



department for  
**culture, media  
and sport**

# Barriers to participation

Analysis to inform the development of the 2010/11 Taking Part Survey

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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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# Executive summary

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This report outlines the findings and process of developing a new set of barriers to participation questions to include in DCMS' Taking Part Survey.

The recommended questionnaire was developed and tested by BMRB Social Research (now TNS-BMRB) between February and October 2009. The key objective of the project was to develop a set of questions which attempted to draw out practical, cultural, social and psychological reasons for non-participation in DCMS-related activities using a quantitative questionnaire. The Taking Part survey covers arts attendance, arts participation, libraries, museums and galleries, archives, heritage sites and sports participation.

The first stage of this development project was a **literature review** which established a basic theoretical framework to base the research: it identified three types of contributing factors – inter-personal, intra-personal, and external – that underlie people's choice of whether or not to engage with an activity or event. These factors were not limited to a particular domain but could be applied to all DCMS sectors.

The barriers to participation were explored further during a **qualitative stage**. This stage comprised of 12 focus groups and eight depth interviews in Leeds, Birmingham and London during April 2009.

The key findings from the two exploration stages highlighted the following areas which are important in understanding non-participation:

- why people fail to develop an interest in a particular activity or event, and whether they feel it is somehow 'inappropriate' for them;
- the influence of someone's social circle on their (un)willingness to try out an activity or event;
- the influence of life-stage (and life-stage shifts) on participation;
- the practical barriers which stop participation; and
- the distinction between people who have never tried an activity or event, and people who used to engage in the past but have since lapsed.

These themes and concepts were used to develop a draft questionnaire which was tested amongst 188 respondents using **computer-assisted telephone interviewing (CATI)**. The key focus of the pilot was to test a series of attitudinal statements and questions which covered practical, psychological, personal, socialisation and social circle issues relating to participation and the concept of 'lapsed' participants. The piloting demonstrated that the majority of the attitudinal statements were understood, achieving a range of views. However the pilot did not identify the 'lapsed' which we were interested in as the definition was too loosely defined (whether **ever** participated in the activity). The pilot highlighted that the definition should include a frequency threshold (for example whether participated 'at least once a month') and it should differ by sector.

The main objective of the final stage of development was to establish the analytical potential of the new sets of attitudinal statements once they were

added onto the main Taking Part Survey. To do this, a short version of the new questionnaire was included on **BMRB's face to face Omnibus survey**. The Omnibus survey consisted of a total sample of 2120 adults and was representative of all adults in Great Britain. The resulting data from the attitudinal questions were analysed using various multivariate techniques. This analysis demonstrated that the new questions, along with the participation and frequency data could be used to identify groups of people with similar attitudes and needs. These groups could therefore be targeted with policies, communications, or campaigns. This analysis process also identified which attitudinal statements overlap with each other and therefore could be dropped if the final Taking Part questionnaire length became an issue.

The development work has demonstrated that it is possible to use Taking Part to gain an understanding of the complex factors which underpin reasons for non-participation in the activities covered in the questionnaire. Adding the newly developed questions onto the Taking Part survey will open up new opportunities for additional analysis and will allow DCMS to gain more value and insight from the non-participation data collected via Taking Part.

The recommended barriers questionnaire is included in Chapter 7.

# Chapter 1: Introduction

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The Department for Culture, Media and Sport (DCMS) and its stakeholders asked BMRB to develop new 'barriers' questions for Taking Part.

These questions aim to find out what stops people from engaging in cultural and sporting activity. Although there are existing questions that have been retained since the survey was introduced in 2005, it has been acknowledged that the top-of-mind responses that they elicit are of limited value. Respondents tend to focus on issues of time, cost, lack of interest etc, whereas evidence from qualitative research suggests that cultural, social and psychological factors are just as relevant. DCMS asked BMRB to undertake some research to see if it is possible to draw out more complex factors such as these in a quantitative survey setting.

## **Aims and objectives**

The aim of the project was to improve the current 'barriers' questions so that they collect more insightful data about respondents' reasons for non-engagement.

The key objectives of this project were:

- To understand how people think about their behaviour and their reasons for non-engagement;
- To identify whether different barriers exist for different sub-groups of the population, and what these are;
- To design and test survey questions that reflect the findings from this research; and
- To recommend a new set of questions for the 2010/11 survey which tackle the reasons for non-participation.

## **Overview of methods**

There were four key stages to this project:

1. An initial desk research stage which informed the later stages of the work. This included a literature search and review and also a brief analysis of the 'barriers' data collected so far on Taking Part.
2. Qualitative group discussions and qualitative unstructured depth interviews which explored the issues of non-engagement in detail and informed the quantitative questions.
3. A short questionnaire was developed based on the desk research and qualitative work. This was piloted by telephone to test the wording of questions and attitudinal statements.
4. A selection of draft question items was tested to check whether they were effective in understanding the mix of drivers of non-participation. To do this

the draft questions were placed on BMRB's general population Omnibus survey. The resulting data was analysed using multivariate analysis techniques - this highlighted those question items which contributed to the understanding of non-participation.

This report is structured as follows: Chapter 2 provides context and background to this project; Chapter 3 summarises the findings from the literature search; Chapter 4 provides findings from the qualitative research; Chapter 5 outlines the first stage of questionnaire development, pilot findings and recommendations; Chapter 6 provides the findings from the Omnibus fieldwork – the final stage of development and the exploration of the data using factor analysis; and Chapter 7 summarises the overall findings of the research and provides the final recommended set of 'barriers' questions for use on the 2010/11 survey.

## Chapter 2: Project background

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The Taking Part survey was introduced in 2005 to provide a robust measure of DCMS' Public Service Agreement (PSA) target 3 which was set in the 2004 Comprehensive Spending Review (CSR). The aim of this target was, by 2008, to increase the take-up of cultural and sporting opportunities by adults and young people aged 16 and above from priority groups. In 2005/06 the survey was used as the benchmark, and progress was evaluated by the 2006/07 and 2007/08 surveys.

From 2008, Taking Part is being used to measure PSA21 which was agreed as part of the 2008-11 spending period. PSA21 is led by Communities and Local Government and aims to 'build more cohesive empowered and active communities'. It is made up of six indicators. DCMS leads on Indicator 6 which aims to increase the percentage of adults (aged 16 and over) who participate in culture or sport. Participation is defined as taking part in two or more different cultural or sport sectors at the required frequency of participation. The 2008/09 survey was used to create the baseline figures for PSA21, with the following years' used to measure progress towards the indicator.

To try and meet the targets for increasing participation, DCMS works closely with its partner Non-Departmental Public Bodies (NDPBs): Arts Council England, English Heritage, Sport England, and the Museums, Libraries and Archives Council. All are stakeholders in Taking Part and play a key role in increasing participation.

To increase participation DCMS and its stakeholders need to identify barriers, attitudes and behaviours which need to be tackled if more people are to be switched on to culture and sport.

Taking Part is one of the tools used for understanding barriers to participation, however to date the results demonstrate that the survey does not identify a wide range of reasons and it does not provide actionable, in depth information as to why adults do not participate.

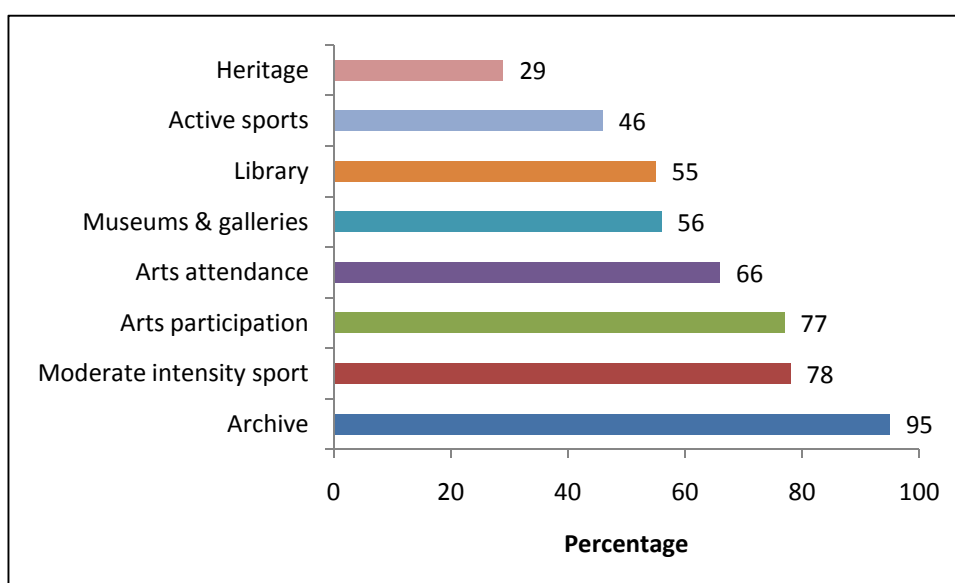
### **Levels of non-participation**

Understanding non-participation is important because a large proportion of adults do not meet the targets for participation. The level of non-participation is shown below in Chart 2.1 which used data from the 2007/08 Taking Part survey. The chart shows the proportion of adults who did not achieve the PSA3 targets of participation or attendance.

The fieldwork for this data was conducted between July 2007 and June 2008 and more than 25,000 adults over the age of 16 in England were interviewed.



**Chart 2.1: Proportion of adults who did not reach PSA3 targets for participation in culture or sport**



In 2007/08, the overall levels of non-participation were:

- Archives: 95 per cent of adults failed to achieve the PSA3 target for archives. This is defined as going to an archive at least once in the previous 12 months.
- Moderate intensity sport: 78 per cent of adults failed to achieve the PSA3 target for moderate intensity level sport. This is defined as participation in moderate intensity level sport for at least 30 minutes on at least three occasions in the previous week.
- Arts participation: 77 per cent of adults failed to achieve the PSA3 target for arts participation. This is defined as participation in at least two different types of arts activity in the previous 12 months.
- Arts attendance: 66 per cent of adults failed to achieve the PSA3 target for arts attendance. This is defined as attending at least two arts events in the previous 12 months.
- Museum and galleries: 56 per cent of adults failed to achieve the PSA3 target for Museums and Galleries. This is defined as attending a museum or gallery at least once in the previous 12 months.
- Libraries: 55 per cent of adults failed to achieve the PSA3 target for Libraries. This is defined as using a public library service at least once in the previous 12 months.
- Active sport: 46 per cent of adults failed to achieve the PSA3 target for active sports. This is defined as at least one occasion of participation in active sports in previous four weeks.
- Heritage: 29 per cent of adults failed to achieve the PSA3 target for visiting sites of heritage. This is defined as at least one attendance at a site of heritage in the previous 12 months.

### **Taking Part ‘barriers’ questions**

The Taking Part questionnaire has previously asked questions about reasons for non-participation in each sector amongst all individuals that did not participate or

attend the activities in the last 12 months. Below is an example of the question used in the 2005-2008 surveys<sup>1</sup>:

*You said earlier you had not been to a museum or gallery in the last 12 months. We are interested in hearing why people choose not to do these activities. What are your reasons?*

*INTERVIEWER: TURN SCREEN AWAY FROM RESPONDENT*

*PROBE FULLY AND CODE ALL THAT APPLY*

- 1. It's difficult to find the time*
- 2. It costs too much*
- 3. Never occurred to me*
- 4. Not really interested*
- 5. I might feel uncomfortable or out of place*
- 6. I wouldn't enjoy it*
- 7. No need to go*
- 8. Against my religion/ beliefs*
- 9. Health isn't good enough*
- 10. Lack of transport/ I can't easily get to it*
- 11. Not enough information on what is available*
- 12. Other reason 1*
- 13. Other reason 2*
- 14. Other reason 3*
- 1. Don't know*

The question wording and response list vary little by activity.

Table 2.1 below shows the reasons for not participating in an activity from the 2007/08 Taking Part survey<sup>2</sup>.

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<sup>1</sup> The barriers questions were amended in the 2008/09 Taking Part Survey. The revised questions only ask reasons for non-participation if the individual was interested in doing the activity. At the time of planning this project, the 2008/09 data were not available.

<sup>2</sup> Analysis of the 2007/08 survey by subgroup is included in Appendix 1.

**Table 2.1 Reasons for not participating, by type of activity**

<b>Arts Participation</b>	
<i>Base = 13,501</i>	<b>Total</b>
	%
<b>Not really interested</b>	<b>45</b>
<b>Difficult to find time</b>	<b>37</b>
<b>Health not good enough</b>	<b>14</b>
<b>Arts Attendance</b>	
<i>Base = 8,860</i>	<b>Total</b>
	%
<b>Not really interested</b>	<b>37</b>
<b>Difficult to find time</b>	<b>33</b>
<b>Health not good enough</b>	<b>16</b>
<b>Library</b>	
<i>Base = 14,044</i>	<b>Total</b>
	%
<b>No need to go</b>	<b>37</b>
<b>Not really interested</b>	<b>19</b>
<b>Difficult to find time</b>	<b>17</b>
<b>Historical Environment</b>	
<i>Base = 7,949</i>	<b>Total</b>
	%
<b>Difficult to find time</b>	<b>34</b>
<b>Not really interested</b>	<b>32</b>
<b>Health not good enough</b>	<b>14</b>
<b>Museums and Galleries</b>	
<i>Base = 14,828</i>	<b>Total</b>
	%
<b>Not really interested</b>	<b>34</b>
<b>Difficult to find time</b>	<b>31</b>
<b>Health not good enough</b>	<b>9</b>
<b>Archives</b>	
<i>Base = 24,453</i>	<b>Total</b>
	%
<b>No need to go</b>	<b>61</b>
<b>Not really interested</b>	<b>17</b>
<b>Never really occurred to me</b>	<b>11</b>
<b>Sports</b>	
<i>Base = 5,236</i>	<b>Total</b>
	%
<b>Health not good enough</b>	<b>51</b>
<b>Not really interested</b>	<b>21</b>
<b>Difficult to find time</b>	<b>20</b>

The most common responses from this question are very general; no need to go, not really interested, difficult to find the time. The current barriers questions do

not find out why an individual feels they are not interested or why they have no need to go. They tend to offer little insight into social, cultural or psychological barriers to participation and do not indicate different reasons for non-participation between the sectors. This is therefore an area which will be explored in the literature review and qualitative research with the aim of developing a set of barriers questions which attempt to tackle these complex issues.

It is acknowledged that as a quantitative survey Taking Part is not the best tool for collecting in-depth information about why individuals do not participate in culture and sport. However with a set of questions which are based on a greater understanding of the issues involved, Taking Part can contribute to DCMS's understanding of non-participation.

# Chapter 3: Literature review

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This chapter examines recent research about levels of participation in sports, culture and the arts. To provide a general background to the topic, the chapter begins by outlining the factors believed to encourage or hinder engagement and participation. For the purposes of this review, contributing factors are divided into three types: external, *intra*-personal, and *inter*-personal issues.

The chapter presents the reasons given by social research participants for not engaging in various activities or events, and clarifies the different nature of the insights provided by quantitative and qualitative research. Gaps in quantitative research are also identified.

## Factors that influence participation

Before examining the reasons why people say they do not participate in certain activities, it is helpful to begin with a general understanding of the psychological and practical factors that can facilitate or promote engagement.

In 2006, researchers at the University of Oxford<sup>3</sup> systematically reviewed previous studies and empirical evidence regarding participation and non-participation in sport and physical activities. Their article drew together psychological theories<sup>4</sup> which, firstly, could explain the diverse levels of uptake, maintenance, or avoidance of sport in the population, and, secondly, be used to devise effective physical activity interventions. The Oxford Review also made reference to a host of individual, social, and environmental forces – labelled as ‘wider determinants’ – which could facilitate or inhibit physical activity.

The theories and contributing factors mentioned in the Oxford Review can equally be used to understand engagement in other types of activity, as well as attendance at cultural or arts events. The contributing factors are presented here under three headings:

### *Intra-personal factors*

The attitudes, beliefs, knowledge, and skills that every individual builds from their environment, culture, and past experiences pre-dispose people to participate or avoid participation. These factors determine whether a person will want to experiment with a new activity or event, and whether they are likely to persevere with something they have already tried out.

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<sup>3</sup> Allender et al. (2006) *Understanding participation in sport and physical activity among children and adults: a review of qualitative studies* <http://her.oxfordjournals.org/cgi/content/full/21/6/826>

<sup>4</sup> The theories covered were: theory of reasoned action; theory of planned behaviour; social cognitive theory; and the transtheoretical model. The transtheoretical model is more relevant to achieving behavioural change – rather than understanding levels of participation – and is therefore not covered here.

According to the Theory of Reasoned Action, people make predictions about the likely outcomes of their decisions, such as the decision to engage in something sports- or arts- related. They are more likely to take up an activity or risk attending an event if:

- they **expect immediate positive returns**: enjoyment that outweighs any discomfort or cost;
- if they **expect long-term positive returns**: outcomes such as health or endurance in the case of sport, or cultural appreciation and education in the case of the arts; or
- if they **expect social approval**.

Such expectations help to form the intention of engaging, which in turn may lead people to overcome any psychological barriers and go ahead with the activity or event.

The Theory of Planned Behaviour refines this model by adding two more attitudes into the mix:

- confidence, which refers to a person's perception of a behaviour as easy/difficult or comfortable/uncomfortable; and
- psychological reliance on opportunity and resources: how strongly a person believes that their ability to perform an activity or attend an event depends on circumstances, such as availability of time and access to facilities.

If a person has confidence, coupled with a willingness to seek out opportunities themselves (rather than relying on them to come along), they are more likely to feel they have control over outcomes and so expect positive returns from engaging in sports or the arts.

The attitudes and expectations described so far are captured more concisely by the concept of self-efficacy in Social Cognitive Theory:

- People with high self-efficacy are more likely to predict a positive outcome when they begin an activity; they see obstacles as surmountable by developing new skills and investing more effort or perseverance; and they set themselves challenging goals and stay committed to them.
- By contrast, people with low self-efficacy tend to predict that they will not have the resources to overcome obstacles; they set low goals and are likely to quit in the face of difficulties.

### ***Inter-personal factors***

Motivation for engaging in sports, culture, or the arts is also influenced by people's social environment:

- Approval from one's wider community, and from family and/or friends, can be an implicit motivating force for engaging in an activity or event; on the other hand, when others in a person's social network disapprove or show a lack of interest or familiarity in a type of activity or event, a person is less likely to develop an interest or desire to take it up.
- In situation where others show support – for example by accompanying a friend or family member to an event, joining them in a sport activity, or verbally encouraging them – a person is more likely to begin engaging and remain engaged.

An additional psychological factor that is not mentioned by the Oxford reviewers is **social pressure**. While the absence of approval or support may not actively dissuade people from participation, social pressure may have a more overt impact, making people feel obliged to avoid something which others in their social circle deem inappropriate in some way.

### ***External factors***

Perhaps the most obvious influences on participation are those that lie beyond the control of the individual, and which can be classed as 'external'. They include:

- The nature of the physical environment: the cleanliness or safety of a setting where an activity or event is due to take place, for example, may sway people to either attend or to stay away. The design of buildings also falls under this category; as a case in point, the presence of lifts or escalators can facilitate attendance for the elderly or disabled. The 'physical environment' can also be interpreted more widely to refer to the presence of facilities, venues or pleasant outdoor spaces close to people's homes or workplaces, which might encourage participation in certain sports or other activities.
- The quality of service provision: how well the event or service is organised and run, and the condition and accessibility of the facilities on offer.
- Ease of access to reliable up-to-date information about services (e.g. through advertising): this can have a critical role in prompting awareness and the intention to participate.
- The existence of stimuli, such as adverts or role models promoting activities or the benefits of those activities, play a part in encouraging participation; at the same time, however, adverts and role models can put people off or simply fail to motivate.

### ***Summary***

People's willingness to take up sports or cultural activities and persevere with them stems from their expectations, their confidence, and how heavily they rely on opportunities coming along. People can be described as having either high or low self-efficacy, but the approval and support of their social circle can sway their decision to participate. Factors beyond their control – such as the accessibility and quality of the venue – also influence the likelihood of going ahead with an activity or attending an event.

Besides intra-personal, inter-personal and external factors, it is important to point out that personal circumstances can have an impact on participation. Personal circumstances include physical and mental capabilities, health, level of educational attainment, work and family commitments, and level of disposable income. These can affect how much ability, energy, time and money people have to invest in sports, culture, or arts. The concept of self-efficacy, however, suggests that some of the limitations imposed by such circumstances can be overcome by positive attitudes and expectations, and warns us not to overemphasise the significance of personal circumstances as barriers to participation.

## **Barriers to participation**

Social research studies conducted over the past 15 years or so have tried to pick out the reasons why people choose not to participate in particular sports, arts and cultural activities or events. Quantitative surveys collect data on this by asking respondents to pick the reasons why they do not participate from a list of pre-coded responses, while qualitative studies collect information in the respondents' own words, using in-depths interviews or focus groups.

Generally speaking, quantitative research is very strong on picking up the role of personal circumstances and external factors in inhibiting participation. So far,

qualitative approaches have proved much more successful at revealing underlying psychological barriers.

### **Quantitative research**

A number of methodologically robust surveys have explored reasons for non-participation using 'closed' questions, which list a range of barriers as prompts. The response options on offer tend to be limited to personal circumstances and external factors.

Table 3.1 picks out the most common barriers to come out of recent surveys. The surveys listed in the table by no means constitute a comprehensive record of all that have included the topic of participation; however, the table serves to illustrate the type of information typically produced by quantitative research.

**Table 3.1: Barriers to participation reported in quantitative research**

Reason for NOT participating	Survey
<b>High cost</b>	Taking Part
	Sports Participation and Ethnicity in England 1999/2000
	Disability Survey 2000 – Young people with a Disability and Sport
<b>Health / disability</b>	Adults with a Disability and Sport National Survey 2000-2001
	Disability Survey 2000 – Young people with a Disability and Sport
	Taking Part
<b>Lack of time</b>	National Fitness Survey 1992
	Active for Life Panel Survey
	Health Education Monitoring Survey
	Health Education Population Survey 2000
	Health and Lifestyles of the Chinese Population of England 1998
	Adults with a Disability and Sport National Survey 2000-2001
	Health and Social Well-being Survey 2001
	Young Person's behaviour and attitude survey 2000
<b>Too tired / prefer to rest and relax</b>	National Fitness Survey 1992
	Health and Lifestyles of the Chinese Population of England 1998
	Health and Social Well-being Survey 2001
	Young Person's behaviour and attitude survey 2000
<b>Transport problems</b>	Taking Part
<b>No nearby venue or facilities / poor state or accessibility of facilities</b>	Sports Participation and Ethnicity in England 1999/2000
	Disability Survey 2000 – Young people with a Disability and Sport
	Young Person's behaviour and attitude survey 2000
<b>Fear of going out alone</b>	Black and Minority Ethnic Groups in England 1994
	Adults with a Disability and Sport National Survey 2000-2001



<b>Fear of injury</b>	Young People and Sport
<b>Too boring</b>	Northern Ireland Statistics and Research Agency 2002
	Young Person's behaviour and attitude survey 2000
<b>Too difficult</b>	Taking Part
	Northern Ireland Statistics and Research Agency 2002
<b>Inability to identify with role models</b>	Disability Survey 2000 – Young people with a Disability and Sport
<b>Too embarrassing</b>	Sports Participation and Ethnicity in England 1999/2000
<b>I'm not that type of person</b>	National Fitness Survey 1992
	Active for Life Panel Survey
	Health Education Monitoring Survey
<b>Never occurred to me</b>	Taking Part
	MLA Archives research 2003
<b>Not interested</b>	Taking Part
	MLA Archives research 2003
<b>No need</b>	National Fitness Survey 1992
	Taking Part
	MLA Archives research 2003

Surveys have been useful in demonstrating how personal circumstances may be perceived as obstacles, with many people citing costs, health issues and time availability as factors that stop them from taking up an activity or attending an event. External factors – such as difficulty accessing venues – also emerge, albeit less prominently.

Intra-personal factors, too, are apparent. Certain responses reflect expectations of negative outcomes (e.g. fear of injury, expectations of boredom, or of harm when going out alone); others hint at a lack of confidence (e.g. embarrassment, inability to identify with role models). Because these reasons appear alongside more practical reasons, however, it is difficult to judge how important respondents consider them to be. Inter-personal factors, meanwhile, are barely explored at all by quantitative surveys.

### ***Qualitative research***

Qualitative studies tend to probe more thoroughly into the inter- and intra-personal factors that cause people to avoid participation. This is partly made possible by the fact that individual studies target specific demographic subgroups, such as young girls, disabled people, or recent retirees; since the members of such sub-groups are already known to face the same set of circumstantial barriers, once a study has established what these are, there is still room to explore the psychological impediments associated with them.

Insights provided by qualitative studies often overlap with, and add colour to, findings from quantitative studies. External factors, lack of confidence and negative expectations are common themes. As an example, qualitative studies about library use have revealed perceptions of libraries as dull, dark, smelly and

outdated; fears of not knowing how to behave or not being familiar with procedures, and therefore appearing foolish<sup>5</sup>; as well as expectations by younger people that the experience would not be worthwhile because libraries do not have “much to offer as a destination”, and the stock might be limited or out of date<sup>6</sup>.

Three further themes from qualitative studies, however, stand out as having been overlooked by quantitative research:

- The existence of pre-conceptions that cause people to feel that an activity or event is somehow inappropriate for them. Girls, for example, may come to associate sport with masculinity because of the dominance of boys in PE classes and the relative lack of support they received from PE teachers. An unwillingness to appear ‘overly masculine’, if combined with a lack of confidence (e.g. fear of showing an unfit body or appearing incompetent at core skills) may lead girls to never develop any interest in sport.<sup>7</sup> Similarly, people belonging to BME groups may feel out of place in museums, if they believe they are intended for the white middle classes<sup>8</sup>; and people may feel intimidated by cultural venues if they see them as ‘exclusive’ and requiring a particular etiquette or dress code<sup>9</sup>, or put off by libraries, if they believe the clichéd way they are portrayed in the media<sup>10</sup>. These preconceptions can act as strong barriers to participation.
- The importance of life-stage transitions. Major life shifts – such as getting married, having a child, getting a first job, moving homes, or retiring from work – force people to change their priorities and routines, causing them either to lapse from an activity they already engaged in<sup>11</sup>, or become firmly uninterested in activities or events that are no longer ‘fitting’ to their circumstances<sup>12</sup>. It should be noted, however, that life-stage transitions may not automatically be disruptive: other studies have suggested a continuation between adolescent, current and lifelong levels of participation in sport<sup>13</sup> as well as the arts<sup>14</sup>.

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<sup>5</sup> Increasing attractiveness of libraries for adult learners:

[http://research.mla.gov.uk/evidence/documents/Increasing\\_Attractiveness\\_8784.pdf](http://research.mla.gov.uk/evidence/documents/Increasing_Attractiveness_8784.pdf)

<sup>6</sup> Research study of 14-35 year olds for the future development of public libraries:

[http://research.mla.gov.uk/evidence/documents/Research\\_study\\_of\\_14\\_35\\_year\\_olds\\_for\\_the\\_future\\_development\\_of\\_public\\_libraries\\_9841.pdf](http://research.mla.gov.uk/evidence/documents/Research_study_of_14_35_year_olds_for_the_future_development_of_public_libraries_9841.pdf)

<sup>7</sup> Understanding participation in sport: a systematic review:

<http://www.sportengland.org/research/idoc.ashx?docid=ae75441d-ff37-4922-8223-a625be112e25&version=2>

<sup>8</sup> BME engagement with London’s museums:

[http://research.mla.gov.uk/evidence/documents/Telling\\_it\\_like\\_it\\_is\\_rpt.pdf](http://research.mla.gov.uk/evidence/documents/Telling_it_like_it_is_rpt.pdf)

<sup>9</sup> The arts debate: what people want from the arts:

<http://www.artscouncil.org.uk/media/uploads/downloads/whatpeoplewant.pdf>

<sup>10</sup> Increasing attractiveness of libraries for adult learners

<sup>11</sup> Project ‘experience of sport’: understanding the lapsed target:

<http://www.sportengland.org/research/idoc.ashx?docid=17ea35d5-7113-465f-82ad-77c9bd6b049e&version=-1>

<sup>12</sup> Understanding participation in sport: what determines sports participation among recently retired people? <http://www.sportengland.org/research/idoc.ashx?docid=da983233-9c96-4970-887b-dd39b09a5346&version=2>

<sup>13</sup> Understanding participation in sport: a systematic review

<sup>14</sup> The arts debate: what people want from the arts

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- The influence exerted by people in one's social circle. While this theme emerged as a barrier in quantitative surveys – with respondents reporting that they were put off an activity or event by having 'no one to go with' – qualitative research has elicited the more complicated and subtle psychological obstacles presented by friends and family members. Girls with inactive friends, for instance, may find that their (non-active) social life leaves no time or inclination for involvement in physical activity, while a lack of active role models within their family may mean that they are never encouraged to participate in sport<sup>15</sup>. Added to this, there may be peer pressure by friends or family members who disapprove if someone chooses to participate in an activity that "people like them" do not normally do.<sup>16</sup>

## Gaps in quantitative research and suggestions for future research

It is clear from the above that quantitative surveys have not succeeded in capturing certain types of barriers as effectively as qualitative research. More specifically:

- 'Lack of interest' is a concept that has not been sufficiently explored. Qualitative research suggests that a lack of interest in an activity or event may result from: feeling that it is somehow inappropriate for 'someone like me' or for people at a particular life stage; anticipating or experiencing social disapproval from family or friends; or not receiving encouragement to participate from one's social circle. Whereas qualitative research has managed to disentangle some of these underlying psychological barriers, quantitative studies categorise a 'lack of interest' as a barrier in and of itself.
- While intra-personal obstacles are picked up to some extent, it is difficult to evaluate their relative importance as barriers to participation. This is because, arguably, 'superficial' obstacles (such as lack of time or high costs) are easier to verbalise and more top-of-mind than psychological barriers. Survey respondents may therefore be more inclined to select external obstacles and personal hindrances from a prompted list of barriers. As a result, the significance of psychological barriers may be underestimated.
- Inter-personal factors, such as lack of support or disapproval from one's social circle, are barely recognised in quantitative research as potential barriers to participation.
- Quantitative research has failed to acknowledge the significance of life-stages (and life-stage shifts) for determining people's priorities and personal circumstances, and, in turn, causing people to avoid an activity or to lapse. This failure is demonstrated by the fact that surveys do not draw a distinction between people who have never tried an activity or event, and

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<sup>15</sup> Understanding participation in sport: what determined sports participation among 15-19 year old women? <http://www.sportengland.org/research/idoc.ashx?docid=20398ec0-b36e-495b-ae75-2dd9d7c527ef&version=2>

<sup>16</sup> The arts debate: what people want from the arts

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people who used to be engaged in the past but have since lapsed: both categories of respondent are normally presented with the same list of pre-coded barriers to choose from.

