

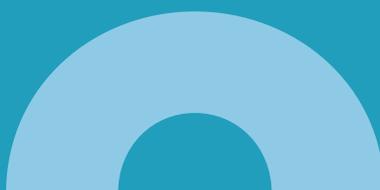
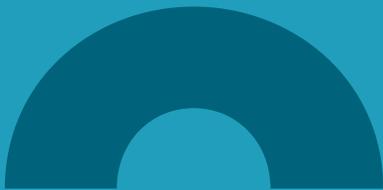
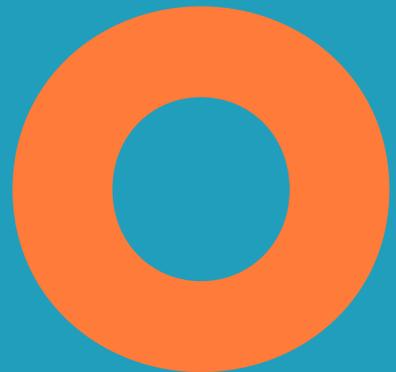
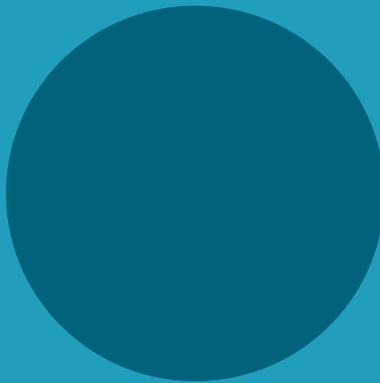
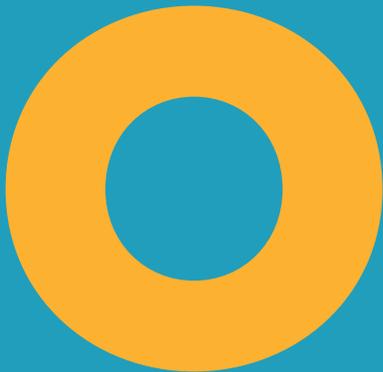
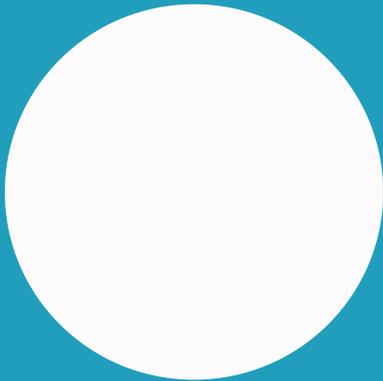


The BIG Lincoln Conversation 2023

Report produced for LocalMotion Lincoln

Table of Contents

| | |
|-------|-----------------------------|
| 03 | Background and introduction |
| 03-19 | Key findings |
| 20 | Behavioural insights |
| 21-22 | Recommendations |
| 23-29 | Appendices |



Background and introduction

LocalMotion Lincoln are listening to communities, seeking to understand what drives them forward and holds them back, and uncovering local strengths. They want to work with communities to address social, economic and environmental challenges being faced locally and beyond. To support this, Social Change were commissioned to undertake a behavioural insights survey with people living and/or working in Lincoln to understand their priorities and ambitions in life, their happiness and perceived ability to make a change. This report details the key findings and behavioural insights captured through the survey and subsequent analysis, in addition to a set of recommendations as to how communities can be supported to overcome key challenges so that they may be strengthened and enabled to thrive.

Key findings

The survey achieved a total of 839 responses from people living and/or working in Lincoln. In this section, we have presented some key findings from analysis across the dataset.

Maslow's Hierarchy of Needs¹ was embedded and referenced throughout the analysis in order to understand the extent to which people are achieving and fulfilling each need and the barriers to them doing so. This helps to highlight what is preventing people living and/or working in Lincoln from Self-Actualising (i.e., being the best one can be), and how they can be further supported to do so by first being enabled to fulfil each need.

FIG. 1: MASLOW'S HIERARCHY OF NEEDS¹



¹Maslow, A. H. (1943). A theory of human motivation.

This insight coupled with the fact that many people said they get out of bed to work and earn money, and discussed their greatest challenge as being the ability to earn enough to get by, indicates that for some, work is merely considered a means to an end. It doesn't give them purpose, but rather the resources they need to survive, positioning work as a Safety Need in Maslow's Hierarchy.

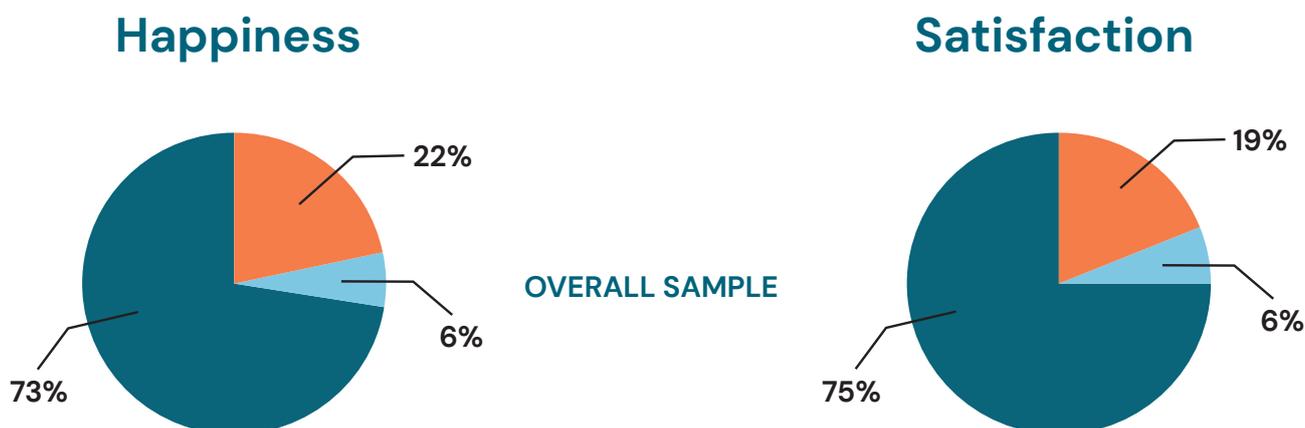
However, there is reason to believe that for some people, work and career can go beyond fulfilling Safety Needs to also support the fulfilment of Esteem Needs. Over half of working aged people (16 – 64) felt that progressing in their career is important (54%), which increases to around two thirds for people aged 16 – 24, 25 – 34 and 35 – 44 (65%, 70% and 66% respectively). Additionally, 82% of people of working age feel that it is important to have a job they like, with this figure increasing to 90% for those aged 35 – 44 and 91% for those aged 45 – 54.

Indeed, when discussing their passion in life and what gets them out of bed, people of working age discussed their career in relation to its progression, the fact that they're in a job they like and that they feel they are making a difference through their work. This indicates overall that some people achieve a sense of purpose through their work and careers, positioning it as an Esteem Need in Maslow's Hierarchy and thereby placing people one step closer to Self-Actualisation.

The impact work can have on enabling people to take positive steps towards Self-Actualisation is reflected in general happiness and satisfaction levels in life when viewing these across different levels of education. Generally, those with lower levels of education may be more limited in their career prospects, which may act as a barrier to them finding a career that gives them purpose and fulfils the Esteem Need in Maslow's Hierarchy. The impact of this can be seen in the fact that those with a lower level of education are more likely to have negative happiness and satisfaction scores, and less likely to have positive scores.

FIG. 3: HAPPINESS AND SATISFACTION SCORES BY EDUCATION LEVEL

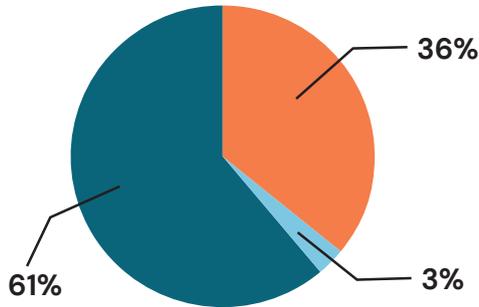
KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE



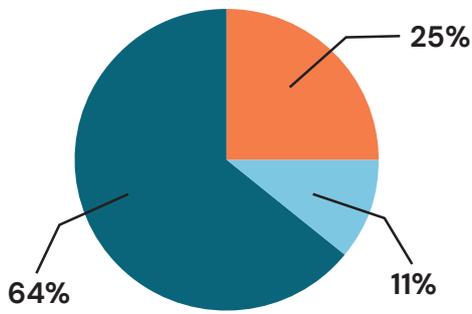
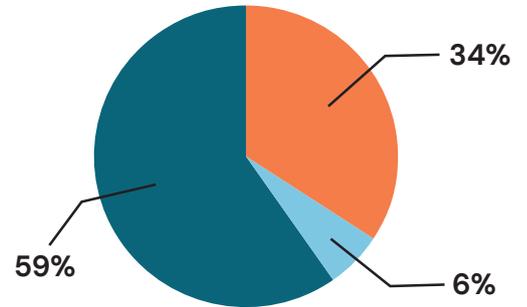
KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

Happiness

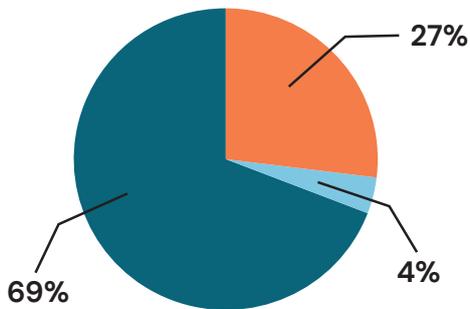
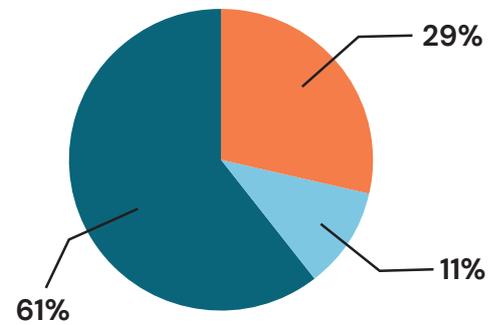
Satisfaction



