Taking Part: England's Survey of Leisure, Culture and Sport

Year 6 Quarter 4 Questionnaire development

Angela Charlton, Victoria Campbell-Hall, Francesca Mosley and Michael Potter

TNS-BMRB

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Our aim is to improve the quality of life for all through cultural and sporting activities, support the pursuit of excellence, and champion the tourism, creative and leisure industries.

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1. Introduction and background

The Department for Culture, Media and Sport (DCMS) would like to include some new questions in the Taking Part survey on the extent to which children participate in competitive sport, charitable giving by adults and the extent to which adults feel able to influence local planning decisions.

This report outlines the piloting work that TNS-BMRB carried out for the department, including the development and cognitive testing of questions on charitable giving, and qualitative depth interviews on the subject of competitive sport, with parents and children.

2. Charitable Giving: Methodology

DCMS developed a short questionnaire on charitable giving in consultation with TNS-BMRB, to test potential questions and increase their understanding of people's attitudes and behaviour towards charitable giving, both in general and to the DCMS sectors. The questionnaire also included some questions about local planning decisions, added on behalf of English Heritage.

TNS-BMRB conducted 21 pilot interviews from a central venue on 7th December 2010. The profile of respondents that were interviewed during the day was as follows:

Table 2.1 Profile of respondents

		Interviews completed
Sex	Male	11
	Female	10
Age	16-24 years	4
	25-44 years	11
	45-64 years	5
	65+	1
Working status	Working full-time	7
	Working part-time	1
	Unemployed	9
	Retired	1
	Not working - other	1
	Student	2

The pilot interviews were conducted face-to-face, using cognitive interviewing techniques. The advantage of cognitive interviewing over conventional piloting is that it pays explicit attention to the mental processes respondents use to answer survey questions. These mental processes include:

Comprehension	e.g. do respondents understand the same thing as we intended when we designed our questions?
Judgements	e.g. what do they take into account when responding to the questions?
Responses	e.g. will the survey instrument allow them to express their responses correctly?

In some respects techniques used in understanding these mental processes are similar to those used in qualitative interviewing, but the objective is different: in qualitative work we try to explore actual attitudes and behaviour, whereas in cognitive interviewing we try to understand respondent thought processes when answering a survey question.

Respondents were recruited for the interview by recruiters working in the street. They briefly introduced the survey, the client, and how long the interview was likely to take, before bringing them in to the central venue to be interviewed by one of three TNS-BMRB researchers. As the day progressed, the TNS-BMRB researchers were able to ask the recruiters to concentrate on certain demographic groups in order to achieve a more varied respondent profile. Each respondent received a £5 high-street voucher for taking part in the interview.

The interviews lasted between 20 and 90 minutes, depending on the answers provided. This time included extensive probing of the answers provided by the respondent to ensure as much detail as possible was collected, as well as standard cognitive follow-up questions designed to extract aspects of the respondent's comprehension and understanding of the questions asked. The final questionnaire used for the pilot is included in Appendix 1.

3. Charitable Giving: Question review

This section outlines the questions that were asked for the pilot, some topline findings, responses to the cognitive probes that were conducted during the interview, and any additional observations that were gleaned from the interviewing process by the research team.

Questionnaire overview

The questionnaire covered participation in DCMS' sectors, general charitable giving, methods of giving, giving into DCMS' sectors, attitudes towards giving to DCMS' sectors, charity events and participation, a short section on local planning decisions and a brief demographics section.

DCMS sector participation

The first question determined the respondent's participation in the DCMS sectors. This was partly used as a warm-up question, but also helped to provide context to the questions later in the interview which asked about charitable giving within the sectors. The responses to this question are outlined in table 3.1 below.

Table 3.1 DCMS sector participation in the last 12 months

DCMS sectors	Frequency	%
Attended a creative, artistic, theatrical or musical event	13	62
Spent time doing any creative, artistic, theatrical or musical activities	9	43
Attended a museum or art gallery	7	33
Visited a place of historical interest	6	29
Been to an archive centre or record office	0	0
Used a public library service	9	43
Taken part in any sport or physical recreational activity	13	62
None of these things	1	5

General giving

A section on wider charitable giving opened the interview, in order to obtain general information about people's giving habits, before getting to the detail of the DCMS sectors. Those who had given any money to charity in the last 12 months were asked follow-up questions on frequency of giving, amounts given in the last 12 months and four weeks and giving intention over the next 12 months.

Frequency of giving

Almost all respondents had given money to charity in the last 12 months, with only three out of 21 giving no money in that period. All those who had given money in the last months were asked

how frequently they give money to charity. This was asked as an open-ended question for the pilot study and elicited a mixed response. Respondents with regular standing orders or other structured payment systems found it relatively easy to identify how frequently they gave money to charity over the last 12 months, but those who gave in this way were in the minority, with more people preferring to make one-off payments to certain causes that appealed to them, or simply dropping change into collection boxes and tins on the street whenever they saw them. Those who gave less frequently, or on an ad-hoc basis found it harder to quantify the frequency that they gave. For those who gave to a number of different causes, or in a number of different ways (for example, a standing order plus one-off payments to collectors on the street), it was also difficult to provide one definitive answer to how frequently they gave money to charity.

One approach to the issue of answering a question regarding frequency of giving would be to introduce a banded-frequency question, using a similar response list to the one already adopted for certain questions in the Taking Part survey:

    1. At least once a week
    2. Less often that once a week but at least once a month
    3. Less often than once a month but at least 3 or 4 times a year
    4. Twice in the last 12 months
    5. Once in the last 12 months

This approach provides the respondent with a more specific frame of reference when thinking about frequency, and should make it easier to answer accurately.

Amounts given

All those who had given money to charity in the last 12 months were also asked to provide an estimate of how much money they have given. For the pilot this was asked fully open-ended. Similar to the questions on frequency of giving, the ease with which this question could be answered was largely determined by the type of giving the respondent had done in the last 12 months. Those with structured payments, or a schedule of giving could give more accurate estimates than those who gave on an ad-hoc basis. Some of those who gave money to collections on the street stated that they usually just give whatever change is in their pocket, so it was very hard to provide an accurate estimate. However, most respondents were able to provide a rough figure following probing, for the amount of money they have given to charity in the last 12 months.

All respondents who had given money in the last 12 months were also asked how much money they had given in the last four weeks. This question proved less useful, especially amongst those who only gave on an ad-hoc basis, as many of those hadn't given any money in the last four weeks. As such, eight of the 18 respondents who were asked this question answered "none", while one respondent couldn't remember how much money they'd given. This response suggests that asking about money given in the last four weeks is probably not a worthwhile exercise.

One possible solution for overcoming the difficulty that respondents had with recalling how much money they had given to charity in the last 12 months would be to introduce a single-code question with banded numeric responses, such as the following:

About how much money, in total, have you given to charity in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

    1. Less than £20
    2. £20 to £49
    3. £50 to £99
    4. £100 to £499
    5. £500 to £999

6. £1,000 or more
Don't know
Refused

This question could either be asked instead of an open numeric question, or in instances where the respondent stated "don't know" to an initial open numeric question.

Future giving

All respondents were asked whether they thought that they would generally give more, less or the same amount of money to charity in the next 12 months compared to the last 12 months. This question proved difficult to answer for those who hadn't given any money to charity in the last 12 months, and some respondents stated that it would depend entirely upon circumstances. In total, four of the 21 respondents asked were unable to answer due to uncertainty about the future. Of those who did provide an answer, "the same" was the most common response, suggesting that most didn't intend to change their giving habits over the coming year. This question could be useful however, to track trends over attitudes to giving, and whether they shift in light of the government's focus on boosting philanthropy.

Giving method and sector

Following on from the general giving questions, a few questions followed to establish the different types of giving that the respondent had done in the last 12 months. This section was designed to assess what methods of giving, and which causes, the respondent gave to, and whether they matched the giving mentioned in the first part of the questionnaire.