- In order to plug these gaps, future surveys would need to:
- include questions and attitudinal statements that explore why people have failed to develop an interest in a particular activity or event, and whether they feel it is somehow 'inappropriate' for them;
- separate out prompted lists of practical barriers from lists of psychological barriers;
- include questions that probe the influence of the respondent's social circle on their (un)willingness to try out an activity or event;
- separate out respondents who have never tried to participate in something from those who used to participate but have since lapsed.

## **Next steps**

The literature review was used to take stock of current knowledge on the question of why people choose not to participate in various activities and events. Two further steps followed on from this review:

We continued to explore barriers to participation using qualitative methods of research (Chapter 4). The literature review established a basic theoretical framework on which to base this research: it helped identify the three types of contributing factors – inter-personal, intra-personal, and external – that underlie people's choice of whether or not to engage with an activity or event. These factors are not limited to a particular domain, but can instead be applied in relation to arts, sports, heritage, museums, libraries and archives. The qualitative research was therefore designed to cover all these sectors, in search of further understanding regarding barriers to participation.

The insights garnered from the literature review were used to develop new questions for a quantitative survey (Chapter 5). Some of the suggestions mentioned above for plugging gaps in quantitative research were incorporated into a revised version of the Taking Part questionnaire, and new questions were piloted amongst a small number of respondents.

# Chapter 4: Qualitative research

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## Introduction

In order to gain an initial understanding of some of the key themes surrounding barriers to participation, a series of group discussions and depth interviews were conducted in three locations across the country. This qualitative research sought to approach the issue of barriers from a multi-sector perspective (incorporating viewpoints on the arts, culture and sport), setting it apart from previous studies which have concentrated solely on single-sector barriers. The findings from the qualitative research, along with those from the literature review, can serve as the foundations for the development of the pilot stage questionnaire.

What follows in this chapter is a summary of the methods and findings of this stage of the research. The key barriers identified will be discussed with reference to each different activity, and also with reference to how different demographic groups relate to them.

## Qualitative methodology

The methods employed in this element of the research were qualitative in nature. This approach was adopted to allow for individuals' views and experiences to be explored in detail. It should be noted that qualitative methods neither seek, nor allow, data to be given on the numbers of people holding a particular view or having a particular set of experiences. The aim of qualitative research is to define and describe the range of emergent issues and explore linkages, rather than to measure their extent. The findings produced are thematic rather than statistical. All of the focus groups and depth interviews were exploratory and interactive in nature and were directed using a topic guide (see Appendix 3). This allowed the interviewer to be flexible and responsive to the issues raised during the course of the interview.

The research comprised of **12 focus groups** and **eight depth interviews** (these interviews were with those participants with a disability). The focus groups and depth interviews were undertaken with people who participated in some but not all DCMS related activities. The focus groups each consisted of eight participants and lasted for 90 minutes and the depth interviews lasted for 60 minutes. All the fieldwork took place in April 2009 and was undertaken in three areas - Leeds, Birmingham and London.

Respondents were recruited according to their level of participation in different activities. In order to be eligible each respondent was required to have participated in a maximum of three of the following activities in the previous 12 months: arts attendance or participation; heritage; museums or galleries; libraries and archives and sport. However, for sport, respondents should not have taken part in this activity in the last four weeks. Disabled respondents were recruited on the basis on type of disability. Further details of our sample can be found in Appendix 2.

## **Activities**

This section describes the range of activities respondents participated in, and specifically considers the types of activities: that respondents currently take part in; that respondents had previously engaged in, but had since stopped; and that respondents suggested they would like to take part in, but had hitherto not taken up.

Overall, the research findings suggest that 'activities' was a term respondents tended to associate with sporting activities. However, once probed respondents were able to identify a host of non-sporting activities that they currently took part in, had taken part in or would like to take part in.

### **Activities currently participated in**

Once the nature of the term 'activity' was clarified and participants understood that this did not simply relate to sporting activities, it was found that participants engaged in a wide range of activities including: sporting activities; attendance and participation in the arts; visiting heritage sites; visiting libraries and archives; and attending museums and art galleries. These activities are discussed in turn below:

#### ***Sporting activities***

Sport was a common activity undertaken by respondents, with the exception of those with disabilities as physical barriers tended to prevent this (see below). Of those that took part in sporting activities, a variety of different sports were noted ranging from team games such as football, rugby, cricket and ten pin bowling through to more individual activities such as golf, going to the gym, swimming, walking and cycling. It should be noted that these 'individual' activities were often undertaken with others, for example, playing golf with a group of friends. Winter sports such as skiing, ice skating and snowboarding were also mentioned, although these were mostly undertaken by younger respondents.

Sports based activities were generally undertaken on a regular basis as they took place at set times and consequently attendance occurred at various points throughout the month. Alternatively, activities such as walking, jogging or cycling were fit into participants' daily routines and in some cases were approached as 'every day sports' by using these as a means of travelling.

People suggested they enjoyed taking part in sporting activities for a number of reasons, including: keeping fit and healthy; enjoyment and interest; sociability; and the competition.

On the whole, younger people were found to participate in sport most often, particularly in relation to team activities and more vigorous forms of exercise such as water sports and extreme sports. However, activities such as walking, cycling and going to the gym were evident across all groups of able-bodied respondents and were either conducted on their own or with others such as friends or family members.

#### ***Attending and participating in arts activities***

Participants were found to have engaged in a wide range of arts related activities, including: music (singing, playing an instrument and music production); visual arts (painting, drawing and photography); written activities (writing stories

and poems); and craft based activities (needlework, woodwork and making clothes and jewellery).

They had also attended a number of arts-based events, the most common of which included the theatre, music recitals and gigs. These activities were mentioned by all types of respondents, although the nature and frequency of theatre attendance differed according to the type of production and the cost and (as would be expected) the genre of music differed according to the age and personal preferences of each individual.

Factors facilitating participation in arts-based activities varied, although personal enjoyment and interest, relaxation, and education were the main factors noted. Factors influencing attendance at arts events tended to focus on the art being showcased and expectation of enjoyment and the social aspect of attending the theatre or live music events. Furthermore, it was most common for respondents to perceive going to the (West-End) theatre as something of a treat or as a special occasion.

Participating in arts-focussed activities was found to be more frequent than attending arts activities as people wanted to continue and develop their skills in a given discipline. The findings suggest that older respondents (65+) generally had a more flexible lifestyle and more time in which to 'pick up and put down' activities such as painting, woodwork and playing a musical instrument, allowing them to participate more frequently than younger respondents.

The frequency with which respondents attended arts-focussed events largely depended on the scale of the event. For example, those with an interest in theatre or live music suggested they would tend to watch local productions or live music in local venues more often than going to see a West-End show or large venue gig due to the costs and travel arrangements required. It was common for all types of respondent to attend theatrical productions, with the caveat that they tended to only do this sporadically, such as once or twice throughout the course of a year.

### ***Attending heritage sites***

A variety of examples of engaging in heritage-based activities were given by respondents. These included visiting stately homes and National Trust sites, walking through parks and gardens and visiting historic towns with particularly interesting buildings and monuments. It was commonly suggested that visiting a heritage site was combined with another type of activity such as walking, cycling and photography, as sites were often vast and involved a lot of sightseeing for interested visitors.

Attending heritage sites was largely seen as being an activity based around personal interest and the acquisition of knowledge. However, as this activity was often combined with other activities, it could also be seen to add something extra to going for a walk or a bike ride.

Visiting heritage sites was not an activity that occurred frequently. Of those that engaged in this activity, it was most common to visit sites in the summer due to better weather and when on holiday (in the UK or abroad). It was found that participants were less likely to visit local heritage sites, either because they were familiar with the local history and culture, or because they had visited these previously and did not think they warranted multiple visits.

Older people (45-64 and 65+) were most commonly found to visit heritage sites and this was linked to the time they had available. Parents of young children were also found to engage in this activity as it was seen as something they could

enjoy with their children, as well as contributing to their child's education. In contrast, young people (16-24) felt that heritage sites were not of particular interest to them and tended not to visit unless they were 'passing through' or were on holiday.

### ***Participating in library and archive-based activities***

Engagement in library and archive based activities was less widespread amongst participants, when compared with other types of activities. In particular, attending and using archives was rarely mentioned, except in circumstances where respondents had a particular purpose, such as studying or tracing their family history.

Libraries tended to be used by parents and grandparents with children and grandchildren as this was seen as an activity that was cheap and would contribute to the child's learning. Furthermore, the use of computer facilities in libraries were most commonly used by parents and grandparents whose children did not have computer access at home. Libraries were also used by respondents for the purposes of borrowing books, CDs and DVDs and more exceptionally for other facilities such as photocopying. In some instances, the interest shown by children in libraries prompted the use of libraries by adults:

*"I got back in to going to the library because of taking the kids and then I sort of, it sort of dawned on me this is a cheap way of getting books" [Male, 25-44, Birmingham]*

Where used, libraries were visited on a regular basis. Timeframes of between once every two weeks and once every month were the most commonly cited.

### ***Participating in museums and gallery based activities***

As with libraries and archive-based activities, attendance at museums and galleries was limited amongst the sample except in case of parents and grandparents who attended with their children or grandchildren. Nevertheless there was a general feeling that certain museums, such as those with a focus on a specific area, such as science or history were interesting places to visit regardless of whether one had children or not.

Visiting museums and galleries was again linked to activities that might take place while on holiday, as there were more available and visiting offered the chance to learn about the history or culture of a particular area.

*"We've got some pleasures around here... but you don't tend to do the ones, well, I don't, the ones which are round about, you know, when you go out of the country, you go on holiday, you feel more inclined" [Male, 45-64, London]*

### **Activities previously participated in, but since stopped**

Respondents described a number of activities that they used to engage in, but for one reason or another had since stopped. Generally, barriers to continuing participation in activities depended on the **type of activity** and **life stage** of the respondent. For example, older respondents (aged over 44) had stopped certain sporting activities due to concerns over their age and health; and in the case of young people (under the age of 24) the type and nature of activities they engaged in was said to have changed as they became older, which meant they rarely engaged in family activities, such as visiting heritage sites and museums.



*“I used to do more sport and go to...national heritage on family holidays and stuff, but less now with work and college...” [Male, 16-24, London]*

Three key factors were identified as impacting on behaviour in relation to engagement in activities. These included:

- External factors: Barriers out of the control of the individual, such as a lack of time or money or health and wellbeing;
- Intra-personal factors: Barriers relating to attitudes, beliefs and perceptions held by the individual, such as a lack of commitment and enthusiasm or a perception that the activity was no longer suitable as a result of their age or fitness; and
- Inter-personal factors: Barriers stemming from the social environment, such as not having anyone to attend with.

### **Activities that respondents would like to take part in**

Respondents outlined a range of activities that they would like to take part in but had not yet done. For the most part, these activities included extreme sports such as bungee jumping, skydiving and paragliding, or participating in art activities, such as learning to play a musical instrument or taking up painting. Respondents suggested that such activities were things they had aspired to do but had not done owing to the time and cost involved and due to other personal circumstances and priorities, such as caring for children, which meant engaging in these activities had not been a priority.

More exceptionally, respondents suggested they would like the opportunity to attend more art events and museums and galleries. Reasons for non-participation again focused on personal circumstances, as well as a lack of awareness and knowledge about what to attend and how to access this. These issues are discussed in more detail in the following section.

## **Barriers**

This section outlines key reasons for non-participation in activities. It focuses on the general barriers identified, as well as the specific reasons given for non-participation in particular types of activities and for particular respondent groups.

### **General barriers**

Overall, a wide range of barriers to engagement emerged and these were generally considered by individuals to apply to all activities. The barriers identified could be grouped thematically into three categories: practical, personal and psychological difficulties.

It is important to note that throughout this chapter, factors described in the literature review are drawn upon where applicable.

**Practical difficulties**

A variety of practical difficulties were identified, including: cost, lack of time, accessibility, availability of facilities and levels of awareness. These aligned with the external factors noted in the literature review, factors which were seen as being out of the control of the individual.

The issue of **cost** was identified as being key to non-participation in activities. This linked to the core cost of attending activities (especially where the costs were on-going and regular, such as paying gym membership), as well to supplementary costs, for example, the cost of purchasing or renting equipment, such as fishing rods, musical instruments or arts and crafts materials; paying for transport or refreshments.

These difficulties were more pronounced for groups on low incomes, such as single parent and older respondents (65+) who relied on their pensions.

*“When you are not working, you just can’t afford to go to more than a couple things a week really” [Female, 45-64, Leeds]*

A **lack of time** was noted as a key barrier and the **personal circumstances** of respondents was thought to exacerbate this, as those with busy working lives and families tended to prioritise these responsibilities over engaging in activities. Finding babysitters was problematic and parents often felt guilty about spending time on activities for themselves and not with their children or doing tasks around the house. Moreover, when they did have free time, they often wanted to spend this time relaxing, rather than engaging in an activity.

*“by the time I get to the night time and I’ve got Francis in bed it’s 9pm and then I take the dog out, and then I do the washing up and then I’m knackered” [Female, 45-64, Leeds]*

A **lack of facilities** was also highlighted as a significant practical difficulty, particularly by respondents in areas outside of London and this was thought to act as a greater barrier to engaging in certain activities, especially the arts.

*“You know we haven’t got the facilities in Leeds for many of that sort of concert. We haven’t got a venue, really that’s suitable” [Male, 65+, Leeds]*

Not only was the provision of facilities important, but **accessibility** was also key. Where facilities were not accessible as respondents were far less likely to attend or engage in an activity if they had to travel long distances or to remote places. Accessibility was a particular issue for non-drivers, as using public transport was said to be de-motivating, especially if they were required to travel long distances. This was true especially for people with young families and those with a disability.

*“It doesn’t really motivate me to go because I sort of think I’d like to go but it’s a bit of a hassle either having to wait for certain trains coming or get a bus...so if you’ve got to rely on public transport, especially if your going to the theatre in the evening and it finishes at 10/11 o clock you just lose your motivation to do it” [Male, 16-24, Leeds]*

Individuals with a disabilities suggested they had to plan meticulously before engaging in any activity in terms of both organising travel and checking the facilities available in the venue were suitable, for example, checking the venue had disabled parking facilities, wheelchair access and appropriate seating. Where facilities were not available or were not of a good standard, this worked to discourage attendance.

*“I don’t go to craft exhibitions anymore because when you’re going around looking at paintings and pictures you stand and you look, even if you’ve got a trolley that’s difficult” [Female, Leeds]*

**Lack of awareness** of activities, events and particular venues was an issue highlighted across all respondents. Limited knowledge of available activities in local areas was spontaneously raised by respondents as being a main reason for not taking up new activities. As highlighted in the literature review, limited external stimuli such as adverts were viewed as a key factor in non-participation. Within this piece of research there was a general view that there was a lack of advertising through media, such as, newspapers, leaflets and flyers in local areas which impacted on awareness and consequently engagement.

*“I think it is hard for people to know where they can go to find out what is on” [Female, Leeds]*

### **Personal difficulties**

The personal difficulties noted tended to relate to health, motivation and energy and these were identified as having an impact on engagement. This issue was also reflected in the findings from the literature review.

The level of commitment, motivation and interest in an activity was an important driving factor affecting how likely respondents were to engage in activities and then sustain them over a period of time. Personal issues such as commitment and practical issues such as accessibility had a symbiotic relationship, with personal issues clearly impacting on how likely respondents were to overcome the practical barriers noted and the practical barriers working to undermine commitment and motivation.

Life stage was seen to have an impact on all personal issues, including general interest and the perceived relevance and appropriateness of certain activities. This was especially true for the older age groups, young people, ‘empty nesters’ and families.

Health related issues were generally raised by older respondents and those with disabilities and these issues clearly impacted on participation, particularly in relation to sports and any physical activity, such as those that involved walking or standing for a long period of time.

Lack of commitment was identified as an issue for young people (16-24) as they tended to prioritise their social life and other commitments, such as working or education, over activities they had previously engaged in and this often resulted in them stopping activities they had undertaken for many years.

*“I used to be a lot more serious about my golf but then I got a bit of a social life and then I started working as well...that just generally meant I stopped training, stopped playing as much and I just play every now and again now” [[Male, 16-24, Leeds]*

Whether or not people had families also impacted on how committed and motivated they were to engage in certain activities. People with families often undertook activities they knew the whole family would enjoy, such as carnivals and pantomimes and then stopped these when their children were thought to have outgrown them, were no longer interested or when they stopped engaging in activities as a family group.

Lifestyle was also raised as a factor impacting on participation. Socialisation throughout childhood was seen as a key factor in affecting what activities respondents were likely to carry on with as they grew older and also activities

they would do with their own children. Religious beliefs and commitments also affected engagement, primarily where religious commitments coincided with the timings of other activities.

*“Type of lifestyle, I think that’s quite important. If you are simply not just interested in something or you are really into something than it’s quite hard to change it” [Female, 25-44, Leeds]*

*“I think it depends on your own personal experiences as a child, like if your parents took you to museums, then you are more likely to take your kids but if your parents sat and watched the football in the pub, you are more likely to play football” [Leeds, Female]*

### **Psychological difficulties and fears**

There was a perception amongst respondents that certain activities were inappropriate, not simply because of their circumstances as previously identified, but because they lacked confidence in their own ability or skill set and were concerned about how they would be perceived by others. This issue was also highlighted in the literature review (see Chapter 3). This lack of confidence was a particular issue when considering taking up a new activity and fears about this often prevented people from beginning something new. These fears and concerns were generally based on respondents’ assumptions and perceptions of what they expected things to be like rather than personal experience.

*“It’s like with snowboarding, when you go and you really want to go down and try a jump and they’re all doing back flips and stuff and you might fall in front of them, kind of stops you from going” [Male, 16-24, Leeds]*

Feeling out of place or experiencing concerns they should not be engaging in an activity was evident across all respondents. For example one respondent aged 65+ suggested they would have liked to have engaged in ice skating, but feared they would look out of place, as they perceived this to be an activity for young people. Importantly, a number of the participants with disabilities felt that judgements would be made about them in relation to their capabilities. For example a yoga teacher informed an individual they could not take part in the class because they would not be able to cope with the level of exercise in the class.

Inter-personal factors linked to cultural pressures were identified by a number of the Asian women in the sample (aged 16-24). This was due to a perception that it was not culturally acceptable to go out a lot in the evenings. Additional cultural issues were around the inappropriateness of mixed sex activities and consequently led women to not take up activities where men would be in attendance, for example swimming. The perceived reaction of friends was also influential towards preventing individuals taking up activities, especially amongst the 16-24 age group. For example one respondent would have liked to have taken up horse-riding but the thought of what his friends may think stopped him.

*“I’ve always liked the idea but then I’ve always thought if my friends found out I was doing horse riding...I’d probably get a lot of stick” [Male, 16-24, Leeds]*

*“It’s just the way a culture works or our culture works so it’s not really that good to go out too much” [Female, 16-24, Birmingham]*

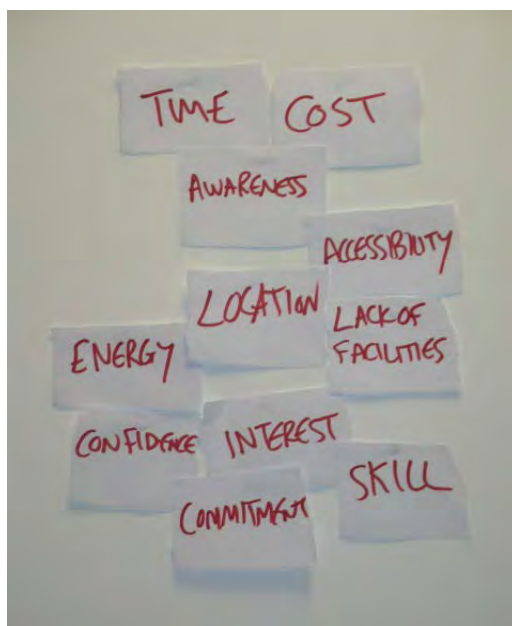
Previous external factors that had been experienced, including fears associated with personal safety were also apparent. These were especially salient amongst the over-65 age groups and women. Elderly respondents were less likely to go out in the evening because they were frightened of groups of young people hanging around towns and residential areas. Additionally, women spontaneously

expressed the view that they would not go to an activity which was held at night time if they were on their own, with thoughts about how they would get home and concerns over their safety being dominant in their minds.

*"I am thinking I have been in the city centre, what time do they finish, is it late, how am I going to get home? Do I want to be mugged"* [Female, 45-64, Birmingham]

### **Ranking exercise**

Respondents were asked during the group discussions and depth interviews to carry out a ranking exercise, whereby previously identified barriers were re-introduced and respondents were asked to explain the relative position of each, in order to assess which barriers were of most importance in terms of non-participation. Despite differences between each of the groups, a clear pattern emerged in relation to respondents' ranking of higher and lower barriers. The picture below shows an illustration of the results of this exercise combined across all groups.



Even though psychological barriers were highlighted as preventing the uptake of activities, practical activities were described as being of most importance in relation to non-engagement and classified as top level barriers. It should be noted that this ranking was not specific to any type of activity and was also made without the context of reasons for non-participation.

### **Barriers and activities**

In addition to the general barriers mentioned above, which were seen to be generic across all activities, a number of barriers were found to relate to specific activities and these are discussed below.

#### ***Barriers to participating in arts activities***

Psychological difficulties and fears were identified as reasons for non-participation in arts activities, with lack of confidence and concerns about the skill level required to, for example, play a musical instrument, dance, sing or write

poetry being noted. Concerns related to not being good enough to learn these skills due to an absence of innate creative skill or flair.

*“You feel out of place, you feel as if you go there and all the people seem to be excelling in what they’re doing and you can’t even use the brush to make a proper stroke” [Female, 65+, Birmingham]*

*“No I don’t think I could, I don’t think I have got the ability, I don’t think I’m literate enough, I’m not illiterate but I think something like that [writing stories] has to come from within” [Female, Leeds]*

Elderly respondents raised more practical concerns around their eye sight and whether the teacher would have enough patience to teach them.

### **Barriers to attending arts events**

A mixture of both practical and psychological factors including cost, social etiquette, time and accessibility were found to have an impact on non-attendance.

The costs associated with attending arts events, such as going to the theatre, plays and concerts were considered by respondents to be a key barrier. The required social etiquette was also a concern for respondents and led to feelings of intimidation and concerns that the activity was unsuitable. This was especially evident in relation to museums, galleries and other performances, such as theatre productions, ballet or operas. In this setting a perceived set of rules were seen to be in place in terms of how to behave and how to dress which led individuals to feel they were out of place and should not participate in the activity. It was felt that certain places or venues were elitist and required that you behaved in a certain way and this view was prevalent amongst those aged between 45 and 64. Furthermore, this group also felt that certain venues would not welcome children or young people. Interestingly these views were not expressed by the young people taking part in this study.

*“Well, I mean, if you don’t know the protocols involved in, I think it was mentioned earlier, about maybe going to the theatre, I know it’s more relaxed now, but dress codes, like going to the opera and you know, just how to behave when you go to certain events or the rules and regulations of certain sports, the etiquette.” [Male, London]*

*“Well I think we need to encourage the youth to go to the theatre and for it to not be an elitist thing you know that it is a thing that youth can do and they don’t have to be knowledgeable or educated to go, they can just go and appreciate what it is” [Female, 45-64, Leeds]*

Times of performances for theatrical productions and plays were highlighted as being especially problematic for respondents with young children. It was felt that they would have to stay up late in order to go to the performance or be problematic for other individuals because they had to get up early for work the next day. This caused difficulties if venues were far away from their homes. For respondents who live outside of London, a lack of facilities available was an additional key issue raised.

*“Sometimes the times don’t fit with your family, by the time you get there, especially not during school holidays, you can’t go because then they’ve got school in the morning, it starts at 8, finishes at 10 and then by the time you get home it’s after midnight” [Female, 45-64, Leeds]*

These types of activities were also highlighted by respondents as not being events they would be comfortable to attend on their own, due to perceptions that assumptions are made by others about people who attend on their own.

For those who did want to take part, there was also a sense of a lack of availability locally and this was thought to have reduced their engagement. In particular there was said to be a lack of suitable venues to attend arts activities such as concerts, plays and theatres.

### ***Barriers to undertaking sporting activities***

Respondents identified a number of both psychological and practical barriers associated with undertaking sporting activities. Feelings of embarrassment and self consciousness were considered to be more of an issue for sports than any other activity. A lack of confidence in relation to attending the gym and swimming pools was specifically applicable to women over the age of 45, who were self conscious about their bodies and appearance.

*“You don’t want to feel silly do you, I mean I love swimming, but I can’t remember the last time I went because I just wouldn’t go to a public pool, full stop. You wouldn’t be able to drag me there and it’s because you know, your perception is that it’s full of people that look great in their swimming costume. It is probably not in truth, but it is your perception” [Female, 45-64, Birmingham]*

Concerns around level of skill also had an impact on taking up new sporting activities. For example in local areas there was felt to be a lack of absolute beginner classes. Team sports were highlighted as being particularly competitive which may impact on people not wanting to take part, especially if they felt they were letting people down or threatening the reputation of the team if they contributed towards a loss.

Practical issues around the cost of committing to a sporting activity on a regular basis (eg. gym membership) was often seen as being a common reason for respondents’ stopping this type of activity. Additional cost issues around specific sporting activities were also mentioned eg. hiring equipment for less mainstream sporting activities such as snow boarding and rock climbing.

*“[Cost] well it has made it harder to do on a regular basis, when you want to get into something like snowboarding when it costs like £15/20 a time” [Male, 45-64, London]*

Furthermore people expressed concerns about injuring themselves and also previous injuries had an impact on preventing respondents from taking part. For instance one respondent injured his ankle while playing football and did not want to partake in the activity again due to a fear of it happening again.

### ***Barriers to visiting museums or art galleries***

A variety of issues including interest, awareness and social etiquette were associated with non-participation of attendance at museums and galleries.

A general lack of interest was the main reason highlighted for non-attendance. There was a perception that if a museum has been visited once or a few times over a long period there was no need to go again, as little would have changed. Museums and galleries were also often linked to education or school and this further worked to reduce interest across all age groups. For example one respondent recalled visiting museums when he was at school and remembered feeling bored and uninterested, making him not want to visit again.

Awareness was seen to impact on attendance and this was in turn thought to impact on the interest or focus placed on an activity. For instance there was said to be a lack of awareness in relation to the location of museums and galleries and more specific details such as what exhibitions were being displayed in certain venues, when, and how much these would cost. This issue was seen as particularly true for young people aged 16 and 24.

*“You don’t wake up or go through a week and think about oh I might go to a museum, it just doesn’t cross your conscious mind” [Male, 45-54, Birmingham]*

Interestingly respondents also expressed worries concerning social etiquette and feelings of intimidation at not being aware how to act when attending these activities. These views were fuelled by preconceived stereotypes which were held about the type of person who visits these venues - intellectuals and individuals knowledgeable about art. Concerns around the etiquette of galleries and museums were particularly high for BME respondents, with assumptions being made that this was a primarily white, middle class activity.

