

Parents' views on creative and cultural education

Report produced for Creativity, Culture
and Education

02 October 2009

Legal notice

© 2009 Ipsos MORI – all rights reserved.

The contents of this report constitute the sole and exclusive property of Ipsos MORI.

Ipsos MORI retains all right, title and interest, including without limitation copyright, in or to any Ipsos MORI trademarks, technologies, methodologies, products, analyses, software and know-how included or arising out of this report or used in connection with the preparation of this report. No license under any copyright is hereby granted or implied.

The contents of this report are of a commercially sensitive and confidential nature and intended solely for the review and consideration of the person or entity to which it is addressed. No other use is permitted and the addressee undertakes not to disclose all or part of this report to any third party (including but not limited, where applicable, pursuant to the Freedom of Information Act 2000) without the prior written consent of the Company Secretary of Ipsos MORI.

Contents

Summary	2
Methodology.....	Error! Bookmark not defined.
Results	Error! Bookmark not defined.
Introduction	5
Background and objectives	6
Methodology.....	7
Response rate.....	7
Reporting	7
Weighting	8
Key findings	Error! Bookmark not defined.
Demand for cultural activities	10
Children’s current levels of participation in cultural activities.....	10
Perceived importance of children participating in cultural activities.....	13
Perceived benefits of participation	15
Perceived impact of cultural participation on children’s education and skills	17
Perceived importance of participation for children’s education	17
Perceived importance of participation for children’s employability and skills.....	20
Accessibility and barriers to further participation.....	23
Accessibility of local cultural activities	23
Barriers to accessing cultural activities	25
Appendices.....	27

Summary

Summary

This report presents findings from a quantitative survey of 2,452 parents of children aged up to 19 years old. Questions were designed and developed by CCE and Ipsos MORI and run on four waves of Ipsos MORI's general public omnibus from April-August 2009. Questions covered a range of topics, including children's rates of participation in a range of cultural activities, parents' views of the importance of their children participating in cultural activities and the benefits associated with participation, and whether schools provide pupils with sufficient access to creative and cultural learning opportunities at present.

Key findings

- When prompted with a list of cultural forms, three quarters of parents say their child has taken part in a cultural activity in the past twelve months both with their school (75%) and with their family (74%). One in ten parents (nine percent) report that their child has not taken part in any of the cultural activities asked about in the past year, either with their school or the family.
- According to parents' reports, *arts and crafts* have higher participation rates than other cultural forms (49% say their child has taken part with their school and 41% with their family in the past 12 months). Participation rates were also relatively high for *drama and literature* (45% participated with school), and *music* activities (45% participated with school).
- Typically, reported participation rates were either higher for school-based activities than those done with the family, or were similar. However, *visiting the library* (36%) and *going to street arts and festivals* (24%) were more commonly mentioned as being done with the family than with school.
- Parents consider it important that their children have access to cultural activities on a regular basis, and feel it is important that there are regular opportunities for children to access these activities with their schools. Eighty seven percent of parents say it is important that their child/ren take part in cultural activities on a regular basis, and 93% consider it important that schools offer children access to this type of activity.
- Rates of cultural participation, and agreement that cultural participation is important, are higher among the following groups of parents:
 - Parents with higher-level qualifications (i.e. educated to A-level or higher)

- Parents in social groups AB
 - White parents compared with those from ethnic minority groups
 - Parents of children of primary school age than parents of pre-school and secondary school children
 - Parents with two or more children.
- Parents associate a number of benefits with their child/ren's participation in cultural activities. Foremost among these are *giving children a better understanding of the world* (40%) and *helping children to develop their imagination* (32%). Those parents with higher-level qualifications, and those from social groups AB, are more likely to cite these benefits than parents with no formal qualifications and those from more deprived social groups. On the other hand, non-qualified parents, and those in social groups DE, are more likely than average to see the benefits of participation as social and academic: cultural activities help their children to *meet and make new friends* (32% compared with 24% average) and *encourage their child/ren to do better in school* (28% compared with average 18%).
 - Parents' views also indicate that they feel cultural participation has the scope to be important in their children's education. Most parents (89%) think that provision of these activities in schools would help to make lessons more interesting and that they would improve children's keenness to learn.
 - Six in ten parents think their child/ren's school offers sufficient opportunities for involvement in cultural activities at present, with one in ten disagreeing and 15% being unsure.
 - Parents are generally positive about their child/ren's schooling: the great majority agree that schools effectively equip children with a range of skills that will help them in the workplace – including, for example, problem solving and team-working – while most agree that their child/ren finds their lessons interesting (62%).
 - Seven in ten (69%) parents say it is easy to access cultural activities, although this sentiment is slightly less widespread among those in social groups C2DE (64%).
 - Cost is the most commonly-cited barrier acting against more widespread participation in cultural activities (39%), and is particularly likely to be mentioned by those in social groups DE. Those in groups DE are also more likely to cite transport problems and a

lack of opportunities in the local area. Those in groups AB, on the other hand, are more likely to cite a lack of time as a barrier to participation.

Introduction

Introduction

This report presents the findings from a quantitative survey of 2,452 parents of children up to 19 years of age. The survey was conducted by Ipsos MORI on behalf of Creativity, Culture and Education.

Background and objectives

Creativity, Culture and Education (CCE) is a new national organisation which aims to transform the lives of children and families by harnessing the potential of creative learning and cultural opportunity to enhance their aspirations, achievements and skills. **Our vision** is for children's creativity to be encouraged and nurtured in and out of school and for all children to experience and access the diverse range of cultural activity in England because these opportunities can dramatically improve their life chances

We currently deliver two flagship programmes: **Creative Partnerships** - the Government's creative learning programme fosters long-term partnerships between schools and creative professionals to inspire, open minds and harness the potential of creative learning. The programme has worked with just under 1 million children, and over 90,000 teachers in more than 8 000 projects in England. **Find Your Talent** - the Government's pilot cultural offer for all children and young people which aims to ensure they have access to the wide range of quality cultural experiences essential to **unlocking their talent and realise their potential**. In addition, our Research demonstrates the impact of our programmes and the contribution creative practice can make to the lives of children and families and wider society and helps stimulate national debate to look at how policy and practice can take opportunities for creativity and culture further into the daily lives of children and families.

Creativity, Culture and Education commissioned this research because it wants to put the experiences of children and families at the heart of what it does. The purpose of this research project was to investigate the views of parents about their children's creative education and experiences, and to look at the demand among parents for this type of learning opportunity in the classroom. The research will help to measure the level of demand nationally among parents for these opportunities, and the types of projects parents are most interested in.

Specifically, the research aimed to look at:

- Children's current levels of participation in cultural activities, and the types of activities they are involved in;

- Parents' opinions on the importance and benefits of their children participating in these activities;
- Parents' views on their own role and that of schools, in ensuring children have access to these opportunities; and,
- Barriers that act against more widespread participation in cultural activities.

Methodology

The Ipsos MORI Public Affairs Omnibus interviews, face-to-face in their homes, a nationally representative sample of around 2,000 adults aged 15 or older each month. CCE placed questions on four waves of the Ipsos MORI Public Affairs Omnibus; only those who were parents of children aged up to 19 years old were asked these questions. In total, a representative sample of 2,452 parents (aged 15 and over) were interviewed throughout England and Wales between 23rd April and 18th August 2009. Data were weighted to the known profile of adults in England and Wales.

Response rate

Wave	Fieldwork dates	Number of parents interviewed
1	23 rd -28 th April 2009	631
2	21 st -27 th May 2009	611
3	16 th -21 st July 2009	613
4	13 th -18 th August 2009	597

Reporting

The figures quoted in the graphs used throughout this report are percentages. The size of the sample base from which the percentage is derived is indicated. Caution is advised when comparing responses between small sample sizes (i.e. fewer than 100).

