

Arts Council England

Youth consultation

June 2017

Produced for Arts Council England by Sound Connections



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1. Executive summary

Introduction

- Work with children and young people is a key element of Arts Council England's (ACE) ten-year strategy.
- Darren Henley, CEO, recently announced a '25 Year Creative Talent Plan' – an opportunity to learn more about the nature of arts and cultural activities that are meaningful to children and young people and understand barriers to their participation.
- To ensure that young people have a voice in the development of the plan, ACE commissioned Sound Connections to facilitate consultation with 7 to 25 year olds.
- Throughout May and June 2017, Sound Connections met with **186** young people across **nine roundtable meetings** representing a wide range of ages, broad geographic reach and spectrum of arts engagement. Each roundtable was set up with partners known to have existing relationships with young people.
- A total of **778 young people** aged 7 to 25 years, completed the **online surveys**. The surveys were available in two formats targeting different age groups.

Findings

- **How do young people perceive arts and culture?**
 - Young people place significant importance on arts and culture for individual wellbeing. Arts and culture is an outlet for personal expression; a form of escapism, a means to collaborate with others and a way of expressing individuality.
 - Arts and culture is a form of identity and a vehicle for celebrating and understanding other cultures.
 - Understanding of the language around 'arts' is stronger and more coherent than 'culture' – which has wider connotations.
 - Young people recognise traditional art forms such as dance, music and theatre, but their translation extends to also mean less 'traditional' activities including makeup, vlogging and social media.
- **What activity do young people enjoy participating in and how do they access arts and culture?**
 - Young people aged 7-25 years old favour film, music and theatre above all other arts forms.
 - Young people place equal importance on making art at home and are committed to creating and sharing their art. 60% of young people aged 11-25 years old use social media to access and share art.
 - Young people in rural locations primarily access art and culture through their school and localised settings. Young people in urban locations are aware of a wider geographical cultural offer but do not necessarily access the offer.
 - The influence of family is vital as a first introduction to arts and culture. Family support and behaviours can positively and negatively affect young people's ongoing engagement.
 - Progression and sustained engagement comes from opportunities to participate. Access to arts and culture, and active participation, as opposed to just witnessing, results in longer lasting impact.
- **Is arts and culture important and relevant to young people?**
 - 35% of young people feel that arts and culture is of the greatest importance.
 - Institutional behaviour and practise can impact the relevance of the art. Young people fail to recognise themselves in the people working in and representing these organisations.
 - There is a separation between young people's aspirations to participate and a feeling that it lacks relevance to them.

- **What are the existing barriers to engagement and what is needed to engage young people in arts and culture?**
 - Practical barriers to engagement include time, money, travel, transport and lack of information. Physical access and funding is also a factor. Limited professional development opportunities and a lack of support transitioning from education into the workforce is a barrier.
 - Personal barriers to engagement include a lack of self-worth and self-confidence. Wider societal perception of some art forms, and a lack of visible arts in certain communities, reinforces the impression that arts are 'not widely accepted'. This creates a barrier.
 - Young people need:
 - Support in overcoming fears and lack of self-confidence to access new activity
 - Increased provision
 - Improved communications – particularly through social media
 - Funding and investment
 - Professional development opportunities
 - Wider advocacy for the value of arts and culture
 - Wider advocacy for the value of working in creative industries

Considerations

- Young people place great importance on arts and culture for individual wellbeing and personal expression, and recognise its potential to understand other cultures. Young people often lack self-esteem and confidence to participate beyond the 'safety' of school boundaries, and leaving education can negatively impact young people's engagement. We must consider further how to bridge this gap.
- Sharing and accessing art via social media is vitally important to young people and opportunities to pique young people's interest in arts and culture, via social media, should further be explored.
- Understanding of young people's engagement and access points needs further exploration. We must recognise young people's 'everyday participation' in *their* arts and culture' through social media, the internet and TV, and re-evaluate what we mean by 'super served' and 'disengaged'.
- We must offer young people opportunities to access and participate in arts and culture through multiple facets and consider the potential role of school settings in this context.
- Positive and proactive relationships with parents are vital if we are to ensure young people's long-term participation and engagement in arts and culture.
- We must continue to widen contacts and broker relationships with partners outside of our sector including, but not limited to, sport, health, young carers and youth service. Additional consultancy with young people with special education needs and disabilities and young people under the age of five years old should be explored further.

2. Introduction

Work with children and young people is a key element of Arts Council England (ACE) ten-year strategy, achieving great art and culture for everyone. The ambition outlined in the strategy is that every child should have the opportunity to create, participate in and experience a diverse range of high quality arts and cultural activities.

To help realise this vision, Darren Henley, CEO of ACE, recently announced a '25yr Creative Talent Plan'. The plan is an opportunity to learn more about the nature of arts and cultural activities that are meaningful to children and young people throughout the first twenty-five years of their lives and to understand any barriers to their participation. Listening to young people and understanding their motivations to engage with arts and culture is central to this work. This research, undertaken by Sound Connections (SC) was commissioned to capture the views of young people across England and feed these into the plan as it develops.

3. Brief and methodology

The brief

In March 2017, ACE commissioned SC to consult with children and young people (under 25) in order to inform thinking around the creation of the '25 Year Creative Talent Plan'. The aim of the consultation was for ACE to:

- Improve understanding of how young people perceive arts and culture
- Improve understanding of how young people access arts and culture
- Identify existing barriers to engagement
- Improve understanding as to whether young people perceive arts and culture as something important and/or relevant to them
- Improve understanding around what is needed to engage young people in arts and cultural activity
- Understand what issues need addressing to facilitate the engagement of the least engaged young people

In order to authentically understand the needs of the broadest demographic, it was vital that the consultation reached a diverse group of children and young people and the following factors were considered throughout:

- Geographic range – consultation to take place within both urban and rural locations, across all ACE regions
- Ages – consultation with a wide range of ages, from 7-25 years
- Settings – consultation must engage with a range of settings e.g. primary schools, secondary schools, youth groups, cultural and heritage organisations etc.
- Be inclusive
- Consider a spectrum of engagement with traditional arts and cultural provision – super served through to disengaged
- Involve other sectors – e.g. health, sport and education

Methodology

After initial discussions with ACE, SC developed a mixed methodological approach:

- **Roundtable meetings:** Nine roundtable meetings were facilitated pan-England. Due to the limited timeframe, each roundtable was set up with partners known to have existing relationships with young people. *A comprehensive list of partner involvement can be found in Appendix D. Full write ups of the roundtable meetings can be found in Appendix A.*
- **Online surveys:** In consultation with ACE, two online surveys were created targeting two age groups: 7-11 year olds, and 11-25 year olds. The surveys combined compulsory quantitative questioning, alongside voluntary qualitative questioning. *Survey questions can be found in Appendix B. Full data sets are available via the online links listed in Appendix B.*

4. Ethics and values

It was vitally important for Sound Connections to be mindful of ethics and values when working in youth consultation. Aligning with ACE's own Quality Principles, the approach was authentic, positive and inclusive. In the facilitation of the roundtables, SC staff actively involved children and young people and developed belonging and ownership of the conversation. In correspondence with partners, SC ensured that staff understood the context of the work, outlined the approach and sent workshop plans ahead of time to enable staff to fully brief and prepare participants.

Of equal importance was a commitment to 'close the circle', and a promise to share findings with all children and young people involved in the consultation. An accessible summary document for young people, found in Appendix C, has been circulated to all participants, collating the findings and confirming how participants' opinions and ideas will be incorporated and acted upon.

Fundamental to the process was the involvement of young facilitators in all roundtable meetings. Supported by SC Wired4Music Producer, young facilitators (all 16-25 years old from Wired4Music) co-facilitated the roundtable meetings. This activity provided co-facilitators the opportunity to develop skills in leadership, confidence in facilitation and practical experience of working in an arts environment. It also bridged the gap between participants and facilitators and offered roundtable participants role models from an arts profession. All co-facilitators were paid at a London Living Wage hourly rate.

5. Consultancy participants

5.1 Roundtable meeting participants

Over a period of 5 weeks (10 April – 12 May 2017), SC facilitated nine roundtable meetings with children and young people from across England. Each roundtable meeting lasted approximately 1.5hrs. Over the course of the activity, SC met with a total of 186 young people aged 7-25 years old. A summary of the roundtable meetings is illustrated below:

| Locality | Participants | Number of participants | Age | Location: Urban – suburban – rural | Engagement with arts and culture provision ¹ : Super served – some engagement – disengaged | Sector |
|-------------------------------|--|------------------------|-------|---|---|---------------|
| London | Wired4Music – London’s network of people aged 16-25 interested in music, run by Sound Connections. | 13 | 16-25 | Urban | Super served/some engagement | Music |
| West Midlands – Herefordshire | Eardisley Church of England Primary School – A small primary school on the Welsh borders. Some engagement with Arts Connect. | 14 | 6-11 | Rural | Some engagement/disengaged | Education |
| North West – Preston | Young Associates – A group of emerging arts professionals from across the North West, led by Curious Minds. | 10 | 16-25 | Urban/rural | Super served/some engagement | Arts |
| North East – Durham | Shotton Community Group – A one off session. Young people recruited via East Durham Creates and existing young club attendees | 20 | 9-16 | Urban | Super served/disengaged | Youth Service |
| Yorkshire and Humber – Leeds | Swarcliffe Youth Club – A youth club that meets regularly on the outskirts of Leeds. Introduced via Cape UK and Leeds City Council Voice Influence and Change Team. | 14 | 11-16 | Suburban | Some engagement | Youth Service |
| East – Essex | Helena Romanes School – Comprehensive Secondary School. Introduced via Essex Music Service. | 60 | 11-12 | Suburban | Some engagement/disengaged | Education |
| South West – Exmouth | RAF Cadets Troop – A group of young people that meet regularly to participate in RAF Cadet training. Introduced via Take Art, South West. | 15 | 12-16 | Urban | Some engagement/disengaged | Sport |
| South East – Canterbury | Arts31 – An existing youth arts forum, led by Gulbenkian. | 10 | 15-21 | Urban | Super served/some engagement | Arts |
| East Midlands – Chesterfield | Barrow Hill Primary School – A small primary school (just over 70 children on roll). Introduced via The Mighty Creatives. | 30 | 7-11 | Rural | Some engagement/disengaged | Education |

¹ Levels of arts and cultural engagement were defined by facilitators and partners following interaction with young people and are therefore subjective. For the purposes of this document, ‘super served’ is defined as: regular, sustained interaction across multiple arts and cultural provision; ‘some engagement’ is defined as irregular, ad-hoc interaction with arts and cultural provision; ‘disengaged’ is defined as limited, or no engagement, no knowledge or understanding of arts and cultural provision.

The geographic range can be illustrated on the following infographic:



5.2 Survey participants

Two online surveys were created targeting two different age groups, 7-11 years old and 11-25 years old. The surveys were circulated via partners and disseminated to young people across England via email, social media – Facebook, twitter, and in person, as part of a workshop. (See Section 6 for partner write up). Anecdotally we learned that in some cases the survey was completed as part of a lesson at school, or during a youth club meeting. Some young people completed the survey independently, and others, particularly those aged 7-11 years old, completed the survey with support from a parent, teacher or adult.

The survey was available online for participants to complete from 20 April – 17 May and final completion figures are as follows:

| Survey | Total participants | % completed compulsory questions |
|------------|--------------------|----------------------------------|
| 7-11 years | 124 | 77% |

| Survey | Total participants | % completed compulsory questions | Age groups | % completion |
|-------------|--------------------|----------------------------------|-------------|--------------|
| 11-25 years | 654 | 58% | 11-14 years | 38% |
| | | | 14-16 years | 25% |
| | | | 16-18 years | 17% |
| | | | 18-25 years | 20% |

All quantitative questions were compulsory. Qualitative questions were voluntary.

6. Partners

Given the limited timescale, roundtable meeting activity and dissemination of the surveys, was set up in partnership with organisations who had existing relationships with young people. These partners included Cultural Education Partnerships (CEPs) organisations, Bridge Organisations, National Portfolio Organisations, Local Authorities, County Councils and venues and organisations familiar to SC e.g. Youth Music Funded organisations and Music Education Hubs. A full list of partners involved in the consultation can be found in Appendix D.

7. Findings

For the purpose of this report, roundtable meeting and survey findings have been collated and respond directly to the aims of the consultancy as set out on p.5.

7.1 How do young people perceive arts and culture?

Personal responses

When we asked the question, “[What does arts and culture mean to you?](#)” young people across both online surveys and roundtable meetings expressed an **overwhelming personal response**. Rather than describe practical examples of arts activity, responses focused on how **arts and culture makes them feel, and the role it has played in their lives**.

Participants speak about arts and culture as an **outlet for expression**:

“Everything. It's the only way, as a young person, I can express myself. It's taught me so much about the confusing world we live in.”

“Music, enjoyment, togetherness, tolerance, acceptance, expression, education.”