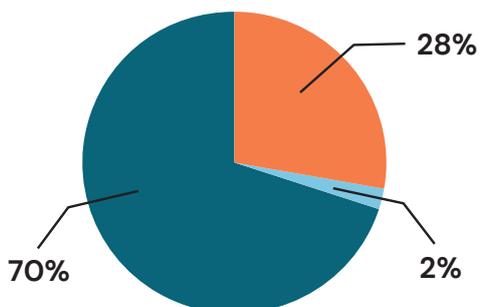
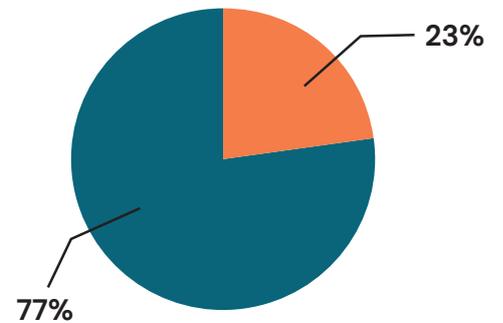
NO QUALIFICATIONS



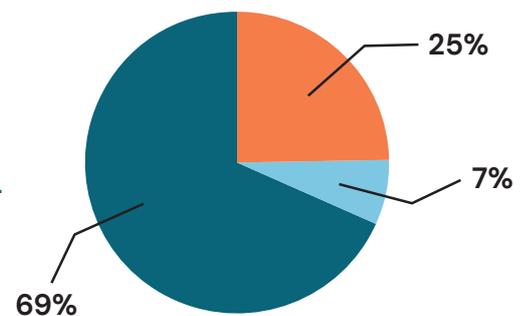
ENTRY LEVEL
QUALIFICATIONS
AND SHORT COURSE
CERTIFICATES BELOW
GCSE LEVEL



GCSEs UP TO GRADE D;
LEVEL 1 NVQ; OR
EQUIVALENT

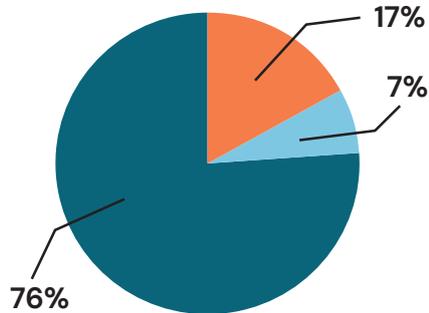


GCSEs ABOVE GRADE
D; INTERMEDIATE
APPRENTICESHIP; LEVEL
2 NVQ; OR EQUIVALENT



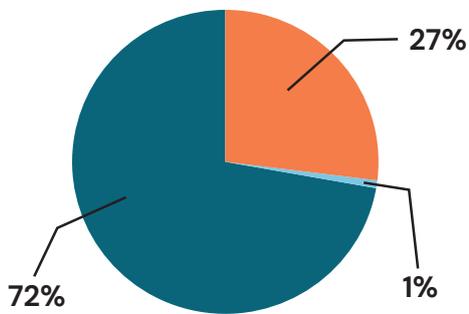
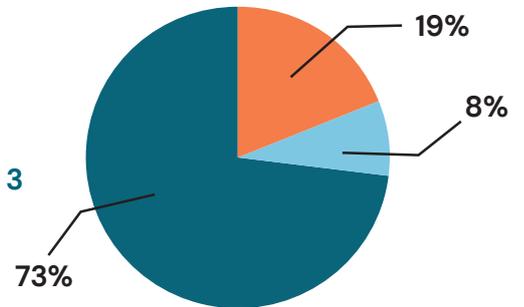
KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

Happiness

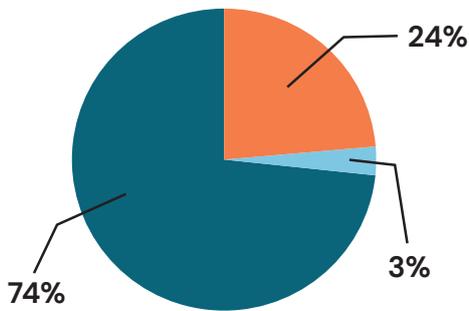
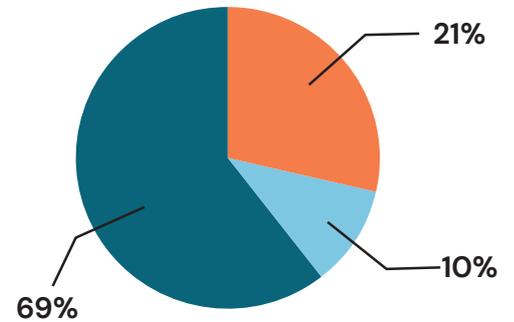


A-LEVELS OR AS LEVELS; IB; ADVANCED APPRENTICESHIP; LEVEL 3 NVQ; OR EQUIVALENT

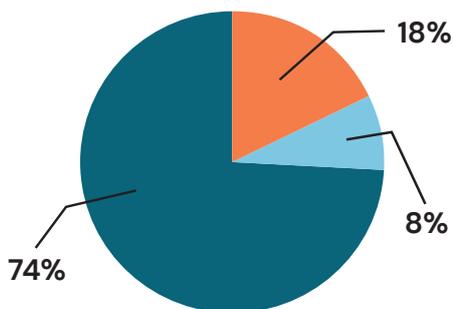
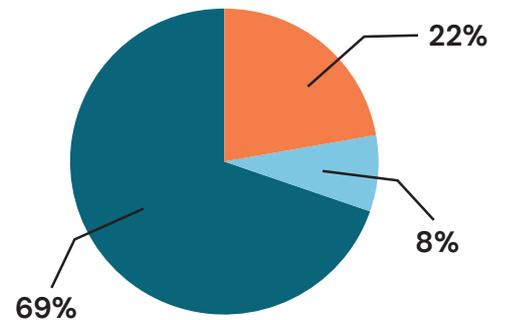
Satisfaction



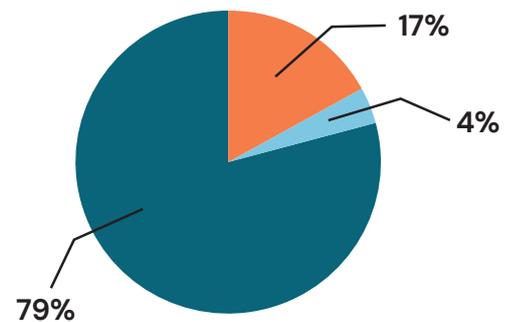
HIGHER NATIONAL CERTIFICATE; CERTIFICATE OF HIGHER EDUCATION; HIGHER APPRENTICESHIP; LEVEL 4 NVQ OR EQUIVALENT



HIGHER NATIONAL DIPLOMA; DIPLOMA OF HIGHER EDUCATION; FOUNDATION DEGREE; OR EQUIVALENT

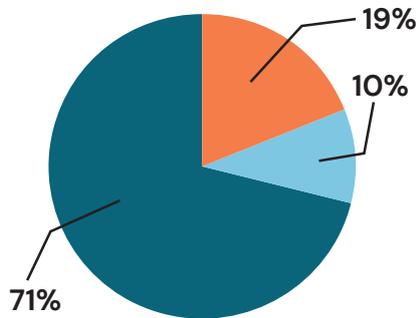


DEGREE LEVEL E.G., BACHELOR OF SCIENCE; GRADUATE DIPLOMA; DEGREE APPRENTICESHIP; OR EQUIVALENT



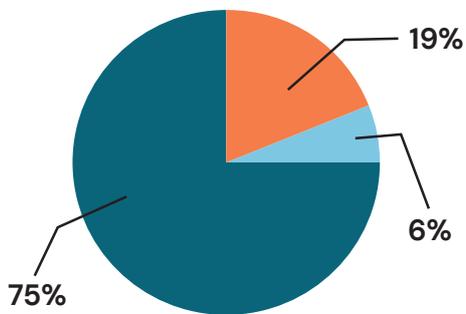
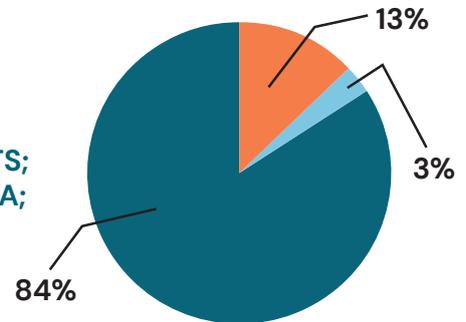
KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

