Start with the Child

The Needs and Motivations of Young people

A Report Commissioned by Resource
& The Chartered Institute of Library and Information Professionals

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- Youth Organisations
- Bridgelea Children’s Centre
- Kids Clubs Network
- Manchester Young Peoples Council
- Market Drayton Beavers and Cubs
- NCH Stay and Play group
- Old Moat Children’s Centre
- Parrswood High School (MYPG)
- South Shropshire Youth Forum
- The Grove School, Shropshire
- Zion Centre Choir Group
I INTRODUCTION

Resource: The Council for Museums, Archives and Libraries and The Chartered Institute of Library and Information Professionals (CILIP) commissioned Morris Hargreaves McIntyre to profile the changing social, emotional, personal and cultural needs of young people by investigating their needs, motivations and attitudes. This information will be used by museums, archives and libraries to inform their thinking about service provision and by CILIP, to inform a review of library provision for young people.

Specialist input to the research was provided by Jane Tobell, Senior Lecturer in Psychology, Manchester Metropolitan University, Judy Miller, Childcare Consultant and Babs Anderson, Education Consultant.

For the purposes of this research, young people were defined as up 16 years of age inclusive and were segmented by educational Key Stage:

- Under 5s (and parents)
- Key Stage 1 (age 5-7)
- Key Stage 2 (age 7-11)
- Key Stage 3 (age 11-14)
- Key Stage 4 (age 14-16)

The primary research confirmed that while there are clearly differences in the needs, motivations and attitudes of young people between these age groups, there are also significant differences within these age ranges. So while the research findings are presented according to Key Stage age ranges it is important to remember that these are not discrete, mutually exclusive segments.

The research included:
- A review of existing research into the needs, motivations and attitudes of young people
- Primary research with the above segments

Most previous research with young people in these sectors has been undertaken from the perspective of the service commissioning the research, usually to assess responses to actual or potential service provision. Resource and CILIP wished to take a different view, starting with the perspective of the young people themselves before applying the findings to museums, archives and libraries.

The research was therefore purposely undertaken in young people’s own, informal settings – play centres and youth clubs for example – to encourage them to take a broad perspective of their lives rather than being constrained by the ethos of either museums, archives and libraries or the formal educational system which would have been more likely had the research taken place in either a service or education environment.

Primary research was undertaken with 75 young people aged between 3 and 16. The research was undertaken in Manchester and Shropshire to provide an urban / rural comparison and with young people from a range of backgrounds to ensure that a spectrum of deprivation / affluence was also reflected.

All young people took part in facilitated discussions of between 3 and 7 young people. These were preceded by individual methodologies appropriate to each age group. A ‘Show and Tell’ methodology was used with under 5s. The children were visited in nurseries and play centres, asked to show the researcher around their own environment and through this, to talk about the things they liked doing and the people and influences on their lives. Children aged up to 11 did drawings of their favourite activities during the discussion. Children aged 11-16 were asked to complete visual and written diaries in the week preceding the discussion. They were given disposable cameras and asked to record their lives from their own perspective. These proved invaluable in enabling them to discuss their lives from their own point of view.
1.1 HOW TO READ THIS REPORT

There are 2 distinct sections to the report.

If you only read part of this report – read Chapters 2 and 3! Chapter 2: The Executive Summary and Chapter 3: Key Findings and Implications pull out the most important findings from the research. Chapters 4 to 9 present the detailed background information which has informed the research.

Chapter 2: Executive Summary outlines the psychological approach taken to this study, highlights the key issues identified in the research and outlines the implications for museums, archives and libraries.

Chapter 3: Key Findings and Implications presents the key findings from the primary and secondary research for each age-group. For each age group there is a model which identifies the systems which order their world at each particular age, and a summary of their social, emotional / personal and cultural needs and their cognitive development. This is followed by key quotes from the primary research to illustrate the findings.

Chapter 4: What Children Need: The Macro Perspective identifies macro-environment - the political and cultural systems - which direct our society and which fundamentally determine how children’s needs are constructed within our society.

Chapter 5: How Children Develop and Learn summarises a range of influential and current theories on child development and learning. These theories underpin our society’s concept of childhood and adolescence and as such have a significant impact on how young people are perceived in our society.

Chapter 6: The Socio-Demographic World of the Child details the demographic, economic and social environments of young people.

Chapter 7: Children and Culture reviews secondary research on the drivers to children’s involvement in culture in the widest sense; use of information and communication technology; the development and segmentation of young people as consumers.

Chapter 8: How Children Relate to Museums, Archives and Libraries examines secondary data on children’s usage of and responses to museums, archives and libraries.

The full methodology is detailed in Appendix 1. Quotes taken from the verbatim transcripts and referred to during this report are presented separately in Appendix 3.
EXECUTIVE SUMMARY

Young people exist within and are influenced by a multiplicity of environments and relationships. The intention of this research was to understand the child’s world from several perspectives, including:

- Macro political systems and policies which determine the structures of the child’s world
- How children develop and learn
- The demographic, social and economic context of the child’s world
- The social, emotional, personal and cultural needs, motivations and attitudes as expressed by young people themselves.

The research will be used by museums, archives and libraries to inform their thinking about service provision and by CILIP, to inform a review of library provision for young people.

This Executive Summary highlights the key issues identified in the research and outlines the generic implications for museums, archives and libraries if they want to engage meaningfully with young people. Further detail on each of these perspectives is contained in the body of the report. The following section, Key Findings and Implications, summarises the detailed findings from and implications of the research for each age group.

It is only by considering all these aspects of young people’s lives that we can identify the motivations and the drivers of their behaviour and in turn, design services that can meet these needs effectively.

2.1 THE MACRO PERSPECTIVE

External political and cultural systems essentially create the frameworks for and fundamentally determine how children’s needs are constructed within our society. At a macro level these include the United Nations and central government policies on children, education and culture. A key tenet of these policies is that children’s needs are increasingly being recognised as fundamental rights. The right of young people to play, leisure, recreation and full participation in cultural life and the arts is enshrined in Article 31 of the UN declaration of the rights of the child. The declaration also confirms that they have a right to be consulted directly about their views.

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\text{Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.}^1
\]

\[
\text{Member governments shall respect and promote the rights of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.}^2
\]

These rights have in turn been directly addressed by the UK central government’s Young people’s Unit (CPYU) in their seminal research into the needs of young people to inform their publication of A Strategy for Young people.\(^3\). This defines the government’s aspirations for young people as being:

- The opportunity to grow up in a loving, stable environment
- Real opportunities to achieve their full potential and contribute to a fast moving, changing and interdependent world
- Opportunities to experience the benefits of living in a diverse multi-cultural society, where all experiences are valued and racism is not tolerated
- The prospect of living in a safe and secure community where they are protected from harm, abuse, harassment, exploitation or neglect and have the chance to enjoy the opportunity to grow up with their peers and friends
- Chances to contribute to their local communities – feeling heard and being valued as responsible citizens – shaping their lives and their futures
- The opportunity to appreciate their environment and participate in sport, music, art, drama, and a variety of cultural activities of the society and community in which they live.
Focused support as they pass through the various transitions from birth to adulthood, expanding their capacity to make decisions about their identity, relationships, education, future careers and financial affairs.

Excellent joined-up public services which strive to meet the individual needs of young people and their families.

Commitment to work across Government to end child poverty, child deprivation and social exclusion.

Increasingly these meta-institutions are looking to the agencies responsible for the delivery of education and culture in its widest sense as well as to individual services such as museums, archives and libraries to deliver not only their own individual cultural objectives but also these more fundamental social objectives such as social inclusion or lifelong learning.

This places far wider demands on individual organisations and services in terms of knowledge, skills and resources than they might have needed in the past. It also gives rise to unprecedented opportunities for cross-agency working. Not just the ‘joined-up thinking’ exhorted by the current government but joined-up doing with other providers of services for young people.

While there are clearly some needs specific to young people, particularly in terms of their socialisation and cognitive development, the research found that the needs and motivations of young people are not dissimilar to the fundamental needs of all humans as expressed in Maslow’s Hierarchy of Human Needs.(ref) Maslow suggests that the needs of all humans can be arranged hierarchically starting with basic physiological needs such as the satisfaction of hunger and warmth at the bottom to the achievement of self-actualisation or transcendence at the top. There are two key implications arising from this. The first is that many needs are fundamental across all ages and that young people’s needs correlate to the needs of humans of all ages. In this sense, young people are perhaps most usefully seen simply as apprentice adults rather than as a discrete group of human beings with particular needs. The second is that unless the basic needs of physiology, safety and socialisation are met, it is unlikely that any individual can achieve their full potential. The model which follows maps the needs of young people as identified in the primary research for this project, alongside the hierarchy of human needs identified by Maslow. This confirms the extent to which these young people’s needs are directly correlated to the needs of people of all ages.

While acknowledging that many needs are fundamental to all human beings, society’s desire to articulate these needs for young people specifically is understandable in that this can then provide a blueprint for the provision of services for young people.
Implications:

- Recognise that young people are simply apprentice adults
- Young people’s basic needs of physiology, safety and socialisation need to be met before they will be able to achieve their full potential
- Collaborate on content and delivery with other providers of services for young people to deliver more holistic services for young people
- Mutual understanding of partner’s perspectives and needs including parents; other primary carers; pre-school and educational establishments; other youth agencies.
- Acknowledge where young people are headed in terms of increasingly adult interests

2.2 HOW CHILDREN DEVELOP AND LEARN

To understand children’s needs, motivations and attitudes it is also important to understand how children develop – psychologically, intellectually and emotionally and how they learn.

There is not a single, accepted view on how children develop but a range of influential theories on child development and learning which underpin our society’s current concept of childhood and adolescence and as such have a significant impact on how young people are perceived in our society. These are discussed in detail in Section 5, How Children Develop and Learn.

Some of these theories seek to understand children using an ‘inside out’ explanation; that is they posit the child as an individual and see motivation and behaviour as flowing from factors within the child such as intelligence or personality. Other models, are ‘outside in’ and explain development with reference to social factors which influence the child’s behaviour and thought processes. In
reality, it is likely that development is influenced by a combination of all these processes. The most persuasive theories and the primary research undertaken for this project reinforce the view that children do not develop in isolation and that context is all-important:

*The development of the mind is the interweaving of biological development of the human body and the appropriation of the cultural/material heritage which exists in the present to coordinate people with each other and the physical world. Society is the bearer of the cultural heritage without which the development of mind is impossible.*

The psychological model that encapsulates this and has therefore been used as a framework for analysis is Urie Bronfenbrenner’s Ecological model of child development. As the name suggests this theory places the child in the centre of a complex environment of interacting factors all of which, to a greater or lesser extent, impact on behaviour. The essential principles of this model are that development takes place in the context of relationships with people and environments surrounding the child. The interactions that determine development include those in the child’s immediate environment and more remote environment. To make sense of the behaviour of children it follows that any research needs to investigate the impact of her/his close relationships on behaviour, but we also need to understand the wider context of these influences – the values and norms of society.

The generic model below interprets Bronfenbrenner in the light of the context for this project and illustrates the relationships, institutions and policies that impact on the child as they develop. Importantly, it shows that the child’s world consists of three systems.

![Diagram of Bronfenbrenner's Ecological Model](image)

The nearest to them is the Micro System which represents people and organisations with which the child has a direct relationship. Next is the Exo System which contains people and organisations with whom the child has more distal relationships but which still have a direct impact on them and finally, the Macro System, those wider governmental policies and societal structures which although indirect, still have a fundamental impact on a child’s life. Section 3, Key Findings and Implications, which follows develops a map of the Child’s World for each of the key age groups considered in the research.
Development is context and culture-specific
This model illustrates that development is context and hence culture-specific. For some cultures family and specific faith-communities will exert a greater influence on young people than in other cultures. This can result in some young people feeling excluded if wider societal norms reflect different values and fail to embrace the full range of value systems. Different cultures tend to emphasise particular intelligences which reinforces the importance of understanding the cultural context

Implication:
Individual services must be developed in the light of context and culture-specific knowledge.

Development is a moving construct
While there are specific physical and cognitive stages, development should not be seen as a rigid series of fixed stages through which young people move, but rather as a moving construct whereby knowledge and identity is constructed and reconstructed in the light of experience. Neither is development rigidly circumscribed by age. There are however, key step-changes in development when children start school, when moving to junior school and again at ages 12 and 15 years. Further, development is a life-long process, not one confined to childhood.

Implications:
- Development of services for young people should not be rigidly constrained by specific age-range boundaries.
- Recognise developmental step-changes at start of school; entry to junior and secondary school and at ages 15-16.

Multiple Identities
Identity is based on many factors including gender, religion, race, affinity, friendship, cultural interests and many more factors. Most people, and young people are no exception, are rarely defined by a single identity, they expect to have multiple identities, any one of which may come to the fore at any one time. Young people might also be described as trying on different identities, constantly re-evaluating and re-interpreting their identity. While this experimentation does continue throughout life it is most extreme at this stage.

Implications
- Young people will express themselves in multiple ways
- Young people have different needs in different contexts

Different ways of learning
All humans, including children receive and process information and meanings in a variety of ways and there are consequently many different ways of engaging young people to meet their different needs. There is also research to suggest that there may be a significant correlation between language rich environments and the potential for learning.

Implications:
- Recognise different ways of learning in design of services.
- Adopt a multi-sensory approach to learning encompassing visual, auditory, kinesthetic
- Allow for the use of language in learning.

Physical activity
Physical activity helps learning and increases motivation. Young people, particularly up to age 11 enjoy being active and want to test and stretch their physical abilities.

Implications:
- Incorporate opportunities for active / outdoor play
- Provide physical activity breaks in learning environments.
2.3 SOCIO-DEMOGRAPHIC CONTEXT

The characteristics of the young person’s immediate environment - the demographic, social, and economic context of their world has a profound impact on their motivations and attitudes. While their development needs may have changed little, the demographic, social, political and economic context of the child's world has changed considerably. One of the strengths of the Ecological Model of development outlined above is that it accounts for changes in behaviour as development happens, for example, the links between the close relationships, family, friendship groups etc, changing as the child gets older.

Multiple and shifting influences
As a young child the principle relationships are with family members, and great influence is exerted on the child by parents, siblings, grandparents. However, as the child matures the links to friends and engagement in a wide variety of social activities, communities and institutions increases and so the influences of these groups come into play. This doesn’t mean that the family influence evaporates, as young people confirmed that while they may be kept at a more of a distance physically, their families are still important for emotional support and encouragement up until age 16 at least, rather that the child is interacting with and so being influenced by a wider range of people and organisations.

Implications:
- Understand needs and motivations of influential others
- Recognise power of influential others in promotion

Changes in family structure
Young people live in increasingly complex family structures. Three-generation families are now common – nearly everybody in Britain has a living parent or living child, many have both. There are an increasing number of one-child families; by 2000 25% of families contained just one child. 25% of children live in a household with a lone parent. Almost one in four children are affected by divorce before their sixteenth birthday. Ethnic minority families are more likely to grow up in a household where three or more generations live together. The ethnic minority population is generally younger than the white population. In 2001-02, a third of the ethnic minority population was aged under 16, compared to one-fifth of the white population.

Implications:
- Cultural institutions can provide important social space for fragmented families
- Café facilities provide social space
- Increasing number of single children need opportunities for social engagement
- Position spaces as neutral territory to encourage integration by children of all different backgrounds
- Recognise the important role of grandparents within family structures
- Accommodate visiting by multiple age groups simultaneously to encourage family visiting
Work patterns and out-of-home care

65% of mothers with children under 18 work, 25% full time, 40% part-time. More children experience out-of-home care at an earlier age than ever before. Just under half (48%) of pre-school children experience out-of-home care during term-time.

Implications:
- Open later / longer – accommodate family visiting by working parents
- Provide a variety of spaces for carers and child – separately and together; quiet and active
- Develop awareness of knowledge, understanding, needs and interests of carers
- Partnerships with care providers
- Development of carer’s skills
- Introduce carer non-users by cross sector approach
- Out of school clubs - evenings & weekends
- Outreach services

Extended Period of Youth

The transition from childhood to adulthood now lasts longer than at any time in history. Young people could now be described as being in an extended period of ‘youth’. Physical and sexual maturity comes earlier but young people now stay on in education for longer. In 2000/2001, 57% of 16-18 year olds were still in full-time education, compared to 32% in 1981/1982. So economic independence comes later. A stable relationship, home and children also come later with the average age of childbirth is now 29 years of age. Young people up to the age of 16 account for over one-fifth of the population. If ‘youth’ were to be classified as the pre-family lifestage, then under 29s account for 38% of the population.

Implications:
- Wider definition of ‘youth’
- Child accessible pricing - up to age 18

Social Exclusion

The impact of social exclusion cannot be underestimated. Over two million children (16%) live in households where there is no adult in paid work. In 2000/01 4 million children lived in households which have below 60% of median income. At least 16% of the children in need are of ethnic identity other than white. Black young people, young people from social grades DE or belonging to single parent families are less likely to have access to ICT at home.

Implications:
- Engage them before they become socially and or culturally excluded - before age 11 is key
- Provide a welcoming atmosphere / ambience for all, recognising the needs and cultural context of different groups of young people
- Diverse staff – ethnicity, age, disability
- Review potentially excluding pricing policies
2.4 PERSONAL AND EMOTIONAL ISSUES

Negative perceptions of youth
Young people perceive that there is a negative attitude by the much of society towards young people. They feel they are viewed as a problem simply because of their age or appearance. Young people want to be recognised as individuals but welcomed in groups. They want to feel understood and to be welcomed in a non-patronising way.

Implications:
- Actively celebrate young people
- Don’t judge by appearances
- Understand their developing self-confidence which sometimes emerges as overconfidence
- Training of all staff - knowledge and attitudes towards young people
- Welcoming atmosphere / ambience
- Communicate that the service trusts, likes and respects young people
- Younger staff
- Younger attitudes
- Staff awareness and training about acceptable / unacceptable behaviour.
- Awareness of impact of reinforcing stereotypical behaviours
- Dedicated teenage space — non-child (13+) and non adult (18+)
- Provide recognised dedicated space or time to use spaces for young people

Pressure and Responsibilities
While it might be an extended period of youth, it is not a youth free from pressure and responsibilities. Almost all the young people consulted articulated the importance of education to enable them to get the most from their life. They feel they need to achieve educationally in order to get a good job, to earn money and to provide for themselves and their future families. They also feel pressure from what they see as impending responsibilities for making choices about their lives and about becoming financially responsible, particularly paying bills and taxes.

There are also significant emotional pressures and responsibilities on young people arising from increasingly complex family structures. 1 in 4 children are affected by divorce before their sixteenth birthday. 25% of children live in single-parent families. In 1998 50,000 children (0.5%) were either in foster care or looked after in children’s homes. Young people described graphically to us the emotional impact of being caught between warring separated parents and difficulties of integrating with step-parents and families which in turn often brings additional responsibilities for child-care.

Informality, Relaxation & Fun
Young people are looking for relaxation, fun and informality as an antidote to the pressures they feel they are facing from education, worries about the future and complex family structures. This means that they are consciously looking for environments that are unlike school or home; they want products and services to be provided in informal, less organised ways. Out of school they are seeking self-directed, self-paced learning methods. In this context, secondary research suggests there may be untapped potential for informal learning. Humour has also been recognised as valuable - there are important psychological benefits from laughter for young people.

Implications:
- Cultural youth club approach – information, creativity, culture.
- Supervised, facilitated sessions but informal.
- Provision of informal learning methods
- Informal seating, comfy seats, bean bags, cushions
- Recognise importance of laughter
- Provision of spaces for social engagement
- Encourage children to engage with each other through their hobbies/interests / collections
Expression of Learning
As well as a desire for informal learning, most young people also welcome recognition of their achievements and ostentatiously so before age 11. It is important to them that they are able to use and demonstrate their developing skills.

Implications:
- Allow to express information / knowledge
- Provide awards / scheme for recognition of achievement
- Space to display successes

Gender Differences
From pre-school age, boys and girls show increasing gender definition. In pretend play, boys are more likely to engage in activities with speed and noise; girls with dolls and homing activity. As they become older girls talk about and are involved in a wider range of activities. Different use of ICT emerges with boys more likely to use computers for games, girls for creativity and communication.

Implications:
- Recognise different use of media / technology by gender
- Staff / carer awareness of different use of media / technology by gender

Autonomy and Self-Guidance
While acknowledging their dependence on their families and in education, young people describe graphically how they want to be autonomous and self-guiding but that they are hampered in this because they are expected to behave as adults when most of society still treats them like children. They want to develop responsibility and feel trusted, even from an early age.

Implications:
- Facilitate developing independence wherever possible
- Allow to accomplish tasks / activities by themselves
- Enable autonomy within their capabilities through physical design – shelf layout, height, furniture, easy to read signage
- Child-led signage / instructions at appropriate reading levels
- Enable children to guide own and family visits
- Icon oriented signage
- Give responsibility and show trust appropriate for the age group
- Enable them to be as self directing as possible while providing guidance in a non-patronising way
- Provide adult free space
- Provide sessions for independent visiting
- Design services for unaccompanied children as well as family / organised groups
- Welcome unaccompanied young people

Need to Feel Safe
At the same time as seeking autonomy, young people also want to feel safe and carers, particularly of younger children, want to feel confident of their safety.

Implications:
- Safe access routes to places is important
- Protected warm spaces for sociability and communication
- Safe storage to leave belongings – capable of housing buggy, shopping, schoolbags, bike helmets
- Ease / safety of negotiation around venue
- Safe leaving children in supervised / unsupervised areas etc
- Staff training in child safety
- Well cared for physical environment to ensure carer confidence.
Increasing access to money
Children have increasing access to money and are receiving larger amounts at a younger age. Between 1990 and 2001, total income increased by 160% for 0-5s; 126% for 8-10s; 105% for 11-14s and 38% for 14-16s.14 Children aged 5-16 are now estimated to have a total weekly spending power of almost £60m.15 One in three children aged 11-16 undertake paid work either during term time or during summer holidays.16

Implications:
- Increasing opportunities for retail / merchandising
- Pocket money pricing

Consumer Socialisation
Young people are also becoming sophisticated consumers. Children are influenced by merchandising from a young age, certainly from under 5 years. They are also increasingly being identified as specific consumer segments such as the ‘Tweenies’ — fashion conscious, brand and technology literate 7-12 year olds who are described ‘inhabiting a limbo-land between toddledom and adolescence’.17

Young people are increasingly aspirational. They aspire to do more adult activities and adopt a more adult lifestyle although they are aware that this means more responsibilities. These expectations mean that they expect easy access to facilities — they need to be in the right locations, contiguous to other retail and cultural facilities. The physical environment is important for how they feel about themselves and the institutions they are involved with, from age 11 onwards. The right environment engages them and enables them to identify with the institution. They also expect facilities to be more commercial or retail in their design and ambience, looking to café-bars, cyber cafes and bookshops for inspiration.

Implications:
- Design / ambience of spaces important for all ages
- Physical environment and ambience designed with older aspirations in mind
- Acknowledge aspirational expectations based on bookshop, café-bar culture, cyber-cafes
- More sophisticated ambience
- Bright welcoming colours - but not infantile for older young people
- Multiple copies of loan items / multiple access to things - Blockbuster approach
- Accessible locations contiguous to retail / cultural activity

Involvement / Consultation
Young people want to feel that they matter; that their ideas are valued, listened to and acted upon. This will engender ownership of individual services.

Implications:
- Consultation about needs / feedback
- Young people planned and led activities
- Mentoring system — older age group sharing knowledge with younger children
- Address preconceptions about appropriate behaviours in promotional materials
- Develop membership scheme with benefits for different age groups
2.5 CULTURAL NEEDS

Young People's Culture
A key issue for young people is that they do not feel that most institutions, museums, archives and libraries included, acknowledge or reflect their specific cultural interests, which are often peer group led and exclude adults. From age 5 they begin to make collections – taking pleasure in foraging for and finding things which contributes to their sense of achievement, self-direction and sense of belonging to a social grouping. As they become older they develop interests which continue into adulthood and which can provide a strong focus for them socially. Popular, contemporary and commercial culture including music and fashion are especially important.

Implications:
- Establishment definition of culture needs reviewing
- Provide access to culturally relevant material - appropriate for age group
- Recognise their culture – ensure collections / services have materials that support their interests.
- Broaden content to reflect popular / contemporary / commercial culture – music; fashion
- Make connections with Famous people / icons
- Enable access to adult cultural forms and content, including web
- Up to date loan items: books, cds, videos, dvds
- Invite children to explain and display collections to encourage understanding that museums/archives/libraries are collections too
- Facilitate access to music – collections, listening posts, headphones
- Peripatetic cultural youth workers

Creativity
Most young people express a desire to be creative. Imaginary worlds and pretend play at an early age leads into creative self-expression at a later age. For some young people, particularly those from socially excluded backgrounds, this is often not facilitated at home and cultural institutions can play a valuable role in enabling this. Even at 11-16, young people express an interest in low-tech creative activity.

Implications
- Child only places for fantasy and imaginative play
- Small places, secret worlds, den-like to age 11
- Tools for dressing up and pretend play
- Offer simple creative activities at all ages - age appropriate
- Recognise desire for active exploration – quizzes, clues, solving puzzles

Information and communication technologies (ICT)
The impact of young people’s increasing access to and ownership of information and communication technologies is profound. Computer usage, either at school or home is almost universal among 5-18 year olds. However, lack of access to ICT by certain groups of young people adds to their social exclusion. 26% of young people who have access to a computer at school do not have access to one at home. These young people are more likely to come from social grades DE, to belong to single parent families or to be black. 18

Young people’s attitude to ICT is as profound as their increasing access to it. Access to the internet particularly has had a major impact. Almost three-quarters (73%) of children use the internet at home, school or elsewhere and 64% of households have access to the internet at home but again access is reduced among social grades DE (41% of households). 19

Children are perceived to be uniquely at home online because they have no conception of a pre-internet world. Children treat the internet differently to adults in that children view the internet as something they are inside, while adults think of themselves as looking at something. Children increasingly relish the fact that they do not merely consume media online, but can shape it too. For
children the internet is not a ‘lean-back’ medium (as in watching television) but a ‘lean-forward’ medium (like eating a meal). As children become teenagers, the internet offers another unique benefit: it gives them vital private space on the journey from their parents to their peers. Recent research from the United States argues that the internet is replacing the telephone as the teenager’s primary means of independence and connectedness to the larger, social world. 20

Mobile phone ownership is pervasive and increases significantly with the age of the child. While 1% of Key Stage 1 children are perceived by their parents to own a mobile phone, this rises to 8% at Key Stage 2 and then leaps to 44% of Key Stage 3 and 67% of Key Stage 4. Email and texting consequently become important methods for communicating with young people of 11 and over.

There are also significant gender differences in the use of ICT and the internet. At Key Stages 3 and 4 boys are more likely than girls to use ICT for playing games, accessing the internet, playing CDs and watching DVDs or movies while girls are more likely than boys to use ICT for homework or study.21

Implications:
- Acknowledge techno-literacy in design of services and information - at all ages
- Adequate provision of up to date ICT including more computer terminals and ensuring access to them by young people
- Interactives at all ages - but age appropriate

Home entertainment equipment
Children increasingly have access to home entertainment equipment in their own room. In 1998, 46% of all children had a television in their room. By 2001, 33% of 0-3 year olds did; 65% of 4-9 year olds and 75% of 10-15 year olds.22

The most significant finding is the penetration of home entertainment equipment in the bedrooms of 4-9 year olds. In their bedrooms, 56% have their own television, 50% their own radio, 40% a games console, 28% a video recorder, 10% their own computer, 7% satellite / cable and 4% internet access. 23

Implications:
- Use wider range of media with contemporary relevance for young people
- Reinforcement potential of different media

2.6 MOTIVATING USE OF MUSEUMS, ARCHIVES AND LIBRARIES

More young people will only be motivated to use museums, archives and libraries if they feel that these institutions meet their specific needs as identified above.

As museums, archives and libraries become more user focused, the greater the chance of motivating use by young people. Focusing on the factors that determine whether or not people are motivated to use the service is characteristic of an organisation that might be described as being user or visitor focused. That is, they believe that their vision will be achieved most effectively by fully understanding the needs, wants and motivations of their existing and potential users.

