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An exploration of the relationship between transport to arts and cultural activities and social exclusion

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Associated publications

The following publications have arisen from the research reported in this thesis.

Johnson, V., Currie, G. & Stanley, J (2010) Exploring transport to arts and cultural activities as a facilitator of social inclusion *Journal of Transport Policy*, vol. 18 no. 1, 2010.

Johnson, V., Currie, G. & Stanley, J (2010) Measures of disadvantage: is car ownership a good indicator? *Social Indicators Research*, vol. 97 no. 3 July 2010.

Johnson, V., Currie, G. & Stanley, J. (2010) *Transport to arts and cultural activities: determinants, dynamics and impacts on social inclusion.* World Conference on Transportation Research, 11 – 15 July 2010, Lisbon, Portugal.

Johnson, V., Currie, G. & Stanley, J. (2009) *Can measures of disadvantage perpetuate the problems they seek to solve? A discussion of the use of car ownership as a variable in multidimensional measures of disadvantage.* Australian Social Policy Conference, 8 - 10 July 2009, Social Policy Research Centre (SPRC), University of New South Wales, Sydney, Australia.

Johnson, V., Currie, G. & Stanley, J. (2008) *Drivers of disadvantage and prosperity: is car ownership a good indicator?* 31st Australasian Transportation Research Forum, 30 September - 4 October, 2009, Gold Coast, Australia.

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Abstract

This thesis presents exploratory work into the relationships between transport, arts and cultural participation and social exclusion. Evidence of the positive social and health impacts of participation in arts and cultural activity is growing, in particular for people identified as being at risk of social exclusion. Access to appropriate, affordable transport is understood to be a key facilitator of social inclusion but the role of transport within cultural participation has not been examined. This research uses secondary data from a household travel survey and other quantitative data to present new knowledge about factors associated with participation in the arts. Using primary data collected in interviews, the research also presents qualitative insights into aspects of participation that may facilitate inclusion for excluded groups.

New knowledge findings of the work include that the location of activities and access to the transport needed to travel to them are important influences on arts and cultural participation. Social exclusion has also been identified as barrier to participation. Some, but not all types of arts and cultural participation have been found to create opportunities for people to develop skills and social networks which may promote social inclusion.

Based on these findings, recommendations for policy are presented. These include; better integration of land use, public transport and walk accessibility planning, enhanced by application of social frameworks to understand and respond to participation barriers; linking people facing multiple or complex barriers to participation in arts and cultural activities better to participation opportunities; and improving the understanding and application of models of social inclusion to transport and arts and cultural research and development.

To build on this study, further research is recommended to examine relationships between participation and social inclusion and the research methods that can best be used to investigate these.

Declaration

This thesis contains no material which has been submitted for examination in any other course or accepted for the award of any other degree or diploma in any university or other institution.

To the best of my knowledge this thesis contains no material previously published or written by any other person except where due reference is made in the text of the thesis.

Signature of the candidate:

……………………………………………………………………………………………………..

Date: …………………………………………

This research received the approval of the Monash University Standing Committee on Ethics in Research Involving Humans (Project CF08/25292008/001302).

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Glossary of terms and acronyms

ABS: Australian Bureau of Statistics.

Access: The ability of people to get to essential facilities when necessary by convenient and economical means (Lowe, 2002).

Accessibility: The measure of how easy it is to reach a destination, assessed across all transportation modes (Lowe, 2002).

Accessible transport: Transport that is able to accommodate all groups of present and potential users who have special needs' (Vuchic, 2005).

Adaptive preference: A preference that changes in response to the contraction of the set of options that are feasible for the agent, that is, capable of being attained (Bruckner, 2009 p.307).

A&CA: Arts and cultural activity.

Arts and cultural activity: Involvement can include creative pursuits and attendance as an audience of the arts (ABS, 2006a).

Audience arts: Experiencing the creative or artistic works of others such as seeing a movie, or visiting a museum or art gallery (ABS, 2006a).

Creative participation: Creative pursuits such as painting, acting or playing a musical instrument (ABS, 2006a).

Mobility: The convenient and economic travel of persons (Vuchic, 2005).

Social capital: Social networks and the norms of reciprocity and trust that arising from them (Putnam, 2000)

Social exclusion: An individual is socially excluded if he or she does not participate in key activities of the society in which he or she lives (Burchardt et al, 2002).

Social inclusion: Having the resources, opportunities and capability to; learn by participating in education and training, work by participating in employment, in voluntary work and in family and caring, engage by connecting with people and using their local community's resources and have a voice so that one can influence decisions that affect them (Australian Government, 2009).

Transport disadvantage: A multi-dimensional construct with characteristics associated with location, access to mobility and the limitations on personal access associated with the physical, social and psychological characteristics of individuals (Delbosc and Currie, 2011 p.171).

TDSE: Transport Disadvantage Social Exclusion and Wellbeing study (Currie et al, 2009).

UK: United Kingdom.

USA: United States of America.

VATS: Victoria Activity and Travel Survey**.**

Chapter One - Introduction

This thesis presents exploratory work into the relationships between transport, arts and cultural participation and social inclusion. It provides new knowledge about factors associated with participation in the arts and insights into aspects of participation that may facilitate inclusion for excluded groups. It is a first initial movement into this area.

It is well established that societies require transport for people to undertake the usual economic and social functions associated with modern lifestyles (Lucas, 2004a, Lyons, 2004). However it has not been until recently that transport has begun to be understood in a social context to have impacts on people's wellbeing and life chances (SEU, 2003; Grieco, 2006; Currie et al., 2009). This development has been influenced by the British transport and social exclusion agenda (for example SEU, 2003, Hine, 2003; Lucas, 2004b) and the environmental justice agenda in the United States of America (for example Kennedy, 2004; Jimenez and Mattingley, 2009).

Hine and Preston (2003) Lucas (2004a), Stanley and Stanley (2007) and others describe transport as having a role in the achievement or failure to achieve social policy goals of governments. In this context transport is understood to have an 'enabling accessibility function' (Lucas, 2004a p.10) in achieving these goals. The social policy goals, or 'needs' which have received the most attention in the transport literature are employment (Thakuriah and Metaxatos, 2000; SEU, 2003; Perkins, 2007), education and training (Winter, 1995; Clifton and Lucas, 2004), healthcare (SEU, 2003) and access to goods and services (SEU, 2003; Currie and Senbergs, 2007b). While transport related social, leisure and cultural exclusion have been identified (SEU, 2003; Greaves and Farbus, 2006; Stoltz, 2001), less work has been undertaken on understanding the dimensions of these problems.

Participation in arts and cultural activity can confer a range of social and health benefits for people experiencing social exclusion (Matarasso, 1997; White, 2006; Kelaher et al.,, 2009). However the definition of what constitutes arts and cultural activity is contested. Participation requires access, or the ability to get to and from activities. How socially excluded people achieve this has been given almost no consideration to date.

This research is an examination of participation in arts and cultural activity in metropolitan Melbourne, Australia, a city of over 3.5 million people covering 8,097.2 square kilometres (ABS, 2007a), settled in a horse-shoe shape around the Port Phillip Bay. A feature of the distribution of socio-economic disadvantage in Melbourne is that low-income households tend to be concentrated on the urban fringe, where transport provision is also poor (Currie, 2010). Outer Melbourne is highly car dependent. In 2001, more than 60 percent of outer Melbourne households had two or more cars (Currie and Senbergs, 2007a). Furthermore work by Dodson (2007) and Currie and Senbergs (2007a) identified significant shortages in public transport supply in outer urban municipalities.