“It is an opportunity to be part of something that is much bigger than what we, as individuals, can sometimes perceive ourselves to be.”

For young people, arts and culture is also a form of **escapism, a means to collaborate with others** and a way of **expressing individuality**. Several young people spoke about arts and culture as a tool for **relaxing** and helping to **improve their mental health**:

“I enjoy many types of art and culture, including dance, art and music. It is something I do every day which relaxes you. It makes me happy and takes my mind off certain things.”

“They mean a lot to me and help me express my mind and emotions.”

“It is a way for me to express my feelings without hurting others.”

“A way to destress and feel free.”

Young people speak about art and culture as a form of **identity**, personally, but also as a vehicle for celebrating and **learning about their own cities and communities, and cultures different to their own**.

“The activities and historic artistic practices that take place across the country are unique to our national identity.”

“Arts and culture means a lot to me as it is a very important part of my life. Especially being from Croydon where there is such a range of different cultures I love being able to express myself and learn about others through music, art and literature.”

“As someone who lives in a very diverse area of London - arts and culture mean a great deal to me. If you know more about art and culture then you're more likely to be accepting and understanding of other people's cultures.”

“Arts and culture is a way to better understand everyone around you in the community, as well as a great way to enjoy yourself in your free time.”

For some young people, particularly those younger children (7-11 years old) there was some confusion around the word **'culture'**. Many young people described 'culture' as faith, race, origin, ethnicity and even food, as opposed to music, dance, literature etc. Generally it can be said that 'arts', as a concept, seems to resonate as a stronger term in this context, than 'culture'.

"I see arts and culture as two separate things. To me, art is a way to express yourself or a way to talk without speaking. Culture can be where you are from, your religion or your race."

Parents too, in supporting their child to complete the survey, sent through the following comments.

"Can you feedback that he said 'I don't get what it was about, I didn't understand all the language.' For example he doesn't think his drama class is culture, he didn't think of his singing at school as arts! He understood some of it, but trying to say how much time, for example, was really hard. He kept asking me 'what does that mean?', 'what are they asking?' If I had left him to fill this in independently, the responses would not have been accurate."

"First immediate feedback is that the word culture means people's religious/origin background to her. This is often the case with others, adults too. Culture to adults outside of the arts means religious background too - aligned with the SMSC curriculum and British values – it's not the first time I have come across this interpretation of the word."

When asked to ["provide examples of arts and cultural activity you are aware of"](#), responses from young people highlighted a broad knowledge base of traditional art forms, the most common being:

- Art
- Dance
- Literature
- Museums
- Music
- Theatre

Other responses to this question included the following:

| | | |
|--|---|---|
| Anything you believe Anything creative Animation Architecture Art and design Art galleries Art installations Arts advocacy Arts and crafts Ballet Beliefs Brass bands Carnival Cheerleading Choral groups Cinemas Comedy Community projects Concerts Costume design Digital arts Drama Drawing | Eid Fashion Festivals Film Fine art Gaming Gastronomy Graffiti History Identity and heritage Indie bands Jewellery making Libraries Literature Make-up Models Morris dancing Music lessons Musicals Nature Newspapers/magazines Open mic nights Opera | Outdoor arts Painting Photography Poetry Pop art Portraits Puppetry Radio Religion Sculptures Social media Sound recording Stage design Talent shows Television Textiles The way we live our lives Theatre studies Using your imagination Visual arts Vlogging West End Workshops |
|--|---|---|

7.2 What activity do young people enjoy participating in and how do they access arts and culture?

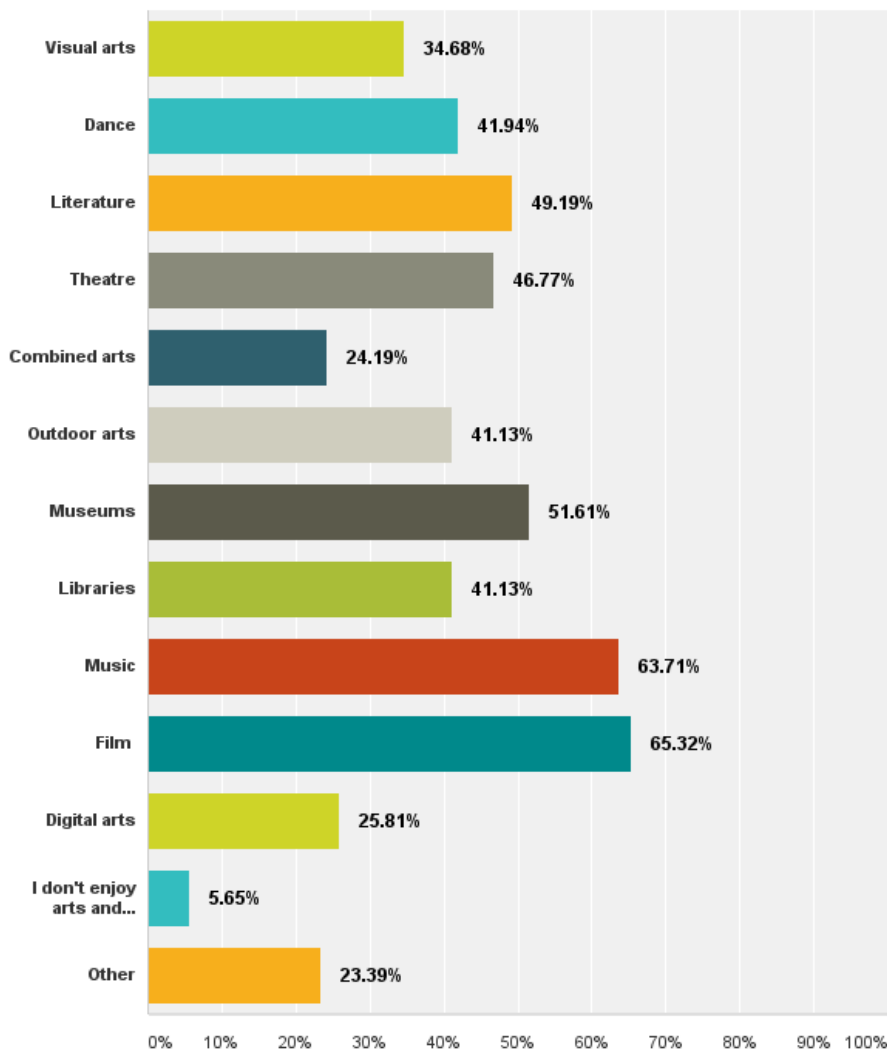
Broad art forms

When we asked young people “Which arts and cultural activities do you enjoy?” both sets of survey respondents (aged 7-11 years old and 11-25 years old) **favour film, music and theatre** above anything else.

Results for the 7-11 survey is as follows:

Q1 Which of the following activities do you enjoy? (Select all that apply)

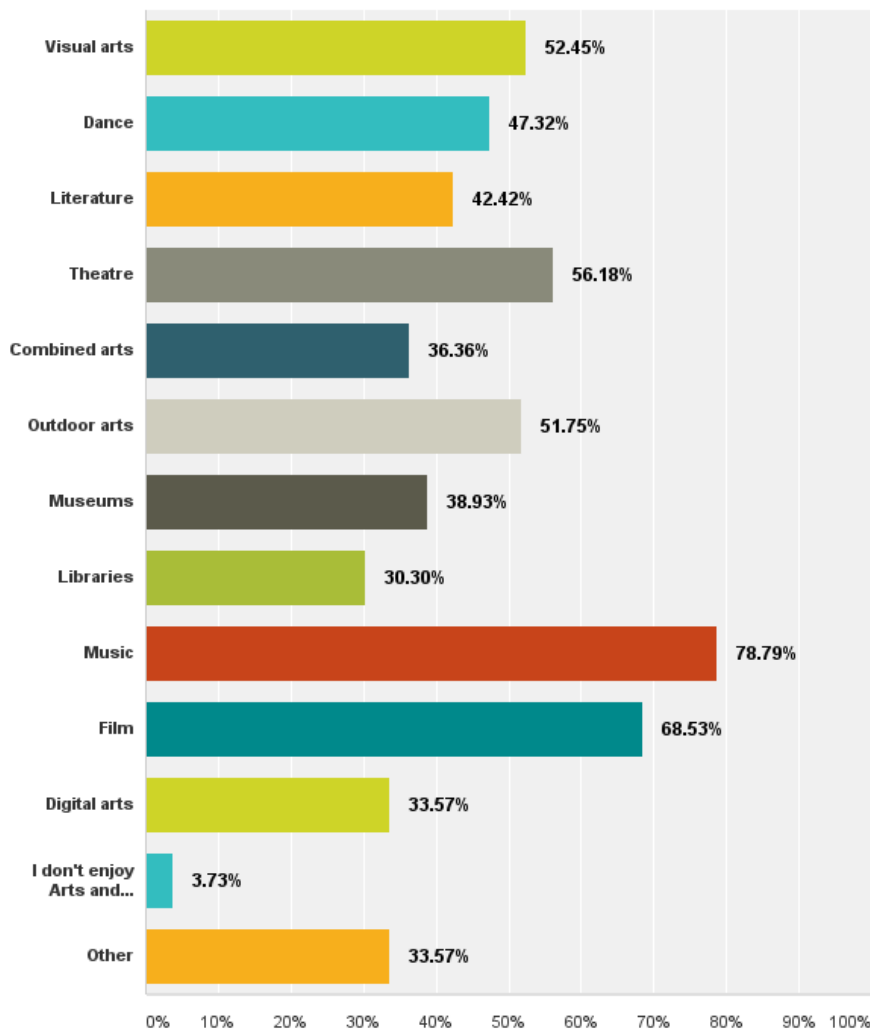
Answered: 124 Skipped: 0



Results for 11-25 survey is as follows:

Q5 Which of the following Arts and Cultural activities do you enjoy? (Select all that apply)

Answered: 429 Skipped: 225



Over half of respondents, aged 7-11 years old, selected **museums** as an activity that they enjoy, whereas **outdoor arts and visual arts** is preferred by older survey participants. **Only a very small percentage of each group state that they do not enjoy arts and cultural activities.**

Across both sets of data, those who selected 'other' described activities that were heavily music focused, including **making music at home:**

- Composing and mixing music using laptops/other technology
- Attending live music gigs
- Creating home music videos
- Playing musical instruments
- Singing

In the roundtable meetings, young people added **creating dances at home**, as well as **creative writing, sketching and creating digital art**. Young people also listed **crafts** such as knitting and jewellery making, video games, and in some cases **sports**, such as free running, gymnastics, martial arts, swimming and football.

Types of engagement

As illustrated in the table below, the types of activities that both survey respondents are participating in are similar.

| Activity | 7-11 Survey Respondents % | 11-25 Survey Respondents % |
|--|---------------------------|----------------------------|
| Attending a performance (e.g. theatre or dance show, gig, concert, film, festival) | 77% | 84% |
| Participating in a performance (e.g. with your local dance group, orchestra or band) | 57% | 68% |
| Participating in a one-off workshop (e.g. creative writing workshop or film making class) | 49% | 54% |
| Using social media to share your art (e.g. poetry on YouTube, photos on Instagram) | 22% | 60% |
| Attending a gallery or exhibition (e.g. art or photography exhibition) | 56% | 60% |
| Member of a youth arts council or group (e.g. a youth council in a theatre or your local community centre) | 12% | 18% |
| Attending a course (e.g. an arts weekend or holiday course) | 32% | 31% |
| Participating in a regular group (e.g. choir, ensemble, drama group or digital media) | 48% | 53% |
| Accredited activity or exams (e.g. Arts Award, music or dance exams) | 32% | 47% |

The **most popular activity that young people participate in is attending a performance**, closely followed by **participating in performances and/or attending galleries or exhibitions**.

Significantly more young people in the 11-25 year old group are using **social media to share their art**, than those aged 7-11. However, **nearly a quarter of the younger age range are also using social media as a platform to share their creativity**.

Those who selected 'other' referenced the following activity:

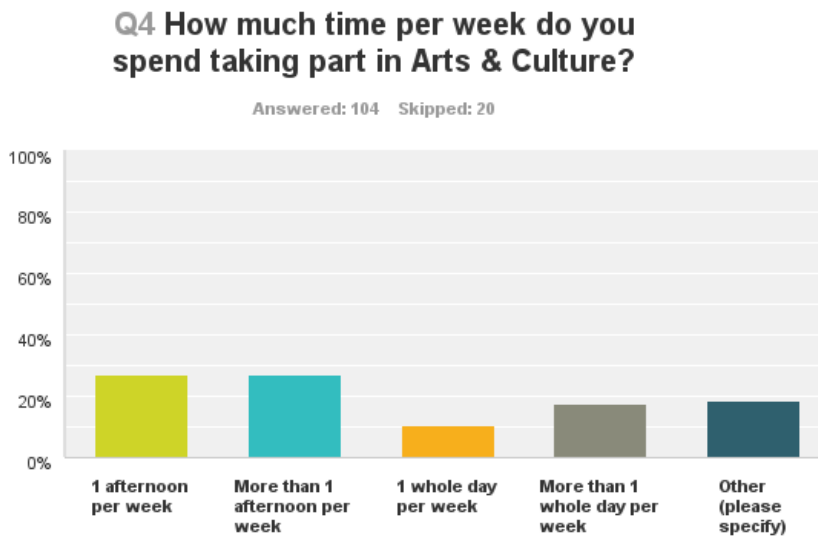
- Taking photos
- A Level in arts subjects
- Teaching their chosen arts discipline
- Creating arts at home

Engagement in activity was explored further in roundtable meetings and it was striking to note how many physical spaces e.g. theatre, arts centre, or museum, are commonly accessed, and how few delivery organisation e.g. orchestras, dance troops, theatre groups were mentioned. Going to a physical space to participate in activity e.g. museum or community centre, seems to result in higher levels of engagement.

