Report: Equality and diversity in arts and culture with, by and for children and young people

**ETHNICITY**
- Black and minority ethnic children less likely than white children to be taken to arts events by parents when growing up.
- Black and minority ethnic children and young people less likely to consider creative sector careers, reflected in university subject uptake.
- Black and minority ethnic more likely than white children and young people to use libraries, and libraries use increases with age.

**SCHOOLS**
- A key role and influence. Curriculum changes lead interviewees to perceive arts becoming less of a priority in state schools.
- Intergenerational transmission of cultural tastes, preferences and behaviours.
- Socio-economic factors are consistently the strongest influence - especially parental social class.
- Parents from middle and higher groups are more likely to take their children to arts events and encourage participation.

**DISABILITY**
- A higher proportion of children with a disability than not take part in arts and crafts activities.
- Non-disabled children and young people aged 11-15 twice as likely to visit a museum with school than disabled peers.
- Significant costs can be associated with extra-curricular arts activities.

**SCHOOLS**
- Arts and cultural organisations report barriers: awareness, training, budgeting.
- Digital engagement and production - an enabler but potentially a barrier in relation to socio-economic background.

**FAMILIES**
- A key influence. Working with parents and families is vital for raising engagement. Children and young people living with a lone parent are less likely to visit museums and galleries than those with both.
- Digital engagement and production - an enabler but potentially a barrier in relation to socio-economic background.

**GENDER**
- Boys more likely to be interested in digital activity.
- Boys less likely to engage in almost all arts activities.
- Boys less likely to encourage boys to participate in the arts.

**SCHOOLS**
- Lack of focus on diversity in some programmes for young people.

**AGE**
- Levels of engagement drop off as children and young people get older - especially mid to late teens.

**FAMILIES**
- Research evidence base is inconsistent.