This research investigates relationships between transport disadvantage and social exclusion, in metropolitan Melbourne; nonetheless the findings provide insights and new knowledge that may be valuable in other contexts.

1.1. Research aims

This research aims to explore the relationships between transport disadvantage, arts and cultural participation and social inclusion. It seeks to identify whether social exclusion and / or transport disadvantage prevent participation in arts and cultural activity and also what influence participation has on social inclusion.

There are two main reasons for this:

As discussed in detail in Chapter Two – Literature Review, there are significant gaps in knowledge regarding the role of transport in community activities such as arts and cultural participation that are known to be important in fostering social inclusion. This research seeks to address this gap.

The Australian government uses a social inclusion framework to address disadvantage in this country. It is therefore vital that the causes of social exclusion and the barriers to inclusion are properly understood, for this work to be effective.

Additionally, as a practising social worker, the researcher has grappled with countless instances of highly disadvantaged people's inability to participate in community activities, such as arts and cultural activities, because of transport problems. Activity providers and local Governments have also identified many transport related barriers to participation in activities, in particular for people who experience multiple disadvantage and social isolation. This thesis is an attempt to shed further light on these complex issues by investigating transport related participation barriers to arts and cultural activities and considering the relationship of this to social exclusion.

The research hypotheses and the questions used to explore them are discussed in detail in Chapter Three - Methodology. In summary, they are:

- Participation in arts and cultural activity is influenced by the availability of the means to be mobile and the accessibility of activities

- Participation in arts and cultural activity is influenced by factors associated with social inclusion

- Participation in arts and cultural activity contributes to social inclusion.

These hypotheses are illustrated in Figure 1.1.

Factors influencing participation in arts and cultural activity

Transport factors?   Factors associated with social inclusion?   Other factors?

Arts and cultural participation

Does participation in arts and cultural activity influence social inclusion?

Social Inclusion

What are the factors that influence social inclusion?
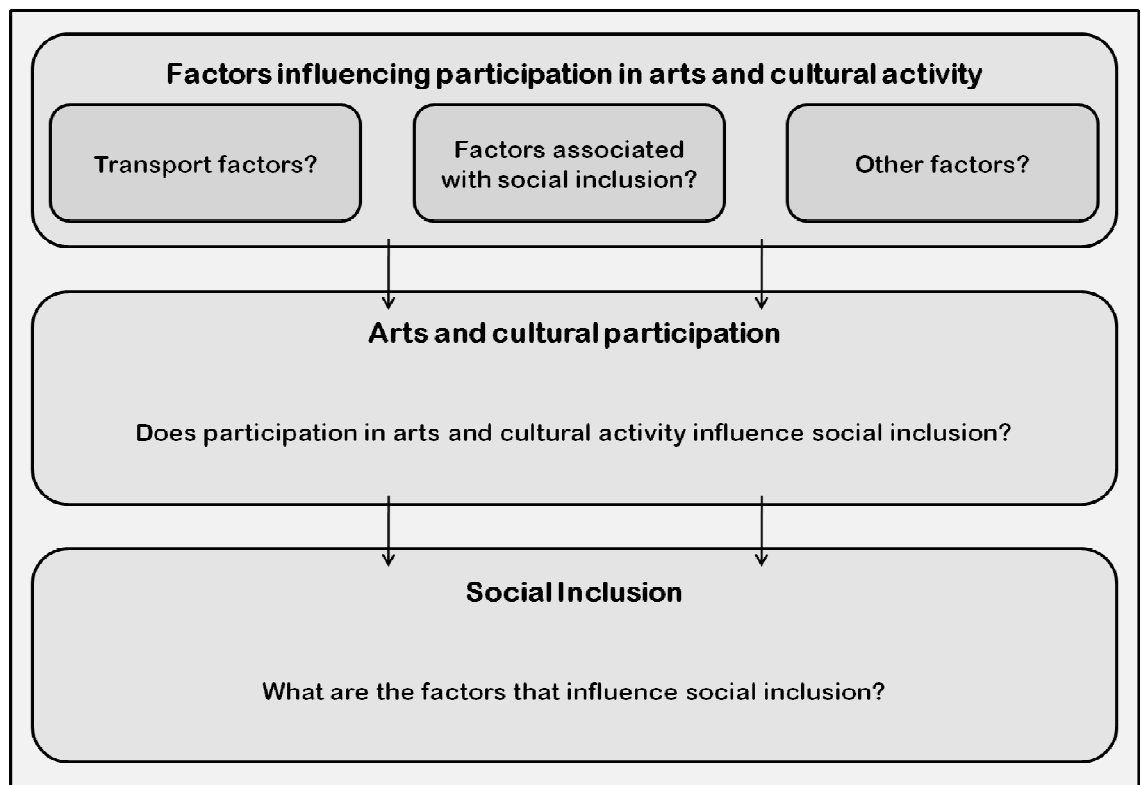
Figure 1.1: Conceptual diagram of study – underpinning questions

1.2. New knowledge findings of the research

This study into transport, social exclusion and arts and cultural participation has generated new knowledge regarding interrelationships between these factors. These contributions are summarised in the following paragraphs.

The literature review indicates that the availability of transport (public or private) has not been previously examined as a factor influencing participation in arts and cultural activity. This research clearly indicates that both the location of activities and access to the transport needed to travel to them, are important influences on participation.

There is a growing literature on the interrelationships between transport and social exclusion. To some degree, this literature has also elucidated relationships between social exclusion and participation in community activities in general. However, specific consideration of participation in arts and cultural activities has not been undertaken. In this research both social exclusion and transport have been identified as barriers to participation in arts and cultural activity. Furthermore, creative participation in the arts has been demonstrated to create opportunities for people to develop skills and social networks which promote inclusion.

The literature regarding the contribution of arts and cultural participation to social inclusion does not make an important distinction identified in this research. That is, arts and cultural participation experienced through creative participation influences social inclusion; however this research suggests this is not the case for arts enjoyed as an audience member.

The methodologies adopted in this research allow for comparison between subjective and objective data. This has been an important aspect of the project because adaptive preferences[1] have been found to influence self reported data collected in this research.

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[1] Adaptive preference is 'a preference that changes in response to the contraction of the set of options that are feasible for the agent, that is, capable of being attained' (Bruckner, 2009 p.307).

1.3. Thesis structure

The remainder of this thesis is structured in the following way:

Chapter Two Literature - Review presents definitions of the three key terms explored in the research; social inclusion, arts and cultural participation and transport disadvantage.

The section on social inclusion discusses the current debates regarding the definition and measurement of social inclusion and describes the integration of the term into social policy in England and Australia. Social exclusion and its definitions are also discussed.

The section on transport and social inclusion discusses the varying ways transport disadvantage is defined, its causes and impacts and those groups identified in the literature as being more likely than others to experience transport related exclusion.

Arts and cultural participation is defined in the next section of the review and links between social inclusion and arts and cultural participation are discussed.

