MEASURING YOUR IMPACT ON LONELINESS IN LATER LIFE

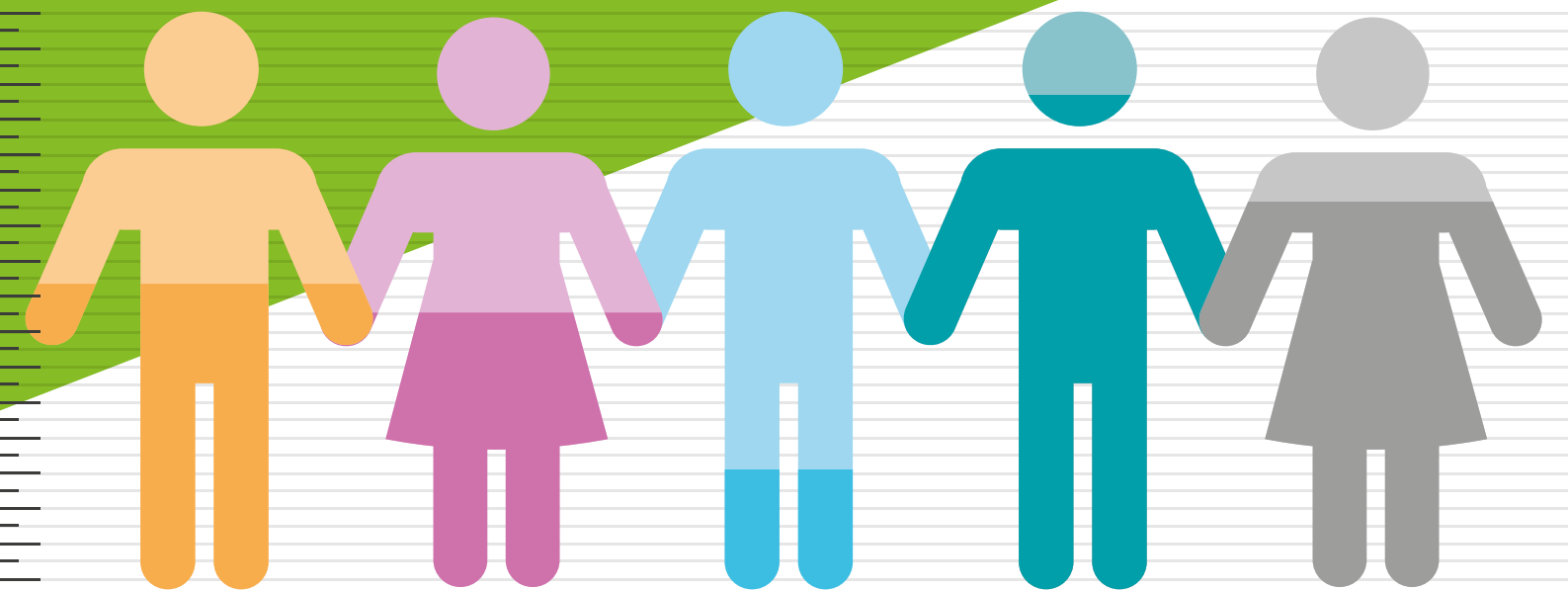Campaign to EndLoneliness

CONNECTIONS IN OLDER AGE

Contents

What does this guidance cover?

Are you working to prevent or reduce loneliness in your community?

Can you articulate the difference you are making to the lives of older people?

We're all working in an increasingly competitive funding environment, and we all need to be able to demonstrate robustly that we make a difference. Funders across the public, voluntary and private sectors also face their own financial pressures and need evidence that the programmes they fund are delivering real change for the people they support.

This guidance offers information and advice on choosing and using a scale to measure the impact of your services on loneliness in older age.

Why measure loneliness?

In a recent report, published with Age UK, we demonstrate that there is a lack of good quality evidence on the impact of different types of services on loneliness.[1] This concerns us, as feeling lonely is linked to risk of an earlier death[2], depression[3], dementia[4] and poor self-rated health[5]. We need to know more about 'what works' to prevent or alleviate it.

You might be thinking about measuring how your service is reducing social isolation or improving wellbeing. Whilst isolation and wellbeing are linked to feelings of loneliness, they are distinct experiences and concepts (we talk more about this later on, in the Introduction to this guidance). We would like to encourage you to measure loneliness for two reasons. Firstly, loneliness has a negative impact on our quality of life, and mental and physical health. Secondly, measuring loneliness will help you to demonstrate the positive impact of your work on the way people *feel* about their relationships and connections – and give you a more detailed understanding than a wellbeing measure can.

1   Jopling, K. 2015. *Promising approaches to reducing loneliness and isolation in later life.* Age UK and Campaign to End Loneliness: London.

2   Penninx, B., van Tilburg, T., Kriegsman, D. Deeg, D., Boeke, J. and van Eijk, J. 1997. Effects of Social Support and Personal Coping Resources on Mortality in Older Age: The Longitudinal Aging Study Amsterdam. *American Journal of Epidemiology.* 146(6) pp. 510-519

3   Green B. H, Copeland J. R, Dewey M. E, Shamra V, Saunders P. A, Davidson I. A, Sullivan C, McWilliam C. 1992. Risk factors for depression in elderly people: A prospective study. *Acta Psychiatrica Scandinavica* 86(3) pp.213–7

4   Holwerda, T. J. Deeg, D., Beekman, A. van Tilburg, T.G., Stek, M.L., Jonker, C., and Schoevers, R. 2012. Research paper: Feelings of loneliness, but not social isolation, predict dementia onset: results from the Amsterdam Study of the Elderly (AMSTEL) *Journal of Neurology, Neurosurgery and Psychiatry*

5   Stickley, A., Koyanagi, A., Roberts, B., Richardson, E., Abbott, P., Tumanov, S. and McKee, M. 2013. Loneliness: Its Correlates and Association with Health Behaviours and Outcomes in Nine Countries of the Former Soviet Union. *PLOS One*

Why use a scale?

A scale is simply a way of numerically measuring an opinion or emotion, and it one way to gather evidence about the effectiveness of a service. There are other approaches to collecting information, for example qualitative methods collect evidence without focusing on numbers. They can be used to gain an in-depth understanding about *how* or *why* someone came to feel lonely, and allow you to produce detailed case studies about how you've helped prevent or alleviate it. Examples of qualitative research techniques include one-to-one interviews and focus groups.

However, facing continued financial pressures, services across the health, social care and voluntary sectors need more 'hard' evidence on the effectiveness of loneliness interventions. Using a scale will enable you to ask about loneliness in a more structured way – and produce numbers that can help you illustrate *how much* of a difference you've made. Using a scale could also allow you to compare the impact of different activities or services on loneliness.

Choosing the right scale for you

As you read through this guidance and look at the different scales we suggest, you may also want to bear the following questions in mind to help you make a decision about the right tool for you:

- Are you comfortable asking **direct questions** about loneliness or painful experiences?

- How much **time** do you have to ask people about loneliness?

- **Who** will be asking the questions, and analysing the results?

- What does your service or activity **do**? For example, are you only addressing the 'social' dimension of loneliness?

- How much **time and money** can you allocate to monitoring and evaluation?