The organisational focus options available to museums, archives and libraries are laid out below. In this model for an organisation to be accessible they would be in Box 4: Product Led/User –Focused. This means that while they might be led by their cultural or artistic objectives, they are user-focused in the delivery of these. A user focused organisation adapts the product offering to meet the needs of the target market. This is achieved by:
- identifying the people they would wish to reach
- determining their needs, wants and motivations
- developing products or services to meet those needs
- communicating and interacting with the target market through appropriate methods.
An overriding implication of this research is the mutual benefit to be gained by working in partnership both with young people themselves and also with other providers of services for young people to ensure that young people’s needs are addressed in an holistic way.

---

1 Declaration of the Rights of The Child, Office of the UN High Commissioner for Human Rights, 1959
2 Ibid
3 Building a Strategy for Young People: Consultation Document, Young people’s Unit, 2001
4 Wertsch, James V Beyond the Individual-Social Antimony in Discussions of Piaget and Vygotsky; Michael Cole, University of California, Washington University
7 UK in Figures, Education & Training, Office for National Statistics website (www.statistics.gov.uk/ukinf/figures), 2002
10 www.poverty.org.uk/summary/keyfindings
11 Children in Need in England: Results of a Survey as reported by Social Services Dept of Health, February 2000
12 Young People and ICT: Findings from a survey conducted in Autumn 2001. NGLF Research and Evaluation Series, Department for Education & Skills, 2002
15 Ibid
16 Class Struggles. Trades Union Congress/MORI, 2001
17 Mark Smith, Chief Executive, Claire’s Accessories
18 Young People and ICT: Findings from a survey conducted in Autumn 2000. NGLF Research and Evaluation Series, Department for Education & Skills, 2002
19 Ibid
20 Wroe, C. Kids make the Net their own. The Sunday Times March 31 2002
21 NGLF Research and Evaluation Studies; Young People and ICT 2000
22 Ibid
23 Ibid
3 KEY FINDINGS AND IMPLICATIONS

3.1 INTRODUCTION
This section presents the specific findings from the primary and secondary research for each of the five age group segments specified for the research, which in turn represent educational key stages. For each age group there is a model which identifies the systems which order their world at each particular age; a summary of their social, emotional/personal and cultural needs and a description of their cognitive development during this age. The implications arising from these needs are detailed and this is followed by key quotes from the primary research to illustrate the findings.

The age groups for the research were:

<table>
<thead>
<tr>
<th>STAGE</th>
<th>AGE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school &amp; Early Years</td>
<td>0 - 5</td>
</tr>
<tr>
<td>Key Stage 1</td>
<td>5 - 7</td>
</tr>
<tr>
<td>Key Stage 2</td>
<td>7 - 11</td>
</tr>
<tr>
<td>Key Stage 3</td>
<td>11 - 14</td>
</tr>
<tr>
<td>Key Stage 4</td>
<td>14 - 16</td>
</tr>
</tbody>
</table>

It must be stressed that while there are clearly differences in the needs, motivations and attitudes of young people between these age groups, there are also significant differences within these age ranges. So while the research findings are presented according to Key Stage age ranges it is important to remember that these are not discrete, mutually exclusive segments.

Reflecting the Ecological Model of Development described earlier which places the child in the centre of a complex environment of interacting factors, each section begins with a generic model of the world of the child between these ages and the systems which impinge upon their world at this stage.

The Child’s World
We identified earlier that young people will only be motivated to use museums, archives and libraries if these institutions meet their specific needs. These needs are detailed in the following sections. Where these findings have been obtained from secondary research, the sources are individually referenced. If findings are not referenced, they have arisen from the primary research conducted for this project. Where verbatim comments from the young people themselves relate directly to specific findings these are referenced [number] and are presented in the appendix.

Many different factors have an impact on people’s motivations to use or visit any particular product, facility or service and this is equally true for museums, archives and libraries. The factors, controlled by an organisation, which can influence visitors and users of the services are described as the ‘marketing mix’ and relate to the varying needs that different types of visitors and users have. This is known as the ‘Marketing Mix’, so called because the way in which an organisation delivers each of these factors has an impact on their market — the extent to which current or potential users engage with the organisation. To aid discussion and planning by museums, archives and libraries, the implications of the needs of young people at each particular age are presented alongside the aspect of the service which can respond to them.

### The Marketing Mix for Museums, Archives and Libraries

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product</strong></td>
<td>Range and features of the actual products and services being offered. Content and characteristics of the organisation. Quality of products and services provided.</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Aspects of the service which enhance the visitor experience. Including information services and material; education; interpretation; events; friends and members schemes; schemes to increase the range or quality of experience of existing users; campaigns to develop new users.</td>
</tr>
<tr>
<td><strong>Pricing</strong></td>
<td>The actual cost of entry or use; cost of additional services. Perceptions of value for money or time</td>
</tr>
<tr>
<td><strong>Place</strong></td>
<td>How and when the products and services are made available including actual location; transport access; on-site / off-site / virtual access; opening times.</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td>The staff involved in delivering or interpreting the product for the users e.g. librarians, museum and archive staff. Quality of service and customer care is central to the user’s experience and crucial to making them feel that their needs are understood and are being met. The knowledge; experience; approach and demeanour of staff can have a significant effect on the overall visitor experience and the likelihood of someone making a repeat visit.</td>
</tr>
<tr>
<td><strong>Physical Evidence</strong></td>
<td>Buildings and facilities – layout; design; ambience. Tangible elements of a service such as library or admission tickets; membership cards.</td>
</tr>
<tr>
<td><strong>Positioning</strong></td>
<td>The image a particular sector, service or individual organisation has for the respective target group.</td>
</tr>
<tr>
<td><strong>Promotion</strong></td>
<td>The means of communicating with potential visitors including the method, style and tone of voice.</td>
</tr>
</tbody>
</table>
3.2 THE CHILD’S WORLD: UNDER 5

Ecological Model of The Child’s World: Under 5
## Needs and Motivations: Under 5

<table>
<thead>
<tr>
<th>Social</th>
<th>Emotional / Personal</th>
<th>Cultural</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependency on carers</td>
<td>Feeling safe</td>
<td>Exploring things and their</td>
<td>Motor skill development</td>
</tr>
<tr>
<td>Connecting and interacting with others</td>
<td>Feeling physically cared for</td>
<td>capabilities through senses</td>
<td>- gross motor skills (jumping,</td>
</tr>
<tr>
<td>Playing with friends</td>
<td>Gaining competence &amp; autonomy</td>
<td>Pretending</td>
<td>throw and catch balls, rudiments</td>
</tr>
<tr>
<td>To understand where they 'belong' in the world and what roles other people have in their lives</td>
<td>Choosing for themselves becoming important</td>
<td>Have imaginative worlds – (some not all)</td>
<td>of dressing)</td>
</tr>
<tr>
<td></td>
<td>Being active</td>
<td>Dressing up enjoyed</td>
<td>- fine motor skills (cutting paper,</td>
</tr>
<tr>
<td></td>
<td>Testing &amp; stretching physical abilities</td>
<td>Making &amp; representing</td>
<td>uses lines to form boundaries of</td>
</tr>
<tr>
<td>Drawings all people focused:</td>
<td>Play / learning being guided by</td>
<td>Simple, basic, creative activities</td>
<td>objects, eating with spoon and</td>
</tr>
<tr>
<td>brothers, sisters, parents,</td>
<td>formal 'early years curriculum' but</td>
<td>enjoyed</td>
<td>fork</td>
</tr>
<tr>
<td>friends</td>
<td>not yet identified by children</td>
<td>Need for repetition and</td>
<td>Language development</td>
</tr>
<tr>
<td>Just under half (48%) of pre-school children are in out-of-home care during term-time</td>
<td>although children talk about</td>
<td>familiarity</td>
<td>- vocabulary spurt, uses</td>
</tr>
<tr>
<td>Learning appropriate modes of</td>
<td>enjoying books and numbers</td>
<td>Developing gender split –</td>
<td>inflection, negatives, questions</td>
</tr>
<tr>
<td>behaviour: ‘fitting in’ – already conscious of certain behaviours e.g. to be</td>
<td>Limited attention span</td>
<td>pretend play along gender lines –</td>
<td>and passive voice; appreciates</td>
</tr>
<tr>
<td>quiet in the library</td>
<td></td>
<td>boys cars, planes, speed, noise;</td>
<td>humour and metaphor, growth</td>
</tr>
<tr>
<td>Stay and Play centres enable</td>
<td></td>
<td>girls dolls – especially</td>
<td>in pragmatics</td>
</tr>
<tr>
<td>parents to behave differently</td>
<td></td>
<td>Barbie, homing area</td>
<td>Uses landmarks to negotiate</td>
</tr>
<tr>
<td>than they might do in their own</td>
<td></td>
<td></td>
<td>spatial environments</td>
</tr>
<tr>
<td>home – pretend / creative play –</td>
<td></td>
<td>Develops a theory of mind</td>
<td></td>
</tr>
<tr>
<td>get messy</td>
<td></td>
<td>(taking the viewpoint of others)</td>
<td></td>
</tr>
<tr>
<td>Importance for carers for</td>
<td></td>
<td>Memory capacity increasing, by</td>
<td></td>
</tr>
<tr>
<td>physical environment to be well</td>
<td></td>
<td>age 5 memory span of four to five</td>
<td>Can think several steps ahead in</td>
</tr>
<tr>
<td>cared for</td>
<td></td>
<td>items</td>
<td>planning solutions</td>
</tr>
<tr>
<td>Environments not always child-</td>
<td></td>
<td>Enjoy interactive nature of</td>
<td>Can solve simple analogies</td>
</tr>
<tr>
<td>friendly: hassle factor of</td>
<td></td>
<td>computers by age 4 [5]</td>
<td>(Jane Tobell)</td>
</tr>
<tr>
<td>children and belongings</td>
<td></td>
<td>Boys greater use of computers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>for games [6]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reinforcement of combination of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>different media: book of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>video / video of the book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Influenced by merchandising</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museums</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special places to see exceptional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>things</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perceived exciting / happy places</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recall around large objects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Awe / gore factor [6]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Libraries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Success of introducing carers to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>library facilities for parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>through the back door</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enable carers to benefit from visit as well as child</td>
<td></td>
</tr>
</tbody>
</table>
**Implications: Under 5**

<table>
<thead>
<tr>
<th><strong>PRODUCT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics need to be relevant and recognisable by the children</td>
</tr>
<tr>
<td>Readily accessible contexts</td>
</tr>
<tr>
<td>Provide variety of activities to allow for limited attention span – butterfly behaviour</td>
</tr>
<tr>
<td>Acknowledge their own cultural references and gender differences</td>
</tr>
<tr>
<td>Provide multiple copies of books and back up material</td>
</tr>
<tr>
<td>Recognise that under 5s increasingly ITC literate</td>
</tr>
<tr>
<td>Recognise different use of media / technology and the potential need for Carers tutoring for this</td>
</tr>
<tr>
<td>Use reinforcement potential from combination of different media</td>
</tr>
<tr>
<td>Provide tools for imaginative play</td>
</tr>
<tr>
<td>Simple creative activities using arts and crafts</td>
</tr>
<tr>
<td>Cater for enthusiasm for dressing-up and pretend play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROCESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution awareness of prior knowledge; understanding and interests of the children and carers</td>
</tr>
<tr>
<td>Lock into children’s capacity to have their imagination fired</td>
</tr>
<tr>
<td>Provide a multi-sensory approach: visual; aural; kinaesthetic</td>
</tr>
<tr>
<td>Potential for self-guiding / choice making at earliest age ‘Me do it’</td>
</tr>
<tr>
<td>Use repetition and familiarity</td>
</tr>
<tr>
<td>Role to develop carers creative play skills</td>
</tr>
<tr>
<td>Supervised child sessions to enable carers to use facilities – selecting topics / books</td>
</tr>
<tr>
<td>External agencies can provide carers with alternative experiences / guidance in engaging with their children</td>
</tr>
<tr>
<td>Social interaction important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PLACE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt to social context of number of pre-school children being cared for outside the home - address carers needs</td>
</tr>
<tr>
<td>Take services to the children (library story time at the nursery)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PEOPLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tackle adult reinforcement of traditional behaviour e.g. need to be quiet in library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PHYSICAL ENVIRONMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a variety of spaces for carers and child quiet and active</td>
</tr>
<tr>
<td>Safe spaces which are child oriented – where carers can be nearby</td>
</tr>
<tr>
<td>Space for imaginative play</td>
</tr>
<tr>
<td>Small places to hide, kids only section to facilitate secret world (den)</td>
</tr>
<tr>
<td>Enable young children to be autonomous within their capabilities – to choose for themselves – physical design – shelf layout, height, furniture, simple signage which is easy to read</td>
</tr>
<tr>
<td>Provide safe storage for parents to leave belongings – capable of housing buggies / shopping</td>
</tr>
<tr>
<td>Ensure physical environment is well-maintained</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROMOTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access parents / carers through children’s activities</td>
</tr>
</tbody>
</table>
3.3 THE CHILD’S WORLD: 5-7

Ecological Model of The Child’s World: 5 - 7

- Policy & Funding - Education, Culture etc.
- Location of housing in relation to provision
- Close relationships with:
  - Parents
  - Siblings
  - Friends
  - School Teachers
  - Non-Family Carers
- Proximity of friends
- Individual school policies
- Provision of safe external spaces for play and interaction
- Access to ICT
- Opportunities to play with own age group
- Parental income

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### Needs and Motivations: 5 – 7

<table>
<thead>
<tr>
<th>Social</th>
<th>Emotional / Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming more independent from carers&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Feeling they matter: making choices&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Increasing independence by 7 – already some undertaking solo outings – on bikes / to shops</td>
<td>Increasingly getting their own way and having a say</td>
</tr>
<tr>
<td>Playing with friends&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Intellectual development step-change - starting school</td>
</tr>
<tr>
<td>Developing exclusive friendship groups with similar interests</td>
<td>Proud of developing skills</td>
</tr>
<tr>
<td>Increasing awareness of special ‘non-parent’ relationships</td>
<td>Ability to take instructions and taking responsibility&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>Ability to understand rules and notions of fairness&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Contributing ideas and participating in decisions</td>
</tr>
<tr>
<td>£1.46 parental pocket money per week; £3.35 overall spend&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Limited attention span</td>
</tr>
<tr>
<td>Starting to get money and want to spend but little concept of value apart from pocket money priced items at older end of age range&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Get frustrated as they try to tackle over-ambitious projects&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Becoming ‘consumers’ – clothes; trainers; labels; videos/ dvds; electronic games</td>
<td>Increasingly motivated by rewards for achievement</td>
</tr>
<tr>
<td></td>
<td>Already aware of increasing pressures looming at school&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Feeling physically capable</td>
</tr>
<tr>
<td></td>
<td>Outdoor play - learning to swim, dance, play football, ride bikes&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Outdoor play still important for both boys and girls but wider range of activities for girls</td>
</tr>
<tr>
<td></td>
<td>Shared interests with others. Adults excluded</td>
</tr>
<tr>
<td></td>
<td>Importance of feeling activity / space is their own – specifically relevant to their own age group&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Caring – responsibilities for pets important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding out about, making sense of the world through active exploration&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Motor skill development - walks on balance beam, gallops and skips, dresses without help, ties shoes</td>
</tr>
<tr>
<td>Fantasy and imaginative play important&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Language development - develops metalinguistic awareness (ability to think about language for language’s sake)</td>
</tr>
<tr>
<td>Making dens</td>
<td>Consolidates counting skills, basic sums, negotiates mathematical symbols</td>
</tr>
<tr>
<td>Developing physical &amp; intellectual skills mean they can take on many new activities</td>
<td>Learns alphabet and basic phonetics, reads simple words</td>
</tr>
<tr>
<td>Rapid accumulation of information&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Can write name and simple words</td>
</tr>
<tr>
<td>Collecting: Pleasure, foraging, finding, achievement, self-direction, ordering; belonging to a ‘club’; connoisseurship; status</td>
<td>Classifies according to super ordinate relations</td>
</tr>
<tr>
<td>Football stickers; dolls; action figures; beanie; shells; stones; fossils</td>
<td>Produces rehearsal as a memory strategy</td>
</tr>
<tr>
<td>Greater use computers now but different types of use: boys more likely to play games – skill, speed, co-ordination; girls to be creative – paint, write stories</td>
<td>Memory span increasing</td>
</tr>
<tr>
<td>Computers liked because they provide active exploration but not yet a link with the outside world</td>
<td>(Jane Tobell)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ICT ownership&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Computer 67%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games console 60%</td>
<td>Internet Access 54%</td>
</tr>
<tr>
<td>Child ownership of PC 7%</td>
<td>Computer in own room 11%</td>
</tr>
<tr>
<td>Own mobile 1%</td>
<td>Museum</td>
</tr>
<tr>
<td>Broad concept of a museum – as likely to talk about attractions / theme park impact</td>
<td>Awe, Impressed by large scale, movement, touch, interactive&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Concept of museum as a window to a different world / the past</td>
<td>Libraries</td>
</tr>
<tr>
<td>Awe, Impressed by large scale, movement, touch, interactive</td>
<td>Perceived as ‘quiet’ places - want to be able to express themselves</td>
</tr>
<tr>
<td>Perceive libraries to be as much about buying as borrowing books&lt;sup&gt;5&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

<sup>1</sup> Morris Hargreaves McIntyre; <sup>2</sup> Lateralthinkers.com; <sup>3</sup> Jane Tobell
**Implications: 5 - 7**

<table>
<thead>
<tr>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide variety of activities to allow for limited attention span; and visits with children of multiple ages</td>
</tr>
<tr>
<td>Incorporate opportunities for active / outdoor play</td>
</tr>
<tr>
<td>Important that they are able to use their developing skills</td>
</tr>
<tr>
<td>Harnessing / opportunity to express information / knowledge – quizzes, activity sheets</td>
</tr>
<tr>
<td>Recognise desire for active exploration – quizzes, clues, solving puzzles</td>
</tr>
<tr>
<td>Sessions / activities for 5-7s to undertake by themselves, after-school, Saturdays</td>
</tr>
<tr>
<td>Out of school clubs</td>
</tr>
<tr>
<td>Simple creative skills still important</td>
</tr>
<tr>
<td>Harness / use collecting instinct</td>
</tr>
<tr>
<td>Provide opportunities for increasing knowledge of collections and sharing with others</td>
</tr>
<tr>
<td>Awards for achievement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even more self-guidance as well as choice – ability / desire to accomplish most of it by themselves</td>
</tr>
<tr>
<td>Provide a multi-sensory approach: visual; aural; kinaesthetic</td>
</tr>
<tr>
<td>Acknowledge and harness use of ICT</td>
</tr>
<tr>
<td>Position activities as fun – not too school like</td>
</tr>
<tr>
<td>Consult about their needs / responses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaces for social interaction; fantasy and imaginative play</td>
</tr>
<tr>
<td>Child-led: signage / instructions at appropriate reading levels</td>
</tr>
<tr>
<td>Indoor and outdoor areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise average weekly pocket money in choice / pricing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROMOTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to introduce carers to other activities at the same provider or direct to other services</td>
</tr>
</tbody>
</table>
3.4 THE CHILD’S WORLD: 7 - 11

Ecological Model of The Child’s World: 7 - 11

- Community provision of safe spaces for self-expression
- Community provision of carer/child friendly play spaces

**MACRO SYSTEM**

**MICRO SYSTEM**

- Close relationships with:
  - Parents
  - Siblings
  - Teachers
  - Carers

- School friends
- Friends at activities

**EXO SYSTEM**

- Access to money
- Fashion trends
- Access to space for social interaction and physical play
- Local organised interest groups

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### Needs and Motivations: 7 - 11

<table>
<thead>
<tr>
<th>Social</th>
<th>Emotional / Personal</th>
<th>Cultural</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better notions of fairness and equality.</td>
<td>Becoming more interested in wider world, historical events, issues of fairness and justice</td>
<td>Able to analyse issues</td>
<td>Acquiring intuitive concepts about number</td>
</tr>
<tr>
<td>Notion of cause and effect understood.</td>
<td>Notion of cause and effect understood.</td>
<td>Able to gather information</td>
<td>Can read for meaning and collection of information</td>
</tr>
<tr>
<td>Learning to function within groups - make up &amp; understand complex rules.</td>
<td>Learning to function within groups - make up &amp; understand complex rules.</td>
<td>Able to take on and think through ideas.</td>
<td>Can write stories</td>
</tr>
<tr>
<td>Increasingly want to belong — to group of friends for example; feel alienated if excluded [1]</td>
<td>Increasingly want to belong — to group of friends for example; feel alienated if excluded [1]</td>
<td>Interested in / wanting to try new things</td>
<td>Can consider own and the perspective of others simultaneously</td>
</tr>
<tr>
<td>Starting to be aware of desire for girlfriends / boyfriends — about not being left out rather than sexual [2]</td>
<td>Starting to be aware of desire for girlfriends / boyfriends — about not being left out rather than sexual [2]</td>
<td>Reasoned judgements can be made.</td>
<td>Show flexibility in planning solutions to problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing specialist skills, interests, hobbies [2]</td>
<td>Develop scientific reasoning skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Own culture emerging – specific music – Westlife, Atomic Kitten</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increasingly confident with computers [2]</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Needs and Motivations: 7 – 11 (cont’d)

<table>
<thead>
<tr>
<th>Social</th>
<th>Emotional / Personal</th>
<th>Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing outside adult influences outside family unit</td>
<td>Like being given trust / responsibility [7]</td>
<td>Computers increasingly used as a window on the world – starting to use chatrooms; to keep up with emerging interests – football; designing trainers online. [9]</td>
</tr>
<tr>
<td>Seeking adult free space - burgeoning independence but very few ways to express it</td>
<td>Enjoying taking care of pets</td>
<td>ICT ownership [11]</td>
</tr>
<tr>
<td>Increased membership of organised groups – sports, arts / dance, cubs, brownies.</td>
<td>Still motivated by rewards and increasingly, incentives! [10]</td>
<td>Computer 75%</td>
</tr>
<tr>
<td>Interests becoming stronger/ more focussed / self-chosen interests at this age</td>
<td>Want their views to be heard and acted upon [8]</td>
<td>Games console 74%</td>
</tr>
<tr>
<td>Increasingly consumerist, sophisticated and brand literate – influence by brands; ‘Tweenies’ – between children and teenagers; act of shopping / choosing; buying more important</td>
<td>Aspirational – looking to being older – aware that age 12 is a step-change: secondary school, 12 Certificate films, bigger rides at theme parks</td>
<td>Internet Access 61%</td>
</tr>
<tr>
<td>Looking forward to having more of own money to spend</td>
<td>Developing clear self-identity – eg football affiliation</td>
<td>Child ownership of PC 11%</td>
</tr>
<tr>
<td>Average weekly pocket money for 9-10s from parents and gifts is £4.30, an increase of 126% on 1990 [2]</td>
<td>Increasing gender definition</td>
<td>Computer in own room 14%</td>
</tr>
<tr>
<td></td>
<td>Physical play definitely still important for both boys and girls, at younger end particularly</td>
<td>Own mobile 8%</td>
</tr>
<tr>
<td></td>
<td>Girls mention wider range of activities</td>
<td>83% of 7 year olds achieved reading age expected for them (level 2) [14]</td>
</tr>
<tr>
<td>Libraries</td>
<td>Museum</td>
<td>Libraries starting to visit libraries with friends but still mostly parents</td>
</tr>
<tr>
<td>Fascination with the past; particularly through atmospheric recreations; dressing up; touching and feeling; creative exercises and activities; computers and audio information; experiments and interactive exhibits. [6]</td>
<td>Exploring and finding [11]</td>
<td></td>
</tr>
</tbody>
</table>
### Implications: 7 - 11

<table>
<thead>
<tr>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can adopt more conceptual approach in content delivery</td>
</tr>
<tr>
<td>Recognise their culture — ensure collections / services have materials that support their interests.</td>
</tr>
<tr>
<td>Acknowledge importance of children’s collections in the way in which public collections are presented — form links.</td>
</tr>
<tr>
<td>Acknowledge / harness emerging interests in wider world, historical events, issues of fairness and justice</td>
</tr>
<tr>
<td>Design services for unaccompanied children as well as family / organized groups</td>
</tr>
<tr>
<td>Simple creative activities still work, especially at younger age — but must be appropriate for ages</td>
</tr>
<tr>
<td>Ensure that young people can access web content that supports their wider cultural interests</td>
</tr>
<tr>
<td>Cultural youth club approach — information, creativity, culture. Supervised, facilitated sessions but informal.</td>
</tr>
<tr>
<td>Not likely to drop in off own initiative so can be once a week at this stage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position spaces as neutral territory, particularly libraries, to encourage integration by children of all different backgrounds</td>
</tr>
<tr>
<td>Important to engage children before age 11 to have maximum effect in avoiding cultural exclusion</td>
</tr>
<tr>
<td>Collaborate with other providers of services for young people</td>
</tr>
<tr>
<td>Invite children to visit / explain their collections as a way of encouraging children to understand that museums, archives and libraries are collections too</td>
</tr>
<tr>
<td>Provide facilities for engaging with other children through hobbies / interests — encouraging independent use of the organisations / spaces; information sessions / boards / websites; establish their interests through request opportunities; road shows on their passions.</td>
</tr>
<tr>
<td>Acknowledge techno-literacy in design of services and information</td>
</tr>
<tr>
<td>Important that it is not like being at home or school</td>
</tr>
<tr>
<td>Don’t over organise / make it too school like — danger of children being over-stimulated / over-organised.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate with other services for young people</td>
</tr>
<tr>
<td>Peripatetic cultural youth workers</td>
</tr>
<tr>
<td>Safe routes to locations — at older age</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger staff and attitudes</td>
</tr>
<tr>
<td>Ensure staff are genuinely welcoming to young people in a non-patronising way</td>
</tr>
<tr>
<td>Welcome unaccompanied children on their own</td>
</tr>
<tr>
<td>Understand their developing self-confidence which sometimes emerges as overconfidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical environment and ambience designed with older aspirations in mind</td>
</tr>
<tr>
<td>Provide variety of informal / quiet / social time / spaces</td>
</tr>
<tr>
<td>Dedicated youth space - Parent free zone</td>
</tr>
<tr>
<td>Enable them to self-guide — icon oriented signage</td>
</tr>
<tr>
<td>Lockers for belongings especially at older age</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise average weekly pocket money in choice / pricing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROMOTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific communication needs especially at older end of this segment — email; texting</td>
</tr>
<tr>
<td>Belonging — membership – recognition - cards / benefits</td>
</tr>
</tbody>
</table>
3.5 THE CHILD’S WORLD: 11-14