### ***Barriers to visiting libraries and archives***

Having no need for the facilities on offer was a key reason stopping individuals from using libraries. Many respondents had previously only used the library for educational purposes when at college or university and thus felt they no longer required these services. There was also a general view that lots of people had computers within the home and information could be obtained from the internet which overrode the need to visit the library. Books, DVDs and CDs were also seen to be very cheap to buy from shops and this was felt to be easier than going to the library and renting them out. For respondents who had used library computers but since stopped, suggestions given for stopping were based around the equipment being outdated, slow and unpleasant to use due to its poor condition.

The limited opening and closing times was an additional barrier for not visiting libraries, especially for individuals who had full time jobs. Individuals 65+ who were the most recent library users felt that the main reasons for no longer visiting the library centred around the lack of facilities eg. the availability of books in general and limited selection of specialised books.

*“You walk into the library and look on the shelves and a lot of the shelves are not empty but practically empty” [Male, 65+, Leeds]*

*“I’ve got a laptop at home so there’s no reason for me to go to the library and using all the facilities when I’ve already got them at home” [Male, 35-44, Leeds]*

Discussion around archives was not spontaneous amongst respondents and even when probed, individuals were unsure what an archive actually was. For those who were aware, a lack of a need to visit was a key barrier preventing use, with a one off visit only needed for a specific purpose such as researching family history. Archives were viewed as now being easily accessible through online resources such as e-journals and respondents raised the view that they did not even have to leave the house to access these.

### ***Barriers to undertaking heritage activities***

A lack of awareness around heritage sites and activities was perceived to be the main barrier associated with non-engagement. There was a general view that discussing heritage sites was not a common topic of conversation and also that they were not well advertised. Respondents aged 16-24 specifically felt they



were not adequately informed about various heritage sites and what each offered.

Practical issues around access were also associated with heritage activities. Heritage sites were seen to be far away and transport was viewed as essential to reach the destination. Early closing times were suggested as being problematic for individuals who worked full time. Individuals with disabilities, especially those in wheelchairs found it problematic to visit these sites due to them not generally being seen as wheelchair friendly places.

*“The stately homes, though, unless you actually know where they are and know about them and know how to get to them it’s difficult” [Male, 65+, Leeds]*

## Overcoming barriers

Overall, there were mixed views concerning how easy or difficult it is to overcome barriers towards taking up activities. The ease of overcoming a barrier very much depended on the type of barrier in question.

As mentioned above, respondents generally ranked psychological barriers lower than any other type of barrier in terms of importance when thinking of non-participation. A main reason for this was because respondents considered these types of barriers to be easier to overcome. For example finding someone to go with to an activity reduces fears around safety which was viewed as easier than overcoming factors around time.

Additionally some difficulties such as confidence were ranked low because it was seen to be down to the individual and how confident they were. For those respondents where confidence was an issue, individuals felt that if they went with people of the same level of skill they would feel less intimidated. Alternatively, it was felt that if they went with friends who were more highly skilled in an activity, they would be more comfortable as they could help teach individuals and develop skills. This was also viewed as being easy to put in place and thus an easier barrier to overcome.

A lack of awareness about activities was also felt to be easy to overcome. Raising awareness was seen as being easily achieved by advertising through local media such as free newspapers, flyers and leaflets through the door and also on billboards. Local councils and schools were also seen as having a role to play in raising awareness. However difficulties were still felt to be apparent through the idea of whether people would notice such advertising. There were also mixed views around the usability of these mediums which still made it a top level barrier.

Interestingly, although cost was identified as a main barrier, for the most part respondents were able to identify ways to overcome the issue. A number of approaches for overcoming cost issues were noted:

- Saving up in advance for a particular event such as the theatre and making advanced travel bookings to lower the price were regular methods adopted by individuals.
- Being ‘cost aware’ by looking out for vouchers, discount cards and other special 2 for 1 deals to lower the overall cost of carrying out an activity.
- In situations where respondents could not afford to carry out all desired activities, it was found that prioritising activities which they prefer to do over others was an easier way to overcome difficulties around cost.

However, respondents would only apply these methods to particular activities and these tended to be things which were deemed to be special occasions and

infrequent events, such as a visit to a London West-End theatre. As could be expected, these methods for overcoming barriers were not always true for those on very low incomes.

On the whole, level of interest was felt to be crucial in overcoming these barriers. There was a general view that if people were interested and wanted to do an activity they would overcome difficulties regardless of any barriers preventing engagement.

*"I think if you are really interested, I mean I will do certain things because I want to, I am going to a town hall concert in a couple of weeks and it's expensive, but because I want to go I will go and forego something else" [Female, Leeds]*

## Conclusions

Overall, a range of general barriers were highlighted as affecting engagement across all activities. Particularly, these barriers included **practical issues** such as cost, time, access, lack of facilities and level of awareness and **personal issues** such as health, motivation and commitment. The evidence suggested that these were not seen to be specific to a certain type of activity or event. Furthermore, these were also found to be applicable to the population as a whole and did not affect any sub group exclusively.

Respondents revealed that there were a host of barriers which affected non-participation. These were dependant on three main issues:

- The reasons for non-engagement;
- Type of activity; and
- Personal circumstances relating to particular groups

The findings suggest that reasons for non-engagement impacted on the types of barriers respondents encountered. For instance, practical circumstances such as cost and lack of time were seen to apply more to respondents stopping an activity they had previously engaged in. On the other hand, psychological barriers such as issues around personal confidence and level of skill were mainly seen as barriers for respondents taking up new activities.

More specifically, respondents described certain barriers as being associated with particular types of activities. Of particular importance were psychological factors, which served as barriers for attending and participating in art-focused activities and lack of interest in attending museums and galleries. Other activities such as participating in sport and visiting heritage sites were affected by practical barriers such as having a lack of energy and motivation.

Although there was no strong link between different types of barriers and subgroups, some interesting findings did emerge amongst certain subgroups. Generally, for young people between 16-24 a lack of commitment was seen as an issue across all activities, especially in relation to sporting activities as these were perceived to take up too much time.

Respondents aged between 25-44, who were likely to have families were more likely to face issues around time and other commitments centred around children, partners and work.

45-64 year old respondents tended to be 'empty nesters' with grown up children, who had stopped participating in activities they carried out with their children when they were younger. This sub-group, and women in particular, were more likely to have confidence issues around going to environments such as swimming pools.

For respondents aged over 65, issues around health and accessibility were key in affecting non-participation in activities. Additionally, elderly respondents highlighted lack of energy and motivation as contributing to non-participation. Money was also a concern, with respondents pointing out that being on a pension restricted what they could do. Unsurprisingly this centred around sporting activities, but also involved other activities.

Overall, respondents described taking part in a wealth of activities, both currently and previously and also suggested a variety of activities they would like to take part in. Reasons for not engaging in activities generally depended on the type of activity and to a lesser extent, the life stage at which a respondent was at. Notwithstanding this, it was apparent that barriers for sub groups do exist, but that these barriers were more likely to be based on the activity in question rather than the individual.

## **Next steps**

The findings from the qualitative stage of the study supported many of the concepts found in the literature review (Chapter 3). The findings underlined the importance of psychological factors – especially confidence, and preconceptions of what is ‘appropriate for people like me’ – alongside social pressures and practical factors in encouraging or discouraging participation. In part, they also served to illustrate just how significant a person’s life-stage could be in causing them to lapse from an activity or avoid participation in particular events.

Having provided fresh empirical support for these concepts through qualitative research, the next step was to feed the concepts into the design of a new questionnaire (Chapter 5). The findings from the qualitative research also contributed to the questionnaire in a more tangible way, by offering real-life quotes to use as agree/disagree statements in attitudinal questions about barriers to participation.

# Chapter 5: Pilot questionnaire

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Following the literature review and the qualitative fieldwork, the quantitative team was left with extensive information surrounding barriers that would form the basis for the development of the pilot questionnaire. The following chapter will explain the process of developing the pilot questionnaire, and the decisions that were made in this process. Following this, the findings of the pilot fieldwork will be introduced, and some of the key issues emerging from the questionnaire will be discussed.

## Questionnaire development

Initially, the team gathered the key findings from the literature review and, identifying areas that were not covered sufficiently in existing studies (including most of the psychological barriers), compared this to the evidence from the focus groups and depth interviews. The following main themes were identified as being largely neglected by existing quantitative studies, but that were present in previous qualitative studies and of prominence in the findings of BMRB's qualitative research:

- intra-personal obstacles to participation (confidence, self-efficacy etc.)
- inter-personal obstacles to participation (influence of peer group, family etc.)
- differences between those who have lapsed and those who have never participated
- the importance of lifestage and key life events in determining participation levels

Many of the gaps identified in the literature were present in the feedback received in the qualitative research, and as such there were many quotes and frequently mentioned "hot-topics" that would form the basis for a series of questions. It was agreed that the most effective way of gathering useful information regarding these barriers was to develop a series of attitude statement questions as these potentially provide a richer insight into the decision-making process of individuals than single or standard multi-coded questions, and offer the potential for greater detail at the analysis stage.

In developing the attitude statement questions, a list of key areas was defined, and statements were devised under the following headings:

- Practical issues
- Personal issues
- Psychological
- Socialisation issues
- Social circle

The statements were then written, with reference to comments and sentiments expressed in the qualitative fieldwork. There was an even spread of statements under each of the above headings, for questions about current participation in activities, reasons for lapsing, reasons for never doing an activity and preferences based on lifestyle considerations.

Since these barriers questions would form a stand-alone questionnaire at the pilot stage, some basic screening questions on participation levels were developed in order to determine whether the respondent was actively participating, lapsed or had never participated in sporting or cultural activities. It was acknowledged that these questions would be used purely for the pilot stage and Omnibus testing, as in the final event of the tested questions being included in the full Taking Part survey, they would be linked to the extensive participation questions that currently form part of the survey.

It was felt that as well as asking barriers questions of those who had lapsed or never done an activity, it would be beneficial to gather some top level responses from all respondents, in order to provide insight into the ways that different groups perceive barriers, including those who do currently participate in the activities in question.

The following structure was decided upon for the pilot questionnaire:

- screening questions to determine participation levels
- general barriers statements (asked of all)
- lapsed questions (asked of those who used to participate but haven't in the last 12 months)
- "nevers" questions (asked of those who have never participated)
- preference questions to determine the decision-making process (asked of all)

Also included were a series of demographics questions (sex, age, marital status, no. of children, ethnic background, socio-economic group) in order to provide some context to the data collected at the pilot stage.

The barriers pilot fieldwork was conducted by the telephone unit at BMRB. 188 interviews were completed over the six weekday evenings from Thursday 9<sup>th</sup> July to Thursday 16<sup>th</sup> July. A random-digit-dialling (RDD) sampling approach was adopted to ensure a nationally representative sample of adults in Great Britain aged 16+. Quotas were applied based on sex and age to ensure that the sample remained nationally representative. Please see Appendix 5 for a summary of the quotas used and achieved for the pilot survey.

Initially the questionnaire length was far longer than originally anticipated (averaging at 27 and a half minutes), and as such BMRB and DCMS decided to make some changes while the survey was in-field. The questionnaire was split into two rotations, so that half of the sample would be asked the questions relating exclusively to culture and half would be asked the sporting questions.

The lapsed questions, which were initially asked of up to two activities that the respondent used to do (in priority order based on general participation levels), was reduced to one randomly selected activity to avoid repetition of the statement question and to reduce the amount of time spent on this question. The "nevers" question was also adapted, to be asked of one random activity of those not selected at the lapsed selection question, rather than of all activities, which was seen to be taking too much time, and causing the survey to be too repetitive. The final question relating to preferences was split so that only 50 per cent of the sample would be asked it.

These amendments greatly reduced the interview length, and the final average length was just over 18 minutes, meaning that almost nine minutes were gained in the average length over the course of the fieldwork.

## Pilot findings

The pilot provided BMRB and DCMS with valuable feedback on the questions that had been developed, and this feedback will be discussed below with reference to the previous stages of the research. Any figures quoted in this section of the report are used for illustrative purposes only due to low base sizes and as such cannot be generalised to the wider population. All figures quoted in this section of the report are from unweighted data. For a summary of the quotas applied to the pilot survey, please see Appendix 5.

## Cultural Activities

The attitude statements regarding general cultural activities produced a largely positive response. In fact, all of the general cultural attitude statements with the exception of two of the statements regarding parents and socialisation, produced a majority of positive support (agreeing with positive statements and disagreeing with negative statements). A summary of the levels of agreement with each statement can be found in the table 5.1 below.

**Table 5.1: Levels of agreement with cultural statements**

	Agree (%)	Disagree (%)
1. There are lots of opportunities to get involved in cultural activities if I want to	87	8
2. I'd like to be involved with the arts but I don't know where to start	20	64
3. I enjoy taking part in new cultural activities	59	26
4. I enjoy learning about the history of places I visit	93	2
5. I get a buzz out of performing or creating something artistically	55	35
6. It's difficult to know how to behave in museums or art galleries	12	84
7. Cultural activities are only for certain types of people	15	83
8. I feel out of my depth at certain cultural events and activities	28	62
9. History and culture are important to me	84	9
10. You can only enjoy some cultural activities if you were brought up that way by your parents	26	69
11. I've enjoyed going to cultural events ever since my parents started taking me	43	41
12. My parents influenced my interest in cultural events and activities	48	44
13. Public libraries are only for certain types of people	8	89

Statements 10, 11 and 12 cover a very similar subject matter, though the difference in response between the statement "you can only enjoy some cultural activities if you were brought up that way by your parents" and the two statements "I've enjoyed going to cultural events ever since my parents started taking me" and "my parents influenced my interest in cultural events and activities" suggests that either the wording of the statements require adapting to make a clearer distinction between them, or a decision should be made regarding

which of the three statements to keep. This is a fine example of the way in which the subtleties of language can affect a response to a question and give differing results, and illustrates how important it is to be as clear as possible when asking a question on a specific subject.

### **Sporting activities**

Statements surrounding participation in sport appear to divide opinion more than those relating to cultural activities, although some similar trends emerge. A summary table can be found below:

**Table 5.2: Levels of agreement with sports statements**

	Agree (%)	Disagree (%)
1. Competing in sports makes me who I am	37	46
2. I get self-conscious about trying out new sports	29	61
3. I'm worried about injuring myself if I play sport	27	65
4. There are lots of opportunities to get involved in sport if I want to	83	8
5. My parents influenced how involved I am in sport	40	48
6. Competitive sports were never that important to me when I was growing up	50	42
7. It's important that my friends are interested in the same sports as me	31	55

Interestingly, five of the seven attitude statements tested resulted in a greater proportion disagreeing than agreeing, suggesting that some of the statements should be reversed in order to achieve a more equal balance of agreement and disagreement between the statements. In general, the sporting statements may have proved harder for respondents to agree or disagree with than the cultural statements, with three out of the seven statements returning over 10 per cent of responses as “neither agree or disagree” (“competing in sports makes me who I am” – 17%, “my parents influenced how involved I am in sport” – 12%, “it’s important that my friends are interested in the same sports as me” – 14%). One point to consider is the relevance of the statements to those who have no interest or involvement in sport. It may be the case that several of the statements asked were slightly more difficult to agree or disagree with, especially if the respondent felt there was a lack of relevance to their life situation.

### **General activities**

A set of questions on general involvement in cultural and sporting activities followed the cultural and sports specific questions in order to capture further general opinions on participation and some of the overarching barriers that prior research has identified. A summary table of the results of this question can be found below.

**Table 5.3: Levels of agreements with general statements**

	Agree (%)	Disagree (%)
1. Cost is always a consideration, but if I'm interested in an activity I'll do all I can to make it happen	89	5
2. It can be difficult to get motivated to try new things	55	40
3. I feel confident that I can pick up a new skill or activity quickly	75	17
4. I'm more likely to take up a new activity if I can participate in it with my family or children	61	27
5. I'm more likely to take up a new activity if my friends are involved in it	63	30
6. I'm not really interested in doing an activity if none of my friends do it	10	84
7. My friends would find it strange if I suddenly got involved in something like that	20	72
8. I am uncomfortable having to mix with strangers	28	67

It appears that the general cultural attitude statements strike a better balance than the culture or sports specific ones. There was a more even spread of agreement and disagreement amongst the statements, and only one statement resulted in more than 10 per cent of neutral responses ("I'm more likely to take up a new activity if I can participate in it with my family or children" – 12%). This could be related to the perceived relevance of the statement amongst single people, who were the most likely of all groups to state that they "neither agree nor disagree" with the statement (21%).

The statement "cost is always a consideration, but if I'm interested in an activity I'll do all I can to make it happen" received high levels of agreement (89%) in the pilot, but it is debatable whether the statement gets to the core of the issue of cost consideration as a barrier to participation. It is possible that rewording the statement to more explicitly emphasise the restrictions that cost places upon participation would result in a very different outcome. At present the statement asks the respondent to consider two factors – cost, and their interest in an activity. Making the statement more direct could overcome the potential problems that this statement currently poses.

As introductory questions on the subject of barriers, these initial general attitude statements offer the opportunity to gather a broad variety of views from the population. As the questions are asked of all respondents, and not just those who have lapsed or never done a particular activity, these questions offer the chance to tell the story of barriers to participation from many different perspectives and provide a variety of opportunities for analysis. The statements cover a wide range of potential barriers and factors that contribute to the decisions an individual makes regarding participation in culture or sport, and as such it is essential that each statement asks precisely the right question.

At present, it is evident that some of the statements are too easy to either agree or disagree with, and as such they may require some reviewing in order to either encourage greater debate, or to simplify the subject of the question. However, it is clear that this series of statement questions have the potential to provide valuable insights into the way the general population understand barriers to participation.



### Decision-making questions

The survey included three questions intended to force the respondent to make a choice between two opposite approaches to participating in cultural and sporting activities. While the options were not necessarily directly applicable to every respondent, they were asked to say which option “is more true of you”.

While the majority of respondents opted for the more positive response at the three choice-based questions surrounding confidence, efficacy and motivation, there were a significant proportion at each question that chose the negative response. Respondents appeared to find it relatively easy to choose one of the two choices, with only two respondents selecting “don’t know” at the confidence question and three at the “efficacy” question. When the responses to these questions are broken down by demographics – age, gender, socio-economic group – some clear trends start to emerge. For example, males were more likely than females to say that, when it comes to new activities, they “like having a go, even if everyone else around me seems to know more than me” (79% vs. 68%), suggesting that males are less likely to be daunted by the prospect of trying something new. Older respondents (those aged 65 and over), were more likely to suggest that they find having a go “just too daunting when everyone else obviously knows more” than any other age group, with a particularly marked difference to the youngest age group (32% of those aged 65 and over, compared to 14% of those aged 16 to 24). There is also a socio-economic divide evident here, with 31 per cent of those in socio-economic groups C2, D or E claiming that having a go is just too daunting, compared to 25 per cent of ABC1s<sup>17</sup>.

These questions appear to provide a clear and concise illustration of some of the main psychological barriers that exist between different demographic groups. While it may be the case that not all respondents fit perfectly into one category or the other, almost all respondents at the pilot stage were able to make a decision on which of the two options at each question was “more true” of them. As an exercise in achieving a simple and straightforward understanding of how different groups make decisions surrounding their involvement in activities, these questions appear highly appropriate.

### Lifestage issues

When asked if any lifestage shifts or events had contributed to stopping participating in a certain cultural or sporting activity, the majority of respondents were able to identify at least one of the reasons as relevant to their situation. There was a relatively even spread of responses for this question, suggesting that all of the response codes tested at the pilot stage were appropriate. However, although the majority were able to identify with at least one of the reasons, there was still a substantial proportion of respondents who stated that none of the options were applicable to them (36%). This could indicate either that there were no “lifestage” reasons for the respondent stopping participating, or that the reasons listed were not extensive enough to cover the experiences of the respondent. It may be that an “other lifestyle change (specify)” option may be appropriate at this question in order to capture any other lifestage shifts that the pilot failed to identify.

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<sup>17</sup> Due to low base sizes, these figures are only used for illustrative purposes

### Lapsed questions

A list of 20 statements surrounding reasons for lapsing in an activity were asked of respondents who had stopped doing a sporting or cultural activity in the past.

**Table 5.4: Importance of reasons for lapsing**

	Very important (%)	Somewhat important (%)	Not at all important (%)
1. It became too expensive	14	17	68
2. Other responsibilities took priority over it (e.g. childcare)	46	15	39
3. It was an inconvenient time	16	24	61
4. The location was inconvenient	17	18	65
5. The facilities were poor	10	14	77
6. The venue closed down	11	6	83
7. I had trouble accessing the place where it was held	14	13	73
8. I developed health problems	25	12	64
9. I stopped/didn't enjoy the activity	11	15	74
10. It didn't seem worth the effort	12	13	75
11. There were other things I preferred to do in my leisure time	27	31	42
12. It was too difficult	9	13	79
13. I didn't feel I was good enough	11	9	80
14. I felt out of place	6	7	87
15. I was worried that I would get injured if I carried on doing it	18	14	61
16. I was worried that my health would suffer if I carried on doing it	22	10	68
17. Once I was out of practice, it was too hard to get back into it	14	35	51
18. Once I stopped going, it was easier not to go again	17	34	49
19. I didn't get on with the people there	5	6	89
20. Everyone I used to go with had given it up	11	9	80

Only a small proportion of respondents selected “don't know” for any of the lapsed questions, suggesting that the response codes were all understood and respondents were able to give an answer when pressed. However, 17 of the 20 statements posed returned a majority of “not at all important” responses, with only “other responsibilities took priority over it”, “there were other things I preferred to do in my leisure time” and “once I stopped going it was easier not to go” receiving more than 50 per cent for “very important” or “somewhat important”. Many of the options proved very specific and not appropriate for a large proportion of respondents.

The scale used at the lapsed questions came under some scrutiny during the pilot fieldwork. Firstly, it was felt by some respondents, that some of the lapsed

questions were difficult to answer due to a lack of relevance to their situation. The options “very important”, “somewhat important” or “not at all important” were deemed inappropriate if for example, the reason in question had simply not happened, such as “the venue closed down”. Secondly, the need to split out “level of importance” by “somewhat” and “very” was deemed unnecessary, especially in the instances where those who considered a reason to be important were in a small minority. Therefore, it appears more relevant to adapt this section into a multi-code question, where levels of importance are not considered, and respondents are asked simply whether or not a particular reason contributed to them stopping an activity.

### **“Nevers” questions**

The questions that were posed to those who had never participated in certain sporting or cultural activities were similar to those for the lapsed respondents. Explanations as to why respondents had never participated in a particular activity were similar to the reasons for lapsing. “I had too many other responsibilities” and “there are other things I preferred to do in my leisure time” were the two most frequent responses, while more specific reasons such as “there is a lack of facilities available” or “I was unsure about how to find out about it” received fewer mentions.

Respondents were asked about one activity that they stated they have never done, in order to avoid the repetition that may have occurred if the question was asked of every activity. When using a large sample size adequate levels of information should be collected on each activity by using this method. However, it is evident from the pilot stage that very few respondents are likely to answer the “nevers” questions for sport, as only a small proportion of the sample were able to say that they don’t currently participate in any sports, and that they have never participated in sports in the past.

Practical considerations such as time and location of the activity or event were more frequently selected than the psychological barriers at the “nevers” questions. However, the findings of the qualitative research and the literature review suggest that the psychological barriers are at least as important as the practical ones. Although the practical and psychological barriers were mixed together in the pilot study, it may be beneficial to divide them into separate questions for the subsequent testing in order to ensure that both the practical and psychological barriers receive adequate attention.

### **Preference questions**

These questions were designed to gain further detail on the things that people take into account when deciding whether or not to take up a new activity. It was evident that most of the options listed were considered important in making the decision, indicating that individuals take a number of things into consideration when choosing whether or not to participate in an activity. The only options that were not considered important were the ones that concerned what other people (peers), would think, or whether other people (peers or family), are interested in the activity.

**Table 5.5: The decision-making process – importance of factors**

	Important (%)	Not important (%)
1. Whether I can fit it into my schedule	85	15
2. How much the activity will cost	77	22
3. Family commitments (including childcare)	55	45
4. How much I will enjoy the activity	96	4
5. How easy/difficult the activity will be to learn	53	45
6. Whether I have the health/fitness to participate	82	16
7. How easy it is to get to/from the activity	74	25
8. What other people will think of me for participating in this activity	8	91
9. Whether I can participate in this activity with my family/children	53	46
10. Whether my friends are also interested in this activity	25	73
11. Whether my partner/spouse is also interested in this activity	38	61
12. How relaxing the activity will be	68	30
13. How much of a challenge the activity will present	54	44

The fact that so many of the response codes for this question were rated as “important” suggests that a rating scale for importance could be employed at this question in order to gain a stronger understanding of the relative importance of each reason.

## Recommendations

There are plenty of lessons to be learned from the pilot stage of this project, and in this section, the proposed changes for how the questions tested at this stage could be used in the future, will be introduced. There is scope for debate on some of the issues that will be outlined, and the pros and cons of each scenario will be explained fully below.

### Cultural activities

The statements relating to general cultural activities should remain largely untouched as it is felt that they generally offer a good spread of the practical, psychological, personal and social issues relating to participation. The question as it stands also contains statements relating specifically to each sector under the broad umbrella of “cultural activities”, so it is important to keep as many of these as possible.

The statements relating to socialisation however, should be reduced as at present there are three statements alluding to this subject. Out of the three statements (outlined below), the first statement relates to general perceptions of the importance of socialisation in encouraging participation in later life, while the second and third relate to more personal experiences of the same issue. It is felt that for future research, statements one and three (in bold below), should be retained in order to provide perspective on the potential differences between personal experience and general perceptions of this issue. The second

statement will be discarded at this stage as it asks a very similar question to the third statement.

- “You can only enjoy some cultural activities if you were brought up that way by your parents”
- “I’ve enjoyed going to cultural events ever since my parents started taking me”
- “My parents influenced my interest in cultural events and activities”

### **Sporting activities**

For the pilot stage, one of the statements at this question was hidden if the respondent had previously stated that they had no interest in sport (“it’s important that my friends are interested in the same sports as me”). From the findings of the pilot fieldwork, it is evident that the following statement should also be masked for those who do not participate in sport:

*“Competing in sports makes me who I am”*

Although there was a strong leaning towards disagreeing with the sporting statements (five out of the seven statements), it is felt that these statements should remain the same as they provide an even spread of positive and negative statements on the subject.

### **General activities**

Again, it is felt that this set of statements provides a good overview of the subject matter, and successfully covers a wide variety of issues on barriers to participation. One statement that was felt to need reviewing was the statement relating to cost. In the pilot it read:

*“Cost is always a consideration, but if I’m interested in an activity I’ll do all I can to make it happen”*

This statement was felt to be too easy to agree with. For the Omnibus fieldwork however, the statement will be changed to:

*“If I’m interested I will do the activity whatever the cost”*

This statement is felt to be clearer, but also to express a more extreme viewpoint that may encourage a more diverse range of responses.

### **Decision-making questions**

These questions are to be left unchanged for future research. It is felt that they are valuable as a snapshot of the issue of psychological barriers, and they provide a simple illustration of demographic trends with minimal analytical work required. While it may be problematical to rely on the results of these questions, they serve as a good introduction to the themes that may emerge from the more in-depth analysis of other sections of the survey.

### **Lifestage issues**

The question relating to specific lifestage shifts as barriers will remain the same for future research. The possibility of merging this with the lapsed questions was considered, but it was decided that this would make the list of statements far too long and it was more beneficial to keep these questions separate.

### Lapsed and “nevers” questions

For the main barriers questions – both the lapsed and “nevers” statements – the pilot fieldwork indicated a strong leaning towards the practical barriers over the psychological ones. However, as the findings of the qualitative stage and the literature review suggested, the psychological barriers are often as important, or more important than the practical barriers. It is believed that when presented with a fixed list containing both practical and psychological barriers, the practical reasons (which are generally placed at the top of the list) are the easiest to select. As such, it is proposed that the psychological and practical barriers should be randomised in each interview so all reasons have the opportunity to appear near to the top of the list.

As discussed previously, the lapsed questions will be changed from a scale to a multi-code question for the omnibus fieldwork. The difficulties associated with placing a level of “importance” on a statement if that statement is irrelevant to a respondent’s situation should be overcome by altering the question text from:

*And thinking about other reasons why you may have stopped, were any of the following important for you?*

...to:

*And thinking about other reasons why you may have stopped, did any of the following contribute to you stopping this activity?*

The respondent will be presented the statements on shuffle cards, and asked to create two piles – one for the statements that did contribute (“yes”), and one for those statements that didn’t contribute (“no”).