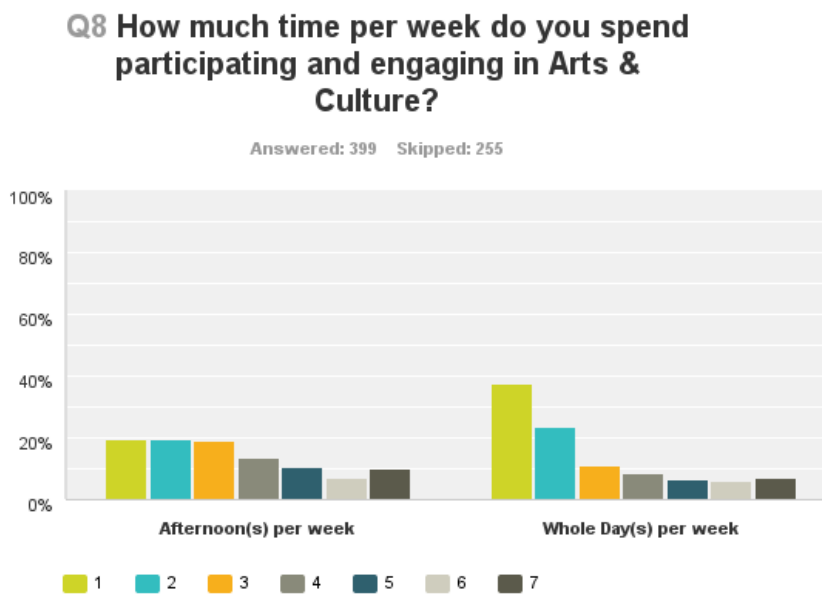
Allocation of time

When we asked young people “How much time are you spending engaging in arts and culture”, the results are as follows:

Results for the 7-11 survey is as follows:



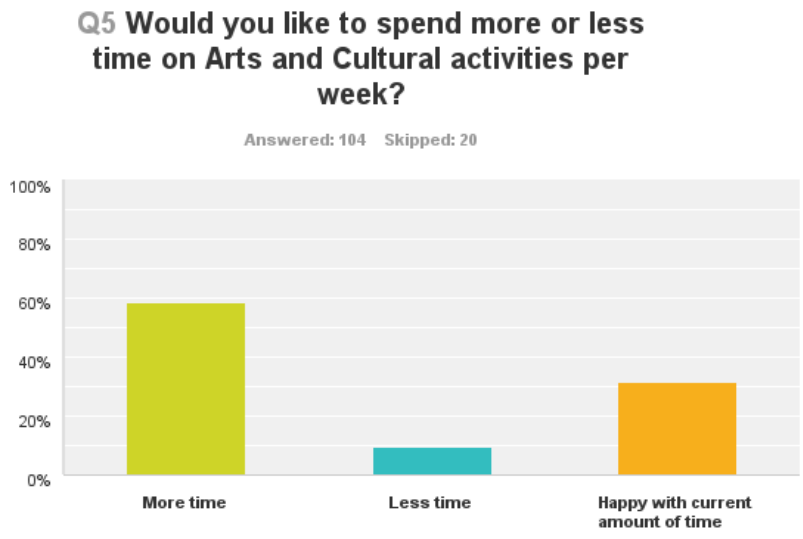
Results for the 11-25 survey is as follows:



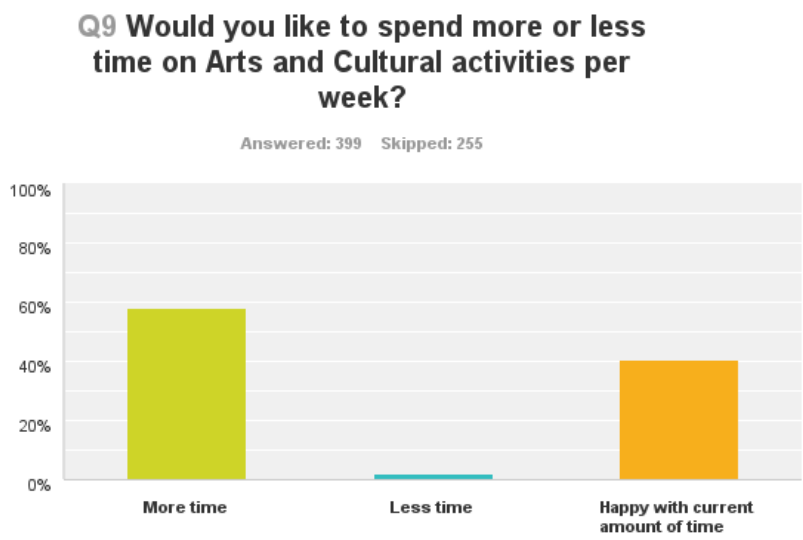
From the survey we can see that **young people aged 7-11 years old are spending less time engaging in arts and cultural activities than those who are slightly older**. A quarter of those 7-11 year olds are spending at least 1 afternoon per week engaging with arts activities with 27% stating that they are spending more than 1 afternoon per week.

When asked “Would you like to spend more time engaging with arts and cultural activities per week”, the results were as follows:

Results for the 7-11 survey is as follows:



Results for the 11-25 survey is as follows:

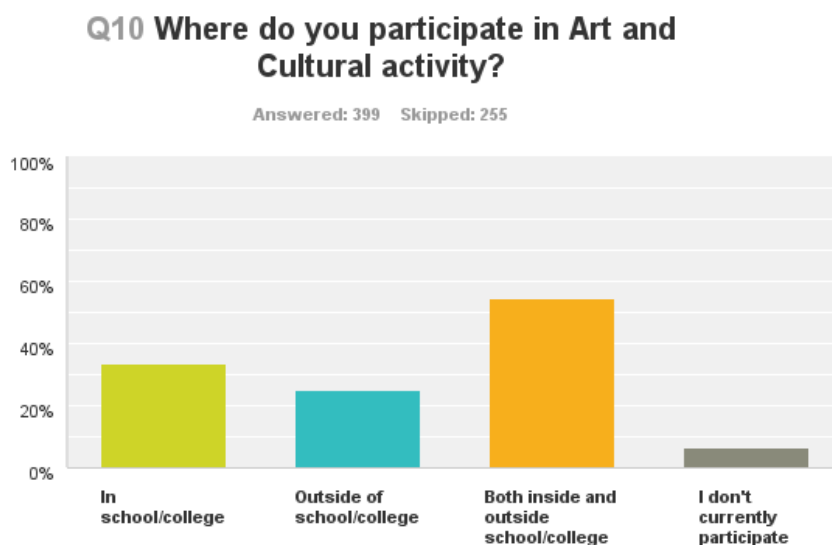


Conclusively, across both surveys, **young people are looking to spend more time engaging in arts and cultural activities.**

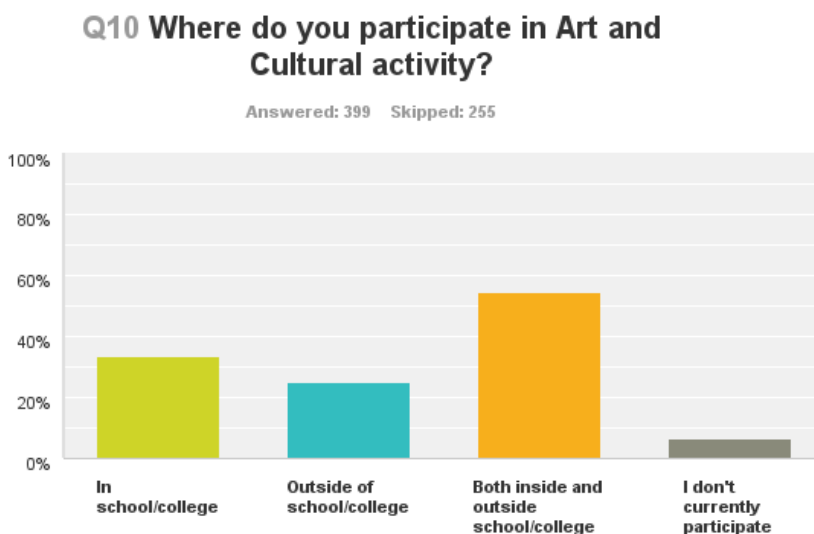
Formal/non-formal engagement with arts and cultural activity

When we asked the question “Where do you participate in arts and cultural activity”, the results are as follows:

Results for the 7-11 survey is as follows:



Results for the 11-25 survey is as follows:



Across both groups of young people, respondents are accessing arts and cultural activities **both inside and outside of school**. A slighter larger group of young people are taking part in arts and cultural activities in school; 35% of 7-11 year olds are participating in school versus just 20% outside of school and; 34% of 11-25 year olds engage in school compared with 25% outside.

Within rural locations, young people access arts and culture primarily through school e.g. nativity, school performance, school concerts, music bands and very local settings e.g. park, family or home. Young people living in cities or suburban locations have *knowledge* of the arts and cultural offer outside of school and their local areas, e.g. Roundhouse, Stratford Circus, Liverpool International Psychedelia Festival, West End, Wembley Stadium, Brown Stock Festival, but do not necessarily access the offer.

So whilst young people living in urban environments have greater awareness of arts and culture, we cannot assume that young people living in cities are accessing and engaging with arts and cultural activity more regularly than those young people living in rural locations.

Arts in education

Of those who responded to the survey, **71% of 11-25 year olds are choosing to study arts subjects at school or college.** This includes those taking compulsory arts subjects up to KS3 and is likely to be a higher figure than the national average.

Of the 29% who are not studying arts subjects, the majority of participants are not of decision making age. For those that were, responses included:

“I only had the 3 options to choose from and for me I have always planned out my goals and what I need for my future and unfortunately I didn't have the room to add the subjects I enjoy as in my perspective I don't think I could go far in. I will be continuing art subject as a hobby but not a career aspect.”

“It wasn't offered. They cut the funding for it.”

“I was not brave enough to take the leap and I prefer to do maths.”

“Always preferred doing things by myself. Was considering doing composition at a conservatoire, but decided I actually enjoy doing an academic subject, then spending most my free time creating.”

“Because I do so much ballet outside of school, A Level dance at school does not suit what I enjoy or am good at. Also, arts subjects are not as valued by universities which is my back up plan (to ballet) and so I felt that doing 'more academic' subjects would be better whilst working on ballet outside of school.”

In terms of subjects studied, it is interesting to observe contradictory statistics to an earlier part of the survey. **Whereas music is listed as the most popular arts activity, the same is not true within the context of education.** From the 280 young people that answered this question, art and design is the most popular arts subject to study.

| | |
|-----------------------|-----|
| Art and Design | 58% |
| Creative Writing | 19% |
| Dance | 19% |
| Design and Technology | 20% |
| Drama/Theatre Studies | 34% |
| Expressive Arts | 8% |
| Film Studies | 8% |
| Music | 42% |
| Performing Arts | 22% |

Participation behaviours

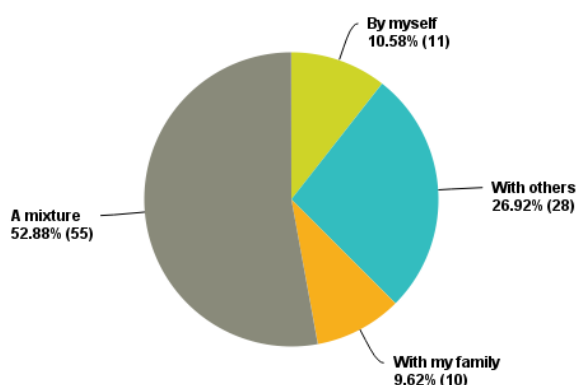
Across both surveys, over half of participants stated that they enjoy participating in arts and cultural activities **both alone and with other people**.