Ecological Model of The Child’s World: 11-14
### Needs and Motivations: 11 - 14

<table>
<thead>
<tr>
<th>Social</th>
<th>Emotional / Personal</th>
<th>Cultural</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to understand others’ perspectives and change their own perspectives</td>
<td>Self-esteem</td>
<td>Age 12 is cultural step-change – 12 certificate films; new rides at theme parks</td>
<td>Produces elaboration strategies for memory</td>
</tr>
<tr>
<td>Developing more formed attitudes</td>
<td>Developing self-identity; relaxation; (bodily adornment and fashion)</td>
<td>Open to trying new things</td>
<td>Uses retrieval strategies for memory</td>
</tr>
<tr>
<td>Friends / groups as staging post en route from family to being independent adult</td>
<td>Try to win the approval of others – at earlier age</td>
<td>If interested in school – will concentrate more and have more self-control</td>
<td>Appreciates reading for research</td>
</tr>
<tr>
<td>Desire to move away from family but not able to - struggling to translate this into positive practical action</td>
<td>Increasing interest in the opposite sex</td>
<td>Development of particular talents they continue to use into adulthood</td>
<td>Acquiring ability to speak fluently and use different language for different contexts</td>
</tr>
<tr>
<td>Teenage 13+</td>
<td>Sorting out identity – groups / gangs; sexual identity</td>
<td>Can develop serious passions which provide a focus</td>
<td>Can use illustration and anecdotes to explain ideas.</td>
</tr>
<tr>
<td>Often critical of their parents and will argue about everything</td>
<td>Group identification more important in urban area at 11-14 than rural</td>
<td>Increasingly able to define and track down their own new information to pursue own interests</td>
<td>Ability to explore connections and develop flexible approaches to problems</td>
</tr>
<tr>
<td>Peer group increasingly important as progress through this age range – activity and approval</td>
<td>Expressing identity increasingly through looks – concern about appearance</td>
<td>Increasingly divided gender differences in activities</td>
<td>Use alternative approaches to overcome difficulties and evaluate the effectiveness of strategies</td>
</tr>
<tr>
<td>To be accepted by peer groups; not to be singled out as different</td>
<td>Important that their voice is heard and acted upon</td>
<td></td>
<td>Appreciate need to test explanations empirically</td>
</tr>
<tr>
<td>[1] Much evaluation of criteria about how / why you choose to be a member of one group rather than another</td>
<td>Derive happiness, confidences, self-esteem from having ‘achieved’ – sports, hobbies, academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude distinguishes age group from family and peers</td>
<td>If they are good at something, they will stick at it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends increasingly important but parents still important – don’t want to be reliant on them but recognise they are still dependent on their parents for emotional and financial support and value their input</td>
<td>Already pressures and worries about the future – educational attainment equals money, security, choice; affordability of future housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influential adults/mentors</td>
<td>Worried about future responsibilities - concerned that with money comes responsibility for life – taxes etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking away from ‘institutions’ – family / school to be motivated by people outside these formal institutions</td>
<td>Increased autonomy / responsibility, coming home from school by themselves, having own door keys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– family / school to be motivated by people outside these formal institutions</td>
<td>To avoid being bullied by older children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing demand for own activities, own space – self-identity; ‘hang-out’ – promenade</td>
<td>Aware that adults project negative views onto teenagers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[3]</td>
<td>Want to determine own outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing for own activities, own space – self-identity; ‘hang-out’ – promenade</td>
<td>Value views being listened to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[3] Increasing for own activities, own space – self-identity; ‘hang-out’ – promenade</td>
<td>Important that their voice is heard and acted upon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing for own activities, own space – self-identity; ‘hang-out’ – promenade</td>
<td>Derive happiness, confidences, self-esteem from having ‘achieved’ – sports, hobbies, academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated to earn money from part time jobs such as paper rounds and babysitting</td>
<td>If they are good at something, they will stick at it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Already pressures and worries about the future – educational attainment equals money, security, choice; affordability of future housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worried about future responsibilities - concerned that with money comes responsibility for life – taxes etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased autonomy / responsibility, coming home from school by themselves, having own door keys</td>
<td></td>
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<tr>
<td></td>
<td>To avoid being bullied by older children</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specific cultural implications from membership of particular groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New skills &amp; accomplishments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Need for fun &amp; enjoyment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aesthetic &amp; cultural stimulation and expression</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Computers very important – interactive / not static media</td>
<td></td>
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<tr>
<td></td>
<td>Concerns about old hardware; needing to keep up with skills</td>
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</tr>
<tr>
<td></td>
<td>ICT ownership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer 79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Games console 79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internet Access 64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child ownership of PC 13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer in own room 39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Own mobile 44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increasing means of communication, connectedness to the outside world</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban young people more internet savvy and confident. Using more email, chatrooms, surfing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Becoming more highly educated; expectation of customised services; sophisticated and affluent consumers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music increasingly important – as cultural experience and background</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Needs and Motivations: 11 – 14 (cont’d)

<table>
<thead>
<tr>
<th>Social</th>
<th>Emotional / Personal</th>
<th>Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average weekly pocket money is £7.16 (2001), an increase of 103% on 1990. 14% of this (£0.98) is earned.</td>
<td>Pets important — caring for something</td>
<td>Libraries</td>
</tr>
<tr>
<td>Physical environment important for how they feel about themselves</td>
<td>Impact of complex family structures on identity [6]</td>
<td>Books still have the power to create imaginary worlds c.f. Harry Potter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Now: book loans; information; research; computers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban: libraries only about books; computers not relevant because can never get on them — need to book in advance, always full of adults. CDs and videos which are available are irrelevant because they don’t reflect young people’s culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Places you have to be quiet in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museums</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference in attitude to actual experience of museums</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attitude: old artefacts, dead things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Places you have to be quiet in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Awe of the past</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power of the ‘real’ thing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactivity important — age appropriate; challenging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn at own pace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn by looking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban: mostly educational approach to museums: Teaching; history lessons, information; learning in a fun way, looking after and protecting old stuff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Archives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interested in the ‘real things’ belonging to famous people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interest in own history</td>
</tr>
</tbody>
</table>
Implications: 11 - 14
### Implications: 11-14 Years

**PRODUCT**
- Acknowledge that they are open to new experiences
- Seeking cultural stimulation
- Culturally relevant material
- Valuing of their cultural expression
- Relevant culture – their culture: know local context; keep up to date; urban more streetwise
- Acknowledgement of popular culture within collections; connections with Famous people / icons
- Opportunities for young people to use developing skills
- More computer terminals available and available for young people
- Up to date library collections – books, cds, videos, dvds
- Museums / archives – harness awe of the past; interest in the ‘real thing’; developing interest in their own history
- Multiple copies – Blockbuster approach
- Café / snack facilities
- Collaborate with other providers of services for young people
- Need to provide services for independent visits by groups without disapproval

**PROCESS**
- Challenging activities
- Still want interactivity from museums – but age appropriate
- Dialogue between institutions and young people
- Young people planned and led activities
- Consciously provide alternative / non-formal means of learning – self-directed; self-paced
- Looking for stress release - fun and relaxation
- Mentoring system – older age group sharing knowledge with younger children

**PLACE**
- Integrated services for young people
- Space to store belongings – school bags, bike helmets, skateboards
- Safe access routes to places important – bike paths (rural)

**PEOPLE**
- Young staff, young attitudes
- Trust, like and respect young people – encourage autonomy / independence
- Don’t judge young people by appearances – trying on different identities
- Welcome in groups of unaccompanied young people
- Raise awareness among staff about acceptable behaviour

**PHYSICAL ENVIRONMENT**
- Design / ambience of spaces important
- Acknowledge increasingly sophisticated / aspirational expectations based on bookshop, café-bar culture, cyber-cafés
- Importance of dedicated / relevant space which is non-family
- Need for variety of spaces – noisy / quiet / chill-out
- Bright welcoming colours but not infantile
- Cushions
- Ability to listen to music - provide headphones or listening posts

**PRICE**
- Affordability – services / cafe

**PROMOTION**
- Address preconceptions about appropriate behaviour in promotion
- Use methods of communication appropriate for age group – email; texting.
- Recognise power of influential others in promotion – youth workers; activity group leaders; parents
3.6 THE CHILD’S WORLD: 14-16

Ecological Model of The Child’s World: 14 - 16

- Negative societal attitudes to the adolescent
- Access to money through work or parents
- Close relationships with: Parents, Siblings, Teachers, Influential adult ‘others’
- Friends, The group, Romantic partners
- The Child
- Parents relationship
- Local transport provision
- Law and policies - not an adult and not a child

MACRO SYSTEM

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### Needs and Motivations: 14 - 16

<table>
<thead>
<tr>
<th>Social</th>
<th>Emotional / Personal</th>
<th>Cultural</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pragmatic / appreciative of parental support but want to be less reliant on them – transport etc. Especially rural.</td>
<td>Families still important for emotional support and encouragement</td>
<td>70% of 16 year olds remain in full time education compared to 41% in 1976.</td>
<td>Evaluate the effectiveness of speech and consider how to adapt it in different situations.</td>
</tr>
<tr>
<td>Increasing responsibilities</td>
<td>Parents and teenagers often clash</td>
<td>Intellectually more able think in conceptual terms.</td>
<td>Break down complex problems into simpler steps before attempting to solve.</td>
</tr>
<tr>
<td>More outgoing and less withdrawn</td>
<td>Friendly away from home</td>
<td>Capable of looking at both sides of an issue</td>
<td>Able to make mental estimations about answers to calculations.</td>
</tr>
<tr>
<td>Friends hugely important and provide belonging; identity; emotional support; fun</td>
<td>Can often seem lazy or indifferent or unwilling to use much energy</td>
<td>Want to be perceived as adult, in control – capable of making decisions</td>
<td>Appreciate societal controversies which arise from different ideas.</td>
</tr>
<tr>
<td>Strong awareness of different groups of young people and impact of aligning yourself to a group in determining their identity</td>
<td>Want to be perceived as adult but still treated like a child</td>
<td>Aspire to do more adult activities and adopt lifestyle but aware that this means more responsibility</td>
<td>Consider the power and limitations of knowledge.</td>
</tr>
<tr>
<td>Group identity is as much about attitude as interests</td>
<td>Expected to behave like an adult but still treated like a child.</td>
<td>Youth ‘lacks longer – staying longer in education and having children later</td>
<td>Be discriminating in their use of information sources.</td>
</tr>
<tr>
<td>Rejecting identities, using groups as a reference point</td>
<td>Aspire to do more adult activities and adopt lifestyle but aware that this means more responsibility</td>
<td>Culture more aligned to popular / commercial culture</td>
<td>Fewer 16 year olds (64%) achieve the expected reading age for their age (level 5+) compared to 83% of 11-14 year olds.</td>
</tr>
<tr>
<td>Institutional Youthism – belief that many institutions and adults generally see young people in a negative, stereotypical way</td>
<td>Recognise they have more responsibility and more is expected from them than younger siblings</td>
<td>Looking forward to being able to rent 15 certificate films</td>
<td>50% of 16 year olds pass 5+ GCSEs at grade C+.</td>
</tr>
<tr>
<td>Adults see young people as a homogeneous group but young people see themselves as individuals with their own identities</td>
<td>Expect multiple identities – not necessarily searching for a single identity; trying on different identities; rejecting identities</td>
<td>Looking for relaxation and fun in cultural activities</td>
<td></td>
</tr>
<tr>
<td>Not respected as a group</td>
<td>To be appreciated as individuals – not to be judged / stereotyped</td>
<td>Different communication cultures</td>
<td></td>
</tr>
<tr>
<td>Want to be treated as equals, not patronised</td>
<td>Not confident at being themselves sustained by groups</td>
<td>ICT / mobile phones</td>
<td></td>
</tr>
<tr>
<td>Significant need for places of their own – not yet old enough for pubs but want to be out and about – but must be relevant for age (14+), definitely not younger</td>
<td>Normative within a group</td>
<td>ICT ownership</td>
<td></td>
</tr>
<tr>
<td>Impact of physical environment in engaging them and enabling them to identify with the institution</td>
<td>Increasing self-awareness of their own limitations and potential</td>
<td>Computer 86%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Games console 74%</td>
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<tr>
<td></td>
<td></td>
<td>Internet Access 72%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Child ownership of PC 14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer in own room 27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Own mobile 67%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Using the internet for games and schoolwork some concerns about safety</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Internet perceived as another world and provides access to the wider world</td>
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<tr>
<td></td>
<td></td>
<td>Feel in control of their use of the Internet</td>
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</tbody>
</table>
### Needs and Motivations: 14 – 16 (cont’d)

<table>
<thead>
<tr>
<th>Social</th>
<th>Emotional / Personal</th>
<th>Cultural</th>
</tr>
</thead>
</table>
| Physical design of spaces has impact on how they feel about a place  
Increasingly consumerist  
Want to earn own money and spend it on own things. Also willing to save — for future more expensive activities, parties etc. [8]  
Average weekly pocket money is £12.64 (2001), an increase of 38% in 1990. Just under half of this (£5.67) is earned [12] | Self-determining, not dictated to by institutions, parents and school  
Ambitions for future but unconfident - tempered by anxieties about money / relationships [13]  
Increasing awareness of need to succeed – educationally for future work / financial security / options  
Recognise links between education and achievement [14]  
Still motivated by achievement, academic and otherwise  
Developing idea of the sector they would like to work in  
Become more individualistic  
Many caught in emotional cross-fire of complex family relationships  
Children who have experience of broken relationships fear the same happening to them [15] | Museums  
Open to inspiration that museums can provide  
Interested in museums as a window on the past / a different world [17]  
Don’t always feel welcomed – viewed with suspicion by staff and other visitors  
Interpretation often inaccessible – small print [18]  
Still need for interactives – appropriate to age and permissible – not too young [19] |
| Libraries  
Increasingly adult cultural interests – stock / collection and / or internet access [20]  
Libraries not giving them any respect; young people feel indignant [21]  
Library staff seen as being old and intimidating [22]  
Too many ‘old people’ users  
All listen to music when they do their homework [23]  
Close at the same time as school [24]  
Perceive libraries as safe places |
**Implications: 14 - 16**

<table>
<thead>
<tr>
<th><strong>PRODUCT</strong></th>
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</thead>
<tbody>
<tr>
<td>Establishment definition of culture needs reviewing rather than Young Person being embraced by establishment culture</td>
</tr>
<tr>
<td>Broaden content to reflect popular / contemporary / commercial culture — music, fashion</td>
</tr>
<tr>
<td>Access to adult cultural forms and content, including web</td>
</tr>
<tr>
<td>Wider range of media with contemporary relevance for teenagers</td>
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<table>
<thead>
<tr>
<th><strong>PROCESS</strong></th>
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<tbody>
<tr>
<td>Enable them to be as self directing as possible while still providing guidance in a non-patronising way</td>
</tr>
<tr>
<td>Enable to plug into music / own music so they can concentrate - headphones / listening posts</td>
</tr>
<tr>
<td>Age appropriate interactives</td>
</tr>
<tr>
<td>Families still important influencers and motivators</td>
</tr>
<tr>
<td>Technology has to be up to date</td>
</tr>
<tr>
<td>Consultation on design, organization, appearance and human reception systems</td>
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<table>
<thead>
<tr>
<th><strong>PRICE</strong></th>
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</thead>
<tbody>
<tr>
<td>Child accessible pricing up to age 18</td>
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</table>

<table>
<thead>
<tr>
<th><strong>PLACE</strong></th>
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</thead>
<tbody>
<tr>
<td>Open later</td>
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<table>
<thead>
<tr>
<th><strong>PEOPLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing and interfacing by young people</td>
</tr>
<tr>
<td>Welcome groups of young people</td>
</tr>
<tr>
<td>Encourage psychological ownership which encourages guilt free use</td>
</tr>
<tr>
<td>Actively celebrate this age group</td>
</tr>
<tr>
<td>Training of all staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PHYSICAL ENVIRONMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming atmosphere</td>
</tr>
<tr>
<td>More sophisticated ambience</td>
</tr>
<tr>
<td>Create a space for them</td>
</tr>
<tr>
<td>Need variety of spaces — quiet, loud and chill out social spaces</td>
</tr>
<tr>
<td>Protected warm spaces for sociability and communication</td>
</tr>
<tr>
<td>Dedicated teenage space — non-child (13+) and non adult (18+)</td>
</tr>
<tr>
<td>Design informalities</td>
</tr>
<tr>
<td>Informal seating, comfy seats, bean bags</td>
</tr>
<tr>
<td>Used to buying books — make libraries more retail in their ambience — encouraging browsing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROMOTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise specific communication needs, such as email / mobile phones / texting</td>
</tr>
</tbody>
</table>
1. Miller, J The Drivers of Children’s Behaviour April 2002
3. Children’s Hearings Scottish Executive 2002
5. Valeski, T & Stipek, D Young Children’s feelings about school, Journal of Child Development July / August 2001, Volume 72, No. 4
7. Willis, P et al Moving Culture Calouste Gulbenkian Foundation 1990
8. Hill, L (Ed) Targeting the Now Generation, A Case Study on Marketing the arts to 15-19 Year Olds, Marketing the Arts in Oxfordshire, Arts Marketing Association 2001
10. Mintel International Group Ltd Youth and Leisure 2000
11. NGfL Research and evaluation Series, Young People and ICT 2001
4 WHAT CHILDREN NEED: THE MACRO-PERSPECTIVE

The macro-environments through which children’s needs might be seen to be constructed include world policies such as the United Nations Declaration of Children’s Rights; central government visions for children, education and culture; the policies of pan-sector agencies such as Resource and finally the sectoral agencies for museums, archives and libraries themselves.

The impact of these universal visions is that individual agencies such as museums, archives and libraries, as well as providing direct services such as lending books, collecting, preserving and providing access to collections and archives are increasingly being expected to contribute to the delivery of more fundamental social or political objectives such as social inclusion or lifelong learning. This places far wider demands on individual organisations and services in terms of knowledge, skills and resources than they might have needed in the past. It also gives rise to an unprecedented necessity for cross-agency working.

While there are clearly some needs specific to young people, particularly in terms of their socialisation and cognitive development it might be perceived that many needs are fundamental to human beings of all ages. The shift in educational policy to identifying learning as a lifelong need is testament to this.

The most opposite model of human needs is that provided by Maslow\(^1\). Maslow developed a hierarchical theory of human needs in which all the basic needs, starting with those necessary simply for survival are at the bottom and the needs concerned with human being’s highest potential are at the top, culminating in self-actualisation and transcendence whereby humans achieve self-fulfilment, realise their potential and then help others to achieve the same. There are two key implications from Maslow. The first is to reinforce the view that many needs are fundamental across all ages, so the assumption that young people have needs which are entirely discrete may be fallacious. The second implication is the recognition that unless the more basic needs concerned with physiology, safety, socialisation are met it is unlikely that individual’s can achieve their full potential.
While acknowledging that many needs are fundamental to all human beings, society’s desire to articulate these needs for young people specifically is understandable in that this can then provide a blueprint for the provision of services for young people.

**The United Nations Declaration on The Rights of the Child**

The ratification of the UN Declaration on The Rights of the Child represented a major shift in attitudes towards children. The declaration focuses on the right of children to a happy childhood, to equality, to protection and relief, to opportunities to develop physically, mentally, morally, spiritually and socially in freedom and dignity, to personal identity, to health and social security, to equal opportunity, to love and understanding, to education to promote culture, abilities, judgement, sense of moral and social responsibility, to access to play, to personal safety.

Article 31 of the UN declaration of the rights of the child enshrines children’s access to culture as a right when it states that:

1. Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. Member governments shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.
The singular meta-institution which, to date, has not specifically recognised children as citizens with fundamental and unique rights is the European Union. Though all of the EU states have ratified the UN Convention on the Rights of the Child, the Union itself has made no similar declarations. Despite the fact that the EU passes legislation that both direct and indirect bearings on children’s lives, the Treaties of the EU do not acknowledge the specific rights of children and views them as ‘victims’ or ‘dependents’. This status, however, is a topic of debate within the Union.3

**Central Government**

The Government has echoed many of these aspirations in their articulation of a vision for all young people in the Strategy for Young people4

We want all of our young people to be assured of:
- The opportunity to grow up in a loving, stable environment
- Real opportunities to achieve their full potential and contribute to a fast moving, changing and interdependent world
- Opportunities to experience the benefits of living in a diverse multi-cultural society, where all experiences are valued and racism is not tolerated
- The prospect of living in a safe and secure community where they are protected from harm, abuse, harassment, exploitation or neglect and have the chance to enjoy the opportunity to grow up with their peers and friends
- Chances to contribute to their local communities – feeling heard and being valued as responsible citizens – shaping their lives and their futures
- The opportunity to appreciate their environment and participate in sport, music, art, drama, and a variety of cultural activities of the society and community in which they live.
- Focused support as they pass through the various transitions from birth to adulthood, expanding their capacity to make decisions about their identity, relationships, education, future careers and financial affairs
- Excellent joined-up public services which strive to meet the individual needs of young people and their families
- Our commitment to work across Government to end child poverty, child deprivation and social exclusion'
The Government consultation document on a Strategy for Young people identifies the principles for young people’s policies and services as being:

<table>
<thead>
<tr>
<th>Principles</th>
<th>Aspiration</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Centred on the needs of young people</td>
<td>The best interests of the child or young person should be paramount, taking into account their wishes and feelings</td>
<td>Educational attainment; first employment; first employment and employability; engagement in the arts, music, sport and wider leisure activities; access to popular play and leisure facilities; engagement in the community and voluntary activities; a sense of achievement and self-esteem</td>
</tr>
<tr>
<td>2 High quality</td>
<td>Policies and services should aspire to and reach high standards of quality for the benefit of their customers – the young people who should gain from them</td>
<td></td>
</tr>
<tr>
<td>3 Family oriented</td>
<td>Full recognition must be given to family members – including extended and chosen family – who contribute significantly to the well-being of young people</td>
<td></td>
</tr>
<tr>
<td>4 Equitable and non-discriminatory</td>
<td>All young people should have access to, and be enabled to, participate in, services that they need, when they need them, in a way which respects diversity and their individual needs.</td>
<td></td>
</tr>
<tr>
<td>5 Inclusive</td>
<td>Policies and services should be sensitive to the individual needs and aspirations of every child and young person, taking full account of their race, ethnicity, gender, sexual orientation, ability or disability.</td>
<td></td>
</tr>
<tr>
<td>6 Empowering</td>
<td>Young people should have the opportunities to play an effective role in the design and delivery of policies and services</td>
<td></td>
</tr>
<tr>
<td>7 Results oriented and evidence-based</td>
<td>High quality research, evaluation, monitoring and review should ensure that decisions that affect young people are well-informed</td>
<td></td>
</tr>
<tr>
<td>8 Coherent in design and delivery</td>
<td>Services should be woven together in a coherent, integrated and cross-sector form where it is evident how progress and change expected for young people will be achieved</td>
<td></td>
</tr>
<tr>
<td>9 Supportive and respectful</td>
<td>Policies and services should be delivered in a manner that is respectful and supportive of young people and ambitious for their futures</td>
<td></td>
</tr>
<tr>
<td>10 Community enhancing</td>
<td>Communities should be empowered to make positive changes for their young people, so that improvements can be owned and sustained locally. Services should promote community cohesiveness.</td>
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</tbody>
</table>

The outcomes of these principles as they might apply to the services provided by museums, archives and libraries.
The implications of this strategy are that, to meet the needs of young people, services should have the following characteristics:

- Provision for carers in all forms – parents, carers, educators, other agencies
- Support and guidance for children’s agencies to help and direct children
- Child and young-people-friendly services and venues
- Extensively networked and connected services
- Feeling of ownership of the services provided
- Community-focused services
- Modern and dependable services
- Accessible services
- Customer-focused services
- Context-related services
- Responsive services
- High quality services

Children’s rights have also come to the foreground nationally through current legislation on both race relations and disability discrimination. The Race Relations Amendment Act (2001) asserts that all governmental bodies have the general obligation to promote race equality by eliminating unlawful discrimination, promoting equality of opportunity and facilitating good relations between people of different racial groups. It goes on to assert that schools have additional, specific responsibility in terms of fostering positive race relations and protecting the rights of their pupils. These specific duties are to:

- prepare a written policy on race equality by 31 May 2002
- monitor and assess the impact of its policies on ethnic minority pupils, staff and parents, from different racial groups, giving particular attention to the attainment of ethnic minority pupils
- take all reasonable steps to annually publish the results of monitoring, impact assessments and implementation of the Race Equality Policy

It also alters the way that complaints of racial discrimination in schools are processed. Instead of having to go through the Secretary of Schools, allegations of racial discrimination in education can now be brought directly to county or sheriff courts. This change emphasizes the importance of children’s right to a non-discriminatory educational environment by providing for the involvement of the justice system much earlier in the complaint process.

The rights of children with regard to disability provisions have also been addressed in recent central legislation. The Special Educational Needs and Disability Rights in Education Bill, which took effect in May 2001, guarantees that disabled children and students will have the right to an education in mainstream schools and colleges. This Act assures that disabled children and students will be able to benefit from the same opportunities that other pupils enjoy in mainstream education. As more universities and colleges make their facilities accessible to comply with the Education Act, disabled students will be able to choose their university on the basis of the education it provides rather than just its ability to accommodate disabled people.

In response to these and other government directives, government funded organisations have re-evaluated and altered their policies accordingly. Agencies that are committed to aiding children and young people have experiences a renewed interest from both broader government structure and the public at large. Two of these primary organisations, notable for their success in assisting children and young people are Sure Start, a well established organisation, and Connexions, a relatively new agency. Sure Start focuses its efforts on children under the age of four and is one of the cornerstones of...
governmental assistance for this age group. By improving the health and well-being of families and children before and from birth, the programme ensures that children are ready to flourish when they go to school. Sure Start’s four objectives are:
- improving social and emotional development
- improving health
- improving children’s ability to learn
- strengthening families and communities.

The objectives are addressed by setting up local Sure Start programmes and spreading good practice to everyone involved in providing services for young children. In the same way that Sure Start provides support for the early stages of childhood and the transition to school, Connexions concentrates on young people between the ages of 13-19 and the transition to adulthood. It collates all the support services young people need during their teenage years. It offers practical guidance with educational and career development, including access to broader personal development through activities like sport, performing arts and volunteering activities. It also provide help and advice on issues like drug abuse, sexual health and homelessness. These institutions reflect the real and practical steps that the central government has taken, and continues to take, to meet the needs of children and young people.

**The Role of Culture in Education**

The Department for Education and Employment’s (DFEE) report *All Our Futures: creativity, culture and education* defined the needs of young people in relation to the role of culture in their educational provision. This report’s aspirations for young people are:
- To develop in young people the skills, knowledge and personal qualities they need for a world where work is undergoing rapid and long-term change
- To enable young people to make their way with confidence in a world that is being shaped by technologies which are evolving more quickly than at any time in history
- To provide forms of education that enables young people to engage positively and confidently with far-reaching processes of social and cultural change
- To develop the unique capacities of all young people, and to provide a basis on which they can each build lives that are purposeful and fulfilling

The role of education is suggested as being to:
- Motivate young people and raise their confidence and self-esteem
- Increase their employability
- Develop their skills of communication and of social interaction
- Encourage cultural tolerance and understanding
- Promote a sense of social responsibility and political participation
- Promote inclusion and combat exclusion in a world of rapid social and economic change

This report suggests that all people are capable of creative achievement and that a democratic society should provide opportunities for everyone to succeed according to their strengths and abilities. This potential is not being achieved and the report suggests that:
- creative possibilities are pervasive in the concerns of everyday life, its purposes and problems
- creative activity is also pervasive: many people who are being creative do not recognise that this is what they are doing
- creativity can be expressed in collaborative as well as individual activities, in teamwork, in organisations, in communities and in governments
The role of cultural education is seen as being:
- To enable young people to recognise, explore and understand their own cultural assumptions and values
- To enable young people to embrace and understand cultural diversity by bringing them into contact with the attitudes, values and traditions of other cultures
- To encourage an historical perspective by relating contemporary values to the processes and events that have shaped them
- To enable young people to understand the evolutionary nature of culture and the processes and potential for change

As well as introducing a greater emphasis on culture into education the report identifies an important role for partnerships between schools and individuals and agencies. It suggests that effective partnerships can help pupils to:
- Develop their understanding of the wider community, and their roles within it;
- Develop skills and techniques for creative work through contact with skilled adults;
- Deepen their understanding of different disciplines and their practical application;
- Develop their understanding of the key skills and how they apply to ‘real-life’ situations;
- Deepen their understanding of, and practical experience, in the creative process, including imaginative thought, problem-solving, research, technical skills, editing, risk-taking, reflection, presentation and dialogue;
- Experience working as part of a team;
- Build self-confidence and self-esteem in learning new skills, meeting new people, sharing ideas;
- Increase confidence and expertise in making judgements and evaluating experience with a wider range of people.

The Role of Museums, Archives and Libraries
The Government, through the Department for Culture, Media and Sport (DCMS) expounds a particular role for museums, galleries and archives in overcoming social exclusion. While not particularly identifying children, the potential role applies as much to young people as to adults:

‘Through the special combination of enjoyment and learning that they offer, museums, galleries and archives can provide many opportunities for overcoming social exclusion. Programmes can draw in specific groups within the communities that they serve, including marginalized groups. Exploring the context of their community can allow people to come to a greater understanding of themselves and stimulate their interest in society more generally. Being involved in creating an exhibition, including hands-on creation of objects to go in it, can help enormously to increase individuals’ sense of self-worth, value and motivation. It can also release latent creative abilities and enhance imagination, vocabulary and self-expression. This in turn gives them the confidence to engage more fully in society and help to reduce their experience of exclusion. … Cultural activities can be pivotal to social cohesion and social change, helping to generate community identity and pride, celebrate cultural and ethnic diversity, and improve educational attainment…. The experience and also involve interacting with others and learning social skills, increasing motivation, developing numeracy and literacy skills and raising self-esteem. To achieve these goals, museums, galleries and archives must be seen to be relevant, and must act in innovative and adventurous ways.’
Resource, as the Council for Museums, Archives and Libraries, exemplifies the societal approach to service delivery in its manifesto which is as follows:

- Museums, archives and libraries have a central role to play in sustaining and developing cultural, social, educational and economic well-being
- The care, maintenance and enrichment of collections provides an essential starting point for the development of the sector;
- The services provided by museums, archives and libraries should be focused on the needs of actual and potential users;
- The services should recognise and promote physical and social inclusion and cultural diversity;
- The development of the sector should be based upon vigorous and informed debate;
- Partnership and co-operation are essential components of success

Resource variously describes its role as:

Resource provides the strategic leadership, advocacy and advice to enable museums, archives and libraries to touch people’s lives and inspire their imagination, learning and creativity

And

Museums, archives and libraries belong at the very heart of people’s lives, contributing to their enjoyment and inspiration, cultural values, learning potential, economic prosperity and social equity.