Please note that percentage figures for the various sub-samples or groups will need to differ from each other by a certain number of percentage points for the difference to be statistically significant. This number will depend on the size of the samples being compared, and the percentage finding itself. As a general guide, results at an overall level would need to differ by +/- four percentage points to be statistically significant. Only differences that are statistically significant are reported here.

Where an asterisk (*) appears it indicates a percentage finding of less than half of one per cent, but greater than zero. Where percentages do not add up to 100% this can be due to a number of reasons, such as the exclusion of 'don't know' or 'other' responses, multiple responses, or computer rounding.

Weighting

The standard Ipsos MORI Public Affairs Omnibus weights were applied, matching the sample to the profile of the population on the basis of sex, age, social class, working status, region, ethnicity and number of cars in household. The resulting respondent profile for parents was compared against the Labour Force Survey and found to be broadly consistent.

Key findings

Demand for cultural activities

Children's current levels of participation in cultural activities

Parents of children under the age of 19 were prompted with a list of cultural forms – each with an illustrative set of examples, as indicated in Figure 1 – and asked to indicate those their child had taken part in during the past 12 months. Where parents had more than one child they were asked to answer questions in relation to one child, and were asked to select the child who would celebrate their birthday next. Questions were asked separately about participation through school, and participation in activities with the family.

Three quarters of parents (75%) say that their child has been involved in some form of cultural activity at school in the last twelve months, and a similar proportion (74%) report participation with their family. These groups tend to overlap to a large degree: 64% parents indicated their child had participated both at school *and* with the family within the past 12 months. Conversely, nine percent of parents indicated that their child had not participated in cultural activities at all in the past 12 months, either through school or with the family.

According to parents' reports, *arts and craft* is the cultural activity that children are most likely to have participated in both with their school (49%) and with the family (41%).

Parents commonly cite *drama and literature* (45%) and *music* (45%) as activities their child has participated in with their school; they are significantly less likely to say that their child has taken part in these activities with the family (33% said their child had done drama and literature activities with the family and 33% music). Parents were also more likely to say their child had done or visited dance activities with their school than with the family (34% compared with 24%).

Typically, rates of participation are either higher for activities done in school than those done with the family, or they are similar. However, a few forms of cultural participation are more commonly mentioned as family activities, including *visiting a library* (36% reported their child had done this with the family, compared with 31% with their school), and attending or taking part in *street arts, carnivals or festivals* (24% family, compared with 12% with their school).

Those who participate in these types of activity tend to be involved in several cultural forms: over a third (36%) of parents say their child has participated in five to ten types of activity in the past twelve months in schools, and just under a third (31%) say the same with the family.

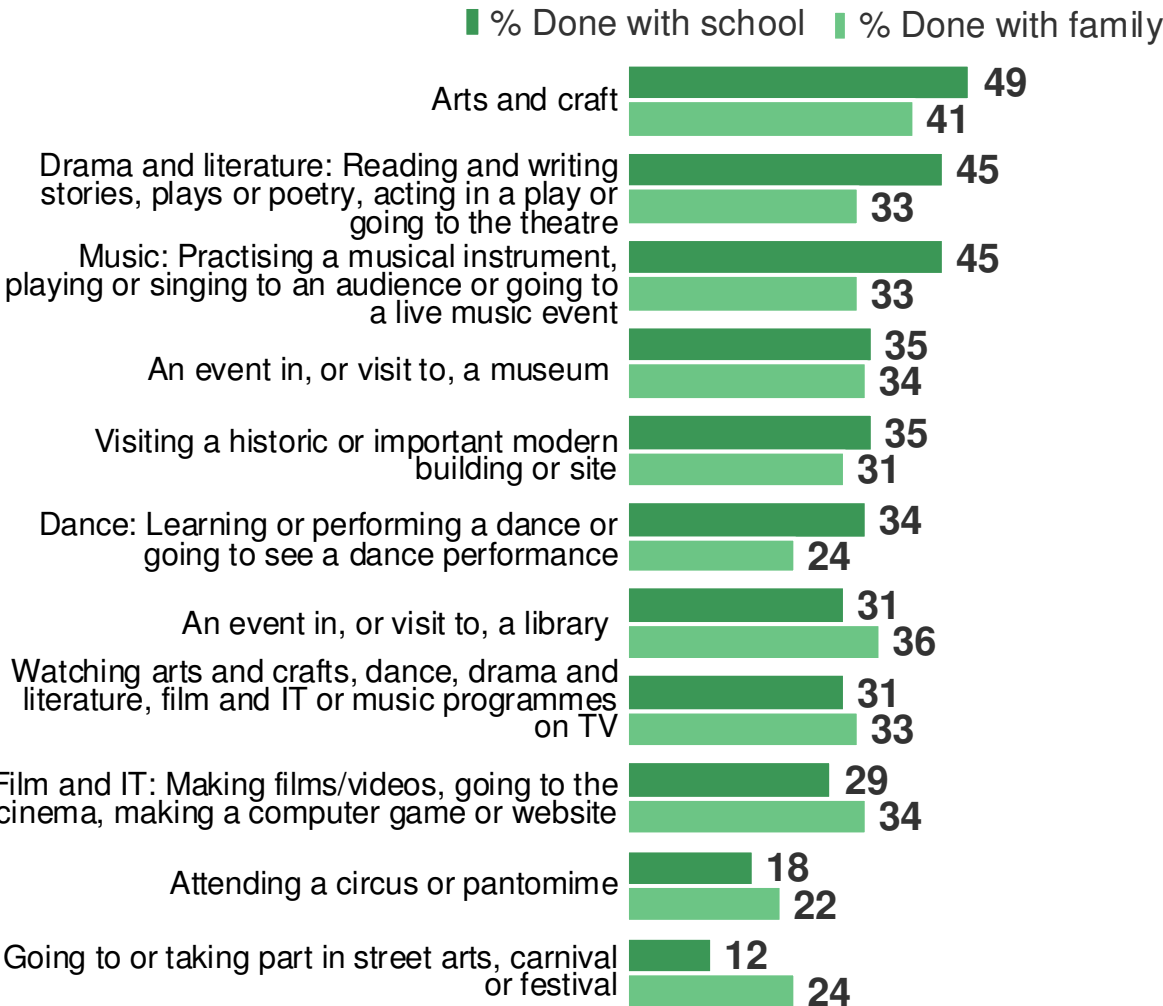
Only two to three percent say their child has taken part in more than ten cultural activities in the last year in school or with their family.

Figure 1

Children’s current levels of participation in cultural activities

Which of the things on this card, if any, have any of your children done or visited with their school/s in the past 12 months?

Which of the things on this card, if any, have you, or a member of your family or household, helped any of your children to do, or visited with your children, in the past 12 months?



Base: 2,452 British adults, fieldwork dates: April, May, July and August 2009



Parents' education levels and social class correlate strongly with their children's levels of participation in cultural and creative activities. Parents with A-levels or a degree are much more likely than those without formal qualifications to report their child's participation in cultural activities with the family in the past year (77% compared with 60%)¹. In line with this, parents in social classes ABC1 are more likely to report their child as having participated in cultural activities with the family than those in socio-economic groups DE (78% compared with 70% had participated); a similar pattern is true of participation with schools (18% of ABs said their child had done nothing with their school in the past 12 months compared with 25% of C2DEs). This pattern is true across all cultural forms for family-based participation; degree-educated parents and those from socio-economic groups AB were more likely than average to cite their children's participation in every type of cultural activity asked about.

The age and number of children living in the household also appears to affect participation levels. Over four in five (84%) parents with two or more children say their child has participated in some form of activity in the past twelve months, whereas only three in five parents (63%) with one child concur. Furthermore, parents with one or more child of primary school age are more likely to have taken (personally or via a family member) their children to a cultural activity in the past year than those with pre-school or secondary-age children (86% compared with 70% and 74% respectively). Not only are participation rates higher among these groups, but the range of activities in which children have taken part is also wider; for example, parents with two or more children are more likely than parents of single children to say that their child has taken part in five or more types of activity in the past year (42% compared with 26%).