### Defining “lapsed” and “never”

An issue that arose from the pilot fieldwork was the definitions used to describe a respondent as “lapsed”. It was felt that the definitions used at the pilot stage (to have not done an activity in the last 12 months, but to have done it at some point in the past), was too loosely defined and that the concept of lapsing was different for different activities (arts participation compared to archives, for example), due to the different ways people participate in them. As such, frequency of past participation should be taken into account, and different definitions will be applied to determine whether the participant is a “lapper” in any of the sectors. If the respondent has not done any of the activities, they will be asked if they have ever done it, and if they have, they will be asked how frequently they used to do it. It will then be determined whether the respondent can be considered “lapsed”, based on the following definitions:

- Arts participation, sport: used to participate at least once a month
- Arts attendance: used to participate at least 3 or 4 times a year
- Libraries: used to participate at least 3 or 4 times a year
- Museums, galleries and heritage sites: used to participate at least one to two times a year

The subject of archives will be treated differently however. Attending archives is less likely to be something that happens on a regular basis, but is more likely to be a one-off visit or series of visits at a certain time. If the respondent has not visited an archive in the last 12 months, they will be asked (as with the other activities), if they have ever been. If they say “yes” to this, they will not be asked how frequently they attended, but will be asked if they intend to go to an archive

again. If they say “no” to this, they will be considered “lapsed”, and asked the lapsed questions.

The changes to the definitions of lapsed have knock-on implications to the definitions of “nevers”, and will lead to a greater proportion of respondents falling into this category. For the pilot stage, respondents were only asked the “nevers” questions if they don’t currently participate AND have never participated. However, the “nevers” questions will now include respondents who fail to meet the criteria for lapsing (i.e. if they haven’t done the activity frequently enough in the past to be considered “lapsed”). This should solve the problem of very small sample sizes for some of the “nevers” questions, with sport in particular receiving greater numbers of respondents who will see these questions. A full illustration of how the lapsed and “nevers” criteria are defined can be found in appendix 7.

## **Next steps**

The recommendations outlined in this chapter were used to develop the next stage of the research in the following ways:

- Certain attitude statements were either re-written or dropped based on the findings of the pilot stage
- After discussions with DCMS, changes were made to the lapsed questions to develop a more sophisticated way of defining whether or not a respondent is considered a lapsed participant
- It was decided that the main areas of the survey to be tested at the Omnibus stage should be the general attitudinal statements that are asked of all respondents. These were considered to be the most important questions for further development and testing for analytical potential. The new lapsed questions would also be tested.

## Chapter 6: Omnibus stage

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In this section the findings of the second stage of the questionnaire testing will be introduced. A selection of the new barriers questions were included on BMRB's Omnibus survey between 13<sup>th</sup> and 19<sup>th</sup> August 2009, and following this some statistical analysis was run on the data in order to establish the analytical potential of the questions for use in the main Taking Part survey. The methods used and the results of the findings of this stage will be discussed below.

### **Omnibus fieldwork**

A short survey was developed using the questionnaire tested at the pilot stage of the project. This was included on BMRB's Omnibus survey for a week from 13<sup>th</sup> to 19<sup>th</sup> of August 2009 and averaged a length of 11.5 minutes. The Omnibus survey consisted of 2,120 interviews with a representative sample of adults aged 16 or over in Great Britain. Respondents were interviewed face-to-face in their own homes. The full questionnaire used for the Omnibus stage of this project can be found in Appendix 7.

The data on which this report is based are weighted to ensure that the demographic profiles match those for adults in Great Britain aged 16 or over.

### **Omnibus questionnaire development**

Following the pilot questionnaire, the decision had to be made as to which questions would go forward for testing at the Omnibus stage. As the pilot questionnaire averaged just over 18 minutes in length, it was decided that a number of the questions weren't necessary to test at the Omnibus stage, and as such the survey was reduced to 8 minutes in length. The questions that remained consisted of the key questions for the statistical analysis (factor and cluster analysis), that would follow and help to determine the suitability of the questions for the main stage Taking Part survey.

It was determined that for the purposes of factor analysis, the scale questions were the most appropriate to test at the Omnibus stage. Therefore, the attitude statement on sport, culture and general activities became the main focus for the Omnibus stage, with the questions on participation, and the revised lapsed and "nevers" determining questions included in order to test the new versions. The preference question was also included in order to provide further material for the analysis stage

### **Omnibus topline findings**

In this section some of the results of the Omnibus survey will be introduced, and discussed with reference to the Taking Part data. While the Omnibus survey was conducted with the intention of testing the questions for their analytical potential, there is some value in addressing the findings in their own right.



## Participation

The results of the Omnibus research on participation levels were comparable to those reported on the Taking Part survey. For example, rates of library attendance were 43 per cent in the Omnibus survey, compared to 41 per cent in Taking Part. There were differences in the figures reported by the Omnibus survey for archives and heritage sites, but this is largely attributable to the less strict definitions of each term at the Omnibus stage than are used in the Taking part survey, resulting in higher levels of participation for archives, and lower for heritage sites.

Interestingly, the overall picture portrayed by responses to the general attitude statements, and those specifically about sport and cultural activities is a positive one, although responses vary dramatically depending on levels of involvement in the activities. Nevertheless, more than two-thirds of respondents agree that “there are lots of opportunities to get involved in cultural activities if I want to” (69%), while 75 per cent of respondents feel the same way about sport.

Issues relating to the impact of socialisation, or the perceptions and attitudes of others on influencing participation are also portrayed as less prominent in the data than may have been expected. Only 22 per cent of respondents agreed that they’re not really interested in doing an activity if none of their friends do it. Over half of respondents (60%) disagreed with the notion that you can only enjoy certain cultural activities if you were brought up that way by your parents, while 41 per cent actually disagreed that their parents had any impact on their interest in cultural activities (45% for sport). It does appear that social networks do have some impact on participation, with the majority of respondent agreeing that they are more likely to take up a new activity if their friends are involved in it, or if they can participate with their family or children (both 55%), but the absence of these factors doesn’t appear to be a strong barrier for many.

Psychological barriers (for example, pre-conceptions that cause people to feel that an activity or event is inappropriate for them), such as “cultural activities are only for certain types of people”, “libraries are only for certain types of people”, “I feel out of my depth at certain cultural events and activities” or “it’s difficult to know how to behave in museums or art galleries” weren’t widely considered to be a problem, with only 21 per cent, 11 per cent, 26 per cent and 14 per cent agreeing with these statements. However, it is when addressing these issues amongst those who are currently not active in the cultural sphere, when such issues become more salient. For all of these issues, those who had not participate in any cultural activities in the last 12 months were more likely than average to agree with the statements.

When considering whether or not to take up a new activity, it was practical aspects that were considered important by the majority of respondents. More than half of respondents considered “whether I can fit it into my schedule”, “how much the activity will cost”, “family commitments” and “how easy it is to get to/from the activity” to be important considerations (66%, 64%, 56% and 59% respectively), while the most important reason was “how much I will enjoy the activity”, with 81 per cent of respondents considering this to be important. This trend follows previous findings from the Taking Part survey and other research on the subject, which indicates that practical constraints are generally the most frequently selected reasons for non-participation.

## Lapsed and “nevers”

The Omnibus fieldwork included some new questions that would be used to help in defining what should be considered a “lapsed” participant. The results suggest

that it may be worth revising the criteria by which the “lapsed” questions are asked, and that there are a significant proportion of respondents who fall into the “nevers” category. Table 6.1 summarises each activity, and shows the proportion of respondents who have never done each one.

**Table 6.1: Those who have never done each activity**

	All respondents		Non-participants	
	Base	%	Base	%
<b>Arts participation</b>	2,120	55	1,586	74
<b>Arts attendance</b>	2,120	41	1,340	65
<b>Libraries</b>	2,120	33	1,239	57
<b>Archives</b>	2,120	81	1,975	87
<b>Museums</b>	2,120	37	1,297	60
<b>Heritage sites</b>	2,120	33	1,147	61
<b>Sport or recreational activities</b>	2,120	21	631	70

As the table above indicates, there are significant proportions of the population who have never engaged in certain activities, and this suggests that there is considerable scope for reaching new segments of the population and encouraging new participants in all activities.

For those that mentioned that they had participated in an activity in the past, reasonable proportions met the participation threshold criteria laid out in the Omnibus survey. The threshold for defining “participation” was viewed as varying between different activities and is crucial in understanding whether the respondent is a “lapsed”, or simply someone who has dipped in and out of an activity on an irregular basis. The proportions who met the targets for lapsed participation when they used to participate are listed below.

**Table 6.2: Previous participants, and whether they met the participation threshold**

	Base	Participation threshold	Have met the participation threshold (%)
<b>Arts participation</b>	410	At least once a month	50
<b>Arts attendance</b>	469	At least 3-4 times a year	42
<b>Libraries</b>	536	At least 3-4 times a year	68
<b>Archives</b>	266	N/A*	32
<b>Museums</b>	520	At least 1-2 times a year	61
<b>Heritage sites</b>	446	At least 1-2 times a year	66
<b>Sport or recreational activities</b>	192	At least once a month	73

\*For archives, respondents were asked if they “intend to visit again in the future”. If the response was “no”, they were considered to be a lapsed participant.

It was also considered important to understand the timeframe within which respondents had previously done each activity. This would help in gaining an understanding of whether or not the respondent is a “new lapsed”, and as such may be easier to re-engage in an activity. Another reason behind this development was the argument that it is not worth considering certain respondents who may have participated in an activity many years ago as “lapsed” (for example, someone who played sport in their youth, but is now in their 80s). Encouragingly, for all cultural activities except archives the majority of those who used to participate did so between one and five years ago (arts participation – 63%, arts attendance – 72%, libraries – 63%, museums – 73% and heritage sites – 78%), while 48 per cent of those who visited archives did so between one and five years ago. Sport is perhaps a slightly different

phenomenon in this context, as it is more strongly impacted by the effects of ageing than other activities. Nevertheless, more than a third of respondents still gave up their sporting commitments between one and five years ago (36%).

The Omnibus fieldwork does raise some interesting findings, and in particular the issues surrounding defining “lapsed” and “never” are worth addressing for the main Taking Part survey. The next section discusses the results of the factor analysis of the Omnibus data, and the analytical potential of the questions for use in the main Taking Part survey.

### **Omnibus additional multivariate analysis**

The data collected at the omnibus stage of the research could offer further opportunities for analysis and interpretation of attitudes associated with non-participation. In order to explore the potential of the data to yield further information, the newly designed barriers questions were analysed using factor analysis.

This statistical technique groups together questions that represent different themes in the data.<sup>18</sup> Seven different themes were identified, and their compositions are shown below.

Being able to identify these themes is a critical analytical step, which opens up two possibilities: first, the ability to identify ‘groups’ or ‘segments’ of people with common attitudes within the data; second, the ability to distinguish questions which overlap or replicate one another and so may be removed from the questionnaire to shorten its length without compromising the ability to identify ‘segments’.

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<sup>18</sup> Each factor is a single variable representing (potentially) several questions in the data.

**Table 6.3: Themes identified in the Omnibus data**

<p><b>Perceptions of elitism</b></p> <ul style="list-style-type: none"> <li>• Cultural activities are only for certain types of people</li> <li>• It's difficult to know how to behave in museums or art galleries</li> <li>• Public libraries are only for certain types of people</li> <li>• You can only enjoy some cultural activities if you were brought up that way by your parents</li> <li>• I feel out of my depth at certain cultural events and activities</li> <li>• I'd like to be involved with the arts but I Don't Know where to start</li> <li>• I'm not really interested in doing an activity if none of my friends do it</li> <li>• I am uncomfortable having to mix with strangers</li> <li>• My friends would find it strange if I suddenly got involved in something like that</li> </ul>
<p><b>Self-consciousness</b></p> <ul style="list-style-type: none"> <li>• Competitive sports were never that important to me when I was growing up</li> <li>• I get self-conscious about trying out new sports</li> <li>• I'm worried about injuring myself if I play sport</li> </ul>
<p><b>Drive/Pro-activity</b></p> <ul style="list-style-type: none"> <li>• There are lots of opportunities to get involved in sport if I want to</li> <li>• If I'm interested I will do the activity whatever the cost</li> <li>• There are lots of opportunities to get involved in cultural activities if I want to</li> <li>• Competing in sports makes me who I am</li> <li>• I feel confident that I can pick up a new skill or activity quickly</li> <li>• There are lots of opportunities to get involved in sport if I want to</li> </ul>
<p><b>Interest in history</b></p> <ul style="list-style-type: none"> <li>• History and culture are important to me</li> <li>• I enjoy learning about the history of places I visit</li> </ul>
<p><b>Importance of participation with others</b></p> <ul style="list-style-type: none"> <li>• I'm more likely to take up a new activity if I can participate in it with my family or children</li> <li>• I'm more likely to take up a new activity if my friends are involved in it</li> <li>• I'm not really interested in doing an activity if none of my friends do it</li> </ul>
<p><b>Stimulation by arts</b></p> <ul style="list-style-type: none"> <li>• I get a buzz out of performing or creating something artistically</li> <li>• I enjoy taking part in new cultural activities</li> <li>• I feel confident that I can pick up a new skill or activity quickly</li> </ul>
<p><b>Influence by parents</b></p> <ul style="list-style-type: none"> <li>• My parents influenced how involved I am in sport</li> <li>• My parents influenced my interest in cultural events and activities</li> <li>• Competing in sports makes me who I am</li> </ul>

**Forming 'segments' using cluster analysis**

The questions forming each of the seven themes identified earlier were put into a cluster analysis. This type of analysis can be used to identify clusters of respondents, representing 'groups' or 'segments'. The members of each segment are grouped together based on those who have a tendency to share similar attitudes – which is to say, the answers they gave in the survey had a tendency

to fall into the same two or three themes – but at the same time have different attitudes from other groups.

The table below shows five ‘segments’ that emerged during analysis, together with the themes that characterise these ‘segments’.<sup>19</sup> It should be noted that there is still scope to refine the clusters; the table below represents just one of several interpretations of the cluster analysis. The ‘segments’ are illustrated here not as findings in and of themselves but in order to demonstrate the potential offered by the new barriers questions. As such, the segments have not been given formal names but are labelled from A to E.

**Table 6.4: Segments that emerged from the analysis of the Omnibus data**

		Cluster				
Factor		Segment A	Segment B	Segment C	Segment D	Segment E
		Perception of elitism	-.10390	.53095	-.28195	.47257
	Self consciousness	-.71366	-.21476	.32702	.94759	-.56390
	Drive / pro-activity	.66881	-1.40277	-.04640	.38948	-.03567
	Historical interest	.09095	-.09303	.17949	-.33931	.19200
	Importance of participation with others	.10995	-.15726	-.70423	.50638	.16397
	Stimulation by arts	-.37722	-.43379	.90260	-.17408	-.02029
	Influence by parents	-.77080	-.24257	-.27588	.15452	1.16286

The ‘segments’ are individually profiled below. Further detail about the demographic profile of the respondents in each ‘segment’, their levels of participation, and their attitudes (i.e. their relationship to the seven attitudinal themes) can be found in Appendix 9.

### Segment A

This group consists of 21 per cent of respondents from the Omnibus survey (447 people). People that fall into this group are fairly sporty, but get involved in fewer arts and cultural activities. They are interested in most sports, including team and individual activities, and are more likely to be male, social grade C1C2s, or in their late 30s to mid 40s.

### Segment B

This group consists of 15 per cent of respondents from the Omnibus survey (326 people). They do not have much interest in sport or culture, are less likely to attend events, and indicate little desire to take part. They have stronger perceptions of elitism (believing that certain activities are ‘not for people like me’), and score very low on drive and pro-activity. They are more likely to be over 65 or belong to social grade C2DE, and are slightly more likely to be female than male. They are more likely to be uncomfortable mixing with strangers, and feel that getting involved is a struggle.

<sup>19</sup> The seven factors are represented as continuous standardised variables with a mean value of 0, and a standard deviation of 1. If the number is less than 0 then the cluster is less likely to share the attributes of the theme represented by the factor. If the number is bigger than 0, then the cluster is more likely to share the attributes of the theme. The orange cells highlight groups that score above average within each of the clusters.

### **Segment C**

This group consists of 21 per cent of respondents from the Omnibus survey (448 people). They are interested in the arts and history, and are more likely than others to have participated in art and cultural activities. However, they are less likely to place importance on participating with others and more likely to do activities such as swimming and going to the gym/keep fit. Time availability is not a big issue for this group. They do not fall into any particular age range.

### **Segment D**

This group consists of 23 per cent of respondents from the Omnibus survey (496 people). They are less likely to participate in sport or cultural activities and are more self conscious than others, with a slightly higher likelihood of associating activities with elitism. They place importance on participating with others, and would be more likely to take part when friends or family do the activity. They are more likely to be female, and have children.

### **Segment E**

This group consists of 19 per cent of respondents from the Omnibus survey (404 people). They are more likely than other respondents to participate in sports and cultural activities. They are more likely to be social grade AB or Male, and are also more likely than average to be aged 25 to 44. They are involved in a range of individual and team sports, and are more likely to have participated in cultural activities. They are also more likely to have been influenced by their parents.

The value of forming 'segments' such as the five described above is that it allows respondents with similar attitudes and needs to be identified and targeted with policies, communications, or campaigns. Respondents in Segment A, for example, are keen to get involved in activities, so may benefit from targeted encouragement to try new activities and events, while Segment D may be particularly amenable to taking up family focussed and sociable activities. By contrast, Segment E do not need encouragement to take up new activities; instead, policy focus may be on the maintenance of current levels of participation and the avoidance of lapsing.

### **Cutting the questionnaire using discriminant analysis and multinomial regression**

As it stands, the questionnaire used in the omnibus survey is too long to incorporate into the Taking Part survey. Rather than cutting questions haphazardly, the new 'barriers' questions were tested to see which ones were most useful in predicting the clusters into which respondents would fall.

A group of 16 statements were identified which seemed to perform a similar function in identifying the five 'segments' as when all questions were used.<sup>20</sup> The statements are:

- I get a buzz out of performing or creating something artistically

<sup>20</sup> Questions which had already been found to be correlated with one another at the factor analysis stage were subjected to a discriminant analysis, while multinomial regression looked at the questions which fed into the segmentation to determine which ones best predict allocation. The 16 statements allocated about 82% of cases to their original segment. They therefore have an 82% allocation rate, as opposed to 100% when all questions are kept in the questionnaire.

- It's difficult to know how to behave in museums or art galleries
- Cultural activities are only for certain types of people
- I feel out of my depth at certain cultural events and activities
- History and culture are important to me
- My parents influenced my interest in cultural events and activities
- If I'm interested I will do the activity whatever the cost
- It can be difficult to get motivated to try new things
- I feel confident I can pick up a new skill or activity quickly
- I'm more likely to take up a new activity if I can participate in it with my family or children
- I'm more likely to take up a new activity if my friends are involved in it
- I am uncomfortable mixing with strangers
- I get self conscious about trying out new sports
- There are lots of opportunity to get involved in sport if I want
- My parents influenced how involved I am in sport
- Competitive sports were never that important to me when I was growing up

In addition, several statements were identified which could be excluded from the analysis and still result in the identification of the same five 'segments'. To reduce the questionnaire length, these statements could potentially be dropped without compromising the segmentation.

# Chapter 7: Recommendations

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This chapter outlines the structure of the recommended 'Barriers to Participation' questionnaire.

The key findings from the literature review and the qualitative work highlighted the following areas which are important in understanding non-participation:

- why people fail to develop an interest in a particular activity or event, and whether they feel it is somehow 'inappropriate' for them;
- the influence of someone's social circle on their (un)willingness to try out an activity or event;
- the influence of life-stage (and life-stage shifts) on participation;
- the practical barriers which stop participation;
- the distinction between people who have never tried an activity or event, and people who used to engage in the past but have since lapsed.

The new set of questions attempts to address these areas. Previous data from Taking Part demonstrated that the top-of-mind responses elicited from the previous question items did not draw out this wide range of reasons. It was likely that the impact of the psychological factors such as the attitudes, beliefs and perceptions held by the individual were underestimated due to a focus on practical barriers that respondents find easier to verbalise.

## Recommended set of questions

The final recommended questionnaire can be split into two sections:

1. An attitudinal section which takes a cross sector approach to participation and is asked of all respondents.
2. Questions which are only asked of those that have not taken part in the activities in the last 12 months.

### Section 1

This section covers the following:

- three sets of attitudinal statements about participation using an agree/disagree scale covering general participation across sectors, cultural activities and sport;
- three dichotomous decision making statements which attempt to understand how the respondent makes decisions about their involvement in activities;
- a further decision making question which asks about the importance of different factors that the respondent may take into account when deciding whether or not to take up an activity.



The piloting demonstrated that this section was quite lengthy. It is therefore recommended that the question items in this section are only asked of a random selection of respondents (one in three or four respondents selected at the beginning of the interview). The length could also be shortened by dropping some of the attitudinal statements – the discriminant analysis and multinomial regression identified several statements (highlighted in the recommended questionnaire) which are similar to each other and could be dropped from the final questionnaire without compromising any potential analysis.

## Section 2

This section attempts to find out the following for each sector that the respondent has not participated in during the 12 months prior to the interview:

- Whether the respondent has ever done the activity (in the case of arts participation, arts attendance or sport the respondent will be asked to select from the full list of activities).
- If the respondent has done the activity in the past they are asked whether they did the activity at a set threshold level (this will differ by activity and should be agreed with DCMS). This question determines whether the respondent is a ‘lapper’. Those that have ‘lapsed’ from attending archives are dealt with slightly differently as they are asked whether or not they intend to visit again.
- If the respondent has ever done the activity at the set threshold (a ‘lapper’) they are asked three follow up questions – whether it was a life stage shift that contributed to them stopping, other reasons that may have stopped them from doing the activity (the list of reasons will be randomised and will differ by sector to ensure the list is relevant) and also how long was it since they stopped doing the activity at the required threshold. Again those that lapsed from attending archives are dealt with differently - those that are not planning to attend again are asked a full-open ended question to find out why.
- If the respondent has never done the activities they are asked what, if anything, has stopped them from participating or attending (the list of reasons differ by sector).

The recommended questionnaire is included below.

## RECOMMENDED ‘BARRIERS TO PARTICIPATION’ QUESTIONNAIRE

### ATTITUDINAL AND PREFERENCE QUESTIONS – ASK OF 1 IN 3 or 4 (TO BE AGREED – POTENTIALLY ROTATE WITH OTHER SECTIONS OF QUESTIONNAIRE)

The highlighted statements could be dropped if questionnaire length is an issue.

#### SECTION 1

<b>Question name</b>	<b>ACTGEN</b>
<b>Base</b>	Ask all
<b>Question text</b>	<b>INTERVIEWER NOTE: PASS WHITE SORT BOARD AND WHITE SHUFFLE PACK TO RESPONDENT</b>
	These cards show some opinions that people have expressed

	<p>about taking part in and going to different types of cultural activities and taking part in sport.</p> <p>Please sort them onto this board to show me how much you agree or disagree with them.</p>
<b>Response codes</b>	<ul style="list-style-type: none"> <li>• If I'm interested I will do the activity whatever the cost</li> <li>• It can be difficult to get motivated to try new things</li> <li>• I feel confident that I can pick up a new skill or activity quickly</li> <li>• I'm more likely to take up a new activity if I can participate in it with my family or children</li> <li>• I'm more likely to take up a new activity if my friends are involved in it</li> <li>• I'm not really interested in doing an activity if none of my friends do it</li> <li>• My friends would find it strange if I suddenly got involved in something like that</li> <li>• I am uncomfortable having to mix with strangers</li> </ul> <p>Strongly agree</p> <p>Agree</p> <p>Neither agree nor disagree</p> <p>Disagree</p> <p>Strongly disagree</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>

## ROTATE CULTURAL ATTITUDINAL SECTION AND SPORT ATTITUDINAL

<b>Question name</b>	<b>ACTCULT</b>
<b>Base</b>	Ask all
<b>Question text</b>	<p><b>INTERVIEWER NOTE: PASS WHITE SORT BOARD AND BLUE SHUFFLE PACK TO RESPONDENT</b></p> <p>These cards show some opinions that people have expressed about taking part in these types of activities.</p> <p>Please sort them onto this board to show me how much you agree or disagree with them.</p> <p><b>INT: IF NECESSARY, REMIND RESPONDENT OF TYPES OF ACTIVITIES LISTED IN PREVIOUS QUESTION</b></p>
<b>Response codes</b>	<ul style="list-style-type: none"> <li>• There are lots of opportunities to get involved in cultural activities if I want to</li> <li>• I'd like to be involved with the arts but I don't know where to start</li> </ul>

	<ul style="list-style-type: none"> <li>• I enjoy taking part in new cultural activities</li> <li>• I enjoy learning about the history of places I visit</li> <li>• I get a buzz out of performing or creating something artistically</li> <li>• It's difficult to know how to behave in museums or art galleries</li> <li>• Cultural activities are only for certain types of people</li> <li>• I feel out of my depth at certain cultural events and activities</li> <li>• History and culture are important to me</li> <li>• You can only enjoy some cultural activities if you were brought up that way by your parents</li> <li>• My parents influenced my interest in cultural events and activities</li> <li>• Public libraries are only for certain types of people</li> </ul> <p>Strongly agree</p> <p>Agree</p> <p>Neither agree nor disagree</p> <p>Disagree</p> <p>Strongly disagree</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
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<b>Question name</b>	<b>ACTSPORT</b>
<b>Base</b>	Ask all
<b>Question text</b>	<p><b>INTERVIEWER NOTE: PASS WHITE SORT BOARD AND GREEN SHUFFLE PACK TO RESPONDENT</b></p> <p>These cards show some opinions that people have expressed about taking part in sport.</p> <p>Please sort them onto this board to show me how much you agree or disagree with them.</p>
<b>Response codes</b>	<ul style="list-style-type: none"> <li>• Competing in sports makes me who I am</li> <li>• I get self-conscious about trying out new sports</li> <li>• I'm worried about injuring myself if I play sport</li> <li>• There are lots of opportunities to get involved in sport if I want to</li> <li>• My parents influenced how involved I am in sport</li> <li>• Competitive sports were never that important to me when I was growing up</li> <li>• It's important that my friends are interested in the same sports as me</li> </ul> <p>Strongly agree</p>

	<p>Agree</p> <p>Neither agree nor disagree</p> <p>Disagree</p> <p>Strongly disagree</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<b>Notes</b>	<i>Codes 1 and 7 should be hidden if "no sports" done in last month (or 12 months)</i>

We would like to find out how YOU make decisions about whether or not to do an activity. Please let me know which of the two statements is more true for you. So firstly...

<b>Question name</b>	<b>CONFIDENCE</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you? When it comes to new activities...
<b>Response codes</b>	<p>1. I like having a go, even if everyone else around me seems to know more than me, OR</p> <p>2. Sometimes having a go is just too daunting when everyone else obviously knows more</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<b>Notes</b>	<i>Single code only</i>

<b>Question name</b>	<b>RELIANCE</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you? If I try something out and enjoy it...
<b>Response codes</b>	<p>1. I might have another go if the opportunity comes round OR</p> <p>2. I'll arrange to do it again</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<b>Notes</b>	<i>Single code only</i>

<b>Question name</b>	<b>EFFICACY</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you?