Summary of Scales

In this guidance we describe four different scales, which have been developed by different people, and have their own strengths and limitations. We encourage you to read on to learn more about their particular strengths and limitations, but this page presents their 'vital statistics' – four initial categories to help you compare them:

- **Length** – how many questions does the scale contain?

- **Language** – are the questions negatively or positively worded, or both?

- **Initially developed for…** – was this originally intended for use by researchers or services?

- **Mentioning the 'L' word** – does it ask directly about loneliness, or ask around the topic?

The Campaign to End Loneliness Measurement Tool
Scale 1

Length: 3 Questions

Language: Positive wording

Initially developed for: Service providers

Does it mention loneliness? No

This scale is for you if: you want a short and sensitively-worded tool that is easy to use.

De Jong Gierveld Loneliness Scale
Scale 2

Length: 6 Questions

Language: Mixes positive and negative wording

Initially developed for: Researchers

Does it mention loneliness? No

This scale is for you if: you want an academically rigorous tool that distinguishes between different causes of loneliness.

The UCLA Loneliness Scale
Scale 3

Length: 3 Questions

Language: Negative wording

Initially developed for: Service providers

Does it mention loneliness? No

This scale is for you if: you want a short and academically rigorous tool, with a simple scoring system.

Single-Item 'Scales'
Scale 4

Length: 1 Question

Language: Negative wording

Initially developed for: Researchers

Does it mention loneliness? Yes

This scale is for you if: you want to get to the heart of the issue with just one question.

Introduction

In 2013, a survey of Campaign to End Loneliness supporter organisations found over half said that they would value more support in evaluating their impact on loneliness. The brief was clear: services said they wanted a straightforward, flexible loneliness measurement tool that was suitable to use with older people who may be vulnerable.

What is loneliness?

It may surprise you to learn that there is no agreed definition of "loneliness" in research. One explanation of loneliness is that it is a painful feeling that occurs when this is a gap, or a mismatch, between the number and quality of social relationships and connections that we have, and those we would like.[6]

Others suggest that there are two dimensions to loneliness: social and emotional. Social loneliness occurs when someone is missing a wider social network and emotional loneliness is caused when you miss an "intimate relationship".[7]

On the whole, loneliness is described as an unwelcome, painful and unpleasant feeling.[8] There is a general agreement that loneliness is distinct from social isolation and wellbeing. Social isolation is an objective state that only measures the number and/or frequency of social contact.[9] Wellbeing is a broader concept, which examines our psychological and physical resources, as well as social connections.[10]

Loneliness is a fluid experience: it can come and go over a short time, or persist in the longer term. Recent research found that over 8 years, 7% of older people in England said they were always lonely, 10% of people moved out of loneliness, 9% moved into loneliness and 9% fluctuated in and out of loneliness.[11]

It is worth thinking about what the different tools and questions in this document are measuring, and how this relates to your service or activity.

6   Perlman, D. and Peplau, L. A. Chapter 2: Toward a Social Psychology of Loneliness, in Duck and Gilmour (eds.) 1981. *Personal Relationships in Disorder.* London: Academic Press.

7   de Jong Gierveld, J. and van Tilburg, T. 2006. 6-Item Scale for Overall, Emotional, and Social Loneliness: Confirmatory Tests on Survey Data *Research on Ageing* 28(5) pp. 582-598

8   Hauge, S. and Kirkevold, M. 2010. Older Norwegians' understanding of loneliness. *International Journal of Qualitative Studies on Health and Well-being* 5: 4654

9   Victor, C., Scambler, S., Bond, J. and Bowling, A. 2001. Being alone in later life: loneliness, social isolation and living alone. *Clinical Gerontology* 10(04) pp. 407 - 417

10 Dodge, R., Daly, A., Huyton, J., & Sanders, L. 2012. The challenge of defining wellbeing. *International Journal of Wellbeing* 2(3), 222-235.

11 Victor, C. 2013. Professor Christina Victor, Brunel University - Who is lonely and when? [video online] Available at: https://www.youtube.com/watch?v=U7u1kvDFAng [Accessed 15 March 2015]

Who experiences loneliness?

Loneliness is also a common emotion and it is likely that, at some point in our lives and whatever our age, we will experience it. Various studies estimating the levels of loneliness in Great Britain show that 5 – 16% of people aged 65 or over report feeling lonely all or most of the time and up to a further 30% say they feel lonely "sometimes".[12] As our population ages, there may be an increase in the real numbers of older people experiencing loneliness. You can learn more about the triggers for loneliness in the Campaign's recent report: *Hidden Citizens: how can we identify the most lonely adults?*[13]

Why evaluate?

Evaluation can help you to demonstrate that you are really helping the people your service has contact with. It can also help you better understand how a particular service or activity works. Anyone can collect and use data, and you needn't be discouraged from evaluating your intervention just because you don't have past experience of doing this.

In essence, planning an evaluation involves asking yourself the following things:

- What are your desired outcomes

- What services or mechanism is delivering these outcomes

- How they will be measured

- Who will measure them – and when

- How long the evaluation will run for

- How will the information be used

A good evaluation has been shown to have two overarching principles. Firstly, *independence*, i.e. those carrying out an evaluation can produce independent and objective reports. Secondly, *transparency* – the research methods used and findings are accessible and available to all. There are a number of comprehensive resources – from the Charities Evaluation Services[14] and Joseph Rowntree Foundation[15] – about evaluating the work of charities and community projects, which may be helpful to read alongside this guidance.

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12 Cann, P. and Jopling, K. 2011. *Safeguarding the Convoy: A call to action from the Campaign to End Loneliness.* Oxfordshire: Age UK Oxfordshire. http://tinyurl.com/njsgx6z

13 Goodman, A., Adams, A., & Swift H.J. 2015. *Hidden citizens: How can we identify he most lonely older adults?* The London: Campaign to End Loneliness. http://www.campaigntoendloneliness.org/hidden-citizens/

14 Charities Evaluation Services. *Tools and Resources:* http://www.ces-vol.org.uk/tools-and-resources/tools-and-resources [Accessed 27 April 2015]

15 Joseph Rowntree Foundation. *Evaluating community projects A practical guide:* http://www.jrf.org.uk/system/files/1859354157.pdf [Accessed 27 April 2015]

About these scales

In the following section, we have described and provided advice on how to use the following four loneliness scales:

- **The Campaign to End Loneliness Measurement Tool**

- **The De Jong Gierveld Loneliness Scale**

- **The UCLA Loneliness Scale**

- **Single-item 'scale'**

We have chosen these four scales because we think they have a range of different strengths and limitations. For example, the Campaign tool has been developed specifically for people providing services or running activities, whilst the Gierveld scale is a well evaluated measure of different types of loneliness.

However, you'll see that loneliness scales can vary in a number of ways. This is because they have been developed for different contexts and circumstances. For example, the De Jong Gierveld Scale was developed in the Netherlands for use in large surveys but has since been adapted for smaller questionnaires and evaluating interventions.

All the scales in this publication can measure the *intensity* of loneliness and, if you use them regularly, how it *changes over time*. However, you can only ask about how often loneliness occurs in someone's daily life by asking this directly, for example: in the past month, how often would you say you felt lonely?

There are a number of limitations to these scales that you should bear in mind.