While there are no differences by ethnic group for rates of in-school participation, white parents are slightly more likely than parents from ethnic minority groups to say their child has participated in cultural activities with the family in the past year (74% compared with 69%). Interestingly, white parents are more likely than parents from ethnic minority groups to report that their child has participated in all cultural forms asked about except visiting the library, where participation rates are similar (36% and 35%, respectively). In line with this, white parents are more likely to report that their child has taken part in a range of activities: 37% reported their child had taken part in five or more types of activity, compared with 15% parents from ethnic minority groups.

Middle aged parents are more likely to say their child has been involved in cultural activities than younger and older parents (83% of 45-55 year olds compared with 67% of 25-34 year

¹ There were no statistically significant differences in terms of children's participation with their school by parental qualification level.

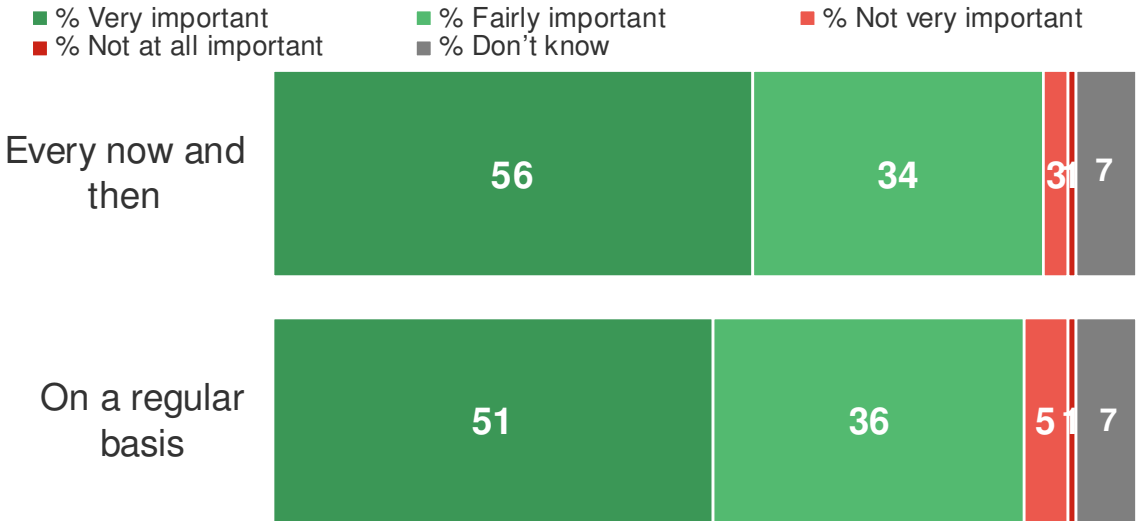
olds and 68% of 55-64 year olds). However, it is slightly younger parents who are the most likely to report their children’s participation in cultural activities with the family (79% of 35-44 year olds).

Perceived importance of children participating in cultural activities

Respondents were asked how important they consider their children’s participation in cultural and creative activities to be, both ‘every now and then’ and ‘on a regular basis’. Parents’ responses indicate that they consider participation to be important, and not just as an occasional activity: 87% feel it is important for their child to take part in cultural activities *regularly*, including 51% who consider it ‘very’ important. Only four percent of parents say that it is not important for their child to participate every now and then, and only six percent think regular participation unimportant.

Figure2
Perceived importance of children participating in cultural activities

Generally, how important, if at all, do you think it is for your child/ren to take part in these types of activity....



Base: All respondents (2,452), fieldwork dates: April, May, July and August 2009

Ipsos MORI



As would perhaps be expected, those groups reporting higher participation levels also express attitudes that indicate they place a greater degree of importance on children’s access to cultural activities. As such, parents of primary-age children are more likely than parents of pre-school and secondary children to think regular participation is important (93% compared with 85% and 88% respectively). Similarly, over nine in ten (92%) parents with two

or more children think participating regularly in cultural activities is important, compared with around four in five (82%) with only one child.

The qualification levels of parents – which was highly correlated with overall participation levels – is also an important predictor of attitudes towards cultural activities. For example, parents educated to degree level are much more likely than those without formal qualifications to consider regular participation for their children to be ‘very’ important (60% compared with 42%). Similarly, socio-economic group is related to views on the importance of cultural participation: 55% of ABC1s consider regular participation to be ‘very’ important compared with 46% of C2DEs.

Parents are also slightly more likely to think regular participation in the types of activities covered by the survey is important if they are from a white background than an ethnic minority group (88% compared with 83%).

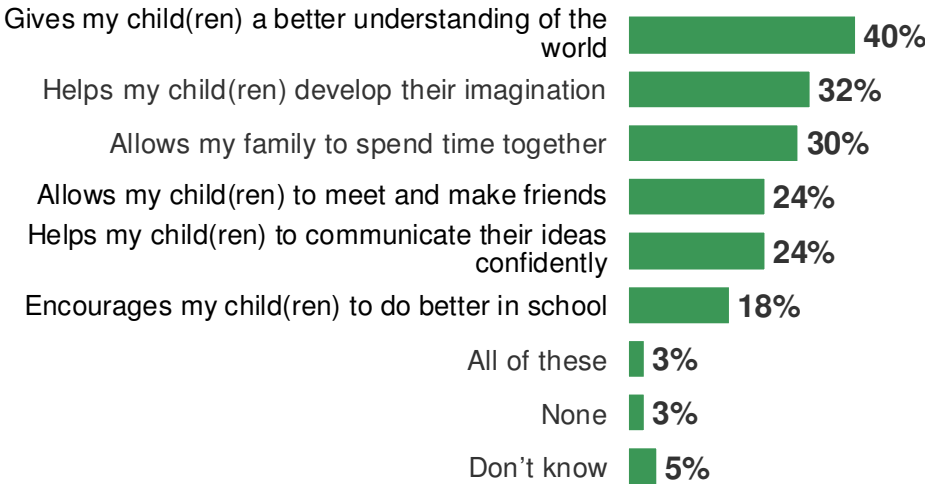
Perceived benefits of participation

Respondents were prompted with a list of possible benefits associated with participation in cultural activities and asked to select up to *two* that they considered to be the main advantages of participation for their children. The most commonly mentioned benefits were that cultural participation gives children a *better understanding of the world* (40%), *helps to develop their imagination* (32%) and that it *allows the family to spend time together* (30%). Only three percent of parents could see no benefit in their children participating in cultural activities.

Figure 3

Perceived benefits of participating in cultural activities

From the following list, what would you say are the two main benefits of your child/ren taking part in these types of activities either in or outside school time?



Base: All respondents (2,452), fieldwork dates: April, May, July and August 2009

Ipsos MORI



The types of benefits associated with cultural participation differ according to parents' educational status. Parents with a degree or higher-level qualification are particularly likely to perceive the main advantages of participation as giving their child a better understanding of the world (52% compared with 24% parents with no formal qualifications) and developing their child's imagination (33% compared with 24% with no qualifications). On the other hand, parents without formal qualifications are more likely than those with a degree to perceive the benefits to be social and academic: 31% cite the benefit of these activities as allowing their children to meet and make new friends (31% compared with 19% degree-educated parents)

and encouraging their child to do better in school (28% compared with 13% of degree-educated parents).

To some degree, these differences may relate to the different types of cultural activities that children from different backgrounds participate in: children whose parents are more educated appear to be exposed to a much greater range of cultural forms, and are much more likely to have visited museums with their families, or watched arts programming on television for example; parents with no formal qualifications are more likely to report a limited range of activities for their children, with those such as visiting a library most commonly cited.