Type of giving

A list of different methods of giving money to charity was created, including a number of different giving methods specifically related to the DCMS sectors. The respondent was asked whether they had donated money in any of the ways listed, in the last 12 months:

In the last 12 months, have you donated any money in any of the following ways? Please exclude donating goods or prizes.
READ OUT LIST. CODE ALL THAT APPLY

1. *Money to collecting tins (e.g. door-to-door, in the street, in a pub, at work, on a shop counter, etc.)*
2. *Sponsorship*
3. *Collection at church, mosque or other place of worship*
4. *Collections using a charity envelope*
5. *Donations into a collection box at a free event or attraction*
6. *Buying raffle tickets (NOT national lottery)*
7. *Buying goods from a charity shop or catalogue*
8. *Direct debit, standing order, covenant or debit from salary, payroll giving*
9. *Giving to people begging on the street*
10. *Gift aid contributions on top of an entry fee to an event or attraction*
11. *Occasional donations by cheque or credit/debit card*
12. *Fundraising events (e.g. charity dinners, fetes, jumble sales)*
13. *Other method of giving (excluding donating goods or prizes) (specify)*
14. *Did not give any money*
    Don't know
    Refused

It was evident almost immediately that this question picked up more giving than the respondent was likely to mention in the earlier, unprompted question, with giving such as "buying goods from a charity shop" or "fundraising events (e.g. charity dinners, fetes, jumble sales)" often going unmentioned in the initial general giving questions.

There were also several types of giving which emerged at this question, which weren't included in the response codes, and might be beneficial to include if they meet DCMS's definition of "charitable giving". These were:

- Subscriptions/membership fees to organisations such as English Heritage, The National Trust, or other cultural organisations
- Donations made to become a "supporter" or "friend" of an organisation, for example The National Theatre
- Tickets for events by a charitable organisation, such as performances at The Lyric Theatre

Several of the codes in the question may require clarifications or additional detail. Code 8 ("direct debit, standing order, covenant or debit from salary, payroll giving"), should include guidance referring to "regular" giving, in order to differentiate it from code 11 ("occasional donations by cheque or credit/debit card") as this was queried by respondents during the pilot. Extra detail is required for code 4, "collections using a charity envelope", and an explanation of gift-aid would be useful for those who aren't familiar with this scheme. It would also be helpful to include detail on the exclusions at this question, so that the respondent is certain what constitutes giving, and what doesn't. One respondent, for example, mentioned that they allow a charity to use his land to host an annual event on. Lending facilities or possessions to charities may be considered a form of giving, but should be excluded from this question as it doesn't refer specifically to the giving of money. This should be made clear in the question text.

Type of organisation

Those who had given money to charity in the last 12 months were also asked a multiple choice question regarding which charity sectors they had given to. This list was extensive, and included the DCMS sectors:

1. *Medical research*
2. *Children or young people*
3. *Disabled people*
4. *Disadvantaged or homeless people*
5. *Elderly people*
6. *Developing countries/famine relief overseas*
7. *Animals*
8. *The environment (e.g. green issues)*
9. *Heritage*
10. *Religious organisations*
11. *Schools or higher education*
12. *Museums and/or galleries*
13. *The arts etc.*
14. *Rescue services (e.g. lifeboats)*
15. *Disaster relief*
16. *Sports organisations*
17. *Libraries or library facilities*
18. *Other (specify)*

In general there were few problems cited in answering this question, though it is evident that some new codes could be created, or incorporated into existing codes. Hospice charities were mentioned by respondents, but didn't fit neatly into any of the existing codes, so might warrant a

new code, or inclusion in an existing code. It was also evident that a number of respondents mentioned multiple codes when referring to the same charity, for example, one respondent mentioning "developing countries/famine relief overseas and "disaster relief" to describe the Red Cross.

A follow-up question was asked to all who answered the question on type of organisations, to determine the general understanding of the different DCMS sectors included in the question. In general, most respondents were able to provide fairly accurate definitions of heritage, museums and galleries, the arts and libraries and library facilities. However, understandings of "sports organisations" varied quite widely between respondents. A number of respondents mentioned elite level sport, such as supporting The Olympics, professional sports teams and players, while others mentioned local facilities and clubs. A few respondents referred to schemes or organisations that help people to participate in sport, promote the health benefits of physical activity or educate young people and enable them to take part. There was one mention of a charitable sports trust, run by a Premier League football team, but other than that, sporting charities (including Sport Relief) were not mentioned by name. A definition of what constitutes "sports organisations" for the purpose of the indicator that DCMS is measuring is required in order to provide guidance for the respondent.

Giving to DCMS sectors

For those who had given money to any of the DCMS sectors, a series of follow-ups was asked to determine which type of organisation they had given to and how much money they had given in the last 12 months and the last four weeks. These questions were all asked open-ended.

Very few respondents had given money to any of the DCMS sectors over the last 12 months. Museums and galleries were the causes most commonly given to, with five respondents mentioning giving to this sector. Four respondents mentioned giving to the arts, three to heritage and sports organisations respectively, while nobody had donated any money to libraries or library services. There were very few issues related to answering the sector-specific follow-ups, and most respondents could offer a fairly accurate estimate of their giving over the last 12 months. Asking about the last four weeks once again proved less relevant, with even fewer respondents giving in the last four weeks than at the general giving questions.

One point for discussion is whether or not the follow-ups should be split into each sector, or whether there should be a general follow-up question for anyone giving to any of the DCMS sectors. The pilot study yielded only a small number of people who had given money into each of the DCMS sectors, and it's debatable whether a national sample would provide enough responses to any of the sector-specific questions to allow for any meaningful analysis or conclusions to be drawn. While the detail regarding amounts and type of giving into each sector may be of interest, it is questionable whether the Taking Part survey can provide enough responses to make sector-specific questions worthwhile.

Attitudes to giving

In order to gauge public opinion towards giving, and specifically giving to the DCMS sectors, a series of attitude statements were asked in the pilot study. These types of questions could be useful for gaining information on any shifts in trends regarding attitudes to giving to DCMS sectors over time.

Attitudes towards giving to the DCMS sectors

Respondents were presented with a range of statements which reflect common attitudes towards charitable giving to the arts, cultural and sporting sectors. Each statement was read out in turn and respondents were asked to respond according to a five-point rating scale which ranged from

'strongly agree' to 'strongly disagree'. The pilot demonstrated that the statements were simple for respondents to understand and that the answering scale was easy to apply. The statements were as follows:

1. *The arts and cultural sector is a worthy cause to give money to*
2. *It's fair to pay an entry fee to public museums and galleries*
3. *Giving money to charities in the arts, culture and sporting sectors won't make any difference to the facilities available to me*
4. *I would be prepared to pay a small top-up fee on top of an entry fee if that money went towards the upkeep of the attraction or organisation I was visiting*
5. *I would be happy to donate money to local arts, cultural or sporting organisations in order to keep them running*
6. *I don't want to pay extra for things that the government already uses my taxes to pay for*
7. *I'm concerned that if I give money to the arts, culture and sporting sectors, it won't be used in the right way*

There were a number of different patterns discernible in respondents' approaches to these attitudinal questions. Some respondents who had very little interest in these sectors tended to consistently answer 'neither agree nor disagree' as they felt like these ideas had very little relevance to them. Another group of respondents tended to feel that arts and sporting should be universally accessible and were in principle against any additional charges. Other respondents tended to be in very positive about charitable giving to DCMS sectors in answer to these statements, and surprisingly, this appeared to be the case even if they didn't give to the sectors. One respondent, in particular, gave to numerous charitable causes but did not list any donations to DCMS sectors; yet he exhibited positive attitudes towards giving in theory. Thus, it is worth bearing in mind that this question is likely to capture overarching attitudes rather than behaviour in practice. However, all in all, the statements appear to accommodate a wide variety of different stances, as reflected by the mix of answers at different points in the scale.

The statements which appeared to be most difficult for respondents to answer were one, 'The arts and cultural sector is a worthy cause to give money to' and six, 'I don't want to pay extra for things that the government already uses my taxes for'. These statements received the biggest number of 'neither agree nor disagrees' responses (six for each). The common reaction to the first statement was that their view is entirely dependent on the cause in question. In answer to statement six, respondents again felt that their answer would depend on the organisation in question as government funding levels vary significantly.

It was also apparent, that statements four and five, which both cover attitudes to paying extra to maintain facilities, appeared very similar to respondents on the surface and respondents did not necessarily give them much consideration. A slight change to the phrasing of statement five to accentuate the local dimension is advisable.

With regard to statement seven, the phrasing 'it won't be used in the right way' was perceived by respondents to be ambiguous and further clarification and prompting was necessary to demonstrate through example what was meant by this. We might consider amending the wording to something a bit more specific, such as, 'it won't be used to improve facilities or the user experience' or alternatively 'it will be wasted on bureaucracy or internal arrangements that the public do not derive any benefit from'. Adapting this statement in either of these two ways is however, likely to replicate responses to statement three, so it might be more suitable to choose one or the other.