Chapter Three - Methodology describes the methodology employed in the study. The rationale for determining each of the research aims and hypotheses is discussed. Following this, each of the data sets used in the study are described, along with the specific questions explored and the approach taken to analysis. Additional information is provided about the development and implementation of primary data collection, including interview design, sampling and recruitment, conduct of interviews, ethics and data management.

Chapters Four to Seven - Results present the results of analysis of the primary and secondary data to elucidate:

- Transport and participation in arts and cultural activity

- The relationship between participation / non-participation in arts and cultural activity and social inclusion

- Transport related barriers to arts and cultural participation

Chapter Eight – Discussion and Conclusion presents the discussion of the main findings from the research. This includes discussion of new knowledge development regarding the influence of transport disadvantage and social exclusion on arts participation and the influence of arts participation on social inclusion. This chapter also includes a review of the study design, considering the extent to which the project methodology has been able to adequately answer the research questions and what further work is proposed in this area. Conclusions regarding the relationship between transport, arts and cultural participation and social inclusion are presented and policy recommendations are proposed.

Chapter Two - Literature Review

2.1. Introduction

This chapter presents a review of literature pertinent to the study of relationships between transport, arts and cultural participation and social inclusion. It covers three main areas:

- social exclusion

- transport disadvantage and social exclusion, and

- arts and social inclusion.

The section on social exclusion describes the development of the conceptual frameworks and measurement of social exclusion. It begins by presenting the historical origins of the term, followed by a discussion of the work of social theorists in the field. This is followed by an outline of the way the term has been operationalised for measurement purposes. A discussion of the development of social exclusion theory and measurement and policy in the Australian context follows. The review concludes with a synthesis of the concepts underpinning social exclusion and summary conclusions.

The transport and social exclusion section begins with definition of the key terms used in the review. The review begins by exploring the approaches underlying current research into transport and social exclusion. It then discusses the causes and impacts of transport disadvantage, in particular, impacts on social exclusion. These findings are summarised in a synthesis table outlining the key research relating to transport disadvantage in each of the domains of social exclusion. The review focuses on those groups within our society who are most at risk of transport related social exclusion. Transport and social inclusion policy from Victoria Australia is presented, followed by summary conclusions.

The arts and social inclusion section begins with a discussion of the definition of 'arts and cultural' activities and a summary of participation in Australia. This is followed by analysis of

the contemporary literature regarding the contribution of arts and cultural activity to social inclusion, with a focus on:

- Arts and cultural activity targeting socially excluded people or places

- Arts and cultural activity with social inclusion outcomes

- Arts and cultural activity with outcomes that are underlying aspects of, or intermediate steps towards social inclusion.

These findings are presented in summary in a synthesis table of social inclusion outcomes of arts and cultural activity participation.

This is followed by discussion of the barriers to arts and cultural participation that have been identified. Next, an outline of the policy context of social inclusion and arts, as it has developed in Australia and the United Kingdom; two of the countries with a strong focus on social inclusion in social policy, follows. Summary conclusions are presented at the end of this section. The final section of this chapter draws together the key findings and conclusions drawn from across the three areas including the knowledge gaps identified.

2.2. Social exclusion
2.2.1. Introduction

Significant data has been generated in recent years demonstrating dimensions and impacts of social exclusion in the UK (Gordon et al., 2000, Burchardt et al., 2002b, Pantazis et al., 2006) Europe (European Commission, 2007) and Australia (Saunders et al., 2007, Tanton et al., 2006) and also in the international development literature (Levitas, 2006 p.123).

Numerous studies claim to document social exclusion. However, there is a problem with disentangling measures, indicators and risk factors of social exclusion (Levitas, 2006 p.129). Few scholars have taken an empirical approach to the definition of social exclusion and fewer still to the development of measurement indicators (see for example DSS 1999 in Levitas, 2006, Howarth et al., 1998).

As the term is so broadly and variably measured it is easily influenced by, or understood in terms of political influence and trends. Jones and Smyth (1999) claim the term '…can be harnessed to diverse, often contradictory, political purposes' (p.1) and that the term's malleability ensures its political utility.

The single unifying principle underlying social exclusion is that it is *multidimensional* and attempts to broaden understandings of disadvantage beyond income poverty alone (Burchardt et al., 2002b, Gordon et al., 2000, Saunders et al., 2007, Scutella et al., 2009).

This chapter presents a review of literature regarding the development of the conceptual frameworks and measurement of social exclusion in the European Union states (including the UK) and Australia, the countries where social inclusion is a key social policy goal of governments[1]. The review begins by presenting the historical origins of the term, followed by a discussion of the work of social theorists in the field. This is followed by an outline of the way the term has been operationalised for measurement purposes. This section of the review

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[1] However, with the recent disbanding of the UK Social Exclusion Unit, this may be changing.

concludes with a synthesis of the concepts underpinning social exclusion and discussion of its application to understanding the role of transport in arts and cultural participation and the relationship of this to social exclusion.

2.2.2.   Historical background of the term

Weber is said to have been the first of the modern sociologists to explore the notion of social exclusion through his work on social closure (Parkin, 1979 in Burchardt et al., 2002a). Lenoir (French Secretary of State for Social Action) coined the term *Les Exclus* in 1974 to refer to those people who were excluded by the state (Silver, 1994). For example people with disabilities and the uninsured unemployed who 'fell through the net of social protection' (Burchardt et al., 2002a p.2) were considered to be socially excluded. The concept was later broadened to include disaffected youth and isolated individuals on peripheral housing estates in large cities. Lenoir's conceptualisation was the major influence on the development of the European (and European Union) social exclusion agenda (Levitas, 2006 p.124).

It is telling that the term was first coined by a politician, rather than a social theorist. It could be argued that the uptake of the term into policy and the traction or prominence of specific frameworks of social exclusion has more to do with their political popularity than their theoretical rigour. There are few empirical studies of the concept (Tsakloglou and Papadopolous, 2002).

The major influence on the development of the British social exclusion agenda was Townsend. He incorporated the idea that an individual or family's resources could be below a level whereby they are 'excluded from ordinary living patterns, customs and activities.' (Townsend, 1979 p.32 in Levitas, 2006 p.125). This broadened the notion of poverty to include multidimensional indicators of disadvantage, beyond just income poverty.

In Australia, the major projects to develop social exclusion indicators are those by Tanton et al. (2006) Saunders et al. (2007) and Scutella et al. (2009). The Australian Government Social Inclusion Board (Social Inclusion Board, 2010) has developed indicators of social inclusion. They have all been influenced by the prior European work, but more significantly by the work of Burchardt et al. (2002b) in the UK.

2.2.3. Social exclusion theory

This section presents the work of a small group of social theorists working in the field of social exclusion. Their work analyses the paradigms, values and discourse that underpin and frame the work of those scholars who have operationalised the term for use in social policy development and analysis.

Silver (1994) rightly identifies that the term social exclusion has multiple and often contradictory meaning and applications. She claims:

> …selecting from among the mutually exclusive meanings of exclusion necessarily entails the adoption of particular values and world views (p.540)

Silver has identified three discursive paradigms within which social exclusion is defined and debated. These are solidarity, specialization and monopoly.

