views and opinions are taken seriously by my family	1	6	11	63	19	0	0	100	1503
My views are not taken seriously in my neighbourhood	2	32	49	14	2	0	0	100	1437
When local people campaign together they can help to solve problems in the community	0	5	13	73	7	0	0	100	1496

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

77

How much do you agree or disagree with each of the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
I feel I can really influence the way my university / college is run	4	24	23	46	4	0	0	100	783
I feel I can really influence the way my training institution is run	3	21	28	40	7	0	0	100	69
I feel I can really influence the way my work place is run	4	20	18	48	9	0	0	100	570

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

78

In your school or college (up to age 18)	Not at all %	Not much %	Sometimes %	Quite a bit %	A lot %	Not Stated %	Don't Know %	Total %	N
Did students have a say in how the school/college was organised and run?	13	25	36	21	5	0	0	100	1496
Did students have opportunities to be involved in running the school/college, through school/student councils?	7	15	34	34	10	0	0	100	1485
Were students consulted about the development of school/college rules and policies?	13	22	32	25	9	0	0	100	1477
Were the rules in your school/college fair?	2	6	27	48	18	0	0	100	1502

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

In the future will you	Definitely not do this %	Probably not do this %	Probably do this %	Definitely do this %	Not Stated %	Don't Know %	Total %	N
Vote in general elections	4	6	35	53	0	2	100	1510
Vote in local elections	4	12	41	40	0	3	100	1510
Vote in elections to the European Parliament	9	26	34	18	0	13	100	1510
Join a political party	27	48	12	3	0	10	100	1510
Volunteer time to help other people	2	7	56	29	0	6	100	1510
Get involved in local politics	18	50	19	3	0	10	100	1510
Collect money for a good cause	1	6	52	35	0	5	100	1510

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

If you were confronted by something you thought was wrong would you	Definitely not do this %	Probably not do this %	Probably do this %	Definitely do this %	Not Stated %	Don't Know %	Total %	N
Contact a newspaper	13	43	30	7	0	7	100	1510
Contact your Member of Parliament (MP)	16	37	34	8	0	6	100	1510
Take part in a radio phone-in programme	22	49	19	4	0	5	100	1510
Take part in a non-violent protest march or rally	11	27	42	14	0	6	100	1510
Block traffic as a form of protest	49	36	9	2	0	4	100	1510
Take part in a violent demonstration	78	16	3	1	0	2	100	1510
Start a Facebook group about a political or social issue	30	39	24	4	0	4	100	1510
Start a Twitter campaign about a political or social issue	52	34	8	2	0	4	100	1510

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

81

How much do you agree or disagree with the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
People like me don't get a fair deal in life	12	52	24	11	2	0	0	100	1500
I have as good a chance as anyone else at doing well in life	1	6	6	53	34	0	0	100	1507
There is a big gap between what people like me expect out of life and what we actually get	3	26	28	37	6	0	0	100	1494

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

To what extent do you think the following actions are OK or justified? Is it okay to	Always	Sometimes	Rarely	Never	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	
Keep money you have found	6	53	20	18	0	3	100	1510
Drop litter in a public place	0	4	14	81	0	0	100	1510
Tell lies when it suits you	1	20	32	46	0	1	100	1510
Cheat in tests or exams	0	2	7	90	0	0	100	1510
Draw graffiti on a wall	1	6	11	83	0	0	100	1510
Push in a queue	0	11	22	66	0	1	100	1510
Break the speed limit	1	18	31	49	0	1	100	1510
Buy alcohol under the age of 18	2	13	19	65	0	1	100	1510

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

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How much do you agree or disagree with each of the following statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Stated	Don't Know	Total	N
	%	%	%	%	%	%	%	%	
I am confident when telling someone else about my ideas	1	7	10	66	17	0	0	100	1508
I often feel lonely at university/ college/ training/ work]	27	55	9	8	1	0	0	100	1303
I get on well with my parent(s)/ carer(s)	0	2	5	50	43	0	0	100	1507

A series of single response questions.

The percentages in this table are weighted.

Due to rounding percentages may not sum to 100.

A total of 1510 respondents could have answered these questions.

Source: CELS-CiT Study: Citizens in Transition, 2011.

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Please pick up to three things from this card to show which are the best descriptions of what citizenship means to you.	%
Belonging to your local, national or international community	29
People's responsibilities and obeying the law	35
Making sure everyone is treated fairly	36
Being active in the community	16
Looking after the environment, using the world's resources carefully	17
Standing up for your beliefs	22
Working together to make things better	39
About voting, politics and government	13
People's rights (e.g. health, education, jobs, housing)	43
Being a good citizen	29
Sharing ideas and listening to other people	15
Don't Know	1
Not Stated	0
N =	1510

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted.

Source: CELS-CiT Study: Citizens in Transition, 2011.

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