Happiness

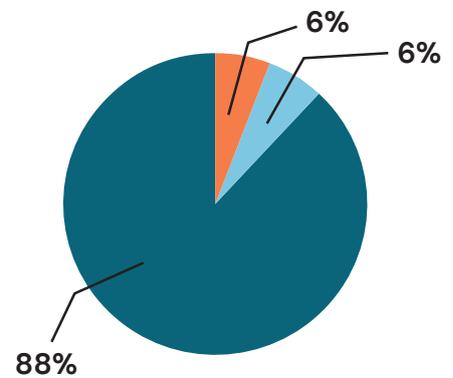


POSTGRADUATE LEVEL
E.G., MASTER OF THE ARTS;
POSTGRADUATE DIPLOMA;
PGCE OR EQUIVALENT

Satisfaction



DOCTORATE LEVEL
E.G., PHD OR DPHIL; OR
EQUIVALENT



BALANCING THE NEED FOR FINANCIAL STABILITY AND THE IMPORTANCE OF FINANCIAL FREEDOM

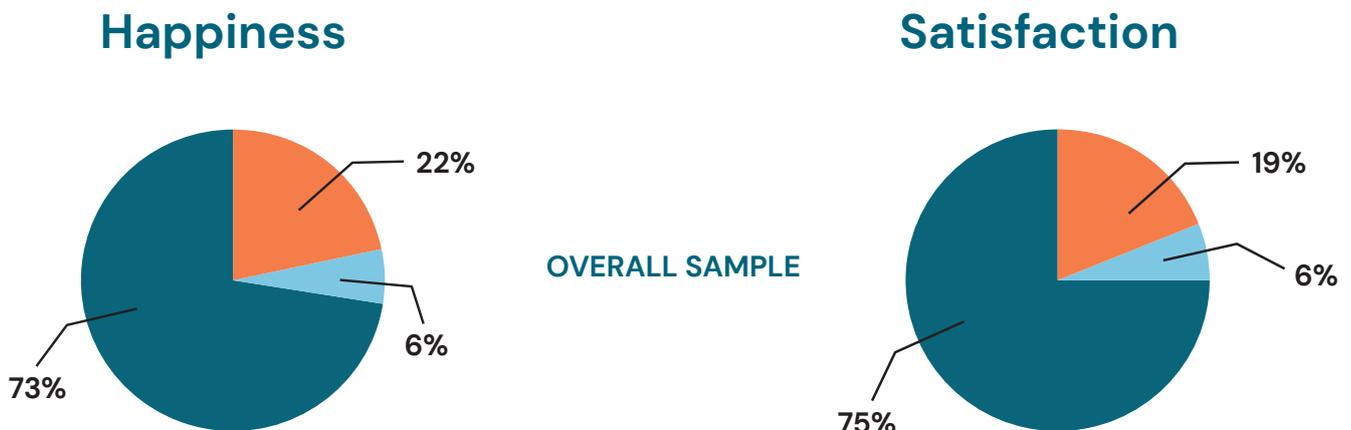
Respondents across the sample discussed making enough money to pay the bills, being able to provide for their family, and being financially stable as not only being among the reasons they get out of bed every day, but also as some of their greatest challenges. The financial challenges facing people living and/or working in Lincoln are further reflected by the fact that the economic climate is an issue respondents are both most concerned about (67%), and feel most impacted by (72%).

The financial challenges being faced by people living and/or working in Lincoln consequently leaves little room for them to do the things they enjoy, such as spend time with others, engage in hobbies, travel and have days and/or meals out, which is important to 82% of the overall sample. Indeed, when respondents discussed their greatest challenges, they not only touched on being able to pay the bills but also having money left over to do the things they enjoy, with one respondent in particular describing this as “existing rather than living”. This is further echoed by the fact that respondents are more likely to feel dissatisfied with their income (23%) than other areas in their lives (such as health, career, social connections) and that over a third overall (36%) do not feel able to make a change to this.

The impact of having less financial flexibility is shown by happiness and satisfaction scores broken down across different individual income levels, with those with a lower individual income (and therefore less likely to have financial freedom) are more likely to have negative scores and less likely to have positive scores.

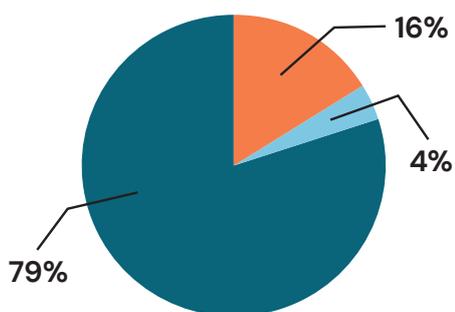
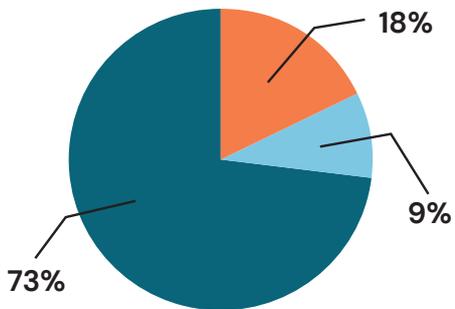
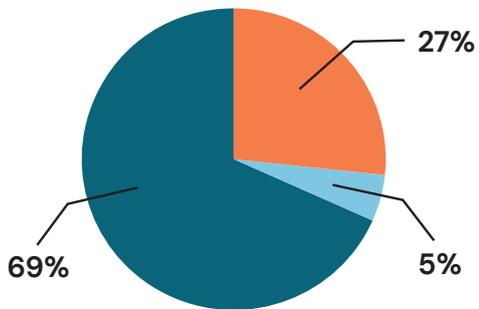
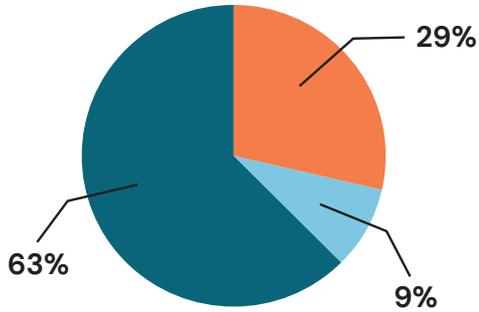
FIG. 4: HAPPINESS AND SATISFACTION SCORES BY INCOME LEVEL

KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

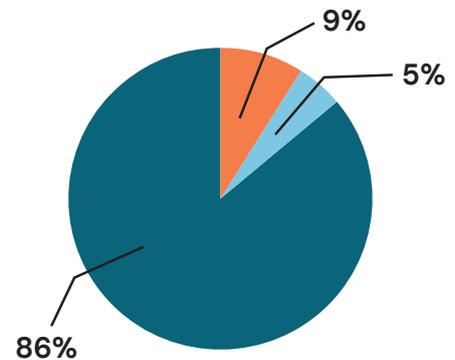
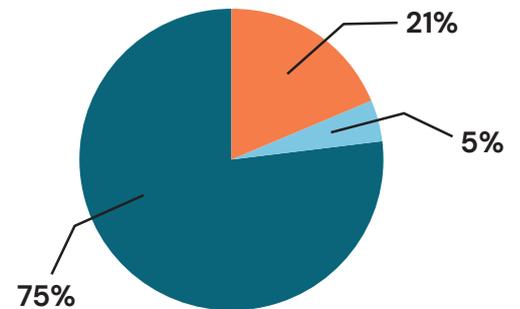
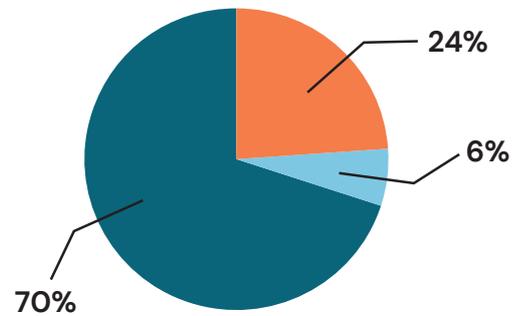
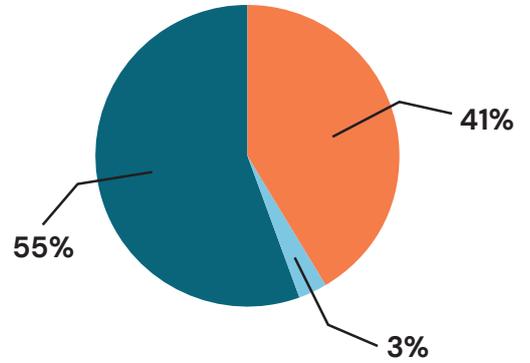


KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

Happiness

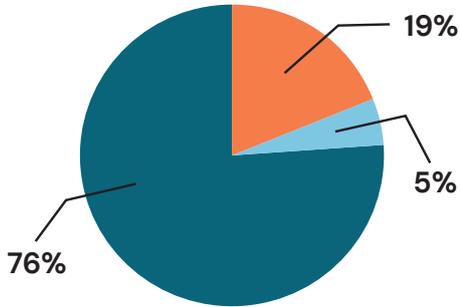


Satisfaction



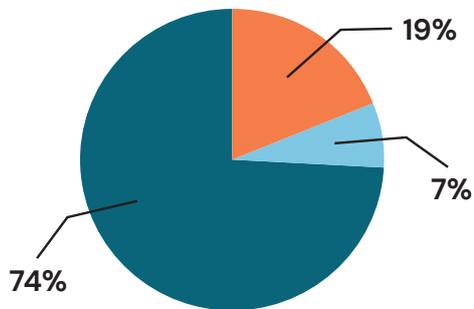
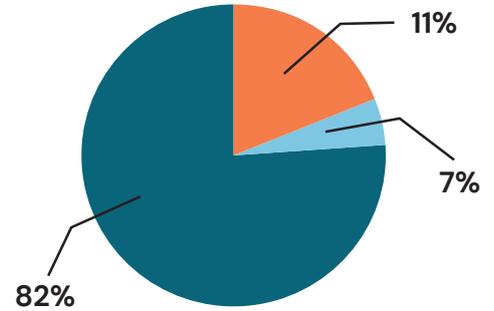
KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