The solidarity paradigm suggests that social exclusion occurs when the social bond between an individual and their society breaks down. Prominent in French political thought, this bond refers to a social order that operates external to the individual or social group and relies on the effective functioning of mediating institutions. The process of reintegration generally implies reintegration to the dominant culture; however, contemporary French policy acknowledges that to some degree the dominant culture also adjusts to minority cultures (p.542).

Specialization assumes that the differences between individuals create divisions of labour and separation of social spheres. When barriers to free movement or exchange between these spheres develop, exclusion exists.

The monopoly paradigm views the social order as inherently coercive. In the monopoly paradigm, exclusion, through the operation of class and social and political power serves to maintain the position of the included. Silver explains that within this paradigm the excluded

are understood simultaneously as both 'outsiders' and 'dominated' (p.543). Within a monopoly paradigm social inclusion is achieved through promotion of equal citizenship and full access to community by outsiders.

Silver concludes that however social exclusion is understood to operate, the rise in deprivation in developed countries and the increasing demand for individualised service responses is creating a crisis in social policy. Silver contends that notions of citizenship and solidarity need to be rethought. She claims that moving away from universal social schemes, toward targeting those groups identified as excluded, for example people who are homeless, may undermine welfare safety nets previously available to the working and middle classes.

Levitas (2005) is critical of the term social exclusion due to the way in which it defines the 'primary significant division in society as one between an included majority and an excluded minority' (p.7). She claims that in doing this:

> Attention is drawn away from the inequalities and differences among the included. Notably, the very rich are discursively absorbed into the included majority, their power and privilege slipping out of focus if not wholly out of sight. At the same time, the poverty and disadvantage of the so-called excluded are discursively placed outside society (p.7).

She claims the solution implied in such a definition of social exclusion is a transition by the excluded across the boundary to become included, with very little assessment of the structural inequalities inherent in the society.

Levitas presents a discussion of three discourses within which social exclusion is embedded. These are the redistributionist discourse (RED), the moral underclass discourse (MUD) and the social integrationist discourse (SID).

The redistributionist discourse focuses on exclusionary processes in all aspects of life. It raises the issue that while poverty is a prime cause of social exclusion, class, gender and ethnicity all

lead to citizenship inequalities and the two are in a dynamic relationship with one another. It suggests solutions that lie in the redistribution of resources and of social and political power.

The moral underclass discourse centres on notions of a moral underclass and a culture of welfare dependency. It explains social exclusion as the deviant behaviour (unemployment, criminal behaviour, sole parenthood) of an underclass and ignores the structure of society as a whole. It views welfare benefits as bad for the recipient as it encourages dependency on the state.

The social integrationist discourse is largely driven by the French influence on social exclusion through the European Union. It has a focus on the integrative function of paid work rather than a broader focus on social participation. Levitas claims that in doing this, SID obscures the gender and class influences that operate both between working people and amongst non-working people. This means the reasons people not in paid work experience poverty remain unexamined. Furthermore, a focus on paid work precludes independent analysis of social exclusion of young people and children who are ineligible to work and do not have an independent income. In studies of child and/or youth exclusion (for example Tanton, 2006 discussed following on p.20) measurement tends to occur at the household level and as such fails to adequately examine unique or differential aspects of child or youth exclusion.

Levitas claims that the way the concept of social exclusion is being applied in UK policy, has shifted the focus away from a redistributive framework, to one that mixes elements of the moral underclass and the social integrationist approaches. This perspective is echoed by Bates and Davis (2004) who assert the social inclusion agenda has moved unproblematically from a discussion about social exclusion to imperatives to 'include' people. As a result, the social structures and divisions that lead to exclusion in the first place are often left out of focus (Bates and Davis, 2004).

It may be that this has happened in part because of the issue identified by Levitas (2006) that measurement of social exclusion is largely driven by the available data.

Atkinson (1998) presents evidence that while unemployment has increased significantly in Europe in the last 20 years, poverty has not. He also proposes that employment has benefits in addition to income that include individual welfare and social integration at the whole of society level. Unemployment and poverty are therefore decoupled, requiring a more nuanced understanding of the factors that lead to social exclusion.

Atkinson claims that social exclusion is definitionally problematic, but that there are three recurrent elements:

- Relativity; that is exclusion occurs at a particular place and time

- Agency; someone excludes someone. It may be self exclusion or exclusion by other actors (individuals or institutions)

- Dynamics; that is, the influence of social exclusion extends beyond the present time.

The emphasis in Byrne's (1999, 2005) work on social exclusion is around the processes that cause exclusion or shut people out from society. He claims social exclusion:

- is inherently dynamic

- refers to the character of the social system

- has implications for agency; i.e. it is 'done by some people to other people'

- focuses on the multidimensionality of the concept within complex life trajectories

- focuses on the spatial separation of urban areas of advanced industrialised societies (2005).

Tsakloglou and Papadopoulos (2002) describe the convergence that has developed amongst numerous notable social exclusion scholars regarding key elements of social exclusion. These are that social exclusion is:

- Multidimensional

- Dynamic; that is, social exclusion is a process whereby past and current exclusion will influence future prospects for inclusion and there are triggers that influence entry into or exit from exclusion (p.212)

- Relative; exclusion is always 'from a particular society at a particular point in time' (p.212)

- Influenced by agency; that is, power and control, external to the individual influence social exclusion

- Relational; social exclusion refers to a rupture in the relationship between the person and their society.

These concepts are fundamental to the definitions and frameworks for measurement developed by the authors discussed in the following section of this review.

2.2.4. Operationalising the concept

Significant disagreement exists regarding a definition of social exclusion. It would not in fact be an overstatement to say that the only agreement amongst scholars of social exclusion is that no agreement exists about what it is (Weinberg and Ruano-Borbolan, 1993 in Silver, 1994). The task of measurement is therefore difficult.

The reasons for this lack of consensus of definition are many and include:

- Definitions of social exclusion spring from a range of paradigms or discourses (as discussed above), most simply put as answers to the question – Who or what is doing the excluding?

- For large national or international studies, social exclusion measures are limited by what data is available. So there becomes a tendency for definitions of social exclusion to fit the available data, rather than the reverse (Levitas, 2006 p.127).

- Social exclusion will vary considerably in different contexts. For example social exclusion in former communist states where services exclusion is significant, is very difficult to compare to East Asia, where access to democratic rights is an issue (deHaan and Maxwell, 1998 p.3). Saunders et al. (2007) also identify this as a problem in the measurement of social exclusion within Australia. For example, Indigenous respondents in Saunders' survey had higher levels of social participation than many non-Indigenous respondents, which, when aggregated into an overall social exclusion score, obscured the extreme deprivation many Indigenous Australians are experiencing.

In the international development literature, de Haan and Maxwell (1998) have defined a framework for understanding social exclusion that focuses on the processes that lead to the exclusion of people from three arenas; rights, resources and relationships. Within these they see exclusionary factors such as gender discrimination, the actions of dominant landlords, or class influences that lead to differential treatment in courts, as leading to exclusion. Table 2.1

below, summarises the arenas and elements of exclusion proposed by de Haan and Maxwell as

key to understanding and measuring social exclusion.

Table 2.1 Arenas and elements of social exclusion

Key arenas	Elements
Rights	Human
	Legal / civic
	Democratic
Resources	Human and social capital
	Labour markets
	Product markets
	State provision
	Common property resources
Relationships	Family networks
	Wider support networks
	Voluntary organisations

(de Haan and Maxwell, 1998)

This framework was influential as one of the first to operationalise the term social exclusion.