Perceived impact of cultural participation on children’s education and skills

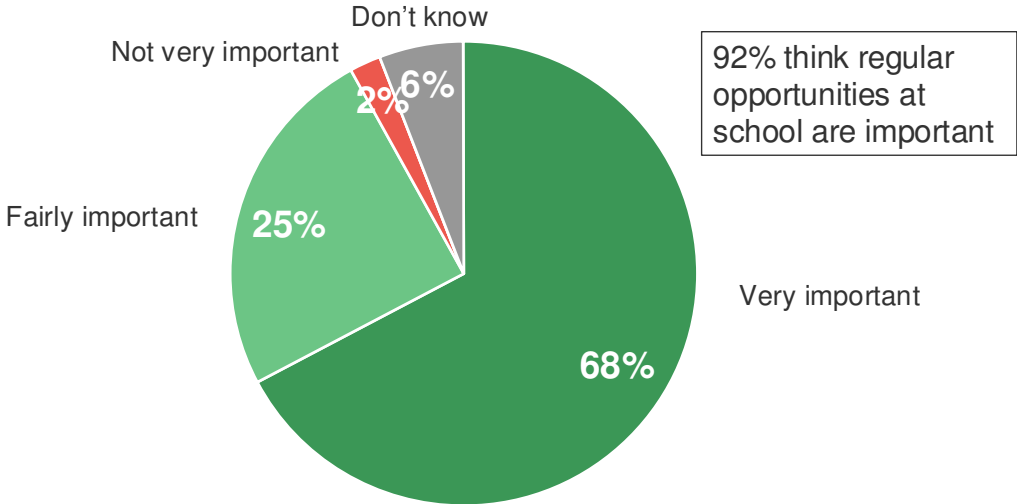
Perceived importance of participation for children’s education

Parents were asked to indicate how important they feel it is for *schools* to give children the chance to participate in cultural and creative activities on a regular basis. The overwhelming majority (92%) of parents think that it is important for schools to provide access to cultural activities on a regular basis; this is broadly in line with the 87% who agree that children having access to this type of activity in general is important (see section above, *Perceived importance of children’s participation in cultural activities*, for more details). Over two in three (68%) think it is *very* important and only two percent of parents think it is not at all important.

Figure 4

Importance of schools offering opportunities to participate in cultural activities

How important, if at all, do you think it is for schools to give children the chance to take part in these types of activities on a regular basis?



Base: All respondents (2,452), fieldwork dates: April, May, July and August 2009
Ipsos MORI



Parents with higher-level qualifications are more likely to say it is ‘very’ important for schools to provide these opportunities for their children (72% of degree-educated parents compared

with 60% with no formal qualifications). Likewise, parents from social classes ABC1 are more likely than C2DE parents to consider it 'very' important that schools offer children access to creative and cultural opportunities (72% compared with 63%).

Parents who have a child of primary school age (97%) and those who have two or more children (96%) are more likely than average to think it important that children participate in these types of activity with their school.

Perceived impact of cultural participation on children's behaviour and interest in school

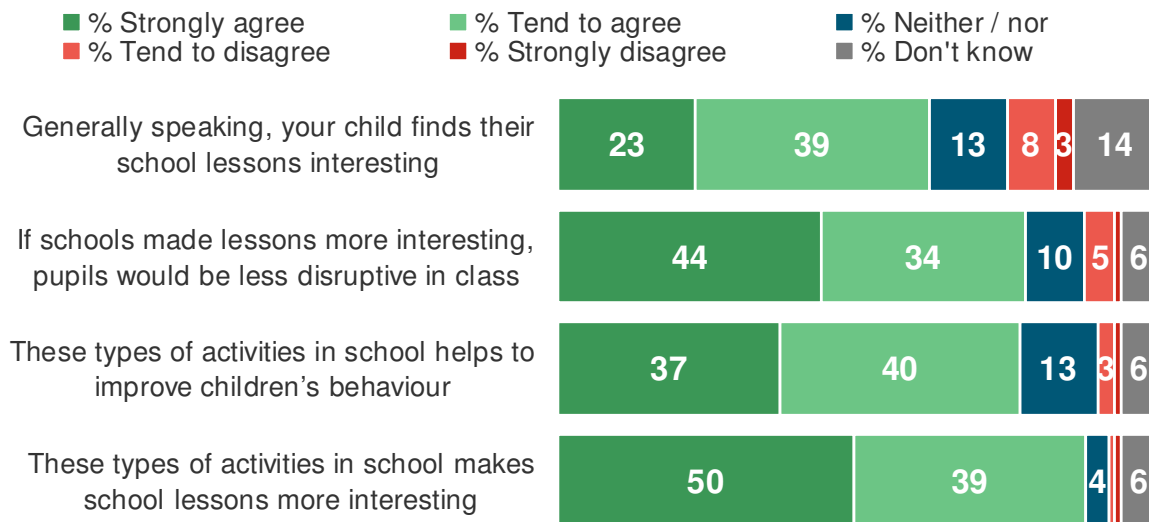
Parents were asked to indicate their level of agreement or disagreement with a number of statements about their children's education and the potential impacts of cultural participation on their education, as indicated in Figure 5. Responses indicate that parents feel that cultural activities have the scope to play an important role in their children's education by making lessons more engaging and interesting.

Overall, around three in five (62%) parents think their child finds their school lessons interesting; fourteen percent don't know and eleven percent do not think their child finds their lessons interesting. Parents perceive a lack of interesting lessons to have an impact on pupils' behaviour; over three in four (78%) agree that if school lessons were made more interesting, pupils would be less disruptive in class. The great majority of parents (89%) also agree that cultural activities would make school lessons more interesting, and that taking part in cultural activities helps to improve children's keenness to learn (also 89%). A slightly smaller majority (77%) agrees that access to cultural activities in schools helps to improve behaviour.

Figure 5

Perceived impact of cultural participation on children's behaviour and interest in school

To what extent do you agree or disagree that...



Base: All respondents (2,452), fieldwork dates: April, May, July and August 2009

Ipsos MORI



This belief in the positive effect that participation in cultural activities has on education is most commonly held by those groups where participation rates are higher, and who tend to place a higher value on cultural participation:

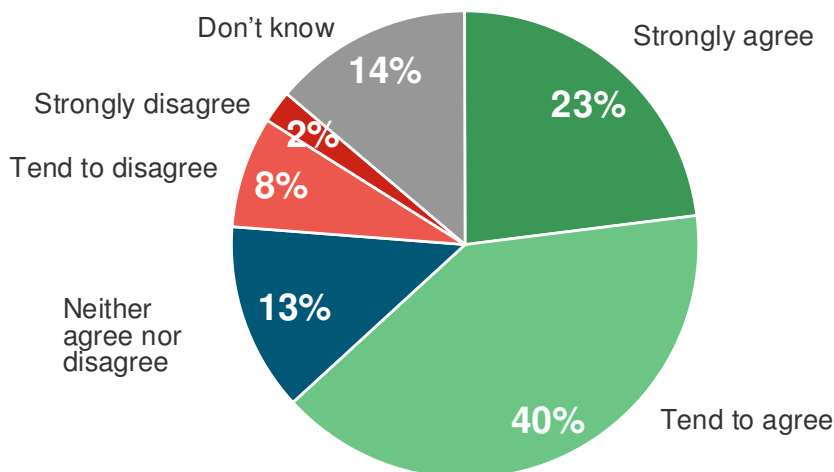
- parents educated to degree level are more likely than those with no formal qualifications to agree with all these statements;
- parents of primary-age children (94% of children 5-11 years old) are more likely than parents of secondary or pre-school children to agree that cultural participation confers these benefits;
- parents with more than one child (92% with two or more children compared with 87% with only one) are more likely to agree with these statements.