The feel of the list in general seemed to be a bit long with respondents sensing repetition and not necessarily perceiving the nuances of the statements. Thus, it might be worthwhile thinking about how to condense the list. Statement six could perhaps be discarded as this is possibly the statement with the least power and use-value. A lot of DCMS sector involvement is not funded by the government or free to use, therefore this statement could be construed as a bit misleading.

Alternatively, it could be reworked to express the belief that arts, culture and sports should be free for all to enjoy and it is the government's responsibility to fund it.

One very minor observation during the pilot was that we should mention sport alongside the arts and cultural sectors in the first statement. An attitude which surfaced quite a lot during the pilot, not included in this list was 'I do not consider giving to these sectors because I do not have any interest in these areas and so don't derive any benefit from them'. This might be a useful addition, which reflects a significant body of opinion.

What would encourage people to give more

Different factors which might encourage charitable giving were outlined in a list shown to respondents. Respondents were asked to think about each item in turn and to decide whether it would motivate them to give/give more to the arts, cultural and sporting sectors. Respondents were encouraged to expand on their rationale behind their point of view in all cases.

During the pilot, we felt that these statements were geared towards charitable giving in general. At this stage, respondents seemed to lose sight of the arts, cultural and sporting sectors that is our focus and answered in a more generalised fashion. Perhaps the department can suggest some measures that they are consciously thinking of introducing to gain a better understanding of how to motivate giving to DCMS sectors in particular.

It is worth considering introducing a response rating scale to differentiate between the measures and assess which ones will have the biggest impact on behaviour. This might give the department more steer on which strategies to prioritise.

The statements themselves were generally well-understood and logical, but the concepts of tax relief and tax efficient methods required lots of additional explanation. We will need to include definitions here as there does not appear to be a general understanding of these ideas. In addition, statement eight, 'If I had more money', met with widespread approval; so much so, that social desirability may be a key problem with this statement.

Participation in sporting and cultural events for charity

DCMS are interested to find out whether participation in sporting and cultural events for charity has had an impact on their likelihood to participate in that sector.

Proportion of people who had participated in an event of this type

Respondents were asked whether they had ever taken part in a sponsored sporting or cultural event to raise money for charity. They had a simple yes or no answer choice. Recognition of this concept was good although respondents answered almost entirely about sponsored sporting challenges. It might be beneficial to change this question to an entirely sporting focus, and to re-position it into the sports participation section of the questionnaire where it would be more relevant, as the amount of individuals taking part in cultural sponsored events is likely to be negligible.

Impact of participation in future motivation

Anyone who had participated in a fundraising event was asked this follow-up question. This question was designed to gauge whether involvement in cultural or sporting challenges for charity had any impact on inspiring future uptake or increased participation in these activities in the longer term. The sector in question (i.e. arts, culture, or sports) was recorded as well as whether the charitable involvement consisted of giving money or participating in a fundraising event.

The general feeling seemed to be that people tended to do charity events/charitable giving based on their current interests and involvements rather than the other way around. From the sample

that was interviewed, there was little indication that this might be a common experience. The question could be changed from the format tested and broadened, to ask whether the respondent's participation in a sponsored event has had any impact on their overall sporting participation. The following question is suggested:

Ask all who have taken part in events (EVENTS = 1)
Has participating events like this affected your participation in sport or recreational physical activities, in any of the following ways?

1. *Encouraged me to start doing sport or recreational physical activities*
2. *Increased my level of sporting and recreational physical activities (either amount of sport, or intensity level)*
3. *Changed the type of sports or recreational physical activities I take part in*
4. *None of the above*

Planning

Some questions on the local planning process were included in the pilot study, which were aimed at understanding the interest, and potential role the individual currently takes in the local planning process, and what, if anything, would help them to get more involved in the future.

Source of motivation to get involved in planning decisions

This question aimed to assess the respondents' level of involvement in planning decisions and to garner a broad understanding of whether involvement is community minded or self-interested in nature. Respondents were given a choice of three statements and were asked to select which best represented their attitude:

1. *I would only get involved in planning decisions if they affected me directly*
2. *I would want to be involved in planning decisions that affect my local community as a whole*
3. *I would be very unlikely to get involved in planning decisions*

We suggest that the introduction to this section features more contextual information, in order to define the planning process better and to give examples of occasions that the general populace have some interaction with it. Many respondents felt that their involvement entirely depended on the issue at stake and so could not respond to general enquiries into their engagement level. A more precisely defined frame of reference needs to be set in order to ensure comprehension and that respondents give a considered response.

There was also a feeling that statements one and two weren't necessarily mutually exclusive. One respondent mentioned that if planning decisions affected his local community, they would also affect him, and vice-versa. The statements also begin with a slightly different context – statement one starting with "I would only get involved…", and statement two starting with "I would want to get involved…", suggesting that both could potentially apply. It might be worth considering adapting the statements so that they either both start with "only", or both start with "want" (the latter would mean changing the question to multiple-choice).

Ways to make the planning process more accessible

All respondents were then presented with a list of possible improvements that could be made in terms of communicating information about planning decisions. They were asked to consider each in turn and to suggest which would make them more likely to get involved.

Respondents were either completely disengaged with the planning process so answered 'none of these' or tended to agree with all of these statements in theory. However, the question elicits no sense of whether these factors would actually carry any weight in terms of influencing actual behaviour. Because the respondent has not been primed with very much context about this issue, the danger is that this list of quite vague communication initiatives invites a positive, unthinking response (unless you are quite engaged in planning issues, as one of our respondents was). Therefore, these statements should be fleshed out with more detail to encourage deeper consideration. For instance, the concept of 'more information' could be defined more precisely as follows: 'more information about planning decisions currently on the agenda and the impact these will have on you and your community'. Alternatively, respondents could be asked to rate each statement on a scale according to what impact the measure would have on motivating respondents to get involved in planning decisions.

It is recommended that the questions on the local planning process are given further consideration before adding them to the main Taking Part questionnaire.

4. Charitable Giving: Conclusion and recommendations

Following the question review above, this chapter provides the recommended approach to the charitable giving section of the Taking Part survey. The recommended approach is to start with the coded, multiple choice question on type of giving, and to follow this up with the organisation type question. Anyone who has given any money to charity in the last 12 months will be asked how much they have given, and then anyone who has given to the DCMS sectors will be asked specifically about each sector they give to. To finish the section, the attitudinal questions will be included. The recommended question set is included below, along with notes for DCMS to respond to before finalising the questions to be included in the questionnaire.

GIVETYPE
Ask all
In the last 12 months, have you donated any money in any of the following ways? *Please exclude donating goods or prizes, any time you have given to charity or any possessions or facilities you have allowed a charitable organisation to use.*
CODE ALL THAT APPLY, RANDOMISE, SHOW SCREEN (ANCHOR CODES 13, 14, DK & REF)

1. Money to collecting tins (e.g. door-to-door, in the street, in a pub, at work, on a shop counter, etc.)
2. Sponsorship
3. Collection at church, mosque or other place of worship
4. A charity envelope for house-to-house collections
5. Donations into a collection box at a free event or attraction
6. Buying raffle tickets (NOT national lottery)
7. Buying goods from a charity shop or catalogue
8. Regular direct debit, standing order, covenant or debit from salary, payroll giving
9. Giving to people begging on the street
10. Gift aid contributions on top of an entry fee to an event or attraction
11. Occasional donations by cheque or credit/debit card
12. Fundraising events (e.g. charity dinners, fetes, jumble sales, tickets for charitable events)
13. Membership fees or supporter schemes for a charitable organisation
14. Other method of giving (excluding donating goods or prizes) (specify)
15. Did not give any money

Don't know
Refused

GIVEDON
Ask all
In the last 12 months, have you donated any goods or prizes to any charitable organisations, or allowed any charitable organisations to use any of your own possessions or facilities?

1. Yes – donated goods or prizes

2. Yes – allowed to use possessions or facilities
3. No

Don't know
Refused

COLLECT
Ask all who have visited an arts attendance event (except cinema), museum, gallery, or heritage site (in their own time or for voluntary purposes), but who didn't mention any donation to into a collection box (GIVETYPE <> 5)
Earlier you said that you had <attended an arts event/visited a museum or gallery/visited a heritage site> in the last 12 months. Did you make any voluntary donations into a collection box during your visit to any of these?

ONLY INCLUDE CODES FOR ACTIVITIES THAT HAVE BEEN DONE

1. Yes - Arts event
2. Yes - Museum or gallery
3. Yes - Heritage site
4. None of these

Don't know
Refused

GIVEFREQ
Ask all who have given any money in the last 12 months (GIVETYPE = 1-14, or COLLECTION = 1, 2 or 3)
How often in the last 12 months have you given money to charity?