However it does not appear to have been further tested.

The Poverty and Social Exclusion Survey of Britain (PSE) (Gordon et al., 2000) was the most

comprehensive baseline survey of poverty and social exclusion undertaken in the UK. It used

data from the General Household Survey (GHS), the Omnibus Survey and more detailed

interview data from a sub-sample of the GHS. The report outlines levels and features of

income poverty and measures of social exclusion. Gordon et al. propose that in addition to

income poverty, social exclusion includes dimensions of labour market exclusion, service

exclusion and exclusion from social relations.

Their data on social exclusion indicates the following:

- Forty three percent of the population are not in the workforce. They claim this suggests caution should be exercised in using workforce participation as a standalone indicator of social exclusion.

- Nearly one-third of people report exclusion due to lack of availability (as opposed to non-affordability) of public and private services. Groups identified as having a higher propensity to services exclusion include those people in non-pensioner non-working households, people with a long standing illness and women. People over the age of 65 had higher exclusion from private services but lower exclusion from public services than younger groups.

- Some thirty percent of people with a long-standing limiting illness or disability reported difficulties in accessing cinemas, museums, shops and restaurants.

- Some 63 percent of people could not afford the full range of social activities measured (such as visits to family and friends, a hobby or leisure activity, holiday way from home once a year). Non participation in social activities due to non-affordability was higher for people who were not working and those with a disability.

- Social contact with people outside the household is lower for people in a couple and people over the age of 65. People who are unemployed are a little more likely than others to have daily contact with family and friends outside the household.

- Just over half the population report being able to call on 'some' or 'a lot' of social support. Those less likely to perceive available support are men, people who are outside the labour market and those in jobless households.

- Civic participation, measured as voting or membership of a civic organisation (e.g. sports club, political party) was reported by 88 percent of the sample, but only 70 percent if voting is not counted. People more likely to be engaged in civic activity (apart from voting) are aged 34-64. Differences between other groups are small.

This research is based on the list of items agreed to by the majority of the population as 'necessities that no household or family should be without in Britain' (p.10). It has then identified which groups do not have these things. One of the important contributions of this

research is that it adds consideration of social participation and social isolation to the traditional focus on income and employment.

Burchardt et al. at The Centre for Analysis of Social Exclusion at the London School of Economics (CASE) published *Degrees of exclusion: Developing a dynamic, multidimensional measure* in 2002. They propose it can 'act as a barometer of the effectiveness of government policy on reducing social exclusion' (p.42). This has arguably been the most influential piece of work on later theorists.

Degrees of exclusion attempts to operationalise the working definition of social exclusion that is:

> An individual is socially excluded if he or she does not participate in key activities of the society in which he or she lives. (p.30)

They identify four dimensions and their associated indicators, as outlined in Table 2.2 below.

Table 2.2 Social exclusion domains and indicators

Domain	Description	Indicator
Consumption	The capacity to purchase goods and services	Equivalised household net income is under half mean income
Production	Participation in economically or socially valuable activities	Not employed or self employed. In education or training, or looking after family
Political engagement	Involvement in local or national decision-making	Did not vote in general election and not a member of a campaigning organisation (e.g.: trade union, parent's association)
Social interaction	Integration with family, friends and community	Lacks someone who will offer support in any one of five respects: listen, comfort, help in a crisis, relax with, really appreciates you, did not participate in community activities

(Burchardt et al., 2002)

Burchardt et al. see participation in all dimensions as required for someone to be considered included and conversely, exclusion on one dimension as sufficient for someone to be

considered excluded. They are also interested the period of time the person is excluded on each dimension.

They note that their research failed to get data that identifies whether the person is not participating for reasons beyond their own control and that they wanted to participate; these aspects, relating to agency have not been identifiable in the data they have used. This is a shortcoming of the model.

The data consists of survey data (the British Household Panel Survey) with 10,000 adults being interviewed year on year from 1991 to 1998. Burchardt et al. note that their sample excludes the homeless and people in institutions; a problem with many household surveys. This is a problem also noted by Delbosc and Currie (2010) in relation to household transport surveys.

Burchardt et al. promote the importance of understanding the data to identify:

- Overlapping exclusion – that is how many people experience exclusion in a number of domains. The authors found that the proportion of people experiencing exclusion in a single domain was just under one-third; exclusion across all four dimensions was experienced by less than one percent (p.36). The largest overlap was found to be between consumption and production.

- Exclusion over time - The authors found exclusion over time on a single dimension was much more prevalent than associations between the different dimensions at a single point in time. For example, of those people experiencing consumption exclusion, forty-five percent experience it over five or more years. The authors note this is a small but important group to consider in policy. When multiple indicators are assessed over time, two important dynamics are revealed:

  - The proportion of people who have no experience of exclusion in any dimension falls from two-thirds in year one to one-third in year seven

  - The small proportion of people experiencing exclusion across all four domains, has ceased to exist by the fourth year

These findings suggest a shorter period of analysis would show greater polarisation of results. Conversely, a longer period (greater than four years) will show that some exclusion will be experienced by the majority of the population.

An important omission in many studies of exclusion over time is a failure to consider intergenerational transfers of wealth and the intergenerational transmission of exclusion.

2.2.5.   Institutional attempts to measure social exclusion

The Laeken indicators, developed by the Social Protection Committee of the European Union (SPC, 2001) propose features of social exclusion that can be measured across EU states. These include ten primary indicators measuring what the committee agree are leading aspects of income, unemployment, education, health and regional cohesion. For example low income (below 60% of median income), persistence of low income over time, long term unemployment and people living in jobless households. These are supported by eight secondary indicators that provide information about other dimensions of the problem, for example distribution of income, long term and very long term unemployment rates (pp.3-4).

An important contribution of this work is that it proposes the following methodological principles regarding the development of indicators of social exclusion. That is, indicators should be:

- able to capture the essence of the problem and have a clear and accepted normative interpretation

- robust and statistically validated

- responsive to policy interventions

- measurable across Member States

- timely and susceptible to revision

- not too burdensome for Member States, enterprises or citizens to measure

- balanced across different dimensions of social exclusion

- mutually consistent and the weight of single indicators in the portfolio should be proportionate

- transparent and accessible as possible to the citizens of the European Union (SPC, 2001 p.2).

The Social Protection Committee note that they need to undertake further work to identify or develop measurable indicators for important aspects of social exclusion including housing and homelessness, social participation, service exclusion and improved understanding of the influence of gender on poverty and social exclusion.

In the UK, social exclusion has been measured by the Department for Work and Pensions at a national level since 1999, through *Opportunity for All* (DWP, 2007). This is done to present 'an annual overview of Government action to tackle poverty and social exclusion' (p.2). There are 59 indicators in total, covering domains including income, joblessness, educational attainment, health and illicit drug use, housing and homelessness, and crime.

These aspects are measured using a number of indicators in each of four areas; children and young people, people of working age, people in later life and communities. The indicators also focus on specific groups within society including young people in State care, people with a disability, lone parents, ethnic minorities and those over the age of 50.