- Firstly, they only give you a 'snapshot' of how someone is feeling on a particular day because feelings of loneliness can fluctuate

- Whilst the scales are designed to pick up small changes in loneliness we cannot know, exactly, the intensity that the different scores represents. For example someone with a score of "4" may not be half as lonely as someone with a score of "8" (although we can confidentially say one is less lonely than the other)

- It may also be difficult to tell if another person, experience or circumstance – independent of your service – is having a positive or negative impact on changes in someone's loneliness. However, we do make some suggestions for how to overcome this in "Asking open follow-up questions" on page 27)

The following sections outline the structure and design of four different scales, explains how to score and interpret your results, and sets out their strengths and limitations.

The Campaign to End Loneliness Measurement Tool

This tool contains the following statements:

1. **I am content with my friendships and relationships**

2. **I have enough people I feel comfortable asking for help at any time**

3. **My relationships are as satisfying as I would want them to be**

To each of these statements, ask your respondents to give one of the following answers:

Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree / Don't Know

In order to avoid a 'response set' – where people give the same answer to a question almost by rote, it is important to alternate the direction of answers. E.g. for questions 1 and 3 you start with the 'Strongly Disagree' end of the scale and for question 2 you start with 'Strongly Agree'.

Asking all three of these questions together produces the most reliable information on people's experience of loneliness. You can see a copy of the questions in full scale form in Appendix A.

Using this scale: how to score and interpret your results

In order to score somebody's answers, their responses should be coded as follows:

Response	Score
Strongly disagree	4
Disagree	3
Neutral	2
Agree	1
Strongly agree	0

The scores for each individual question need to be added together. This gives a possible range of scores from 0 to 12, which can be read as follows:

Least lonely 0 1 2 3 4 5 6 7 8 9 10 11 12 **Most lonely**

So someone with a score of 0 or 3 can be said to be unlikely to be experiencing any sense of loneliness, whereas anyone with a score of 10 or 12 is likely to be experiencing the most intense degree of loneliness. Scores in-between these two extremes are on a spectrum of feelings of loneliness; however it is not possible to say that each point on the scale represents an equal increase or decrease in the degree of loneliness someone might be feeling.

The main purpose of this tool is to measure the change that happens as a result of an intervention to address loneliness. The key thing to focus on is how people's scores change over time. If someone scores "9" at one point, and then "7" three months later (after having been matched with a befriender, for example) it is reasonable to assume that their experience of loneliness has decreased. You should not say "this person's loneliness has decreased by 22%" because it is not possible to say by how much it has decreased – just that it has improved.

SUMMARY

The Campaign to End Loneliness Measurement Tool

Scale **1**

Length: 3 Questions

Language: Positive wording

Initially developed for: Service providers

Does it mention loneliness? No

This scale is for you if: you want a short and sensitively-worded tool that is easy to use.

STRENGTHS

- **Positive language about a tricky issue:** The particular strength of this tool is that it is written in language which is non-intrusive and unlikely to cause any embarrassment or distress.

- **Practical:** It is therefore a very practical resource for organisations in the field to use in their face-to-face work with older people.

- **Co-designed:** It has been designed with a number of different people and organisations, to try and ensure it is appropriate for a ranges of contexts.

- **Length:** It has been kept as short as possible and is easy to score.

- **Validity:** The tool has undergone academic tests to ensure it is valid and reliable.

LIMITATIONS

- **Newness:** This tool has not yet been used extensively by services, so we do not yet know how it picks up changes over time – although the Campaign to End Loneliness will be working with services in 2015 and 2016 to monitor how it performs, and it worked well in an initial pilot.

- **Only using positive language:** The use of only positive worded questions could also lead to respondents under-reporting their loneliness, although we cannot test for this.

- **Not a screening tool:** Finally, we strongly advise organisations not to use these questions as a "screening tool" to establish eligibility to their services. It has not been designed for this purpose and may therefore give misleading results.

How was this tool developed?

All tools should be based upon a way of seeing the issue (a conceptualisation) and the Campaign to End Loneliness Measurement Tool is based upon the following definition: loneliness occurs when there is a gap between the number and quality of relationships and contacts that we have, and those that we want. This is sometimes known as a cognitive discrepancy theory of loneliness.[16]

This tool was developed over the course of 2014 by the Campaign, in partnership with over 50 older people, service providers, commissioners and housing associations. Three focus groups were held with older people in Bristol and London. These were followed by three design workshops, during which the organisations and older people present created an outcome 'map' of the steps that can be taken to address loneliness, and wrote questions reflecting these outcomes.

These draft questions were then reviewed and short-listed. Four prototype tools were drafted, and voted upon, and two prototypes were tested across 18 organisations and 785 older people (over 350 people per tool), alongside the De Jong Gierveld Scale which is considered by many researchers specialising in older age as the gold standard for measuring loneliness.

A statistical validation process was conducted on the results, and the tool that was shown to be the most accurate measure of loneliness was selected. You can request a report from the Campaign that explains this validation process in more detail, if you are interested in learning more.[17]

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16 Perlman, D. and Peplau, L. A. Chapter 2: Toward a Social Psychology of Loneliness, in Duck and Gilmour (eds.) 1981. *Personal Relationships in Disorder.* London: Academic Press.

17 Please email info@campaigntoendloneliness.org.uk

The De Jong Gierveld 6-Item Loneliness Scale

In this 6-item scale, 3 statements are made about 'emotional loneliness' and 3 about 'social loneliness'. (Social loneliness (SL) occurs when someone is missing a wider social network and emotional loneliness (EL) is caused when you miss an "intimate relationship".[18])

1. **I experience a general sense of emptiness [EL]**

2. **I miss having people around me [EL]**

3. **I often feel rejected [EL]**

4. **There are plenty of people I can rely on when I have problems [SL]**

5. **There are many people I can trust completely [SL]**

6. **There are enough people I feel close to [SL]**

The scale generally uses three response categories: **Yes / More or less / No**

See Appendix B for the scale and responses in full.

Using this scale: how to score and interpret your results

To score the answers to the scale, the neutral and positive answers are scored as "1" on the negatively worded questions (in this instance, questions 1-3). On the positively worded items (questions 4-6), the neutral and negative answers are scored as "1". Therefore, someone's responses to the negative, emotional loneliness questions should be coded as follows:

Response	Score
Yes	1
More or less	1
No	0

To score somebody's answers to the positive, social loneliness questions, use the following coding:

Response	Score
Yes	0
More or less	1
No	1

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18 de Jong Gierveld, J. and van Tilburg, T. 2006. 6-Item Scale for Overall, Emotional, and Social Loneliness: Confirmatory Tests on Survey Data
   Research on Ageing 28(5) pp. 582-598

Note: this does mean that an answer of 'more or less' is given the same score as 'yes' or 'no', depending on the question. This produces an emotional loneliness score, ranging from 0 (not emotionally lonely) to 3 (intensely emotionally lonely) and a social loneliness score, also ranging from 0 (not socially lonely) to 3 (intensely socially lonely). The scores for each individual question can be added together although you should also look at the individual scores for emotional and social loneliness. This gives a possible range of scores from 0 to 6, which can be read as follows:

Least lonely   0   1   2   3   4   5   6   ➤   **Most lonely**

You can use the complete scale, or the 3 question emotional or social loneliness subscales separately.