Six in ten parents (63%) think their child's school provides enough opportunities for involvement in cultural activities. One in ten (10%) parents, however, think that there are insufficient opportunities available at their child's school, and one in seven (14%) say they do not know.

Figure 6

Provision of cultural opportunities in schools

To what extent do you agree or disagree with the following statement: “On the whole, my child(ren)’s school(s) provide enough opportunities to participate in these kinds of activities”?



Base: All respondents (2,452), fieldwork dates: April, May, July and August 2009
Ipsos MORI



Perceived importance of participation for children’s employability and skills

Not only do parents think that their creative and cultural education makes school lessons more interesting and positively influences pupils’ behaviour, they also agree it will help improve their employability. Nearly seven in ten (69%) parents agree participation in cultural activities in school helps to improve employment chances, and slightly more (73%) think it helps children to perform better in exams.

Interestingly, parents from ethnic minority backgrounds are slightly more likely than white parents to agree that cultural participation has academic benefits but are slightly less likely to agree participation makes lessons more interesting. For example, 44% ethnic minority parents ‘strongly’ agree that participation improves pupil behaviour, compared with 36% white parents; and 37% agree it improves performance in exams compared with 28% white parents. Conversely, 44% ethnic minority parents ‘strongly’ agree participation leads to more interesting lessons compared with 51% white parents.

Schools’ effectiveness in helping children to develop skills for the workplace

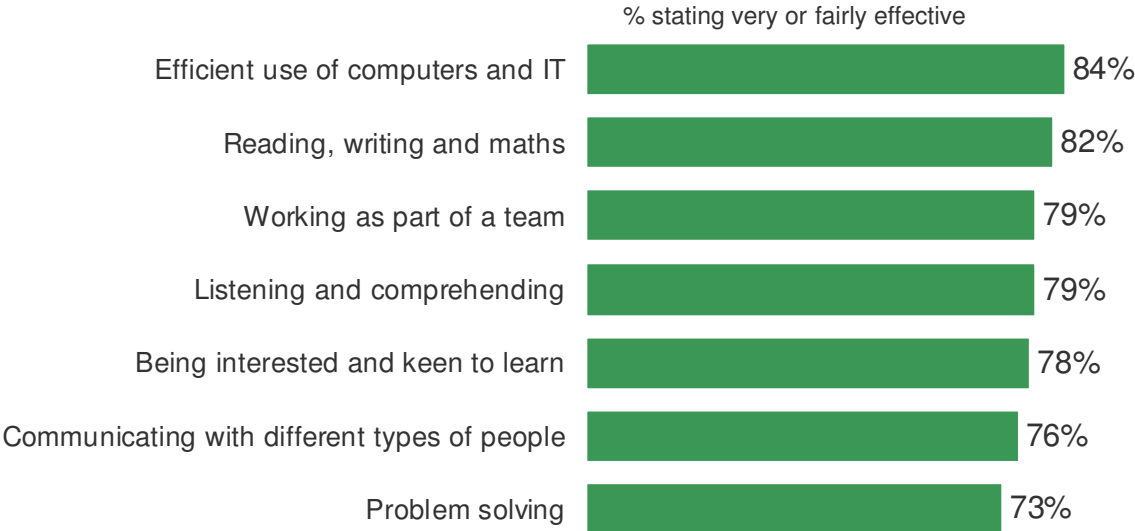
Respondents were presented with a list of eight skills identified by business managers as important for people in the workplace (see Figure 7) and asked to rate how effectively schools help children to develop each.

Currently, parents are very positive about how effective schools are in helping children to develop the skills they may need to succeed in the workplace, as illustrated in Figure 7. For example, over four in five think that schools are effective in helping children to develop their use of computers and IT (84%), and reading, writing and maths skills (82%).

Figure 7

Effectiveness of schools in helping children to develop work-related skills

How effective, if at all, do you think schools are in helping children to develop these skills?



Base: All respondents (2,452), fieldwork dates: April, May, July and August 2009

Ipsos MORI



Parents with more than one child have more positive perceptions than those with a single child about schools’ effectiveness in delivering all the skills asked about. For example, 84% parents with more than one child say that schools effectively teach children to work as part of a team, compared with only 74% of those with one child.

Parents with children in primary education are more positive than those with secondary-age children about all the skills asked about: for example, 86% parents of primary children consider schools to teach team-working skills effectively compared with 78% parents of secondary children.

Differences by social class and parental education level are limited and do not follow the patterns observed on other measures. Parental education level rarely has any impact on perceptions of school effectiveness, for example, and where differences exist they do not conform to any particular pattern. Parents in social groups DE are more likely than average to feel schools are effective at delivering some of these skills (such as team working, communication, being interested to learn), but this pattern does not hold for all skills.

Parents from ethnic minority backgrounds are more positive than white parents about how effectively schools deliver several of these skills. For example, 27% ethnic minority parents think schools are 'very' effective in teaching problem solving skills compared with 19% white parents.

Accessibility and barriers to further participation

Although the majority (74%) of parents say their child has been involved in some form of cultural activity with the family in the last 12 months, one in five say they (20%) have not. Even where parents report that their children have participated in cultural activities, the range of activities they have been involved in is, for some, relatively limited (for example, 33% parents report their child has done three or fewer of the types of activity asked about in the past year). This chapter addresses some of the possible barriers acting against participation in this type of activity.

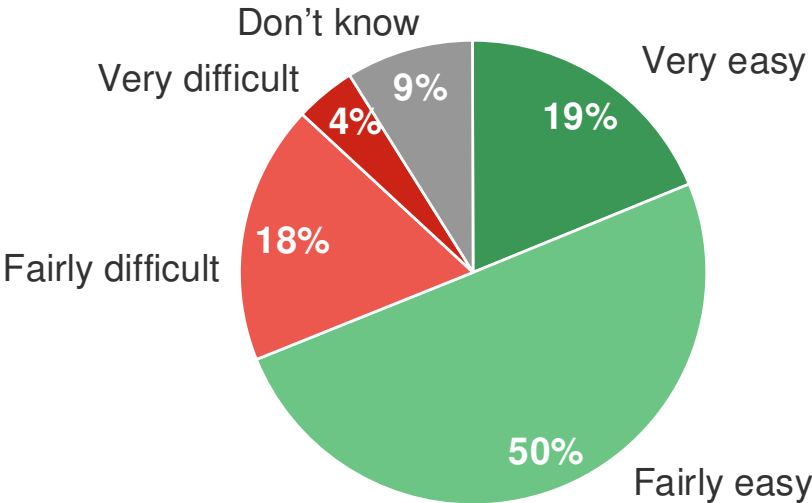
Accessibility of local cultural activities

Parents were asked to indicate the level of ease or difficulty in spending time with their children doing such activities. Just under seven in ten (69%) think it is easy for them to spend time doing cultural activities with their children, and around one in five (19%) say it is *very* easy. However, over one in five (22%) think that it is difficult for them to spend time doing such activities with their children.

Figure 8

Ease of spending time doing cultural activities with children

How easy or difficult is it for you personally to spend time doing these types of activities with your child(ren)?



Base: All respondents (2,452), fieldwork dates: April, May, July and August 2009

As would be expected, those who report their child has participated in cultural activities with the family in the past 12 months are more likely than average to say that accessing these opportunities is easy (77% compared with an average 69%).

Parents from social groups ABC1 say they find it easier to spend time doing these activities than those from groups C2DE (73% compared with 64%). In line with this, parents with higher-level qualifications are more likely than those with no formal qualifications to rate access as being easy (73% with a degree compared with 63% with no qualifications). However, there are no significant differences in the perceived ease of accessing opportunities for parents with higher and lower household incomes, suggesting that other aspects of parents' social circumstances (education levels, attitudes etc.) could be as important as financial barriers.