Results for the 7-11 survey is as follows:

Results for the 11-25 survey is as follows:

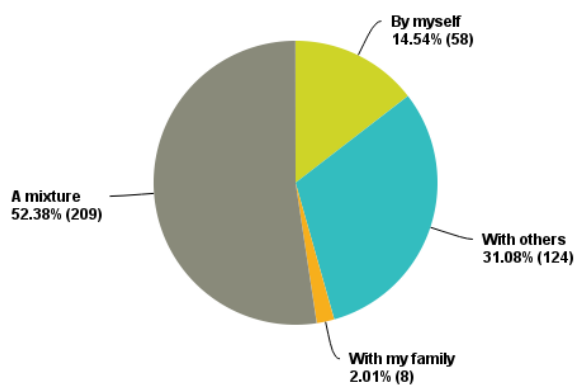
Q7 How do you prefer to take part in Arts and Cultural activities?

Answered: 104 Skipped: 20



Q11 How do you prefer to participate in Arts and Cultural activities?

Answered: 399 Skipped: 255



Influence of family, school and peers

When asked the question, “**What motivates you and inspires you to participate in arts and cultural activities**”, young people in roundtables talked about the positive influence of their **family**. The influence of family, in particular **parents**, as a **first introduction** to arts and culture is demonstrated in journey mapping in the meetings.

“My grandparents were artists and so is my cousin, so they really inspire and motivate me to do better and keep doing it because of the things they've achieved in the arts world.”

“Well my mother is a composer and choral director so going to/taking part in musical activities has always been something I've done. At university, I studied music. Also I now work in an English Heritage property so part of my job is working in a Jacobean mansion filled with art.”

In terms of **progression**, it was evident from conversations with participants at roundtable meetings that both parents and schools play a vital role making those initial introductions, but **progression and sustained engagement comes from opportunities to participate**. Access to arts and culture, and active participation, as opposed to just witnessing, results in a lasting impact. Further legitimisation of this participation comes from influencers e.g. parents and schools.

7.3 Is arts and culture important and relevant to young people?

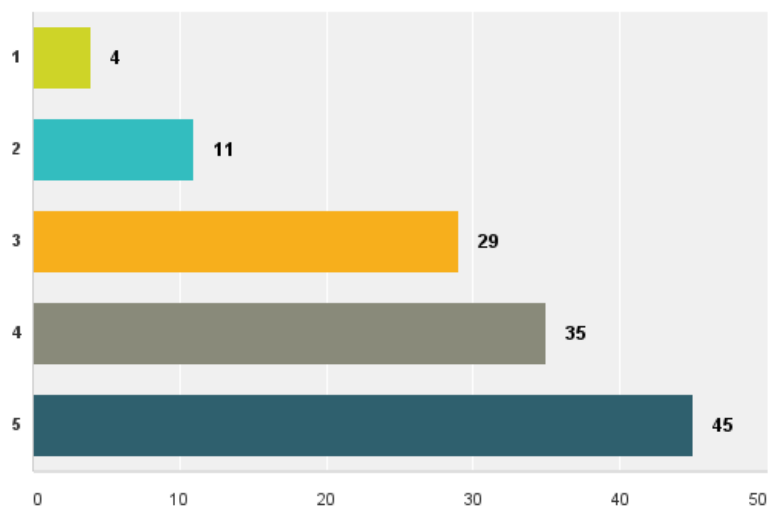
Importance

When asked the question, “How important is arts and culture to you”, on average, **35% of young people feel that arts and culture are of utmost importance to them.**

Results for the 7-11 survey is as follows:

Q2 On a scale of 1-5, how important is Arts and Culture to you? (1 being the least important, 5 being the most important).

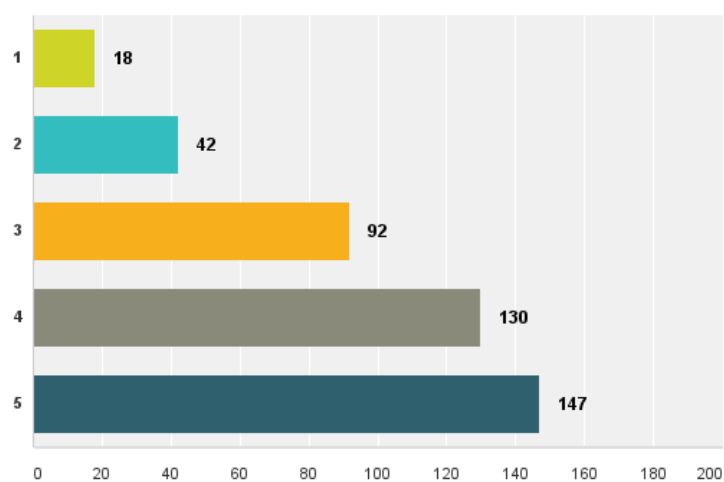
Answered: 124 Skipped: 0



Results for the 11-25 survey is as follows:

Q4 On a scale of 1-5, how important is Arts and Culture in your life? (1 being the least important, 5 being the most important)

Answered: 429 Skipped: 225



This was confirmed by the majority of young people we spoke to in roundtable meetings. Responses to this question in conversation with young people again talked about arts and culture **enabling expression of identify, self, and understanding of the communities in which we live**. For young people we spoke to in Preston, questions were asked as to why ‘people in power’ do not value it?

“Why isn’t more being done for the arts to be valued and why aren’t the people with power listening to those who aren’t (in power).”

For some young people at Barrow Hill Primary and in conversation with RAF Cadets in Exmouth, importance and value in arts and culture is about **professional opportunities and ambition**.

“It is because you can make a living out of it.”

“It is because you can make a job of art and be a dancer or singer or more and it’s a job you love.”

“I could be an art/music singer as a job.”

“You can make your business.”

Despite a clear personal affection for arts and culture and strong motivations to participate, young people talked at length in roundtable meetings around the theme of ‘high art and culture’ versus ‘common art and culture’. **For the young people we spoke with, institutional behaviour, attitudes and practise can often be alienating** and represent a ‘luxury’ and ‘middle class’ brand. This feeling of disconnect is reinforced by the **lack of familiarity in the people producing art and in the people working and representing the organisation**. These two factors, institutional behaviour and a lack of familiarity, greatly impacts on whether the art form is perceived as relevant.

There is therefore a separation between young people’s aspirations and motivation to participate and a feeling that some arts and culture does not speak to them. If you make arts and culture important and relevant to young people, young people will engage, participate and contribute.

“It’s only important if you get to recognise yourself when you see it.”

“It’s not important if it is not relevant to you.”

Motivation

When we asked young people **“Tell us what motivates and inspires you to go to or take part in arts and cultural activities”**, many young people in roundtables referred again to how **arts and culture enables connections with people and new cultures**.

“Orchestras which make me feel part of something special, and everyone there puts effort into it so the result is fabulous and inspiring. I love music and when I can perform it with other people I really feel joy and excitement.”

“What motivates and inspires me is when I see people enjoy arts and craft. People enjoy my backing and talking to them about my skills.”

“The need to understand new art forms and also to learn about different peoples’ inspiration.”

Mental health and personal wellbeing also provides motivation for many of these young people to participate in arts and cultural activities:

“I have an invested interest in taking part in all activities that helps people to maintain their mental health and wellbeing. This I believe can be done through arts and cultural activities.”

“My emotional wellbeing, enjoyment and inspiration for my own art.”

“Arts and culture makes me interested in how other people look at things. It’s about their perspective but also it is an enjoyment for me and relieves all of my stress if I am worried about something.”

Survey participants also listed the following as motivation to participate in arts and cultural activities:

- Passion
- Motivation to improve own skills
- Wanting to be with likeminded people
- Seeing other people enjoy the arts
- Preparing for further education/a career in the arts
- Learning something new
- The ‘buzz’ of performing
- A sense of achievement
- Inspiration from watching professionals
- Encouragement and motivation from teachers
- Encouragement from friends and family
- Social media

The overriding response from young people is that **they participate in arts and cultural activities because it’s enjoyable, engaging and they get to meet new people. It is a social activity as much as it is an educational one and this is key to their participation. By shaping and contributing to the creation of art, young people find the relevance and value its importance.**

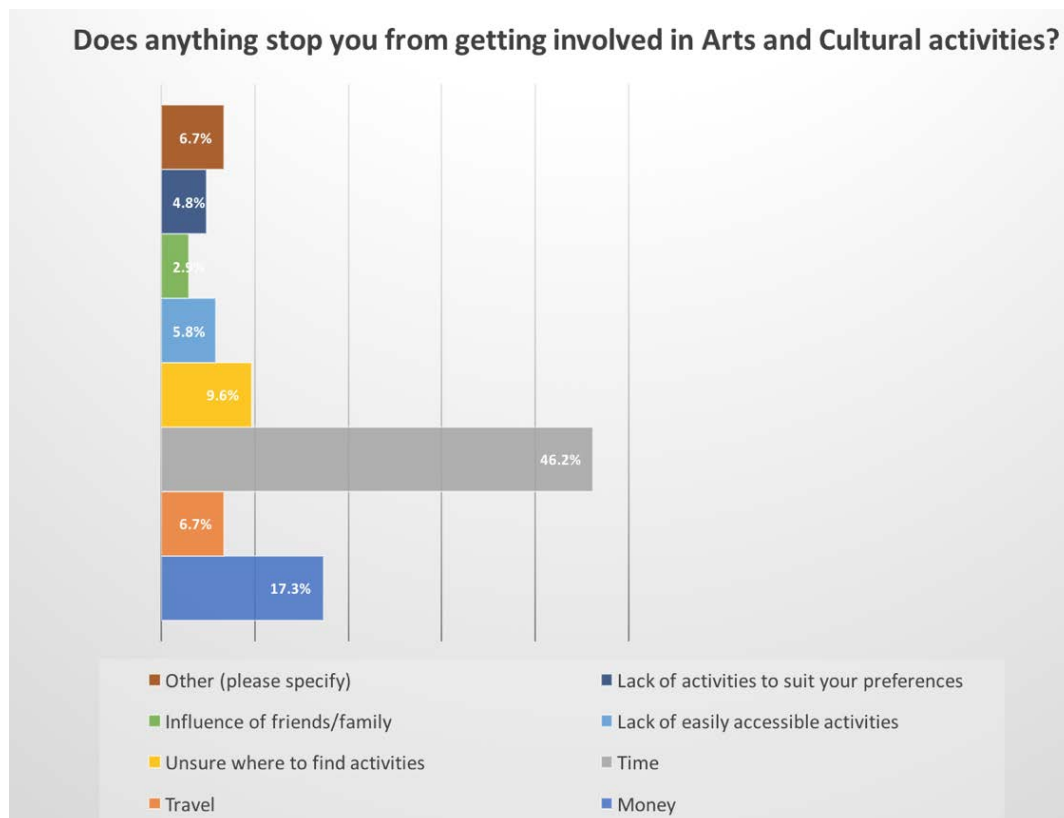
7.4 What are the existing barriers to engagement and what is needed to engage young people in arts and culture?

Barriers to accessing arts and culture are both **practical** and **personal** for the young people we spoke with.

Practical barriers

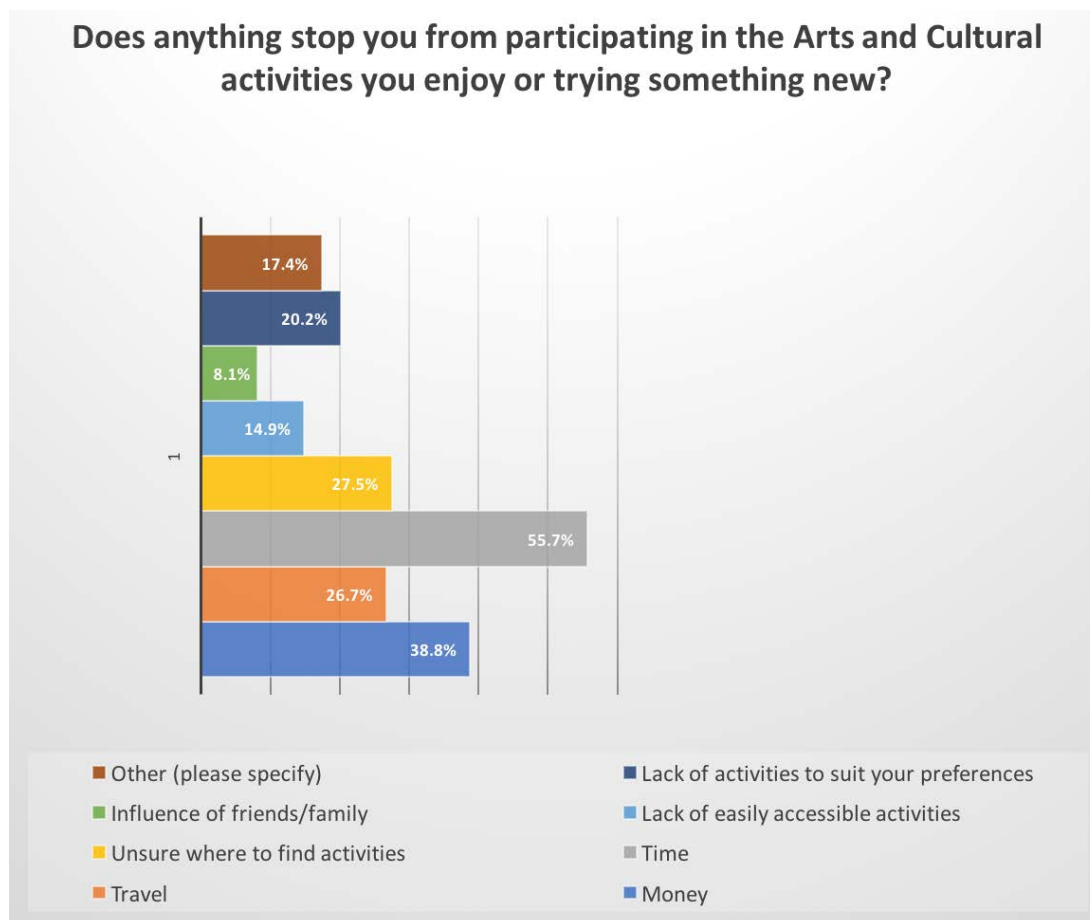
When asked “Does anything stop you for getting involved in arts and culture”, both sets of survey respondents agreed that the main barrier to engagement is **time**. 46% of 7-11 year olds feel that lack of available time is stopping them from getting involved in activities:

Results for the 7-11 survey is as follows:



The same is also true for those who completed the **11-25 survey**:

Results for the 11-25 survey is as follows:



The second largest practical barrier is **money**. Conversation around financial barriers in roundtable meetings revealed that for young people this means ticket prices, the cost of participating in a workshop and travel expenses. Conversation with young people also highlighted challenges around **unpaid internships and the cost of having to give up paid work to take on voluntary apprenticeships**.