In the 2007 update, 34 of the indicators had moved in a positive direction, seven had remained constant, seven had deteriorated and in 12 measures it was not possible to determine a trend. The key areas of improvement were in some of the measures of income, education and smoking. The breadth of areas reported using these indicators highlights the wide ranging nature of some social exclusion measurement projects.

2.2.6. Development of the Australian social exclusion discourse

In Australia, there had already been valuable research and documentation of the multidimensional nature of disadvantage, prior to the introduction of the term social exclusion into social policy discourse. This had occurred mostly through a focus in Australia on geographic aspects of disadvantage. Two key measures were the *Socio Economic Index for Areas (SEIFA) (ABS, 2008a)* and *Dropping off the edge* (Vinson, 2007).

The SEIFA Indexes developed by the Australian Bureau of Statistics use Census data to rank areas according to socio-economic characteristics. The first ranking exercise was undertaken in 1970, with significant development of the indexes in the 1980s and publication of the first SEIFA indexes in their current form, in 1990, based on 1986 data. The indexes describe relative access to material and social resources and the ability to participate in society according to home location. They include income, education, home ownership, car ownership, internet connections, identification as Aboriginal or Torres Strait Islander, disability and need for assistance with core activities, unable to speak English well, low rent, one-parent families, need for an additional bedroom (ABS, 2008a p.41).

Dropping off the edge measures factors including low income, limited computer and internet access, early school leaving, physical and mental disabilities, long term unemployment, prison admissions and confirmed child maltreatment to map levels of social disadvantage across Australia. It found that 1.7 percent of postcodes across Australia represent seven times their share of the factors that cause intergenerational poverty.

The first Australian attempt to develop a nation-wide measure of social exclusion was undertaken by Tanton et al. (2006) at the National Centre for Social and Economic Modelling (NATSEM) at the University of Canberra. The *Child Social Exclusion Index* used data from the Australian Bureau of Statistics 2001 Census of Population and Housing in the development of an area index of children at risk of social exclusion (p.4).

The 35 indicators used include income, measured in conjunction with variables representing family type, education and employment, language other than English spoken at home, use of computer at home and 'proportion of children aged 5 – 15 in household with no motor vehicle' (p.5). The index has been used to demonstrate the proportion of children aged 0 - 15 at risk of social exclusion within Statistical Local Areas.

The index suffers from significant limitations caused by the narrow data set used. For example some of the proxy measures are limited in their ability to measure the dimension they seek to measure, for example speaking a language other than English used as a proxy for poor English language skills. Scutella et al. (2009) add that the index is unable to fully operationalise social exclusion because of the limited range of dimensions it can measure with the data it uses. However, they claim that the index is useful in analysing the spatial aspect of social exclusion because it can measure data at local area levels (p.21).

Following the work of Gordon et al. in the UK, Saunders et al. (2007) developed a multidimensional measure of poverty and social exclusion. The measures were developed in part through a survey of the 'essentials of life'. Focus groups were used to determine how poverty and deprivation are understood within the community sector and low-income families.

A random sample from the community (2,700) and people who were clients of welfare organisations (700) completed surveys to identify which things people felt were important for a decent standard of living and also which they personally had or did not have. The authors were attempting to identify what degree of support existed for what items are essential. Of the final 61 items in the survey, 48 were regarded as essential by the majority of respondents and 30 were regarded as essential by over 90 percent of respondents.

Saunders et al. distinguish three forms of social exclusion:

- Disengagement – lack of participation in social and community activities (for example to be no regular social contact, did not participate in any community activities in the last year)

- Service exclusion – lack of adequate access to key services when needed (for example medical, disability, aged and child care)

- Economic exclusion – restricted access to economic resources and low economic capacity (does not have $500 in savings, had to pawn or sell something, could not raise $2000 in a week).

A total of 27 indicators were used to measure social exclusion. The authors found that half of the community sample experienced three or more forms of exclusion in total, compared to the client sample, 90 percent of which experienced three or more. Saunders et al. conclude that social exclusion is strongly related to poverty and deprivation but neither are they entirely interchangeable. The overlap between poverty, deprivation and exclusion was much greater for the client sample than for the general community sample (37.4% vs. 5.0%).

Scutella et al. (2009) reinforce the importance of robust indicators at the whole of population level. They are developing a framework that can be used to measure change over time. The indicators in the Scutella et al. model fall into seven 'life domains', as shown in Table 2.3 following.

Table 2.3 Social exclusion domains and measures

Domain	Measure
Material resources	Household income Household net worth Household consumption expenditure Homelessness Financial hardship
Employment	Paid work: employed, self-employed, unemployed, underemployed Undertaking unpaid work
Education and skills	Basic skills (literacy and numeracy) Educational attainment Lifelong learning
Health and disability	Physical health Mental health Disability or long-term health condition
Social	Institutionalisation / separation from family Social support Participation in common social activities Internet access
Community	Access to transport Access to health, utilities and financial services Neighbourhood quality Voter enrolment Civic participation and voluntary activity/membership
Personal safety	Victim of crime Subjective safety Victim of discrimination

(Scutella et al. 2009)

Scutella et al. emphasise the need to understand the depth and persistence of exclusion across the life-course. However they don't currently have data for all the proposed measures and have therefore not yet tested this model.

2.2.7.   The Australian Government and social inclusion

The Australian Government signalled its intention to develop a social inclusion agenda as a key part of Australian social policy in 2008, with the appointment of a social inclusion board to advise Government on 'ways to achieve better outcomes for the most disadvantaged in our community and to improve the social inclusion in society as a whole' (Australian Government, 2009). Since that time, a series of discussion papers around issues of definition and measurement have been commissioned, culminating in the development of a framework for measuring social inclusion indicators on an annual basis. The key outcomes from this process are discussed in the following sections.

Hayes et al. (2008) at the Australian Institute of Family Studies provide an 'overview of the origins of the concepts of social inclusion and social exclusion' (p.1). They conclude the two concepts are 'two ends of a single dimension'. Hayes et al. describe that while there has been policy interest in assisting disadvantaged groups, the interest in social exclusion was not articulated until the McClure report (2000) which had a stated goal of *minimising social and economic exclusion*. The outcomes proposed for measuring this goal were:

- A significant reduction in the incidence of jobless families and jobless households

- A significant reduction in the proportion of the working age population that needs to rely heavily on income support

- Stronger communities that generate more opportunities for social and economic participation (McClure, 2000 in Hayes et al., 2008 p.2).

The authors indicate that while not being developed into policy at the Commonwealth Government level, policy responses to the McClure report had been developed by the South Australian Government and a number of non-Government social services organisations such as the Brotherhood of St Laurence, Mission Australia, the Smith Family and Anglicare. Hayes et al. assert the common elements of all definitions of social exclusion relate to:

- Restriction of access to opportunities

- Limitations to the capabilities required to capitalise on opportunities

- Social and economic dimensions (p.6).

In a second commissioned paper, Vinson (2009) outlines the 'five key forces' that drive the process of social exclusion; poverty and low income, lack of access to the job market, limited social supports and networks, the effect of the local neighbourhood, exclusion from services. Vinson goes on to discuss measurement issues and suggests data available to measure social exclusion; survey data (for example Household, Income and Labour Dynamics in Australia (HILDA), Longitudinal Survey of Australian Children) and census data. Administrative data, for example income support data, police and health system data. Vinson suggests data such as SEIFA and the Child Social Exclusion Index could be used to develop longitudinal data sets about the geographic distribution of social exclusion over time.