1. At least once a week
2. Less often that once a week but at least once a month
3. Less often than once a month but at least 3 or 4 times a year
4. Twice in the last 12 months
5. Once in the last 12 months

Don't know
Refused

ORGTYPE
Ask all who have given in the last 12 months (GIVETYPE = 1-14)
In the last 12 months, have you given any money to any of the following charity sectors?
CODE ALL THAT APPLY, RANDOMISE LIST, SHOW SCREEN

1. Medical research
2. Children or young people
3. Disabled people
4. Disadvantaged or homeless people
5. Elderly people
6. Developing countries/famine relief overseas
7. Animals
8. The environment (e.g. green issues)
9. Heritage sites or organisations
10. Religious organisations
11. Schools or higher education
12. Museums and/or galleries
13. The arts

14. Rescue services (e.g. lifeboats)
15. Disaster relief
16. Sports organisations (e.g. local sports clubs or facilities, sports development charities)
17. Libraries or library facilities
18. Other (specify)

Don't know
Refused

AMTHER
Ask all those who have given to heritage organisations (ORGTYPE = 9 or COLLECT = 3)
About how much money, in total, have you given to heritage sites or organisations in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more

Don't know
Refused

AMTMUS
Ask all those who have given to museums/galleries (ORGTYPE = 12 or COLLECT = 2)
About how much money, in total, have you given to museums and galleries in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more

Don't know
Refused

AMTARTS
Ask all those who have given to THE ARTS (ORGTYPE = 13 or COLLECT = 1)
About how much money, in total, have you given to the arts in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more

Don't know
Refused

AMTSPORT
Ask all those who have given to sporting organisations (ORGTYPE = 16)
About how much money, in total, have you given to sporting organisations in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more

Don't know
Refused

AMTLIB
Ask all those who have given to libraries (ORGTYPE = 17)
About how much money, in total, have you given to libraries and library facilities in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more

Don't know
Refused

GIVEGEN
Ask all who have given in the last 12 months (GIVETYPE = 1-13, exclude those who have ONLY given to DCMS sectors ORGTYPE = 9, 12, 13, 16, 17 OR COLLECT = 1, 2 or 3)
About how much money, in total, have you given to <if ORGTYPE = 9, 12, 13, 16 OR 17 or COLLECT = 1, 2 or 3, insert text "any other charitable organisations, if ORGTYPE <> 9, 12, 13, 16 OR 17 AND COLLECT <> 1, 2 or 3 insert text "charity"> in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more

Don't know
Refused

GIVESECT
Ask all who have given to the DCMS sectors (ORGTYPE2 = 9, 12, 13, 16 or 17)
In the next 12 months, do you think you will generally give more, less, or the same amount of money as you have over the last 12 months to charities in the arts, culture and sporting sectors?
SINGLE CODE.

1. More

2. Same
3. Less

Don't know
Refused

GIVEMORE
Ask all those who said they will give more in the next 12 months (GIVESECT = 1)
Why do you think you will give more money to charities in the arts, culture or sporting sectors, in the next 12 months?

OPEN
Don't know
Refused

GIVELESS
Ask all those who said they will give less in the next 12 months (GIVESECT = 3)
Why do you think you will give LESS money to charities in the arts, culture or sporting sectors, in the next 12 months?

OPEN
Don't know
Refused

SECTATT
Ask all
Here are some things that people have said about giving money to charities in the arts, culture and sporting sectors. Please tell me how much you agree or disagree with each statement on a scale of 1 to 5, where 1 means strongly agree and 5 means strongly disagree.

READ OUT LIST

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

1. *The arts and cultural sector is a worthy cause to give money to*
2. *It's fair to pay an entry fee to public museums and galleries*
3. *Giving money to charities in the arts, culture and sporting sectors won't make any difference to the facilities available to me*
4. *I would be prepared to pay a small top-up fee on top of an entry fee if that money went towards the upkeep of the attraction or organisation I was visiting*
5. *I would be happy to donate money to arts, cultural or sporting organisations that are local to me in order to keep them running*

GIVEENC
Ask all
Here are some things that people have said might encourage them to donate money to the arts, cultural or sporting sectors. Would any of these encourage you to give money/more money to these sectors?

Would this…
1. Encourage you a lot
2. Encourage you a little

3. Not at all

QUESTION LOOP

1. *Having more information about the different arts, cultural and sporting charities that I could support*
2. *Receiving letter/email of thanks from the charity*
3. *Receiving information from the charity or organisation explaining what has been done with my donation*
4. *Confidence that the arts, cultural or sporting charity uses the money efficiently*
5. *Being able to give money by tax efficient methods (e.g. gift-aid, payroll giving)*
6. *More generous tax relief (e.g. income tax relief on gifts made to charities)*
7. *Being asked by a friend or family member*
8. *Knowing the money will be spent/used locally*
9. *None of these*

Don't know

Refused

The following questions are to be added to the sports participation section of the main questionnaire (after collecting information about sports participation in the last 12 months):

EVENTS
Ask all who have taken part in sport or recreational physical activity in the last 12 months ((SCSPMA1 = 1 OR MORE ACTIVITIES) OR (SCSPMB1 = 1 OR MORE ACTIVITIES) OR (SCSPY = 1 OR MORE ACTIVITIES) OR (CYCLREC = 1 OR MORE))
Sometimes people take part in sporting events in order to raise money for a charitable organisation (for example, running a marathon). Have you ever taken part in any events like this?

1. Yes
2. No

Don't know
Refused

EVENTS2
Ask all who have taken part in events (EVENTS = 1)
Has participating events like this affected your participation in sport or recreational physical activities, in any of the following ways?

1. Encouraged me to start doing sport or recreational physical activities
2. Increased my level of sporting and recreational physical activities (either amount of sport, or intensity level)
3. Changed the type of sports or recreational physical activities I take part in
4. None of the above

Don't know
Refused

The final versions of the charitable giving questions are included in Appendix 2. These questions are based on the findings and recommendations outlined in this report and the resulting discussions between DCMS and TNS-BMRB.

5. Competitive Sport: Methodology

TNS-BMRB conducted sixteen qualitative depth interviews during December 2010 exploring understanding and views of competitive sport amongst children, in order to develop a set of questions for both the youth and the child-proxy sections of the Taking Part Survey. Half of the interviews were conducted as paired-depths consisting of a parent and their child aged between five and ten years old. The majority of the discussion was aimed at the parent, with the child present to verify or correct any inaccurate answers. This provided an opportunity to explore parents' awareness of their child's participation in competitive sports as well as to compare understandings of the meaning of the term 'competitive'. The other interviews were conducted directly with eleven to fifteen year old children as they were viewed as old enough to explore the subject on their own.

6. Competitive Sport: Paired depths

Participation in sports

Participation levels were high with the younger children taking part in a wide variety of different sports and games, from traditional sports such as swimming, football and rugby, to activities such as dance, boxing and karate. The level and frequency of participation also varied - from once a week to several times a week and from purely 'fun' activities to more intensive sports practice. This was dependent on both age and level of interest in sports. All of the children participated in activities during physical education and games lessons at school, and most participated in a physical or sporting activity outside of school, whether formally as part of a club, or informally. Most had also taken part in a school sports day or in National School Sports Week in the last twelve months.

Despite the high participation levels in sport both during and after school, due to their young age, participation did not usually involve playing in teams. According to parents, at this age schools do not focus on competition because participation, learning and making friends are the key objectives. Parents expressed concern regarding any emphasis on competition as it was felt that these activities should rather be "fun". There was a general view that there was a 'progression' into competitive sport as children got older.

"… they are playing tennis, and obviously tennis is a competitive sport, but the way that they are doing tennis is just to learn, and they just do fun games, and they don't really play against each other, but it is in theory a competitive sport, the same as all sports really. But the way they do particular sports is not that competitive, it is more about fun and learning." (Mother, child Year 4)

Parental knowledge of children's participation

Parents highlighted a lack of feedback from their children regarding their in-school sporting activities such as PE or lunch-time activities. There was a shared perception that children referred to PE in a general sense rather than specifying particular activities. Parents felt that children would only refer to specific activities if they were particular favourites, or if an incident has occurred or "gone wrong" such as one of the children getting hurt.