Travel and **lack of information** was also a concern for over a quarter of young people aged 11-25 years old who answered this question in the survey.

For those young people we spoke to via roundtable meetings in rural locations (e.g. Eardisley Primary School and Barrow Hill Primary School), **transport** was a major factor and results in significant reliance on parents. Young people told us that if a parent is unsupportive or *“doesn’t support your dreams”*, those living in rural locations are particularly disadvantaged and isolated. Even if a young person has the independence of mind to access arts and culture, a lack of support from parents and therefore limited transport, means activity becomes entirely inaccessible.

Rural isolation and access challenges was also common theme in roundtables amongst those young people living outside of big cities. There is a perception amongst young people that *“everything happens”* in urban environments, particularly London. Young people also talked about things happening more quickly and efficiently in cities and that there is a lack of strategy and direction in more rural locations.

Accessibility was referred to in roundtable meetings, although not widely discussed. One young person spoke about her brother who has Autistic Spectrum Disorder and how arts organisations could improve the quality of his experience by allowing for early access and by providing noise dampening head phones.

The **lack of available space** for young people to create and ‘play’ was also a theme that came through.

“We need blank walls for graffiti.”

“We need space to create and rehearse.”

For young people over the age of 20, a significant barrier is around **limited professional development opportunities** and **lack of support transitioning from education into the workforce**. Citing **lack of paid professional opportunities, lack of funds and information**, young people spoke of ambition to work in the creative industries but feeling isolated and lost *“once the university bubble pops”*.

Young people at the roundtables in London and Preston, spoke about **inaccessibility of large national arts organisations but passionately wanting to learn from them and with them**. Despite being University graduates, these young people spoke of limited administrative skills, and a desire to gain practical experience to enable a transition from graduate to legitimate arts professional. The group in London explicitly stated that *“substantially funded large arts organisations should be required to create paid learning opportunities for people aged 16-25”* and young people in Preston stated *“it should be compulsory for established leaders of large arts organisations to mentor emerging arts professionals”*. This, they feel, will enable an inclusive work force and improve professional pathways.

Young people out of formal education also talked of **funding being a barrier**, and have a desire to access seed funding to kick start or incubate a project idea. Whilst some young people had heard of Grants for the Arts, many were unaware of how it works, how to access it, and found the application process intimidating. There was also a feeling that the process is biased. *‘Going up against professional people who are paid to write funding applications is unfair. There needs to be a step before Grants for the Arts for graduates’*.

Personal barriers

For many young people we spoke to at the roundtable meetings, personal barriers are around feelings of **self-worth and self-confidence**. This also came through strongly in the survey responses. Of those who selected ‘other’ in the survey, a large number of responses referred to **stress, nerves or social anxiety** as key barriers. Feeling under confident and shy in new situations also seems to be a genuine issue for many young people.

“My self-esteem and confidence puts me off because I'm not good at most things so that tends to make me wary to join new things.”

“Not good at interacting with people I'm not familiar with.”

“I am very, very shy, so I find it hard to participate in activities with a large amount of people.”

Whilst young people understand the positive impact that arts and culture can have on mental health, stress and self-confidence confidence, (see 7.1) participation can also heighten these feelings. Some participants who identified stress as being a barrier, directly related this to pressure of school exams as opposed to arts in general, whilst others spoke about having responsibilities such as looking after siblings and commitments to other out-of-school activities such as sport.

A deficit of practical support from parents can be also contributing factor. Young people are often reliant on financial support, transport, and emotional buy-in. If a parent doesn't value the activity, retention becomes a challenge. Similarly, if schools enforce the perception that arts are not academic, young people's confidence and willingness to participate is dramatically affected. With influential individuals reinforcing the idea that *“you're not good enough”* and *“it's not possible”*, young people are lacking confidence to new things. Wider societal perception of some art forms, and a **lack of visible arts** in certain communities, reinforces the impression that arts are not widely accepted.

Young people also talked about the pressure of **competition** and desire for **perfection**. Referencing television programmes such as X Factor and Britain's Got Talent, young people in roundtable meetings discussed feelings that they are *"constantly in competition with each other"*, and *"never good enough"*. This was particularly prevalent in discussions with 16-25 year olds, although was echoed in discussions with younger people too.

The role of **gender** came through for a few young people in roundtable meetings. Both cases relating to ballet, two young people spoke of male friends being made to feel unwelcome because of their gender.

"He should be able to participate in ballet and shouldn't say it's for girls."

"All arts should be for all people."

Whilst an isolated example, it is perhaps important to reference societal gender issues faced by many young people and consider how these issues are affecting decisions around participation in arts and culture.

When we asked young people *"What would help you to get more involved with the kind of arts and culture that you're interested in?"* the key themes that emerged were around:

- **Increased provision in areas local to them.**
- **Communications** – greater visibility of offer and information sharing, particularly through social media outlets, specifically Instagram and Snapchat.
- **Funding** – to enable more activity to take place and seed funding for emerging artists.
- **Making arts and culture more affordable** – cheaper ticket prices and free events for young people. One survey participant commented that as a young person between the ages of 18-25, but who isn't a student, ticket prices are financially out of reach. They do not qualify for student prices but also cannot afford full-priced adult tickets.
- **Accessibility and inclusivity** was important to survey respondents.
"We need more easily accessible venues hosting arts and cultural events."
"Better local transport links."
"Friendly and welcoming atmospheres."
- **Professional development opportunities** – Young people feel restricted by a lack of mentoring and visible professional role-models. *"Could ACE require funded organisation to create paid learning opportunities, work experience and internships?"* Young people also discussed the need for networking opportunities and creation of longer term graduate schemes in the arts.
- **Advocating for the value of arts and culture** – across health and wellbeing and education sectors. *"There needs to be wide-spread knowledge that the arts gives people a new skill set which is desirable to future employers and universities".*
- **Advocating for work in creative industries** – Young people require career advisory services to champion the creative industries and recognise the professional opportunities. This, they believe, should also be a priority for schools.
- **More time in their school day or lives to dedicate to arts and culture** – Young people who responded spoke about access to more clubs and opportunities through school. Young people also spoke of a need for more *"relevant trips out"*, as well as the opportunity to meet with visiting artists in school time. This would *"help expand our understanding, so we can learn about them and what they do."*

8. Considerations

- Young people place great importance on arts and culture for individual wellbeing and personal expression, and recognise its potential to understand other cultures.
- Young people often lack self-esteem and confidence to participate beyond the ‘safety’ of school boundaries. Leaving education can also negatively impact young people’s engagement and we must consider further how to bridge this gap. There may be interesting opportunities to learn from colleagues in other sectors around this challenge, for example, sport.
- Participation and active creation in arts activities brings meaning, relevance and long lasting engagement. Access and sharing of art via digital platforms is vitally important to young people and opportunities to pique young people’s interest in arts and culture, via social media, should further be explored.
- Young people engage in arts and culture through a variety of ways and value physical spaces as spaces to create and socialise. School settings represent cultural hubs for many young people, particularly in rural localities. We must offer young people opportunities to access and participate in arts and culture through multiple facets and consider the potential role of school settings in this context.
- Understanding of young people’s engagement and access points needs further exploration. We must recognise young people’s ‘everyday participation’ in ‘*their* arts and culture’ through social media, the internet and TV, and re-evaluate what we mean by ‘super served’ and ‘disengaged’.
- Family behaviours and attitudes can both positively and negatively impact young people’s engagement with arts and culture. Positive and proactive relationships with parents are vital if we are to ensure young people’s long-term participation and engagement in arts and culture.
- Young people are prevented from accessing arts and culture by time, money, travel, transport and lack of information. Physical access and funding is also a factor. For young people over the age of 20, limited professional development opportunities and lack of support transitioning from education into the workforce is a barrier.
- We must consider the following factors if we are to improve access to participation:
 - Increased provision – through multiple facets
 - Improved communications – particularly utilising the role of social media
 - Funding and professional development opportunities
 - Accessibility and inclusivity
 - Wider advocacy for the value of arts and culture
 - Wider advocacy for the value and opportunities within the creative industries
- This consultancy was made possible thanks to Arts Council England’s partner relationships with young people. In order to continue to consult with, and improve access for young people, we must widen contacts and broker relationships with partners outside of our sector including, but not limited to, sport, health, young carers and youth service. Additional consultancy with young people should also include specialised conversation with young people with special education needs and disabilities and young people under the age of five years old.
- Understanding of young people’s engagement and access points needs further exploration. We must recognise young people’s ‘everyday participation’ in ‘*their* arts and culture’ through social media, the internet and TV, and re-evaluate what we mean by ‘super served’ and ‘disengaged’.

Appendices

Appendix A – Session plan and roundtable meeting write-ups

Session Plan (90mins)

Aim: To improve understanding of how young people perceive current arts and culture provision, how they access it, existing barriers and if they see arts and culture as something important and/or relevant to them.

Headline Questions

1. How do young people define and understand arts and culture?
2. What is the influence of family and peers in access/interest?
3. How do young people participate in arts and culture and what are the barriers to access?
4. Is current arts and cultural provision both important and relevant to young people?
5. What is needed to engage people in new activity?

5-10 mins Welcomes, intros and context

Why are we here?

Today is an opportunity to directly influence the national plan for arts and culture. Everything you say will feed into what is available for people like you right across the country. Today, we want to learn what you think about arts and culture.

10 mins Warm up

Name game / Would you rather?

10 mins What is art and culture?

Flipchart: The whole group will be asked to discuss what they think art and culture actually is.

Post-its: The group will be asked the name specific examples of activity they are aware of.

On a scale of 1-10, how important is art and culture?

5-10 mins Who's been to a?

Theatre / Art Gallery / Gig or Concert / Museum / Workshop etc.

Post-its: How do you find out about new and different opportunities? What makes you want to go and see or participate in the activity?

How much time do you spend a week on arts and culture?

| | | | | |
|---|------------|--|-------|------|
| 1 | afternoon | | whole | day |
| 2 | afternoons | | whole | days |
| 3 | afternoons | | whole | days |
| 4 | afternoons | | whole | days |
| 5 | afternoons | | whole | days |
| 6 | afternoons | | whole | days |
| 7 | afternoons | | whole | days |

7 afternoons | whole days

20-30 mins **Journey Mapping**

This activity sees participants document their journey through arts and culture, using four specific points:

START: What is your earliest memory of arts and culture?

LIGHTBULB: When was the moment you realised that arts and culture was either really important to you, or not for you?

NOW: What is your current relationship to arts and culture?

FUTURE: Where do you see yourself with arts and culture in the future?

In pairs, participants will write up and talk through their journeys. This will then be shared with the group so the facilitator can further probe reasons why and contributing factors.

This helps us gain an understanding of first access, factors influencing interest, their current relationship and any barriers they are currently or have previously experienced.

15 mins **Small Group Questions**

Group is split into 5 groups, each given a question.

Is art and culture important, why?

[Secondary] Where can you go to make and do the kind of art and culture you're interested in?

[Primary] Where can you go to be creative?

What would help you to make or get more involved with the kind of art and culture that you're interested in?

What stops you from being able to get involved with art and culture?

What stops you from trying something new?

Participants then discuss and write notes on flipchart, before feeding back to wider group and discussing further.

15 mins **Group Discussion Recap**

Share small group questions and discuss more widely

Appendix A cont. Roundtable meeting write-ups

1. Eardisley Church of England Primary School, Herefordshire

Number of participants: 14

Age range: 6-11 year olds

What is art and culture?