Happiness

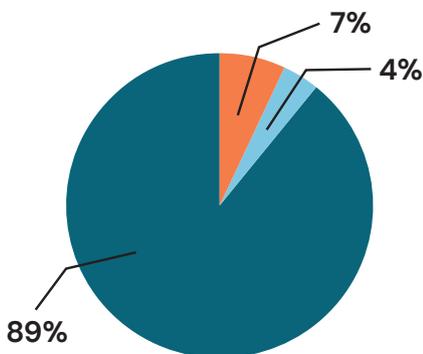
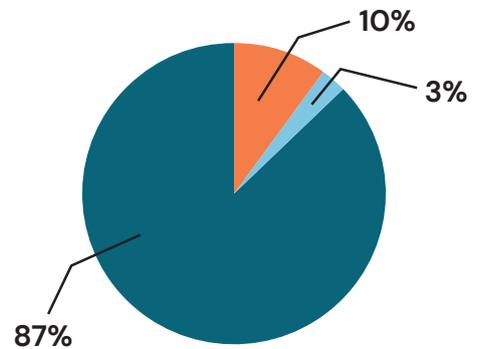


£40,001 - £50,000

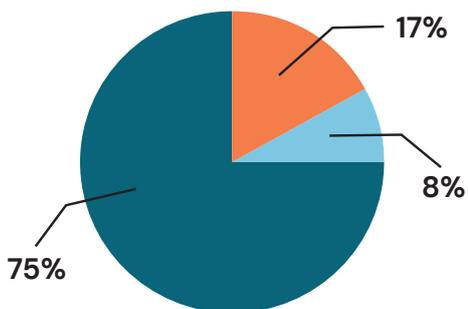
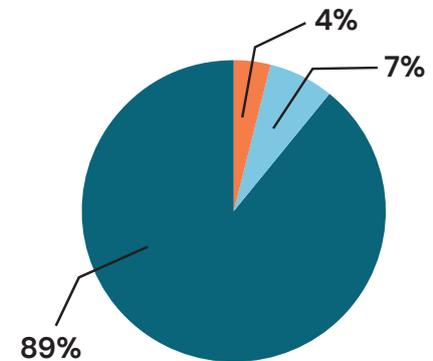
Satisfaction



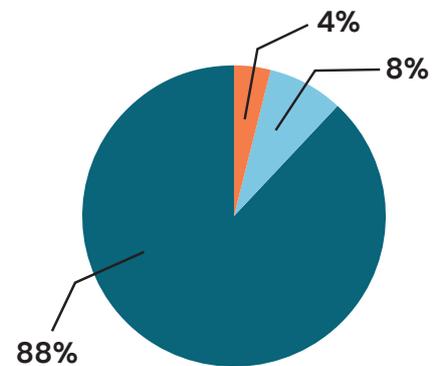
£50,001 - £60,000



£60,001 - £70,000

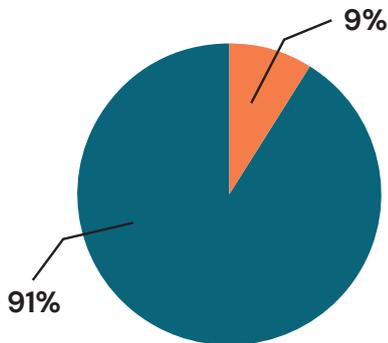


£70,001 - £80,000



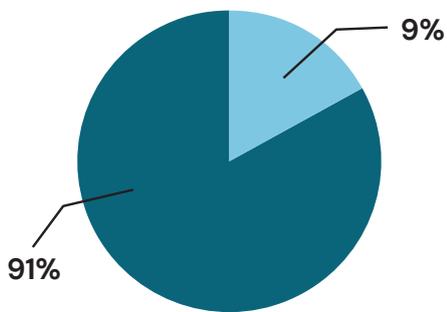
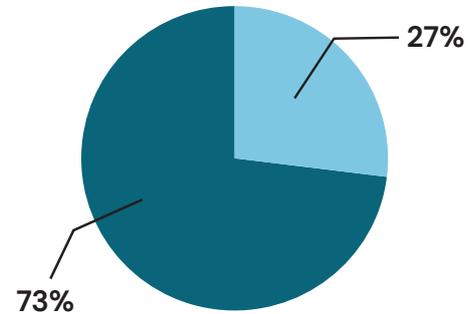
KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

Happiness

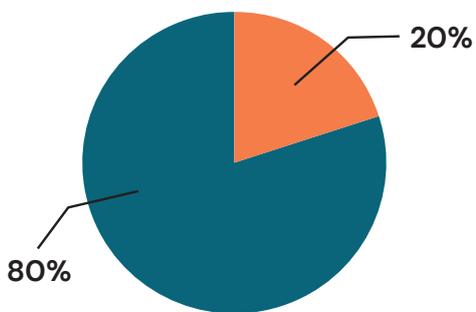
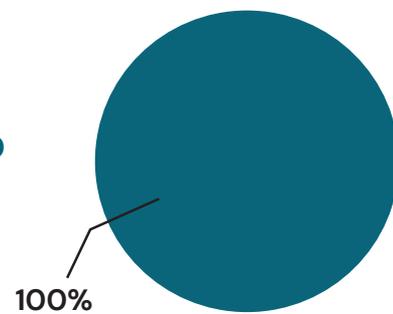


£80,001 - £90,000

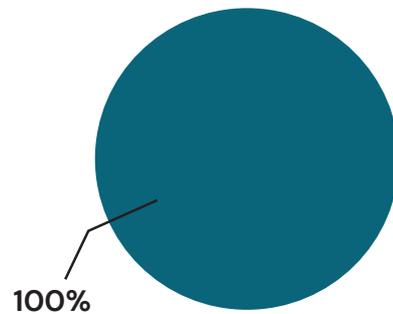
Satisfaction



£90,001 - £100,000



OVER £100,000



The relationship between individual income levels and happiness and satisfaction scores demonstrates the influence income can have in supporting or hindering Self-Actualisation.

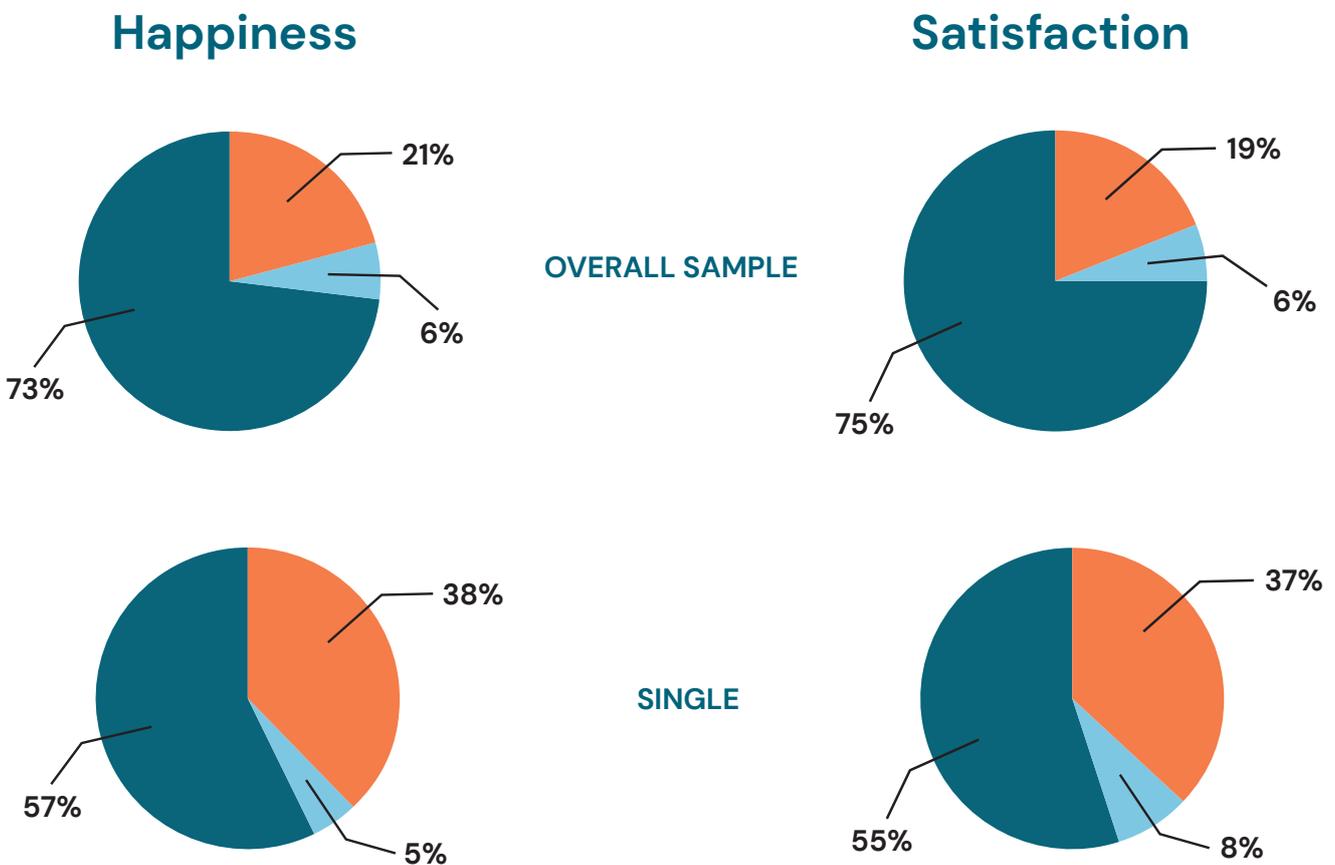
CORE PRIORITIES REMAIN UNCHANGED

Health, family and happiness are of utmost importance across the lifespan, with over nine in 10 respondents rating being physically healthy, having good mental health, their family and being happy as important (91%, 95%, 93% and 95% respectively). Not only are health, family and happiness respondents' top three ambitions in life (60%, 64% and 65% respectively), but they are also considered to be the top three indicators of success (46%, 38% and 69%). Though happiness is likely to be more important across ages 16 – 54 and health to those aged 55 and over, these areas are of constant priority throughout the lifespan, and will ultimately aid the fulfilment of Safety and Love & Belonging Needs (health and family), supporting people to take positive steps towards Self-Actualisation (happiness).