"When they come out of school they don't want to talk about school, they don't even tell me what they have had for dinner…once they are out of the school gate they want to forget school. I always ask what they have done at school and she does not want to answer me." (Mother, child year 2)

Parents tended to be aware of the bigger sports events, such as National School Sports Week and School Sports Day as the school would send an invitation letter. However, awareness of other sporting activities varied. In a number of the paired depths, parents were corrected by their child regarding their responses, underscoring a possible lack of awareness about children's in-school activities.

Competitive sport amongst 5-10 year olds

Distinct differences existed between parents' and children's' understandings of competitive sport, impacting on views of whether the child was currently playing sport competitively. There was a view amongst parents that winning was crucial to any definition of competitive sports

"These are competitive sports because one wants to win." (Mother, child in Year 1)

In comparison, many of the children rejected the idea of '*winning and losing*' as defining competitive sports and rather emphasised teams or individuals in opposition against a rival as the defining aspect of competitive sports. While they considered themselves to play competitive sports within P.E., the emphasis was said to be on having fun, playing with friends and inclusion. Parents expressed surprise at the difference between their own views of competitive sport and those of their child. For example, one father tried to explain the concept to his child (Year 3) by using the example of tennis as well as his own sports days as a child when he won a race. However the child still did not understand. The general consensus among both parents and children was that school teams and playing sport competitively was for older children, while PE lessons were for younger children and focused on enjoyment and encouraging children to get involved and learn new skills.

"I don't think PE should be particularly competitive because it is more of an exercise the children should be doing, open to everybody." (Mother, child in year 1)

In summary, competitive sport was viewed in two distinct ways – firstly, in terms of organised, structured games with winners and losers, and secondly in terms of whether the child is "*good enough to compete*". Children mentioned playing sports in teams, but they still didn't feel that they played the sport competitively because they either weren't good enough, or didn't really care about the outcome. This was also reflected in the interviews with the older children.

"Would not care if I won or lost as no one is watching"

7. Competitive Sport: Depth interviews

Participation in sports

Participation in sports amongst the older children was split between those who participated in multiple sporting activities and those who had minimal involvement and either played one sport or only participated as part of mandatory PE lessons. Most children played multiple sports and games through PE lessons at school, however if participation extended to out-of-school activities, these would generally focus on a particular sport. Participation and interest levels in sport appear to be closely linked to the level of ability of the child. Children with a high level of sporting ability were generally engaged in a number of sports, playing in school, for school teams and for other organised teams and clubs outside of school. Those with less sporting ability expressed less interest in participation outside of mandatory lessons. Family background also appeared to have a strong impact and if the parents or siblings were involved in sport, the child was likely to highlight their interest and active participation in sports.

"I have grown up around sports, I just like sports, my whole family is into sports and competitive.'
(Year 10).

Views of competitive sport

There was a mixed response in terms of unprompted definitions of competitive sport amongst the older children. Some struggled to define the term, while one participant defined it as "*staying active*" (Year 8). In response to the prompted list, most children had good comprehension of the terms used with both '*win/lose*' and '*opposing teams*' commonly recognised as defining competitive sport.

"Against somebody like football, volleyball, swimming." (Year 6)

In addition to the language of winning and losing, children mentioned a number of other ideas that they associated with competitive sport such as "*more pressure*", "*something with score/levels*", "*entering a competition*", "*something with a prize*" and "*against somebody else*". The children struggled to identify sports without a winner and a loser, suggestions included gym and swimming.

"They are not really against anyone." (Year 10)

"I don't really know that much about swimming because all we do is just like learn it. I don't really know if they like win or lose or anything." (Year 7)

The general feeling was that most sports can be either non-competitive or competitive depending on the context, the level at which it is played, and the individual's skill. For example, one participant played for a football team; however he didn't consider this participation to be "*competitive*" due to his perceived lack of skill and attitude towards this *"fun"* activity. However, other members of his team were perceived to be "*competitive*" as they were more skilled and wanted to win.

"Football I am not the best at so I just do it for a laugh." (Year 10)

This highlights the alternative interpretation of the term "*competitive sport*" and illustrates how the term could be misinterpreted if questions referring to the term were not complete in their explanation.

PE and competitive sport

In the same vein, the issue of whether or not PE was considered to be competitive was again dependent on the context, the attitude and skill level of the individual. Sports played purely for "fun" or those that they did not participate in outside of PE were not viewed as competitive; however, when playing in teams or a sport that they played more seriously, these would be more competitive. This again suggests that the competitive element depends entirely on the attitude the individual has towards it.

"*All we do is really train, so we don't play against each other or nothing."(Year 7)*

"When you really want to win or go for a certain aim." (Year 8)

Informal games and competitive sport

Informal activities done were generally excluded from the idea of competitive sport. However, some children who did not play in any teams were keen to include these types of activities in this definition, as this was their main platform from which to get involved in competitive sports.

Purpose of activity and level of skill

The purpose of the activity and the individual's perceived level of skill were key factors in whether or not participation in sport was viewed as competitive. A distinction was made between participation in matches for training purposes and participation in matches in pursuit of a prize with the former usually viewed as non-competitive.

"…they play more like they want to win it." (Year 7)

"The sports that don't have winners/losers, they don't put as much 'effort' into the sport." (Year 8)

Less traditional activities such as dancing or martial arts caused some confusion as children felt they could be competitive at times, but overall they were said to be non-competitive activities.

8. Competitive Sport: Conclusion and recommendations

It is clear that there is no simple way to define competitive sports, with views on what counts as "competitive" differing drastically depending on the individual's level of experience and involvement in sport, their skill level and their motivations for playing. Attempting to define competitive sport as, for example, activities "with a winner and loser" risks the omission of more nuanced understandings of the concept.

Therefore, attempting to create a definition of "competitive sport" may prove problematic and may risk over-complicating any questions that are devised. As such, it is simpler to set a list of activities that meet a broad definition of "being competitive" and ask basic participation questions on each activity. More complex questions on the nature of competitive sport, taking in people's perceptions around skill levels, context and purpose of activity, would require further detailed discussion and development.

The competitive sport questions that have been included in the Taking Part child questionnaires from Year 6 Quarter 4 are included in Appendix 2. It is clear that further development on the subject in the future could lead to a more in depth understanding of the concept of competitive sport, but the questions developed at this stage provide a strong platform for gathering evidence on this subject and prompting further debate on the subject.

Appendix 1: Charitable giving - pilot questionnaire

SECTORS (WARM-UP QUESTION)
Ask all
In the last 12 months have you done any of the following? Do not include activities you did as part of your paid work or for academic study.

READ OUT LIST. CODE ALL THAT APPLY

1. Attended a creative, artistic, theatrical or musical event
2. Spent time doing any creative, artistic, theatrical or musical activities
3. Attended a museum or art gallery
4. Visited a place of historical interest
5. Been to an archive centre or record office
6. Used a public library service
7. Taken part in any sport or physical recreational activity
8. None of these things

Probe for type of activity and level of involvement in each sector mentioned – what do they do, and how often do they do it? Provide examples of activities in each sector if required.

GIVE
Ask all
In the last 12 months, have you given any money to charity, by any means?

1. Yes
2. No

Don't know
Refused

GIVEFREQ
Ask all who have given in the last 12 months (GIVE = 1)
How frequently do you give money to charity?

Don't know
Refused

GIVEAMT
Ask all who have given in the last 12 months (GIVE = 1)
About how much money, in total, have you given to charity in the last 12 months?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

If respondent can't remember how much they've given, probe for reasons why; was it too long ago, was it only small amounts, did the amounts given vary too much to give a reasonable estimate etc,?

GIVE4WKS
Ask all who have given in the last 12 months (GIVE = 1)
About how much money, in total, have you given to charity in the last 4 weeks?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

How easy it was for respondent to recall amounts given in the last 12 months and the last 4 weeks?

GIVEFUT
Ask all
In the next 12 months, do you think you will generally give more, less, or the same amount of money to charity as you have over the last 12 months? SINGLE CODE.

1. More
2. Same
3. Less

Don't know
Refused

If GIVEFUT = 1 OR 3, Why will you give more/less next year than you have over the last 12 months?

GIVETYPE
Ask all

In the last 12 months, have you donated any money in any of the following ways? Please exclude donating goods or prizes.
READ OUT LIST. CODE ALL THAT APPLY

1. Money to collecting tins (e.g. door-to-door, in the street, in a pub, at work, on a shop counter, etc.)
2. Sponsorship
3. Collection at church, mosque or other place of worship
4. Collections using a charity envelope
5. **Donations into a collection box at a free event or attraction**
6. Buying raffle tickets (NOT national lottery)
7. Buying goods from a charity shop or catalogue
8. Direct debit, standing order, covenant or debit from salary, payroll giving
9. Giving to people begging on the street
10. **Gift aid contributions** on top of an entry fee to an event or attraction
11. Occasional donations by cheque or credit/debit card
12. Fundraising events (e.g. charity dinners, fetes, jumble sales)
13. Other method of giving (excluding donating goods or prizes) (specify)
14. Did not give any money

Don't know
Refused

If respondent has not mentioned any giving, but selects one of the above codes (1 to 13), probe for why they didn't consider this "giving to charity"?