Role of Archives

The future role of archives is identified as being similarly wide in terms of their potential social impact, their role being identified as 13:

- Records management
- Preservation of historical archives
- Public access to archive material

A treasure house for the nation – important custodians of our collective memories and identity

A world of information and learning, of pleasure, contemplation and enthusiasm for history and culture. The manuscripts, books, volumes, files, letters, diaries, maps, plans, drawings, moving image and sound records, and electronic records held by a wide range of UK institutions provide a unique picture of past events

Archives are identified as being important as and for:

- Valuable learning tools and educational resources offering formal and informal learning opportunities at all levels;
- Their contribution to recording and reflecting personal, family and community identity;
- A source of enjoyment and a leisure pursuit;
- A contributor to public understanding of the way in which we are governed and of the activities carried out on the citizen’s behalf, promoting transparency and democratic accountability;
- The evidential and legal value of information that can make a real difference to the lives of individuals;
- Something with an inherent social value that can make a real difference to the lives of individuals;
- Creating, through appraisal, acquisition, and preservation, archives of the future, an ongoing process to ensure the survival of our unique, irreplaceable archival heritage.
Role of Libraries

Similarly, the potential role of libraries specifically has become increasingly wide reaching. The government, through the Department of Culture, Media and Sport\textsuperscript{14}, identifies that libraries have a remit not only to fulfil the traditional role of supporting literacy, reading and personal and community growth but to:

- Underpin education, providing essential support for schoolchildren, students and lifelong learners
- Enhance public access to the world’s storehouse of knowledge and information
- Promote social inclusion, by helping to bridge the gap between those who can afford access to information and those who cannot, and by facilitating access to information for socially excluded people
- Be a vital conduit and access point for the main principles of modernisation and delivery of public services
- Provide information and learning opportunities which underpin creativity, economic regeneration, urban renewal and rural development

The potential for libraries to embrace social inclusion is spelt out in DCMS’ social inclusion policy guidance\textsuperscript{15} where the following factors are identified as the basic components of a comprehensive social inclusion policy for public libraries:

- Social Inclusion should be mainstreamed as a policy priority for library and information services
- Library authorities should consider what specific services need to be tailored to meet the needs of minority groups and communities
- Library authorities should consult and involve socially excluded groups in order to ascertain their needs and aspirations
- Libraries should be located where there is a demand, but should build upon existing facilities and services wherever possible
- Opening hours should be more flexible and tailored to reflect the needs and interests of the community
- Library and information services should develop their role as community resource centres, providing access to communication as well as information
- Library authorities should consider the possibilities of co-locating their facilities with other services provided by the local authority
- Libraries should be the local learning place and champion of the independent learner
- Libraries should be a major vehicle for providing affordable (or preferably free) access to ICT at a local level
- Partnerships with other learning organisations

Resource, in the draft Action Plan for Public Libraries\textsuperscript{16}, particularly emphasises the changing role of libraries in relation to:

- The increasing impact of information and communications technology on our lives
- The emerging role of learning as a catalyst for individual development at every stage of life – growth of formal and informal learning competencies.

The importance of libraries as a foci for self-directed learning is recognised in the government’s investment in The People’s Network – a project to create ICT learning centres in all 4,300 public libraries by the end of 2002. This is a key plank of the government’s commitment to providing universal access to the internet by 2005 by which point all government services are required to be delivered on-line with a key role for libraries as an access point for these services.

A related initiative is the Culture Online project, a major DCMS initiative to provide wider access to the content stored in cultural institutions using digital technology. This is intended to provide new learning resources for people at all ages and abilities by using state of the art technologies underpinned by links to the curriculum and to life long learning through a range of innovative projects.
While these visions will clearly have an impact on provision of services for young people, The CILIP\(^7\) articulated the potential role of libraries for young people in their response to the consultation undertaken by The Young People’s Unit of the government\(^8\) when they identified that libraries can offer young people:

- Safe / secure environments
- Support to reach their full potential through a rich variety of library based learning opportunities
- Opportunities to experience the benefits of living in diverse communities by offering information and works of the creative imagination to young people which broaden their cultural perspectives and develop their empathy
- Support for the creation of safe and stable communities for young people by providing community hubs which can transform local culture (e.g. Youth Boox)
- Chances for young people to contribute to the local community as citizens through the many projects which involve young people in the design of library space and the selection and management of library materials
- Opportunity to participate in cultural life. Through loaning books, music, video and other new media libraries enable young people to experience culture in which they might otherwise be economically disbarred from participating in.
- Focused support at crucial moments in young people’s lives. (Initiatives such as the Young People’s Information Centre in the Centre for the Child within Birmingham Central Library)
- Linking agent in lifelong learning
- Opportunity to join up services to young people
- Commitment to social inclusion

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\(^1\) Maslow.  A Hierarchy of Human Needs, 1943
\(^3\) europeanchildrensnetwork.gla.ac.uk/News/Press_Releases/Childrenexcluded.htm
\(^4\) Building a Strategy for Young People: Consultation Document, Young peoples Unit 2001
\(^5\) www.hants.gov.uk/education/ngfl/intercultural/rranotes2.html
\(^6\) www.hants.gov.uk/education/ngfl/intercultural/rranotes2.html
\(^7\) http://www.cre.gov.uk/legaladv/rra_amend.html
\(^8\) www.drc-gb.org/
\(^9\) www.surestart.gov.uk/text/aboutWhatIs.cfm
\(^11\) National Advisory Committee on Creative and Cultural Education, All Our Futures: Creativity, Culture and Education, Department for Education and Employment, Department for Culture Media and Sport 1999
\(^12\) Centres for Social Change: Museums, Galleries and Archives for All, Policy Guidance on Social Inclusion for DCMS funded and local authority museums, galleries and archives in England, DCMS, May 2000
\(^14\) Comprehensive, Efficient and Modern Public Libraries – Standards and Assessment, DCMS
\(^17\) Future Vision The Response by CILIP to the Consultation by CYPU: Building a Strategy for Young people, CILIP
\(^18\) Building a Strategy for Young People: Consultation Document, Young peoples Unit 2001
5 HOW CHILDREN DEVELOP AND LEARN

There are many models of child development that might be relevant to Start with the Child. There is no 'consensus' as to right or wrong models – they are presented as a range of possible perspectives. Many of the models relate directly to how children learn and several of them are at the forefront of current thinking and experimentation in educational practice.

Overall, the key implications from these theories and findings are that:

- As suggested in the ecological model, development is context and hence culture-specific, which means that services must be developed in the light of context-specific knowledge.
- While there may be specific physical and cognitive stages, development should not be seen as a rigid series of fixed stages through which young people move but rather as a moving construct whereby knowledge and identity is constructed and reconstructed in the light of experience.
- This is a life-long process, not one confined to childhood.
- The segmentation of 'youth' as a discrete group can be seen as a construct developed by adults and wider society rather than actuality.
- All humans, including children receive and process information and meanings in a variety of ways.
- There may be untapped potential for informal learning when the full range of experiences which can be viewed as learning are considered.
- Physical activity probably helps learning and increases motivation.
- There may be a significant correlation between language rich environments and the potential for learning.
- Humour is an important tool - there are important psychological benefits from laughter for young people.

5.1 PIAGET’S THEORY OF INTELLECTUAL DEVELOPMENT

Piaget outlined the cognitive stages of development, suggesting that children think and reason differently at different stages in their lives. He believed that intellectual development controlled every other aspect of development – emotional, social, moral.

An aspect of his theory that has been borne out in the primary research is that knowledge is not merely transmitted verbally but must be constructed and reconstructed by the learner. As the child develops and constantly interacts with the world around them, knowledge is invented and reinvented. This means that active discovery learning environments are essential to enable children to explore, manipulate, experiment, question and to search out answers for themselves.

<table>
<thead>
<tr>
<th>Age</th>
<th>Stage</th>
<th>Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 2</td>
<td>Sensorimotor</td>
<td>Mastery of concrete objects</td>
</tr>
<tr>
<td>2 - 7</td>
<td>Pre Operational Thought</td>
<td>Mastery of symbols</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acquire representational skills in mental imagery and language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-oriented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ego-centric – view the world from their own perspective</td>
</tr>
<tr>
<td>7 - 11</td>
<td>Concrete Operations</td>
<td>Mastery of classes, relations, numbers and how to reason</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can understand other’s points of view</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take into account multiple perspectives simultaneously</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can represent transformations as well as static situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited comprehension of abstract problems</td>
</tr>
<tr>
<td>11/12 -</td>
<td>Formal Operations</td>
<td>Mastery of thought</td>
</tr>
<tr>
<td></td>
<td>Adulthood</td>
<td>Abstract thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can think logically and abstractly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can reason theoretically</td>
</tr>
</tbody>
</table>
Although Piaget’s ideas revolutionised developmental theory, not all later research supported his conclusions and there are several criticisms of his conclusions. More recent research suggests that the stages themselves do not occur as uniformly as Piaget hypothesised; that he underestimated children’s abilities and that his assumption that all adults will develop formal reasoning skills is overestimated. Piaget’s theory also assumes that ‘childhood’ ends at age 11/12 when children reach ‘adulthood’ and are believed to be then capable of logical / abstract / theoretical thinking. This is problematic given that much recent research including the primary research undertaken for this study suggests that much development is ongoing throughout life, not confined to childhood and certainly not stopping at age 11 or 12. Finally, Piaget’s theory does not take into account the multiple influences which affect a child’s development.

5.2 ERIKSON’S EIGHT AGES OF MAN

Whereas Piaget’s model stops at age 12, Erikson’s model\(^1\) acknowledges that development proceeds throughout life and places increasing emphasis on the socialisation of the individual. He identified specific modes of being at different stages and identified the significant external – personal and social – relationships at each stage.

More recent research and again, the primary research for this project suggest however that while the significant relationships for young people clearly increase as they become older, broadening from parents/carers for under 5s to parents, educators, peers, outgroups, partners in later years, it is not that one type of relationship replaces another but that people are simply exposed to and involved in a greater variety of relationships.

<table>
<thead>
<tr>
<th>Ages</th>
<th>Modes of Being and Acting</th>
<th>Radius of Significant Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>To get</td>
<td>Mother or mother-figure</td>
</tr>
<tr>
<td></td>
<td>To give in return</td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>To hold on</td>
<td>Parents</td>
</tr>
<tr>
<td></td>
<td>To let go</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>To make (going after)</td>
<td>Basic Family</td>
</tr>
<tr>
<td></td>
<td>To make like (playing)</td>
<td></td>
</tr>
<tr>
<td>7-12</td>
<td>To make things (completing)</td>
<td>Neighbourhood and School</td>
</tr>
<tr>
<td></td>
<td>To make things together</td>
<td></td>
</tr>
<tr>
<td>12-18</td>
<td>To be oneself – forming a separate identity</td>
<td>Peer groups</td>
</tr>
<tr>
<td></td>
<td>Cutting loose from background</td>
<td>Outgroups</td>
</tr>
<tr>
<td></td>
<td>Becoming and independent adult</td>
<td>Models of Leadership</td>
</tr>
<tr>
<td></td>
<td>To share being oneself</td>
<td></td>
</tr>
<tr>
<td>20s</td>
<td>To lose and find oneself in another</td>
<td>Partners in friendship, sex, competition, co-</td>
</tr>
<tr>
<td></td>
<td>To make be</td>
<td>operation</td>
</tr>
<tr>
<td></td>
<td>To take care of</td>
<td>Divided labour and shared household</td>
</tr>
<tr>
<td>30s-50s</td>
<td>To be, through having been</td>
<td>Humankind</td>
</tr>
<tr>
<td></td>
<td>To face not being</td>
<td>‘My kind’</td>
</tr>
</tbody>
</table>

Erikson’s Eight Ages of Man
5.3 ECOLOGICAL MODEL OF CHILD DEVELOPMENT

As both Piaget’s and Erikson’s theories suggest, psychology offers a number of models for understanding children. Some of these seek to understand children using an ‘inside out’ explanation, that is, they position the child as an individual and see motivation and behaviour as flowing from factors within the child such as intelligence or personality. Other models, are ‘outside in’ and explain development with reference to social factors which influence the child’s behaviour and thought processes.

In reality, it is likely that development is influenced by a combination of all these processes but the most persuasive theories suggest that children do not develop in isolation and the primary research undertaken for this project confirms that context is all-important:

*The development of the mind is the interweaving of biological development of the human body and the appropriation of the cultural / material heritage which exists in the present to coordinate people with each other and the physical world. Society is the bearer of the cultural heritage without which the development of mind is impossible.*

The psychological model which encapsulates this and would appear to be the most appropriate is Urie Bronfenbrenner’s **Ecological model of child development**. As the name suggests this theory places the child in the centre of a complex environment of interacting factors all of which, to a greater or lesser extent, impact on behaviour.

The child is seen as influencing and being influenced by all of the relationships in which s/he is engaged but also, crucially, the physical environment, which shapes these relationships. So to understand what motivates children it is essential to understand not only the face to face relationships but also the more distant influences.

The essential principles of the model are as follows:

- Development takes place through a series of interactions between the child and the people and objects in her/his environment, for example child – parent, child – child activities, child – school, child – solitary play.

- The interactions that determine development are influenced by the developing child, the immediate environment and the more remote environment.

To make sense of the behaviour of children it follows that any research needs to investigate the impact of her/his close relationships on behaviour, but we also need to understand the wider context of these influences – the values and norms of society.
The model below interprets Brofenbrenner in the light of the context for this project and illustrates the relationships, institutions and policies which impact on the child as they develop. Importantly, it shows that the child’s world consists of three systems. The nearest to them is the Micro System which represents people and organisations with which the child has a direct relationship. Next is the Exo System which contains people and organisations with whom the child has more distal relationships but which still have a direct impact on them and finally, the Macro System which has indirect impact on a child’s life.

The strength of this model is that it also allows the researcher to account for changes in behaviour as development happens. So the links between the close relationships, family, friendship groups etc, change as the child gets older. As a young child the principle relationships are with family members, and great influence is exerted on the child by parents, siblings, grandparents etc. However, as the child matures the links to friends and engagement in a wide variety of social activities, communities and institutions increases and so the influences of these groups come into play. This doesn’t mean that the family influence evaporates, rather that the child is interacting with and so being influenced by a wider range of people and organisations.

This model also allows for how different cultural influences can impact on behaviour. For some cultures family and specific faith-communities will exert a greater influence on young people than in other cultures. This can result in some young people feeling excluded if wider societal norms reflect different values and fail to embrace the full range of value systems.

**Intelligence is multiple and can be emotional and social**
Recent work in psychology is coming to see humankind’s intellectual, social and emotional sides as parallel and equal rather than hierarchically arranged. Gardener suggests that there are many different and equally valid ways to be ‘intelligent’ and that the different types support each other, so that any individual might possess each of these in varying degrees. He argues that to limit our definitions to the cognitive and intellectual is too restrictive, narrow and academically focused.
It must be stressed that some psychologists believe this theory to be politically motivated and unsupported by research. However the importance of it is the move towards an increasingly socio-cultural approach.

There are two key implications from this. The first is that organisations can provide various ways of engaging young people to meet their different needs. The second is that different cultures tend to emphasise particular intelligences which reinforces the importance of the cultural context.

<table>
<thead>
<tr>
<th>Gardner’s multiple intelligences</th>
<th>Core Operations</th>
<th>Definitions²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic</strong></td>
<td>Syntax, phonology, semantics, pragmatics</td>
<td>Allows individuals to communicate and make sense of the world through language: Learn through listening, writing, reading and discussion. Imitate or mimic voices, Experiment with and use words, Verbally advanced.</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td>Pitch, rhythm, timbre</td>
<td>Allows people to create, communicate and understand meanings made out of sound. Improvise and experiment with sound. Notice and respond to music. Sense of rhythm, Curious about music.</td>
</tr>
<tr>
<td><strong>Logical-mathematical</strong></td>
<td>Number, categorisation, relations</td>
<td>Problem solvers - can construct solutions non-verbally: Easy with concepts. Know and construct symbols. Fascinated by patterns in life. Enjoy sequencing activities. Be collectors and classifiers. Organise and order objects.</td>
</tr>
<tr>
<td><strong>Spatial</strong></td>
<td>Accurate mental visualisation, mental transformation of images</td>
<td>Makes it possible for people to perceive visual or spatial information, to transform this information and to recreate visual images from memory. Learn through seeing / observing. Remember the look of things.</td>
</tr>
<tr>
<td><strong>Bodily-kinesthetic</strong></td>
<td>Control of one’s own body, - handling objects</td>
<td>Allows individuals to use all or part of the body to create products or solve problems. Physical dexterity. Learn by doing. Remember actions. Creativity through construction, physical movement, expression. Co-ordination, timing, balance.</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Awareness of others’ feelings, emotions, goals, motivations</td>
<td>Ability to form, build and maintain a variety of social relationships: Identify the emotions of others. See others’ points of view. Play with others.</td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>Recognition and classification of objects in the environment</td>
<td>Allows people to distinguish among, classify and use features of the environment. Sense of wonder in/affinity with the natural environment. Sensitive to harmony and disharmony in natural world. Able to see patterns of relationships.</td>
</tr>
</tbody>
</table>
Emotional Intelligence

The potential importance of emotional intelligence has received much profile recently. The theory builds on much recent thought that many of our emotions are instinctive biological responses and highlights the importance of instinct and emotions to human life. It has been further developed by David Goleman6 who suggests that emotional literacy is fundamental to development and is as important to lifelong learning as IQ. There is scepticism from some psychologists as to the hard currency of this theory, however it is at the forefront of some current experiments in educational practice, such as the ALPS system.

Goleman suggests that Emotional Intelligence encompasses the following five characteristics and abilities:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Knowing your emotions; recognising feelings as they occur, and discriminating between them</td>
</tr>
<tr>
<td>Mood management</td>
<td>Handling feelings so they are relevant to the current situation and you react appropriately</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>‘Gathering up’ your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness</td>
</tr>
<tr>
<td>Empathy</td>
<td>Empathy – recognising feelings in others and tuning into their verbal and non-verbal cues.</td>
</tr>
<tr>
<td>Managing relationships</td>
<td>Handling interpersonal interaction, conflict resolution, and negotiations</td>
</tr>
</tbody>
</table>

5.4 VAK LEARNING STYLES

A recent learning theory which is worth considering in the context of how children learn and which is essentially a simplified version of Gardener’s Multiple Intelligences is the VAK theory7

This suggests that the three main sensory receivers – Visual, Auditory and Kinesthetic determine dominant learning styles. Learners use all three to receive information but one or more of these receiving styles are normally dominant. The dominant style defines the best way for a person to learn new information by filtering what is to be learned. Use of a balance of styles has the greatest impact. This is also at the forefront of the ALPS system currently being developed in primary schools. As with the multiple intelligences theory, this has many practical implications for delivery of services in museums, archives and libraries.
In recent research conducted with children in poverty aged 5-16 for the Children’s Rights Alliance\(^8\), the three things which young people most commonly said they needed to achieve their fullest potential as human beings were:

- Leisure activities and friends
- Education
- Loving parents

Children themselves identify that while young people increasingly look to their peers as they get older, family are still extremely important to them and they are unequivocal about the role of parents in helping them reach their fullest potential. There is a common perception that teenagers and young adults prefer the advice and companionship of their friends to their parents. However, young people in this project gave striking accounts of the preciousness of their relationships with parents. This points to the need to keep parents in the frame when working with young people, either as individuals or collectively.
Being looked after even if it’s not by both your parents, even if you’re in care just being safe and so on... emotionally you do need a lot of help because there’s lots of things going on in your life, like exams and things and there’s changes to yourself and that. You do need a lot of guidance from your parents.

Issues around safety and protection were raised in three of the six discussion groups. Girls from one group stressed the need for *somewhere quiet to go*, while a 13-year old girl in another group said that children need

_to feel confidence of being safe in their environment._

A teenage boy who regularly attended his local youth centre stressed the need for

*somewhere to hide, somewhere to go*

This has clear implications for the potential of libraries as ‘safe places’ for young people:

Without exception all the young people understood the role of education in helping young people get the most from life, both now and in the future. There was much talk about the need for a ‘good education’ and the role of qualifications in enhancing job prospects. Five and six year olds were just as aware as teenagers of the value of education:

“My cousin has just had a baby and she’s 18 coming up 19, and she’s getting a library card and she is going to read to the baby so the baby can understand words. It’s good because when they are older... [and] when they go to school and are going to start reading from school they’ll be good at English.”

Hopes and dreams were said to be wiped out ‘not by you, but by your life’. Children as young as 8 identify that poverty can erode their self-esteem and consequently their hopes and dreams to the extent that they can feel it is too late for them. A few young people however felt that holding onto their hopes and dreams was a crucial way of them working towards better adult lives.

*People who haven’t got much money think ‘oh I want to be something’ but when people pick on them they think they can’t do it and like they think constantly ‘oh I can’t do it’ and they get themselves hurt and then when they get older and they do have money they’ll think ‘oh I don’t remember what my dream was’ and they’ll end up losing it because of people picking on them.*

The importance of social activities in making life better:

*Provide places where you can go and enjoy yourself and you wouldn’t have to pay for it.*

*Children like us we need a bit of fun in our lives, so like after school you need somewhere to go for homework and that, so like if we’re all behind and they need somewhere to go.*

*There needs to be more clubs after school but not just for homework, like youth clubs where they take you out on trips, like take you round the park.*
5.6 THE FAMILY AND LEARNING

In A Guide to Family Learning, Haggart\(^9\) suggests that family patterns are so diverse that one cannot make any assumptions about who are the significant others in a child’s life but that learning is part of the wider social and emotional environment in which children and adults are nurtured in families.

Key points this study raises about families include:

- families are the formative influences in people’s lives and places of deep learning
- there is no such thing as ‘the family’ only families - intergenerational relationships in which people care for each other
- families and parenting concern men just as much as women
- parenting roles and responsibilities are often shared among several different people
- parents and carers are a child’s first and most enduring educators
- families are social environments not institutions, in which all forms of learning can affect each other
- personal relationships, behaviour, attitudes and assumptions within families vary widely, within and across cultures
- families and family life are neither good nor bad in themselves. Some families are damaging, many are loving, all are places of learning, for good and ill.

Haggart suggests there is ample evidence from medical, social and educational research to demonstrate the importance of the family’s role in promoting learning. In particular, research in recent years has led to a greater appreciation of the importance of learning in infancy and early years.

Positive parenting contributes to a sense of emotional safety for learning, enabling young children to explore their world confidently. The process of storing memories means that the context, association or environment in which something is experienced also affects the way in which it is recalled. Low level of parental interest in education was shown to correlate with poor basic skills\(^10\), as was low literacy scores of parents\(^11\).

Taken together, there is overwhelming evidence to demonstrate the contribution of learning in families to the emotional, cognitive and social development of individual members, particularly in the critical phase of early brain development.

5.7 DEFINITIONS OF LEARNING FOR MUSEUMS, ARCHIVES AND LIBRARIES

Much recent research on learning has identified the seemingly limitless potential for informal learning. Research\(^12\) currently being undertaken by Resource on the development of a learning standard for museums, archives and libraries quotes the Campaign for Learning’s definition of learning as being:

> Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve an increase in skills, knowledge, understanding, values, feelings, attitudes and capacity to reflect. Effective learning leads to change, development and the desire to learn more Campaign for Learning

Resource identify the implications of this broad definition of learning for museums, archives and libraries as being:

- that virtually every experience in a museum, library or archive has the potential to be a learning experience
- people learn in different ways and require a variety of stimuli to engage them in the process
- learning cannot be examined in isolation from access
- approaches to learning have been transformed by information and communication technologies
- museums, archives and libraries have significant potential to be part of this learning revolution
5.8 DEVELOPMENT OF CHILDREN AS CONSUMERS

Writers Peter, Olson & Grunert\(^{13}\) explore the concept of consumer socialisation. Through socialisation processes, families transmit the cultural meanings of society; subcultures and social class to their children and thereby influence their children’s cognitions and behaviours. Consumer Socialisation refers to how children acquire knowledge about products and services and various consumption-related skills, such as how to compare products and services.

The consumer knowledge formed in childhood can influence people in later years. Some adults still use the same brands of products and choose the same service providers as their parents used. Also socialisation is expected to have a role with regard to the degree to which consumers learn to make decisions in an autonomous way. Younger children acquire much of their consumer knowledge from their parents but adolescents also learn from their peers. Both younger and older children learn consumer knowledge and skills from social institutions such as the media (TV, magazines, cinema) and advertising.

5.9 PHYSIOLOGY, DEVELOPMENT AND LEARNING

The importance of physical well-being to emotional and intellectual development and self-actualisation are well rehearsed. Recent research with a physiological basis identifies important links between development of the brain; movement; talk; laughter and learning and development.

An understanding of how the brain develops provides a neuro-physiological underpinning for family learning. Research on the brain has established its untapped potential for learning. Babies are born with as many brain cells - about 100 billion - as adults, and develop connections through experience and learning from birth. Estimates of how much brain capacity we use varies from 2% to 25%. This research highlights the untapped potential for informal learning.\(^{14}\)

Brain based learning theorists\(^{15}\) suggest that immobility is not a natural state for most young people and that providing ‘brain-breaks’ during teaching, help keep children’s brains in the most receptive state for learning. These are usually in the form of physical reprieve through exercise which increases oxygen supply to the brain and releases neurotrophins – natural neural growth promoters which assist in increasing connections between neurons. Co-ordinated and structured cross-lateral brain break activity can excite the neural highways connecting the left and right sides of the brain and can therefore engage different neural circuitry in the learning process. Brain-break exercises can be linked to classroom learning, to social learning and to enhancement of self-esteem.

The importance of talk and the significance of language rich environments cannot be underestimated. Research has identified a striking correlation between exposure to language and IQ achievement. Research by Kotulak\(^{16}\) identified that:

- Children in white collar families hear 2,100 words per hour on an average day, compared to 1,200 words per hour in the average working class family, and 600 per hour in the average welfare family
- By age 4, children in welfare families have 13 million fewer words of cumulative language experience than the average child in a working class family
- White-collar parents give positive feedback more than 13 times per hour, twice as often as working class parents and five times as often as welfare parents
- Further analysis reveals that parents’ education, social status, race or wealth are not as important to IQ levels as how much they talked to their children and interacted with them in other ways
- This has important implications for museums, archives and libraries which are still seen by many, both young people and adults as ‘quiet’ places
Children and adolescents particularly often cite laughter and fun as one of their main motivations for doing something; often ‘hanging out’ with their mates is to have fun or ‘a laugh’. Loomans & Kohlberg\(^7\) suggest that there is important psychological benefit to be had from this. They suggest that adults laugh up to 20 times a day, young children as much as 300 times! The psychological benefits are suggested to be social lubrication — it can help bond a group, discharge anxiety, alleviate pain and express emotions in a socially acceptable manner. It breaks down barriers and aids communication. It promotes creativity, builds self-esteem and creates an environment of sharing and openness.

5.10 SEGMENTATION OF YOUTH

More commercially focused market research and certainly marketing practice increasingly segments ‘youth’ as a discrete group, identifying changing behaviours and patterns of consumption for specific age groups.

A recent phenomenon is the identification of the ‘tweenies’ market. These are fashion conscious, brand-literate, technologically aware and literate 7-12 year olds. These ‘tweenies’ — in between young child and teenagers — are felt to inhabit a ‘limbo land between toddlerdom and adolescence’.