The report also discusses some of the potential benefits and risks of adopting a social inclusion agenda. The benefits suggested include:

- Broadening the emphasis of disadvantage beyond poverty

- Focusing political discourse on the most disadvantaged

- Emphasising the cumulative and multiple barriers faced and the localised nature of disadvantage

- Identifying the role of institutions in systematically excluding certain groups

- Promoting the importance of joined-up services to address local problems.

However he also points to risks including:

- Stigmatising excluded groups and developing a moral discourse of the 'undeserving poor'

- Lack of coordination of whole of government approaches

- Shifting policy attention away from inequality, in particular income inequality.

In 2010 the Australian Government published its first annual report on social inclusion *How Australia is faring* (Social Inclusion Board, 2010). The work draws on 44 baseline measures of social inclusion in the areas of participation, resources and entrenched disadvantage. These measures are outlined in Table 2.4 following.

Table 2.4 Social Inclusion Board indicators

Participation	
Work	Employment rate Children in jobless families Long term income support recipient
Learn	Young people not fully engaged in education or work Year twelve attainment
Engage (Social participation)	Contacted family or friends Participation in community groups
Have a voice (political, civic, community participation)	Participation in citizen engagement activities
Resources	
Material/economic resources	Low economic resources and financial stress Persistent low economic resources
Health and disability	People with long term health conditions affecting their ability to participate in employment People with mental illness affecting their ability to participate in employment Self assessed health
Education and skills	Literacy and numeracy Adult literacy and numeracy Early child development
Social resources	Support from family/friends in time of crisis Autonomy – having a voice in the community Access to the internet
Community and institutional resources	Access to public or private transport Access to health service providers
Housing	Homelessness Housing affordability
Personal safety	Feelings of safety Children at risk / child protection
Multiple disadvantage	
Multiple and entrenched disadvantage	Multiple disadvantage Entrenched disadvantage

(Social Inclusion Board, 2010, pp.18-21)

These indicators will be used to measure social exclusion on an annual basis.

Areas of further development noted by the authors will include:

- Better integration of census and administrative data sets through standardised data collection

- Better linking of individual data across census data sets to address issues caused by high levels of mobility within the population

- Improving consistency of geographic units across data

- Consideration of absolute standards or benchmarks for assessing disadvantage.

Another important issue highlighted at the beginning of *How Australia is faring* is discrimination. The authors report that a common theme indicated in the feedback received on the original set of social inclusion indicators proposed was that it does not adequately reflect the critical link between discrimination and social exclusion. The authors identify that there is currently no national data on experiences of discrimination, but note that the *Constructing Regionally Appropriate Responses to Racism Project* will map experiences of discrimination across Australia.

2.2.8. Timeline of the development of the concept of social exclusion

The following timeline identifies theorists and scholars who have been influential in developing concepts of social exclusion. Where their work includes, but builds on concepts that have been elucidated prior, only the new concepts are listed here. The work of each of these theorists has been discussed above, with the exception of Currie et al. discussed following in section 2.2.16.

1925 | **Weber:** social closure

1974 | **Lenoir:** people excluded by the State

1979 | **Townsend:** poverty and deprivation are multidimensional

1994 | **Silver:** solidarity, specialization, monopoly

1998 | **Atkinson:** relativity, agency, dynamic

1998 | **deHaan & Maxwell:** rights, resources, relationships

1999 | **Byrne:** systemic, spatial

1999 | **UK DWP:** income, joblessness, education, health, homelessness, crime

2000 | **Gordon et al.:** income, labour market and services exclusion

2000 | **McClure:** joblessness, reliance on income support, stronger communities

2002 | **Tsakloglou & Papadopolous:** relational

2002 | **Burchardt et al.:** consumption, production, political engagement, social relations

2005 | **Levitas:** RED, SID, MUD

2006 | **Tanton et al.:** spatial index, risk of child social exclusion

2007 | **Saunders:** disengagement, service exclusion, economic exclusion, social support

2007 | **Vinson:** neighbourhood effects

2008 | **Hayes:** access to and capabilities to capitalise on opportunities

2009 | **Scutella et al.:** depth and persistence

2009 | **Currie et al.:** links to wellbeing

Figure 2.1 Timeline of development of social exclusion theory

2.2.9.   Synthesis of social exclusion indicators

Table 2.5 following provides a synthesis of indicators used to measure social exclusion and inclusion. It demonstrates that income and employment are universally included in such measures. Most measures include some aspect of social interaction; however this varies between authors in so far as it is measured at an individual level or a community level. There is also a distinction between social *participation* type measures and those relating to social *support*. A small number of authors include measures of political engagement. Additionally, some frameworks include a measure or measures of exclusion from services, for example community, banking and health services. Some measure of crime and or health related aspects are also included in most frameworks.

The work of Burchardt et al (2002) has been influential as a foundation theory and has informed the development of many of the frameworks that followed, including Currie et al (2009), Scutella et al (2009) and the Australian Government (2009).

Table 2.5 Synthesis of social exclusion indicators

		Howarth et al. (1998)	Gordon et al. (2000)	SPC (2001)	Burchardt et al. (2002)	Tanton et al. (2006)	DWP (2007)	Saunders et al. (2007)	Currie et al. (2009)	Aus Gov (2009)	Scutella et al. (2009)
		UK	UK	EU	UK	AUS	UK	AUS	AUS	AUS	AUS
	Data source	Various	Primary	Various	BHPS	Census	Various	Primary	Primary	Various	Various
PROD'N	EMPLOYMENT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	OCCUPATION					✓					
	EDUCATION	✓		✓	✓	✓	✓		✓	✓	✓
	OTHER	✓			✓				✓		
CONSUMP'N	INCOME	✓	✓	✓	✓	✓	✓		✓	✓	✓
	HOUSING	✓					✓	✓		✓	✓
	ASSETS							✓		✓	✓
	SAVINGS							✓		✓	✓
	ESS. SPENDING	✓						✓			
	TRANSPORT	✓				✓		✓		✓	✓
	OTHER	✓						✓			✓
PE	POLITICAL ENGAGEMENT				✓					✓	✓
SOCIAL	FAMILY		✓		✓	✓		✓		✓	✓
	FRIENDS		✓		✓			✓		✓	✓
	CIVIC PART'P'N	✓	✓		✓			✓	✓	✓	✓
	OTHER		✓					✓			
SERVICE	COMMUNITY	✓	✓					✓			
	BANKING	✓	✓					✓			
	OTHER		✓					✓			
	HEALTH	✓		✓						✓	
OTHER	CRIME	✓	✓				✓			✓	✓
	HEALTH	✓	✓			✓		✓		✓	✓
	OTHER	✓		✓						✓	✓

2.2.10.   Social inclusion and social capital

Social capital is of interest in this research because the mobilisation of social resources through social capital could be hypothesised to positively influence social inclusion. The term *social capital* reflects the idea that the quantity and quality of social networks can have value; it refers to connections among individuals. The key proponent of the importance of social capital, Putnam, describes it as

> '…social networks and the norms of reciprocity and trustworthiness that arise from them' (Putnam, 2000 p.19)

Social capital is understood to have three spheres

- Bonding social capital - strong ties with people like oneself

- Bridging social capital - looser ties with people beyond one's close social circle

- Linking social capital - ties to institutional and decision making power (Stone, 2001).