ORGTYPE
Ask all who have given in the last 4 weeks (GIVE = 1 or GIVETYPE = 1 TO 13)
What types of organisations or causes have you given money to in the last 12 months?

OPEN

ORGTYPE2
Ask all who have given in the last 4 weeks (GIVE = 1)
In the last 12 months, have you given any money to any of the following charity sectors?
CODE ALL THAT APPLY

1. Medical research
2. Children or young people
3. Disabled people
4. Disadvantaged or homeless people
5. Elderly people
6. Developing countries/famine relief overseas
7. Animals
8. The environment (e.g. green issues)
9. Heritage
10. Religious organisations
11. Schools or higher education
12. Museums and/or galleries
13. The arts etc.
14. Rescue services (e.g. lifeboats)
15. Disaster relief
16. Sports organisations
17. Libraries or library facilities
18. Other (specify)

Don't know
Refused

What do you understand by the terms "heritage", "museums and galleries", "the arts", "sports organisations" and "libraries and library facilities"?

Heritage:

Museums and galleries:

The arts:

Sports organisations:

Libraries and library facilities:

SECTUND
Ask all
What do you understand by the term "giving money to charities within the arts, culture or sporting sectors"?

OPEN

*If respondent has visited/participated in any of the sectors in the last 12 months, but not mentioned any charitable giving in that sector, ask **if they noticed any opportunity to donate money (e.g. a collection box) to the organisation, whether they donated any, and whether or not the activity/event/attraction was free to use/attend**.*

HERGIVE
Ask all those who have given to heritage organisations (ORGTYPE2 = 9)
You said that in the last 12 months you have given money to heritage organisations.   Which type of organisations have you given money to?

OPEN

Don't know
Refused

AMTHER
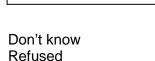**Ask all those who have given to heritage organisations (ORGTYPE2 = 9)**
About how much money, in total, have you given to heritage organisations in the last 12 months?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

4WKSHER
Ask all those who have given to heritage organisations (ORGTYPE2 = 9)

About how much money, in total, have you given to heritage organisations in the last 4 weeks?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

MUSGIVE
Ask all those who have given to museums/galleries (ORGTYPE2 = 12)
You said that in the last 12 months you have given money to museums and/or galleries.   Which type of organisations have you given money to?

OPEN

Don't know
Refused

AMTMUS
Ask all those who have given to museums/galleries (ORGTYPE2 = 12)
About how much money, in total, have you given to museums and galleries in the last 12 months?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

4WKSMUS
Ask all those who have given to museums/galleries (ORGTYPE2 = 12)
About how much money, in total, have you given to museums and galleries in the last 4 weeks?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

ARTSGIVE
Ask all those who have given to THE ARTS (ORGTYPE2 = 13)
You said that in the last 12 months you have given money to the arts.   Which type of organisations have you given money to?

OPEN

Don't know
Refused

AMTARTS
Ask all those who have given to THE ARTS (ORGTYPE2 = 13)
About how much money, in total, have you given to the arts in the last 12 months?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

4WKSARTS
Ask all those who have given to THE ARTS (ORGTYPE2 = 13)
About how much money, in total, have you given to the arts in the last 4 weeks?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

SPORTGIVE
Ask all those who have given to sporting organisations (ORGTYPE = 16)
You said that in the last 12 months you have given money to a sporting organisation. Which type of organisations have you given money to?
OPEN

Don't know
Refused

AMTSPORT
Ask all those who have given to sporting organisations (ORGTYPE2 = 16)
About how much money, in total, have you given to sporting organisations in the last 12 months?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

4WKSSPORT
Ask all those who have given to sporting organisations (ORGTYPE = 16)
About how much money, in total, have you given to sporting organisations in the last 4 weeks?

OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

LIBGIVE
Ask all those who have given to libraries (ORGTYPE = 17)
You said that in the last 12 months you have given money to a libraries or library facilities. Which type of organisations have you given money to?

OPEN

Don't know
Refused

AMTLIB
Ask all those who have given to libraries (ORGTYPE2 = 17)
About how much money, in total, have you given to libraries or library facilities in the last 12 months?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

4WKSLIB
Ask all those who have given to libraries (ORGTYPE = 17)
About how much money, in total, have you given to libraries or library facilities in the last 4 weeks?
OPEN, ENTER AMOUNT TO THE NEAREST £, ACCEPT ESTIMATES

Don't know
Refused

What are the respondent's attitudes towards local, national and international charities in the arts, culture and sporting sectors? Do they currently give to any local, national or international charities in the sectors? Would they be more likely to give to local, national or international organisations? Probe for reasons.

GIVESECT
Ask all who have given to the DCMS sectors (ORGTYPE2 = 9, 12, 13, 16 or 17)
In the next 12 months, do you think you will generally give more, less, or the same amount of money as you have over the last 12 months to charities in the arts, culture and sporting sectors? SINGLE CODE.

1. More
2. Same
3. Less

Don't know
Refused

If GIVESECT = 1 OR 3, Why will you give more/less next year than you have over the last 12 months?

SECTATT

Ask all
Here are some things that people have said about giving money to charities in the arts, culture and sporting sectors. Please tell me how much you agree or disagree with each statement on a scale of 1 to 5, where 1 means strongly agree and 5 means strongly disagree.

READ OUT LIST AND RECORD 1-5 NEXT TO EACH STATEMENT

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

a) The arts and cultural sector is a worthy cause to give money to
b) It's fair to pay an entry fee to public museums and galleries
c) Giving money to charities in the arts, culture and sporting sectors won't make any difference to the facilities available to me
d) I would be prepared to pay a small top-up fee on top of an entry fee if that money went towards the upkeep of the attraction or organisation I was visiting
e) I would be happy to donate money to local arts, cultural or sporting organisations in order to keep them running
f) I don't want to pay extra for things that the government already uses my taxes to pay for
g) I'm concerned that if I give money to the arts, culture and sporting sectors, it won't be used in the right way

Probe and record any additional observations to each statement

GIVEENC
Ask all
Here are some things that people have said might encourage them to donate money to the arts, cultural or sporting sectors. Would any of these encourage you to give money/more money to these sectors?
CODE ALL THAT APPLY

1. Having more information about the different charities or organisations that I could support
2. Receiving letter/email of thanks from the charity or organisation

3. Receiving information from the charity or organisation explaining what has been done with my donation
4. Confidence that the charity or organisation uses the money efficiently
5. Being able to give money by tax efficient methods
6. More generous tax relief
7. Being asked by a friend or family member
8. If I had more money
9. None of these

Probe and record any additional observations to each statement

EVENTS
Ask all
Sometimes people take part in sporting or cultural events in order to raise money for a charitable organisation (for example, running a marathon). Have you ever taken part in any events like this?

1. Yes
2. No

Don't know
Refused

EVENTS2
Ask all who have taken part in events (EVENTS = 1)
Have any events like this, or any giving you may have made, motivated you to participate in the arts, cultural or sporting sectors?

	Sport	*The arts*	*Culture*
Participating in fundraising events			
Giving money			
Neither			

INTERVIEWER: Now I'd like to ask you a couple of questions regarding planning decisions in your local area

PLANNING
Ask all
Which of the following statements best applies to what you are most likely to do regarding planning decisions in your local area:
SINGLE CODE

1. I would only get involved in planning decisions if they affected me directly
2. I would want to be involved in planning decisions that affect my local community as a whole
3. I would be very unlikely to get involved in planning decisions

Don't know
Refused

PLANNING2
ASK ALL
We are interested in finding out how we can more effectively involve local people in local planning decisions affecting your local environment. Would you be more likely to get involved in the planning process if you knew more about:
CODE ALL THAT APPLY

1. How to access information relating to planning decisions
2. How the planning process works
3. Your local area and what makes it special
4. Community groups involved in planning issues
5. None of these would make me more likely to get involved

Don't know
Refused

Probe if there are any other things that would make the respondent more likely to engage in the planning process. Also record if the respondent is/has been involved in the planning process. If not, would any of the above prompt them to get involved?