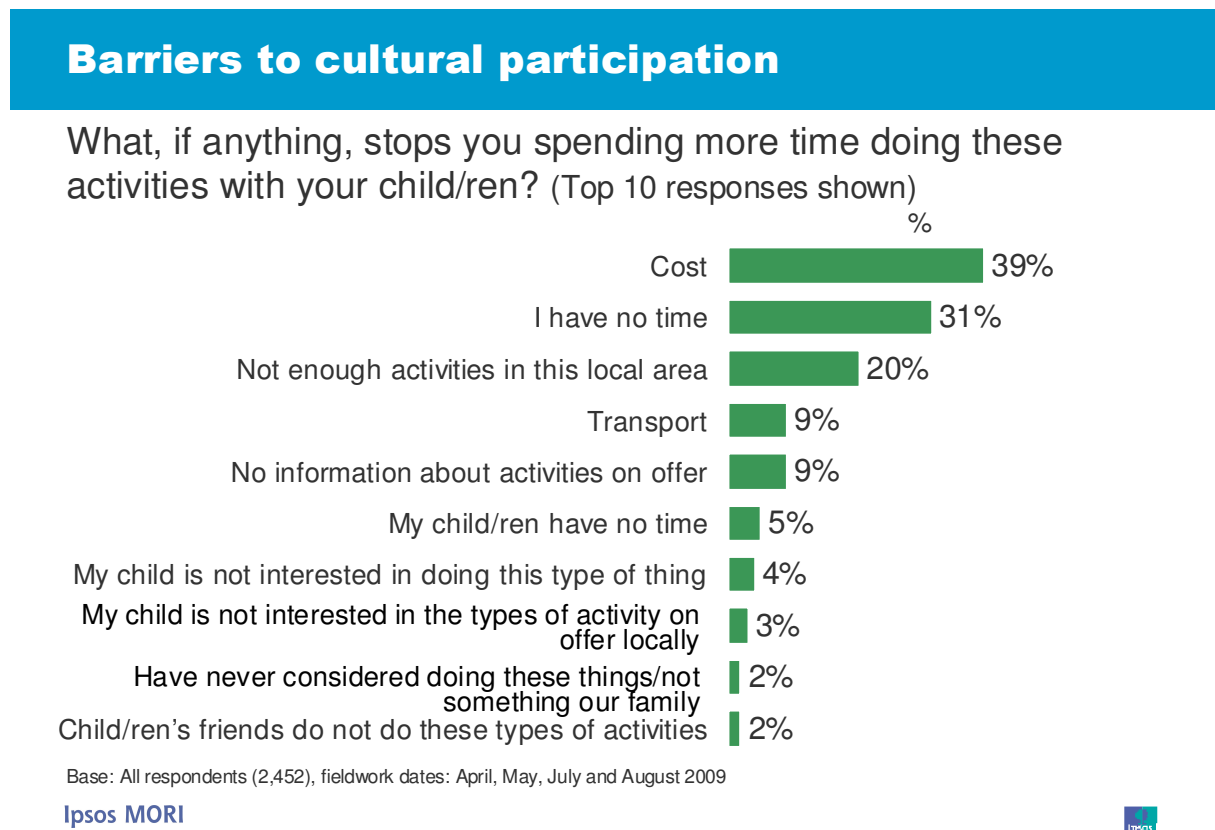
In line with the rest of the survey, parents with primary school aged children say it is easier to spend time with their children doing cultural activities than parents of older or younger children (73% parents of 5-11 year olds compared with 68% parents of 12-18 year olds and 0-4 year olds).

Parents with two children are more likely than those with one child, and those with three or more children, to rate access to activities as easy (75% compared with 67% and 66%, respectively). However, parents with three children or more are more likely than average to say access is difficult (29% compared with an average 22%). This is despite the fact that parents with three or more children are more likely than average to report that their child has taken part in cultural activities in the past 12 months.

Barriers to accessing cultural activities

Parents were asked to identify, from a list of possible reasons, the main barriers to them spending more time with their children doing these cultural activities. The most commonly selected responses are the *cost* (39%), followed by a *lack of time* (31%) and *not enough activities in the local area* (20%). *Difficulties with transport* and a *lack of information* about the available activities (both nine percent) are also cited by around one in ten.

Figure 9



Socio-economic factors appear to affect the types of barriers acting against more widespread participation in cultural activities. As might be expected, the perceived cost is more likely to be cited as a barrier for parents from lower than higher socioeconomic groups (49% of DEs compared with 30% of ABs cite cost). Transport and a lack of available activities in the local area are also mentioned more often than average by those in groups DE. Parents from groups ABC1C2, on the other hand, are more likely to say they have no time (35%, compared with 18% DEs).

Other practical circumstances also seem to be important. Parents from households with no car are more likely to cite transport as a problem (27%, compared with six percent who have

a car) and, perhaps linked to this, are more likely to cite a lack of opportunities in the local area (24%, compared with 19% with a car).

Although parents were much more likely to mention practical barriers, other issues appear to be important for some groups. Parents with no formal qualifications, and those in groups DE were more likely than average to say that they *have never considered doing these things/not something our family does* (five percent of those with no formal qualifications compared with average of two percent). Despite the fact that relatively small numbers gave this reason, the pattern of findings across the study (for example differences in attitudes and behaviour by educational status and social class) suggests that factors beyond the purely practical are likely to be playing a key role in rates of participation, though parents themselves may see other barriers as being more significant.

Appendices

Methodology in detail

A ten minute questionnaire was drawn up in collaboration with CCE and placed on four consecutive waves of Ipsos MORI's monthly Public Affairs Monitor. This omnibus survey interviews a nationally representative sample of 2,000 adults face-to-face in their homes and is a cost-effective way of surveying respondents. Sampling for the omnibus is extremely robust which means that the results can be generalised to the wider parent population. We select 210 constituencies as the first stage in the sampling process; these are representative of the whole country by region, class, demographic characteristics and voting patterns. Respondents are selected by means of a 10-cell quota with which the interviewer has been provided. The quotas used are:

- Sex: (Male, Female)
- Household Tenure: (Owner occupied, Council/HAT, Other)
- Age: (16-24, 25-44, 45+)
- Working status: (Full-time, part time/not working)

Parents were the target of this questionnaire and were identified by asking a number of screener questions to ensure respondents had at least one child up to nineteen years of age. A total of 2,452 parents were interviewed across the four waves and fieldwork ran from 23rd April through to 18th August 2009. The total sample provided sufficient data for analysis to be carried out at the sub-group level. Demographic data on social grade, gender, age and number / age of children was used to provide a more detailed breakdown of responses.

The main advantage of using a face-to-face methodology is that it enables visual prompts and aids to be used. Full advantage was taken of this facility with pre-printed cards listing different options handed to the respondents. Fieldwork was carried out by our trained interviewers using CAPI (Computer Assisted Person Interviewing).

Data were weighted to ensure results were representative of the population (using up to date weighting targets which compensate for population changes since the Census). The standard weighting design matches the sample to the profile of the population on the basis of sex, age, social class, working status, region and number of cars in household.

Weighted topline results

Technical information:

- Results based on parents with at least one child aged between 0 and 19 years of age, living in England
- Wave 1 fieldwork carried out face-to-face 23rd-28th April 2009; in total 631 parents were interviewed
- Wave 2 fieldwork carried out face to face 21st-27th May 2009; in total 611 parents were interviewed
- Wave 3 fieldwork carried out face to face 16th-21st July 2009; in total 613 parents were interviewed
- Wave 4 fieldwork carried out face to face 13th-19th August 2009; in total 597 parents were interviewed
- 'Total' column shows aggregated results from across all four waves.
- All fieldwork conducted using Ipsos MORI Public Affairs Monitor.
- Where results do not sum to 100, this is due to computer rounding or multiple responses
- An asterisk (*) indicates a finding of less than 0.5%, but greater than zero
- Results are weighted by sex, social grade, work status, region, cars in household, ethnicity and whether respondent works in the public / private sector
- Questions are based on all respondents unless otherwise stated

I now have some questions about your child/children. Please think about your children who are under 19 years old. If you have more than one child under 19 please answer for the child who will celebrate their birthday next.