SUMMARY

De Jong Gierveld Loneliness Scale

Scale 2

Length: 6 Questions

Language: Mixes positive and negative wording

Initially developed for: Researchers

Does it mention loneliness? No

This scale is for you if: you want an academically rigorous tool that distinguishes between different causes of loneliness.

STRENGTHS

- **Different types of loneliness:** The focus on both emotional and social loneliness produces results that can give insight into why someone might be experiencing loneliness. For example, are they lonely because they'd like larger social networks, or is it because of the loss of a key relationship?

- **Designed for older people:** The Gierveld scale was designed for use with older people, and also tested with large samples of people aged 18+.

- **Extensively used and tested:** This scale is widely used across Europe, and very well-tested and evaluated for use in a number of languages and countries.

- **Avoids automatic answers:** The mix of positive and negative can help avoid a 'response set' – where someone falls into giving automatic answers rather than considering what they are asked.

LIMITATIONS

- **Length:** a significant limitation – for service providers at least – is its length, which can make it difficult to insert into existing monitoring and evaluation. This could be because it was initially designed for use by researchers and larger population surveys.

- **Tricky questions on a tricky subject:** Some staff or volunteers may also find it difficult to ask negatively-worded questions, and may require some support and training to ask these sensitively.

How was this tool developed?

The scale was developed in the Netherlands in the early 1980s and was initially based on Weiss's 1973 theory which defines loneliness as a subjective experience that occurs when the number of friendships or relationships someone has is smaller than desired (social loneliness) or when someone is missing intimacy from their relationships, friendships or acquaintances (emotional loneliness). 34 questions were initially developed in the 1980s by analysing over 100 accounts written by people experiencing loneliness. The questions were then tested with a further 59 men and women, and refined to pick up less intense feelings of loneliness.

From this long-list of questions, an 11 question-long scale was developed with six questions asking about emotional loneliness, and five asking about dimensions of social loneliness. This was piloted and used extensively before a shorter 6 question version was created in 2006 for use in larger surveys. The shorter version of the scale has been tested for reliability and validity in seven countries, including the Netherlands, France, Russia and Japan.

The UCLA 3-Item Loneliness Scale

This scale comprises 3 questions that measure three dimensions of loneliness: relational connectedness, social connectedness and self-perceived isolation. The questions are:

1. **How often do you feel that you lack companionship?**

2. **How often do you feel left out?**

3. **How often do you feel isolated from others?**

The scale generally uses three response categories: **Hardly ever / Some of the time / Often**

See Appendix C for the scale and responses in full.

Using this scale: how to score and interpret your results

In order to score somebody's answers, their responses should be coded as follows:

Response	Score
Hardly ever	1
Some of the time	2
Often	3

The scores for each individual question can be added together to give you a possible range of scores from 3 to 9. Researchers in the past have grouped people who score 3 – 5 as "not lonely" and people with the score 6 – 9 as "lonely".[19]

Least lonely   3   4   5   6   7   8   9   Most lonely

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19 Steptoe, A., Shankar, A., Demakakos, P. and Wardle, J. 2013. Social isolation, loneliness, and all-cause mortality in older men and women. *Proceedings of the National Academy of Sciences*. 110(15) pp.5797–5801

SUMMARY

The UCLA Loneliness Scale	Scale **3**

Length: **3 Questions**

Language: **Negative wording**

Initially developed for: **Service providers**

Does it mention loneliness? **No**

This scale is for you if: **you want a short and academically rigorous tool, with a simple scoring system.**

STRENGTHS

- **Widely used:** Both the longer and shorter versions of the UCLA loneliness scale are widely used across the world. The original paper has been cited over 1,500 times.

- **Can be used in different ways:** The tool has been found to be accurate when it is part of a self-completed questionnaire, and when an interviewer asks questions over the phone.[20]

- **Comparability to national studies:** The scale is regularly asked of over 12,000 people aged 50+ as part of the English Longitudinal Study of Ageing (ELSA). This means that UCLA results from a small population can be compared to a national sample, which may be of benefit to some services.

LIMITATIONS

- **Original development:** One of the main criticisms of the full UCLA scale is that it was developed in the USA with students – and therefore is not necessarily suitable for a UK context or use with older adults. However, the shorter, 3-item questionnaire has since been tested with older people.

- **Only uses negative wording:** Another limitation is that it does not use a mix of positive and negative wording, which could lead to a 'response set' – where participants give the same answer without really thinking about what they are being asked.

- **Easy to distort results:** The results of the UCLA scale across a population are sometimes turned into an average, e.g. a mean score of 4.2 in a group of 30 older adults. Creating a mean could prove unreliable as the scale does not quantify loneliness but simply gives it a numerical category.

- **Tricky questions on a tricky subject:** Some staff or volunteers may also find it difficult to ask negatively-worded questions, and may require support and training to ask these sensitively.

20 Hughes, M. E., Waite, L. J., Hawkley, L. C. and Cacioppo, J. T. 2004. A Short Scale for Measuring Loneliness in Large Surveys: Results from two population-based studies. *Research on Ageing*. 26(6) pp.655-672.

How was this tool developed?

Developed in the 1970s and revised in the 1990s, the scale uses the cognitive discrepancy theory of loneliness (i.e. loneliness occurs when there is a gap between the quantity and quality of connections we have and want). It is drawn from two older scales, including a 75-item scale based on statements describing loneliness from 20 psychologists. 25 questions were selected from these scales and tested with 239 students. Finally 20 items were selected, which aimed to measure both loneliness and social isolation.[21]

The longer scale was shortened to three questions in 2004 so that it could be used in larger surveys and over the telephone. The 3-item version was first tested with over 2,100 older adults and found to be a reliable and valid measure of loneliness by comparing the results against a self-identifying statement. The researchers concluded that the 3 question UCLA scale gauged general feelings of loneliness "quite well" and it was a robust measure of loneliness in self-administered questionnaires and telephone interviews.[22]

21 Russell, D., Peplau, L. A. and Ferguson, M. L. 1978. Developing a measure of loneliness. *Journal of Personality Assessment* 42(3) pp.290-294

22 Hughes, M. E., Waite, L. J., Hawkley, L. C. and Cacioppo, J. T. 2004. A Short Scale for Measuring Loneliness in Large Surveys: Results from two population-based studies. *Research on Ageing*. 26(6) pp.655-672.

Single-item questions

Single-item questions are sometimes known as self-rating measures of loneliness as they have to ask directly for the individual's assessment of how lonely they feel. There are many variants on this theme, and we suggest three here that come from different studies and use slightly different wording. The first example was first used by Joseph Sheldon in 1948.[23] He asked people:

Are you:

- Very lonely
- Lonely at times
- Never lonely

Our second example is currently used in the English Longitudinal Study of Ageing (ELSA):

How often do you feel lonely?

- Hardly ever or never
- Some of the time
- Often

The third example is adapted from the Center for Epidemiologic Studies Depression Scale (CES-D), which is commonly used screening questionnaire for depression. This is 20 questions long but includes one question about loneliness:

During the past week, have you felt lonely:

- Rarely or none of the time (e.g. less than 1 day)
- Some or a little of the time (e.g. 1-2 days)
- Occasionally or a moderate amount of time (e.g. 3-4 days)
- All of the time (e.g. 5-7 days)

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23 Sheldon, J. 1948. *The Social Medicine of Old Age: Report of an Inquiry in Wolverhampton*. Arno Press.