The importance of family in fulfilling Love & Belonging Needs and therefore contributing to Self-Actualisation is shown by happiness and satisfaction scores across different relationship types. Those who are single or divorced appear to be more likely to have negative happiness and satisfaction scores and less likely to have positive happiness and satisfaction scores, and those who are widowed are among the most likely to have a negative happiness score and less likely to have a positive happiness score.

FIG. 5: HAPPINESS AND SATISFACTION SCORES BY RELATIONSHIP STATUS

KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

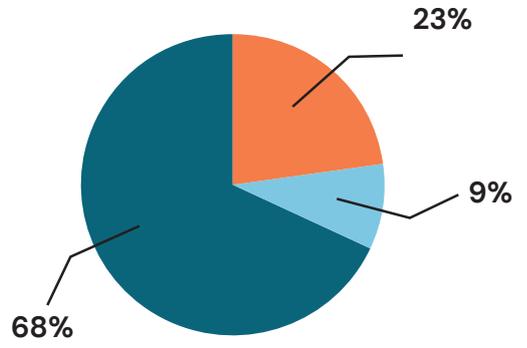
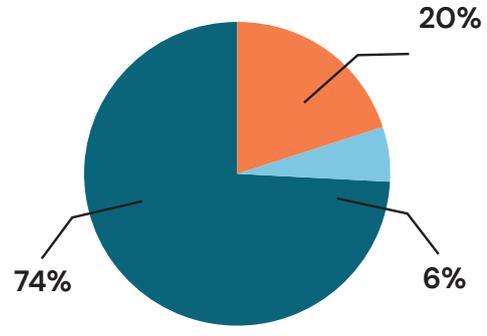


KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

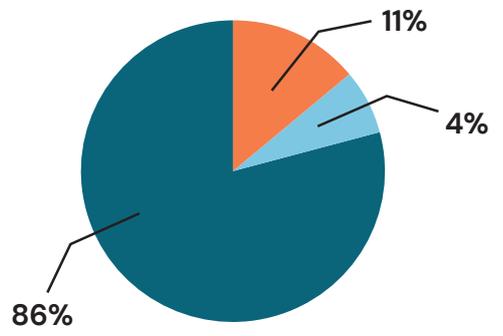
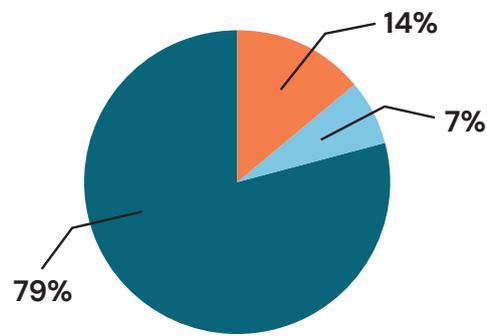
Happiness

Satisfaction

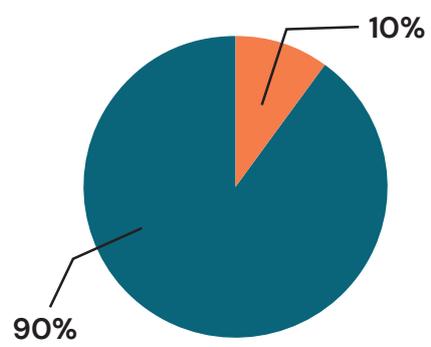
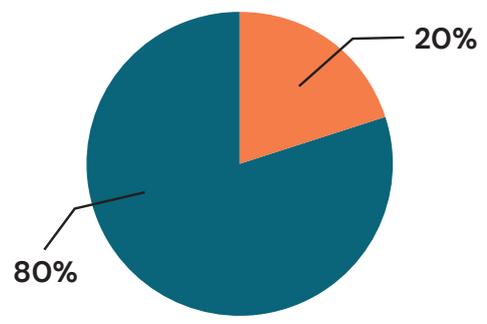
IN A RELATIONSHIP



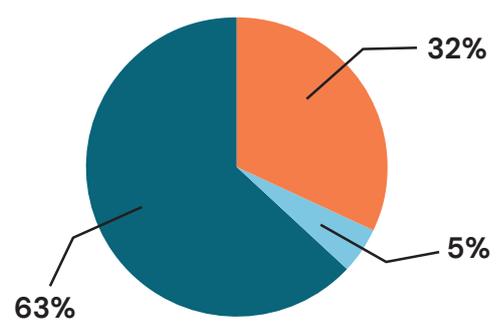
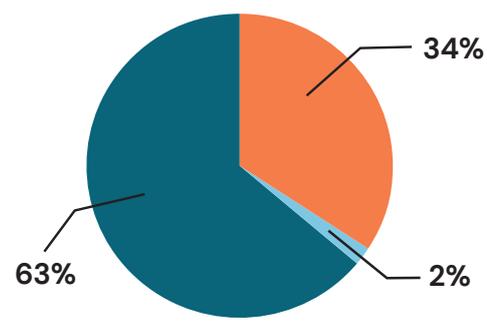
MARRIED



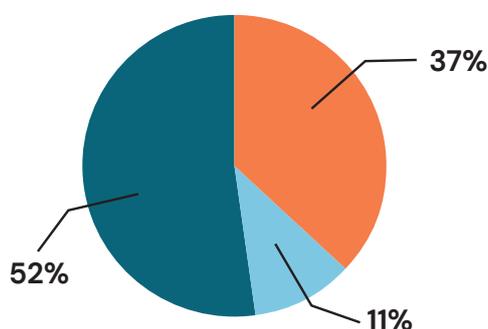
CIVIL PARTNERSHIP



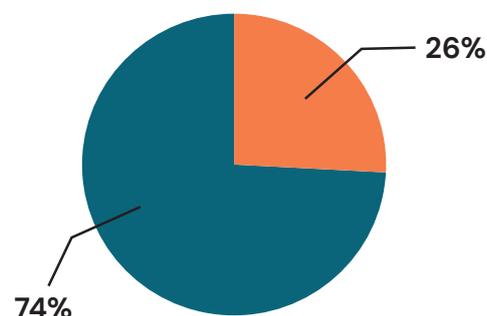
DIVORCED



Happiness



Satisfaction



WIDOWED

In addition to the importance of health, family and happiness, respondents considered their passions in life to be around making a difference and doing something meaningful, indicating people have a desire for purpose. What this purpose looks like, however, may vary with age, with a greater focus on both personal and professional development for younger people, and a shift towards health, social connections and enjoyment of life in older adults.

This need for purpose acts as an Esteem Need in Maslow's Hierarchy. If people are able to live in good health, with family and with a purpose, they will be effectively fulfilling their Safety, Love & Belonging and Esteem Needs, placing them one step closer to achieving Self-Actualisation (happiness).

THE ROLE OF FAMILY CHANGES THROUGH LIFE

While family is a core priority throughout life, its relevance and importance changes across different ages and therefore so does its position on Maslow's Hierarchy.

Beginning as a Love & Belonging Need, those aged 16 – 34 typically focus on family in terms of having connections and starting/growing a family, with people discussing impending parenthood and being a new parent. However, beyond age 35, family becomes a Safety Need as people begin to discuss being able to provide for and support their families as a key priority and challenge in their life, considering themselves to be responsible for their health, wellbeing and safety. Family shifts into a Safety Need as the element of connection becomes secondary to securing their survival.

However, there is reason to believe that family once again moves into a Love & Belonging Need at age 65 and above. This group begin to mention the impact of loss and loneliness, in addition to renewed focus on making social connections in general. This shows that family comes full circle back to being a way to fulfil Love & Belonging Needs. At age 65, family members are likely to be more self-sufficient, releasing people from some of the responsibility of securing their survival. This allows them to once again recognise their family as a way to secure love and connection.

NATIONAL CRISES ARE PUTTING NEEDS AT RISK

Feeling safe and secure is important to 94% of the overall sample, and while 71% feel they are able to make a change to this (31% of whom would need support to do so), current issues may be putting this safety and security at risk.

FIG. 6: TOP THREE ISSUES RESPONDENTS ARE MOST CONCERNED AND IMPACTED BY

| | I am most concerned about... | I am most impacted by... |
|----|----------------------------------|--------------------------|
| 1. | The economic crisis | The economic crisis |
| 2. | The NHS crisis | The political climate |
| 3. | The environment & climate change | The NHS crisis |

Generally, people are most concerned and impacted by the economic climate (67% and 72% respectively selected these options as most concerning and/or impactful), with respondents raising the cost-of-living crisis as a key challenge, particularly when thinking about paying their bills and having money left over to do the things they enjoy. By putting their financial security at risk and therefore limiting their financial freedom, the economic climate may be acting as a barrier to people being able to fulfil their Safety and Esteem Needs, both of which are essential in achieving Self-Actualisation and, in this case, happiness.

Second most concerning to people is the NHS crisis (56%), particularly for those aged 65 and above (73%). Respondents were also likely to consider this crisis to be among the top three issues they are most impacted by (40%), more so again for those aged over 65 (53%) who often discussed their health and the impact of ageing as a key challenge. With health being one of the biggest priorities across the lifespan, this is not surprising to see, as people may feel this is being placed at risk because of the crisis, positioning it as a potential barrier to the fulfilment of Safety Needs.