INTERVIEWER: Now I'd just like to ask you a couple of questions about you before we finish.

AGE
Ask all
What was your age last birthday?

OPEN

Don't know
Refused

AGEBAND
If AGE = DK or Ref, ask AGEBAND
Looking at this list, can you please tell me which age group you fall into?
AGE SHOWCARD

1. 16-24
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. 65+

Don't know
Refused

WORKING
Ask all
What is your current working status?

DO NOT READ OUT BUT PROMPT FROM THE LIST AS REQUIRED. SINGLE CODE MAIN STATUS

1. Working full-time (30+ hours per week)
2. Working part-time (9 to 29 hours per week)
3. Unemployed – less than 12 months
4. Unemployed (long term) – more than 12 months
5. Not working – retired
6. Not working – looking after house/children
7. Not working – long term sick or disabled
8. Student – in full-time education studying for a recognised qualification
9. Student – in part-time education studying for a recognised qualification
10. Other
11. Refused

GENDER
DO NOT READ OUT

1. Male
2. Female

THANK AND CLOSE.

Appendix 2: Final charitable giving questions

GIVETY
[ASK ALL]
In the last 12 months, have you donated any money in any of the following ways? *Please exclude donating goods or prizes, any time you have given to charity or any possessions or facilities you have allowed a charitable organisation to use.*
CODE ALL THAT APPLY
SHOW SCREEN

1. Money to collecting tins (e.g. door-to-door, in the street, in a pub, at work, on a shop counter, etc.)
2. Sponsorship
3. Collection at church, mosque or other place of worship
4. A charity envelope for house-to-house collections
5. Donations into a collection box at a free event or attraction (eg. art exhibition, museum, heritage site)
6. Buying raffle tickets (NOT national lottery)
7. Buying goods from a charity shop or catalogue
8. Regular direct debit, standing order, covenant or debit from salary, payroll giving
9. Giving to people begging on the street
10. Gift aid contributions on top of an entry fee to an event or attraction
11. Occasional donations by cheque or credit/debit card
12. Fundraising events (e.g. charity dinners, fetes, jumble sales, tickets for charitable events)
13. Membership fees or supporter schemes for a charitable organisation
14. Other method of giving (excluding donating goods or prizes) (specify)
15. Did not give any money
-1. Don't know
-2. Refused

Randomise list but keep 14, 15, -1 and -2 at bottom of list

GIVEDON
[ASK ALL]
In the last 12 months, have you donated any goods or prizes to any charitable organisations, or allowed any charitable organisations to use any of your own possessions or facilities?

CODE ALL THAT APPLY

1. Yes – donated goods or prizes
2. Yes – allowed to use possessions or facilities
3. No
-1. Don't know
-2. Refused

COLLECT
Ask all who have visited an arts attendance event, except cinema (If SCAAN AND (AAWKAC = 1 or AAWKAC = 4) = one or more response – not including SCAAN = 1), museum, gallery (IF SCMUSN = 1 AND MUSWKAC = 1 OR 4), or heritage site (IF SCHER > 0

AND HERWKAC = 1 OR 3 OR 4), but who didn't mention any donation to into a collection box (GIVETY <> 5)
Earlier you said that you had <attended an arts event/visited a museum or gallery/visited a heritage site> in the last 12 months. Did you make any voluntary donations into a collection box during your [visit /visit to any of these]?

1. Yes - Arts event
2. Yes - Museum or gallery
3. Yes - Heritage site
4. None of these

-1. Don't know
-2. Refused

(Only include response codes for activities actually done)

GIVEFRQ
[IF GIVETY = 1-14 OR COLLECT = 1, 2 OR 3]
How often in the last 12 months have you donated money to charity <IF COLLECT = 1-3 'including voluntary donations into collection boxes at events or attractions>?

1. At least once a week
2. Less often that once a week but at least once a month
3. Less often than once a month but at least 3 or 4 times a year
4. Twice in the last 12 months
5. Once in the last 12 months
-1. Don't know
-2. Refused

ORGTYPE
[IF GIVETY = 1-14]
In the last 12 months, have you given any money to any of the following charity sectors?
CODE ALL THAT APPLY
SHOW SCREEN

1. Medical research
2. Children or young people
3. Disabled people
4. Disadvantaged or homeless people
5. Elderly people
6. Developing countries/famine relief overseas
7. Animals
8. The environment (e.g. green issues)
9. Heritage sites or organisations
10. Religious organisations
11. Schools or higher education
12. Museums and/or galleries
13. The arts
14. Rescue services (e.g. lifeboats)
15. Disaster relief
16. Sports organisations (e.g. local sports clubs or facilities, sports development charities)
17. Libraries or library facilities
18. Other (specify)
-1. Don't know

-2. Refused

Randomise list but keep 18, -1 and -2 at bottom of list

INTERVIEWER: NOW TURN SCREEN AWAY FROM RESPONDENT

AMTHER
[IF ORGTYPE = 9 OR COLLECT = 3]
About how much money, in total, have you given to heritage sites or organisations in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more
-1. Don't know
-2. Refused

AMTMUS
[IF ORGTYPE = 12 OR COLLECT = 2]
About how much money, in total, have you given to museums and galleries in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more
-1. Don't know
-2. Refused

AMTARTS
[IF ORGTYPE = 13 OR COLLECT=1]
About how much money, in total, have you given to the arts in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more
-1. Don't know
-2. Refused

AMTSPRT
[IF ORGTYPE = 16]
About how much money, in total, have you given to sporting organisations in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more
-1. Don't know
-2. Refused

AMTLIB
[IF ORGTYPE = 17]
About how much money, in total, have you given to libraries and library facilities in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more
-1. Don't know
-2. Refused

GIVEGEN
[IF GIVETY = 1-14 BUT EXCLUDE THOSE WHO HAVE <u>ONLY</u> GIVEN TO DCMS SECTORS ORGTYPE = 9, 12, 13, 16 OR 17 OR COLLECT = 1,2 OR 3]
About how much money, in total, have you given to <if ORGTYPE = 9, 12, 13, 16 OR 17 or COLLECT = 1, 2 or 3, insert text "any other charitable organisations, if ORGTYPE <> 9, 12, 13, 16 OR 17 AND COLLECT <> 1, 2 or 3 insert text "charity"> in the last 12 months?
INTERVIEWER: READ RESPONSE LIST AND STOP WHEN THE RESPONDENT SAYS "YES"

1. Less than £20
2. £20 to £49
3. £50 to £99
4. £100 to £499
5. £500 to £999
6. £1,000 or more
-1. Don't know
-2. Refused

INTERVIEWER: THE RESPONDENT MAY NOW LOOK AT THE SCREEN FOR THE FOLLOWING QUESTIONS

GIVSECT
[IF ORGTYPE2 = 9, 12, 13, 16 or 17 OR COLLECT = 1, 2 OR 3]
In the next 12 months, do you think you will generally give more, less, or the same amount of money as you have over the last 12 months to charities in the arts, culture and sporting sectors?

1. More
2. Same
3. Less
-1. Don't know
-2. Refused

GIVEMOR

[IF GIVESECT = 1]
Why do you think you will give more money to charities in the arts, culture or sporting sectors, in the next 12 months?
OPEN

-1. Don't know
-2. Refused

GIVELES

[IF GIVESECT = 3]
Why do you think you will give LESS money to charities in the arts, culture or sporting sectors, in the next 12 months?
OPEN

-1. Don't know
-2. Refused

SECTAT
[ASK ALL]
Here are some things that people have said about giving money to charities in the arts, culture and sporting sectors. Please tell me how much you agree or disagree with each statement on a scale of 1 to 5, where 1 means strongly agree and 5 means strongly disagree.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

READ OUT LIST
a) The arts and cultural sector is a worthy cause to give money to
b) It's fair to pay an entry fee to public museums and galleries
c) Giving money to charities in the arts, culture and sporting sectors won't make any difference to the facilities available to me
d) I would be prepared to pay a small top-up fee on top of an entry fee if that money went towards the upkeep of the attraction or organisation I was visiting
e) I would be happy to donate money to arts, cultural or sporting organisations that are local to me in order to keep them running

GIVEENC
[ASK ALL]
Here are some things that people have said might encourage them to donate money to the arts, cultural or sporting sectors. Would any of these encourage you to give money/more money to these sectors?
Would this…
1. Encourage you a lot
2. Encourage you a little
3. Not at all

READ OUT LIST
a) Having more information about the different arts, cultural and sporting charities that I could support
b) Receiving letter/email of thanks from the charity
c) Receiving information from the charity or organisation explaining what has been done with my donation
d) Confidence that the arts, cultural or sporting charity uses the money efficiently
e) Being able to give money by tax efficient methods (e.g. gift-aid, payroll giving)
f) More generous tax relief (e.g. income tax relief on gifts made to charities)
g) Being asked by a friend or family member
h) Knowing the money will be spent/used locally

SECTION ADDED AFTER COLLECTION OF SPORTS PARTICIPATION DATA

EVENTS
[ASK ALL]
Sometimes people take part in sporting events in order to raise money for a charitable organisation. Have you taken part in an event like this in the last 12 months?