Claire’s Accessories — a chain of shops aimed at young girls - estimate their average core customer is between 7 – 12 years old. (Mark Smith, Chief Executive, Claire’s Accessories).

Increasingly this age-group is defined by their own music (Britney Spears, S-Club, Westlife); magazines (Mizz, Bliss and the newly launched Cosmo Girl, and their own clothes ranges (Tammy Girl, BHS Bliss, Gucci, DKNY); own gadgetry — according to Mintel, a third of 11 and 12 year old girls have their own mobile phone and of these, 76% regularly send text messages, generally to each other.

Claire’s Accessories believe this to be a recent phenomenon, first heralded by arrival of Spice Girls. They feel it is not a generational change but that it has happened in the last 4-5 years. They also identify that the UK leads the rest of Europe on this. In other European countries, the core customer is 3-4 years older.

A key implications of this is the increasingly social orientation of the children’s market. Social networks — friends - are becoming increasingly important at an earlier age. Tweenies want to be like their friends.

Research undertaken on marketing the arts to 15-19 year olds\(^8\) revealed that young people believe that when adults look at youth, they tend to observe that ‘they all look the same’; but young people see themselves very much as individuals with their own identities. In reality, young people, through their teenage years, are trying out a number of ‘different ways of being’. And what makes this area challenging is how to define and segment this continually moving target market. The most appropriate ways of segmenting the youth market must reflect the psychological changes that take place as young people gradually separate from their parents and assert their own identities according to research by Define\(^9\).

Several segments at different stages can be observed:
- The ‘conventional’: the idea of separation from parents has not occurred to them. They are influenced, if not controlled, by their parents’ views.
- The ‘safe but sweet’ normally pre-teens, at this stage young people are at the beginning of a developmental stage, but still intrinsically attached to their parents.
In order to separate and individuate, young people have to tear themselves away from their parents, thereby destroying their roots. This destruction can be handled in four ways:

- The **dangerous**: tend to form gangs and become violently aggressive against those who are dissimilar from them.
- The **destructives**: want to destroy ‘the old order’, and show themselves to be fierce and independent – but in a very acceptable way.
- The **slow down, get offs**: wish to avoid responsibility, physical activity and making decisions as to who they really want to be. Drugs can be an escape route.
- The **nerds**: cannot hook themselves into any groups, so they do not belong anywhere and function as a role model of what not to be for other youth.

Moving out of the destructive stage, young people start to want to develop a new society and a new way of being.

- The **politicals**: may adopt the label of environmentalist, animal rights supporter or right/left wing political extremist, and put their energies into creating a better world.
- **Adult individuation**: full participation in society, a material orientation and emphasis on planning the future and achieving ambitions.

One of the most interesting differences between youth of today and youth of twenty years ago is the speed with which young people move towards adult individuation, yet at the same time regress to their youth needs characterised by drug usage and drug culture, almost to the point of it being mainstream.

### 5.11 TOWARDS MATURITY AND THE DEFINITION OF ‘SELF’

Attitudes, priorities and beliefs held by young people change significantly throughout the teenage years. Young teens are generally keen to ‘belong’ enjoying security through the range of groups they form and join. They are open to influence, and keen to learn, both from mass media and older siblings. By the mid-teens, they are keen to assert their individuality, thinking about adult live and their place in it. As well as being more confident and adventurous, they are increasingly proactive and demanding, and are more discriminating and sophisticated in their tastes. Those in their late teens are keen to become adult. They make efforts to become integrated into the adult world, through work, study and relationships, and are more knowledgeable and less impressionable than the younger teens. The formation and maintenance of a social network is important, in that it reinforces a sense of ‘self’, and these young people tend to become immersed in their own networks.

The teenage years are a time of contradiction, and to some extent a period of limbo. Young people are pressured into making choices about the future and are the focus of much attention by those in authority, so they have considerable power but little influence. They must also strike a balance among the need to assert independence, the desire to impress and the need to belong. Overall, it is a period during which both internal and external pressure mean that developing a unique and enduring personal identity is a problem. Consequently, initiatives that appeal to young people need to be relevant to their lives and have peer acceptance, as well as being positioned as new and slightly rebellious.

A large study of 15-24 year olds undertaken in 1996 investigated youth lifestyles, motivation and behaviour. The major conclusions of the report and a commentary by Booth-Clibborn of Carlton Screen Advertising suggests that:

*While youth tries very hard not to be labelled, ‘non youth’ is trying just as hard to put them into usable classifications but 15-24 year olds cannot be treated as a uniform group.*
Media preferences are dependent on attitudinal outlook. The research led to the defining of five attitudinal segments:
- Liberalism
- Sociability
- Materialism
- Ambition
- Optimism

A greater understanding of youth will lead to more effective communication. ‘Getting it right’ with each group is vital and the qualitative research in particular has shown that it can be brand death to get the communication message or medium wrong. ROAR has devised some golden rules for this:
- Be relevant
- Respect the environment
- Credibility
- Be clever: Creativity/originality is the key to success
- Continuity: go for long-term commitment rather than a one-off involvement
- Logical extension

1 Herbert, P. Piaget’s Theory of Intellectual Development Prentice Hall 1988
2 Erikson, E. Childhood and Society 1965
4 Ibid
6 Goleman, D. Emotional Intelligence: Why it can matter more than IQ Bloomsbury 1996
7 Kolb, D. A. Experiential Learning: Experience as the source of learning and development Prentice Hall 1984
8 Willow, C. Bread is free: young people talk about poverty, Children’s Rights Alliance for England, July 2001
10 Parsons, S. and Bynner, J. Influences on adult basic skills: Factors affecting the development of literacy and numeracy from birth to age 37 Basic Skills Agency 1998
11 Adult Literacy and Basic Skills Unit, 1993
13 Peter, Olson & Grunert, Consumer Behaviour and Marketing Strategy 1999
15 Sylwester, R. Art for the Brain’s Sake Education Leadership 56(3) 31-35 1998
16 Kotulak, R. Inside The Brain; Revolutionary discoveries of how the mind works Andrews McNeel 1997
18 The Same but Different produced in collaboration with MAX and presented at 1999 Research Society Conference
19 Ibid
20 Targeting the Now Generation: A Case Study on Marketing the Arts to 15 – 19 Year Olds, Marketing the Arts in Oxford 2001
21 Rights of Admission Reserved (ROAR), 1996
22 Booth-Clibborn, C. The Media get together to create a roaring success, Carlton Screen Advertising; article in Research Plus November 1997
6  THE WORLD OF THE CHILD

The two previous sections have considered the macro-structures which impact on children’s lives and the ways in which children develop and learn. This section summarises available secondary data on the socio-demographic context of children’s lives, covering:

- population trends
- family structure
- child and household income
- deprivation and affluence
- education and literacy
- access to information and communications technologies (ICT) and home entertainment equipment
- family life
- attitudes and values

While there is extensive information available on the demographic / economic position of young people there has been limited qualitative research into the needs, motivations and attitudes of young people, particularly post 11 years.

This data is presented as a digest of relevant information to inform the context within which young people exist.

6.1  CHANGING TRANSITION FROM CHILDHOOD TO ADULTHOOD

The transition from dependent childhood to independent adulthood has changed at a pace which is possibly unprecedented. The traditional youth labour market has all but collapsed, while entry into higher education has risen from 5% in the 1960s to 30%. Access to information has come earlier and technological change has accelerated astonishingly. Physical and sexual maturity also come rather earlier but economic independence, a stable relationship and a home come much later, leaving an extended period of partial dependence, usually on the parents. The trajectory to adulthood has become more individualised and Kenneth Roberts (1995) has likened it to a car journey rather than a train journey to a fixed point on rails.

**Population**

- **604,401** babies were born in England and Wales in the year 2000, a fall of over one hundred thousand (14%) compared to 1990.

- In the decade 1990-2000, there has been a reduction in the number of births every year with the exception of a small increase of 0.2% between 1995 and 1996.

- The 2000 total was the lowest in England and Wales since 1978 (596,000).

- 51.2% of the babies born in 2000 were boys and 48.8% were girls.

- 60.5% were born within marriage and 39.5% outside of marriage. This compares with 28.3% born outside marriage in 1990 (the increase being predominately due to cohabiting couples).

- Proportion of births outside marriage registered by the mother alone has remained constant at ~8% since 1988.

In 2000, there were 12.8 million young people aged up to 16 in the UK and they accounted for 21.4% of the population. By 2010, there will be 11.9m, 2.2% fewer than in 2000.

Of these young people, 0-4’s account for 6% of the population; 5-7s for 3.8%; 8-11 for 5.3%; 12-14 for 3.9% and 14-16s for 3.8%.
Average age at childbirth in 2000 was 29.1 years compared to 27.5 years in 1990 and 26.1 years in the early 1970s ²

Average life expectancy for a male born in the UK in 2000 was 75.2 years and 80.1 for females ⁵

Estimated average number of children born throughout childbearing years is 1.66 ²

<table>
<thead>
<tr>
<th>Age Structure of the Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>0-16</td>
</tr>
<tr>
<td>17-64</td>
</tr>
<tr>
<td>65+</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Age by Key Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>0-4</td>
</tr>
<tr>
<td>5-7</td>
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<tr>
<td>8-11</td>
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<tr>
<td>12-14</td>
</tr>
<tr>
<td>14-16</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>


Family Structure

Young people live in increasingly complex family structures.

- Only 5% of 16-24 year olds are married ⁶
- There are an increasing number of one-child families. In 1972, 82% of families had 2 or more dependent children; by 1991 this had decreased to 79% and by 2000 to 75%. By 2000, 25% of families contained just one child ⁷
- In 1998 three quarters of families in the UK were two parent families ⁸
- Almost one in four children are affected by divorce before their sixteenth birthday⁹
- In 1996 almost 1 in 14 (~6%) families with children in the UK were stepfamilies. ⁸ 88% of stepfamilies have children from the woman’s previous relationship ⁶
- 25% of children (~ 3 million) in 1998 lived in a household with a lone parent, an increase of 8% from 1972 ⁶

Cared for children

- Just over 5,000 children were adopted in England and Wales in 2000, a fall of almost 2,000 since 1991 ¹⁰
- In 1998 nearly 40,000 children were in foster care in England, Wales and Northern Ireland and 10,000 were in children’s homes ⁸

Children and grandparents

- 91% of 40 year olds still have at least one living parent and by age fifty 61% still have a parent alive and just over a third are grandparents ¹¹
- Just under 10% of 40 year olds still have a grandparent alive ¹¹
- Ethnic minority children are more likely to grow up in a household where three or more generations live together ¹²
Working Parents
- 20% of women with dependent children work full time
- In 1997 two thirds of mothers with children under five were working part-time.

Childcare
- Just under half (48%) of pre-school children are in out-of-home care during term-time. 18% are looked after by relatives, 10% attend nurseries, 9% attend playgroups and 7% go to parent and toddler groups.

Family Life
- On average parents spend an hour and a half a day with their children – helping with homework, talking or participating in leisure activity.

Children and Poverty
- Costs ~ £50,000 to care for a child up to the age of 17.
- Up to 4 million children live in poverty (in households earning half the average income of £300 a week or less).
- Two million children go without adequate clothing, meals, toys and out of school activities.
- Over two million children live in households where there is no adult in paid work.

Money and Jobs
- Children have increasing access to money and are receiving larger amounts at a younger age:
  - It is estimated that children aged 5-16 have a total weekly spending power of £60 million.
  - Overall there is little distinction between boys and girls in the amount of pocket money received.
  - Total income increased between 1990 and 2001 by 160% for 0-5s, 126% for 8-10s, 103% for 11-14s and 38% for 14-16s.
  - Children’s income is derived from three main sources: pocket money, odd job earnings and handouts (gifts from friends and relatives).
  - Six in ten parents provide pocket money for their children.
  - Three in ten parents pay their children to do household chores.
  - One in three children aged 11-16 undertake paid work either during term time or during summer holidays.
  - At age 11-13 children earn around 14% of their total income and by 14-16 this has risen to 45% of their income.
  - Most common jobs amongst 11-16 year olds are paper rounds (39%) and babysitting (38%) followed by cleaning (19%) and working in a shop (16%).
Sweets, ice cream and soft drinks account for 36% of expenditure for 7-15 year olds; 23% is spent on leisure goods; girls spend twice as much as boys on clothing and footwear and spending on mobile phones and text messaging is on the increase 18

<table>
<thead>
<tr>
<th>Most Frequent or new Categories of Expenditure by Gender</th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice cream / sweets / chocolate</td>
<td>53%</td>
<td>51%</td>
<td>56%</td>
</tr>
<tr>
<td>Magazines / comics</td>
<td>29%</td>
<td>23%</td>
<td>36%</td>
</tr>
<tr>
<td>Music</td>
<td>26%</td>
<td>23%</td>
<td>30%</td>
</tr>
<tr>
<td>Save some / all of it</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Computer games and equipment</td>
<td>19%</td>
<td>33%</td>
<td>5%</td>
</tr>
<tr>
<td>Soft / fizzy drinks</td>
<td>17%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Sporting activities</td>
<td>12%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Cosmetics</td>
<td>12%</td>
<td>1%</td>
<td>23%</td>
</tr>
<tr>
<td>Clothes and shoes</td>
<td>15%</td>
<td>6%</td>
<td>24%</td>
</tr>
<tr>
<td>Mobile phone / text messages</td>
<td>13%</td>
<td>11%</td>
<td>16%</td>
</tr>
<tr>
<td>Collectables (e.g. Pokemon cards)</td>
<td>8%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Stationery</td>
<td>7%</td>
<td>5%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Education and Literacy

- In 2000, 83% of 7 year olds in England achieved the level in reading expected for their age (Level 2) and an equal proportion of 11 year olds achieved the level for their age (Level 4) 20.

- In 2001, 64% of 16 year olds in England achieved the expected reading level (Level 5 or higher) for their age 20.

- In 2001, 50% of 16 year olds in England passed five or more GCSEs at Grade C or above 21.

- In 2000/2001, 57% of 16-18 year olds were still in full-time education, compared to 32% in 1981/1982 22.

- Average primary class size in 2001 was 26.1 pupils compared to 29.2 in 1976. Average secondary school class size in 2001 was 22.8 23.

- Parents spend an average of £5.92 a week on their children’s education, mainly on educational trips, extra lessons and contributions to school 24.
Information and Communication Technology
A recent survey of 5-18 year olds and parents to determine the attitudes and experience of young people to the use of information and communications technology (ICT) at home and at school, conducted for DFEE (Autumn 2001) illustrates that one of the largest single changes for children is their access to and use of Information and Communication Technologies.24

- Computer usage is almost universal amongst children: 99% of children had used computers at home, school or elsewhere. 93% used computers at school, 75% at home, 1% elsewhere. However, 26% of those who used them at school did not use them at home and for those in social grades DE, this rises to 46%.24
- 78% of households had a personal or laptop computer in the home; penetration increases with the age of the child and decreases amongst social grades DE, single parents and black young people.24
- 73% of children used the internet at home, school or elsewhere24
- 64% of households had access to the internet at home; 41% amongst social grades DE24

Access to the internet particularly has had a profound impact. Charles Wroe, writing in The Sunday Times in March 2002 about children’s use of the web suggests that children are uniquely at home online because they have no conception of a pre-internet world and that the internet is uniquely stimulating for children because it invisibly fuses education with entertainment to give learning a kind of techno-cool.

He identifies that children treat the internet differently to adults. Children view the internet as something they are inside, while adults think of themselves as looking at something. Children increasingly relish the fact that they do not merely consume media online, but can shape it too. For children the internet is not a ‘lean-back’ medium (as in watching television) but a ‘lean-forward’ medium (like eating a meal). As children become teenagers, the internet offers another unique benefit: it gives them vital private space on the journey from their parents to their peers.

Wroe cites Nancy Willard, the American web-guru who points out that chat rooms provide young people with a public space to enter while still retaining their privacy through anonymity which is acutely appealing on the self-conscious journey through adolescence.

A recent US report, Teensites: The New Digital Landscape argues that the internet is replacing the telephone as the teenager’s primary means of independence and connectedness to the larger, social world.

The DFEE report further identifies that:

The 38% of KS1 & 2 children from households without a computer who used computers and accessed the internet outside school, principally did so at a friend or relative’s house (33%) or at a library (5%). For KS3 & 4 children without computers at home and accessing them elsewhere outside school, 34% used a computer at another person’s home, 17% a public library, 4% an internet café, 2% a workplace and 2% a parent’s workplace.

Social grade is an important discriminator in the ownership of ICT with 59% of those in social grades DE likely to own a personal or laptop computer compared to 94% in Social grades AB.

Black / other respondents were less likely to own a personal computer or a laptop – 67%, compared to 77% of Asian households and 79% of White households.

The average contribution of the child to ICT expenditure was £45 from a total average household spend on ICT of £974 (excluding call costs).
Mobile phone ownership increases significantly with the age of the child. While 1% of KS1 children are perceived by their parents to own a mobile phone, this rises to 8% at KS2 and then leaps to 44% of KS3 and 67% of KS4.

Usage of games consoles varies by gender of the child. 74% of male children regularly use games consoles compared to 43% of female children.

There are gender differences in how computers are used at all Key Stages. At KS1 and 2, boys were more likely than girls to use the computer for education, CD ROMs and Internet use while girls were more likely than boys to use the computer for drawing pictures and writing stories. The gender differences are heightened by KS3 and 4. At this stage, boys were more likely than girls to use the computer for playing games, internet access, playing CDs, accessing general information and watching DVD/movies. Girls were more likely than boys to use the internet for homework/study and general purposes such as writing letters.

For around 1/5 of young people at KS3 & 4, sharing a computer with other people restricted their access to a computer at home. The key barriers cited to accessing the internet were again, others at home wanting to use the internet (22% KS3, 28% KS4) and the cost of telephone calls (18% KS3, 32% KS4).

Additional resources which young people at KS3 and KS4 felt would encourage their greater use of the internet were free/cheap access (35% KS3, 42% KS4); easier access at home (39% KS3, 27% KS4) and better equipment allowing faster access (29% KS3, 30% KS4).

Overall children were positive about computers with 86% agreeing that they helped them produce work they were proud of; 82% thought access to the internet would improve the quality of their work and 81% thought computers allowed them to be more creative. 89% of children in KS1 felt that using computers made schoolwork more enjoyable. Overall younger children were more likely than older children to see computers as enjoyable for schoolwork. Boys were more likely than girls to say that lessons were more interesting when teachers used technology (87% vs 70%).
<table>
<thead>
<tr>
<th>Ownership of ICT by Key Stage</th>
<th>Total</th>
<th>KS1 5-7</th>
<th>KS2 7-11</th>
<th>KS3 11-14</th>
<th>KS4 14-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household ownership: PC/laptop computer</td>
<td>78%</td>
<td>67%</td>
<td>75%</td>
<td>79%</td>
<td>86%</td>
</tr>
<tr>
<td>Games console</td>
<td>71%</td>
<td>60%</td>
<td>74%</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>Interactive / digital TV</td>
<td>36%</td>
<td>38%</td>
<td>35%</td>
<td>37%</td>
<td>32%</td>
</tr>
<tr>
<td>DVD player</td>
<td>23%</td>
<td>18%</td>
<td>19%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Access to the internet at home</td>
<td>64%</td>
<td>54%</td>
<td>61%</td>
<td>64%</td>
<td>72%</td>
</tr>
<tr>
<td>Child perceived as owning main computer</td>
<td>13%</td>
<td>7%</td>
<td>11%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Child perceived as owing a mobile phone</td>
<td>34%</td>
<td>1%</td>
<td>8%</td>
<td>44%</td>
<td>67%</td>
</tr>
<tr>
<td>Ownership of 2 or more computers</td>
<td>15%</td>
<td>10%</td>
<td>14%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Presence of computer in child’s room</td>
<td>20%</td>
<td>11%</td>
<td>14%</td>
<td>19%</td>
<td>27%</td>
</tr>
<tr>
<td>Use a computer at school but not at home</td>
<td>26%</td>
<td>38%</td>
<td>30%</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>Use of internet at school but not at home</td>
<td>46%</td>
<td>76%</td>
<td>49%</td>
<td>51%</td>
<td>46%</td>
</tr>
<tr>
<td>Computer usage any location (hours)</td>
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</tr>
<tr>
<td>Non-games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Time spent using computers at home (hours)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Non-games</td>
<td>4.3</td>
<td>1.9</td>
<td>2.3</td>
<td>4.5</td>
<td>7.9</td>
</tr>
<tr>
<td>Games</td>
<td>3.2</td>
<td>2.4</td>
<td>3.1</td>
<td>3.4</td>
<td>3.9</td>
</tr>
<tr>
<td>Total hours</td>
<td>7.5</td>
<td>4.3</td>
<td>5.4</td>
<td>8.2</td>
<td>10.1</td>
</tr>
<tr>
<td>Time spent using computers at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-games</td>
<td>2.5</td>
<td></td>
<td></td>
<td>1.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Games</td>
<td>0.4</td>
<td></td>
<td></td>
<td>0.6</td>
<td>0.3</td>
</tr>
<tr>
<td>Total hours</td>
<td>2.9</td>
<td></td>
<td></td>
<td>2.2</td>
<td>2.6</td>
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</tbody>
</table>
### Ownership of ICT by Social Grade

<table>
<thead>
<tr>
<th>Ownership</th>
<th>Total</th>
<th>AB</th>
<th>C1</th>
<th>C2</th>
<th>DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household: Personal or laptop computer</td>
<td>78%</td>
<td>94%</td>
<td>89%</td>
<td>79%</td>
<td>59%</td>
</tr>
<tr>
<td>Games console</td>
<td>71%</td>
<td>63%</td>
<td>67%</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>Interactive / digital TV</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>DVD player</td>
<td>23%</td>
<td>26%</td>
<td>25%</td>
<td>23%</td>
<td>18%</td>
</tr>
<tr>
<td>Access to the internet at home</td>
<td>64%</td>
<td>87%</td>
<td>79%</td>
<td>62%</td>
<td>41%</td>
</tr>
<tr>
<td>Child perceived as owning main computer</td>
<td>13%</td>
<td>9%</td>
<td>14%</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>Child perceived as owning a mobile phone</td>
<td>34%</td>
<td>35%</td>
<td>38%</td>
<td>33%</td>
<td>29%</td>
</tr>
<tr>
<td>Ownership of 2 or more computers</td>
<td>15%</td>
<td>24%</td>
<td>22%</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>Presence of computer in child’s room</td>
<td>20%</td>
<td>15%</td>
<td>21%</td>
<td>17%</td>
<td>27%</td>
</tr>
<tr>
<td>Use a computer at school but not at home</td>
<td>26%</td>
<td>11%</td>
<td>15%</td>
<td>24%</td>
<td>46%</td>
</tr>
<tr>
<td>Use of internet at school but not at home</td>
<td>46%</td>
<td>26%</td>
<td>34%</td>
<td>52%</td>
<td>66%</td>
</tr>
</tbody>
</table>

#### Time spent using computers at home (hrs)

<table>
<thead>
<tr>
<th>Time spent using computers at home (hrs)</th>
<th>Non-games</th>
<th>Games</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-games</td>
<td>4.3</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Games</td>
<td>3.2</td>
<td>2.9</td>
<td>3.1</td>
</tr>
<tr>
<td>Total hours</td>
<td>7.5</td>
<td>7.0</td>
<td>7.3</td>
</tr>
</tbody>
</table>

#### Time spent using computers at school

<table>
<thead>
<tr>
<th>Time spent using computers at school</th>
<th>Non-games</th>
<th>Games</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-games</td>
<td>2.5</td>
<td>2.0</td>
<td>2.7</td>
</tr>
<tr>
<td>Games</td>
<td>0.4</td>
<td>0.5</td>
<td>0.4</td>
</tr>
<tr>
<td>Total hours</td>
<td>2.9</td>
<td>2.5</td>
<td>3.1</td>
</tr>
</tbody>
</table>

### Ownership of ICT by Ethnic Origin

<table>
<thead>
<tr>
<th>Ownership</th>
<th>Total</th>
<th>Black / other</th>
<th>Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household: Personal or laptop computer</td>
<td>78%</td>
<td>67%</td>
<td>77%</td>
<td>79%</td>
</tr>
<tr>
<td>Games console</td>
<td>71%</td>
<td>56%</td>
<td>53%</td>
<td>74%</td>
</tr>
<tr>
<td>Interactive / digital TV</td>
<td>36%</td>
<td>36%</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>DVD player</td>
<td>23%</td>
<td>12%</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>Access to the internet at home</td>
<td>64%</td>
<td>53%</td>
<td>52%</td>
<td>61%</td>
</tr>
</tbody>
</table>

### Use of ICT by Key Stage & Gender

<table>
<thead>
<tr>
<th>Use of ICT by Key Stage &amp; Gender</th>
<th>KS1 &amp; KS2</th>
<th>KS3 &amp; KS4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational CD-ROMs</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Internet use</td>
<td>25%</td>
<td>21%</td>
</tr>
<tr>
<td>Drawing pictures</td>
<td>46%</td>
<td>53%</td>
</tr>
<tr>
<td>Writing stories</td>
<td>22%</td>
<td>31%</td>
</tr>
<tr>
<td>Playing games</td>
<td>69%</td>
<td>49%</td>
</tr>
<tr>
<td>Internet access</td>
<td>58%</td>
<td>45%</td>
</tr>
<tr>
<td>Playing CDs</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>Accessing general information</td>
<td>27%</td>
<td>19%</td>
</tr>
<tr>
<td>Watching DVDs / movies</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Homework / study</td>
<td>82%</td>
<td>88%</td>
</tr>
<tr>
<td>General: letter writing etc</td>
<td>28%</td>
<td>23%</td>
</tr>
</tbody>
</table>
### Purpose of Internet Use by Key Stage

<table>
<thead>
<tr>
<th>Purpose of Internet Use by Key Stage</th>
<th>KS1&amp;2 (5-11)</th>
<th>KS3 11-14</th>
<th>KS4 14-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing games</td>
<td>47%</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>School projects</td>
<td>39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things for school</td>
<td>18%</td>
<td>47%</td>
<td>65%</td>
</tr>
<tr>
<td>Emails</td>
<td>17%</td>
<td>47%</td>
<td>65%</td>
</tr>
<tr>
<td>Information for school / college work</td>
<td>74%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Information for study / learning</td>
<td>52%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>Information for hobbies</td>
<td>36%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Surfing</td>
<td>34%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Listening to / downloading music</td>
<td>26%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Chat rooms</td>
<td>21%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Careers advice</td>
<td>5%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Ordering goods</td>
<td>9%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

Base: all who use the internet

### Attitudes to Computers in School by Key Stage

<table>
<thead>
<tr>
<th>Attitudes to Computers in School by Key Stage</th>
<th>KS1 5-7</th>
<th>KS2 7-11</th>
<th>KS3 11-14</th>
<th>KS4 14-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes work more enjoyable</td>
<td>89%</td>
<td>51%</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>Makes work easier</td>
<td>-</td>
<td>35%</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>Saves time</td>
<td>-</td>
<td>20%</td>
<td>25%</td>
<td>31%</td>
</tr>
<tr>
<td>Improves results</td>
<td>-</td>
<td>13%</td>
<td>23%</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Home Entertainment Equipment

Children increasingly have access to home entertainment equipment in their own room. In 1998, 46% of all children had a television in their room. By 2001, 33% of 0-3 year olds did; 65% of 4-9 year olds and 75% of 10-15 year olds.

The most significant finding is the penetration of home entertainment equipment in the bedrooms of 4-9 year olds. In their bedrooms, 56% have their own television, 50% their own radio, 40% a games console, 28% a video recorder, 10% their own computer, 7% satellite / cable and 4% internet access.