Though the environment and climate change is one of the most concerning issues to people (53%), it is not among the top three things people feel most impacted by (it was fourth at 33%). This may be due to the fact that the three issues people feel most impacted by are being felt in the immediate present, whereas the effects of climate change appear far away in terms of both distance (i.e., it is being felt more by other countries in different climates) and time (i.e., it will be more impactful in the future). In this sense, the environment may not be seen as an immediate enough risk to people's safety and security to be considered among the three most impactful issues – however, people are aware of the impending risk.

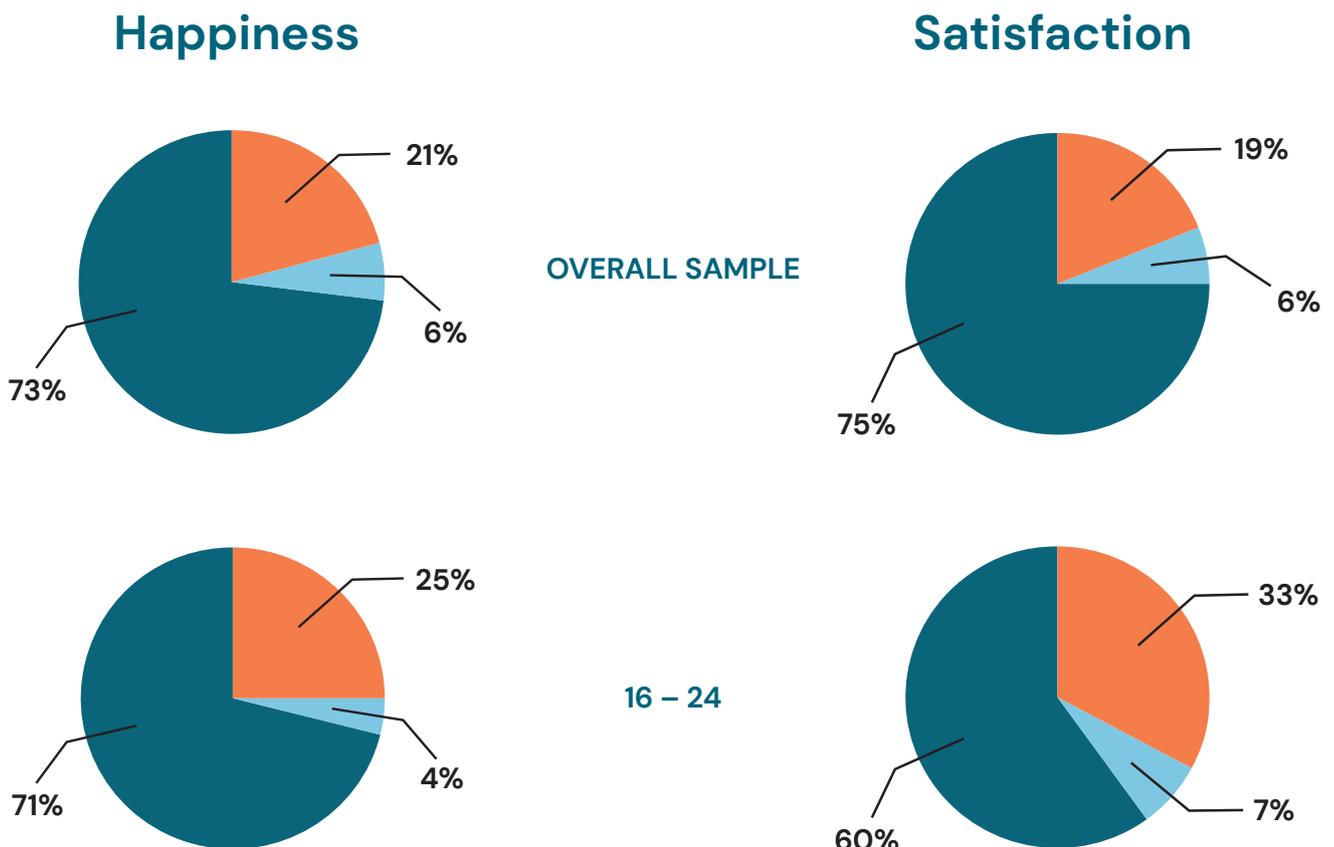
The political climate, however, was considered the second most impactful issue (45%), despite not being among the top three most concerning (it was fourth at 45%). This may be due to the fact that we are seeing the political climate impact many areas of life, such as the economic climate, health services, other important services and environmental action, all of which can be influential towards people’s Safety Needs.

HAPPINESS AND SATISFACTION ACROSS THE LIFESPAN

While happiness levels remain relatively stable between 16 – 44 years of age, they appear to drop by around 10% at age 45 – 54, before significantly rising again with age. Interestingly, at aged 45 – 54, there was a slight increase in the number of people speaking about their greatest challenges being related to the ability to keep positive and motivated, suggesting a mid-life “slump”. Satisfaction, however, is at its lowest at 16 – 24, before rising steadily to 90% among those aged 65 and above.

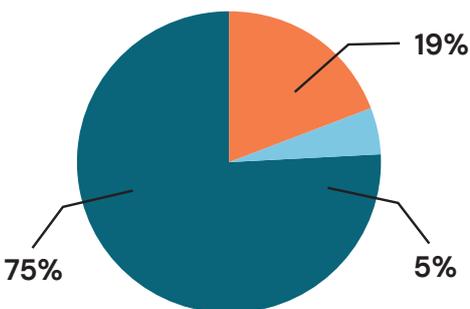
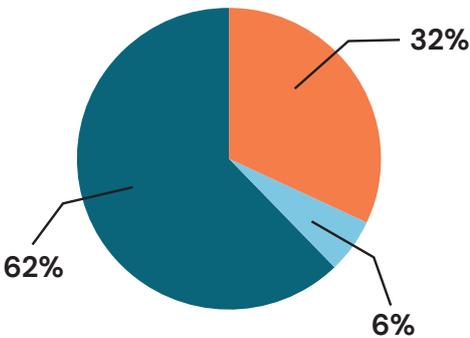
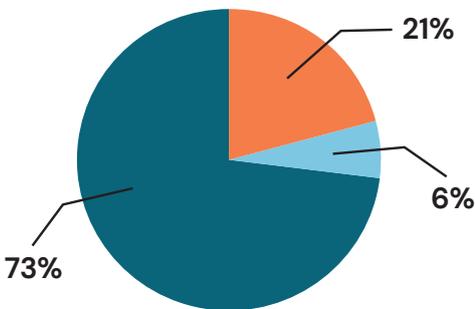
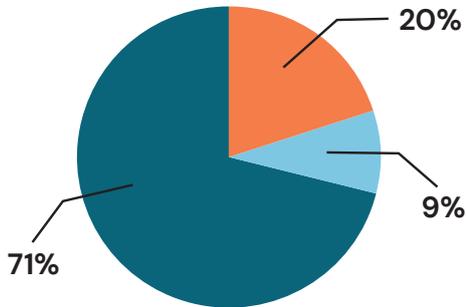
FIG. 7: HAPPINESS AND SATISFACTION SCORES BY AGE

KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE



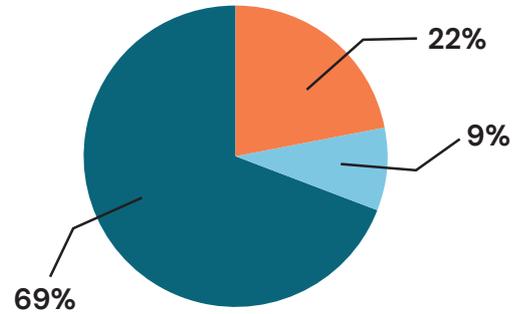
KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