1. Yes
2. No
-1. Don't know

EVENTS2
[IF EVENTS = 1]
Has participating in events like this affected your participation in sport or recreational physical activities, in any of the following ways?
READ OUT AND CODE ALL THAT APPLY

1. Encouraged me to start doing sport or recreational physical activities
2. Increased my level of sporting and recreational physical activities (either amount of sport, or intensity level)
3. Encouraged me to take up new types of sports or recreational physical activities
4. None of the above
-1. Don't know

Appendix 3: Competitive Sport – topic guides

11-15s topic guide

Aims

To develop and test a question on sports for DCMS's Taking Part survey which measures children's participation in a range of activities.

Note: These are exploratory interviews. It is important to note and understand issues that a respondent is not familiar with, has difficulty in answering, cannot remember, etc

Key questions
1. **Introduction (1 min)**

About the research: This research is to help the government understand what sports activities children are doing and how they feel about these activities.

- Commissioned by DCMS
- TNS-BMRB are an independent research agency working on behalf of DCMS
- Length of interview – 30 minutes
- Confidentiality and anonymity – they will not be identified to DCMS

2. **Current participation (10 mins)**

- What year are you in at school?

- What sports activities do you take part in? Spontaneous and then probe:
    o PE
    o School sports day (what events?)
    o Swimming gala
    o Other activities such as football, rugby, netball, cricket, gymnastics, dance, tennis, golf, softball, swimming, hockey etc.
    o After school
    o National sports week
    o Other

- Are these sports activities done in or out of school?

- How often do you take part in each of the sports activities mentioned?
    o Once a day; once a week; once a month; once a year

- What sports activities do you do during school time for example during PE or lunch time?
    o What sports activities
    o How often does this happen
    o How much do you tell your parents about this

- Do you play for any school teams?
    o If so, at what level (against class mates, at inter-form/house level, within the whole school, against other schools, district or county etc.

- Have you been encouraged/inspired into activity by big events, e.g. World Cup, Olympics?

- Do any of your sporting activities require:
    - Extra training
    - Playing in leagues and ladders.
    - Travel e.g. to away matches

- Do you or any other family members belong to any clubs?

3. Views on competitive sports (12 mins)

- You have mentioned a number of sports activities in which you take part. Which of these has a winner and a loser at the end?
    - Spontaneous and then probe those mentioned above
    - Why do they say this

- How are these different to sports activities which don't have a winner and loser at the end. Spontaneous then probe:
    - Opposing teams/individuals
    - Win/lose
    - Official sports only or include games in PE/playtime

- What do you think "competitive sport" means?

4. Sponsored activities (6 mins)

- Have you taken part in any sponsored events in the last 12 months, such as a walk where you ask friends and family for donations?
    - Reason for taking part
    - Can you remember what organisation this was in aid of

5. Thank respondents and close the interview (1 min)

5-10s paired depth topic guide

Researcher note: Both parent and child will be in the interview. Try to include the child in the conversation but if they are getting bored and restless then just confirm at the end of each section that they agree with what has been said or if they want to add anything.

Key Questions

1. Introduction (1 min)

About the research: This piece of work is to help the Department for Culture, Media and Sport develop a new question on children's participation in sport for their Taking Part survey which measures participation in a broad range of activities.

- Commissioned by DCMS
- TNS-BMRB are an independent research agency working on behalf of DCMS
- Length of interview – 30 minutes
- Confidentiality and anonymity – they will not be identified to DCMS

2. Current participation (10 mins)

- What year is your child in at school?

- What sports activities does your child participate in? Spontaneous and then probe:
    - PE
    - School sports day (what events?)
    - Swimming gala
    - Other activities such as football, rugby, netball, cricket, gymnastics, dance, tennis, golf, softball, swimming, hockey etc.
    - After school
    - National sports week
    - Other

- *Confirm with child*

- Are these sports activities done in or out of school?
- *Confirm with child*

- How often does your child take part in each of the sports activities mentioned?
- *Confirm with child*

- Are you aware of your child's participation in sport during school time for example during PE or lunch time?
    - How much does your kid tell you about this
    - How often does this happen
- *Confirm with child*

- Does your child play for any school teams?
    - If so, at what level (against class mates, at inter-form/house level, within the whole school, against other schools, district or county etc.
- *Confirm with child*

- Have they been encouraged/inspired into activity by big events, e.g. World Cup, Olympics?
- *Confirm with child*

- Do any of their sporting activities require:
    - Extra training
    - Playing in leagues and ladders.
    - Travel e.g. to away matches
- *Confirm with child*

- Does your child/ other family members belong to any clubs?
- *Confirm with child*

3. Views on competitive sports (12 mins)

- When did your child start playing competitive sport?
-
- How would you define a competitive sport in a school? Spontaneous, then probe:
    - Opposing teams/individuals
    - Win/lose
    - Official sports only or include games in PE/playtime

- You have mentioned a number of sports activities in which your child has participated. Which of these activities would you view as competitive sports?
    - Spontaneous and then probe those mentioned above
    - Why viewed as competitive/not competitive

- You've discussed what you think competitive sports would be, what do you think your child understands competitive sports to be (not the phrase, the idea)? Spontaneous, then probe:
    - Opposing teams/individuals
    - Win/lose
    - Official sports only or include games in PE/playtime
- *Confirm with child*

- Would your child share your views about which sports are competitive?
- *Confirm with child*

4. Sponsored events (3 mins)

- Has your child taken part in any sponsored events in the last 12 months such as a walk where you ask friends and family for donations?
    - Reason for taking part
    - Can you remember what organisation this was in aid of
- *Confirm with child*

5. Agreement from child (4 mins)
- Ask the child if they agree with what the parent has said or if there is anything they would like to change or add.
- Thank respondents and close the interview

Appendix 4: Final competitive sport questions

5-10s

510COMPIN
[ASK ALL]
I would now like you to think about the last 12 months…

Since [<INSERT MONTH - 12 MONTHS BEFORE INTERVIEW>] last year, has <+NNAME+> taken part in any of the following activities **organised by the school**? These activities could be both at school and out of school.

CODE ALL THAT APPLY

1. Played sport in their school in organised competitions (e.g. a school sports day)
2. Played sport against children in other schools in organised competitions
3. National School Sports Week
4. None of these
-1. Don't know
-2. Refused

510COMPOUT
[ASK ALL]
Since [<INSERT MONTH - 12 MONTHS BEFORE INTERVIEW>] last year, has <+NNAME+> taken part in any of the following activities outside of school? Only include activities **not organised by the school.**

CODE ALL THAT APPLY

1. Played for a sports team
2. A sports competition or one-off event
3. Been a member of a club that plays sport
4. None of these
-1. Don't know
-2. Refused

11-15s

1115COMPIN
[ASK ALL]
I would now like you to think about the last 12 months…

Since [<INSERT MONTH - 12 MONTHS BEFORE INTERVIEW>] last year, have you taken part in any of the following sports activities **organised by the school**? These activities could be during school lessons or during your spare time.

IF NECESSARY: SHOW THE LIFE EVENTS CALENDAR TO HELP WITH TIME FRAME

CODE ALL THAT APPLY

1. Played for a sports team
2. Been a member of a club that plays sport
3. Played sport against other people in PE or games lessons
4. Played sport in your school in organised competitions (e.g. a school sports day or competitions against other classes or houses)
5. Played sport against people in other schools in organised competitions
6. National School Sports Week
7. None of these
-1. Don't know
-2. Refused

1115COMPOUT
[ASK ALL]
Since [<INSERT MONTH - 12 MONTHS BEFORE INTERVIEW>] last year, have you taken part in any of the following activities outside of school? Only include activities **not organised by the school.**

CODE ALL THAT APPLY

1. Played for a sports team
2. A sports competition or one-off event
3. Been a member of a club that plays sport
4. None of these
-1. Don't know
-2. Refused