24 See example on Counselling Resource website: http://counsellingresource.com/lib/quizzes/depression-testing/cesd/

SUMMARY

| Single-Item 'Scales' | Scale 4 |

Length: 1 Question

Language: Negative wording

Initially developed for: Researchers

Does it mention loneliness? Yes

This scale is for you if: you want to get to the heart of the issue with just one question.

STRENGTHS

- **Short:** A single-item measure of loneliness has a number of benefits. It is short, asks directly about the issue of interest and is easy to administer and score. It may also be a starting point for a more in-depth conversation about experiences of loneliness.

- **Age-friendly:** Some research suggests that single questions are more appropriate with an older age group, particularly if someone is experiencing cognitive decline or has difficulty communicating.[25]

- **Academics use it:** Single, self-reporting questions are also the most commonly used measure in academic research studies.[26]

- **Challenges stigma?** There is an argument for asking directly about someone's loneliness as it challenges the stigma attached to the issues. This should be done in a private environment, where the interviewee has the opportunity to explain further about how they are feeling.

LIMITATIONS

- **May not be reliable:** These questions have never been thoroughly examined for their reliability, and ability to pick up change over time.

- **Ignores stigma?** There is also a concern that asking directly about loneliness can lead to underreporting, as the stigma that is attached to the experience means that people may be unwilling to admit to feeling lonely.[27]

- **May be too 'blunt':** Using a single-item scale will make it harder pick up on smaller gradations of change in loneliness, that you might expect after someone has had contact with a service.

- **Limitations of adding a time period:** a question that asks about loneliness over a certain time period (e.g. the CES-D question) may produce a misleading result, if that person has had an unusually stressful or difficult week or month.[28] It would also fail to reflect any long term feelings of loneliness.

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25 Holmen, K., Ericsson, K., Andersson, L., and Winblad, B. 1992. Loneliness among elderly people living in Stockholm: A population study. *Journal of Advanced Nursing 17* pp.43-51

26 Pinquart, M. & Sorenson, S. 2001. Influences on loneliness in older adults: A meta-analysis. *Basic and Applied Social Psychology* 23 pp.245-266.

27 Victor, C., Scambler, S., Bond, J. and Bowing, A. 2001. Being alone in later life: loneliness, social isolation and living alone. *Reviews in Clinical Gerontology* 10(04) pp. 407 - 417

28 Pikhartova, J., Bowling, A. and Victor, C. 2014. Does owning a pet protect older people against loneliness? *BMC Geriatrics* 14(106) Available at: http://www.biomedcentral.com/1471-2318/14/106#B11 [Accessed 21 April 2015]

How to use your chosen scale

This section shares some advice on how to design and deliver a robust evaluation of your service. It recommends sampling techniques, how to introduce and complete a survey and suggests additional open questions, amongst other things, to help you to get the best results.

a. Introducing a survey

In most situations, it will be important to give some introduction and guidance about the questions and how to answer them, to those taking part in your evaluation. The following wording could be used:

> We would like to ask you a few questions to enable us to measure how helpful our services are. You can choose to answer all or none of the questions, and choosing not to answer will not affect your access to any of our services in any way. When answering the questions, you could take account of the following:
>
> - There are no right or wrong answers
>
> - We would like you to be completely honest
>
> - In answering the questions it is best to think of your life as it generally is now (we all have some good or bad days)
>
> - You don't have to answer any question you don't want to

You may like to remind people being interviewed that the research questions are separate from the rest of the support offered by your organisation, and that there will be other opportunities for them to tell you about their situation in more detail, and for you to provide support. You may wish to set time aside after an interview to make it easier to discuss any issues or questions that arise because of the questions.

This additional time, post-survey, can help you to feel comfortable asking direct questions about loneliness in a dispassionate style, as a 'researcher'. You could use wording such as:

> The questions are quite brief and only require brief answers. Some of the questions are quite personal, so if you want to have a chat about anything in more detail, let me know and we will make sure we talk about it afterwards or at a later date.

b. Encouraging staff or volunteers to use a loneliness scale

It can be difficult to ask people about how they feel, particularly when questions might evoke memories of a painful experience like loneliness. There are a number of things you could do to ensure that staff and volunteers get on board with your evaluation and help you survey your members, including:

- Clearly explaining to them the purpose and value of asking the questions, and giving them time to ask questions of you about the survey

- Ensuring that there is support available that staff can offer or signpost to, if the person being interviewed feels upset after the interview

- Reassuring staff that most people are happy to answer questions about loneliness (even negatively-worded ones) and may welcome the opportunity to talk about it with someone

It may also help to add an open-ended question at the end of the survey and invite the interviewee to make any further observations they want to. Sometimes, closed questions do not perfectly capture an experience or feeling and this might be frustrating for both the interviewer and the interviewee.

c. How regularly should you use a tool or scale?

The principal aim of this guidance is to provide information on different scales that organisations can use to measure the impact of their interventions on loneliness in older age. In order to do this, you will need to incorporate your chosen scale into any procedures for recording information about a new service user – sometimes called a baseline survey.

To see if there have been any positive or negative changes, you will then need to ask people to answer the same questions again periodically (for example, at three or six monthly intervals) and again when they stop taking part.

First or early contact → 3 months later → 6 months later

Comparing the results over these kinds of time periods should allow a decision to be made about whether someone's experience of loneliness has changed in the intervening period. If so, judgements can be made about whether the service that you have provided has been of benefit to individuals.

It may be difficult to ask personal questions of someone when you have only just met them. However, if your evaluation is to have any chance of showing positive change, you do need to make sure that a scale is used before someone starts using your service or taking part in your activity or group. You may want to use the words in the above section – "Introducing a survey" – to help explain why you are asking the questions at an early stage.

d. How to sample

Depending on how many people take part in your service or activity, it may be possible to ask a survey of everyone you are supporting. However, if that is not practical – or would take too much time or money – then you can survey a sample of your population instead.

Sampling is the process of selecting people to take part in your evaluation from a whole population of interest (i.e. everyone who is receiving support from you, or attending your activities). The aim is to be able to assume the results from the people in the sample are typical of the population from which they were chosen. There are three steps to creating a sample:

1. CREATE YOUR SAMPLING FRAME

This is simply a comprehensive list of everyone who is taking part in your service or activity. You may have this list already, or you may need to ask service managers to create one for you. Whether or not you have a sampling frame will influence the next stage – choosing the way that you are going to create a sample.

2. CHOOSE A SAMPLING STRATEGY

A 'random' approach to sampling is called **probability sampling**. A simple example of probability sampling would be to put everyone's names into a hat, and then pick a certain number and only approach those people to take part. The simplest type of probability sampling is **simple random sampling**, which is easy to do and it is reasonable to generalise the results from the sample back to the population. First, create your sampling frame and then randomly select the number of people you'd like to interview, e.g. 100.[29]

If you want to be sure to represent certain sub-groups within your research (for example various ages, genders, ethnicities) you may want to use **stratified sampling**. This will generally have more statistical precision than simple random sampling. To do this, you will need a bit more information about your population in your sampling frame. For example if you'd like to sample a representative number of men and women, you'll need this recorded by their name. Simply separate your sampling frame into the sub-groups of interest and then carry out simple random sampling on each group, selecting the same proportion (not number – e.g. 20%) from each group.