### Household Ownership of Home Entertainment Equipment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>1991</th>
<th>2001</th>
<th>% change^A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video recorder</td>
<td>87%</td>
<td>94%</td>
<td>+6%</td>
</tr>
<tr>
<td>Teletext</td>
<td>40%</td>
<td>84%</td>
<td>+44%</td>
</tr>
<tr>
<td>NICAM stereo television</td>
<td>4%</td>
<td>46%</td>
<td>+42%</td>
</tr>
<tr>
<td>Video games</td>
<td>23%</td>
<td>46%</td>
<td>+23%</td>
</tr>
<tr>
<td>Satellite television dish</td>
<td>11%</td>
<td>40%</td>
<td>+29%</td>
</tr>
<tr>
<td>Cable television</td>
<td>4%</td>
<td>20%</td>
<td>+16%</td>
</tr>
<tr>
<td>Video camera</td>
<td>7%</td>
<td>34%</td>
<td>+27%</td>
</tr>
<tr>
<td>Wide screen television</td>
<td>N/a</td>
<td>24%</td>
<td>+24%</td>
</tr>
<tr>
<td>DVD</td>
<td>N/a</td>
<td>24%</td>
<td>+24%</td>
</tr>
</tbody>
</table>

^ACompared to with children 2001 figure
6.2 INCREASED PRESSURE ON THE YOUNG/ MULTIFACETED SOCIAL AND PERSONAL PROBLEMS

Secondary research suggests that young people are faced with increasing challenges and demands. They face an accelerated pace of social change – they are ‘growing up faster’. One explanation offered is the proliferation of media which means that they are increasingly exposed to adult ways of thinking and experiences at younger ages.

Some research suggests that increased social pressures are taking their toll on all ages but especially the young. Young people are suffering from various forms of mental distress to an unprecedented extent. It is estimated that 10-20% of young people will experience a mental health problem serious enough to require professional help during the course of their lifetime. In the UK, one-third of younger teenagers claim to currently feel ‘stressed’ or ‘depressed’.

Social fragmentation means that peer groups are often the main source of social support and reference for many young people. There is a proliferation of youth cultures with which young people can become involved, some related to dangerous lifestyles including drugs and alcohol.

**Attitudes to Life**

MORI research with young people suggested that they show relatively high interest in questions about the meaning of life. 3 out of 5 young people were interested in what life is for, how the universe began and whether there is life after death.

**Celebration of Individualism**

Dex observes that a striking feature of cultural change is our celebration of individualism and emphasis on personal choice, which is encouraging looser social networks. For families with employment and a reasonable standard of living this may be a welcome change, but for families experiencing material hardship this may add to a sense of alienation.

**Increased Materialism**

In considering ‘the sort of person I would most like to be like…’ English adolescents displayed predominantly materialistic values, concerned with money, possessions and physical appearance.
Moral Values

Research with 13,000 13-15 year olds undertaken by the National Foundation for Educational Research (NFER) suggests that it is something of a media myth that young people have less moral value than in the past although they do state that there is no clear picture:

- The majority of 13-15 year olds do not use a set of moral absolutes to define their attitudes to human sexuality.
- They are concerned about the environment.
- There is some disillusionment with the educational system - over one-quarter of 13-15 year olds did not think teachers were doing a good job and around one-third through school was boring; a third also thought school was not preparing them for life.

Similarly a MORI poll found that 196 11-16 year old respondents had a well-developed sense of right and wrong.

Decline in Deference

Another relevant social change has been the decline in deference. This has been seen in our attitudes to the professions, to politicians and others in authority. It has meant that poor services and corruption are more open to question. But organisations have found this difficult to respond to and the change has been greatest among the young.

Altogether these changes mark out a distinctly different generation. They have to wait longer for full independence, yet in many terms they are at least as capable of contributing at an earlier age than previous generations. It should not be surprising that so many feel frustration which may mean them turning their backs on institutions which appear to ignore their views and interests.

Disengagement & Disenfranchisement

Research identified by NFER (Park, 1995; Walker, 1996) confirms that teenagers and adults are less interested than adults in politics and younger adults are rather more disenfranchised and disillusioned than their predecessors, a trend which may have serious consequences for community involvement, identity and indeed the democratic process.

Cutler & Frost outline trends of disengagement which can be seen particularly powerfully among young people. Public sector organisations often have the greatest effect on young people, whether it be schools or transport, leisure facilities or local authorities acting as a corporate parent. But there is an increasing sense that these institutions are failing to understand the needs and attitudes of young people and are becoming irrelevant and inefficient. This may in part be due to the profound changes in the lives of the young over the last generation.

Society systematically underestimates the ability of young people. There is a deep reluctance to trust them and to share power. Young people are treated as citizens in waiting. They know this and resent it and either challenge it or switch off from the way they are being treated.

While young people of voting age (18+) are outside the scope of this study the trend towards disenfranchisement is important to note as it is where current 15-16 year olds are heading. People under 25 are four times as less likely to be registered to vote than any other age group. Young people (aged 18-24) are more than three times less likely to have ‘a great deal’ or ‘quite a lot’ of interest in politics when compared to people aged 45+

Racial Intolerance

In a survey of 580 12-19 year olds in 1996:
88% felt British Society was prejudiced against Asian and black people and 2/3 thought Asians and black people experienced discrimination trying to get a job. However, few young people were prepared to admit any racial intolerance themselves.
17. Poverty and Exclusion in Britain, Joseph Rowntree Foundation, 2000
19. Class Struggles, Trades Union Congress/MORI, 2001
24. Young People and ICT: Findings from a survey conducted Autumn 2001, NFER Research and Evaluation Series, Department for Education & Skills
25. The Public’s View 2001, An ITC/BSC research publication, Robert Towler, BMRB
26. NFER / A Sense of Right and Wrong, Francis & Kay 1995
27. Development of Values, Attitudes and Personal Qualities, A Review of Recent Research
29. Weare: Mind, 1997
30. Weare: Gordon and Grant, 1997
31. MORI Nestle Family Monitor June 1999
32. Dex Families and the Labour Market, 1999
33. Simmons & Simmons, 1994
34. MORI poll, conducted for the School Curriculum & Assessment Authority 1996
36. British Social Attitudes Survey, Sachdev 1996
7 CHILDREN AND CULTURE

Culture, in the widest sense, is a significant part of young people’s lives. To help make sense of where museums, archives and libraries fit in, we have explored their drivers for, and actual participation in, cultural activities generally as well as museums, archives and libraries specifically.

A fundamental issue is the definition of the term ‘culture’ in the first place and young people’s perceptions of their culture being something different to what they perceived the establishment / traditional definition of culture to be.

7.1 DIFFERENT DEFINITIONS OF CULTURE AND REJECTION OF INSTITUTIONS

Research funded by the Calouste Gulbenkian Foundation in 1990 explored the cultural activity of young people and identifies that there is a great deal of cultural activity, interest and production, it is just that the definition of culture by young people is not the same as that defined by establishment institutions. The culture of young people is far more closely related to what is recognised as Popular Culture, therefore commercial culture but nevertheless involves young people in writing, music making, film-making, art, poetry, dance etc. The suggestion is that the establishment definition of culture needs to be reviewed rather than young people needing to be embraced by establishment culture.

Partly serious, partly as devil’s advocate, partly to signpost boldly and to experimentally press through the implications of our line of argument, we’d like for a moment, to explore a different and irreverent view. We bear all the time of post-industrialism, post-modernism, post-feminism, even post capitalism. Is it time now to speak also of ‘post-institutionalism’? – that is, the recognition that institutions may be increasingly irrelevant to current needs, or indeed may do more unintentional damage than intended good, and that new policy initiatives need to find quite new, much more indirect, less structured, more democratic, means for their execution. If existing institutions do not work, i.e. do not attract, then they should not be artificially propped up or multiplied no matter how high minded they may be. Everything that can be reasonably left to the individual or small group should be.

Institutions can be seen, in essence as the attempt by one group with power (formerly through aristocratic patronage, now state patronage) to tell another larger group what is good for them; not to make their choices wider but to make their choices for them. Although a self-congratulatory ethos often pervades social and cultural institutions, the truth may be that the complacency arises from fulfilling their own priorities rather than those of their clients. The identity-making and meaning-making activities of common culture have engulfed and gone beyond the cultural scope of our inherited institutions. Crudely: cultural institutions and cultural policy makers can no longer pretend to know better than the style, fashion, media and music industries what young people want. Young people anyway choose from these commercial offerings in unforeseeable and informal ways. It may even be time to simply speak of the informal cultures of the young as their very own kind of sui generis ‘thing’ which no clapped-on, or ‘top-down’ institution will ever make an impact on, except perhaps negatively.
A possible response to this is identified as:

… an attempt to ‘de-institutionalise’ institutions and ‘de-centre’ centres. This involves thinking about and applying design informality, providing, for instance, protected ‘warm’ spaces for sociability and communication. It means staffing and interfacing by young people whenever possible and giving them the maximum scope of feasible power including consulting on design, organisation, appearance and human reception systems. It means experimenting with a variety of ways in which young people, if not enjoying formal ownership of cultural commodities and technologies, might nevertheless enjoy some kind of psychological ownership which encourages free, guiltless use.

The recent successes of certain museums and art galleries in appealing to more people and communicating with new audiences, and the continuing success of many libraries in providing an ever wider range of symbolic materials rest not on extending and old idea to ‘new’ people but in allowing ‘new’ people and the informal meanings and communications to colonise them, the institutions.

Common cultural forms, one way or another, accompany young people into the classroom every day of their lives. For many young people they have a more profound influence on their sense of self, identity and possibility than is the formal curriculum. More important than cynically taking over the contents of ‘popular culture’ would be a principled and thought out adoption of aspects of the processes and practices of the active common culture of the young: informal, democratic forms; symbolic creativity; the recognition and enablement of everyday aesthetics.
7.2 MOTIVATIONS AND DRIVERS TO YOUNG PEOPLE’S INVOLVEMENT IN CULTURE

We can begin to get closer to an understanding of the main drivers and motivations for young people between 14-16 to be involved in culture generally through a summary of the attitudes of 14-24 year olds to the arts from *The Arts in their view* - a study of youth participation in the arts published for NFER and written by John Harland, Kay Kinder and Kate Hartley.²

<table>
<thead>
<tr>
<th>Motives</th>
<th>Statement I participate in the arts because</th>
<th>Description/ level of involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>General or unspecified motive</td>
<td>I get enjoyment, fun out of them</td>
<td>Respondent who conveyed this attitude recorded qualified enthusiasm and lightweight commitment to arts involvement</td>
</tr>
<tr>
<td>Ability or achievement-oriented motive</td>
<td>I want to be the best, to win</td>
<td>This was a rarely expressed motive. It was more likely that enjoyment was derived from intrinsic satisfaction of performing well and from extrinsic audience appreciation and attention rather than feeling better than others.</td>
</tr>
<tr>
<td>Task-oriented motive</td>
<td>I want to improve, acquire new skills</td>
<td>Where young people referred to their interests in self-improvement in art skills as a motive for involvement, commitment to the arts tended to be very high. Often included reference to obtaining new skills.</td>
</tr>
<tr>
<td>Socialising motive</td>
<td>Social benefits, meeting and making friends</td>
<td>Participation in certain forms (drama &amp; music) was often registered as having social benefits.</td>
</tr>
<tr>
<td>Status-seeking motive</td>
<td>It helps my image</td>
<td>This was very rarely evident in the sample for this study.</td>
</tr>
<tr>
<td>Social pressure motive</td>
<td>I am pleasing (significant others)</td>
<td>Very little evidence of this motive.</td>
</tr>
<tr>
<td>Physiological or therapeutic motive</td>
<td>It’s about relaxation – feeling a buzz</td>
<td>In many instances, the vocabulary of motive used by young people made references to physiological effects and therapeutic responses accruing from arts involvement. Identification and acknowledgement of physiological factors seem crucially connected to arts involvement.</td>
</tr>
<tr>
<td>Self-identity motive</td>
<td>It’s how I define myself, helps my identity; it’s an important means of self-expression</td>
<td>This is particularly associated with an on-going commitment to arts involvement; respondents often volunteered that they defined themselves as creative, artistic and hence gravitated to like-minded people socially.</td>
</tr>
<tr>
<td>A relevance or comfortability motive</td>
<td>Of feeling at home with an art form and its conventions. It’s something I can relate to</td>
<td>This reflects individuals personal engagement with certain artforms or cultural activity and therefore comfort with its conventions. Discomfort leads to perjorative views on artform and its audiences.</td>
</tr>
<tr>
<td>An intrinsic or aesthetic motive</td>
<td>Of an appreciation of the qualities of art form</td>
<td>Similar to the ‘buzz’ factor – the resulting vocabulary of excitement was closely associated with high motivation and positive attitudes to arts involvement.</td>
</tr>
<tr>
<td>A situation-specific motive</td>
<td>I have a high regard for working with my drama teacher or youth worker</td>
<td>Significance of teachers in stimulating positive attitudes is very evident – often associated with experience of receiving personal attention and support.</td>
</tr>
<tr>
<td>Material or monetary motive</td>
<td>Of financial reward</td>
<td>Not generally associated with positive attitudes towards the arts.</td>
</tr>
</tbody>
</table>
## PRIORITY OF MOTIVATIONS

<table>
<thead>
<tr>
<th>Rarely/ non-relevant</th>
<th>Low motivation</th>
<th>Mid-level motivation</th>
<th>High motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement –oriented</td>
<td>General/enjoyment</td>
<td>Socialising</td>
<td>Task – oriented</td>
</tr>
<tr>
<td>Monetary benefits</td>
<td>Social pressure</td>
<td>Relevance / comfortability</td>
<td>Physiological/therapeutic</td>
</tr>
<tr>
<td>Status-seeking</td>
<td></td>
<td>Situation-specific</td>
<td>Self-identity/expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intrinsic</td>
</tr>
</tbody>
</table>

## BARRIERS

<table>
<thead>
<tr>
<th>STATEMENT For me arts involvement</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of provision and opportunities</td>
<td>Is hindered by lack of opportunities</td>
</tr>
<tr>
<td>Lack of time</td>
<td>Is hindered by lack of spare time</td>
</tr>
<tr>
<td>Lack of money</td>
<td>Is hindered by insufficient money and lack of equipment</td>
</tr>
<tr>
<td>General /non-specific</td>
<td>Is hindered by my view that it is boring, rubbish</td>
</tr>
<tr>
<td>Talent barrier</td>
<td>Is hindered by my lack of ability</td>
</tr>
<tr>
<td>An irrelevance or discomfort barrier</td>
<td>Is hindered by my lack of comfort with artforms content and context</td>
</tr>
<tr>
<td>Non-stimulus barrier</td>
<td>Is hindered by my failure to be engaged/excited</td>
</tr>
<tr>
<td>Negative affective barrier</td>
<td>Is hindered by my sense of unease while attempting it</td>
</tr>
<tr>
<td>Situation-specific barrier</td>
<td>Is hindered by my dislike of teacher/context</td>
</tr>
<tr>
<td>Group image barrier</td>
<td>Is hindered by my peers/family</td>
</tr>
<tr>
<td>Self-image barrier</td>
<td>Is hindered by my sense of myself as not an arty person/ I’m more into sports</td>
</tr>
</tbody>
</table>
In the report *Crossing the Line* produced for ACE, again edited by John Harland and Kay Kinder the same barriers and motivations are discussed at length from the previous report as well as introducing other motivations. These are:
- Diversity and enrichment
- Promoting creativity
- A link with the past
- A learning experience

Recommendations for attracting more people into arts venues arising from this research are as follows:
- Art galleries and museums should become increasingly interactive
- Improvements to advertising of events and venues
- Promotion of arts and culture through school
- A socialisation of the arts, through add-ons such as cafes and leisure facilities
- Shorter performances
- A modernisation of arts and culture
- Cheaper tickets and special offers for young people
- Performances by young people
- Portraying issues which matter to young people
- Relocating the arts to venues familiar to young people
- Providing opportunities to experience the arts

1. Willis, P Moving Culture Calouste Gulbenkian Foundation, 1990
8 HOW CHILDREN RELATE TO MUSEUMS, ARCHIVES AND LIBRARIES

8.1 CHILDREN, READING AND LIBRARIES

Research into family life in Britain 1 undertaken on behalf of Nestle UK by MORI in 1999 revealed that:

- 59% of parents with children aged 7 and under say they read to their children every day, 19% several days a week, 8% once or twice a week, 3% once or twice a month and 12% less often
- 93% of adults say schools should encourage parents to be involved with their children’s reading
- Guidance on how to teach children to read would be welcomed by the majority (75%)
- 42% of parents had heard of the National Year of Reading

39% of the total sample said they ‘preferred to watch television to reading a book’ but this rose to 61% for 16-24 year olds.

85% of adults interviewed said at least one member of their household belonged to a local library. But usage was limited – one-eighth visit at least once a week; 3 in 10 never visit.

Seven in ten parents with dependent children say their children are members and 8% had attended a library for a special event for children.

Number of books issued to children has fallen from 113.7 million to 110.8 million in the decade 1987-1997 2

- In 1997 over 60% of school aged children use public libraries at least once a week 2

MORI’s research for Resource into the attitudes of 11-16 year old schoolchildren to museums and galleries’ conducted in February and November / December 1999, reveals that:

- Seven out of ten schoolchildren believe that a library is one of the best places to learn outside school, followed by the internet (62%) and videos (50%)

Recent desk research undertaken by MORI for the Audit Commission4 highlights seven key barriers to adult use of libraries, which echo many of the findings for young people:

Lifestyle mitigates against use:

- Libraries not interesting or exciting places to visit; they prefer to buy books, cds, videos
- Poor selection of lending stock
- Outdated reference and ICT facilities
- Environment – turnstiles are a barrier; books not enticingly displayed; dull decor
- Access – too few libraries; inconvenient locations; limited opening hours
- Customer Service – staff can be unapproachable; lacking in enthusiasm
- Lack of marketing and promotion
8.2 CHILDREN AND MUSEUMS

6,059,000 children visited the seventeen national museums and galleries in England in 2001.

The Nestle survey into family life in Britain (ref) undertaken by MORI in 1999 also revealed that:

- 29% of adults had visited an art exhibition in the previous year (ABs 54%, 13% DEs)
- 46% visited a museum (71% of ABs, 27% DEs)

MORI’s research for Resource into museum and gallery visiting, conducted in February and November / December 1999, reveals that:

- All adults with children were less likely to have visited a museum in the previous 12 months in Nov/Dec 1999 than in February 1999
- Families account for 41% of the UK population; 34% of visitor to museums and galleries and 31% of all museum and gallery visits
- Adults with younger children (4 or under) are less likely to attend, primarily because they feel their children would not be interested
- Adults with children tend to visit less frequently than adults without children, possibly due to the time constraints on family life

<table>
<thead>
<tr>
<th>Family Visitors to Museums and Galleries</th>
</tr>
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<tbody>
<tr>
<td>Adults 25-44</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>With children 5-10</td>
</tr>
<tr>
<td>With children 10+</td>
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<tr>
<td>With children 4 or under</td>
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<tr>
<td>Young adults (16-24) with children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Volume of Visits to Museums and Galleries</th>
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<tbody>
<tr>
<td>Adults 25-44</td>
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<tr>
<td>--------------</td>
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<tr>
<td>With children 5-10</td>
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<tr>
<td>With children 10+</td>
</tr>
<tr>
<td>With children 4 or under</td>
</tr>
<tr>
<td>Young adults (16-24) with children</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

People in social grades AB are far more likely (47%) to visit museums and galleries than those in grades DE (15%).

<table>
<thead>
<tr>
<th>Visitors to Museums by Social Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Grade</td>
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<tr>
<td>--------------</td>
</tr>
<tr>
<td>AB</td>
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<tr>
<td>C1</td>
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<tr>
<td>C2</td>
</tr>
<tr>
<td>DE</td>
</tr>
</tbody>
</table>

White or Asian people are three times more likely to have visited a museum or gallery in the previous 12 months than Black African or Caribbean people.
MORI’s research for Resource into the attitudes of 11-16 year old schoolchildren to museums and galleries’ conducted in February and November / December 1999, reveals that:

- More than one-quarter (27%) of all schoolchildren have visited a museum or gallery website.
- One-third have been back to a museum or gallery they have visited with their school, although the propensity decreases with age: 42% of 12 year olds revisit compared to 25% of 15-16 year olds.
- Computer games / internet access and being able to touch museum objects / working models are the most common suggestions for making museums and galleries more enjoyable.
- Just under three in ten schoolchildren consider museums and galleries as good places to learn outside school (compared to 7 in 10 for libraries).
- Schools were suggested as the best place for museums and galleries to advertise when trying to reach young people (27% of respondents).

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Nov/Dec 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>White - European</td>
<td>29%</td>
</tr>
<tr>
<td>Black – African / Caribbean</td>
<td>10%</td>
</tr>
<tr>
<td>Asian</td>
<td>28%</td>
</tr>
<tr>
<td>All</td>
<td>28%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things that would make museums and galleries more enjoyable for schoolchildren</th>
<th>All responses</th>
<th>Most Liked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive computer games about objects on display</td>
<td>61</td>
<td>11</td>
</tr>
<tr>
<td>Internet access</td>
<td>58</td>
<td>9</td>
</tr>
<tr>
<td>Handle the objects on display</td>
<td>58</td>
<td>11</td>
</tr>
<tr>
<td>Working models to use</td>
<td>54</td>
<td>6</td>
</tr>
<tr>
<td>Shop selling the sorts of things young people want to buy</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>More places to sit and talk</td>
<td>51</td>
<td>3</td>
</tr>
<tr>
<td>Staff available to answer questions</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td>Art and craft materials for use during visit</td>
<td>43</td>
<td>4</td>
</tr>
<tr>
<td>Display objects in the settings they would have been found</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Dance and drama programmes for young visitors</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Other young people to guide you around the museum</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Opportunity to be involved in organising displays</td>
<td>31</td>
<td>2</td>
</tr>
</tbody>
</table>
Response of 4-6 Years Olds to Museums

Recent Australian research with 4-6 year olds in Brisbane found that for 4-6 year olds:
- Museums were places you could see special things not normally seen in everyday life.
- Museums were perceived as settings that were exciting, happy, and provided opportunities to learn and gain main idea.
- Children’s experiential recall centred around exhibits, objects and displays that were large in size.

The rationale they identified for museums was that they were places for:
- Look / show 41%
- Learn / education 14%
- Fun / Play 11%
- Don’t know 33%
- Other 12%

When parents of this age group were asked what words they associated with museums,
- most (61%) said history / old things
- 42% said educational / informative / learning and
- 13% said interactive / discovery / learning

But when asked WHY they took their children to museums
- 58% said learning / education / information and 42% said for outing for family / family time / inexpensive day out.

The conclusions the authors draw from this study are that:
- Museums will better serve their young audiences by providing readily accessible contexts and links for young visitors to understand the collections and exhibits
- For museum educators, the challenge is to gain awareness of the prior experiences, knowledge, understandings and interests that young visitors bring with them to their museum visits.
- It is not sufficient for museums to provide contextual links and connections embedded within the messages of exhibitions, but rather these links must be easily recognisable by a young visitor.

Research in 1997 into children as an audience for museums and galleries found that for 7-11s:
- Most enjoyed active interests, activities and hobbies
- In-home: watch television (especially Nickelodeon), play on computers, read, dress up, paint, play board games
- Pop music featured strongly, particularly among the girls
- Visits to museums were mentioned spontaneously among their repertoire of venues for family outings
- Ideas for family outings were suggested by parents or children
- Visits to museums / galleries were often prompted by a topic the child may be studying in school

They identified the appeal of museums and galleries for children as being:
- Experiencing the past – fascination with how people used to live; atmospheric recreations; dressing-up
- Touching and feeling
- Accessing information through computers
- Audio information activated by themselves
- Creative exercises – drawing, collages and competitive activities – quizzes and competitions
- Role-playing
- Exploring exercises / following trails
- Experiments and interactive demonstrations
- Sophisticated simulations and visual reality experiences
- Souvenirs
8.3 MUSEUMS AND IDENTITY

Recent research\(^{10}\) with adults, but which is relevant to theory that for young people, in common with adults, identity development is a process of continual reinvention.

Newman reviews a project (with adults) into the potential of museums to combat social exclusion suggests the contribution of museums and galleries to an individual and to the broader community is identity based and museums and galleries, particularly through initiatives, contribute not only to the validations of a person’s own identity but to the continual reconstruction of their identity.

The evidence seems to suggest that the contribution of museums and galleries to an individual and to the broader community is identity based. A stronger sense of self might foster personal or community development and could be a precursor to inclusion, although more research is needed. This contribution appears to go beyond simple validation of identity and plays a role in its construction. ... Current thinking on identity sees it as something that is not constant but continually being reconstructed depending on the needs of the present. Identity is based on gender, religion, affinity, race and many more factors. Particular elements of identity may come to the fore at any one time. An individual who stands in front of a display case, or who takes part in an initiative based on cultural property, has memories invoked that are used to help that person understand themselves and their relationships to others. ... Cultural property appears to play an integral part in the process of identity construction and in the form of discourses for people and their communities. If these ideas are correct it is difficult to accept that museums and galleries can change behaviour in particular ways. Individuals use museums and galleries in ways that respond to their own and their groups’ needs.

The stories that curators want to tell might not be those that the visitor or participant in a project takes away.

John Pearce in his research into children’s museums\(^{11}\) to inform their development in the UK identified some key implications for museums’ potential role in relation to young people:

- Children’s world is getting smaller. It is more guided and encased; the inside world is replacing the outside world and consequently adventures of the mind are replacing outdoor adventure.
- Children need to see their own identity reflected and the success of many children’s museums in the United States derives from their localness in that their development has arisen from local circumstances, needs and customs.
- Children’s museums need to be without walls – on / off premises.
- Importance of provision of dedicated space for young people – my / our space
- Provide for engagement and separation – from each other as well as adults
- Young people need to be able to have a say and to know that their voice is being heard.

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1. Nestle Family Monitor No. 6: Aspects of Education in Britain Today: Reading and The Family; June 1999
2. Library and Information Statistics Unit 1998
4. MORI Perceptions of Libraries, Desk Research Conducted for Audit Commission February 2002
5. DCMS 2001
6. MORI’s research for Resource into museum and gallery visiting, conducted in Feb, Nov, Dec 1999
8. Anderson D & Piscitelli, B. Young Children’s Perspectives of Museums Settings and Experiences, QUT Museums Collaborative, Centre for Applied Studies in Early Childhood, Queensland Uni of Technology
APPENDIX I

Methodology
Methodology

The nature of this project required us to consult directly with young people. We adopted a practical hands on approach involving a combination of qualitative research methods. Essentially, focus groups, depth interviews and observation.

We were aware of the apparent differences between young people from rural and urban areas. In an attempt to address this, the research sample was selected from two contrasting areas

- Shropshire (Rural)
- Manchester (Urban)

The sample was segmented according to the key stages as outlined in the research objectives

- Under 5s (parents & carers)
- Key Stage 1 (age 5-7)
- Key Stage 2 (age 7-11)
- Key Stage 3 (age 11-14)
- Key Stage 4 (age 14-16)

Focus Groups
We consulted seventy-five young people in the form of focus groups across the five age groups. The youngest groups 0-11 were asked to draw, write or tell the researcher about the types of things they do in their spare time and who they do these with. The older age groups were asked about their interests and hobbies and the discussion explored how they perceive museums, archives and libraries.

Depth Interviews
We carried out depth interviews with parents, carers and youth workers. Issues around child care, accessibility and relevance of museums, archives and libraries were discussed along with general concerns for young people.

Observation
The under 5 groups were observed in their childcare environment. We focused on the choices the children made over the toys and areas they played, they were asked to show the researchers their favourite places and were invited to talk about these.