The group recognised that art and culture are the activities they do at home and at school. It's about being creative and using your imagination, making things or doing performances.

Examples of activity identified by the group (written on post-its):

- Art
- Painting
- Colouring
- Drawing
- Using your imagination
- Music
- Dance
- Drama
- Nature

Who's been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 10 |
| Art Gallery | 9 |
| Gig or Concert | 8 |
| Workshop | 13 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 5 |
| 9 | 2 |
| 8 | 2 |
| 7 | 1 |

| | |
|---|---|
| 6 | 1 |
| 5 | 1 |
| 4 | - |
| 3 | - |
| 2 | - |
| 1 | 2 |

How do you participate in art and culture?

Where/how do you find out about new opportunities?

- At school, through friends and teachers
- Through family members
- From doing stuff in school

The majority of children mentioned Weobley as a place where they go to take classes/lessons. Many found out about these classes via information centres that deliver activities or through friends and family.

What makes you want to try new activities?

- Knowing somebody else that does it
- If it's fun and enjoyable
- If they are good at it

Again a lot of the students rely on peer recommendations or from family members. Parents often suggest new things for the kids to try.

Journey through art and culture

In order to understand participant's journey through art and culture, we asked them to reflect on four key points of their journey. These are their earliest memory of art and culture, the moment they realised it was either something they were really passionate about - or not passionate about at all, their relationship to art and culture now and how they imagine their relationship in the future.

Common introductions to arts and culture were:

School was the number one introduction to engage the children in the arts. Although there were also several answers that were noted engagement from their time before school, e.g. at nursery or time with family at home, writing stories, colouring, painting, playing music etc.

Some mentioned participating in activities such as attending art galleries with their parents. Some young people remembered dancing at Weobley from as young as 3 years old.

The group identified the following barriers to accessing and participation:

- Family restrictions, time or money
- Parents not being too keen on new arts such as playing guitar in the house
- Brothers or sisters not interested or not allowed to do certain activities

The group would like more:

- Access to professional quality arts experiences/performances/exhibitions
- More variety of classes and more space to do these activities

Is art and culture important? Why?

Yes, because...

- It's a chance for people to show off their skills and build confidence in themselves
- It makes me/people feel good/happy
- It inspires imagination
- It pushes us to do something new
- Other people can inspire you to do something new
- It's a great way to express your feelings

Where can you go to be creative?

The top answer to this question was Weobley, a local town close by that runs arts activities including dance, drama and gymnastics.

Others said: Home, school, art galleries, science lab, park, university, college, Mum, Dad, apprenticeships, music class, nature.

What would help you to get more involved with the kind of art and culture that you're interested in?

- More places, especially in small towns so it makes easier on Mums and Dads
- More time to practice
- One to one lessons
- Have a lesson every week
- Doing it more often

The overriding answer was a desire to have more activities closer to home or near where they already participate in activities. Having more time to take part was also mentioned, whether that's in the school curriculum or just more time outside of school.

What stops you from being able to get involved with art and culture?

- Not enough time
- Being at school
- Other activities such as dance or gymnastics
- Lack of materials, to build things or make the art I want to make
- Things clashing in schedules

What stops you from trying something new?

- Mum and Dad
- Money
- Brothers or Sisters
- Being ill
- Other jobs

- Other activities, such as football

2. Barrow Hill Primary School, Chesterfield

Number of participants: 30

Age range: 7-11 year olds

What is art and culture?

The group quickly identified visual arts as being the most significant in their experience, with limited interest in performing arts and cultural organisations or institutions. The group identified culture as something that comes from people and that it's everywhere and a part of all life.

Examples of activity identified by the group (written on post-its):

- Everything
- Photography
- Designs
- Chiseling
- Clay Making
- Dance
- Sculpture
- Sketching
- Spray Painting
- Building
- Wood carving
- Drawing
- Acting
- Clay painting
- Graffiti
- Colouring
- Films
- Break dancing
- Singing
- Building
- Drama
- Sketching our faces
- Paper mache
- Hip-hop
- Acting
- Instruments
- Dancing
- Football
- Pop music

Who's been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 24 |
| Art Gallery | 21 |
| Gig or Concert | 14 |
| Workshop | 24 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 12 |
| 9 | 3 |
| 8 | 2 |

| | |
|---|---|
| 7 | 3 |
| 6 | 1 |
| 5 | 1 |
| 4 | |
| 3 | 1 |
| 2 | 1 |
| 1 | 1 |

How do you participate in art and culture?

How many days per week do you dedicate to art and culture?

| Days per week | Number of people |
|---------------|------------------|
| 7 | 14 |
| 6 | - |
| 5 | 1 |
| 4 | 1 |
| 3 | 1 |
| 2 | 1 |
| 1 | 11 |

Journey through art and culture

Common introductions to arts and culture were:

- Western Park Museum
- School
- Leicester Space Science Museum
- Parks
- Family
- Home

The group identified the following barriers to access and participation:

- Money – Tickets are too expensive and it costs too much to travel to places.
- Technology – It's too addictive
- If sessions are too long they becoming boring
- Not enough free time, too much school and homework
- Things are too far away

- Stress
- Tickets cost too much

Is art and culture important? Why?

- It's because you can make a living out of it
- People might love music because that is an art
- It is important because art is my life because I do art every day and every night
- It's because you can make a job of art and be a dancer or singer or more and it's a job you love
- You can make your business
- Art is important because it is creative and fun
- Art is important because it can calm you down
- It is important because you can practice your creativity

What would help you to get more involved with the kind of art and culture that you're interested in?

- Artists coming into school
- Clay for clay making
- Places to practice
- Body paint
- If people encourage you saying you can do it, like teachers and friends

What stops you from trying something new?

- Being able to get colours out in class
- More 'actual' paints (acrylic, instead of water colours)
- Knowing about more places to do stuff
- Different kinds of artists coming to school so we can learn about them and what they do

3. Helena Romanes School, Essex

Number of participants: 60

Age range: 11-12 year olds

What is art and culture?

Music, listening and performing, Musicals at West End and South End, Beat Boxing.

Examples of activity identified by the group (written on post-its):

- | | | |
|------------------------|----------------------------------|---------------------------|
| • West End | • Concerts | • Theatre and Drama Clubs |
| • High School musical | • Wembley | • The Palm Tree |
| • Theatre | • Talent Show | • Piano Lessons |
| • Internet | • Famous paintings | • Art Gallery |
| • Travelling abroad | • Streets of Mexico, Day of Dead | • Worship in a Church |
| • V Festival | • The Globe Theatre | • Football |
| • Brown Stock Festival | • Dancing | |
| • High School | | |

Who's been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 60 |
| Art Gallery | 50 |
| Gig or Concert | 19 |
| Workshop | 58 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 7 |
| 9 | 3 |
| 8 | 7 |
| 7 | 1 |
| 6 | 3 |
| 5 | 1 |
| 4 | 1 |
| 3 | |
| 2 | |
| 1 | 8 |

How do you participate in art and culture?

Where and how do you find out about new opportunities?

The group struggled to think of ways to hear about new opportunities. One recalled newsletters they used to receive in primary school and said they would find a similar process helpful.

What makes you want to try new activities?

The group expressed a lack of knowledge around what is on offer. More Flyers and for teachers to be more involved. They wanted trips/opportunities that are more relevant to them (Grime music).

How many days per week do you dedicate to art and culture?

| Days per week | Number of people |
|---------------|------------------|
| 7 | 10 |
| 6 | 4 |
| 5 | 2 |
| 4 | 8 |
| 3 | 4 |
| 2 | 8 |
| 1 | 18 |

Journey through art and culture

Common introductions to arts and culture were:

Mainly introductions through family, with a few individuals citing large festivals (V festival) as being a significant first major experience. A couple of local dance classes and some experience of music at school.

The group identified these barriers from accessing and participating:

Money, concerts are too expensive. Parents don't support the idea. Health issues. Not having enough time (because of school). Self-doubt. Lifestyle. Parents don't support your dreams. Peer pressure. 'People can be scared of what you think', 'You may be afraid that when you start you may mess up', 'You might want to impress friends, so if they don't like it, you want to act like you don't like it, even though you do'. Worrying you will fail.

The group would like more:

Information. Workshops and trips that are relevant to the (Grime). The group specifically noted established artists being a huge point of interest. They felt teachers could spread the word more. More information from the school, i.e. letters. Connections with East London.

Is art and culture important, why?

The group agreed yes because:

- Music can bring your talent out
- It is like therapy
- People can connect from music
- Can bring stress relief
- A YouTuber's friend was going to commit suicide but the YouTuber introduced their friend to music and it helped to calm them down.
- You can learn how to write songs
- Can get you a girlfriend
- Can bring back memories
- Can help you build social skills
- Can produce a job and show talent
- Can let your imagination go free
- Can give joy to people

Where can you go to get involved with the kind of art and culture you are interested in?

- Dance studio (Wembley)
- Art clubs at school
- Drama club at school
- Horse riding
- Dunmow Carnival
- Gymnastics club
- Other carnivals

What would help you to get more involved with the kind of art and culture that you're interested in?

- Mentors
- Places to make and do stuff
- Being motivated

4. Shotton Community Group, North East Durham

Number of participants: 20

Age range: 9-16 year olds

What is art and culture?

- Clothing
- Art
- Music i.e. slipknot
- Performance, production, dance
- Beliefs, race, ethnicity, origin

The group recognised that art and culture are the activities they do at home and at school. It's about being creative and using your imagination, making things and performing.

Examples of activity identified by the group (written on post-its):

- Sunderland Museum
- Pulse
- School performance
- Hartlepool Museum
- School performance
- Performing Arts in school
- Drama
- School concerts
- Durham Luminaire hosting
- Nativity play
- Music
- Bowes Museum
- Music Bands

Who's been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 20 |
| Art Gallery | 12 |
| Gig or Concert | 11 |
| Workshop | 19 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 5 |
| 9 | 3 |
| 8 | 3 |
| 7 | 5 |
| 6 | 3 |
| 5 | 1 |
| 4 | - |
| 3 | - |
| 2 | - |
| 1 | - |

Journey through art and culture

Common introductions to arts and culture were:

All school, with one exception who said the radio.

The group identified these barriers to accessing and participating:

Transport was a major factor as well as information about what's available. The group didn't have a lot of experience of higher quality arts outside of participation. i.e They hadn't been to a lot of concerts, but were not aware of the difference between an art gallery and a museum.

Is art and culture important, why?

Yes, however a lot of people said no as they didn't understand the concept and were not sure what art and culture really was.

Yes, because without culture, peoples rights would change. Without arts there would be less ways for people to express themselves. In the arts, there are no boundaries so people are treated equally. You can learn new things.

Part of the group said yes. They expressed it was important. However they also expressed it wasn't important if other people are not aware of what it is.

Where can you go to be creative?

School, club, beach, gallery, library, garden, museum, theatre, stage, youth group, to see friends, drama studio at school.

What would help you to get more involved with the kind of art and culture that you're interested in?

Music Festivals, circus, Church, Knowing what's on, information, prices, travel, making travel more accessible and affordable, Theatre.

What stops you from being able to get involved with art and culture?

Transport, lack of funding and money to access facilities, not interested in art and culture. There is not enough to get involved in around the local area.

They need more facilities that are accessible, better transport links, subsidised transport.

What stops you from trying something new?

- Not old enough
- Don't want to look stupid
- Don't know what's on and where it is
- Being bad at something and not being able to do it
- Going by yourself
- Not enough money
- Tickets
- Travel
- What even is an art gallery?

5. Arts31, Canterbury

Number of participants: 10

Age range: 15 – 21 year olds

What is art and culture?

Arts and culture discussion: “art is the biggest contraption of culture”, “creating new stuff and expressing yourself in a unique way”, “culture can be your personal contribution to art, language, slang, how you present yourself and how you live”, “you can push boundaries and express yourself in different outlets”, “break away from social norms”, “a range of mediums including art, drama, technology, music, dance and contemporary or visual arts”, “a mixture of art forms and cultural influence can make a subculture.”

The group were aware of different cultural practices and artistic forms that contribute to modern art and media.

Examples of activity identified by the group (written on post-its):

- Played the eponymous hero in Macbeth.
- Ballet performances.
- Plays, films, film, opera, ballet, festivals.

Who’s been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 10 |
| Art Gallery | 9 |
| Gig or Concert | 10 |
| Workshop | 8 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 4 |
| 9 | 2 |
| 8 | 1 |
| 7 | 1 |

| | |
|---|---|
| 6 | - |
| 5 | 3 |
| 4 | - |
| 3 | - |
| 2 | - |
| 1 | - |

How do you participate in art and culture?

Where/how do you find out about new opportunities?