1. Behaviour

Q1 **To what extent do you agree or disagree that, “generally speaking, your child finds their school lessons interesting?” Just read out the letter that applies.**

		Wave 1	Wave 2	Wave 3	Wave 4	Total
		%	%	%	%	%
A	Strongly agree	20	26	24	22	23
B	Tend to agree	39	42	39	36	39
C	Neither agree nor disagree	14	10	12	15	13
D	Tend to disagree	10	8	6	8	8
E	Strongly disagree	3	3	2	3	3
	Don't know	14	11	15	15	14

Thinking about all of your children under 19 years old now. I have a few questions about the activities which your child/children take part in.

2. Views on cultural opportunities

Q2 Which of the things on this card, if any, have any of your children done or visited *with their school/s* in the past 12 months? Just read out the letter or letters that apply. Which others?

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
Arts and craft Painting, drawing, sculpture, photography or pottery, or visiting a gallery or art exhibition	51	48	50	48	49
Dance Learning or performing a dance or going to see a dance performance	34	35	31	34	34
Drama and literature Reading and writing stories, plays or poetry, acting in a play or going to the theatre	47	45	42	45	45
Film and IT Making films/videos, going to the cinema, making a computer game or website	30	29	29	27	29
Music Practising a musical instrument, playing or singing to an audience or going to a live music event	45	47	42	46	45
Watching arts and crafts, dance, drama and literature, film and IT or music programmes on TV	35	32	28	31	31
Going to or taking part in street arts, carnival or festival	11	13	11	13	12
An event in, or visit to, a library	32	34	27	33	31
Visiting a historic or important modern building or site	35	36	38	36	35
An event in, or visit to, a museum	35	38	33	36	35
Attending a circus or pantomime	18	18	17	18	18
Other	1	1	2	1	2
No answer	20	16	24	22	20
Don't know	6	6	4	5	5

Q3 Which of the things on this card, if any, have you, or a member of your family or household, helped any of your children to do, or visited with your children, in the past 12 months? Just read out the letter or letters that apply. Which others?

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
Arts and craft Painting, drawing, sculpture, photography or pottery, or visiting a gallery or art exhibition	40	45	39	42	41
Dance Learning or performing a dance or going to see a dance performance	22	26	22	27	24
Drama and literature Reading and writing stories, plays or poetry, acting in a play or going to the theatre	33	35	30	35	33
Film and IT Making films/videos, going to the cinema, making a computer game or website	32	35	31	36	34
Music Practising a musical instrument, playing or singing to an audience or going to a live music event	33	36	31	34	33
Watching arts and crafts, dance, drama and literature, film and IT or music programmes on TV	32	37	29	34	33
Going to or taking part in street arts, carnival or festival	18	23	24	30	24
An event in, or visit to, a library	36	36	35	36	36
Visiting a historic or important modern building or site	31	32	31	32	31
An event in, or visit to, a museum	33	36	33	36	34
Attending a circus or pantomime	19	26	21	24	22
Other	1	2	1	*	1
No answer	25	19	22	23	22
Don't know	4	4	4	4	4

I now have a few more questions about the types of activities we have been talking about – I'm interested to know what you think, even if you haven't done these activities recently.

Q4 Generally, how important, if at all, do you think it is for your child/ren to take part in these types of activity....

Just read out the letter that applies from the bottom of this card

a) every now and then?

b) on a regular basis?

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
every now and then?					
Very important	55	58	55	54	56
Fairly important	35	32	35	32	34
Not very important	3	4	3	4	3
Not at all important	1	1	1	1	1
Don't know	7	5	6	10	7
on a regular basis?					
Very important	50	55	48	51	51
Fairly important	35	34	41	35	36
Not very important	8	5	5	4	5
Not at all important	1	1	*	*	1
Don't know	6	4	6	10	7

Q5 From the following list, what would you say are the *two* main benefits of your child/ren taking part in these types of activities either in or outside school time? Just read out the letters that apply.

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
Allows my family to spend time together	31	32	30	27	30
Allows my child(ren) to meet and make friends	26	26	22	24	24
Encourages my child(ren) to do better in school	18	18	20	17	18
Gives my child(ren) a better understanding of the world	37	42	44	35	40
Helps my child(ren) to communicate their ideas confidently	26	22	24	25	24
Helps my child(ren) develop their imagination	32	32	34	30	32
All of these	2	2	3	4	3
None	3	2	3	3	3
Don't know	5	4	4	7	5

Q6 And how important, if at all, do you think it is for schools to give child/ren the chance to take part in these types of activities on a regular basis? Just read out the letter that applies.

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
Very important	69	69	66	66	68
Fairly important	23	25	28	24	25
Not very important	2	1	1	2	2
Not at all important	*	*	-	*	*
Don't know	6	4	5	8	6

Q7

To what extent do you agree or disagree that taking part in these types of activities in school ...

		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Helps to improve children's keenness to learn							
Wave 1	%	51	40	3	1	-	6
Wave 2	%	49	41	5	1	*	5
Wave 3	%	47	43	4	*	*	5
Wave 4	%	47	39	5	1	2	7
Total	%	48	41	4	1	*	6
Helps to improve children's behaviour							
Wave 1	%	38	39	12	4	*	7
Wave 2	%	38	38	15	3	*	5
Wave 3	%	36	43	14	1	*	6
Wave 4	%	36	39	13	4	2	7
Total	%	37	40	13	3	1	6
Helps children do better in tests and exams							
Wave 1	%	34	42	13	4	1	7
Wave 2	%	30	41	17	5	*	6
Wave 3	%	28	45	15	4	1	7
Wave 4	%	25	45	14	6	1	9
Total	%	29	43	15	5	1	7
Helps to improve children's employment chances							
Wave 1	%	34	39	14	5	2	7
Wave 2	%	27	44	17	5	1	6
Wave 3	%	26	42	17	5	2	8
Wave 4	%	27	39	17	6	2	9
Total	%	28	41	16	5	2	8
Makes school lessons more interesting							
Wave 1	%	52	40	3	*	*	6
Wave 2	%	50	40	4	1	*	5
Wave 3	%	49	40	4	1	*	5
Wave 4	%	49	37	5	1	1	7
Total	%	50	39	4	1	1	6

Q8

To what extent do you agree or disagree with the following statement: "If schools made lessons more interesting, pupils would be less disruptive in class"? Just read out the letter that applies.