	The energy and commitment it takes to get good at something...
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Can be such a struggle, I sometimes wonder whether it's worth the bother, OR</li> <li>2. Isn't easy, but usually ends up being fun and rewarding</li> </ol> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<b>Notes</b>	<i>Single code only</i>

## PREFERENCES

<b>Question name</b>	<b>PREFERENCE</b>
<b>Base</b>	<b>Ask all</b>
<b>Question text</b>	<p><b>INTERVIEWER NOTE: PASS YELLOW SORT BOARD AND YELLOW SHUFFLE PACK TO RESPONDENT</b></p> <p>These cards show some things that people have said they might consider when deciding to take up a new activity.</p> <p>Please sort them onto this board to show me which of them you consider to be important, which of them you consider to be not important, and any you are not sure about.</p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Whether I can fit it into my schedule</li> <li>2. How much the activity will cost</li> <li>3. Family commitments (including childcare)</li> <li>4. How much I will enjoy the activity</li> <li>5. How easy/difficult the activity will be to learn</li> <li>6. Whether I have the health/fitness to participate</li> <li>7. How easy it is to get to/from the activity</li> <li>8. What other people will think of me for participating in this activity</li> <li>9. Whether I can participate in this activity with my family/children</li> <li>10. Whether my friends are also interested in this activity</li> <li>11. Whether my partner/spouse is also interested in this activity</li> <li>12. If the activity will provide me with skills or opportunities for my career</li> <li>13. Whether I can meet new people by doing this activity</li> <li>14. How relaxing the activity will be</li> <li>15. How much of a challenge the activity will present</li> </ol> <p>Important</p> <p>Not important</p> <p>Not sure</p>

**SECTION 2****BARRIERS TO PARTICIPATION – ARTS PARTICIPATION**

[These following questions are to be asked of those who have not participated in the sector during the last 12 months]

**INTERVIEWER - PLEASE TURN THE SCREEN AWAY FROM THE RESPONDENT FOR THE NEXT SET OF QUESTIONS**

## ARTS PARTICIPATION ACTIVITIES

<b>Question name</b>	<b>NOAPANY</b>
<b>Base</b>	Asked if (SCARTP21 = 26 or 20-23 ONLY) OR ((SCARTP21 = 1-19, 24-25 AND APWKAC < > 1) OR (APNGRP22 < > 1))
<b>Question text</b>	<p>You said earlier you had not done any of the things listed on this card in the last 12 months. Just thinking about activities done in your own-time or for the purposes of voluntary work, have you <b>ever</b> done any of these activities?</p> <p style="text-align: center;"><b>WHITE SHOWCARD ?</b></p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Ballet</li> <li>2. Other dance (for fitness)</li> <li>3. Other dance (not for fitness).</li> <li>4. Sang to an audience or rehearsed for a performance (not karaoke)</li> <li>5. Played a musical instrument to an audience or rehearsed for a performance</li> <li>6. Played a musical instrument for your own pleasure</li> <li>7. Written music</li> <li>8. Rehearsed or performed in a play / drama</li> <li>9. Rehearsed or performed in an opera / operetta or musical theatre</li> <li>10. Taken part in a carnival (eg. as a musician, dancer or costume maker)</li> <li>11. Taken part in street arts (an artistic performance that takes place in everyday surroundings like parks, streets or shopping centres)</li> <li>12. Learned or practised circus skills</li> <li>13. Painting, drawing, printmaking or sculpture</li> <li>14. Photography as an artistic activity (not family or holiday 'snaps')</li> <li>15. Made films or videos as an artistic activity (not family or holidays)</li> <li>16. Used a computer to create original artworks or animation</li> <li>17. Textile crafts such as embroidery, crocheting or knitting</li> <li>18. Wood crafts such as wood turning, carving or furniture making</li> <li>19. Other crafts such as calligraphy, pottery or jewellery for yourself</li> <li>24. Written any stories or plays</li> <li>25. Written any poetry</li> </ol>

	26. Reading as part of a group 27. None of these [single code]
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<b>Question name</b>	<b>LAPSFREQ1</b>
<b>Base</b>	Ask if one or more activities coded at <b>NOAPANY</b>
<b>Question text</b>	Thinking about the time when you used to take part in these activities. Which, if any, did you do at least once a month?
<b>Response codes</b>	<List of activities coded at <b>NOAPANY</b> > None of these Don't know (DO NOT READ OUT)

<b>Question name</b>	<b>LSTAGE1</b>
<b>Base</b>	If any activities coded at <b>LAPSFREQ1</b>
<b>Question text</b>	Thinking about <randomly select one activity from LAPSFREQ1>....  Did any of the following contribute to you stopping this?  <b>CODE ALL THAT APPLY</b>  <b>INTERVIEWER: READ OUT</b>
<b>Response codes</b>	1. You moved home 2. You left school or university 3. You [or your partner] changed jobs 4. You [or your partner] retired 5. You got engaged or married 6. Separated from your partner 7. You had your first child 8. You had another child 9. A death in the family 10. Your children left home 11. None of the above

<b>Question name</b>	<b>LAPRSN1</b>
<b>Base</b>	Ask for activity selected at <b>LAPSFREQ1</b>
<b>Question text</b>	Here is a list of reasons why people may stop <randomly selected activity from LAPSFREQ1>. Which, if any, apply to you?  <b>SHOW SCREEN</b>
<b>Response codes</b>	1. It became too expensive 2. Other responsibilities took priority over it (e.g. childcare) 3. It was an inconvenient time 4. The location was inconvenient 5. The facilities were poor

	6. The venue closed down 7. I had trouble accessing the place where it was held 8. I developed health problems 9. I stopped enjoying or didn't enjoy the activity 10. It didn't seem worth the effort 11. There were other things I preferred to do in my leisure time 12. It was too difficult 13. I didn't feel I was good enough 14. I felt out of place 15. Once I was out of practice, it was too hard to get back into it 16. Once I stopped going, it was easier not to do it again 17. I didn't get on with the people who did it 18. Everyone I used to do it with had given it up 19. Other reason (please specify) 20. None of these things  Don't know
<b>Notes</b>	<i>Randomise list - code 19 and 20 should always appear at the bottom</i>

<b>Question name</b>	<b>LAPSWHEN1</b>
<b>Base</b>	Ask for activity selected at <b>LAPSFREQ1</b>
	How long is it since you have <randomly selected activity from LAPSFREQ1> at least once a month?  <b>INTERVIEWER: Enter respondent's closest estimate</b>
<b>Response codes</b>	1. 1 to 5 years ago 2. 6 to 10 years ago 3. 11 to 15 years ago 4. 16 to 20 years ago 5. 21 to 25 years ago 6. 26 to 30 years ago 7. 31 to 35 years ago 8. 36 to 40 years ago 9. 41 to 45 years ago 10. 46 to 50 years ago 11. Over 50 years ago  Don't know (Don't read out)

<b>Question name</b>	<b>NEVRSN</b>
<b>Base</b>	If NOAPANY = none of these or LAPSFREQ1 = none of these
<b>Question text</b>	Here is a list of reasons why people may not take part in these types of arts activities. Which, if any, have stopped you from taking part in these activities?  <b>SHOW SCREEN</b>



<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It seems too expensive</li> <li>2. I have too many other responsibilities</li> <li>3. There are other things I prefer to do in my leisure time</li> <li>4. It seems too difficult</li> <li>5. The times of the activities are inconvenient</li> <li>6. The location of the activities are inconvenient</li> <li>7. I feel I wouldn't fit in with everyone who does it</li> <li>8. The standard of facilities is poor</li> <li>9. There is a lack of facilities available</li> <li>10. I don't feel I am healthy enough</li> <li>11. It doesn't seem worth the effort</li> <li>12. I am unsure of how to find out about it</li> <li>13. I am not sure of how to act in that environment</li> <li>14. It is against my culture/religion</li> <li>15. I do not have anyone to do it with</li> <li>16. It has never occurred to me until now</li> <li>17. I don't think I'd enjoy it</li> <li>18. Other reason (please specify)</li> <li>19. None of these</li>   <li>20. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 18, 19 and 20 should always appear at the bottom</i>

## **BARRIERS TO PARTICIPATION – ARTS ATTENDANCE**

[These following questions are to be asked of those who have not participated in the sector during the last 12 months]

### **INTERVIEWER - PLEASE TURN THE SCREEN AWAY FROM THE RESPONDENT FOR THE NEXT SET OF QUESTIONS**

#### **ARTS ATTENDANCE ACTIVITIES**

<b>Question name</b>	<b>NOAAANY</b>
<b>Base</b>	Asked if (SCAAN = 22 or 1 ONLY) OR (SCAAN = 2-21 AND APWKAC < >1)
<b>Question text</b>	<p>You said earlier you had not been to any of the events listed on this card in the last 12 months. Just thinking about the events you have been to in your own-time or for the purposes of voluntary work, have you <b>ever</b> been to any of these events?</p> <p style="text-align: center;">WHITE SHOWCARD ?</p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>2. Exhibition or collection of art, photography or sculpture</li> <li>3. Craft exhibition (not crafts market)</li> <li>4. Event which included video or electronic art</li> <li>5. Event connected with books or writing</li> <li>6. Street arts (art in everyday surroundings like parks, streets or shopping centres)</li> <li>7. A public art display or installation (an art work such as</li> </ol>

	sculpture that is outdoors or in a public place) 8. Circus (not animals) 9. Carnival 10. Culturally specific festival (for example, Mela, Baisakhi, Navrati) 11. Play / drama 12. Pantomime 13. Musical 14. Opera / operetta 15. Classical music performance 16. Jazz performance 17. Other live music event 18. Ballet 19. Contemporary dance 20. African people's dance or South Asian and Chinese dance 21. Other live dance event 22. None of these [single code]
<i>Amendments</i>	<i>None</i>

<b>Question name</b>	<b>LAPSFREQ2</b>
<b>Base</b>	Ask if one or more activities coded at <b>NOAAANY</b>
<b>Question text</b>	Thinking about the time when you used to go these events. Which, if any, did you go to at least three or four times a year?
<b>Response codes</b>	<List of activities coded <b>NOAAANY</b> > <b>None of these</b> Don't know (DO NOT READ OUT)

<b>Question name</b>	<b>LSTAGE2</b>
<b>Base</b>	If any activities coded at <b>LAPSFREQ2</b>
<b>Question text</b>	Thinking about <randomly select one activity from LAPSFREQ2>  Did any of the following contribute to you stopping this?  <b>CODE ALL THAT APPLY</b>  <b>INTERVIEWER: READ OUT</b>
<b>Response codes</b>	1. You moved home 2. You left school or university 3. You [or your partner] changed jobs 4. You [or your partner] retired 5. You got engaged or married 6. Separated from your partner 7. You had your first child 8. You had another child 9. A death in the family 10. Your children left home

	11. None of the above
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<b>Question name</b>	<b>LAPRSN2</b>
<b>Base</b>	Ask for activity selected at <b>LAPSFREQ2</b>
<b>Question text</b>	Here is a list of reasons why people may stop <randomly selected activity from LAPSFREQ2>. Which, if any, apply to you? <b>SHOW SCREEN</b>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It became too expensive</li> <li>2. Other responsibilities took priority over it (e.g. childcare)</li> <li>3. It was an inconvenient time</li> <li>4. The location was inconvenient</li> <li>5. The facilities were poor</li> <li>6. The venue closed down</li> <li>7. I had trouble accessing the place where it was held</li> <li>8. I developed health problems</li> <li>9. I stopped enjoying or didn't enjoy the activity</li> <li>10. It didn't seem worth the effort</li> <li>11. There were other things I preferred to do in my leisure time</li> <li>12. I felt out of place</li> <li>13. Once I stopped going, it was easier not to go again</li> <li>14. I didn't get on with the people who went there</li> <li>15. Everyone I used to go with had given it up</li> <li>16. Other reason (please specify)</li> <li>17. None of these things</li> </ol> <ol style="list-style-type: none"> <li>18. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 16, 17 and 18 should always appear at the bottom</i>

<b>Question name</b>	<b>LAPSWHEN2</b>
<b>Base</b>	Ask for activity selected at <b>LAPSFREQ2</b>
<b>Question text</b>	How long is it since you have <randomly selected activity from LAPSFREQ2> at least three to four times a year?  INTERVIEWER: Enter respondent's closest estimate
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. 1 to 5 years ago</li> <li>2. 6 to 10 years ago</li> <li>3. 11 to 15 years ago</li> <li>4. 16 to 20 years ago</li> <li>5. 21 to 25 years ago</li> <li>6. 26 to 30 years ago</li> <li>7. 31 to 35 years ago</li> <li>8. 36 to 40 years ago</li> <li>9. 41 to 45 years ago</li> </ol>

	10. 46 to 50 years ago 11. Over 50 years ago  Don't know (Don't read out)
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<b>Question name</b>	<b>NEVRSN2</b>
<b>Base</b>	If <b>NOAAANY</b> = none of these or <b>LAPSFREQ2</b> = none of these
<b>Question text</b>	Here is a list of reasons why people may not go to these types of arts events. Which, if any, have stopped you from going to these kinds of events? <b>SHOW SCREEN</b>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It seemed too expensive</li> <li>2. I had too many other responsibilities</li> <li>3. There are other things I prefer to do in my leisure time</li> <li>4. The time of the activity was inconvenient</li> <li>5. The location of the activity was inconvenient</li> <li>6. I felt I wouldn't fit in with everyone there</li> <li>7. The standard of facilities is poor</li> <li>8. There is a lack of facilities available</li> <li>9. I didn't feel I was healthy enough</li> <li>10. It didn't seem worth the effort</li> <li>11. I was unsure of how to find out about it</li> <li>12. I wasn't sure of how to act in that environment</li> <li>13. It is against my culture/religion</li> <li>14. I do not have anyone to go with</li> <li>15. It has never occurred to me until now</li> <li>16. I didn't think I'd enjoy it</li> <li>17. Other reason (please specify)</li> <li>18. None of these</li>   <li>19. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 17, 18 and 19 should always appear at the bottom</i>

## BARRIERS TO PARTICIPATION – LIBRARIES

[These following questions are to be asked of those who have not participated in the sector during the last 12 months]

### INTERVIEWER - PLEASE TURN THE SCREEN AWAY FROM THE RESPONDENT FOR THE NEXT SET OF QUESTIONS

<b>Question name</b>	<b>NOLIB</b>
<b>Base</b>	Asked if (SCLIBN = 2) OR (SCLIBN = 1 AND LIBWKAC < > 1)
<b>Question text</b>	You said earlier you had not used a library in the last 12 months. Have you <b>ever</b> used a library in your own time or for the purposes of voluntary work?

<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Don't know</li> </ol>
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<b>Question name</b>	<b>LAPSFREQ3</b>
<b>Base</b>	Ask if <b>NOLIB = 1</b>
<b>Question text</b>	Thinking about the time when you used to use the library. Did you ever use it at least three or four times a year?
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Don't know (DO NOT READ OUT)</li> </ol>

<b>Question name</b>	<b>LSTAGE3</b>
<b>Base</b>	Ask if LAPSFREQ3 = 1
<b>Question text</b>	<p>Thinking about using the library..</p> <p>Did any of the following contribute to you stopping this?</p> <p><b>CODE ALL THAT APPLY</b> <b>INTERVIEWER: READ OUT</b></p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. You moved home</li> <li>2. You left school or university</li> <li>3. You [or your partner] changed jobs</li> <li>4. You [or your partner] retired</li> <li>5. You got engaged or married</li> <li>6. Separated from your partner</li> <li>7. You had your first child</li> <li>8. You had another child</li> <li>9. A death in the family</li> <li>10. Your children left home</li> <li>11. None of the above</li> </ol>

<b>Question name</b>	<b>LAPRSN3</b>
<b>Base</b>	Ask if LAPSFREQ3 = 1
<b>Question text</b>	<p>Here is a list of reasons why people may stop using the library. Which, if any, apply to you?</p> <p><b>SHOW SCREEN</b></p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It became too expensive</li> <li>2. Other responsibilities took priority over it (e.g. childcare)</li> <li>3. Library opening times were inconvenient</li> <li>4. The location of the library was inconvenient</li> <li>5. The facilities were poor</li> <li>6. The library closed down</li> <li>7. I had trouble accessing the library building</li> </ol>

	8. I developed health problems 9. I stopped enjoying or didn't enjoy going to the library 10. It didn't seem worth the effort 11. There were other things I preferred to do in my leisure time 12. I felt out of place 13. Once I stopped going, it was easier not to go again 14. I didn't get on with the people there 15. Everyone I used to go with had given it up 16. Other reason (please specify) 17. None of these things  18. Don't know
<b>Notes</b>	<i>Randomise list - code 16, 17 and 18 should always appear at the bottom</i>

<b>Question name</b>	<b>LAPSWHEN3</b>
<b>Base</b>	Ask if LAPSFREQ3 = 1
<b>Question text</b>	<p>How long is it since you have &lt;randomly selected activity from LAPSFREQ3&gt; at least three to four times a year?</p> <p>INTERVIEWER: Enter respondent's closest estimate</p>
<b>Response codes</b>	1. 1 to 5 years ago 2. 6 to 10 years ago 3. 11 to 15 years ago 4. 16 to 20 years ago 5. 21 to 25 years ago 6. 26 to 30 years ago 7. 31 to 35 years ago 8. 36 to 40 years ago 9. 41 to 45 years ago 10. 46 to 50 years ago 11. Over 50 years ago  Don't know (Don't read out)

<b>Question name</b>	<b>NEVRSN3</b>
<b>Base</b>	If NOLIB = 2 OR LAPSFREQ3 = 2
<b>Question text</b>	<p>Here is a list of reasons why people may not go to these types of arts events. Which, if any, have stopped you from going to these kinds of events?</p> <p><b>SHOW SCREEN</b></p>
<b>Response codes</b>	1. It seemed too expensive 2. I had too many other responsibilities 3. There are other things I prefer to do in my leisure time

	<ol style="list-style-type: none"> <li>4. Library opening times were inconvenient</li> <li>5. The location of the library was inconvenient</li> <li>6. I felt I wouldn't fit in with everyone there</li> <li>7. The standard of facilities is poor</li> <li>8. There is a lack of facilities available</li> <li>9. I didn't feel I was healthy enough</li> <li>10. It didn't seem worth the effort</li> <li>11. I was unsure of how to find out about it</li> <li>12. I wasn't sure of how to act in that environment</li> <li>13. It is against my culture/religion</li> <li>14. I do not have anyone to go with</li> <li>15. It has never occurred to me until now</li> <li>16. I didn't think I'd enjoy it</li> <li>17. Other reason (please specify)</li> <li>18. None of these</li>   <li>19. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 17, 18 and 19 should always appear at the bottom</i>

## **BARRIERS TO PARTICIPATION – ARCHIVES**

[These following questions are to be asked of those who have not participated in the sector during the last 12 months]

### **INTERVIEWER - PLEASE TURN THE SCREEN AWAY FROM THE RESPONDENT FOR THE NEXT SET OF QUESTIONS**

<b>Question name</b>	<b>NOARC</b>
<b>Base</b>	Asked if (SCARC = 2) OR (CSARC = 1 AND ARCWKAC < > 1)
<b>Question text</b>	You said earlier you had not been to an archive/record office in the last 12 months. Have you ever been to an archive/record office in your own time or for the purposes of voluntary work?
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Don't know</li> </ol>

<b>Question name</b>	<b>LAPSFREQ4</b>
<b>Base</b>	Ask if <b>NOARC = 1</b>
<b>Question text</b>	Do you ever intend to visit an archive centre / record office in your own time or for the purposes of voluntary work again in the future?
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Maybe</li> <li>4. Don't know (DO NOT READ OUT)</li> </ol>

<b>Question name</b>	<b>LAPSRN4</b>
<b>Base</b>	Ask if <b>LAPSFREQ4 = 2</b>
<b>Question text</b>	Why do you not intend to visit an archive centre or record office again?
<b>Response codes</b>	PROBE FULLY

<b>Question name</b>	<b>NEVRSN34</b>
<b>Base</b>	<b>If NOARC = 2 OR LAPSFREQ4 = 2</b>
<b>Question text</b>	Here is a list of reasons why people may not go to an archive centre or record office. Which, if any, have stopped you from going?  <b>SHOW SCREEN</b>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It seemed too expensive</li> <li>2. I had too many other responsibilities</li> <li>3. There are other things I prefer to do in my leisure time</li> <li>4. Opening times of the archive centre/record office were inconvenient</li> <li>5. The location of the archive centre/record office was inconvenient</li> <li>6. I felt I wouldn't fit in with everyone there</li> <li>7. The standard of facilities is poor</li> <li>8. There is a lack of facilities available</li> <li>9. I didn't feel I was healthy enough</li> <li>10. It didn't seem worth the effort</li> <li>11. I was unsure of how to find out about it</li> <li>12. I wasn't sure of how to act in that environment</li> <li>13. It is against my culture/religion</li> <li>14. I do not have anyone to do it with</li> <li>15. It has never occurred to me until now</li> <li>16. I didn't think I'd enjoy it</li> <li>17. Other reason (please specify)</li> <li>18. None of these</li>   <li>19. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 17, 18 and 19 should always appear at the bottom</i>

## **BARRIERS TO PARTICIPATION – MUSEUMS AND GALLERIES**

[These following questions are to be asked of those who have not participated in the sector during the last 12 months]

**INTERVIEWER - PLEASE TURN THE SCREEN AWAY FROM THE RESPONDENT FOR THE NEXT SET OF QUESTIONS**

<b>Question name</b>	<b>NOMUS</b>
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<b>Base</b>	Asked if $SCMUSN = 2$ OR ( $SCMUSN = 1$ AND $MUSWKAC < > 1$ )
<b>Question text</b>	You said earlier you had not been to a museum or gallery in the last 12 months. Have you <b>ever</b> been to a museum or gallery in your own time or for the purposes of voluntary work?
<b>Response codes</b>	1. Yes 2. No 3. Don't know

<b>Question name</b>	<b>LAPSFREQ5</b>
<b>Variable name</b>	
<b>Base</b>	Ask if <b>NOMUS = 1</b>
<b>Question text</b>	Thinking about the time when you used to visit museums or galleries. Did you ever visit at least one to two times a year?
<b>Response codes</b>	1. Yes 2. No 3. Don't know (DO NOT READ OUT)

<b>Question name</b>	<b>LSTAGE5</b>
<b>Base</b>	Ask if LAPSFREQ5 = 1
<b>Question text</b>	Thinking about visiting museums or galleries..  Did any of the following contribute to you stopping this?  <b>CODE ALL THAT APPLY</b> <b>INTERVIEWER: READ OUT</b>
<b>Response codes</b>	1. You moved home 2. You left school or university 3. You [or your partner] changed jobs 4. You [or your partner] retired 5. You got engaged or married 6. Separated from your partner 7. You had your first child 8. You had another child 9. A death in the family 10. Your children left home 11. None of the above

<b>Question name</b>	<b>LAPRSN5</b>
<b>Base</b>	Ask if LAPSFREQ5 = 1
<b>Question text</b>	Here is a list of reasons why people may stop visiting museums or libraries. Which, if any, apply to you? <b>SHOW SCREEN</b>
<b>Response codes</b>	1. It became too expensive

	<ol style="list-style-type: none"> <li>2. Other responsibilities took priority over it (e.g. childcare)</li> <li>3. Opening times of the museums/galleries were inconvenient</li> <li>4. The location of museums/galleries was inconvenient</li> <li>5. The facilities were poor</li> <li>6. The museums/galleries I used to visit closed down</li> <li>7. I had trouble accessing the museums/galleries</li> <li>8. I developed health problems</li> <li>9. I stopped enjoying or didn't enjoy visiting the museums/galleries</li> <li>10. It didn't seem worth the effort</li> <li>11. There were other things I preferred to do in my leisure time</li> <li>12. I felt out of place</li> <li>13. Once I stopped going, it was easier not to go again</li> <li>14. I didn't get on with the people who went there</li> <li>15. Everyone I used to go with had stopped going</li> <li>16. Other reason (please specify)</li> <li>17. None of these things</li> <li>18. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 16, 17 and 18 should always appear at the bottom</i>

<b>Question name</b>	<b>LAPSWHEN5</b>
<b>Base</b>	Ask if LAPSFREQ5 = 1
<b>Question text</b>	How long is it since you have visited museums or galleries at least one to two times a year?  <b>INTERVIEWER: Enter respondent's closest estimate</b>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. 1 to 5 years ago</li> <li>2. 6 to 10 years ago</li> <li>3. 11 to 15 years ago</li> <li>4. 16 to 20 years ago</li> <li>5. 21 to 25 years ago</li> <li>6. 26 to 30 years ago</li> <li>7. 31 to 35 years ago</li> <li>8. 36 to 40 years ago</li> <li>9. 41 to 45 years ago</li> <li>10. 46 to 50 years ago</li> <li>11. Over 50 years ago</li> </ol> <p>Don't know (Don't read out)</p>

<b>Question name</b>	<b>NEVRSN5</b>
<b>Base</b>	<b>If NOMUS = 2 OR LAPSFREQ5 = 2</b>
<b>Question text</b>	Here is a list of reasons why people may not go to museums or galleries. Which, if any, have stopped you from going?

	<b>SHOW SCREEN</b>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It seemed too expensive</li> <li>2. I had too many other responsibilities</li> <li>3. There are other things I prefer to do in my leisure time</li> <li>4. The opening times of museums/galleries are inconvenient</li> <li>5. The location of museums/galleries is inconvenient</li> <li>6. I felt I wouldn't fit in with the people that go there</li> <li>7. The standard of facilities is poor</li> <li>8. There is a lack of facilities available</li> <li>9. I didn't feel I was healthy enough</li> <li>10. It didn't seem worth the effort</li> <li>11. I was unsure of how to find out about them</li> <li>12. I wasn't sure of how to act in that environment</li> <li>13. It is against my culture/religion</li> <li>14. I do not have anyone to go with</li> <li>15. It has never occurred to me until now</li> <li>16. I didn't think I'd enjoy them</li> <li>17. Other reason (please specify)</li> <li>18. None of these</li>   <li>19. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 17, 18 and 19 should always appear at the bottom</i>

## BARRIERS TO PARTICIPATION – HERITAGE

[These following questions are to be asked of those who have not participated in the sector during the last 12 months]

### INTERVIEWER - PLEASE TURN THE SCREEN AWAY FROM THE RESPONDENT FOR THE NEXT SET OF QUESTIONS

#### HERITAGE ACTIVITIES

<b>Question name</b>	<b>NOHER</b>
<b>Base</b>	Asked if (SCHER = 9) OR (SCHER = 1-8 AND HERWKAC < > 1 or 3)
<b>Question text</b>	<p>You said earlier you had not been to any of the places listed on this card in the last 12 months. Have you <b>ever</b> been to any of these places in your own-time, for purposes of voluntary work or for academic study?</p> <p><b>WHITE SHOWCARD ?</b></p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. A city or town with historic character</li> <li>2. A historic building open to the public (non-religious)</li> <li>3. A historic park or garden open to the public</li> <li>4. A place connected with industrial history (e.g. an old factory, dockyard or mine) or historic transport system (e.g. an old ship or railway)</li> </ol>

	<p>5. A historic place of worship attended as a visitor (not to worship)</p> <p>6. A monument such as a castle, fort or ruin</p> <p>7. A site of archaeological interest (i.e. Roman villa, ancient burial site)</p> <p>8. A site connected with sports heritage (e.g. Wimbledon) (not visited for the purposes of watching sport)</p> <p>9. None of these</p> <p>-1. Don't know</p>
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<b>Question name</b>	<b>LAPSFREQ6</b>
<b>Base</b>	Ask if one or more places coded at <b>NOHER</b>
<b>Question text</b>	Thinking about the time when you used to go these types of places. Which, if any, did you go to at least one to two times a year?
<b>Response codes</b>	<List of activities coded <b>NOHER</b> > <b>None of these</b> Don't know (DO NOT READ OUT)
<b>Notes</b>	<i>This asks about specific sites and follows up on one – could follow up in general if necessary</i>

<b>Question name</b>	<b>LSTAGE6</b>
<b>Base</b>	If any activities coded at <b>LAPSFREQ6</b>
<b>Question text</b>	Thinking about <randomly select one activity from LAPSFREQ6>.... Did any of the following contribute to you stopping this? <b>CODE ALL THAT APPLY</b> INTERVIEWER: READ OUT
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. You moved home</li> <li>2. You left school or university</li> <li>3. You [or your partner] changed jobs</li> <li>4. You [or your partner] retired</li> <li>5. You got engaged or married</li> <li>6. Separated from your partner</li> <li>7. You had your first child</li> <li>8. You had another child</li> <li>9. A death in the family</li> <li>10. Your children left home</li> <li>11. None of the above</li> </ol>

<b>Question name</b>	<b>LAPRSN6</b>
<b>Base</b>	Ask for activity selected at <b>LAPSFREQ6</b>
<b>Question text</b>	Here is a list of reasons why people may stop <randomly selected activity from LAPSFREQ6>. Which, if any, apply to you?