- I don't have one
- Experienced arts and culture through philosophy and ideas
- Little Girls Secret Project
- Flamenco Lessons every time I go back home to Madrid
- Poetry and art festivals
- Slams and shows
- NT Connections and Theatre things
- Festivals
- Internet
- Friends and Parents
- Local Facebook groups
- Arts 31
- Gulbelkian
- Friends
- Instagram
- FAT SOMA
- Plays, films, Opera, Ballet
- Playing Music Live

How many days per week do you dedicate to art and culture?

| Days per week | Number of people |
|---------------|------------------|
| 7 | 9 |
| 6 | 1 |
| 5 | - |
| 4 | - |
| 3 | - |
| 2 | - |
| 1 | - |

Journey through art and culture

Common introductions to arts and culture were:

Most people learn from home - or around family and friends, one person had their earliest experience of the arts from a school project.

- Listening to Nirvana from friends
- Mum works in Theatre and introduced me to youth theatre and projects
- Mum heard the Arctic Monkeys from her students at work and thought it would be interesting to show me, and I became inspired by it

The group identified these barriers to access and participation:

- Not being allowed to learn instruments
- Quit ballet because of poor body image
- No grassroots spaces available
- No network of musicians
- School is academic
- Nowhere serious outside of Gulbenkian
- Cuts to creative A Levels

The group would like more:

- Spaces to create and rehearse
- Hubs and Information about opportunities
- Education about creative subjects

Is art and culture important? Why?

- There are things that influence our culture
- You can do anything in the arts
- Explore your identity and express yourself and your emotions
- Relate to popular culture
- Working with people
- The other parts of society
- Fuses with other aspects
- Getting involved
- Identity and a sense of belonging
- Diversity of what you can do
- Can say so much about you
- It gives us something to do
- Yes - personal level, I can deal with other stuff if I have poetry
- It's the thing I can rely on
- Arts has done more for me than anything else
- The arts is my escape

Where can you go to be creative?

- Family and friends
- Festivals
- Canterbury College
- Youth centre
- Media
- Education
- Local area
- Gulbenkian

What would help you to get more involved with the kind of art and culture that you're interested in?

- More people who care
- Uprising Festival
- The Stage
- Leaflets
- Art 31
- Youth Theatre
- Media 31
- More exposure to the arts through various means
- More arts things to make and enjoy
- School involvement
- Screen 31
- Posters
- City Found project

What stops you from being able to get involved with art and culture?

- Time to get fully involved with my personal projects / too busy with life obligations
- Lack of knowledge skills, and abilities
- Access
- Intimidation
- Parents
- Age
- To get to places and resources of money

What stops you from trying something new?

- If the arts were more accepted
- Tickets are expensive
- Projects not sustainable
- Family not valuing art
- No knowledge of jobs

6. Swarcliffe Youth Club, Leeds

Number of participants: 14

Age range: 11 – 16 year olds

What is art and culture?

Music, dance, food, fashion, clothing, it's everything made by people.

The group recognised that art and culture are the activities they do at home and at school. It's about being creative and using your imagination, making things or doing performances.

Examples of activity identified by the group (written on post-its):

- Singing
- Dancing
- Music
- Fashion
- Design
- Photography
- Vlogging
- Art
- Gaming
- Eid
- Drawing

Who's been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 12 |
| Art Gallery | 13 |
| Gig or Concert | 14 |
| Workshop | 14 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 5 |
| 9 | 3 |
| 8 | 4 |
| 7 | 1 |
| 6 | |
| 5 | 1 |
| 4 | |
| 3 | |
| 2 | |
| 1 | |

How do you participate in art and culture?

Where/how do you find out about new opportunities?

- At home
- Friends / Word of Mouth
- School: Nobody said that they participate in arts and culture outside of school, except at home
- Parents
- Social Media - Snapchat, Instagram, Facebook, Pinterest
- Youth Clubs

What makes you want to try new activities?

This group were really interested learning about new cultures different to theirs, and said they would enjoy travelling, and experiencing other cultures through food, music and learning new languages. Their friends also played part influencing them to want or not want to try new activities.

How many days per week do you dedicate to art and culture?

| Days per week | Number of people |
|---------------|------------------|
| 7 | 7 |
| 6 | - |
| 5 | 5 |
| 4 | - |
| 3 | 1 |
| 2 | - |
| 1 | 1 |

Journey through art and culture

Common introductions to arts and culture were:

- Most of the group started with family
- One remembered seeing a band performing in the town centre
- Drama and dance classes were also common amongst the group

Is art and culture important, why?

- Yes because it enables you to express yourself
- It allows you to understand people that are different from you
- No because it might not be relevant to you
- It's only important if you get to recognise yourself when you see it

- Yes because it's fun
- If it isn't relevant to you, you won't be interested in it
- It's important because it teaches you about your history and where you have come from

What would help you to get more involved with the kind of art and culture that you're interested in?

More time to focus on extra-curricular activities outside of school. Also more arts and creativity inside school hours.

What stops you from being able to get involved with art and culture?

Peer pressure and fear were common reasons among the group. Fear of what other people would think and also the act of trying something out of their comfort zone.

Money was also brought up. Activities costing too much for their age, not getting enough pocket money.

What stops you from trying something new?

One girl wrote more things for Autistic people - as her brother is Autistic and needs special environments. Specifically discussing ways to enable autistic people to experience what is already on offer (making noise dampening headphones available at loud events, allowing people with autism early access before crowds arrive).

7. Young Associates, Preston

Number of participants: 10

Age range: 16-25 year olds

What is art and culture?

- | | | |
|-----------------------|---------------------|-----------------|
| • Family | • Museums | • 3D Art |
| • Clothing | • Tradition | • Dance |
| • Puppetry | • Stories | • Drama |
| • Culture is identity | • Music | • Instruments |
| • Heritage | • Accents | • Art Galleries |
| • Architecture | • Where you're from | • Food |
| • Writing | • Fine art | |
| • Poetry | • Textiles | |

The group talked about high art and high culture versus common art and culture. What they understood to be culture is platformed by institutions.

Examples of activity identified by the group (written on post-its):

- | | | |
|---|---------------------------------|--|
| • Music (as both audience member and performer) | • Music projects | • Liverpool International psychedelia festival |
| • Story telling (formally and informally) | • Theatre reviews | • Small town gigs/Manchester gigs |
| • Young associates | • Arts craft | • Young associates |
| • FC Internship | • Drama workshops with elderly | • Young carers project |
| • Volunteer Critic | • Arts Award | • Poetry |
| • Creative copies | • Contacting the world festival | • Festival of the making - Blackburn |
| • Unwrapped exhibition | • Creative experts | |

- W.O.W.
- 20SH
- Brouhaha
- Eclipse
- Workshops
- College qualifications
- Sound City
- Slavery museum
- The Bluecoat

Who's been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 10 |
| Art Gallery | 10 |
| Gig or Concert | 10 |
| Workshop | 10 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 6 |
| 9 | 3 |
| 8 | 1 |
| 7 | - |
| 6 | - |
| 5 | - |
| 4 | - |
| 3 | - |
| 2 | - |
| 1 | - |

How do you participate in art and culture?

Where/how do you find out about new opportunities?

The group felt they had a lack of knowledge of where to find new opportunities to further their development.

Recommendation is:

- Established arts leaders/artistic directors of ACE NPOs could mentor aspiring arts professionals
- Any leaders or Chief Executives should have to mentor young people, which would open up understanding of skills and access to networks

What makes you want to try new activities?

- Knowing somebody else that does it.
- If it's fun and enjoyable.
- If they are good at it.

Again a lot of the students rely on peer recommendations or from family members. Parents often suggest new things for the kids to try.

How many days per week do you dedicate to art and culture?

| Days per week | Number of people |
|---------------|------------------|
| 7 | 3 |
| 6 | 3 |
| 5 | 1 |
| 4 | |
| 3 | 4 |
| 2 | |
| 1 | |

Journey through art and culture

Common introductions to arts and culture were:

- 90% of group identifies family as responsible for intro to art and culture, other 10% cited school
- Group identified friends and peers as a significant factor further engagement

The group identified the following barriers to access and participating in arts and culture:

- Restrictions either time or money
- Not valued as viable career
- No clear routes to creative roles (non-administrative)
- Lack of experience
- Sacrifice income to take part
- Very middle-class
- Not knowing the lingo for funding
- None of the group felt grants for the arts was accessible to them

The group would like more:

- Skills development
- Ways to convert artistic training at a degree level into a career
- Mentors

Is art and culture important, why?

The group said it's important to them, but not important to other people. They asked 'why more isn't being done for the arts to be valued' and 'why aren't the people with power listening to those who aren't (in power).'

- Effective way to make people think about society and identity
- Important for freedom of expression
- Widens perspective
- Without it we couldn't understand who we are
- Help understand the variety within society

Where can you go to be creative?

- School, college, university
- Local youth orientated theatres
- Independent resources
- Theatre festivals
- Everyman and playhouse
- Independent resources

What stops you from being able to get involved with art and culture?

- No jobs outside London and Manchester
- Not enough money
- Family
- Motivation
- Disorganisation (faster if you live in a city)
- Arts stigma (change perception of arts)

8. RAF Cadets, Exmouth

Number of participants: 15

Age range: 12-16 year olds

What is art and culture?

Examples of activity identified by the group (written on post-its):

- Art
- Drama
- Music
- Anything you believe
- Anything creative
- The way we live our lives
- Beliefs

Who's been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 14 |
| Art Gallery | 13 |
| Gig or Concert | 12 |
| Workshop | 15 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 7 |
| 9 | 3 |
| 8 | - |
| 7 | - |
| 6 | - |
| 5 | 2 |
| 4 | 1 |

| | |
|---|----|
| 3 | 2 |
| 2 | |
| 1 | 1* |

*this individual had no interest in the idea of art and culture, until he realised it included things like graffiti and rap music, which he is extremely passionate about.

[How do you participate in art and culture?](#)

How many days per week do you dedicate to art and culture?

| Days per week | Number of people |
|---------------|------------------|
| 7 | 2 |
| 6 | - |
| 5 | - |
| 4 | 3 |
| 3 | 6 |
| 2 | 2 |
| 1 | 2 |

[Journey through art and culture](#)

Common introductions to arts and culture were:

- School trip to local museum
- Nativity play at school
- Parents / Family
- Moving to England, experiencing English culture
- Dance classes
- First song: Bonkers by Dizze Rascal
- Seeing and doing graffiti
- Chinese New Year
- Talent shows

The group would like more:

- Blank walls built in the park, which they can do graffiti on
- More spaces to do the stuff they are interested in

- More info on what is available to them, the group discussed a lack of awareness of the kinds of activity they could even engage in

Is art and culture important, why?

- It is important as it is related into people's everyday life and how they live. Most kids have also been brought up with art and culture
- It helps people's emotions
- I could be an art/music singer as a job
- Tradition is very important
- If you work at McDonalds it wouldn't matter though
- Music helps with mental problems
- It can be nice
- Give us more time to do the things we want
- I think it helps mentally, there isn't enough art because it can express emotions and helps you with problems
- One lesson a week is not enough
- It is NOT important if it is not relevant to you – 'We want young and modern art' – the group discussed being particularly interested in graffiti art and Banksy

Where can you go to be creative?

- Family
- Outside
- A music room (Don't know any, maybe school)
- Art room at school
- Church
- Everywhere
- The park
- The internet
- The library

What would help you to get more involved with the kind of art and culture that you're interested in?

- Make rap accepted, not all arts are accepted by all people
- More offers in art and culture
- Make things more accepted by society
- Help with anxiety/stage fright
- Dance classes for people with dyspraxia (not just in London)
- Singing classes with people for dyslexia – some people find reading the music difficult
- Graffiti classes
- If things were free
- The group suggested a pass for teenagers to be able to go and do things for free/low cost

What stops you from being able to get involved with art and culture?

- It's boring
- Embarrassment
- Not appealing to everyone
- Not much outside of school
- Don't like standing in front of a crowd

- Might be scared of what people think
- Peer pressure

One boy detailed feeling frustrated by certain art forms having the stigma of being associated with particular genders. He explained that he should be able to participate in ballet and people shouldn't be say it's for girls "all arts should be for all people"

9. Wired4Music, London

Number of participants: 13

Age range: 16-25 year olds

What is art and culture?

- Culture is anything humans create
- Both person and collective experience

Examples of activity identified by the group (written on post-its):

- Wired4Music
- Roundhouse
- Stratford Circus
- Festivals
- Gigs
- Music
- Drama
- Acting
- Dance

Who's been to a...

| Activity | Number of participants |
|----------------|------------------------|
| Theatre | 13 |
| Art Gallery | 13 |
| Gig or Concert | 13 |
| Workshop | 13 |

How important is art and culture?

Participants were asked, on a scale of 1 - 10, 1 being not important at all and 10 being extremely important, how important is art and culture to them.

| Number on scale | Number of participants |
|-----------------|------------------------|
| 10 | 8 |
| 9 | 4 |
| 8 | - |
| 7 | 1 |
| 6 | - |
| 5 | - |
| 4 | - |
| 3 | - |
| 2 | - |
| 1 | - |

How do you participate in art and culture?