	Wave 1	Wave 2	Wave 3	Wave 4	Total
	%	%	%	%	%
Strongly agree	49	42	45	41	44
Tend to agree	30	37	33	36	34
Neither agree nor disagree	9	10	11	9	10
Tend to disagree	5	5	5	5	5
Strongly disagree	2	1	1	1	1
Don't know	6	5	4	7	6

3. Employability and skills

Q9 **Business managers have identified a number of skills which people need in order to do well in the workplace. How effective, if at all, do you think schools are in helping children to develop these skills? Just read out the letter that applies.**

		Very effective	Fairly effective	Not that effective	Not at all effective	Don't know
Working as part of a team						
Wave 1	%	29	50	10	1	9
Wave 2	%	30	49	11	1	8
Wave 3	%	26	53	9	1	10
Wave 4	%	27	49	11	1	13
Total	%	28	50	10	1	10
Communicating with different types of people						
Wave 1	%	26	50	15	2	8
Wave 2	%	25	52	14	1	7
Wave 3	%	26	51	11	2	10
Wave 4	%	25	49	13	1	12
Total	%	26	51	13	1	9
Listening and comprehending						
Wave 1	%	25	54	11	2	7
Wave 2	%	27	53	12	1	7
Wave 3	%	25	54	10	1	9
Wave 4	%	26	49	13	1	11
Total	%	26	53	11	1	9
Being interested and keen to learn						
Wave 1	%	24	52	15	1	9
Wave 2	%	26	55	11	2	7
Wave 3	%	25	54	9	2	10
Wave 4	%	21	55	11	1	11
Total	%	24	54	12	2	9
Problem solving						
Wave 1	%	21	54	15	1	9
Wave 2	%	20	53	16	2	9
Wave 3	%	19	53	14	2	12
Wave 4	%	20	50	13	2	14
Total	%	20	53	15	2	11
Reading, writing and maths						
Wave 1	%	35	48	9	1	7
Wave 2	%	34	48	10	1	6
Wave 3	%	35	49	6	1	9
Wave 4	%	36	45	8	1	11
Total	%	35	48	8	1	8
Efficient use of computers and IT						
Wave 1	%	40	45	5	1	9
Wave 2	%	41	46	4	1	8
Wave 3	%	36	47	6	*	10
Wave 4	%	38	45	5	*	12
Total	%	39	46	5	1	10

4. Family Development

Q10 I have a few more questions about the types of activities on this card. Generally speaking, how easy or difficult is it for you personally to spend time doing these types of activities with your child(ren)? Just read out the letter that applies.

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
Very easy	18	19	20	19	19
Fairly easy	50	52	49	48	50
Fairly difficult	19	18	17	18	18
Very difficult	4	4	4	4	4
Don't know	9	6	9	11	9

Q11 What, if anything, stops you spending more time doing these activities with your child/ren? Just read out the letter or letters that apply
What other practical or other reasons?

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
Practical:	79	77	75	77	77
Cost	40	39	38	39	39
Transport	10	9	7	10	9
Not enough activities in this local area	21	20	17	21	20
No information about activities on offer	10	11	8	10	9
I have no time	30	30	35	27	31
My child/ren have no time	6	5	5	5	5
Other, practical reasons	3	2	3	3	3
Other:	16	16	17	16	16
Have never considered doing these things/not something our family does	1	2	3	1	2
I am not interested in doing this type of thing	1	1	1	1	1
My child is not interested in doing this type of thing	3	3	3	5	4
I am not interested in the types of activity on offer locally	1	1	1	1	1
My child is not interested in the types of activity on offer locally	3	2	3	2	3
Child/ren's friends do not do these types of activities	3	2	2	2	2
Activities aren't for ordinary families / families like mine	1	1	1	1	1
Activities are snobbish / pretentious / middle class	*	*	1	1	1
Activities are a waste of time and money	*	*	1	1	*
Other	6	6	5	6	6
Don't know	13	14	15	14	14

Q12

To what extent do you agree or disagree with the following statement: “On the whole my chid(ren)’s school(s) provides enough opportunities to participate in these kinds of activities”? Just read out the letter that applies.

	Wave 1	Wave 2	Wave 3	Wave 4	Total
	%	%	%	%	%
Strongly agree	24	24	24	21	23
Tend to agree	40	39	42	40	40
Neither agree nor disagree	14	14	12	13	13
Tend to disagree	8	9	6	8	8
Strongly disagree	1	2	2	2	2
Don't know	12	13	15	16	14

Demographics

Which age group applies to you?

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
16-17	1	1	*	*	1
18-24	6	6	9	7	7
25-34	27	26	27	27	27
35-44	39	43	40	42	41
45-54	23	21	21	18	21
55-59	2	2	2	4	2
60-64	1	*	*	1	1
65-74	*	*	1	*	*
75+	*	-	-	*	*

Social Class

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
A	3	4	5	3	4
B	22	23	21	24	23
C1	25	26	24	27	25
C2	25	23	23	18	22
D	17	16	19	18	17
E	8	9	8	9	8

Government Office Region

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
South East	14	14	15	16	15
Eastern	11	10	10	9	10
London	13	11	13	12	12
South West	7	8	7	8	8
West Midlands	10	11	10	8	10
East Midlands	8	8	8	8	8
Yorkshire and Humberside	11	11	10	10	10
North West	11	10	11	10	11
North East	5	5	5	5	5
Wales	4	4	4	5	4
Scotland	8	8	6	8	8

Working Status of Respondent:

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
Working - Full time (30+ hrs)	57	60	60	60	59
Part-time (9-29 hrs)	13	13	12	14	13
Not working - retired	1	1	1	1	1
Housewife	19	18	20	18	19
Unemployed (registered)	3	3	2	2	2
Unemployed (not registered but looking for work)	1	2	1	1	1
Student	3	1	3	2	2
Disabled	2	3	2	2	2

Which, if any, of the following apply to you?

I am the parent or legal guardian of . . .

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
A child/children under the age of 16 who does/do live with me	89	89	90	87	89
A child/children under the age of 16 who does not/do not live with me and to whose upbringing I contribute financially	5	4	3	3	4
A child/children under the age of 16 who does not/do not live with me and to whose upbringing I do not contribute financially	1	1	-	1	1
A child/children under the age of 16 to 19 who is/are currently in full time education	12	12	11	15	13

Marital Status

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
Married	66	64	64	65	64
Living together	15	14	14	15	15
Single	12	13	13	13	13
Widowed	1	1	1	1	1
Divorced	5	6	4	4	4
Separated	3	3	4	3	3
Refused	*	-	-	-	*

Using this card, please tell me which, if any, is the highest educational or professional qualification you have obtained.

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
GCSE/O-level/CSE	24	25	23	22	24
Vocational quals (=NVQ1+2)	13	12	11	11	12
A level or equivalent (=NVQ3)	15	18	17	19	17
Bachelor Degree or equivalent (=NVQ4)	17	21	21	21	20
Masters/PhD or equivalent	7	5	7	5	6
Other	11	9	9	10	10
No formal qualifications	13	10	11	11	11
Still studying	1	1	1	1	1
Don't know	*	*	*	-	*

Which of the groups on this card do you consider you belong to?

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
WHITE	86	86	87	88	87
British	81	82	83	83	82
Irish	1	1	1	1	1
Any other white background	4	3	3	4	4
MIXED	1	3	2	1	2
White and Black Caribbean	1	1	-	*	1
White and Black African	*	1	1	*	*
White and Asian	*	*	*	1	*
Any other mixed background	*	*	1	*	*
ASIAN OR ASIAN BRITISH	9	8	6	7	7
Indian	4	2	1	2	2
Pakistani	3	3	2	3	3
Bangladeshi	1	1	1	*	1
Any other Asian background	1	2	2	1	1
BLACK OR BLACK BRITISH	3	3	5	3	3
Caribbean	2	1	2	1	1
African	1	2	3	2	2
Any other black background	*	*	-	-	*
CHINESE OR OTHER ETHNIC GROUP	1	1	*	1	1
Chinese	*	*	*	*	*
Any other background	1	1	*	1	1
Refused	*	*	-	-	*

And what ages is the child/are the children in your household?

Base: All respondents with at least one child in the household

	Wave 1 %	Wave 2 %	Wave 3 %	Wave 4 %	Total %
1 year or younger	20	21	23	26	23
2 years	14	14	17	13	14
3 years	12	15	12	11	13
4 years	10	11	14	11	12
5 years	14	12	9	9	11
6 years	11	13	11	10	11
7 years	9	10	8	12	10
8 years	10	12	11	9	11
9 years	12	8	11	9	10
10 years	11	12	13	7	11
11 years	11	11	10	11	11
12 years	10	11	11	10	10
13 years	8	7	8	10	8
14 years	12	8	10	11	10
15 years	9	11	10	12	10
Refused	*	*	*	-	*