	<b>SHOW SCREEN</b>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It became too expensive</li> <li>2. Other responsibilities took priority over it (e.g. childcare)</li> <li>3. The location of the sites are inconvenient</li> <li>4. I had trouble accessing the sites I used to go to</li> <li>5. I developed health problems</li> <li>6. I stopped enjoying or didn't enjoy going anymore</li> <li>7. It didn't seem worth the effort</li> <li>8. There were other things I preferred to do in my leisure time</li> <li>9. I felt out of place</li> <li>10. Once I stopped going, it was easier not to go again</li> <li>11. I didn't get on with the people who went there</li> <li>12. Everyone I used to go with had stopped going</li> <li>13. Other reason (please specify)</li> <li>14. None of these things</li> <li>15. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 13, 14 and 15 should always appear at the bottom</i>

<b>Question name</b>	<b>LAPSWHEN6</b>
<b>Base</b>	Ask for activity selected at <b>LAPSFREQ6</b>
<b>Question text</b>	<p>How long is it since you have &lt;randomly selected activity from LAPSFREQ2&gt; at least one to two times a year?</p> <p>INTERVIEWER: Enter respondent's closest estimate</p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. 1 to 5 years ago</li> <li>2. 6 to 10 years ago</li> <li>3. 11 to 15 years ago</li> <li>4. 16 to 20 years ago</li> <li>5. 21 to 25 years ago</li> <li>6. 26 to 30 years ago</li> <li>7. 31 to 35 years ago</li> <li>8. 36 to 40 years ago</li> <li>9. 41 to 45 years ago</li> <li>10. 46 to 50 years ago</li> <li>11. Over 50 years ago</li> </ol> <p>Don't know (Don't read out)</p>

<b>Question name</b>	<b>NEVRSN6</b>
<b>Base</b>	<b>If NOHER = none of these or LAPSFREQ6 = none of these</b>
<b>Question text</b>	<p>Here is a list of reasons why people may not go to these types of places. Which, if any, have stopped you from going to these kinds of places?</p> <p style="text-align: center;"><b>SHOW SCREEN</b></p>

<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It seemed too expensive</li> <li>2. I had too many other responsibilities</li> <li>3. There are other things I prefer to do in my leisure time</li> <li>4. Opening times of the sites are inconvenient</li> <li>5. The location of the sites is inconvenient</li> <li>6. I felt I wouldn't fit in with everyone that goes there</li> <li>7. The standard of facilities is poor</li> <li>8. There is a lack of facilities available</li> <li>9. I didn't feel I was healthy enough</li> <li>10. It didn't seem worth the effort</li> <li>11. I was unsure of how to find out about it</li> <li>12. I wasn't sure of how to act in that environment</li> <li>13. It is against my culture/religion</li> <li>14. I do not have anyone to do go with</li> <li>15. It has never occurred to me until now</li> <li>16. I didn't think I'd enjoy it</li> <li>17. Other reason (please specify)</li> <li>18. None of these</li>   <li>19. Don't know</li> </ol>
<b>Notes</b>	<i>Randomise list - code 17, 18 and 19 should always appear at the bottom</i>

## BARRIERS TO PARTICIPATION – SPORT ACTIVITIES

[These following questions are to be asked of those who have not participated in the sector during the last 12 months]

### INTERVIEWER - PLEASE TURN THE SCREEN AWAY FROM THE RESPONDENT FOR THE NEXT SET OF QUESTIONS

#### SPORTS ACTIVITIES

<b>Question name</b>	<b>NOSP</b>
<b>Base</b>	Asked if NOT participated in sport during the last 12 months (last 12 months sport question needs to be added into Taking Part)
<b>Question text</b>	You said earlier you had not done any of the sport or recreational activities listed on this card in the last 12 months. Have you <b>ever</b> done any of these activities? WHITE SHOWCARD ?
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. American football</li> <li>2. Angling or fishing</li> <li>3. Archery</li> <li>4. BMX, cyclo-cross, mountain biking</li> <li>5. Badminton</li> <li>6. Baseball / softball</li> <li>7. Basketball</li> </ol>

8. Bowls [lawn] (outdoors)
9. Bowls (indoors)
10. Boxing
11. Canoeing
12. Climbing / mountaineering (include indoor climbing)
13. Cricket
14. Croquet
15. Curling
16. Cycling [HEALTH, RECREATION, TRAINING, COMPETITION]
17. Walking [HEALTH, RECREATION, TRAINING, COMPETITION]
18. Darts
19. Fencing
20. Football (include 5-a-side and 6-a-side) [indoors]
21. Football (include 5-a-side and 6-a-side) [outdoors]
22. Gaelic sports (e.g. camogie, Gaelic football, hurling, Irish handball and shinty)
23. Golf, pitch and putt, putting
24. Gymnastics
25. Health, fitness, gym or conditioning activities
26. Hill trekking or backpacking
27. Hockey (exclude ice, roller and street hockey but include in 'other')
28. Horse riding
29. Ice skating
30. Jogging, cross-country, road-running
31. Judo
32. Karate
33. Keep-fit, aerobics, dance exercise (include exercise bike)
34. Lacrosse
35. Motor sports
36. Netball
37. Orienteering
38. Other martial arts (include self defence, tai chi)
39. Pilates
40. Rounders
41. Rowing
42. Rugby League
43. Rugby Union
44. Shooting
45. Skiing (on snow or an artificial surface; on slopes or grass)
46. Snooker, pool, billiards (exclude bar billiards)
47. Squash
48. Swimming or diving [indoors]
49. Swimming or diving [outdoors]
50. Table tennis
51. Taekwondo
52. Tennis

	<p>53. Ten-pin bowling</p> <p>54. Track and field athletics</p> <p>55. Triathlon</p> <p>56. Volleyball</p> <p>57. Waterskiing</p> <p>58. Weight training (include body-building)</p> <p>59. Weight lifting</p> <p>60. Windsurfing or board sailing</p> <p>61. Yachting or dingy sailing</p> <p>62. Yoga</p> <p>63. Other type of sport for example roller-blading, street hockey, skateboarding, water polo, surfing, scuba diving, gliding, hang/ paragliding, parachuting or parasailing [specify up to 3 codes]</p> <p>66. None of these</p>
<b>Notes</b>	<i>Added recreational walking in place of utility cycling</i>

<b>Question name</b>	<b>LAPSFREQ7</b>
<b>Base</b>	Ask if one or more activities coded at <b>NOSP</b>
<b>Question text</b>	Thinking about the time when you used to take part in these activities. Which, if any, did you do at least once a month?
<b>Response codes</b>	<List of activities coded at <b>NOSP</b> > <b>None of these</b> Don't know (DO NOT READ OUT)

<b>Question name</b>	<b>LSTAGE7</b>
<b>Base</b>	If any activities coded at <b>LAPSFREQ7</b>
<b>Question text</b>	Thinking about <randomly select one activity from LAPSFREQ7>....  Did any of the following contribute to you stopping this?  <b>CODE ALL THAT APPLY</b> <b>INTERVIEWER: READ OUT</b>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. You moved home</li> <li>2. You left school or university</li> <li>3. You [or your partner] changed jobs</li> <li>4. You [or your partner] retired</li> <li>5. You got engaged or married</li> <li>6. Separated from your partner</li> <li>7. You had your first child</li> <li>8. You had another child</li> <li>9. A death in the family</li> <li>10. Your children left home</li> <li>11. None of the above</li> </ol>



<b>Question name</b>	<b>LAPRSN7</b>
<b>Base</b>	Ask for activity selected at <b>LAPSFREQ7</b>
<b>Question text</b>	Here is a list of reasons why people may stop <randomly selected activity from LAPSFREQ7>. Which, if any, apply to you?  <b>SHOW SCREEN</b>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It became too expensive</li> <li>2. Other responsibilities took priority over it (e.g. childcare)</li> <li>3. It was an inconvenient time</li> <li>4. The location was inconvenient</li> <li>5. The facilities were poor</li> <li>6. The venue closed down</li> <li>7. I had trouble accessing the place where it was held</li> <li>8. I developed health problems</li> <li>9. I stopped enjoying or didn't enjoy the activity</li> <li>10. It didn't seem worth the effort</li> <li>11. There were other things I preferred to do in my leisure time</li> <li>12. It was too difficult</li> <li>13. I didn't feel I was good enough</li> <li>14. I felt out of place</li> <li>15. I was worried that I would get injured if I carried on doing it</li> <li>16. Once I was out of practice, it was too hard to get back into it</li> <li>17. Once I stopped going, it was easier not to go again</li> <li>18. I didn't get on with the people there</li> <li>19. Everyone I used to go with had given it up</li> <li>20. Other reason (please specify)</li> <li>21. None of these things</li> </ol> <p>Don't know</p>
<b>Notes</b>	<i>Randomise list - code 20 and 21 should always appear at the bottom</i>

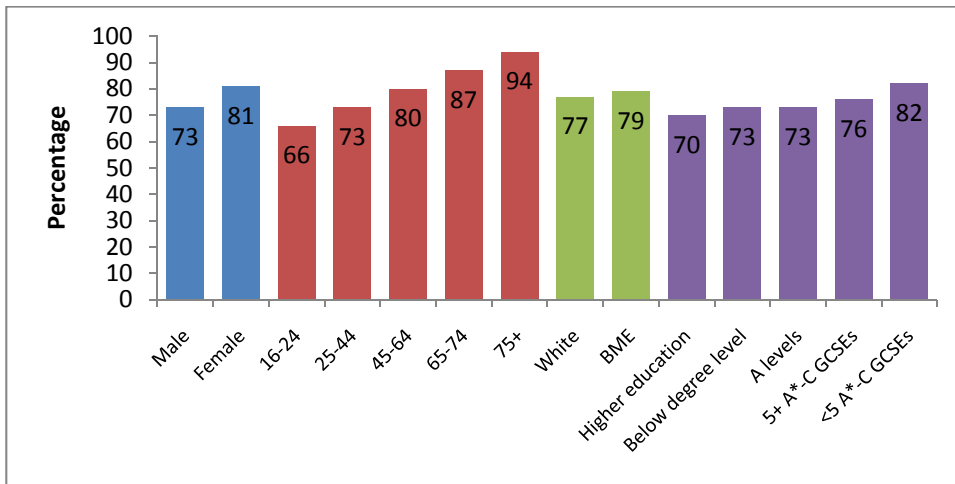
<b>Question name</b>	<b>LAPSWHEN7</b>
<b>Base</b>	Ask for activity selected at <b>LAPSFREQ7</b>
<b>Question text</b>	How long is it since you have <randomly selected activity from LAPSFREQ7> at least once a month?  INTERVIEWER: Enter respondent's closest estimate
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. 1 to 5 years ago</li> <li>2. 6 to 10 years ago</li> <li>3. 11 to 15 years ago</li> <li>4. 16 to 20 years ago</li> <li>5. 21 to 25 years ago</li> <li>6. 26 to 30 years ago</li> <li>7. 31 to 35 years ago</li> </ol>

	8. 36 to 40 years ago 9. 41 to 45 years ago 10. 46 to 50 years ago 11. Over 50 years ago  Don't know (Don't read out)
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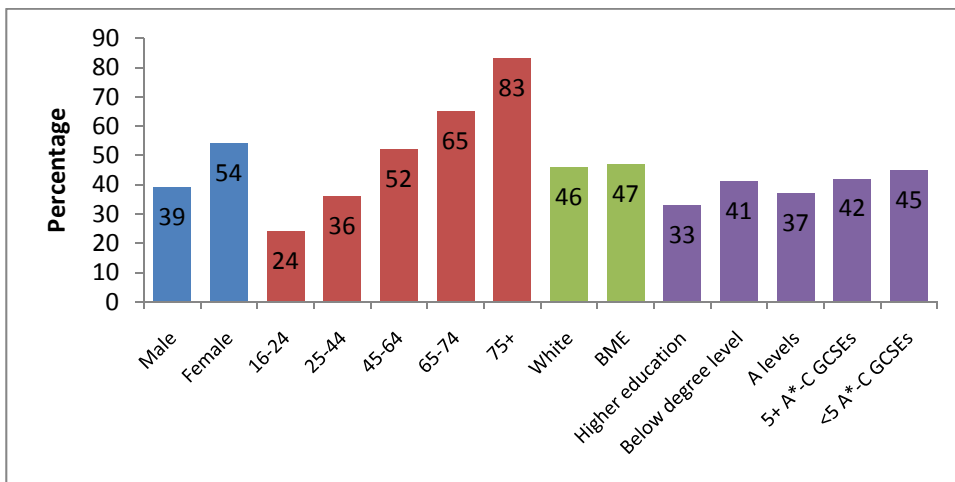
Question name	<b>NEVRSN7</b>
Base	If NOSP = none of these or LAPSFREQ7 = none of these
Question text	<p>Here is a list of reasons why people may not take part in these types of sport and active recreational activities. Which, if any, have stopped you from taking part in these activities?</p> <p><b>SHOW SCREEN</b></p>
Response codes	<ol style="list-style-type: none"> <li>1. It seemed too expensive</li> <li>2. I had too many other responsibilities</li> <li>3. There are other things I prefer to do in my leisure time</li> <li>4. It seemed too difficult</li> <li>5. The time of the activity was inconvenient</li> <li>6. The location of the activity was inconvenient</li> <li>7. I felt I wouldn't fit in with everyone there</li> <li>8. The standard of facilities is poor</li> <li>9. There is a lack of facilities available</li> <li>10. I didn't feel I was healthy enough</li> <li>11. I was worried that I would get injured</li> <li>12. I was worried that my health would suffer if I did this</li> <li>13. It didn't seem worth the effort</li> <li>14. I was unsure of how to find out about it</li> <li>15. I wasn't sure of how to act in that environment</li> <li>16. It is against my culture/religion</li> <li>17. I do not have anyone to do it with</li> <li>18. It has never occurred to me until now</li> <li>19. I didn't think I'd enjoy it</li> <li>20. Other reason (please specify)</li> <li>21. None of these</li> </ol> <p>20. Don't know</p>
Notes	<i>Randomise list - code 20, 21 and 22 should always appear at the bottom</i>

# Appendix 1 - Non-participation, by activity, 2007/08

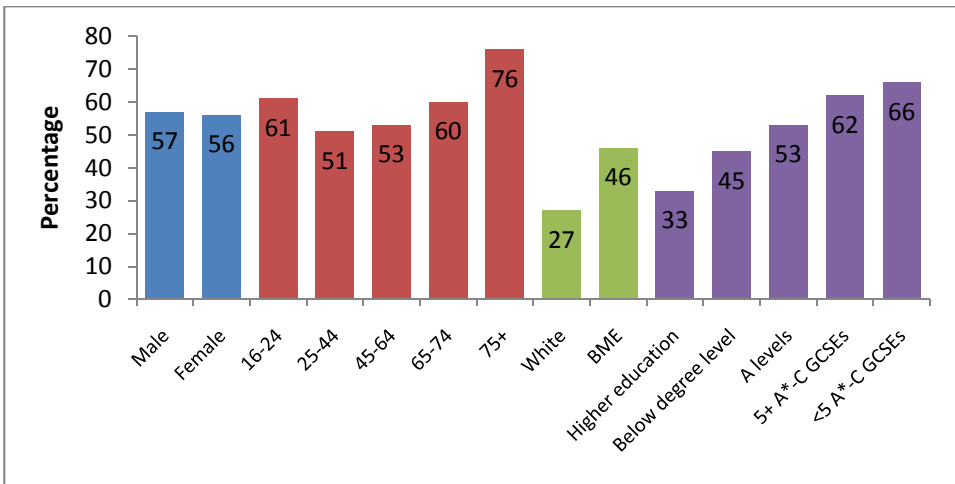
**Proportion of adults who did not reach PSA3 target for moderate intensity sport**



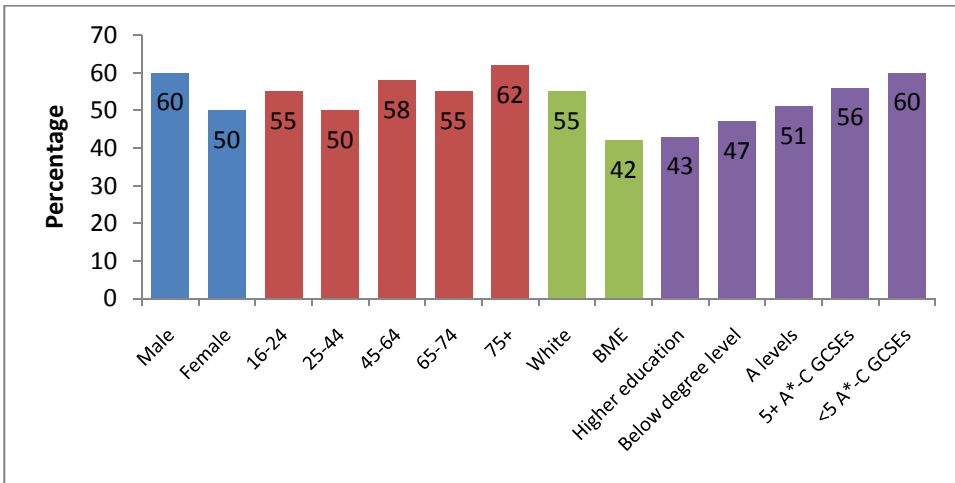
**Proportion of adults who did not reach PSA3 target for active sport**



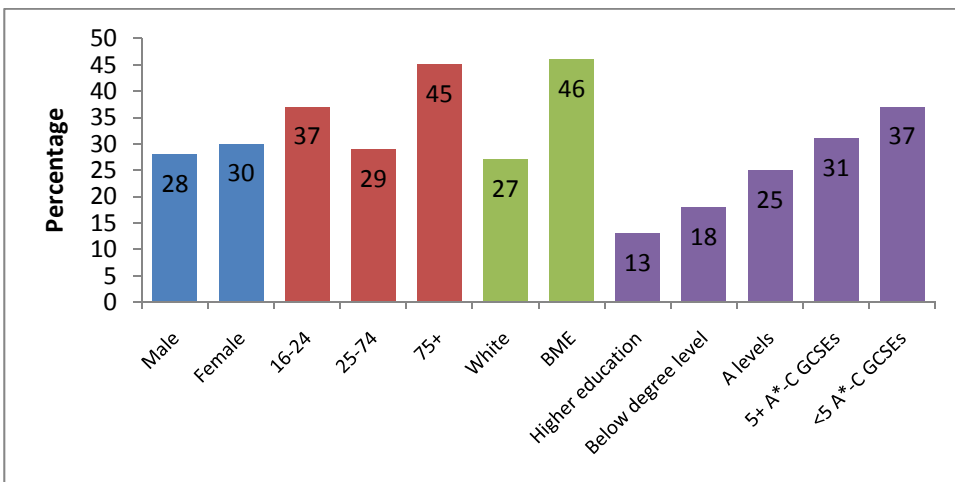
**Proportion of adults who did not reach PSA3 target for museums and galleries**



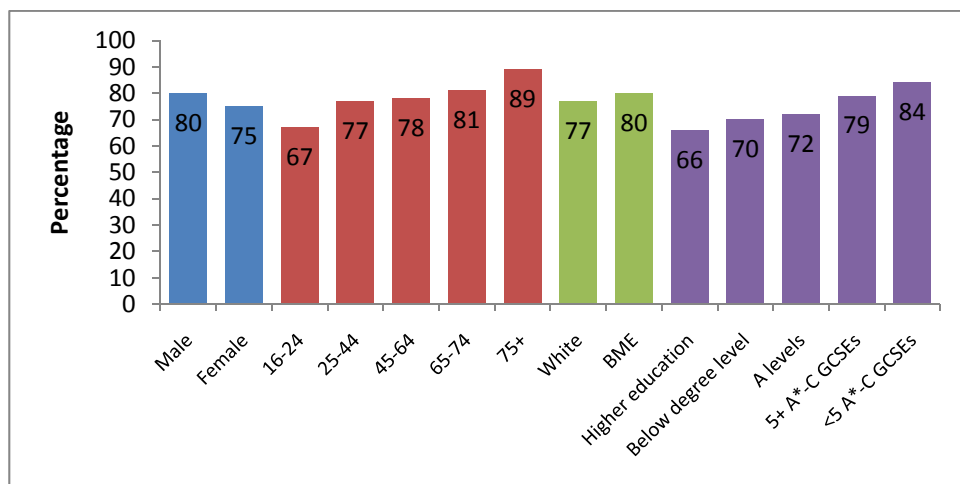
**Proportion of adults who did not reach PSA3 target for public libraries**



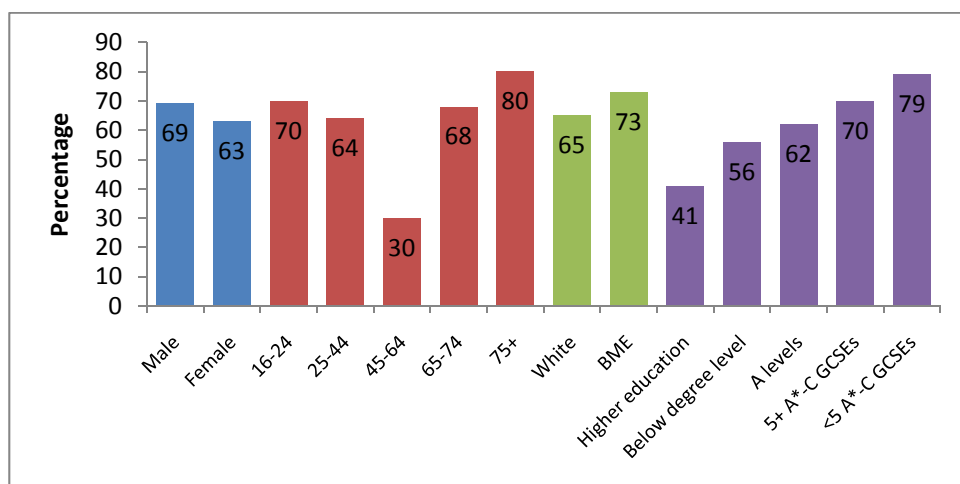
**Proportion of adults who did not reach PSA3 target for historic environment**



**Proportion of adults who did not reach PSA3 target for arts participation**



**Proportion of adults who did not reach PSA3 target for arts attendance**



**Reasons for not participating by type of activity by sub-group**

Arts Participation								
	Total	Men	Women	16-29	30-59	60+	White	Non-White
	%	%	%	%	%	%	%	%
<b>Not really interested</b>	45	52	38	53	45	41	46	35
<b>Difficult to find time</b>	37	35	39	41	48	15	35	52
<b>Health not good enough</b>	14	11	17	2	6	37	15	8
Arts Attendance								
	Total	Men	Women	16-29	30-59	60+	White	Non-White
	%	%	%	%	%	%	%	%
<b>Not really interested</b>	37	43	31	44	36	34	38	28
<b>Difficult to find time</b>	33	33	33	39	46	12	31	51
<b>Health not good enough</b>	16	12	20	1	7	37	17	9
Library								
	Total	Men	Women	16-29	30-59	60+	White	Non-White
	%	%	%	%	%	%	%	%
<b>No need to go</b>	37	37	36	39	37	35	37	30
<b>Not really interested</b>	19	23	15	23	17	19	19	17
<b>Difficult to find time</b>	17	16	18	15	22	9	16	28
Historical Environment								
	Total	Men	Women	16-29	30-59	60+	White	Non-White
	%	%	%	%	%	%	%	%
<b>Difficult to find time</b>	34	35	33	36	48	12	31	51
<b>Not really interested</b>	32	35	28	44	27	27	33	27
<b>Health not good enough</b>	14	11	17	1	5	38	16	6
Museums and Galleries								
	Total	Men	Women	16-29	30-59	60+	White	Non-White
	%	%	%	%	%	%	%	%
<b>Not really interested</b>	34	37	31	43	32	31	35	30
<b>Difficult to find time</b>	31	32	30	30	41	15	29	43
<b>Health not good enough</b>	9	6	11	1	3	24	9	5
Archives								
	Total	Men	Women	16-29	30-59	60+	White	Non-White
	%	%	%	%	%	%	%	%
<b>No need to go</b>	61	61	60	57	63	59	61	57
<b>Not really interested</b>	17	18	16	20	15	18	17	15
<b>Never really occurred to me</b>	11	10	11	13	10	10	11	10

## Appendix 2 – Qualitative recruitment and research methodology

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The recruitment was managed by our internal field team who used 3 recruiters. The field managers were fully briefed on the project and provided with detailed recruitment instructions and a screening questionnaire in order for recruiters to assess respondents' eligibility to participate in research. All recruiters are members of the IQCS (Interviews Quality Control Scheme).

All respondents were recruited using free find recruitment. With the free-find method a recruiter approaches individuals either in the street or by door-knocking. Having introduced themselves and confirming their identity as a BMRB recruiter, the individual is then given a brief overview of the research, the client, and asked whether they would be interested in participating. Where interest is shown, the recruiter then asks a series of questions to determine their eligibility and ensure that the designated quotas are accurately filled.

Individuals agreeing to participate in the study would be given a confirmation letter, which would further describe the nature of the study, the voluntary nature of their participation, the appointment date and time for the group discussion and the confidentiality of their answers. Individuals are re-reminded at least once before the day of the group discussion.

The following table outlines the recruitment quotas achieved for this research

	<p><b>Group 5: Birmingham</b> 25-44 ABC1 Male At least 5 white 8 participants</p>	<p><b>Group 6: London</b> 25-44 C2DE Female At least 5 white 8 participants</p>
	<p><b>Group 8: Birmingham</b> 45-54 Mixed SEG Mixed Gender At least 5 white 8 participants</p>	<p><b>Group 9: London</b> 45-54 ABC1 Male At least 4 BME 8 participants</p>

Group 10: Leeds	Group 11: Birmingham	Group 12: London
65+	65+	65+
ABC1	C2DE	Mixed SEG
Male	Female	Male
At least 5 white	At least 4 BME	At least 5 white
7 participants	8 participants	7 participants

Achieved results for recruitment across the sample were:

- Total respondents – 93
- Males – 48; females - 45
- ABC1 – 51; C2DE – 42
- BME – 22; white – 71

Four focus groups were held in each location (London, Leeds and Birmingham) and each group was made up of a particular age range (16-24; 25-44; 45-64 and 65+). In addition, within each age specific group there were groups of different socio-economic grades (SEG) - ABC1; C2DE and mixed. There was also one group per area with a majority of Black and Minority Ethnic (BME) respondents to ensure that full sub-group analysis could be conducted. Interviews were digitally recorded, with the respondents' permission, and transcribed verbatim to allow detailed qualitative analysis.

Depth interviews lasting approximately 60 minutes were conducted with respondents that considered themselves to have a disability. Respondents with a mixture of disabilities (mobility issues; dexterity impairment; visual impairment and hearing impairment) were selected to ensure the widest range of possible responses to questions. Three depth interviews were conducted in Leeds and London and two in Birmingham. Interviews were digitally recorded, with the respondents' permission, and transcribed verbatim to allow detailed qualitative analysis.

Group discussions and interviews were carried out by three experienced qualitative researchers, trained in the techniques of non-directive interviewing.

Material collected through qualitative methods is invariably unstructured and unwieldy. Much of it is text based, consisting of verbatim transcriptions of interviews and discussions. Moreover, the internal content of the material is usually in detailed and micro-form (for example, accounts of experiences, inarticulate explanations, etc.). The primary aim of any analytical method is to provide a means of exploring coherence and structure within a cumbersome data set whilst retaining a hold on the original accounts and observations from which it is derived.

Qualitative analysis is essentially about detection and exploration of the data, making sense' of the data by looking for coherence and structure within the data. **Matrix Mapping** works from verbatim transcripts and involves a systematic process of sifting, summarising and sorting the material according to key issues and themes. The process begins with a **familiarisation stage** and would include a researcher's review of the audio tapes and/or transcripts. Based on the coverage of the topic guide, the researchers' experiences of conducting the fieldwork and their preliminary review of the data, a **thematic framework is constructed**. The analysis then proceeds by **summarising and synthesising the data** according to this thematic framework using a range of techniques such as cognitive mapping and data matrices. When all the data have been sifted



according to the core themes the analyst begins to **map the data and identify features within the data**: defining concepts, mapping the range and nature of phenomenon, creating typologies, finding associations, and providing explanations.

The mapping process is similar for both individual interviews and group discussions. The analyst reviews the summarised data; compares and contrasts the perceptions, accounts, or experiences; searches for patterns or connections within the data and seeks explanations internally within the data set. Piecing together the overall picture is not simply aggregating patterns, but it involves a process of weighing up the salience and dynamics of issues, and searching for structures within the data that have explanatory power, rather than simply seeking a multiplicity of evidence.

# Appendix 3 – Topic guide for groups

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This research aims to explore barriers to taking part in cultural and sporting activities with a view to improving the current questions included in the quantitative 'taking part' survey.

Specifically, the research will explore:

- Current behaviour and reasons for non-engagement in activities;
- How barriers vary by type of activity and sub-group

## **INTRODUCTION**

- About BMRB, independent research agency
- Project for DCMS exploring key barriers to 'taking part' in a range of cultural and sporting activity – outline key topics for discussion
- Length of group discussion – 90 minutes
- Confidentiality
- People cannot be identified in the findings of our reports
- This is one of a number of interviews being conducted around the country
- Recording
- Only available to research team and recording destroyed following projects

## **BACKGROUND**

- Group participants to introduce themselves, exploring:
  - Name
  - Family
  - Employment/Hobbies

## **EXPERIENCES OF CURRENT ACTIVITIES TAKE PART IN**

- Explore spontaneous details of activities respondents currently take part in - note on flipchart and compile list with respondents; probe on (see box A for examples of activities):
  - Sport
  - Arts - attendance or participation
  - Heritage
  - Museums or galleries

- Libraries or archives

## BOX A: EXAMPLES OF ACTIVITIES

### Participated in arts activities:

- Ballet, sang to an audience or rehearsed for a performance (not karaoke), rehearsed in a play/drama, written music, played a musical instrument for your own pleasure, learned or practised circus skills, painting, drawing, printmaking or sculpture, photography as an artistic activity, textile crafts such as embroidery, crocheting or knitting, wood crafts such as wood turning, carving or furniture making, written any stories, plays or poetry.

### Attended arts events

- exhibition or collection of art, photography or sculpture, craft exhibition, street arts, circus, carnival, play/drama, pantomime, musical, opera, classical music performance, jazz performance, ballet, contemporary dance.