Happiness

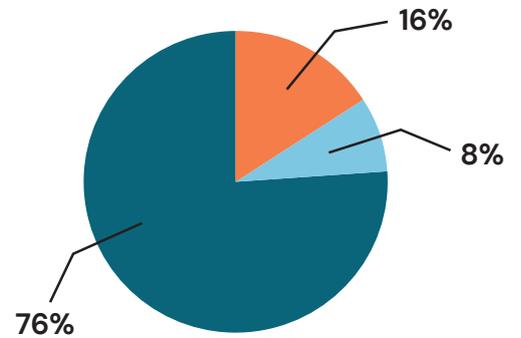


Satisfaction

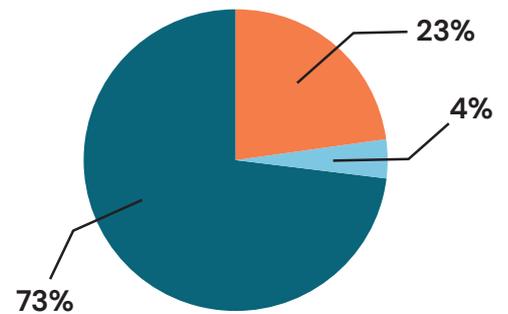
25 – 34



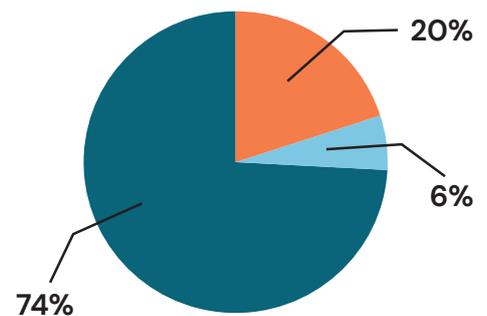
35 – 44



45 – 54

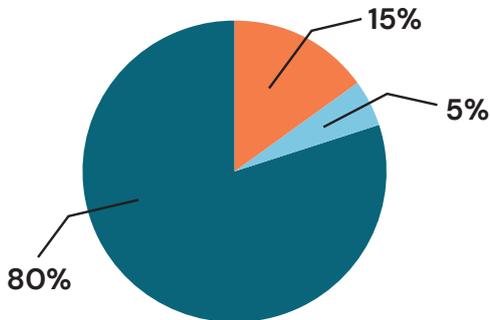


55 – 64

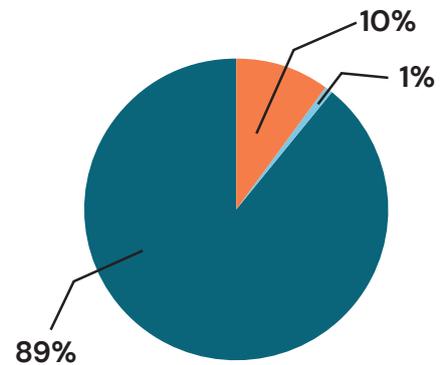


KEY: ● NEGATIVE SCORE ● NEUTRAL (SCORE OF 0) ● POSITIVE SCORE

Happiness



Satisfaction



65+

Lower levels of satisfaction for the youngest age group may be due to them not being in the career position they want, with their career and related progression being of great importance to them at this stage in their life (65% consider progressing in their career to be important). For those aged 65 and over, however, when asked about their passions in life they frequently spoke about enjoying retirement, being grateful for and embracing each day, and living life to the full. It is interesting to note that this changed attitudes coincides with the end of their working lives and a shift towards a greater focus (and perhaps concern) around health.

The fact that people become increasingly focused on their health and feel grateful for each day suggests that those aged 65 and over begin to think of their time (or at least their time in good health) as scarce and therefore valuable. One of Dr. Cialdini's Six Principles of Persuasion², 'Scarcity', suggest that when something is scarce, it becomes more attractive and valued. This could suggest that the scarcity in which people begin to view their lives makes them more inclined to make the most of it, focusing on gratitude and enjoyment, and valuing each day.

² Cialdini, Dr. R. B. (1984). Influence: The Psychology of Persuasion

Behavioural insights

Embedding the COM-B model of behaviour³ within our analysis (please see appendix A), we worked to identify behavioural insights providing a deeper understanding of behaviour. These behavioural insights seek to provide an enhanced understanding what motivates and sustains behaviour, and therefore how behaviour change can be facilitated.

I NEED TO FOCUS ON SURVIVAL

National issues and crises are putting people's Safety Needs at risk by impacting their sense of personal safety and security, financial security, employment and health. This is further exacerbated by feelings of not being able to make a change in factors which would influence this security (such as income, employment and safety). In response to this, people have gone into survival mode (**automatic motivation**), investing all of their focus and therefore **psychological capabilities** into securing these areas, leaving little room for them to think about anything beyond this. While this is effectively enabling them to fulfil their Safety Needs, which are of greatest importance at this stage, they are unable to work towards the fulfilment of Love & Belonging and Esteem Needs (**reflective motivation**), hampering their ability to Self-Actualise.

I WANT MY LIFE TO BE MEANINGFUL

People want to make a difference to the world and those around them, whether it be through work, volunteering or otherwise. Fulfilling this desire to make their stamp on the world and the lives of others (**automatic motivation**) is key to achieving Esteem Needs, and while people clearly feel they have the **physical capabilities** to do so, there is question whether they would know where to start (**psychological capability**). Additionally, with many being held back by their focus on first fulfilling their Safety Needs (i.e., through employment, income and personal security), there is perhaps a lack of **opportunity** for them to engage in such purposeful activities, as this would come second to their need to survive (**reflective motivation**).

PERSPECTIVE CHANGES EVERYTHING

As people reach older adulthood (i.e., aged 65 and above), they begin to see life, or at least life in good health, as scarce, positively impacting both their **reflective and automatic motivation** to embrace and make the most of each day. Their greater sense of freedom following retirement (**physical capability and physical opportunity**) and **motivation** allows them to spend more time doing the things they want and/or with people they love. Not only does this support the fulfilment of Love & Belonging and Esteem Needs, but also puts people one step closer to achieving Self-Actualisation, shown by the increased happiness and satisfaction scores at this age.

³Michie, S., van Stralen, M. M., & West, R. (2011)

Recommendations

Informed by the behavioural insights and using the Behaviour Change Wheel³ (please see appendix B), we have developed the following set of recommendations for improving the lives of communities in Lincoln, and to support them to overcome key challenges. For each recommendation, we have highlighted which of the intervention functions from the Behaviour Change Wheel have been utilised. We suggest using these recommendations as a starting point for a wider conversation on what interventions can be designed to enable communities to not just survive, but thrive.

SUPPORT PEOPLE TO 'SURVIVE'

Education

Enablement

Develop resources which provide tips and guidance on navigating key life challenges. For example, guidance on budgeting to support people to manage the cost-of-living crisis, tips and 'quick wins' to enable people to make the most of their time, and small steps people can take to stay healthy in both mind and body. By providing information and guidance on how people can overcome such difficult situations, these resources would help to alleviate the pressure and burden of 'simply surviving' and provide support towards the fulfilment of Safety Needs. This would in turn help to free up people's psychological capabilities and therefore motivation to consider engaging in other activities which would fulfil Love & Belonging and Esteem Needs.

PROVIDE INSPIRATION TO KEEP GOING

Modelling

Environmental restructuring

Develop stories and testimonials from other people who are facing or have faced similar challenges in relation to financial stability, employment and staying healthy, for example. Use these to not only show people that they are not alone in their challenges, but to inspire them to keep going with the knowledge that they are in it together as a wider community and that things will get better. This sense of community encouraged by such testimonials could contribute towards the fulfilment of Love & Belonging Needs. Additionally, the use of stories could help people work towards the fulfilment of Esteem Needs through the inclusion of 'words of wisdom' from older adults, sharing the little things they do to embrace and enjoy each day, and encourage a positive impact on happiness.

BRING COMMUNITIES TOGETHER

Environmental restructuring

Encourage communities to engage with one another to increase community cohesion. Empower them in their ability to act as a support network for one another, whether it be through physical help, advice or companionship. Not only would this help make 'survival' less

³ Michie, S., van Stralen, M. M., & West, R. (2011)

challenging for people, thereby solidifying Safety Needs, but would also address key Love & Belonging Needs, which is of particular importance to those experiencing loneliness. This opportunity to help and support others would additionally help to address people's need for meaning and purpose, supporting the fulfilment of Esteem Needs and further encouraging people to step closer towards Self-Actualisation.

ESTABLISH A NETWORK OF COMMUNITY CHAMPIONS

Environmental restructuring

Modelling

Enablement

Develop a network of Community Champions across Lincoln that can act as spokespeople for both LocalMotion Lincoln and local communities. Working with LocalMotion Lincoln, they can promote the range of support available to people, whether it be related to their Safety, Love & Belonging or Esteem Needs (e.g., health and finance, local groups, volunteering opportunities). They can also act as advocates for members of their communities, engaging with people to find out what how they are doing and what support they may need, and then consulting with LocalMotion Lincoln on a regular basis to understand what support is currently and/or needs to be made available to them.

ESTABLISH A CENTRAL COMMUNITY AND SUPPORT HUB

Environmental restructuring

Education

Develop a central community hub containing a range of information, guidance and support to reduce the burden of 'simply surviving'. In addition to housing the aforementioned resources and testimonials to support and inspire those focusing on 'survival', this hub could also include signposting information to important local support services that can provide advice and guidance for people in relation to finances, job-seeking, education and health, among other challenges. This opportunity to easily find and/or be directed to important support would not only help solidify Safety Needs, but also free up their capabilities to look towards engaging in activities which would fulfil Love & Belonging and Esteem Needs, something that the hub can again help them to find.

This easily accessible support and direction to where they can find this would not only help solidify Safety Needs, but also free people up to look at doing things which would fulfil their Love & Belonging and Esteem Needs.

Appendices

APPENDIX A: THE COM-B MODEL OF BEHAVIOUR³

The COM-B model proposes that there are three components to any behaviour (B): Capability (C), Opportunity (O) and Motivation (M).