If you do not have a sampling frame, you may wish to use a non-probability (non-random) sampling strategy. The benefits of this are that they are much easier to assemble and can be lower cost. The main problem is that you *cannot* make any claims about your whole population based on this sample – because it will not be representative.

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29 Excel has a random number feature that can be used to generate a random sample. To use this, paste everyone's names into an Excel column. In the column alongside, enter the function =RAND() alongside each entry, then sort both columns by the random numbers (select "Sort and Filter" and then "Sort A to Z"). They will appear in number order and you can use the first 100 names that appear as your random sample

Two of the most common non-probability sampling strategies are convenience sampling and quota sampling. Convenience sampling is also known as accidental or haphazard sampling as you simply interview a selection of people who are easy to reach and likely to agree to answer questions. For example, when a television reporter interviews the 'person on the street' to gauge public opinion. There is no way of knowing if these samples are representative of the wider population.

Instead, we could sample with purpose to target specific groups of people. An example is **quota sampling** – selecting people non-randomly according to some fixed quota. The stricter form of quota sampling is **proportional quota sampling** which aims to represent the major characteristics of the population by sampling a comparative amount of each. For instance, if you know the population you are interested in has 40% women and 60% men, and that you want a total sample size of 100, you will continue sampling until you reach those percentages and then you will stop. The problem here is that you have to decide the specific characteristics on which you will base the quota.

The less strict form of quota sampling is non-proportional quota sampling. In this method, you specify the minimum number of people you want in each category. You may decide to sample at least 40 women, at least 40 men and let the remaining 20 respondents 'fall out naturally'. Here, you simply want to have enough respondents to be able to talk about even small groups in the population.

3. DECIDING ON YOUR SAMPLE SIZE

Your sample size is the number of people you are going to survey, within your 'population'. Choosing your sample size may be decided by the capacity of your team to conduct surveys and analyse their results. However, if you would like to generalise from your sample to your larger population you can use a Sample Size Calculator, such as the one from Survey Monkey.[30]

To calculate your sample size, simply enter the total population size, keep the confidence level at 95% and set the margin of error at 5%. (You can learn more about what these things represent via the Survey Monkey Sample Calculator – referenced above). You'll notice that a big population does not necessarily need a big sample but if your population is small, the sample may make up a large proportion of it. If you would like to learn a bit more about the principles behind sampling, we'd recommend the Research Methods Knowledge Base website.[31]

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30 Survey Monkey. 2015. *Sample Size Calculator*. [online] Available at: https://www.surveymonkey.com/mp/sample-size-calculator/ [Accessed 27 April 2015]

31 Research Methods Knowledge Base. 2006. Sampling [online] Available at: http://www.socialresearchmethods.net/kb/sampling.php [Accessed 27 April 2015]

e. Gaining informed consent

The principle of informed consent is used widely in academic research. In essence, it means making sure that the people you are interviewing fully understand what you are doing, and have given permission to you to ask questions, and store and use their information.

It is therefore important that the older people you work with fully understand:

- What the evaluation is aiming to do

- How you will be using, storing and publishing any information about them

- How you will make sure their information remains confidential, and how anything they tell you will be kept anonymous if published

- How to opt-out, at any point, during the process, should they no longer want to take part

You may wish to prove this information both in writing and verbally, to make sure that people understand – and have something to refer back to later in case they have any questions about the evaluation.

f. Understanding and minimising interviewer bias

The researcher (the person asking the questions) has a key role in obtaining high quality data, which depends on their clarity, consistency and neutrality – in terms of their words spoken, tone of voice and body language. It is important to ask all questions in a completely open way, without assuming what the likely response will be. If the person has not understood the question:

- Try to slow down the delivery of the question

- Ask which parts of the question they do not understand

- Try to keep to the original wording, maybe with additional explanations if needed

The researcher's reaction to each response should acknowledge what has been said without empathising or encouraging as this can lead the user to alter their future responses to gain a certain reaction. For anyone more used to working in a supportive role, this can take some practice.

Sometimes research participants will like to digress and engage the researcher in conversation. Try to gently bring them back to the task in hand, with perhaps the promise that you can resume that conversation later, after the research questions.

Prepare and practice a brief, consistent response to typical queries you may encounter, such as:

- Queries about use of the data

- Refusal to answer certain questions or parts of questions

- Options within questions, such as the list of ethnicities or 'marital status'

g. Advice on different modes of data collection

It will be important to consider how the new user is to provide the information. There are three main ways that you could collect data about the people taking part in your service:

- Asking questions of your users, face-to-face, and recording their answers yourself

- Asking questions over the phone, and recording their answers yourself

- Asking people to complete the survey on paper by themselves (they could do this on the spot, and hand it back – or you could send them the survey by post and ask them to send it back to you)

There are pros and cons to all of these methods. It can sometimes be hard, for example, to get a good response rate on postal surveys, and people may not answer all questions - unlike in a face-to-face interview. Tests on the De Jong Gierveld Scale and the CTEL tool have both shown there can be a difference in how people answer, depending on whether they completed it themselves or had some assistance from a member of staff or volunteer. When people were helped to complete it they tended to report much lower levels of loneliness compared to those who completed it on their own. This is not that surprising. Given the stigma surrounding loneliness people can be reluctant to reveal how they truly feel in front of someone.

So, where possible, our advice is that people are encouraged to answer the questions without help. Where this is not possible the tool could still be used as a useful measure of impact as long as the same method of asking the questions is used at each subsequent application of the tool.

h. Asking open, follow-up questions

Open-ended questions can allow you to understand more about *what* is happening, *how* it is happening, *why* someone is, or is not, experiencing loneliness and *who* may be particularly affected by loneliness in your local area. Asking open questions can also help people to feel listened to and valued.

Before you write your open questions, do take a moment to consider and clarify your purpose in asking them. It may be worth bearing in mind that open-ended questions can generate a lot of data that you will need to record and analyse later on. You will need to record full responses so that you can reduce the risk of misinterpreting answers.

If you would like to attribute quotes verbatim, you can:

- Keep it anonymous – quote only, with no attribution

- Attribute the quote with a description, such as Male, aged 75

- Attribute the quote with a pseudonym – can be a useful technique for writing up a case study

If you do want to use verbatim quotes from people interviewed, make sure you ask their permission and explain or show them how you will be using the quotes. They may be interested to receive a copy of your report or case study when it is ready.

The timing for asking any open questions is important. It should take place after completing the scale so as not to influence responses to any scale questions.

Even though open questions are more conversational than survey questions, it is still good practice to ask the same questions of all your interviewees. Try to give your interviewees as much chance to talk about the positive as the negative. It can help to start with a very general question before moving on to more targeted questions.