### Heritage

- visited a city or town with historic character, a historic building open to the public (non-religious), a historic park or garden open to the public, a place connected with industrial history (e.g an old factory, dockyard, mine), a historic place of worship attended as a visitor, a monument such as a castle, fort or ruin, a site of archaeological interest, a site connected with sports heritage.

### Sports

- Swimming or diving, BMX or mountain biking, cycling, tenpin bowling, health, fitness, gym or conditioning activities, Judo, Karate, weight training, gymnastics, darts, rugby league or union, American football, hockey, tennis, badminton, squash, jogging, cross country, road running, canoeing, windsurfing or boardsailing, ice skating, golf, skiing, horse riding, motor sports, volleyball, boxing, yoga, Pilates, roller blading.

### Public library service or archive

- a visit to a public library building or mobile library to make use of library services (including to print/use electronic resources or to take part in an event such as reading group or author visit), the use of on-line library resources or services remotely (used a computer outside the library to view website, catalogue or databases).

### Museums or galleries

- Visited or attended an event in a museum or gallery, helped to curate design or hang exhibitions in a museum or gallery.

- Explore **details** of the activities carried out
  - Nature of activities; what activities involve
  - Regularity of engagement
  - Probe: for views on level of regularity of engagement, if would like to do activity more frequently explore what would encourage participants to do this
  - Location - where activities take place
  - Whether carry out activity with anyone
- Explore reasons why participate in activities; what are the benefits – probe: interest; entertainment; education; health; work; socialising; parental and family influences/experiences; role models; other
- Explore any barriers or difficulties experienced in relation to taking part in activities; anything that works to prevent engagement; probe:
  - Time pressures

- Other commitments/ activities
  - Family
  - Work
  - Health
  - Finances
  - Interest/motivation
  - Energy
  - Access and availability – transport/ facilities
  - Concerns about what peers think
  - Feelings of exclusion/being made to feel unwelcome
  - Concerns about how to behave and dress
  - Fears the event/activity would not be worth it
  - No one to go with
  - Awareness of what is available
  - Level of service received
  - Other reasons - please outline
- Explore the impact of these barriers; how barriers have impacted on engagement; outline reasons for this and provide examples
  - Explore how barriers were overcome; what enabled them to continue engaging in activities; outline mechanisms for dealing with barriers – provide examples

## **BARRIERS TO PARTICIPATING IN ACTIVITIES (NOT TAKEN PART IN)**

- Explore any activities previously engaged in but since stopped – probe: sport, arts - attendance or participation, heritage, museums or galleries, libraries or archives, other (see box A)
- Explore reasons for stopping activities; consider the main barriers; probe:
  - Time pressures
  - Other commitments/ activities
  - Family
  - Work
  - Health
  - Finances
  - Interest/motivation
  - Energy
  - Access and availability – transport/ facilities
  - Concerns about what peers think
  - Feelings of exclusion/being made to feel unwelcome

- Concerns about how to behave and dress
  - Fears the event/activity would not be worth it
  - No one to go with
  - Awareness of what is available
  - Level of service received
  - Other reasons – please outline
- Explore any activities would like to take part in currently, but do not – probe: sport, arts - attendance or participation, heritage, museums or galleries, libraries or archives, other (see Box A)
  - Consider key factors preventing engagement in activities; probe:
    - Time pressures
    - Other commitments/ activities
    - Family
    - Work
    - Health
    - Finances
    - Interest/motivation
    - Energy
    - Access and availability – transport/ facilities/ timings
    - Concerns about what peers think
    - Feelings of exclusion/being made to feel unwelcome
    - Concerns about how to behave and dress
    - Fears the event/activity will not be worth it
    - No one to go with
    - Awareness of what is available
    - Level of service received
    - Other reasons – please outline
  - Explore how barriers could be overcome
    - What would help encourage participation; how would this help
    - Views on how participation could be supported – who would support this; what form would this take

**Please note on flipchart and compile list with respondents.**

- Thinking beyond their own experiences, what are the main barriers to engaging in activities more generally; probe:
  - Time pressures
  - Other commitments/ activities

- Family
  - Work
  - Health
  - Finances
  - Interest/motivation
  - Energy
  - Access and availability – transport/ facilities/ timings
  - Feelings of exclusion/being made to feel unwelcome
  - Concerns about how to behave and dress
  - Fears the event/activity would not be worth it
  - No one to go with
  - Awareness of what is available
  - Level of service received
  - Other reasons – please outline
- 
- List full range of barriers on show cards and rank in perceived order of importance – lay cards on floor and ask respondents to explain/discuss decisions
  - Undertake ranking exercise – consider all barriers and compare impact of each in relation to others (for example, if access barriers were overcome, would this enable you to engage, or would there be any further difficulties)
  - Explore whether barriers thought to differ by activity; explore barriers for each activity (see box A for examples of activities) – use flip chart to note; probe:
    - Sport
    - Arts - attendance or participation
    - Heritage
    - Museums or galleries
    - Libraries or archives

## BOX A: EXAMPLES OF ACTIVITIES

### Participated in arts activities:

- Ballet, sang to an audience or rehearsed for a performance (not karaoke), rehearsed in a play/drama, written music, played a musical instrument for your own pleasure, learned or practised circus skills, painting, drawing, print making or sculpture, photography as an artistic activity, textile crafts such as embroidery, crocheting or knitting, wood crafts such as wood turning, carving or furniture making, written any stories, plays or poetry.

### Attended arts events

- exhibition or collection of art, photography or sculpture, craft exhibition, street arts, circus, carnival, play/drama, pantomime, musical, opera, classical music performance, jazz performance, ballet, contemporary dance.

### Heritage

- visited a city or town with historic character, a historic building open to the public (non-religious), a historic park or garden open to the public, a place connected with industrial history (e.g an old factory, dockyard, mine), a historic place of worship attended as a visitor, a monument such as a castle, fort or ruin, a site of archaeological interest, a site connected with sports heritage.

### Sports

- Swimming or diving, BMX or mountain biking, cycling, tenpin bowling, health, fitness, gym or conditioning activities, Judo, Karate, weight training, gymnastics, darts, rugby league or union, American football, hockey, tennis, badminton, squash, jogging, cross country, road running, canoeing, windsurfing or boardsailing, ice skating, golf, skiing, horse riding, motor sports, volleyball, boxing, yoga, Pilates, roller blading.

### Public library service or archive

- a visit to a public library building or mobile library to make use of library services (including to print/use electronic resources or to take part in an event such as reading group or author visit), the use of on-line library resources or services remotely (used a computer outside the library to view website, catalogue or databases).

### Museums or galleries

- Visited or attended an event in a museum or gallery, helped to curate design or hang exhibitions in a museum or gallery.

**Exercise 1:** Ask respondents to break into pairs and discuss issues for 10 mins. Ask them to note down key thoughts on flip chart paper and then return to group to feedback key findings.

- Considering all the barriers noted explore (using flip chart notes):
  - Whether there is something about certain activities that creates more/less difficulties to taking part.
  - Whether certain difficulties to taking part are easier/harder to overcome; reasons for this – probe on barriers using flip chart notes

*Once the group are back in plenary and have fed back on views explore how barriers could be overcome with whole group.*

- Consider how barriers could be overcome
  - What would help encourage participation; how would this help
  - Views on how participation could be supported – who would support this; what form would this take

- Spontaneously explore whether barriers discussed (noted on flip chart) would vary according to different groups in society
- Probe:
  - Individuals under 35 with no children
  - Parents with children up to the age of 8
  - Parents with children up to the age of 16
  - Single 35-64 year olds with no children
  - Couple 35-64 year olds with
  - 65+ couple
  - 65+ single
- Consider reasons why different groups in society might experience different barriers – outline how these would differ
- Consider how different groups could overcome the barriers they face; what support they would need

*Note to researcher: only undertake exercise using vignettes to help explore differences by sub-group if respondents struggle with exercise 1.*

### **Exercise 2: vignettes**

- Consider what barriers are faced in vignettes
- Reasons for facing these barriers
- How barriers could be overcome; ease with which this could be done
- Who should take responsibility for this – probe: individual, organisation, organisers, government, other

## **SUMMARY OF DISCUSSION**

- In summary of discussion explore:
  - Key barriers to taking part
  - How barriers vary – by activity and sub-group
  - Key approaches for overcoming these - by activity and sub-group
- Consider any other views on barriers to taking part

## **THANK AND CLOSE**



# Appendix 4 – Telephone pilot questionnaire

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## Intro text:

Good morning/afternoon my name is.....and I'm phoning on behalf of BMRB Social Research, an independent research company, conducting a survey for the Department for Culture, Media and Sport (DCMS).

The survey asks people about different leisure activities.

IF NECESSARY: The questions should take about 10-15 minutes

IF NECESSARY: Please check that the adult is aged over 16 only if the respondent sounds younger than 16. Otherwise continue

IF NECESSARY: All results are confidential and available only to the research team

IF NECESSARY: It is just as important to get your views even if you haven't done any leisure activities' or don't feel your experiences are relevant.

<b>Question name</b>	<b>SEX</b>
<b>Base</b>	Ask all
<b>Question text</b>	INTERVIEWER: DON'T ASK, RECORD GENDER
<b>Response codes</b>	1. Male 2. Female

<b>Question name</b>	<b>AGE</b>
<b>Base</b>	Ask all
<b>Question text</b>	So that we can compare the results of different age groups, can you tell me which of these age groups you belong to? Are you...
<b>Response codes</b>	1. 16-24 2. 24-44 3. 45-64 4. 65+ 5. Refused

I would like to start by asking you about activities that you may do in your own-time...

<b>Question name</b>	<b>ACTIVE</b>
<b>Base</b>	Ask of 1 in 2 respondents (cultural segment)
<b>Question text</b>	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.
	CODE ALL THAT APPLY
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Attended a creative, artistic, theatrical or musical event</li> <li>2. Spent time doing any creative, artistic, theatrical or musical activities</li> <li>3. Attended a museum or art gallery</li> <li>4. Visited a place of historical interest</li> <li>5. Been to an archive centre or record office</li> <li>6. Used a public library service</li> <li>7. None of these things</li> </ol>
<i>Notes</i>	<i>Randomise list of activities</i>

<b>Question name</b>	<b>ACTCULT</b>
<b>Base</b>	Ask of 1 in 2 respondents (cultural segment)
<b>Question text</b>	<p>I am now going to read you a list of things that people have said about taking part in these types of activities. I would like you to tell me whether you agree or disagree with each statement.</p> <p>INT: IF NECESSARY, REMIND RESPONDENT OF TYPES OF ACTIVITIES LISTED IN PREVIOUS QUESTION</p>
<b>Response codes</b>	<ul style="list-style-type: none"> <li>• There are lots of opportunities to get involved in cultural activities if I want to</li> <li>• I'd like to be involved with the arts but I don't know where to start</li> <li>• I enjoy taking part in new cultural activities</li> <li>• I enjoy learning about the history of places I visit</li> <li>• I get a buzz out of performing or creating something artistically?</li> <li>• It's difficult to know how to behave in museums or art galleries</li> <li>• Cultural activities are only for certain types of people</li> <li>• I feel out of my depth at certain cultural events and activities</li> <li>• History and culture are important to me</li> <li>• You can only enjoy some cultural activities if you were brought up that way by your parents</li> <li>• I've enjoyed going to cultural events ever since my parents started taking me</li> <li>• My parents influenced my interest in cultural events and activities</li> <li>• Public libraries are only for certain types of people</li> </ul> <p>Strongly agree</p> <p>Agree</p> <p>Neither agree nor disagree</p> <p>Disagree</p> <p>Strongly disagree</p>

	Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]
<i>Notes</i>	<i>Randomise statements</i>

<b>Question name</b>	<b>SPORT</b>
<b>Base</b>	Ask of 1 in 2 respondents (sports segment)
<b>Question text</b>	Have you taken part in any of the following sport or recreational activities in the last 12 months? CODE ALL THAT APPLY
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Swimming</li> <li>2. Cycling</li> <li>3. Jogging or running</li> <li>4. Gym or other keep-fit activities</li> <li>5. Football</li> <li>6. Tennis</li> <li>7. Cricket</li> <li>8. Golf</li> <li>9. Other type of sport</li> <li>10. No sports</li> </ol>

<b>Question name</b>	<b>ACT SPORT</b>
<b>Base</b>	Ask of 1 in 2 respondents (sports segment)
<b>Question text</b>	I am now going to read you a list of things that people have said about taking part in sport. I would like you to tell me whether you agree or disagree with each statement.
<b>Response codes</b>	<ul style="list-style-type: none"> <li>• Competing in sports makes me who I am</li> <li>• I get self-conscious about trying out new sports</li> <li>• I'm worried about injuring myself if I play sport</li> <li>• There are lots of opportunities to get involved in sport if I want to</li> <li>• My parents influenced how involved I am in sport</li> <li>• Competitive sports were never that important to me when I was growing up</li> <li>• It's important that my friends are interested in the same sports as me</li> </ul> <p>Strongly agree</p> <p>Agree</p> <p>Neither agree nor disagree</p> <p>Disagree</p> <p>Strongly disagree</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY</p>

	NECESSARY]
<i>Notes</i>	<i>Randomise statements</i>

<b>Question name</b>	<b>ACTGEN</b>
<b>Base</b>	Ask all
<b>Question text</b>	Here are some more things that people have said about taking part in different types of cultural and sporting activities and going to these kinds of events and places. I would like to tell me whether you agree or disagree with each statement.
<b>Response codes</b>	<ul style="list-style-type: none"> <li>• Cost is always a consideration, but if I'm interested in an activity I'll do all I can to make it happen</li> <li>• It can be difficult to get motivated to try new things</li> <li>• I feel confident that I can pick up a new skill or activity quickly</li> <li>• I'm more likely to take up a new activity if I can participate in it with my family or children</li> <li>• I'm more likely to take up a new activity if my friends are involved in it</li> <li>• I'm not really interested in doing an activity if none of my friends do it</li> <li>• My friends would find it strange if I suddenly got involved in something like that</li> <li>• I am uncomfortable having to mix with strangers</li> </ul> <p>Strongly agree</p> <p>Agree</p> <p>Neither agree nor disagree</p> <p>Disagree</p> <p>Strongly disagree</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<i>Notes</i>	<i>Randomise statements</i>

<b>Question name</b>	<b>CULTCHCK</b>
<b>Base</b>	Ask all
<b>Question text</b>	When I talk about cultural activities, events or places what does this mean to you? INTERVIEWER: PROBE – Anything else?
<b>Response codes</b>	OPEN ENDED
<i>Notes</i>	<i>For pilot only</i>

We would like to find out how YOU make decisions about whether or not to do an activity. Please let me know which of the two statements is more true for you. So firstly...

<b>Question name</b>	<b>CONFIDENCE</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you? When it comes to new activities...
<b>Response codes</b>	1. I like having a go, even if everyone else around me seems to know more than me, OR 2. Sometimes having a go is just too daunting when everyone else obviously knows more  Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]
<i>Notes</i>	<i>Single code only</i>

<b>Question name</b>	<b>RELIANCE</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you? If I try something out and enjoy it...
<b>Response codes</b>	1. I might have another go if the opportunity comes round OR 2. I'll arrange to do it again  Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]
<i>Notes</i>	<i>Single code only</i>

<b>Question name</b>	<b>EFFICACY</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you? The energy and commitment it takes to get good at something...
<b>Response codes</b>	1. Can be such a struggle, I sometimes wonder whether it's worth the bother, OR 2. Isn't easy, but usually ends up being fun and rewarding  Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]
<i>Notes</i>	<i>Single code only</i>

#### LAPSED VS "NEVERS"

<b>Question name</b>	<b>LAPSED1</b>
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<b>Base</b>	All those who DID NOT select ALL codes at ACTIVE (cultural segment only)
<b>Question text</b>	Earlier you said you haven't done certain activities in the last 12 months. Just thinking about activities done in your own-time, have you ever.... INTERVIEWER READ OUT LIST AND CODE ALL THAT APPLY
<b>Response codes</b>	(use list of responses not selected at ACTIVE)

<b>Question name</b>	<b>LAPSFREQ1</b>
<b>Base</b>	Ask for each activity coded at LAPSED1 (cultural segment only)
<b>Question text</b>	How often did you <insert activity from <LAPSED1>?
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. At least once a week</li> <li>2. Less often than once a week but at least once a month</li> <li>3. Less often than once a month but at least 3 or 4 times a year</li> <li>4. At least once a year</li> <li>5. Less often than once a year</li> </ol>
<b>Notes</b>	(activity in LAPSED1 needs to be reworded to include in question)

<b>Question name</b>	<b>LAPSED2</b>
<b>Base</b>	(sports segment only)
<b>Question text</b>	And now thinking about sport, are there any sports which you USED TO DO regularly in your own time (this is to say, which you did at least once a month), which you no longer do?
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>-1. Don't know</li> </ol>
<b>Notes</b>	

I would now like to ask you some questions about why you may have stopped taking part in these activities.

*LSTAGE and LAPRSN asked for 1 randomly selected activity from those selected at LAPSED1 / 'Yes' at LAPSED2*

- *Participated in sports (from SPORT if select any)*

*From ACTIVE*

- *Been to an archive centre or record office*
- *Visited a place of historical interest*
- *Attended a creative, artistic, theatrical or musical event*
- *Spent time doing any creative, artistic, theatrical or musical activities*
- *Used a public library service*
- *Attended a museum or art gallery*

<b>Question name</b>	<b>LSTAGE</b>
<b>Variable name</b>	
<b>Base</b>	Ask for 1 randomly selected activity from those selected at LAPSED1 / if 'yes' at LAPSED2
<b>Question text</b>	<p><i>(If cultural activity selected)</i> So thinking about &lt;activity&gt; OR <i>(If sport selected)</i> So thinking about just one of those sports activities you no longer do...</p> <p>Did any of the following contribute to you stopping this? CODE ALL THAT APPLY</p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. You moved home</li> <li>2. You left school or university</li> <li>3. You [or your partner] changed jobs</li> <li>4. You [or your partner] retired</li> <li>5. You got engaged or married</li> <li>6. Separated from your partner</li> <li>7. You had your first child</li> <li>8. You had another child</li> <li>9. A death in the family</li> <li>10. Your children left home</li> <li>11. None of the above</li> </ol>

<b>Question name</b>	<b>LAPRSN</b>
<b>Base</b>	Ask for activity selected at LSTAGE
<b>Question text</b>	<p>And thinking about other reasons why you may have stopped, were any of the following important for you? INTERVIEWER: Prompt for level of importance</p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It became too expensive</li> <li>2. Other responsibilities took priority over it (e.g. childcare)</li> <li>3. It was an inconvenient time</li> <li>4. The location was inconvenient</li> <li>5. The facilities were poor</li> <li>6. The venue closed down</li> <li>7. I had trouble accessing the place where it was held</li> <li>8. I developed health problems</li> <li>9. I stopped/didn't enjoy the activity</li> <li>10. It didn't seem worth the effort</li> <li>11. There were other things I preferred to do in my leisure time</li> <li>12. It was too difficult</li> <li>13. I didn't feel I was good enough</li> <li>14. I felt out of place</li> <li>15. I was worried that I would get injured if I carried on doing it</li> <li>16. I was worried that my health would suffer if I carried on doing it</li> <li>17. Once I was out of practice, it was too hard to get back into it</li> <li>18. Once I stopped going, it was easier not to go again</li> </ol>

	<p>19. I didn't get on with the people there 20. Everyone I used to go with had given it up</p> <p>Very important Somewhat important Not at all important</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
Notes	<p><i>Items to be hidden by activity:</i></p> <p>1. Visit a place of historical interest - hide items 12, 13, 15, 16, 17, 19</p> <p>2. Attend a creative, artistic, theatrical or musical event - hide items 12, 13, 15, 16, 17</p> <p>3. Spend time doing any creative, artistic, theatrical or musical activities - hide items 15, 16</p> <p>4. Use a public library service - hide items 12, 13, 15, 16, 17</p> <p>5. Attend a museum or art gallery -hide items 12, 13, 15, 16, 17</p> <p>6. Go to an archive centre or record office - hide items 12, 13, 15, 16, 17</p> <p>6. Sport -Nothing hidden</p> <p>Randomise statements</p>

<b>Question name</b>	<b>LAPRSOTHER</b>
<b>Base</b>	Ask for activity selected at LSTAGE
<b>Question text</b>	Are there any other reasons why you have stopped [doing this activity]/[going to these kinds of place/events]?
	<b>INTERVIEWER: PROBE AS NECESSARY</b>
<b>Response codes</b>	Open ended
Notes	<i>Pilot only</i>

<b>Question name</b>	<b>NEVRSN</b>
<b>Base</b>	For cultural segment: Ask for one randomly selected activity from those NOT selected at LAPSED1
	For sports segment: Ask if "NO SPORT" selected at SPORT AND "NO" selected at LAPSED2
<b>Question text</b>	Thinking about [EACH ACTIVITY NOT SELECTED AT LAPSED1, or "sport" if "NO SPORT" selected at SPORT AND "NO" selected at LAPSED2], what things have prevented you from [participating in this activity]/[going to these kind of



	events/places]?
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. It seemed too expensive</li> <li>2. I had too many other responsibilities</li> <li>3. There are other things I prefer to do in my leisure time</li> <li>4. It seemed too difficult</li> <li>5. The time of the activity was inconvenient</li> <li>6. The location of the activity was inconvenient</li> <li>7. I felt I wouldn't fit in with everyone there</li> <li>8. The standard of facilities is poor</li> <li>9. There is a lack of facilities available</li> <li>10. I didn't feel I was healthy enough</li> <li>11. I was worried that I would get injured</li> <li>12. I was worried that my health would suffer if I did this</li> <li>13. It didn't seem worth the effort</li> <li>14. I was unsure of how to find out about it</li> <li>15. I wasn't sure of how to act in that environment</li> <li>16. It is against my culture/religion</li> <li>17. I do not have anyone to do it with</li> <li>18. It has never occurred to me until now</li> <li>19. I didn't think I'd enjoy it</li> <li>20. Other reason (please specify)</li> </ol> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<b>Notes</b>	<p><i>Items to be hidden by activity:</i></p> <ol style="list-style-type: none"> <li>1. Visit a place of historical interest - hide items 4, 11, 12</li> <li>2. Attend a creative, artistic, theatrical or musical event – hide items 4, 11, 12</li> <li>3. Spend time doing any creative, artistic, theatrical or musical activities - hide items 11, 12</li> <li>4. Use a public library service - hide items 4, 11, 12</li> <li>5. Attend a museum or art gallery - hide items 4, 11, 12</li> <li>6. Go to an archive centre or record office - hide items 11, 12, 13, 15, 16, 17</li> <li>7. Sport - Nothing hidden</li> </ol> <p><i>Randomise</i></p>

## LIFESTAGE PREFERENCES

<b>Question name</b>	<b>PREFERENCE</b>
<b>Base</b>	Ask of 1 in 2 respondents
<b>Question text</b>	Which of the following would you consider to be important when deciding to take up a new activity or commitment?

	Please select all that apply.
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Whether I can fit it into my schedule</li> <li>2. How much the activity will cost</li> <li>3. Family commitments (including childcare)</li> <li>4. How much I will enjoy the activity</li> <li>5. How easy/difficult the activity will be to learn</li> <li>6. Whether I have the health/fitness to participate</li> <li>7. How easy it is to get to/from the activity</li> <li>8. What other people will think of me for participating in this activity</li> <li>9. Whether I can participate in this activity with my family/children</li> <li>10. Whether my friends are also interested in this activity</li> <li>11. Whether my partner/spouse is also interested in this activity</li> <li>12. If the activity will provide me with skills or opportunities for my career</li> <li>13. Whether I can meet new people by doing this activity</li> <li>14. How relaxing the activity will be</li> <li>15. How much of a challenge the activity will present</li> </ol> <p>Important</p> <p>Not important</p> <p>Not sure [INT: Don't read out]</p>
<i>Notes</i>	<i>Rotate statement</i>

## DEMOGRAPHICS

<b>Question name</b>	<b>MARITAL</b>
<b>Variable name</b>	<b>MARITAL</b>
<b>Base</b>	All
<b>Question text</b>	And finally a few more questions about yourself. How would you describe your marital status?
<i>Amendments</i>	<i>None</i>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Single</li> <li>2. Married and living with wife/husband</li> <li>3. In a registered same-sex civil partnership and living with your partner</li> <li>4. Divorced</li> <li>5. Separated (not yet divorced)</li> <li>6. Widowed</li> <li>7. [spontaneous only] separated, but still legally in a same-sex civil partnership</li> <li>8. [spontaneous only] formerly a same sex-civil partner, the civil partnership now legally dissolved</li> <li>9. [spontaneous only] a surviving same-sex civil partner: his/her partner having since died</li> </ol>

	-1. Don't know -2. Refused
<i>Amendments</i>	<i>None</i>

<b>Question name</b>	<b>CHILDREN</b>
<b>Variable name</b>	<b>CHILDREN</b>
<b>Base</b>	All
<b>Question text</b>	How many children under the age of 16 are there living in your household?
<i>Amendments</i>	<i>None</i>
<b>Response codes</b>	1. None 2. 1 3. 2 4. 3 5. 4 6. 5 or more -1. Don't know -2. Refused
<i>Amendments</i>	<i>None</i>

<b>Question name</b>	<b>ETHNIC</b>
<b>Variable name</b>	<b>ETHNIC</b>
<b>Base</b>	All
<b>Question text</b>	What is your cultural background?
<i>Amendments</i>	<i>None</i>
<b>Response codes</b>	1. White 2. Black 3. Asian 4. Mixed 5. Other (specify) -1. Don't know -2. Refused.

<b>Question name</b>	<b>SOCIAL GRADE</b>
<b>Base</b>	All
<b>Question text</b>	Standard question text to determine social grade
<i>Amendments</i>	<i>None</i>
<b>Response codes</b>	A B C1 C2 D E Refused

**For pilot only:**

And finally, we would really welcome any comments on any questions that we've asked so that we can improve them; this could include any questions that you found difficult or any that you enjoyed. Do you have any comments?

INTERVIEWER: DO NOT PROMPT, PROBE FULLY AND RECORD MAIN POINTS

# Appendix 5 – Pilot questionnaire quotas

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Below is a table outlining the quotas for the telephone pilot survey. The quotas were designed to be nationally representative of the UK population.

Quota definition	Target	Interviews achieved
<b>Age</b>		
16-24	30	14
25-44	71	70
45-64	68	70
65+	40	34
<b>Total</b>	209	188
<b>Sex</b>		
Male	96	77
Female	115	111
<b>Total</b>	211	188

## Appendix 6 – Omnibus methodology

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BMRB interviewed 2,120 adults in August 2009. Respondents in Great Britain were interviewed as part of BMRB's face-to-face omnibus survey. Omnibus surveys are carried out on a continuous basis by BMRB and each omnibus questionnaire consists of a number of surveys on different topics submitted by a variety of clients. A typical omnibus interview lasts for an hour in total. Although the omnibus survey covers those aged 15 or over, for this particular project 15 year-olds were not asked the survey questions because the project's objective was to explore the barriers to participation in cultural and sporting activities amongst adults.

BMRB's omnibus survey sample is fully representative of the GB population thanks to its random location sampling technique. This is a single-stage sample design, taking as its universe Sample Units, a bespoke amalgamation of Output Areas (OA's – the basic building block used for output from the 2001 Census) in Great Britain. Sample Units have an average size of 300 households. OA's are grouped into Sample Units within ward and taking account of their ACORN<sup>21</sup> characteristics.

Quotas are applied requiring a certain number of interviews among men working full time and women working full time or part time. Quotas are also set for the following age groups: 15-34, 35-54, 55+.

Our random location sampling differs from conventional quota sampling in that the choice of location is taken from the hands of the interviewer. Instead of being given an area to work in, interviewers are provided with street lists with specific addresses. The use of ACORN strata ensures that all area types are correctly represented, making social class quotas unnecessary. The quota controls used are designed to correct for the variation in 'likelihood of being at home' between the different groups.

The omnibus survey covers only the British population, so for this survey an ad hoc boost of individuals in Northern Ireland was added to achieve a representative sample of UK adults.

The omnibus data are weighted to ensure that demographic profiles match those for all adults in United Kingdom aged 16 or over. A rim weighting technique is used in which target profiles are set for eight separate demographic variables. The computer system then allocates a weight to each individual such that the overall composition of the sample is balanced in terms of the targets set.

The actual weights applied thus vary slightly between surveys; precise figures for specific cases are available from BMRB if required.

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<sup>21</sup> ACORN is a tool used to identify and understand the UK population. ACORN classifies the entire population in terms of general lifestyle and demographic behaviour by way of their postcode.