Where/how do you find out about new opportunities?

- Wired4Music opportunities page
- Google

What makes you want to try new activities?

- Family
- Friends
- If they are affordable
- More platforms for young people
- More showcase opportunities
- Learning/Shadowing opportunities
- Networking opportunities

How many days per week do you dedicate to art and culture?

| Days per week | Number of people |
|---------------|------------------|
| 7 | 4 |
| 6 | 1 |
| 5 | 4 |
| 4 | 1 |
| 3 | 1 |
| 2 | 1 |
| 1 | 1 |

Journey through art and culture

Common introductions to arts and culture were:

Family & School

The group identified the following barriers to access and participation:

- Lack of skills (to continue accessing and participating)
- Lack of information
- Lack of paid opportunities
- School doesn't regard the arts as 'real' jobs
- Lack of confidence
- People telling you it's not possible
- Lack of promotion
- Too expensive

Is art and culture important, why?

- It's a luxury
- Important for people to have a voice
- To understand people different from yourself
- Creates communities

Where can you go to be creative?

- Wired4Music
- (Business side) The big music project, ERIC Festival
- Great escape
- Liverpool Sound City
- Tileyard Studios

- Roundhouse

What would help you to make or get more involved with the kind of art and culture that you're interested in?

The group discussed, at length, the lack of opportunities for people over the age of 20. They felt they had a lots of enrichment opportunities, developing their skills and talents, but now lack the opportunity to turn this into income/a job. They questioned why large national arts organisations don't provide training/experience and entry level roles for people like them.

What stops you from being able to get involved with art and culture?

- Uncertainty
- Limited experiences on offer
- Being afraid
- What people may think of you
- Finance
- Inexperience

Appendix B – Survey questions

ACE – Young People on arts and culture (7-11)

1. Which of the following activities do you enjoy? (Select all that apply)
 - Visual arts
 - Dance
 - Literature
 - Theatre
 - Combined arts
 - Outdoor arts
 - Museums
 - Libraries
 - Music
 - Film
 - Digital arts
 - I don't enjoy arts and culture
 - Other (please specify)

2. On a scale of 1-5, how important is arts and culture to you? (1 being the least important, 5 being the most important)

3. Have you ever been to or participated in any of the following arts and cultural activities? (Select all that apply)
 - Attending a performance (e.g. theatre or dance show, gig, concert, film, festival)
 - Participating in a performance (e.g. with your local dance group, orchestra or band)
 - Participating in a one-off workshop (e.g. creative writing workshop or film making class)
 - Using social media to share your art (e.g. poetry on YouTube, photos on Instagram)
 - Attending a gallery or exhibition (e.g. art or photography exhibition)
 - Member of a youth arts council or group (e.g. a youth council in a theatre or your local community centre)
 - Attending a course (e.g. an arts weekend or holiday course)
 - Participating in a regular group (e.g. choir, ensemble, drama group or digital media)
 - Accredited activity or exams (e.g. Arts Award, music or dance grades)
 - I have not attended or participated in any of the above

4. How much time per week do you spend taking parts in arts and culture?
 - 1 afternoon per week
 - More than 1 afternoon per week
 - 1 whole day per week
 - More than 1 whole day per week
 - Other (please specify)

5. Would you like to spend more or less time on Arts and Cultural activities per week?
 - More time
 - Less time
 - Happy with current amount of time

6. Where do you take part in the kinds of arts and cultural activities you're interested in?
 - In school

- Outside of school
 - Both inside and outside of school
 - I don't currently participate
7. How do you prefer to take part in arts and cultural activities?
- By myself
 - With others
 - With my family
 - A mixture
8. Does anything stop you from getting involved in arts and cultural activities?
- Money
 - Travel
 - Time
 - Unsure where to find activities
 - Lack of easily accessible activities
 - Influence of friends/family
 - Lack of activities to suit your preferences
 - Other (please specify)

Full survey data set for 7-11 year olds can be accessed [here](#)

(<http://www.sound-connections.org.uk/wp-content/uploads/ACE-7-11-Full-Survey-Data.pdf>)

ACE – Young People on arts and culture (11-25)

1. How old are you?
 - 11-14 years old
 - 14-16 years old
 - 16-18 years old
 - 18-25 years old

2. Please describe what arts and culture means to you?

3. Please list any examples of arts and culture that you know about?

4. On a scale of 1-5, how important is arts and culture to you? (1 being the least important, 5 being the most important)

5. Which of the following activities do you enjoy? (Select all that apply)
 - Visual arts
 - Dance
 - Literature
 - Theatre
 - Combined arts
 - Outdoor arts
 - Museums
 - Libraries
 - Music
 - Film
 - Digital arts
 - I don't enjoy arts and culture
 - Other (please specify)

6. Have you ever been to or participated in any of the following arts and cultural activities? (Select all that apply)
 - Attending a performance (e.g. theatre or dance show, gig, concert, film, festival)
 - Participating in a performance (e.g. with your local dance group, orchestra or band)
 - Participating in a one-off workshop (e.g. creative writing workshop or film making class)
 - Using social media to share your art (e.g. poetry on YouTube, photos on Instagram)
 - Attending a gallery or exhibition (e.g. art or photography exhibition)
 - Member of a youth arts council or group (e.g. a youth council in a theatre or your local community centre)
 - Attending a course (e.g. an arts weekend or holiday course)
 - Participating in a regular group (e.g. choir, ensemble, drama group or digital media)
 - Accredited activity or exams (e.g. Arts Award, music or dance grades)
 - I have not attended or participated in any of the above

7. What motivates and inspires you to go and see or take part in arts and cultural activities?

8. How much time per week do you spend participating and engaging in arts and culture?

9. Would you like to spend more or less time on Arts and Cultural activities per week?
- More time
 - Less time
 - Happy with current amount of time
10. Where do you participate in art and cultural activity?
- In school/college
 - Outside of school/college
 - Both inside and outside of school/college
 - I don't currently participate
11. How do you prefer to take part in arts and cultural activities?
- By myself
 - With others
 - With my family
 - A mixture
12. What would help you to get more involved with the kind of arts and culture that you're interested in?
13. Does anything stop you from participating in the arts and cultural activities you enjoy or trying something new?
- Money
 - Travel
 - Time
 - Unsure where to find activities
 - Lack of easily accessible activities
 - Influence of friends/family
 - Lack of activities to suit your preferences
 - Other (please specify)
14. Have you chosen/did you choose to study any arts subjects at school/college?
15. If you didn't choose to study any arts subjects at school or college, why not?
16. If yes, why did you choose to study arts subjects at school or college?
17. Please select which arts subject(s) you chose to study at school/college:
- Art and Design
 - Creative Writing
 - Dance
 - Design and Technology
 - Drama/Theatre Studies
 - Expressive Arts
 - Film Studies
 - Music
 - Performing Arts
 - Other (please specify)

Full survey data set for 11-25yr olds can be accessed [here](#)

(<http://www.sound-connections.org.uk/wp-content/uploads/ACE-11-25-Full-Survey-Data-.pdf>)

Appendix C - Summary document for young people

Arts Council England youth consultation feedback, June 2017

When thinking about their '25 Year Creative Talent Plan', Arts Council England wanted to better understand how young people participate and enjoy arts and cultural activities; how you access it; what barriers might exist; and explore whether arts and culture is important and relevant to you in your lives.

We had a huge response from young people aged 7-25 years old from across England, through surveys and roundtable discussions, for which we want to say a huge **THANKYOU**. We met with **186 young people across nine roundtable meetings** and a total of **778 young people completed the online surveys**.

Here are just some of the key messages and headlines we received from you:

- Arts and culture is an outlet for personal expression, a form of escapism, a way for you to socialise with others and express your individuality. Arts and culture is a tool for relaxing and helping to improve mental health.
- Arts and culture is a form of identity and a way to celebrate and learn about cultures different to your own.
- You favour film, music and theatre above all other arts forms.
- You place great importance on making art at home and are committed to creating and sharing your art, particularly through social media and via the internet.
- The influence of your family and your school is key to your first introduction to art and culture, and support from family and friends can affect how you participate throughout your life.
- Some arts organisations feel exclusive and unfriendly, and you are keen to see people like you working there.
- The following barriers stop you from participating: time, money, travel, transport and lack of information. Some of you are also frustrated by lack of professional development opportunities and support leaving education.
- Some of you are unable to take part due to feelings of lack of self-worth and self-confidence. Sometimes your friends, families and wider communities can make you feel that arts and culture isn't something acceptable.

To help you get more involved with arts and cultural activities, you made it clear to us that you need:

- More opportunities to take part in areas local to you – that are open to everyone
- Activities within your price range – to make activity more affordable, to enable more activity to take place, cheaper tickets and free activities, to support emerging artists.
- Better communication around opportunities – more information sharing, particularly through social media outlets.
- Greater importance placed on the value of arts and culture in society
- The possibility of work in creative industries via professional development opportunities
- More time in your school day or lives to dedicate to arts and culture

Next steps

The Arts Council Chief Executive, Darren Henley, will consider all you've said and will be writing a book summarising his thoughts on the way forward. This will be published early in 2018. We really appreciate you taking the time to meet and talk with us and we will keep in touch to let you know how the '25yr Creative Talent Plan' progresses. Thank you to you all.

Appendix D – Full list of partners involved in consultation

| | | |
|-----------------|--|----------------------|
| Location | North East | |
| Bridge | Tyne & Wear Archives and Museums | Bill Griffiths |
| | Tyne & Wear Archives and Museums | Elvie Thompson |
| Other contacts | Sage Gateshead | Steve Jinski |
| | Middlesbrough Council | Anne Besford |
| Location | Yorkshire and the Humber | |
| Bridge | CAPE UK | Sarah Mumford |
| | CAPE UK | Rosi Lister |
| | Leeds Council | Sarah Westaway |
| | Leeds Council | Hannah Lamplugh |
| | Advanced Youth Worker | Deeta Tren Humphries |
| | NYMAZ | Heidi Johnson |
| Location | North West | |
| Bridge | Curious Minds | Caz Brader |
| | Curious Minds | Derri Burdon |
| | Curious Minds | Holly Ball |
| Other contacts | Brighter Sound | Deborah King |
| | More Music | Pete Moser |
| Location | West Midlands | |
| Bridge | Arts Connect | Rob Elkington |
| | MAC Birmingham | Dorothy Wilson |
| | Telford and Wrekin Music/Telford Council | Tracy Hall |
| Location | East Midlands | |
| Bridge | The Mighty Creatives | Nick Owen |
| | Baby People | Julian Butt |
| | Baby People | Baby J |
| Other contacts | SoundLincs | Nikki-Kate Hayes |
| Location | London | |
| Bridge | A New Direction | Steve Moffitt |
| Other contacts | Bite the Ballot | Kenny Imafidon |
| | Wired4Music (Sound Connections) / Creative Schools | Daisy Kelly-Granger |
| | Drake Music | Douglas Noble |
| | Raw Material | Hannah Kemp-Welch |
| | Urban Development | Zakiya Bale |
| | Girls Rock London | Jessie Maryon Davies |
| | Arsenal in the Community | Samier Singh |
| | Everyones Climbing Tree | Xander Sabbagh |
| | London Youth | Jim Minton |
| | Wigmore Hall Young Producers | Stacey Campkin |
| | Association of British Orchestras | Fiona Harvey |

| | | |
|-----------------|--|-------------------------|
| | Mini Rugby Welsh | Seb Scotney |
| | Stratford Circus | Becky Lees |
| | National Orchestra for All | Marriana Hay |
| Location | East (Covering Essex, Hertfordshire, Bedfordshire and North Kent) | |
| Bridge | Royal Opera House Bridge | Roxi Curry |
| Other contacts | Colchester Royal Grammar | Liz Docherty |
| | Helena Romanes School | Panayiotis Charalambous |
| | Burnt Mill Academy | Cristin Casey |
| | Mark Hall Academy | Carla Mulholland |
| Location | East (Covering Cambridgeshire, Norfolk, Peterborough and Suffolk) | |
| Bridge | Norfolk and Norwich Festival | Michael Corley |
| | Waveney Youth Council | Philip Aves |
| | Waveney Youth Council | Stuart Halsey |
| | Ely Adec and Babylon Arts | Nathan Jones |
| Other contacts | The Garage | Emma Stanley |
| Location | South East | |
| Bridge | Artswork | Jane Bryant |
| Other contacts | Arts31/Gulbenkian Theatre | Eleanor Cocks |
| Location | South West | |
| Bridge | Real Ideas Organisation | Matt Little |
| | Real Ideas Organisation | Kate Reed |
| | Real Ideas Organisation | Claire Honey |
| Other contacts | Bristol Plays Music | Siggy Patchitt |
| | National Star College - SEND | Ali Mcewan |
| | Take Art | Jane Parker |
| | Chew Valley School | Anna Cordle |
| Location | National | |
| | Centre Point | Daniel Morris |