Picture Diaries
We designed a picture diary which was completed by the 11-16 age groups. The young people were given a disposable camera and were asked to take pictures of anything they chose which would give us an idea about them and their lives. These were sent to us and read before the discussion groups.
APPENDIX 2

Individuals, Organisations and Documents Consulted
Individuals and Organisations Consulted: Primary Research

1. A National Voice Maxine Wrigley
2. Bridgelea Childrens Centre Julie Stark
3. British Youth Council Bill Freeman
4. Children’s Express Christopher Wyld
5. Early Years Network Anna Sheryn
6. Karrot Andy Hall
7. Kids Clubs Network Simon Goldsborough
8. Manchester Young Peoples Council Sam Stabler
9. Market Drayton Beavers and Cubs Lesley Durling
10. Market Drayton Scout Group Derek Farmer
11. National Children’s Bureau Kathleen Cronin
13. National Early Years Network Ann Robinson
14. NCH Amanda Allard
15. NCH Jan Pitt
16. NCH (Stay and Play group) Evelyn Jones
17. Old Moat Children’s Centre Deborah Lee
18. South Shropshire Youth Forum Si Price
19. South Shropshire Youth Forum Emma Mansell
20. United Kingdom Youth Parliament Peter Clarke
21. Youth Boox (part of National Youth Agency) Angie Edmunds

Individuals Consulted Primary Research

1. Claire Andrew
2. Tim Brockhurst
3. Adena Brown
4. Darren Cabi
5. Alicia Clarke
6. Gab Coll
7. Zoe Crooks
8. Duane Cumberbatch
9. Shamal Cumberbatch
10. Kennis Diedrick
11. Caius Durling
12. Beckie Firman
13. Ross Gale
14. Ruth Graeme
15. Riccy Gretton
16. Susanna Haskins
17. Stephanie Hollins
18. Lauren Huckerby
19. Alannah Keeble
20. Siobhan Leddy
21. Louise Lee
22. Joe Maguire
23. Emma Matthews
24. Daniel McDermot
25. Kyle McKitty
26. Rabya Mir
27. Kate Perryman
28. Shereee Powell
29. Stephanie Rimmer
30. Amy Scanlon
31. Jenny Sherlock
32. Daniel Smith
33. Kerry Ann Talbot
34. Lee Tatham
35. Keisha Thompson
36. Alison Vere
37. Katrina Ward
38. Manuel Wilkes
39. Stuart Willatt
40. Linsey Williams
41. Nikita Wright-O’Donnell
Organisations Consulted Secondary Research

1. 24 Hour Museum
2. Arts Council of England (ACE)
3. Arts Research Digest
4. Association for Library Service to Children (US)
5. Association of Child Psychotherapists
6. Association of Children’s Museums
7. Association of Children’s Museums (US)
8. BBC
9. British Educational Communications and Technology Agency (BECTa)
10. British Interactives Group
11. British Journal of Psychology
12. British Library
13. British Youth Council
14. Caledonian Institute of Social Policy
15. Campaign for Learning
16. Campaign for learning at museums and galleries (CLMG)
17. Carnegie Young People Initiative
18. Central Statistics Office
19. Chartered institute of public finance and accountancy
20. Children & Young People’s Unit
21. Children’s Rights Alliance
22. Children’s Trust
23. Closing the Gap
24. COMEDIA
25. COPAC
26. Council of Europe
27. Cultural Resources
28. Department for Culture Media and Sport (DCMS)
29. Department of National Heritage
30. DFES
31. DFES Children & Young Peoples Unit
32. Directory of Social Change
33. Engage
34. Evaluation & Research in Education
35. Government Campaign for Learning
36. Group for Education in Museums (GEM)
37. Gulbenkian Foundation
38. Harris Qualitative
39. Independent Television Commission (ITC)
40. Institute of Museum & Library Services (US)
41. Int’l Journal of Human-Computer Studies
42. Journal of Education in Museums (JEM)
43. Jnl’of Librarianship & Information Science
44. Library and Information Commission
45. Library & Information Statistics Unit (LISU)
46. Library information services
47. Library Review
48. Literacy Trust
49. London School of Economics
50. MAX Research
51. MINTEL
52. MORI
53. Morris Hargreaves McIntyre
54. Museum Fever
55. Museum Learning (US)
56. Museum Learning Collaborative
57. Museum Practice
58. Museums and Galleries Commission
59. Museums Association
60. Museums Documentation Association (mda)
61. Museums Education Journal
62. National Assembly for Wales
63. National Centre for Education Statistics
64. National Children’s Bureau
65. National Council on Archives
66. National Early Years Network
68. National Grid for Learning
69. National Library of Scotland
70. National Organisation for Adult Learning
71. National Youth Agency
72. Nestle
73. New Library World
74. N. East Museums Libraries & Archives Council
75. Office for National Statistics (ONS)
76. Office of Arts and Libraries
77. Oxford Review of Education
78. Play Train
79. Public Record Office
80. Qualifications & Curriculum Authority
81. Reading is Fundamental (RIF)
82. Records Management Society
83. Resource
84. RSA Campaign for Learning
85. School Library Resource Centre
86. School of Information Studies (US)
87. Scottish Arts Council
88. Scottish Museums Council
89. Scottish Museums Council
90. Social & Market Strategic Research (SMSR)
91. Social Marketing Network (Canada)
92. Society of Archivists
93. Sure Start (Greater Manchester)
94. Sure Start Unit
95. The British Library Schools site
Documents Consulted

2. UK in Figures, Education and Training, Office for National Statistics website (www.statistics.gov.uk/ukinfigs/education), 2002
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5. Anderson D & Piscitelli, B. Young Children’s Perspectives of Museums Settings and Experiences, QUT Museums Collaborative, Centre for Applied Studies in Early Childhood, Queensland University of Technology
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15. Children’s Hearings Scottish Executive 2002
16. Class Struggles, Trades Union Congress/MORI, 2001
17. Comprehensive, Efficient and Modern Public Libraries — Standards and Assessment, DCMS
21. Dex Families and the Labour Market, 1999
22. Erikson, E. Childhood and Society 1965
23. Future Vision The Response by CILIP to the Consultation by CYPU: Building a Strategy for Young people, CILIP
28. Goleman, D. Emotional Intelligence: Why it can matter more than IQ Bloomsbury 1996
34. Herbert, P. Piaget’s Theory of Intellectual Development Prentice Hall 1988
35. Hill, I. (Ed) Targeting the Now Generation, A Case Study on Marketing the arts to 15-19 Year Olds, Marketing the Arts in Oxfordshire, Arts Marketing Association 2001
38. Key Stage Literacy Statistics, Department for Education and Employment, 2000
40. Kolb, D. A. Experiential Learning: Experience as the source of learning and development Prentice Hall 1984
41. Kotulak, R. Inside The Brain ; Revolutionary discoveries of how the mind works Andrews McNeel 1997
44. Library and Information Statistics Unit 1998
50. Maslow, A Hierarchy of Human Needs 1943
52. Miller, J The Drivers of Children’s Behaviour April 2002
53. Mintel International Group Ltd Youth and Leisure 2000
54. MORI Nestle Family Monitor June 1999
55. MORI Perceptions of Libraries, Desk Research Conducted for Audit Commission February 2002
56. MORI poll, conducted for the School Curriculum & Assessment Authority 1996
58. MORI’s research for Resource into museum and gallery visiting, conducted in February and November / December 1999
59. National Advisory Committee on Creative and Cultural Education, All Our Futures: Creativity, Culture and Education, Department for Education and Employment, Department for Culture Media and Sport 1999
60. Nestle Family Monitor No. 6: Aspects of Education in Britain Today: Reading and The Family; June 1999
62. NFER / A Sense of Right and Wrong, Francis & Kay 1995
63. NGfL Research and evaluation Series, Young People and ICT 2001
64. Parsons, S. and Bynner, J. Influences on adult basic skills: Factors affecting the development of literacy and numeracy from birth to age 37 Basic Skills Agency 1998
66. Peter, Olson & Grunert Consumer Behaviour and Marketing Strategy 1999
68. Poverty and Exclusion in Britain, Joseph Rowntree Foundation, 2000
69. Rights of Admission Reserved (ROAR), 1996
70. Simmons & Simmons, 1994
74. Sylwester, R. Art for the Brain’s Sake Education Leadership 56(3) 31-35 1998
75. Targeting the Now Generation: A Case Study on Marketing the Arts to 15 – 19 Year Olds, Marketing the Arts in Oxford 2001
77. The Development of Values, Attitudes and Personal Qualities, A Review of Recent Research
78. The Public’s View 2001, An ITC/BSC research publication, Robert Towler, BMRB
79. The Same but Different produced in collaboration with MAX and presented at 1999 Research Society Conference
82. Valeski, T & Stipek, D Young Children’s feelings about school, Journal of Child Development July / August 2001, Volume 72, No. 4
83. Weare: Gordon and Grant, 1997
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85. Wertsch, James V Beyond the Individual-Social Antimony in Discussions of Piaget and Vygotsky; Michael Cole, University of California;, Washington University
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88. Wroe, C. Kids make the Net their own. The Sunday Times March 31 2002
89. Young People and ICT: Findings from a survey conducted Autumn 2001, NGfL Research and Evaluation Series, Department for Education & Skills
APPENDIX 3

Primary Research Quotes
Discussion Plan: Under 5s

Method: Narrated Drawing – ‘Draw and Tell’

Introduction
We want to talk to you about what you like doing and what you don’t like. This will help places like museums and libraries (Parents: and archives) have things that you will enjoy. Thank-you for helping us.

This is BUGSY (rabbit soft toy). He’s the same age as you - he’s going to talk to us as well. What’s your favourite toy? What’s it called (remember name to use!)?
All we’re going to ask you to do is draw us a picture and then to talk to us for a little bit – about half an hour.
We have a certificate for you for taking part and give you some felt pens and a pad as a thank-you.
We’ve got a tape recorder here so that we can tape what we are going to talk about. I’ll show you how it works . . .

Are you ok about talking to us?

Drawing
Here’s a piece of paper. At the top we’ve written your name, how old you are and whether you are a boy or a girl.

Please draw us a picture of things you like doing. It might be a picture of things you like doing at nursery / playgroup, at home or when you go out. While you’re drawing, we’ll talk about the things you’re drawing pictures of.

Questions
Things they choose to do
What is this / that picture?
What do you like most about doing these things?
Is there anything you think Bugsy might not like about doing these things?

Ask them about the Nursery / Playgroup – what they like best there / don’t like

Prompts: connecting and playing with others; playing with friends – to understand where they belong in the world; Feeling safe; being active; gaining competence and autonomy ‘me do it’; testing physical abilities; exploring things; pretending; making and representing.

Who do you do these things with?

ICT
Do you ever use computers / games consoles / other technology (and parents)

What things do you do like doing on them?

Suppose a magic fairy and gave you one wish and you could wish for anything, what would you wish for?

Check with carers / parent if children have any experience of these before asking children questions. Use questions for parents / carers to respond to.

Libraries
Have you ever been to a library?
What did you do there?
What do you like about libraries?
If you could make a library how YOU wanted it – what would it be like?

(Parents: What would make museums better for under 5s?)
Museums
Have you ever been to a museum?
What did you do there?
What did you like about the museum you visited?
Bugsy isn’t sure he likes museums? Why do you think he might not like them?
If you could make the museum how YOU wanted it – what would it be like?
(Parents: What would make museums better for under 5s?)

Catch-all
Do you want to tell us about anything else you like doing?

Primary Research Quotes: Under 5s

Activities
Annabelle … my baby … she’s just a toy … she’s got three bottles
Girl 4 Urban

Activities … have to be really basic, not complicated … things that they can do. At the zoo it’s all very nice, lots of big animals but he likes to put his fingers in the water … which they could do anywhere really.
Parent of Boy 3 [4]

I like to play with my scaletrics and my hot wheels … and my fire engine … I play my daddy with my scaletrics … and it has guns to go. And it goes (motions fast) … you have to catch everyone…
Boy 4 Urban

She plays boys things and she plays girls things, she likes doing her hair but she also likes shooting and playing with guns
Parent of Boy 3

Stay & Play Group
It’s nice but some of the other mums laugh at me for coming here (to the Children’s Centre) because I end up covered in paint because he does this with the brush. You know, that’s what we’re here for and I wouldn’t necessarily do it a home with them. He has to learn to share…
Parent of Girl 3 & Boy 13 months [2]

Stay and Play gets them out of my hair for an hour — they can trash it here. They’re not stuck in the house.
Parent of Boy 3 [2]

ICT
Yes and he (two year old brother) is in charge of his own telly as well. He has one in his own playroom.
Boy 10 Rural

I got my pirate game (on computer), my go to school game … you click on something … you choose a book and you turn the picture round… they’re firing a cannon … out at me .. and they say ‘blistering barnacles’…
Boy 3 Urban [5]

About Museums…
I went to a museum to see some plastic dinosaurs … one big, one eating a dinosaur, one eating blood…another one with spikes all over it
Boy 4 Urban [6]

Museums . . . there’s hundreds, absolutely hundreds. In the last 12 months we’ve been to the castle, to Blists Hill. Blists Hill was a bit over Debbi Ann’s head but she liked dressing up in Victorian clothes. We’ve been to the Quest and she liked dressing up as a monk. That was great because they got them to do things, drawing . . . that was really good. Parent of Girl 3 & Boy 13 months

About Libraries . . .
It’s a big tower by my house, and when you go past it, you get to the library and you buy books. Boy 4 Urban

There’s a toy library . . . at the community centre . . . but we don’t go there . . . we don’t like it . . . it’s dirty. It’s a real shame. Its run by . . . she’s very fierce, it’s ‘her’ project but the building’s not very nice and it’s a shame because the toys are lovely . . . It’s just not looked after. Parent of Girl 3 & Boy 13 months [3]

Library . . . it’s wonderful, it’s got computers, you can go on the internet. For children, there’s a little corner. I was really surprised how nice it was . . . I went because I went on a computer course and I thought, this is so nice. I’m going to bring the children here. But the one in town is nice as well. Parent of Girl 3 & Boy 13 months [3]

He likes wandering around but he likes to stop and read everything and sometimes it’s just too complicated. Parent of Boy 3 [4]

Library . . . nearest one is in the town but they do have the library bus which comes every now and again. I don’t go into town very often and I don’t go to the library because it is more hassle than it’s worth with these two. Parent of Boy 3 [4]

In . . . library they have got a bit of play area, but . . . you wouldn’t be able to walk off and find a book that you wanted and leave the children whereas if there was somebody there that would say yes I’ll watch your children while you go and find a book and come back then I’d go but otherwise you’ve got to traipse the pushchair round and they get niggly because they don’t want to be there. They’ve seen the toys and want to play. You only need 10 minutes. Somewhere for them to stay with supervision. Parent of Boy 3 [4]
Discussion Plan: Under 5-7

Give them things to write / draw on during the discussion – clipboards, paper, pencils

Introduction
We want to find out about children your age – what you like doing and what you don’t like. This will help places like museums, libraries and archives provide things that you will enjoy.
Thank-you for helping us.

All we’re going to ask you to do is draw us a picture or write some words about the things you like doing and then to talk to us for a little bit – about half an hour.
We have a certificate for you for taking part and give you a smell-gel pen as a thank-you
This is our tape recorder so we can tape the things we talk about. I’ll show you how it works…
Are you all ok about talking to us?

Drawing
Here’s a piece of paper. There’s a space at the top for you to write your name, tell us how old you are and if you are a boy or a girl. We will help you do this.

Please draw us a picture of some of the things you REALLY like doing. These might be things you do at playtime or lunchtime at school; after school when you get home or at the weekends.

Discussion
Thanks for doing your drawing. We now want to talk about the things you do.
We want ALL of you to talk to us but it’s important that you take turns so that you don’t all talk at once, otherwise we won’t be able to hear you. So when you want to speak you can hold this ball then everyone will know that it’s your turn to talk.
We want to hear what EVERYONE has to say so when someone else is talking we must all listen to them. You’ll all have different things to tell us about and they are all important.
We’re going to record the discussion – if that’s ok with you?

Things they choose to do
Of all the things you’ve drawn which is the most IMPORTANT one for you?
What do you like most about doing these things?
Do you think Bugsy would like doing these things?
Is there anything you think Bugsy wouldn’t like about doing these things?
Who do you do this with?
Explore why friends / parents / others – e.g. Why do you do this with your friends – why don’t you do it with a grown-up?

ICT
Do you ever use computers / games consoles (Play Station / Nintendo) / mobile phones
Where do you use them – home / school / elsewhere
Where do you use them most?
What things do you do like doing on them?

What is special about being 5 or 6 or 7?

Suppose Bugsy gave you £10 what would you spend it on?
Why would you spend it on these things?

At home or school do you get to say what you want about different things?
What sort of things?
Explore importance of them having a voice / feeling they matter
If you had one wish and could wish for anything you wanted, what would you wish for?

**Museums**
Have you ever been to a museum?
What do you think museums are for?
What did you like about the museum you visited?
Bugsy isn’t sure he likes museums? Why do you think he might not like them?
If everyone your age could make a museum how YOU wanted it – what would it be like?

**Libraries**
Have you ever used a library?
What do you think libraries are for?
What do you like about libraries?
Bugsy isn’t sure he likes libraries? Why do you think he might not like them?
If everyone your age could make a library how YOU wanted it – what would it be like?

**Catch-all**
Is there anything else you want to tell us about what you like doing?

**Conclusions**
Thank-you for taking part
We’ll write to you in the next couple of months to tell you what has happened with the research
Check all drawings / monitoring / contact forms received
Pay staff

**Primary Research Quotes: 5-7**

Activities
We play tig and princesses with my other friend down the road … I get my cats doing my royal cats and my mum to be my slave
Girl 6, Rural

You have to do what the lady says (at dance) and we do lots of things at dance. You go forwards and backwards and jump and jump
Girl 6, Rural

They don’t like dancing (older brothers), they don’t like girls … only little kids are allowed
Girl 6, Rural [3]

It’s fun because you get to climb (the mountain). I like climbing because you feel like you’re famous and you’re climbing this race. You feel like you’re in a race
Girl 6, Rural

Because I go super fast (on his bike) and I don’t stop and I do skids. It’s got those wheels that you get on special bikes.
Boy 7, Rural

I like getting goals and things and going round people and passing (in football)
Boy 7, Rural

I would spend £10 on a lovely goldfish and a lot of goldfish to go with it.
Girl 6, Rural [1]
ICT
My favourite one (computer game) is called Freddy the Fish and it’s about this fish and he goes to his Grandmas’ who says ‘Why are you so sad?’ and he tells his Grandma that they have to help each other or everything will die and you have to find these clues.
Girl 6, Rural

You have all these shoes and faces and then these arrows coming down to these people and then you have to click on the object and it goes down and you have got arrows pointing this way down and that way up and then you have to try and get it in the right face when it comes up on the thing.
Girl 6, Urban about Lemon and Dog (Computer game)

Future responsibility
You get to do fun stuff (when you’re 6 or 7) and when you’re in Year 2 it isn’t very fun coz you have to do boring tests and I don’t want to be in Year 2
Girl 7, Rural [2]

About Museums
In case you haven’t got the video of it at home. Or the DVD
I think museums are to help people if they don’t know it.
I liked it because you get to see all these things like different things to (where I live). Like these statues and moving statues and game things and all the different clothes all the children wear.
Boys & Girls, 7, Rural

There were dinosaur bones and I got to feel a snake … and I liked it when I went into this little room and it had jungle things around it and it had moving dinosaurs and things
Boy 6, Urban [4]

I would make a little fun room and a little coffee bar in there … it will be for all children’s ages but not higher than 10 and I would put lots of fun things in there [3]
Boy 6, Urban

About Libraries…
For people to buy videos and books (Rural, 7) [5]
For books you haven’t seen and books you might like to read again (Rural, 7)

I liked it (at the library) when we all had to do this thing where Captain jumped through the ceiling then we had to do like a little challenge
Girl 7, Urban

I would have a painting tray and pictures up on the walls and I would have a little book corner and some computers
Girl, 7, Urban
Discussion Plan: 7-11

Introduction
We are doing some research with young people to find out about you and your lives – what you need and what you like and don’t like. This will help museums, archives and libraries to find out if these are places that you will enjoy using.

Thank-you for helping us
All we’re going to ask you to do is draw us a picture or write a few words – whichever you would like to do and then to talk to us for a little bit
We’ll talk to you for about an hour
We have a £5 WH Smiths voucher as a thank-you
Are you all ok about talking to us?

Drawing
Here’s a piece of paper. There’s a space at the top for you to write your name, tell us how old you are and if you are a boy or a girl.
Please draw us a picture of you or write us a list of all the different things you like doing. These might be things you do at playtime or lunchtime; after school when you get home or at the weekends.
Please tell us about as many things as possible – that you might spend lots of your time doing or only a little bit of time each week.

Discussion
Thanks for doing your drawing. We’re now going to talk about the things you do.
We want to hear from ALL of you – it’s important that you all talk to us
Please be as honest as possible
We’re going to record the discussion – if that’s ok with you?
Only speaking one at time

Things they choose to do
If you were suddenly transported to another planet, which, of all the things you’ve drawn or written about would you miss most?
Why would you miss these things?
Are there other things you would like to do but aren’t able to? What stops you?
How do you find out about the things you are interested in?
Prompt for detail – miniature play, computer games, collecting
NB – Compare organised activities against self-chosen

Who do you do these things with?
What do you like about spending time with these people?
(friends / family)
Why wouldn’t you do xxxx with your family / friends?
(Extent of desire to be self-directed – organised vs self – directed)

Are you in charge of anything?
(Pets, jobs – responsibility at home / school)
At home, when grown ups are deciding what’s going to happen – do you suggest what you want?
Do you ever get your own way?

ICT
Which of you use computers?
Where do you use them – home / school / elsewhere
Where do you use them most?
What things do you do like doing on them?
Write down or draw ways which people your age are different from people younger than you / older than you?

Explore meaning of ‘identity’ for each specific age group
Is there anything you are allowed to do now that you once couldn’t do?
Is there anything you will be able to do after your next birthday that you can’t do now?

If you got pocket money or birthday money what did you spend it on?
Why did you spend it on these things?
Are you saving up for anything? – Why?

If you had three wishes what would you wish for?

**Museums**
What do you think museums are for?
Has anyone ever visited a museum?
What did you like about the museum you visited?
What didn’t you like about the museum?
What might put you off going to a museum?
If you could make a museum exactly how you wanted it, what would make it a great place for you?

**Libraries**
What do you think libraries are for?
Do you use the library in school / out of school?
What for?
What do you like about the library?
What didn’t you like about the library?
If a library decided that they wanted everyone your age to come, what would they need to make it like?

**Archives**
Have you ever heard of an ‘Archive’?

Archives are places that have collections of ORIGINAL things – photographs, maps, books, letters, film and music for example. Whereas libraries might have some of these things – they will be copies, but archives have the REAL things. For example:

You might be able to get a book from the library about Queen Victoria but in an archive you would be able to look at original documents written by Queen Victoria herself.

Or – Does anyone think they would want to be famous one day? When your famous someone might want to write a book about you or make a website devoted to you. They would be able to go to an archive and find out all about you – look at a copy of your birth certificate and find out where you were born.

Or if you wanted to find out what Shrewsbury / Manchester was like 100 or 200 years ago, you would be able to see photos of what it looked like then or even film taken a long time ago.

Can you imagine what would make an archive a place you would use?

**Catch-all**
If you could change just one thing to make your life better, what would it be?
Anything else they want to say?
Primary Research Quotes: 7-11

Activities
Mostly it will be making dens. Because my dad owns a hotel and he has got loads of trees I can climb
Boy 8, Rural

I like playing football with my friends because it is great fun.
Boy 10, Rural

I really like reading and so I thought I would try. … I like stories and writing
Girl 11, Rural

I like learning about the RAF and things.
Boy 10, Rural

Internet / Computers
I play on this website on the Internet and you can put on Nickelodeon
I sometimes go on to where you can create your own newspaper
Girls, 7-11, Urban [9]

I go on www.niketrainers.uk and you can make your own trainers
I go on the football league
I also play Fifa 2002-04-30 I go on United and see when the United players are playing
Boys, 7-11, Urban [9]

I used to use it all the time at home until I got my Playstation, which I play games on and at school I just use it for Sats revision.
Boy 8, Rural [9]

Benefits from friends
they make you laugh
Boy, 11, Urban

they help you when you're unhappy
Girl, 8, Urban [5]

because if you're lonely you've got your friends to play with
Girl, 10, Urban [1]

Kids on my street I am not allowed to play with because they use me… one day they played with me but when they have each other they sack me
Girl, 8, Urban

Special about this age / being older
You get more things off your mum and you are allowed to stay out later and you are allowed to go to bed later and go further places
Boy, 10, Urban [6]

You are allowed to go to the shops and buy sweets
Boy 8, Urban

You are allowed out of the garden … because you're mum doesn't have to keep an eye on you
Girl 8, Urban [6]
There is like a series (books) for older girls and they are cool. They experience things that you are going to go through when you are older.
Girl 11, Rural

Spending money: If I was given £10 I would...
£5 for the Doctors for Children (charity) and £5 for me
I would give it to the school to buy new things ... sharpeners, we only have a few; we don’t have much play equipment; a new carpet because it has got stains on it
Girls, 7-11, Urban [4]

A new football
A playstation game
Boys, 7-11, Urban

Responsibility
I am in charge of a pack and at school we also have a school council and I am the chairman.
Boy 10, Rural [7]

Yes it is just like being in charge of something important
Boy 10, Rural [7]

Having voices heard
I like to know that the things I have suggested have actually been done (school council)
Boy 10, Rural [8]

Rewards
If you do something like a job for the teacher then they give you these little star circles
Boy 10, Rural [10]

Influences
Well my mum encourages me to read but apart from that nobody. She just buys me books and that gives me ideas
Girl 10, Rural

Most of my friends like Westlife and S Club 7 as well
Boy 8, Rural [1]

All my friends go about with a Gareth Gates hairstyle and hair gelled up like that, well not exactly friends but people in my class and I like playing with ... but I feel a bit left out sometimes if my friends aren’t at school I feel all those boys are wandering around with girls but I am not. I am not gelling my hair up though.
Boy 10, Rural [2]

Wishes
To have a house of my own.-Because I could get peace and quiet from my little sister.
Girl 10, Rural

I want to be an actress. I don’t know I just like being on stage it is really good fun
Girl 10, Rural

Technology
My mum said I could have my own phone at 12.
Girl 11, Rural
Museums
I have been to the Science and Industry Museum and the big lion looks really real and there is a big
dinosaur hanging from the ceiling.
Boy 10, Urban [12]

I have been to the museum about steel and this woman was talking and then we had to draw things
that we found.
Girl 10, Urban

(I like) finding stuff. You had to find all this stuff.
Girl 8, Urban [11]

At the Science and Industry Museum there is these stones and it tells you how old they are and what
they are used for . . . they are almost 5 million years old.
Girl 10, Urban

If there is a second world war and when the Mary Rose sank down you can discover them and have a
look at all the pieces what they are like.
Boy 10, Rural

I just like all the different pieces so you know.
Boy 10, Rural

I think they are for like you know the planes that are going to scrap like the RAF Cosford Museum
they have saved most of the planes from going to the scrap yard and I have been there and I think it is
really good especially the gift shop.
Boy 10, Rural

The gift shop because there are loads of little mini kit planes you can get for £1 and you can just do
them like that in the car and play with them. I have got three so far.
Boy 10, Rural

I like to go with my granddad because when I go to the RAF Museum he knows all about the planes
because he was in the RAF.
Boy 8, Rural

Archives
It would be really interesting to get original things about the RAF.
Boy 10, Rural [13]

May be if they had old diaries from the war you could use it and see what they felt like.
Girl 11, Rural [13]

May be if I was in a bigger place or some country where the battles had been fought I might like to go
and find out about it.
Boy 10, Rural

Libraries
To find out information about anything or to read.
Girl 11, Rural

I think they are nice quiet places to relax and read a book and choose a book to take home or listen
to tapes.
Boy 10, Rural
The local library they have got things for the younger children like the Topsy and Tim books but why don’t they get authors to come here like they have in London. Like talking to us and giving us tips and inspiration.

Girl 11, Rural

there are only books for kids and not really books for 10 or 11 year olds there are just information books and a few books there for my age.

Boy 10, Rural

Discussion Plan: 11 – 16

Introduction
As you know we are doing some research with young people to find out about you and your lives. This will be used to help museums, archives and libraries make sure that their services can meet the needs of young people better. To do this they really want to know about your lives – what your needs are, what motivates or inspires you and what your attitudes are – generally and to museums, archives and libraries in particular.

Thanks for diary – will be sent back to you
Discussion will last up to 1.5 hours
Please contribute — want all different views — important that everyone has their say
Please be as honest as possible — we want to know how you feel about things
Privacy — all findings used only for this research / names will be changed if quotes are used
£10 voucher as a thank-you — but only if they contribute!
Permission for tape-recording
Only speaking one at time
Any questions about process

Things they choose to do
We asked you in the diary to tell us about the things you are interested in and the things you spend your time doing.
If you were suddenly transported to another planet, what three things would you miss most?
Why would you miss these things? How would it make you feel if you didn’t have these things?
Why are these the most important things to you? Why did you choose these things?
How do these things make you feel? — What else might make you feel the same way?
Are there things you would like to do but aren’t able to? What stops you?
Why do you choose to do some things / rather than others?
(Pick up on specifics from their answers)
(Prompts: fun/enjoyment; aesthetic/cultural stimulation; relaxation)

Who do you spend your time with?
Why?
How do you choose who to spend time with?
Does anyone encourage you to do new things or to carry on with what you do?
Who does that?
How does that make you feel?