## Target Weights Applied

Sex 1	%
Men	48.48
Women without children	32.83
Women with children	18.69

Sex 2	%
Men working full time	25.90
Men not working full time	22.58
Women working at all	24.20
Women not working at all	27.32

Age	Men (%)	Women (%)
16 - 24	7.56	7.27
25 - 34	7.87	7.91
35 - 44	9.31	9.49
45 - 54	7.95	8.13
55 - 64	7.19	7.47
65+	8.60	11.25

Social grade	Men (%)	Women (%)
AB	13.49	12.52
C1	13.47	15.97
C2	11.06	9.42
D	7.51	8.49
E	2.95	5.12

Region	%
Scotland	8.72
North West	10.83
North	5.26
Yorkshire and Humber	8.59
East Midlands	7.40
East Anglia	3.97
South East	19.50
Greater London	12.78
South West	8.78
Wales	5.08
West Midlands	9.09

(Source of profile data: BMRB Target Group Index, 2007 and NRS, 2007)

# Appendix 7 – Omnibus questionnaire

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## Introduction

I would now like to ask you about activities that you may do in your own time or for the purposes of voluntary work.

<b>Question name</b>	<b>ACTGEN</b>
<b>Base</b>	Ask all
<b>Question text</b>	<p>INTERVIEWER NOTE: PASS WHITE SORT BOARD AND WHITE SHUFFLE PACK TO RESPONDENT</p> <p>These cards show some opinions that people have expressed about taking part in and going to different types of cultural activities and taking part in sport.</p> <p>Please sort them onto this board to show me how much you agree or disagree with them.</p>
<b>Response codes</b>	<ul style="list-style-type: none"> <li>• If I'm interested I will do the activity whatever the cost</li> <li>• It can be difficult to get motivated to try new things</li> <li>• I feel confident that I can pick up a new skill or activity quickly</li> <li>• I'm more likely to take up a new activity if I can participate in it with my family or children</li> <li>• I'm more likely to take up a new activity if my friends are involved in it</li> <li>• I'm not really interested in doing an activity if none of my friends do it</li> <li>• My friends would find it strange if I suddenly got involved in something like that</li> <li>• I am uncomfortable having to mix with strangers</li> </ul> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>



**ROTATE CULTURAL ATTITUDINAL SECTION AND SPORT ATTITUDINAL  
CULTURAL ATTITUDINAL SECTION (ACTIVE / ACTCULT)**

<b>Question name</b>	<b>ACTIVE</b>
<b>Base</b>	Ask all
<b>Question text</b>	In the last 12 months have you done any of the following in your own time or for the purposes of voluntary work?  CODE ALL THAT APPLY
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Attended a creative, artistic, theatrical or musical event</li> <li>2. Spent time doing any creative, artistic, theatrical or musical activities</li> <li>3. Attended a museum or art gallery</li> <li>4. Visited a place of historical interest</li> <li>5. Been to an archive centre or record office</li> <li>6. Used a public library service</li> <li>7. None of these things</li> </ol>
<i>Notes</i>	<i>Randomise list of activities</i>

<b>Question name</b>	<b>ACTCULT</b>
<b>Base</b>	Ask all
<b>Question text</b>	<p>INTERVIEWER NOTE: PASS WHITE SORT BOARD AND BLUE SHUFFLE PACK TO RESPONDENT</p> <p>These cards show some opinions that people have expressed about taking part in these types of activities.</p> <p>Please sort them onto this board to show me how much you agree or disagree with them.</p> <p>INT: IF NECESSARY, REMIND RESPONDENT OF TYPES OF ACTIVITIES LISTED IN PREVIOUS QUESTION</p>
<b>Response codes</b>	<ul style="list-style-type: none"> <li>• There are lots of opportunities to get involved in cultural activities if I want to</li> <li>• I'd like to be involved with the arts but I don't know where to start</li> <li>• I enjoy taking part in new cultural activities</li> <li>• I enjoy learning about the history of places I visit</li> <li>• I get a buzz out of performing or creating something artistically</li> <li>• It's difficult to know how to behave in museums or art galleries</li> <li>• Cultural activities are only for certain types of people</li> <li>• I feel out of my depth at certain cultural events and activities</li> <li>• History and culture are important to me</li> <li>• You can only enjoy some cultural activities if you were brought up that way by your parents</li> <li>• My parents influenced my interest in cultural events and</li> </ul>

	<p>activities</p> <ul style="list-style-type: none"> <li>Public libraries are only for certain types of people</li> </ul> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
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**SPORT ATTITUDINAL SECTION (SPORT / ACTSPORT)**

<b>Question name</b>	<b>SPORT</b>
<b>Base</b>	Ask all
<b>Question text</b>	<p>Have you taken part in any of the following sport or recreational activities in the last 12 months?</p> <p>CODE ALL THAT APPLY</p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>Swimming</li> <li>Cycling</li> <li>Jogging or running</li> <li>Gym or other keep-fit activities</li> <li>Football</li> <li>Tennis</li> <li>Cricket</li> <li>Golf</li> <li>Other type of sport</li> <li>No sports</li> </ol>

<b>Question name</b>	<b>ACTSPORT</b>
<b>Base</b>	Ask all
<b>Question text</b>	<p>INTERVIEWER NOTE: PASS WHITE SORT BOARD AND GREEN SHUFFLE PACK TO RESPONDENT</p> <p>These cards show some opinions that people have expressed about taking part in sport.</p> <p>Please sort them onto this board to show me how much you agree or disagree with them.</p>
<b>Response codes</b>	<ul style="list-style-type: none"> <li>Competing in sports makes me who I am</li> <li>I get self-conscious about trying out new sports</li> <li>I'm worried about injuring myself if I play sport</li> <li>There are lots of opportunities to get involved in sport if I want to</li> <li>My parents influenced how involved I am in sport</li> </ul>

	<ul style="list-style-type: none"> <li>Competitive sports were never that important to me when I was growing up</li> <li>It's important that my friends are interested in the same sports as me</li> </ul> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<i>Notes</i>	<i>Codes 1 and 7 should be hidden if "no sports" selected at SPORT</i>

We would like to find out how YOU make decisions about whether or not to do an activity. Please let me know which of the two statements is more true for you. So firstly...

<b>Question name</b>	<b>CONFIDENCE</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you? When it comes to new activities...
<b>Response codes</b>	<ol style="list-style-type: none"> <li>I like having a go, even if everyone else around me seems to know more than me, OR</li> <li>Sometimes having a go is just too daunting when everyone else obviously knows more</li> </ol> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<i>Notes</i>	<i>Single code only</i>

<b>Question name</b>	<b>RELIANCE</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you? If I try something out and enjoy it...
<b>Response codes</b>	<ol style="list-style-type: none"> <li>I might have another go if the opportunity comes round OR</li> <li>I'll arrange to do it again</li> </ol> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<i>Notes</i>	<i>Single code only</i>

<b>Question name</b>	<b>EFFICACY</b>
<b>Base</b>	All
<b>Question text</b>	Which would you say is more true for you? The energy and commitment it takes to get good at something...
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Can be such a struggle, I sometimes wonder whether it's worth the bother, OR</li> <li>2. Isn't easy, but usually ends up being fun and rewarding</li> </ol> <p>Don't know [INTERVIEWER: DO NOT READ OUT. PROBE, AND ONLY SELECT THIS OPTION IF ABSOLUTELY NECESSARY]</p>
<i>Notes</i>	<i>Single code only</i>

## LIFESTAGE PREFERENCES

<b>Question name</b>	<b>PREFERENCE</b>
<b>Base</b>	Ask all
<b>Question text</b>	<p>INTERVIEWER NOTE: PASS YELLOW SORT BOARD AND YELLOW SHUFFLE PACK TO RESPONDENT</p> <p>These cards show some things that people have said they might consider when deciding to take up a new activity.</p> <p>Please sort them onto this board to show me which of them you consider to be important, which of them you consider to be not important, and any you are not sure about.</p>
<b>Response codes</b>	<ol style="list-style-type: none"> <li>1. Whether I can fit it into my schedule</li> <li>2. How much the activity will cost</li> <li>3. Family commitments (including childcare)</li> <li>4. How much I will enjoy the activity</li> <li>5. How easy/difficult the activity will be to learn</li> <li>6. Whether I have the health/fitness to participate</li> <li>7. How easy it is to get to/from the activity</li> <li>8. What other people will think of me for participating in this activity</li> <li>9. Whether I can participate in this activity with my family/children</li> <li>10. Whether my friends are also interested in this activity</li> <li>11. Whether my partner/spouse is also interested in this activity</li> <li>12. If the activity will provide me with skills or opportunities for my career</li> <li>13. Whether I can meet new people by doing this activity</li> <li>14. How relaxing the activity will be</li> <li>15. How much of a challenge the activity will present</li> </ol> <p>Important</p> <p>Not important</p> <p>Not sure</p>

## LAPSED VS “NEVERS”

<b>Question name</b>	<b>LAPSED1</b>
<b>Base</b>	All those who DID NOT select ALL codes at ACTIVE or who selected “no sports” at SPORT
<b>Question text</b>	Earlier you said you haven’t done certain activities in the last 12 months. Just thinking about activities done in your own-time or for the purposes of voluntary work, have you <b>ever</b> .... INTERVIEWER READ OUT LIST AND CODE ALL THAT APPLY
<b>Response codes</b>	(use list of responses not selected at ACTIVE, and “taken part in any sport or recreational activities” for SPORT)
<i>Notes</i>	<i>Note for Omnibus: Expect 95% of respondents to get this question</i>

<b>Question name</b>	<b>LAPSFREQ1</b>
<b>Base</b>	Ask for each activity coded at LAPSED1 (except Archives)
<b>Question text</b>	Thinking about the time when you used to <insert activity>, did you take part/go <insert participation threshold>?
<b>Response codes</b>	1. Yes 2. No  Don’t know (DO NOT READ OUT)
<i>Notes</i>	<i>Note for Omnibus:</i> <i>Expect 50% of respondents to get this question for Arts Participation; 40% for Arts Attendance; 55% for library; 55% for museums and 30% for sport.</i>  <i>Participation threshold to use for text replacement:</i>  - <i>Attended a creative, artistic, theatrical or musical event – “at least 3 to 4 times a year”</i> - <i>Spent time doing any creative, artistic, theatrical or musical activities – “at least once a month”</i> - <i>Attended a museum or art gallery – “at least one to two times a year”</i> - <i>Visited a place of historical interest – “at least one to two times a year”</i> - <i>Use a public library service – “at least three to four times a year”</i> - <i>Taken part in any sport or recreational activities – “at least once a month (during season if applicable)”</i>

<b>Question name</b>	<b>LAPSFREQ2</b>
<b>Base</b>	Ask if “archives” selected at LAPSED1

<b>Question text</b>	You said that you've visited an archive centre or record office at some point in the past. Do you intend to visit it again in the future?
<b>Response codes</b>	1. Yes 2. No 3. Maybe Don't know (Don't read out)
<b>Notes</b>	<i>Not for Omnibus: Expect 5% of respondents to get this question</i>

<b>Question name</b>	<b>LAPSWHEN</b>
<b>Base</b>	Ask for each activity if "yes" for LAPSFREQ1 or "no" at LAPSFREQ2
	How long is it since you have <insert activity> <insert participation threshold>?  INTERVIEWER: Enter respondent's closest estimate
<b>Response codes</b>	1. 1 to 5 years ago 2. 6 to 10 years ago 3. 11 to 15 years ago 4. 16 to 20 years ago 5. 21 to 25 years ago 6. 26 to 30 years ago 7. 31 to 35 years ago 8. 36 to 40 years ago 9. 41 to 45 years ago 10. 46 to 50 years ago 11. Over 50 years ago  Don't know (Don't read out)

# Appendix 8 – Omnibus survey data: factor analysis

	Perception of elitism	Self consciousness	Drive / proactivity	Historical interest	Importance of participation with others	Stimulation by arts	Influence by parents
Cultural activities are only for certain types of people	.756						
It's difficult to know how to behave in museums or art galleries	.746						
Public libraries are only for certain types of people	.728						
You can only enjoy some cultural activities if you were brought up that way by your parents	.710						
I feel out of my depth at certain cultural events and activities	.653						
I'd like to be involved with the arts but I don't know where to start	.579						
I'm not really interested in doing an activity if none of my friends do it	.541				.409		
I am uncomfortable having to mix with strangers	.501						
My friends would find it strange if I suddenly got involved in something like that	.496						
It can be difficult to get motivated to try new things	.402						
It's important that my friends are interested in the same sports as me							

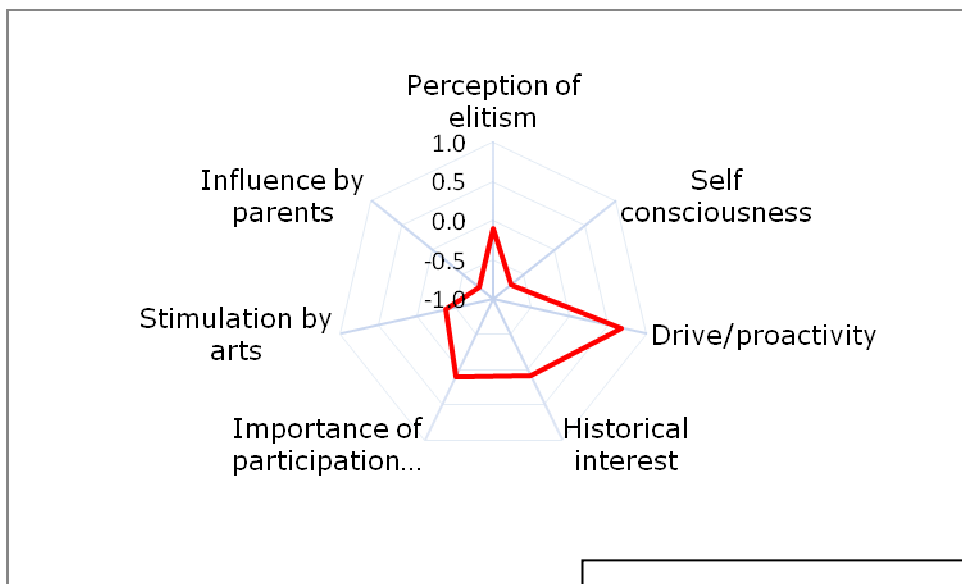




interest in cultural events and activities							
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# Appendix 9 – Omnibus survey data: cluster analysis

## Group A – Base: 447 – 21%



	Index	%	All (%)
<b>Sex</b>			
Male	125	60.4	48.5
Female	77	39.6	51.5
<b>Age</b>			
16-24	100	14.8	14.8
25-34	88	13.9	15.8
35-44	124	23.3	18.8
45-54	100	16.1	16.1
55-64	91	13.2	14.6
65+	94	18.7	19.9
<b>Social grade</b>			
AB	93	24.1	26.0
C1	114	33.6	29.4
C2	106	21.8	20.5
D	85	13.7	16.0
E	85	6.8	8.1
<b>Sport</b>			
Any Sport	113	83.2	73.5
Golf	150	16.2	10.8
Cricket	121	6.2	5.2
Football	150	23.5	15.7
Gym/keep fit	124	37.0	29.9
Cycling	110	30.0	27.4
Jogging	113	27.2	24.1

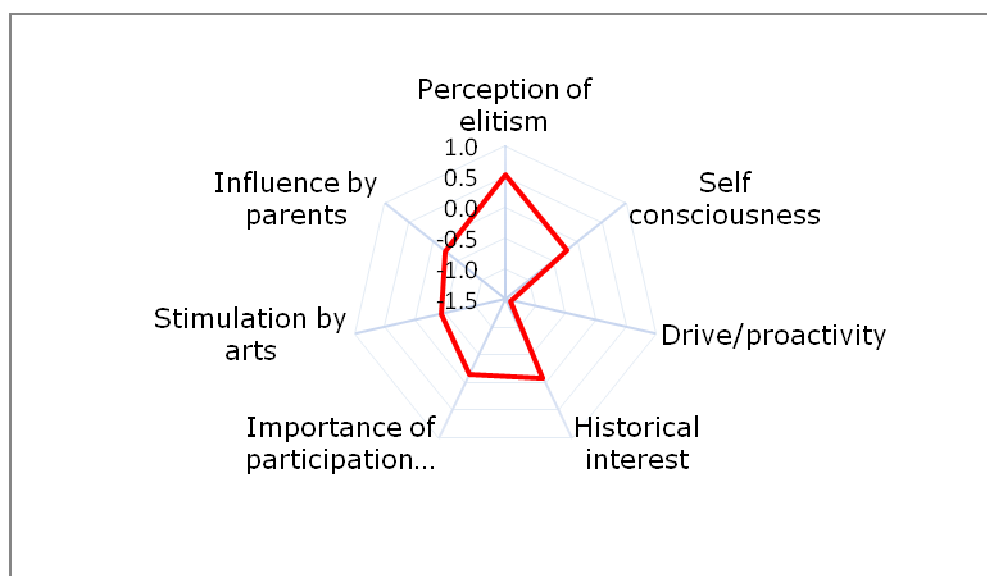
This group are fairly sporty, but get involved in fewer arts and cultural activities.

They are interested in most sports, including team and individual activities.

These are more likely to be Male or C1C2s, or late 30s-mid 40s.

They are keen to get involved in activities, so may benefit from being targeted as a way of getting them to try something new.

Art and Culture	Index	%	All (%)
Attended a creative, artistic, theatrical or musical event	91	36.9	40.5
Spent time doing creative, artistic, theatrical or music	66	18.1	27.4
Attended a museum or art gallery	83	35.1	42.3
Visited a place of historical interest	100	50.4	50.4
Been to an archive centre or record office	92	6.9	7.5
Used a public library service	85	37.0	43.4

**Group B - Base: 326 – 15%**


	Index	%	Average (%)
<b>Sex</b>			
Male	93	45.2	48.5
Female	106	54.8	51.5
<b>Age</b>			
16-24	67	9.9	14.8
25-34	83	13.1	15.8
35-44	73	13.7	18.8
45-54	106	17.1	16.1
55-64	74	10.8	14.6
65+	178	35.3	19.9
<b>Social grade</b>			
AB	61	16.0	26.0
C1	69	20.2	29.4
C2	132	27.1	20.5
D	145	23.2	16.0
E	168	13.6	8.1
<b>Sport</b>			
Any Sport	70	51.2	73.5
Golf	64	6.9	10.8
Cricket	10	0.5	5.2
Football	57	8.9	15.7
Gym/keep fit	58	17.2	29.9
Cycling	58	15.9	27.4
Jogging	57	13.8	24.1
Swimming	55	25.5	45.9

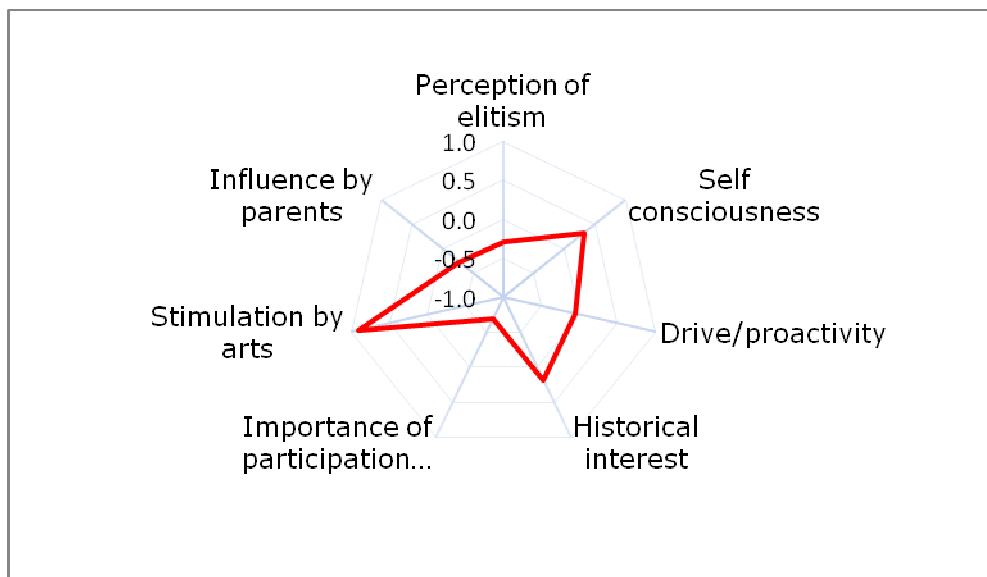
This group don't have much interest in sport or culture. They are less likely to part in events, and indicate little desire to take part.

They have stronger perceptions of elitism among activities, and index very low on statements related to drive and pro-activity.

They are more likely to be over 65, or to be from C2DE, and slightly more likely to be female.

They are more likely to be uncomfortable mixing with strangers, and feel that getting involved is a struggle.

	Index	%	Average (%)
Attended a creative, artistic, theatrical or musical event	58	23.7	40.5
Spent time doing creative, artistic, theatrical or music	69	18.8	27.4
Attended a museum or art gallery	69	29.1	42.3
Visited a place of historical interest	67	33.7	50.4
Been to an archive centre or record office	44	3.3	7.5
Used a public library service	66	28.6	43.4

**Group C – 448 – 21%**

	Index	%	All (%)
<b>Sex</b>			
Male	84	40.8	48.5
Female	115	59.2	51.5
<b>Age</b>			
16-24	111	16.5	14.8
25-34	85	13.4	15.8
35-44	86	16.1	18.8
45-54	106	17.1	16.1
55-64	141	20.6	14.6
65+	82	16.3	19.9
<b>Social grade</b>			
AB	133	34.7	26.0
C1	111	32.7	29.4
C2	82	16.9	20.5
D	66	10.5	16.0
E	65	5.2	8.1
<b>Sport</b>			
Any Sport	107	78.7	73.5
Golf	60	6.5	10.8
Cricket	84	4.3	5.2
Football	66	10.3	15.7
Gym/keep fit	115	34.4	29.9
Cycling	110	30.2	27.4
Jogging	103	24.9	24.1

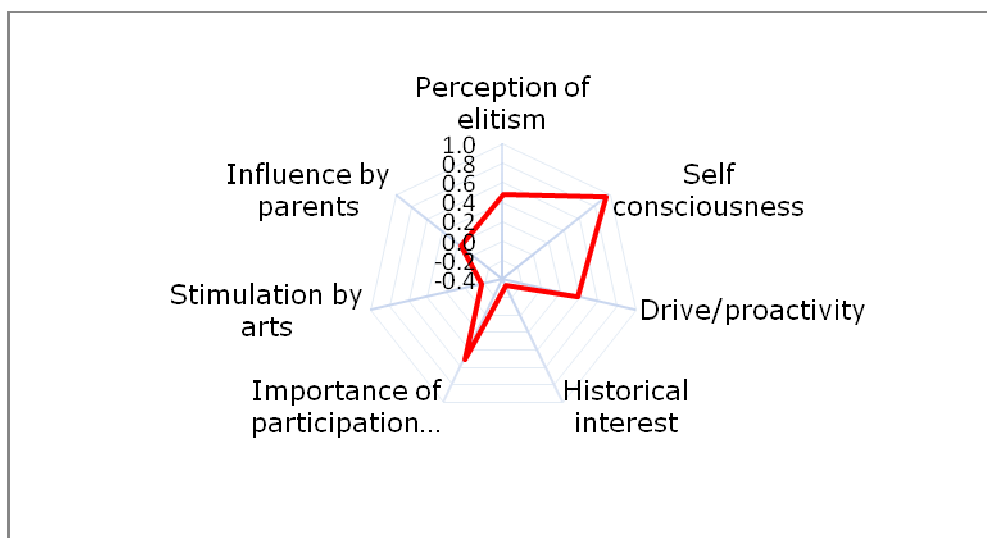
This group is interested in the arts, and history. They are less likely to place importance on participating with other. They are more likely to do activities such as swimming and going to the gym/keep fit.

They are more likely than others to have participated in art and cultural activities.

This group could be encouraged to participate in more sporting activities, perhaps lower impact. Time is less of an issue for this group.

	Index	%	All (%)
<b>Attended a creative, artistic, theatrical or musical event</b>	147	0.4	0.5
<b>Spent time doing creative, artistic, theatrical or music</b>	179	9.0	7.4
<b>Attended a museum or art gallery</b>	43	0.3	2.3
<b>Visited a place of historical interest</b>	128	64.6	0.4
<b>Been to an archive centre or record office</b>	155	11.7	7.5
<b>Used a public library service</b>	136	58.9	43.4

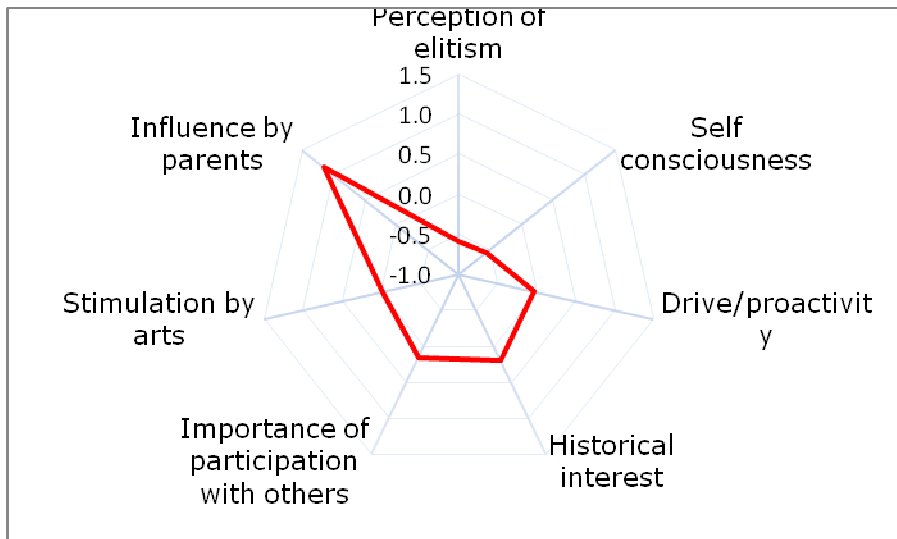
**Group D – 496 – 23%**



	Index	%	All (%)
<b>Sex</b>			
Male	85	41.2	48.5
Female	114	58.8	51.5
<b>Age</b>			
16-24	107	15.9	14.8
25-34	119	18.8	15.8
35-44	99	18.7	18.8
45-54	100	16.1	16.1
55-64	88	12.9	14.6
65+	89	17.6	19.9
<b>Social grade</b>			
AB	60	15.6	26.0
C1	90	26.6	29.4
C2	109	22.2	20.5
D	152	24.4	16.0
E	138	11.2	8.1
<b>Sport</b>			
Any Sport	87	64.0	73.5
Golf	51	5.5	10.8
Cricket	54	2.8	5.2
Football	66	10.4	15.7
Gym/keep fit	67	20.2	29.9
Cycling	60	16.4	27.4
Jogging	62	14.9%	24.1%
Swimming	79	36.4%	45.9%

This group are less likely to participate in sport or cultural activities. They are more self conscious than others related to a slightly higher perception of elitism. They place more importance on participating with others, and would be more likely to take part when friends or family do the activity. They are more likely to be female, and have children. This group could be influenced by family focussed and sociable activities.

	Index	%	All (%)
Attended a creative, artistic, theatrical or musical event	65	26.5	40.5
Spent time doing creative, artistic, theatrical or music	65	17.7	27.4
Attended a museum or art gallery	72	30.6	42.3
Visited a place of historical interest	75	37.9	50.4
Been to an archive centre or record office	85	6.4	7.5
Used a public library service	90	39.1	43.4

**Group E – 404 – 19%**

	Index	%	All (%)
<b>Sex</b>			
Male	114	55.5	48.5
Female	86	44.5	51.5
<b>Age</b>			
16-24	106	5.7	14.8
25-34	121	9.1	5.8
35-44	112	21.1	18.8
45-54	88	14.2	16.1
55-64	100	14.7	14.6
65+	77	15.2	19.9
<b>Social grade</b>			
AB	151	39.3	26.0
C1	109	32.0	29.4
C2	76	15.6	20.5
D	54	8.7	16.0
E	54	4.3	8.1
<b>Sport</b>			
Any Sport	118	86.8	73.5
Golf	178	19.1	10.8
Cricket	224	11.5	5.2
Football	159	25.0	15.7
Gym/keep fit	132	39.4	29.9
Cycling	161	44.1	27.4
Jogging	164	39.6	24.1
Swimming	129	59.1	45.9

This group are more likely to participate in sports and cultural activities. They are more likely to be AB or Male, and are also more likely than average to be 25 – 44. They are involved in a range of individual and team sports, and are more likely to have participated in cultural activities. They are also more likely to have been influenced by their parents.

This group should be encouraged to maintain levels of participation.

	Index	%	All (%)
Attended a creative, artistic, theatrical or musical event	134	4.3	40.5
Spent time doing creative, artistic, theatrical or music	118	32.4	27.4
Attended a museum or art gallery	131	55.2	42.3
Visited a place of historical interest	126	63.6	50.4
Been to an archive centre or record office	110	8.3	7.5
Used a public library service	116	50.2	43.4



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