You may want to ask questions about the context someone is in, such as existing family or friendship relationships, or their aspirations for change. Some examples of open-ended questions that you may wish to ask include:

- *Can you tell me a little bit about any contact you have with friends or family right now?*

- *What aspects of your relationships with friends or family are working well for you?*

- *Are there any changes you would like to make to those relationships with friends or family?*

- *Do you consider loneliness to be an issue for you/someone like you?*

- *What do you think could be the main factors that contribute to loneliness?*

- *Is there anything else that you'd like to add?*

- *Can you tell me about how taking part in/becoming a member of <<ORGANISATION NAME>> has made any difference to your life, if at all?*

The final question, or something like it, can be used to demonstrate just how your service has helped. You may also want to ask about any other changes that have happened since you last interviewed them. For example, changes in circumstances or use of other services – and how these too have helped or hindered.

The best strategy for obtaining full and honest answers is to leave enough time for your interviewee to respond. There may be some moments of silence as they consider their response but this does not need to feel uncomfortable for either of you.

i. Collecting demographic data

You will need to consider what level of demographic data you wish to collect as part of your evaluation. It is good practice to ask for information about some key characteristics of the people taking part in your project, e.g. age, gender, ethnicity and location.

This information can be particularly important if you would like to compare your sample to a larger population. For example, you could take a look at the demographic characteristics of your local population – the Office for National Statistics, your local council and the census[32] will be good place to start for this – and see how the people taking part in your evaluation compare to this.

If you are able to survey or interview a large enough group, it could even enable you to differentiate between different sub-groups (for example, people from different cultural backgrounds). This segmentation might offer you insights that you would have missed by only looking at the whole group. Examples of commonly used questions to collect demographic data on age, gender, marital status and ethnicity, are set out at Appendix D. To ask about location, simply ask for someone's postcode.

j. Keeping personal information confidential

Respecting and maintaining confidentiality can help build trust between you and the people you support, and encourage them to take part in your research. Personal information can be defined as anything that can be used to identify someone – be that their name, or other things like age or where they live. In smaller communities, it may be easier to identify someone from less information. There are a number of steps you can take to keep information about someone confidential.

1. Assign everyone who is taking part in your evaluation an ID number, and keep a record of this ID number and their name in a secure file that can only be accessed by staff that need to use the information (e.g. a password protected Excel file)

2. Use this number – not their name – on the questionnaire, and in any file that records responses

3. If you want to go back to the people you interviewed at baseline, refer to the identification file, get their ID number and ask the survey again using the ID number

It is important that you do not make public any information that could be used to identify someone, without their permission. For example, you may have interviewed a retired doctor, who is the only person in your group with that past occupation. Even if you do not reveal their name, writing about a retired doctor in an evaluation report could lead to them being identified, and personal information becoming accidentally public.

Using a tool with people with sensory loss

Written by Nicola Venus-Balgobin, Project Manager, Sense

There are an increasing number of older people in the UK who have sensory loss. 70% of those over 70 have hearing loss[33], one in five people aged over 75 have sight loss[34] and an estimated 250,000 have a dual sensory loss[35]. However older people's sensory loss often goes unrecognised and undiagnosed due to an assumption by staff, and older people themselves, that it is a common part of ageing.

It is therefore likely that – even if you aren't aware of it – many of the older people you support will have some kind of sensory loss and may need additional help or adaptions to be able to participate fully in an evaluation. This will also ensure the information you gather is accurate.

Before you start, try and find out whether any of your participants have any sensory needs before you decide how to implement the tool. You should also people with sensory needs what adaptions they will need to be able to participate fully in the tool. You may want to ask:

- Is it better to conduct a survey in person or via post?

- If in person, does the person have any particular communication needs?
  Ask them how you should best to communicate (See Top Tips 1 below)

- If via post, what will make the information accessible to them? (See Top Tips 2)

TOP TIPS 1: COMMUNICATING WITH PEOPLE WITH SENSORY LOSS:

- Ask the person what works best for them

- Make sure you have the person's attention before trying to communicate with them

- Gently touching the top of a person's arm is one way to attract attention without startling them

- Identify yourself clearly

- Check that you are in the best position to communicate

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33 Action on Hearing Loss. 2014. Factsheet: Caring for Older People with Hearing Loss. Action on Hearing Loss: London.
  Available at: http://tinyurl.com/me9mlou [Accessed 27 April 2015]

34 RNIB. 2015. Key Information and Statistics. [Online] RNIB: London.
  Available at: http://www.rnib.org.uk/knowledge-and-research-hub/key-information-and-statistics [Accessed 27 April 2015]

35 Emerson, E & Robertson, J. 2010, *Estimating the Number of People with Co-Occurring Vision and Hearing Impairments in the UK*.
  Centre for Disability Research

- Avoid noisy places and background noise

- Adapt the conditions to suit the individual

- Speak clearly and a little slower, but don't shout

- Make your lip patterns clear without over-exaggerating

- Keep your face visible – don't cover your mouth

- Use gestures and facial expressions to support what you are saying

- If necessary, repeat phrases or re-phrase the sentence

- Be aware that communicating can be hard work. Take regular communication breaks

- Try writing things down, experiment with different sizes of letters and coloured paper and pens

- For phone conversations consider using a text relay service

- Some people with sensory loss will use a particular communication method, e.g. British Sign Language, deafblind manual or Block and you may need a communication support professional.

TOP TIPS 2: MAKING INFORMATION ACCESSIBLE

- Ask people how they would like the tool provided; if they are using technology to read the document they may need it in a different format e.g. plain text, without boxes, outside of tables

- Many people will be able to read large print – usually size 14 bold or above. It is a good idea to provide information in size 14 as standard

- Some people will need the information in an accessible format such as braille, moon or audio, a good transcription service will be able to provide this

For more information on communicating with people who have a sensory impairment visit:
www.sense.org.uk/content/communicating-people-who-are-deafblind

Acknowledgements

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London South Bank University

LinkAge Bristol

Link Line

Macular Society

Mentoring and Befriending Foundation

Mindings

NBFA Assisting the Elderly

New Dynamics of Ageing Older Peoples' Reference Group

NHS Warwickshire

Nottingham City Council

Oxfordshire County Council

RNIB

Rootless Garden

Rural Coffee Caravan Information Project

Salford City Council

Salford Royal NHS Foundation Trust

The Silver Line

Stafford and Surrounds Clinical Commissioning Group

Southville Centre Bristol

The Sovini Group

Staffordshire County Council

Stitchlinks CIC

Time to Talk Befriending

Together We Are Better

Tower Hamlets Borough Council

Tower Hamlets Friends and Neighbours

Toynbee Hall

Volunteer Edinburgh

West Sussex County Council

Appendix A: Campaign to End Loneliness Measurement Tool

We would like to ask you a few questions to enable us to measure how helpful our services are. You can choose to answer all or none of the questions, and choosing not to answer will not affect your access to any of our services in any way. When answering the questions, you could take account of the following:

- There are no right or wrong answers

- We would like you to be completely honest

- In answering the questions it is best to think of your life as it generally is now (we all have some good or bad days)

Questions

1. I am content with my friendships and relationships

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	3	2	1	0

2. I have enough people I feel comfortable asking for help at any time

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
0	1	2	3	4

3. My relationships are as satisfying as I would want them to be

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	3	2	1	0

Appendix B: The De Jong Gierveld 6-Item Loneliness Scale

We would like to ask you a few questions to enable us to measure how helpful our services are. You can choose to answer all or none of the questions, and choosing not to answer will not affect your access to any of our services in any way. When answering the questions, you could take account of the following:

- There are no right or wrong answers

- We would like you to be completely honest

- In answering the questions it is best to think of your life as it generally is now (we all have some good or bad days)

Questions

1. I experience a general sense of emptiness

Yes	More or Less	No
1	1	0

2. There are plenty of people I can rely on when I have problems

Yes	More or Less	No
0	1	1

3. There are many people I can trust completely

Yes	More or Less	No
0	1	1

4. I miss having people around me

Yes	More or Less	No
1	1	0

5. There are enough people I feel close to

Yes	More or Less	No
0	1	1

6. I often feel rejected

Yes	More or Less	No
1	1	0

Appendix C: The UCLA 3-Item Loneliness Scale

We would like to ask you a few questions to enable us to measure how helpful our services are. You can choose to answer all or none of the questions, and choosing not to answer will not affect your access to any of our services in any way. When answering the questions, you could take account of the following:

- There are no right or wrong answers

- We would like you to be completely honest

- In answering the questions it is best to think of your life as it generally is now (we all have some good or bad days)

Questions

1. **How often do you feel that you lack companionship?**

Hardly ever	Some of the time	Often
1	2	3

2. **How often do you feel left out?**

Hardly ever	Some of the time	Often
1	2	3

3. **How often do you feel isolated from others?**

Hardly ever	Some of the time	Often
1	2	3

Appendix D: Demographic Data

The following text can be used to introduce the need for demographic data:

We are asking these questions in order to better understand who is taking part in our social group/ project. This information will remain confidential and will not be shared with anyone else.

Gender

What is your gender?

1. Male   2. Female   3. Other _____

Age

What was your age last birthday? OR

What is your age?

1. Under 50 years old   2. 50-59 years old   3. 60-69 years old

4. 70-79 years old   5. 80-89 years old   6. Over 90 years old

7. Rather not say

Marital Status

Are you:

1. Single, that is, never married and never registered in a same-sex civil partnership

2. Married

3. Separated, but still legally married

4. Divorced

5. Widowed

6. In a registered same-sex civil partnership

7. Separated, but still legally in a same-sex civil partnership

8. Formerly in a same-sex civil partnership which is now legally dissolved

9. Surviving partner from a same-sex civil partnership

10. Rather not say

Ethnic group

Which of the following options best describes your ethnic group or background?

White

1. English/Welsh/Scottish/Northern Irish/British

2. Irish

3. Gypsy or Irish Traveller

4. Any other White background, please describe

Mixed/Multiple ethnic groups

5. White and Black Caribbean

6. White and Black African

7. White and Asian

8. Any other Mixed/Multiple ethnic background, please describe

Asian/Asian British

9. Indian

10. Pakistani

11. Bangladeshi

12. Chinese

13. Any other Asian background, please describe

Black/African/Caribbean/Black British

14. African

15. Caribbean

16. Any other Black/African/Caribbean background, please describe

17. Arab

18. Any other ethnic group, please describe

19. Rather not say

If you would like additional standardised questions on demographic data, for example on disability and impairment, we recommend the Office for National Statistics webpage on harmonised concepts and questions.[36]

Sexual orientation

What is your sexual orientation?

1. Lesbian
2. Gay
3. Bisexual
4. Heterosexual
5. Other _____

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36 Primary set of harmonised concepts and questions. Available at: http://www.ons.gov.uk/ons/guide-method/harmonisation/primary-set-of-harmonised-concepts-and-questions/index.html [Accessed 30 April 2015]
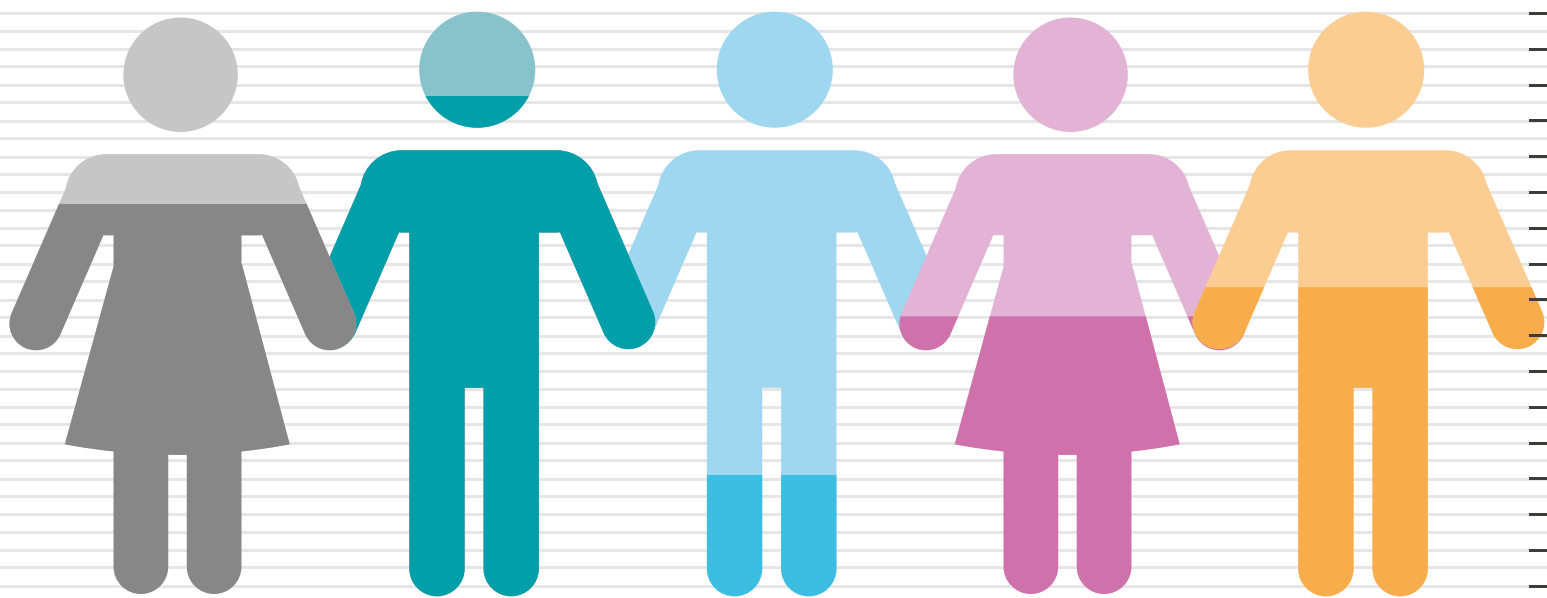
About the Campaign

The Campaign to End Loneliness inspires thousands of people and organisations to do more to tackle loneliness in older age. We are a network of national, regional and local organisations and people working through community action, good practice, research and policy to create the right conditions to reduce loneliness in later life. We were launched in 2011, are led by five partner organisations, Age UK Oxfordshire, Independent Age, Manchester City Council, Royal Voluntary Service and Sense, and work alongside more than 2,000 supporters, all tackling loneliness in older age. Our work is funded by the Calouste Gulbenkian Foundation, the Tudor Trust, the Esmée Fairbairn Foundation and the John Ellerman Foundation.

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