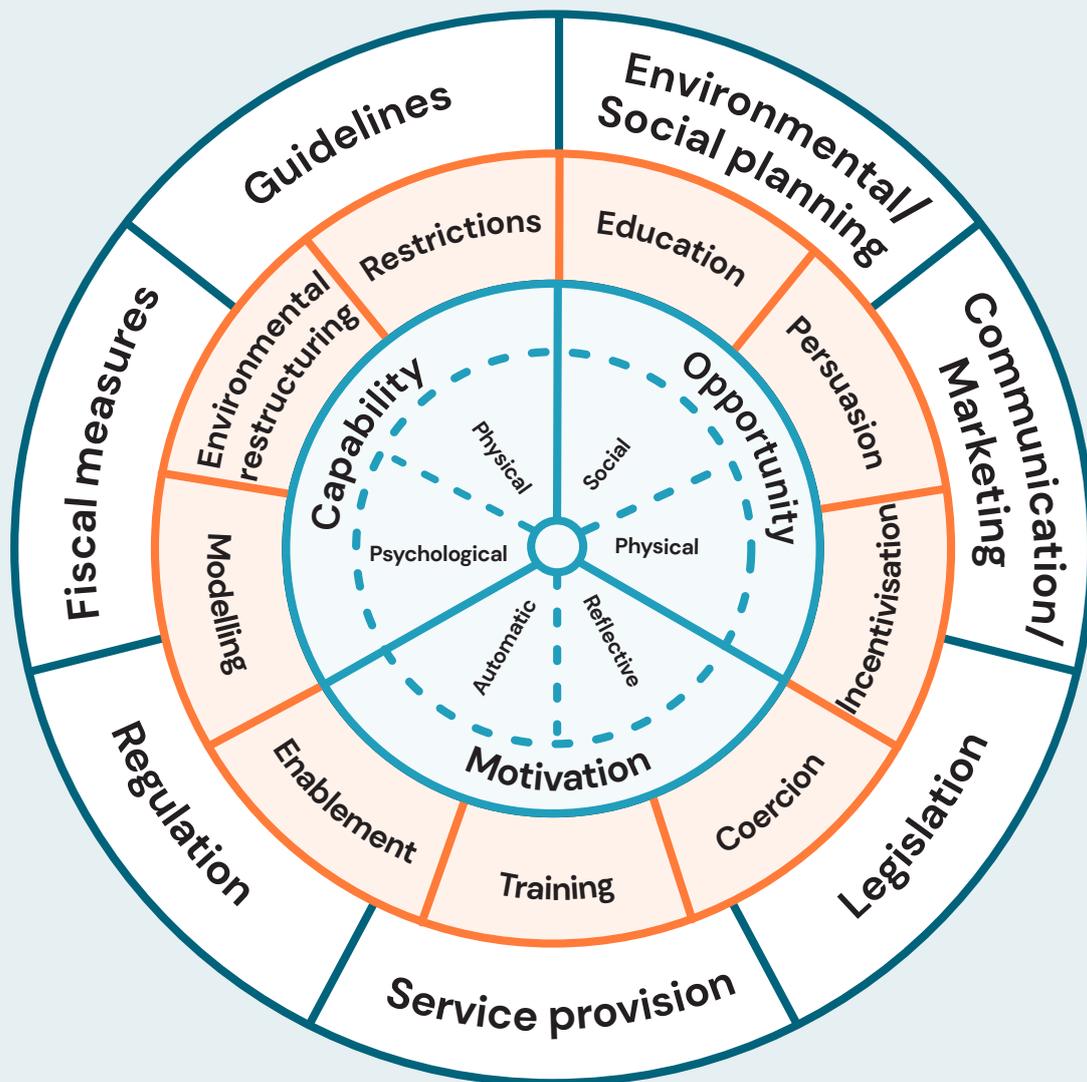


| | | |
|--------------------|----------------------|---|
| Capability | Physical | Our knowledge / psychological strength, skills or stamina |
| | Psychological | Our physical strength, skills or stamina |
| Opportunity | Physical | Opportunities provided by the environment, such as time, location and resources |
| | Social | Opportunities as a result of social factors, such as social norms and social cues |
| Motivation | Reflective | Reflective processes, such as making plans and evaluating things that have already happened |
| | Automatic | Automatic processes, such as our desires, impulses and inhibitions |

³Michie, S., van Stralen, M. M., & West, R. (2011)

APPENDIX B: THE BEHAVIOUR CHANGE WHEEL³

Using the COM-B model of behaviour, the Behaviour Change Wheel highlights the interventions which can be used to support behaviour change (intervention functions) and the means through which these can be delivered (policy categories).



³Michie, S., van Stralen, M. M., & West, R. (2011)

OVERVIEW

There were a total of 839 responses to the BIG Lincoln Conversation 2023. This is above the minimum sample required to obtain a response that is representative of Lincoln to the 95% confidence level, with a 5% confidence interval (which is standard for quantitative research).

This ensures that you can be 95% certain that the response collected does indeed reflect your population, with a 5% margin of error. For example, if 50% of respondents answer 'yes' to a particular question, you can be sure that between 45% - 55% of your population would answer the same.

Below is a breakdown of the demographics of respondents. Only the age question was mandatory for completion, so some questions include a proportion of respondents who did not answer. Please note that all percentages are rounded, so in some cases the overall total may not appear to equal 100%.

AGE

| Age (years) | Percentage of respondents | Lincoln population (%)* |
|-------------|---------------------------|-------------------------|
| 16 – 24 | 9% | 25% |
| 25 – 34 | 16% | 18% |
| 35 – 44 | 19% | 14% |
| 45 – 54 | 16% | 13% |
| 55 – 64 | 21% | 13% |
| 65 or above | 19% | 17% |

*ONS Census 2021: Based on a population of 87,067 aged 16 and above.

RELATIONSHIP STATUS

| Relationship status | Percentage of respondents | Lincoln population (%)* |
|------------------------|---------------------------|-------------------------|
| Single | 19% | 51%** |
| In a relationship | 17% | |
| Married | 51% | 32% |
| Civil partnership | 1% | <1% |
| Divorced | 5% | 10% |
| Widowed | 3% | 5% |
| None of the above | <1% | 0% |
| Prefer not to say | 2% | 0% |
| Other / did not answer | 2% | 2% |

* ONS Census 2021: Based on a population of 87,064 aged 16 and above.

** Never married and never registered a civil partnership

LOCATION

| Postcode | Percentage of respondents | Lincoln population (%)** |
|--------------------------|---------------------------|--------------------------|
| LN1 | 13% | 14% |
| LN2 | 20% | 19% |
| LN3 | 3% | 4% |
| LN4 | 3% | 19% |
| LN5 | 14% | 16% |
| LN6 | 24% | 28% |
| Other / did not answer * | 23% | <1% |

* Those who answered 'other' are likely to be students living in Lincoln but from out of area. It also demonstrates that people who may live slightly outside of the city still identify as being from Lincoln.

** ONS Census 2011: Based on a population of 204,958 (Only including data from postcodes: LN1-LN6).

EMPLOYMENT

| Employment | Percentage of respondents | Lincoln population (%)* |
|---|---------------------------|-------------------------|
| In education | 4% | 13% |
| Undertaking an apprenticeship | 1% | 0% |
| Part-time employed | 14% | 12% |
| Full-time employed | 42% | 30% |
| Unemployed | 3% | 2% |
| Unable to work due to health condition / disability | 4% | 4% |
| Unable to work due to caring responsibilities | 1% | 3% |
| None of the above | 5% | 16% (Does not apply) |
| Prefer not to say | 1% | 0% |
| Other / did not answer* | 24% | 20% |

* Answers to 'Other' included retired and both in education and employed.

** ONS Census 2021: Based on a population of 103,807 aged 16 and above.

EDUCATION

Please note that Lincoln data is presented separately due to varying measurement techniques.

| Education level | Percentage of respondents |
|--|---------------------------|
| Entry level qualifications and short course certificates below GCSE level | 3% |
| GCSEs up to grade D; Level 1 NVQ; or equivalent | 3% |
| GCSEs above grade D; Intermediate apprenticeship; Level 2 NVQ; or equivalent | 11% |
| A-Levels or AS Levels; IB; Advanced apprenticeship; Level 3 NVQ; or equivalent | 12% |
| Higher national certificate; Certificate of higher education; Higher apprenticeship; Level 4 NVQ or equivalent | 8% |

| | |
|--|-----|
| Higher national diploma; Diploma of higher education; Foundation degree; or equivalent | 12% |
| Degree level e.g., Bachelor of science; Graduate diploma; Degree apprenticeship; or equivalent | 25% |
| Postgraduate level e.g., Master of the arts; Postgraduate diploma; PGCE or equivalent | 17% |
| Doctorate level e.g., PhD or DPhil; or equivalent | 2% |
| No qualifications | 4% |
| Other / did not answer | 2% |

| Education level | Lincoln population (%)* |
|--|-------------------------|
| Level 1 and entry level qualifications: 1 to 4 GCSEs grade A* to C, Any GCSEs at other grades, O levels or CSEs (any grades), 1 AS level, NVQ level 1, Foundation GNVQ, Basic or Essential Skills | 8% |
| Level 2 qualifications: 5 or more GCSEs (A* to C or 9 to 4), O levels (passes), CSEs (grade 1), School Certification, 1 A level, 2 to 3 AS levels, VCEs, Intermediate or Higher Diploma, Welsh Baccalaureate Intermediate Diploma, NVQ level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First or General Diploma, RSA Diploma | 11% |
| Apprenticeship | 5% |
| Level 3 qualifications: 2 or more A levels or VCEs, 4 or more AS levels, Higher School Certificate, Progression or Advanced Diploma, Welsh Baccalaureate Advance Diploma, NVQ level 3; Advanced GNVQ, City and Guilds Advanced Craft, ONC, OND, BTEC National, RSA Advanced Diploma | 21% |
| Level 4 qualifications or above: degree (BA, BSc), higher degree (MA, PhD, PGCE), NVQ level 4 to 5, HNC, HND, RSA Higher Diploma, BTEC Higher level, professional qualifications (for example, teaching, nursing, accountancy) | 22% |
| No qualifications | 15% |
| Does not apply - Other | 18% |

* ONS Census 2021: Based on a population of 103,822 aged 16 and above.

INCOME

| Annual income | Percentage of respondents |
|--------------------|---------------------------|
| Up to £10,000 | 11% |
| £10,001 - £20,000 | 19% |
| £20,001 - £30,000 | 21% |
| £30,001 - £40,000 | 14% |
| £40,001 - £50,000 | 7% |
| £50,001 - £60,000 | 4% |
| £60,001 - £70,000 | 3% |
| £70,001 - £80,000 | 3% |
| £80,001 - £90,000 | 1% |
| £90,001 - £100,000 | 1% |
| Over £100,000 | 1% |
| Prefer not to say | 13% |
| Did not answer | 2% |

Please note that comparative data for Lincoln is not available.

Report produced by

SOCIAL
CHANGE

www.social-change.co.uk

November 2023