Influences / Information
How / where do you find out about any of things you are interested in?
- specific (interest / topic related) and general (advice for young people)
What makes you interested in one thing rather than another?
(tools / locations — cf. Libraries as ICT information and learning centres)
If you wanted to find out about something how would you do it?
ICT
We’re keen to find out how important computers / the internet and web are in your lives
Where do you have access to them – home / school / elsewhere
What things do you do on them?
Does anything stop you doing what you want to do / more?

In what ways are people your age different from people younger than you / older than you?
Explore meaning of ‘identity’ for each specific age group
Is there anything that people your aged specifically need or want that you think is different to people younger or older?

Power
What things do you get to make decisions for yourself over?
What power do they have over their lives – ability to choose / self-guide versus being prescribed

Identity
Are people your age all the same as each other? – likes / dislikes
In what ways are they the same / different?

Aspirations
Do you ever think about your future?
What do you think the future might hold for you?
Is there anything that could help you do this?
(School – Academic competence / success)

Museums
What do you think museums are for?
If you can remember visiting a museum please tell us which one and what you liked and didn’t like about it?
Would you ever go to a museum with your friends? Why / Why not?
What do you think might make you want to go to a museum?

Libraries
What do you think libraries are for?
Do you use the library in school / out of school?
What for?
What do you like / don’t you like about them?
Explore difference between school and community library provision
If you don’t use them, why do you think you don’t?
What would make a library a place you would use?
Explore impact of ‘story’ in their lives as mechanism for making sense of the world
Reading – do they? What do they choose to read themselves?
Is so much prescribed that they have little free choice? – is it all about education / attainment?

Archives
Have you ever heard of an ‘Archive’?
What do you think an archive is for?
Have you ever used one?
What did you use it for?
Archives are places that have collections of ORIGINAL things – photographs, maps, books, letters, film and music for example. Whereas libraries might have some of these things – they will be copies, but archives have the REAL things. For example:

You might be able to get a book from the library about Queen Victoria but in an archive you would be able to look at original documents written by Queen Victoria herself.

Or – Does anyone think they would want to be famous one day? When your famous someone might want to write a book about you or make a website devoted to you. They would be able to go to an archive and find out all about you – look at a copy of your birth certificate and find out where you were born.

Or if you wanted to find out what Shrewsbury / Manchester was like 100 or 200 years ago, you would be able to see photos of what it looked like then or even film taken a long time ago.

Can you imagine what would make an archive a place you would use?

**Blank sheet of paper**
If you were in charge of museums, libraries, archives and could design a service from scratch for young people your age, what would you do?
What services would it offer?
How would these be offered to you?
Where would it be? Explore location / remote access
What would the place be like?
What would the people be like?

**Catch-all**
If you were totally in charge of your life – home, school, things you do in your free time, your village / town – what would you change – what would make things better for you?
Anything else they want to say?

**Primary Research Quotes: 11-14**

Activities
I have always been interested (in horses) since I was about two years old I think and then I went every week and I became addicted to it. My main hobby is working with horses
Girl 13, Rural [7]

Girls blade, but not seriously as a sport… it is very dominating by boys and girls don’t like getting hurt but the boys don’t give a damn really so it is quite boy dominated
Girl 13, Rural

Benefits from Friends
It depends on what you are like and what attitude you have. If you hang around with people who hate you then it is not very funny but if you hang around with people that support you and when you are feeling down cheer you up and when they are like having a crisis then you can help them.
Girl 13 Urban

Benefits from Family
Food.
Boy 13 Urban

I would miss my mum and dad because they protect you and support you.
Girl 14 Urban
Peers and Identity
No one would want to talk to you. (if you were different)
Boy 13 Urban [1]

… when you were younger you wouldn’t care what you walked around in because you had dresses or skirts but when you are older it actually matters and you care about what you look like.
Girl 14 Urban [4]

I mosh but I also do normal stuff.
Boy 14 Urban

You can’t say when you look at a group of young people oh they are all whatever … even if they have pink hair or something or are wearing black they are just an average young person.
Girl 14 Urban

He calls me a scrapper because I haven’t got as much money as him. I lived on my own with my Dad for three years and I got called names because my mum didn’t live with me. But I have got my new mum now and she is better.
Girl 12, Rural [6]

People in the Youth Forum … treat everyone equal. Yes sure you don’t know the same things as them … but they still treat you as an equal. They listen to you as much as they listen to everyone else and will take you into account and hear what you have to say.
Girl 13, Rural

Feelings about activities
Relaxed.
Girl 13 Urban

I just feel I don’t know less stressed.
Girl 14 Urban

It was just because it was a new experience. I hadn’t worked with racehorses before so it was all very exciting and ‘wow.
Girl 13, Rural

When you get a horse and you have just achieved how to ride it properly it feels like you are riding gold. It is just the most amazing feeling and it makes you feel so happy.
Girl, 13, Rural

I think J.K. Rowling is a great writer because whenever I read it I feel like I am in the book
Boy 12, Rural

You get to do different things (in the scouts) … canoes in the swimming pool … who can cook the best meal. You learn different skills and you go on holidays … and I get more excited than elsewhere because you have to put your own tent up
Boy 14, Rural

Influences
My auntie she cuts up magazines for me and photographs. (to encourage me to perform)
Boy13 Urban [2]

My friend is really good at gymnastics and she is always trying to get me to go.
Girl 14 Urban

My parents like me to try different things.
Girl 12 Urban
The teachers say come to the after school or lunchtime things
Boy 14 Urban

My friend she forced me into the choir because she was already in it and said you will be really good in it.
Girl 12 Urban

Internet
Play games.
Girl 13 Urban

Hotmail.
Girl 14 Urban

You just look at things you are interested in.
Girl 12 Urban

You can use chat rooms.
Boy 14 Urban

Yes because I talk to people in different countries. (chat rooms)
Boy 14 Urban

All the stories about paedophiles.
Girl 14 Urban

No because you are the stupid one at the end of the day.
Boy 15 Urban

ITC
You never get bored with them (computer games) because it is different each time
Boy 14, Rural

Because loads of other people have got it (mobile phone). It is a Nokia 3330, which is in fashion.
Girl 12, Rural

Freedom and Independence
Going out and going clubbing and just getting away from my parents and being more independent and just that step up.
Boy 14 Urban [3]

Yes you worry about the big world and getting taxes and if you have to handle your money and you could just spend it but you have got bills to pay and stuff.
Boy 13 Urban

When your parents take care of you they are trying to shape you as a person so when you are older you can dress yourself and you take control of your life and it is that kind of identity.
Girl 13 Urban

My parents make me wear a helmet when I am on my bike and I get picked on because of that. You have to leave your helmet outside because you can’t put it in your locker because it is too big.
Boy 14, Rural
Aspirations
I would like to go abroad.
Girl 12 Urban

I would like to travel.
Boy 13 Urban

I want to be a teacher. Not secondary school, special needs or something like that.
Girl 13 Urban

I want to do music and different stuff. I want to be able to do some photography and also have my own business.
Boy 14 Urban

Education
A good college and get your head down and concentrate.
Boy 14 Urban

I think if you do have a degree, although you have to pay student fees but instead of starting at the basic level you can start higher up and start earning more
Girl 13, Urban [5]

If you a degree in lots of your lessons and stuff then you can keep your options open
Girl 13, Rural

So then you can get a good job and good money
Boy 14, Urban

To get an education go get a job and live a better life than without education
Boy 14, Rural

Museums
When you have to go with the school you have to be quiet and you are not allowed to talk
Boy 13 Urban

In general you have to be quiet in museums
Girl 12 Urban

Like music or videos so the kinds of things we are interested in and don’t try and cram the education into it because that just turns people away.
Girl 13 Urban

Things that are challenging not just pressing buttons.
Boy 13 Urban

History and technology, new inventions
Boy 13, Rural

They are interesting because you can’t believe the things in there from hundreds and hundreds of years ago. We went to the Liverpool Museum and we saw these Mummies and they were so real.
Girl 14, Rural
If you compare with what they had then with now it is amazing (new town museum) ... they have a kids section and they had all interactive things. So it was like history but kids could play with it ... and in it
Boy 13, Rural

Learn about it (history) and you can do things and explore things about it and at school it is just books and people telling you what to do and you don’t learn as much
Boy 14, Rural

You can learn more by looking at things and you can learn at your own pace because at school they try to rush you.
Girl 13, Rural

Libraries
Peaceful.
Boy 14 Urban

Safe.
Boy 13 Urban

It is not comfortable.
Girl 14 Urban

If you are sat there reading they just glare at you.
Boy 13 Urban

It is too quiet. I like a noisy environment because that is what I am used to.
Boy 14 Urban

Yes they don’t like you talking loud.
Boy 13 Urban

They never have the books that you want.
Girl 12 Urban

Cushions.
Girl 12 Urban

Bright colours.
Girl 12 Urban

More welcoming.
Girl 14 Urban

Headphones and stuff.
Girl 13 Urban

They only have a small section for us.
Boy 13 Urban

I would like more computers.
Girl 14 Urban
My sister does as well on the net or listening to music. If you are trying to concentrate on your homework you can just listen to music all around the house.

Girl 13 Urban

You should be able to be louder well not loud but you should be able to chat because they just want you to sit down and read a book but you should be able to interact with your friends and have a look at the different stuff in the library but instead it is sssh.

Boy 13 Urban

I think the problem with our school library is that it is a bit too noisy to read in

Girl 12, Rural

More books in the public library and more adult books

Boy 14, Rural

You can relax in the other (public) library

Boy 14 Rural

But with the atmosphere you feel you have to be quiet in the library (public) because everyone else is quiet whereas in our school library you don’t feel like that

Boy 14 Rural

**Primary Research Quotes: 14-16**

Benefits from family
Support, Love, Encouragement, Guidance, Joy, passion
Girls 15 & 16 Urban [9]

Benefits from friends
… the support.
Girl 16 Urban

Yes there is a lot of emotion tied up with your friends.
Girl 15 Urban

I would just miss having a laugh.
Boy 14 Urban

The best thing about being 16 is your friends … basically everyone whether they are a trendy or not must be with someone else and could always use a friend and it is better to have friends than anything.
Boy 16, Rural [2]

Probably hanging out with my friends because we always spend a lot of time together and we go around the town and it is not just the going into the shops it is mainly the talking about different things and you are in a different place and get to be out of education. I wouldn’t want to be on my own.
Girl 16 Urban [2]
Peer Groups / Identity

Basically there are certain groups (of young people). There are … trendy people … they only care about themselves and their popularity and how everything will affect them and they don’t think about other people and are basically horrible to anyone who is less popular than them. Goth ones that like music, Skate ones that like skate boards a lot. The chaffer … are like the people who are like the biker crew but who are abusive… Some people are judged on where they come from. The people from the posh estate are generally thought of as people with loads of money and spoilt and then you have got the people from the Sandpits who are treated badly.

Girl 15, Rural [3]

Scallies are quite extreme and mashers and then you have got this massive section in the middle.

Girl 15 Urban

Not everyone fits into a group.

Girl 16 Urban

I can be a lot of things. I can be what I want.

Girl 16 Urban

They are extremes and we are not. You have got extreme mashers and what they do is smoke weed but really people don’t realise how similar they are apart from the dress and everything.

Girl 15 Urban

I think it is the background that people come from. The reason we are all still friends is not because we went to high school and have done things together I think we are friends because we come from the same area and have the same background so it is stuff that you understand socially. Then there are other things I have friends who listen to rap music and they play basketball and whatever.

Girl 16 Urban

When I look at different groups like we are very casual. We are happy the way we are but some groups you can see when you walk around the college people dressing in black in one corner and then you have got Asian people and it is all to do with race and religion and then you have got the really posh people who have nice things.

Girl 16 Urban

I think when people start to realise where they fit in so people who are similar to you in attitude.

Girl 16 Urban [4]

Benefits from Activities and Interests

It lifts you up.

Girl 16 Urban

Escape.

Girl 15 Urban

Yes you enjoy what you are doing.

Boy 14 Urban

Gives you kicks.

Girl 15 Urban

Yes you feel good and get a sense of achievement.

Girl 15 Urban
Challenged.
Boy 15 Urban

You are on a sort of high. I am a musician I have been playing for six years and so playing properly it just makes me feel better.
Boy 14 Urban

Consumerism
You can get away!
Girl 15

You and have a laugh with your girlfriends.
Girl 15

Independent.
Boy 14

Important People / Influences
I would miss my mum more than I would miss any of my friends
Girl 16 Rural

Yes mine was my dad and then my mum. My dad has always helped me and everything.
Girl 16 Rural

I think it is the friends' thing. As you get older you can say no to your friends more and you can say I don’t want to do this or that but when you are younger you tend to follow the crowd a bit more.
Girl 16 Rural

You have to do things your friends do.
Girl 16 Rural [12]

Yes because you are scared of not having friends.
Girl 16 Rural [12]

Yes you get different interests and ideas.
Boy 16 Rural

Somewhere to go
In Drayton you have got two choices you can go and sit in the pub or you can sit around town and if you do that you get a reputation.
Girl 16 Rural [7]

And if you are sitting around town the police come and move you. I have put build somewhere we can go.
Girl 16 Rural [7]

Even if it is was just a café or something specifically with an age limit for us.
Boy 16 Rural [7]

What really annoyed me is that we had some benches outside and they took the benches out but in the paper they said they took the benches out and it was going to be a café or meeting place of some sort for people our age but the benches have gone.
Girl 16 Rural [7]
If there was somewhere where it was fun to go you would stay there wouldn’t you.
Girl 16 Rural [7]

We go to town about 5.30 and home at 8 because there is nowhere to go.
Girl 16 Rural

No one wants to stay in at the weekends but you can stay out till 12 in the dark and get chased by the police or you can go to the pub and that is all we have got to do.
Girl 16 Rural [7]

The youth club tonight is for 10,11 and above. It is only open until 9 o’clock.
Girl 16 Rural [7]

That is one thing that annoys me everywhere else 18 is the adult age but you get on the bus and if you are 15 or over you have to pay adult fare.
Girl 15 Rural

That is one thing even if they couldn’t provide anything for us in Drayton if they could at least put on a late bus.
Girl 16 Rural

Pressures and responsibility
Do you know I am fed up with hearing ‘you don’t know what it is like’ and ‘you don’t know what pressure is’ ‘you don’t understand what it is like to do this’.
Girl 15 Rural

Yes finding out who you are and who you want to be friends with and what you want to do in life
Girl 16 Rural

My dad left when I was 12 and then he got married and I had to get to know them and so there little lad looks to me like a kind of mummy and he wants so much of me and I want to just load it off on someone else as well but I have no one to do that with so I have to keep it all in.
Girl 16 Rural

I have also got pressure from other things that are going on in my life. Like the start of this year I had loads of things on my mind and I couldn’t cope and I had no one to talk to and I felt like I wanted to have a go at someone so much and then it all came out and I felt better but it was eating me up inside.
Girl 16 Rural

It makes you feel older and you feel like they actually trust you.
Girl 15 Urban [1]

And at this age now you have got responsibilities and freedom but we have also got our parents there if you mess it up.
Girl 15 Urban [1]

I think you can have too much responsibility though. I wouldn’t want to have too much responsibility at this age because I am still a child although I am 16 but you still want to be able to be a child and have your freedom.
Girl 16 Urban [10]

Relationships
It is hard to trust people.
Boy 16 Rural
I am so scared about when I am older and meeting someone and having kids and then being left.
Girl 16 Rural

I was going out with my boyfriend for four months and we split up on Friday and we only split up because of my mum and dad because everything that he was doing I could see had happened with my mum and dad and I didn’t want to end up like them.
Girl 16 Rural [15]

Negative perception of age group
That is what people think they will come in and see us wandering around and it is like ‘oh look at them. Look at young people today’ but there is nothing else to do
Girl 16 Rural [5]

Another thing that annoys me … is if an older person is there at the end and you let them through they still look at you as if you are dirt and if you don’t let them through then you are a thug.
Girl 15 Rural

There are the old people who look at you constantly and follow you with their eyes to see where you and going and check you out.
Girl 15 Rural [5]

Yes you are stereotyped. If you are a teenager you are stereotyped and you are bad.
Boy 16 Rural [11]

We cant do anything right. I was with my little sister and as soon as I walked into a shop this old lady came up and said young mothers these days. I had the pram the bags and everything and I was trying to get out the door and I couldn’t and she just looked at me as if I was dirt. She does look like me but she is my sister.
Girl 16 Rural [5]

We are getting to that age now (16) where they (teachers) are really patronising so they treat us just like Year 7, 8 and 9 and it is getting really patronising now. Some of the teachers are quite biased now.
Girl, 16, Rural [6]

Teachers are very stereotypical of other people, you get judged. If it is like a non-uniform day and you go in wearing the clothes that you normally wear then some teachers look at you and go…. 
Girl 16, Rural [5]

Jobs/ Money / Power
I can’t get a job because I am not 16 until late August.
Girl 15 Rural

I can manipulate my dad and he gives me money.
Boy 16 Rural

I think the government should provide more funding and give us passes because they are always saying get involved in education and culture but they never provide the funding for it
Boy 16 Rural

I would like to get an evening job because I am skint but no place would take me on.
Boy 14 Urban [8]
...you know when you get to 15 you have to pay adult fare. So for any school child up to 18 when you get your NUS thing you have to pay £5.75.

Girl 15 Urban

(I have control over) my job and money and stuff. Because I work for it and earn it, they (parents) can’t tell me what to spend it on.

Boy, 16, Rural [8]

Feeling in-betweenie
Yes they haven’t decided what we are.

Girl 15 Urban

It is pretty crap really because you are halfway between being a child and an adult. You are still treated as a child and a lot of people can’t see that you are practically an adult.

Girl, 16, Rural [6]

I think when you are older you tend to understand why your parents are telling you not to do certain things and when you were little you thought it was totally unfair whatever they said and so I think you understand more. It is just natural really.

Girl 16 Urban [16]

Internet
Yes but you can’t get on a lot of the websites because the school blocks them.

Boy 16 Rural

It is stupid though because some of the websites I couldn’t get on like the BBC because it was blocked because of a programme that was on after 9 p.m.

Girl 16 Rural

When you try to get on it is so slow. You can hardly log on.

Girl 15 Rural

Chat rooms
Also you enjoy yourself by talking to people who are in a different place. You can enjoy it knowing that they are in a different part of the country like London or Scotland and you are all talking over one line.

Girl 15 Urban

And you never have to meet them.

Girl 15 Urban

Yes you can tell them everything you don’t like.

Girl 15 Urban

Yes and what you don’t like about yourself.

Girl 15 Urban

Like with MSN you can choose who you want to talk to. It is great to talk to people. It can be anywhere in the world.

Girl 15 Urban

If they just start asking personal questions you can just not tell them anything or make something up. You don’t have to write your name or anything and there is no way they can find out who you truly are unless you type it. You are in control.
Girl 15 Urban
Aspirations
(Like to be) A Primary school teacher. It’s not possible though because of the money situation again
Girl 16 Rural [13]

I think it’s like a whole different world. You go one step further in your education and so you will be
in college. You have more responsibility and you can get a job and I think you will think differently
because you are in control of what you are doing.
Girl 16 Urban

I will probably be that bit wiser. I think you will probably learn from your mistakes and I think you
will still have a lot of say but you have just got to deal with jobs and stuff.
Girl 15 Urban

A job I would really like to do is music producer.
Boy 14 Urban

I want to be a nurse.
Girl 15 Urban

I want to work in theatre but my mum wants me to be a PE teacher so two really different things.
Girl 15 Urban

I want to go to college, university and then become a barrister.
Girl 15 Urban

College, university at the end of the day you need to get a job if you want a family of your own you
need to support them and so you need to think ahead and see things that you are good at and work
at them and get the grades you want and go into a career. That is really important.
Girl 16 Urban [14]

Fears about the future
I know my mum is always saying she has to pay this or that bill and you think when I was a kid all I
wanted was money and now I have got it you have got to pay out and if you have got kids as well you
have got to divide it up if you want something for yourself and so then you think . . .
Girl 15 Urban

When you think about it we have a lot of things like in America you have to pay for hospitals so by the
time you are 18 . . . you will have no money.
Girl 16 Urban

I am worried actually because I don’t know where I am going. I don’t know what I want to do. I keep
thinking I will wait a bit but then it will come to a point where you have to choose.
Girl 15 Urban

Get my GCSE’s and I don’t know what area to do because the teachers are saying you need a favourite
for university but it is too hard to think of that now at the moment you are just thinking about all the
subjects but they make it sound as if you really need to know now. It is a lot of pressure.
Girl 16 Urban

It is not just the work it is the future. (pressure)
Girl 16 Urban
Museums
The whole thing about museums is that if you say to anyone younger than us they would say they never go to museums but in our year people respect people more for having the guts to say I go to a museum.
Girl 16 Rural

People think you are probably skiving off school or something. (If you are in a museum)
Boy 16 Rural

If you turn up to an art gallery people think what are you doing here and you are constantly looked at.
Girl 16 Rural

At the Science Museum they had this big steam train and that was really good and it was massive and every hour or so it moves up and down but the thing that annoyed me was there was a park upstairs and I wasn’t allowed to go because I was too old. You had to be 10 or younger.
Boy 14, Rural

We went to this place in America and there were so many fun things to do and they had no age restrictions. One machine you could stand in and you were trapped inside this bubble and this other room we went in was like a hurricane and it showed you all this science stuff and it was really cool.
Boy 15, Rural

As soon as you turned the corner (on a visit to the Louvre) there was like these glass pyramid things which could actually go down and it was really modern inside
Boy 15, Rural

I actually thought the Science Museum was really good because you had all these experiments that you had to work out like pushing down a pole and a satellite and one where you could paint a shadow.
Girl, 14, Rural

I would like things on music and football and past fashions but not just clothes like mobile phones.
Boy 15 Urban

I (would like) music, history, radio and things that you could use to get in touch with your child side.
Boy 15 Urban

... all-different kinds of history, music history, clothes history, history of the city so all different parts to cater for everyone and make it fun.
Girl 15 Urban

Yes the old people tell you to sshhh because they are trying to concentrate.
Girl 15 Urban

Yes you just walk around the museum and there is loads of stuff and just tiny print to read.
Girl 15 Urban [18]

Yes glass cases of things you are not interested in.
Girl 15 Urban

I think that is what makes museums more interesting. I like getting involved and I like going to Urban Museum. I don’t particularly like the old coins and stuff to do with the olden days but I like the Ancient Egyptians because it is about history in a different part of the world
Girl 16 Urban [17]
I think it is something that you can get involved in. You have the little fact to read on it I think you should have more pictures that every age can understand. When you walk into a museum you have got stuff about the history and the actual surroundings as well like the walls look really old and you think it might be boring and so if they livened it up a bit people would probably be more interested.
Girl 16 Urban [18]

I think you need ... the future and everything we are interested in. You have got museums of Science and Industry for kids that are interested in television and music and you can do stuff like how programmes are made and everything to do with the history and the future of music and information on your favourite artist or something would be really good. Something that really involves the kids like make your own sound ... anything that would get kids involved.
Girl 16 Urban [19]

I would like one of those interactive museums around here because everyone loves messing with things.
Girl 16 Rural [19]

Libraries
Yes. It needs modernising.
Boy 16 Rural

I use libraries but every time I go in for a certain book they have to ring someone to get it sent.
Girl 16 Rural

Yes and it costs you money.
Boy 16 Rural

And it is so annoying so I would rather go out and buy the book.
Girl 15 Rural

I wanted a book and my granddad said he had seen it in the library and I went in and they said they don’t have it anymore.
Girl 16 Rural

I was reading ‘About the Boy’ and I needed the last book and (library) had everything I wanted but when I went in they said they had posted it to (another library) and they had four copies of it
Boy 16 Rural

The Patricia Cornwall books I have bought the whole set now and read them all because I couldn’t be bothered (with libraries)
Girl 16 Rural

At (the Library) they have little cubicles that are so silent and if people talk out loud you cant work and there you have your own little room.
Girl 16 Rural

I went into (the Library) to do some coursework and I couldn’t concentrate because of how loud the librarians were being and I know that sounds really stupid but you cant concentrate in there because one will be one end and the other will be at the other end and they will just shout.
Girl 15 Rural

They try and provide Internet access.
Boy 16 Rural
It costs £2 for half an hour. I wanted to log on for half an hour to get something off ‘Bitesize’ and it cost me £2 for half an hour.
Girl 16 Rural

I have used it for the internet over seven days because we were having an ADSL line put in and it was really annoying and the librarian kept having a go at me because I was trying to get on hotmail.
Boy 16 Rural

More computers.
Girl 15 Rural

A night time Internet café or something like that.
Girl 16 Rural

And they close practically as soon as you come out of school they are closed.
Girl 16 Rural

Yes they close at 5.30.
Boy 16 Rural [24]

If they could have say a tape there with earphones that you could have for yourself when you are doing work.
Girl 16 Rural

Also a section where you could get drinks.
Boy 16 Rural

It could but it would be better to have something separate (for this age group)
Girl 15 Rural

Yes people who use it (the library) get stereotyped.
Boy 16 Rural

I think they (libraries) need a room dedicated for teenagers. They have got one for kids and one for adults and a research area but they have not got one for us. The kids one has lots of squishy stools and a big box with the books in and shelves and there are posters on the wall and such. I think they should have a café or something.
Girl, 15, Rural

They ought to have some young librarians but they are all about 70.
Boy 16, Rural [22]

I find them quite daunting. You walk in and it is like very quiet and there is always someone that looks at you and you feel like it is a grown up place and you are not welcome.
Girl 16 Urban

Old books and long faces.
Boy 14 Urban

You feel that you are not meant to be there.
Girl 15 Urban [21]

When you are on the Internet the librarian will look at your stuff and you think what.
Girl 15 Urban

Kids want a little bit about history, information and then when you ask them they say that is the adult section. Why would you want a book from there?
Girl 15 Urban [20]

At 15 you can’t get adult books they all just look at me.
Girl 15 Urban [20]

You can get videos. But not good videos.
Boy 14 Urban

It is the same with CD’s.
Boy 15 Urban

Yes Now 1963!
Girl 15 Urban

Less quiet.
Girl 15 Urban

Being able to talk in a library and do research.
Boy 14 Urban

Where you sit down and read the books they should have CD players so you could listen to music.
Girl 16 Urban [23]

I think like you know when you go on the Internet and you are looking at . . . who is the latest this and that they could do that as well like books on music and everything we are interested in and activities as well if you wanted to learn how to play basketball so a book on that.
Girl 16 Urban

Modernise it and give it a better image.
Girl 16 Rural

Cyber café.
Boy 16 Rural

Yes somewhere for people to go.
Girl 16 Rural

They could just ask some younger people to help in the library.
Girl 15 Rural [22]

Internet prices down.
Girl 15 Rural

More relevant books that we want to read.
Boy 16 Rural

But then again the books that people think we want to read are still like for ten year olds. I don’t read magazines for people our age because they still talk to you as if you know nothing about alcohol, fags, drugs, sex they talk to you as if you know nothing about it. They talk to you as if you are ten. 
Girl 15 Rural [20]
I went to the library and got this book and the lady turned to me and said ‘are you sure you are allowed to read this’. I am standing there thinking I had chosen the book myself I am sure I am allowed to read it and I just turned around and said if there is a problem I will get my mum to come in and she can get them out for me. She was like treating me like I was a little girl.
Girl 16 Rural [20]

Where I used to live I went in and she said that looks a bit heavy for you to read and I said excuse me I like reading books like this.
Boy 16 Rural [20]

Not so many old fashioned stuff. Brighter colours, things spread out a bit more so you can wander around.
Girl 15 Urban

Up to date stuff.
Girl 15 Urban

Younger people working there.
Girl 16 Urban [22]

Better way of finding things. Organised computers.
Girl 16 Urban

Places to chill.
Boy 14 Urban

Comfy chairs as well.
Girl 15 Urban

Yes beanbags are good.
Girl 15 Urban

More stuff to make yourself at home. Put carpet on the floor. Make it a place that you feel welcomed.
Girl 15 Urban