Of interest is the trust and reciprocity that is developed within these spheres and the ways in which this can be mobilised to assist individuals and communities (Stone, 2001, Esser, 2008, Coleman, 1988).

There is significant overlap between identified outcomes of social capital and indicators of social inclusion. Examples include community, civic and political participation (Putnam, 2000) and income and employment (Johnson et al., 2005). Furthermore, development of social capital is closely related to development of social relationships and social support that are widely supported indicators of social inclusion (Burchardt et al., 2002b, Saunders et al., 2007, Scutella et al., 2009).

Bates and Davis (2004) argue that social capital concepts are necessary to enrich thinking about social inclusion, since social capital theories have a greater potential to help understand the importance of oppression, discrimination and structural inequalities, and factors that might help combat this. They discuss social capital and social inclusion in relation to the provision of support services for people with learning disabilities. They argue that social inclusion fails to adequately recognise the operation of gender and racial discrimination that impacts people with a learning disability's ability to participate in community. They advocate for full citizenship, moving away from a 'service provider – client' model of interaction and improved access to 'mainstream' activities as important features of a more inclusive approach for people with disabilities .

Hayes et al. (2008) also link social inclusion to social capital. They claim trust and reciprocity facilitate cooperative behaviour (Stone, 2001 in Hayes, 2008) and build a cohesive society (Winter, 2000 in Hayes, 2008) which they suggest mitigate against social disadvantage and crime.

Recent research in Australia (Currie and Stanley, 2008) has explored links between transport, social capital and social exclusion. Follow up work to quantify some of these links (Stanley et al., 2009) indicates that social capital has a mediating impact on social inclusion. Those people with greater bridging networks were less likely to be excluded. The social interactions that lead to development of such networks and the transport factors that influence this are not well understood.

Using self reported data from a social capital benchmark survey, Hartell (2008) found transport is more likely to be reported as a barrier to participation in community involvement for people who are non-white, female, have a long commute to work and are on a low income. This suggests interactions between social capital, transport and factors known to be associated with an increased likelihood of experiencing social exclusion.

2.2.11.   Social inclusion and transport

Most research conducted into the relationships between transport and social exclusion has been conducted in the UK. Notable examples include Church et al. (2000), Hine and Mitchell (2003), the Social Exclusion Unit (2003) and Lucas (Lucas, 2004b). In Australia a project by Currie et al. (2009) explores the relationships between transport, social exclusion and wellbeing. These studies are discussed fully in section 2.3 of this review.

2.2.12.   Social inclusion and the arts

A growing understanding is developing about important relationships between participation in the arts and social inclusion. Some arts programs achieve social inclusion outcomes, including employment, education, participation and social support (for example see Jermyn 2004). However there is significant variation between activities in their stated aims, the types of outcomes achieved and in the methodologies employed to measure them. In particular there is evidence of social inclusion outcomes through intermediate steps to inclusion, such as development of personal confidence and social networks that lead to social inclusion outcomes such as social and community participation and employment (such as VicHealth 2003, Jermyn 2004, Kelaher et al. 2009).

Many arts projects and programs engage socially excluded people and despite not having stated social inclusions aims, have been found to produce outcomes linked to social inclusion. However, there is significant variation between activities in their success in achieving this. Projects involving the arts for inclusion target excluded populations or places, have specific social inclusion aims or have aims relating to the underlying aspects of social inclusion. These are discussed in detail in section 2.4 of this review.

2.3. Transport disadvantage and social exclusion

The relationships between transport disadvantage and social exclusion have been increasingly investigated as social exclusion has become more prominent as a theory underpinning social policy. This has been lead by researchers in the UK, such as Church, Frost and Sullivan (2000), Hine and Mitchell (2003) the Social Exclusion Unit (2003) and Lucas (2004b). UK research is mostly conducted within an accessibility framework and describes two main features of the relationship between transport and social exclusion. First, public transport is promoted as an enabler to accessibility in order to 'ameliorate aspects of social exclusion' (Hine and Mitchell, 2003 p.41). Second, research describes impacts and outcomes of transport disadvantage for socially excluded groups.

Early Australian scholarship in the field included Travers Morgan (1992) *Strategies to overcome transport disadvantage*, commissioned as part of the Australian Government's *Social Justice Research Program into Locational Disadvantage*. In 2007 research surrounding transport and social issues for a range of groups was published as an edited collection entitled *No Way to Go.* These publications are referenced throughout this review. Subsequently an Australian Research Council funded project *Investigating transport disadvantage social exclusion and wellbeing* was undertaken and is discussed further in sections 2.3.4 and 2.3.5.

Overall, this section of the literature review discusses the relationship between transport and social exclusion and describes its causes and impacts. The review focuses on those groups within our community who are particularly at risk of transport related social exclusion. Gaps and unresolved debates in the literature are also identified and explored.

A synthesis table (Table 2.6) outlining the key research relating to transport disadvantage in each of the key arenas of social exclusion is also presented.

2.3.1   Definition of terms

There are a number of terms used in this section of the literature review that can be understood to have quite different meanings when used in different academic disciplines. This is one of the inherent difficulties in cross-disciplinary research such as this. For the purpose of clarity, these terms are defined prior to commencing any discussion of them.

Mobility – 'The ability to move' (Lowe, 2002 p.15) and in the context of transport research -

'…convenient and economic travel of persons throughout the city and its suburbs' (Vuchic, 2005 p.340).

Access – 'The ability of people to get to essential facilities when necessary by convenient and economical means' (Lowe, 2002 p.3).

Accessibility – 'The *measure* (emphasis added) of how easy it is to reach a destination assessed across all modes' (Lowe, 2002 p.3).

Accessible transport – 'a fully accessible transit system is defined here as a system on which all reasonable efforts have been made to accommodate all groups of present and potential users who have special needs' (Vuchic, 2005 p.340). Such special needs can include physical disabilities (Bromley, 2007) or cognitive barriers (Reynolds, 2002).

Transport disadvantage – 'a multi-dimensional construct with characteristics associated with location, access to mobility and the limitations on personal access associated with the physical, social and psychological characteristics of individuals' (Delbosc and Currie, 2011 p.171).

2.3.2   Underlying approaches

Transport related social exclusion is closely related to the concept of transport disadvantage. As outlined above, transport disadvantage is a term coined to refer to location, access to mobility and personal characteristics (for example disability) that interact to limit an individual's ability to travel. Recent literature suggests transport disadvantage can be understood as either a failure to meet the transport needs of citizens or as an unequal distribution of transport opportunities. Each of these definitions is discussed in the following sections. Additionally, spatial and categorical approaches to understanding transport disadvantage are discussed.

Failure of transport to meet the accessibility needs of citizens

Hine and Preston (2003) Lucas (2004a), Stanley and Stanley (2007) and others describe transport as having a role in achievement or failure to achieve social policy goals of governments. In this context transport is understood to have an 'enabling accessibility function' (Lucas, 2004a p.10) in achieving these goals. The social policy goals, or 'needs' which have received the most attention in the transport literature are employment (Thakuriah and Metaxatos, 2000, SEU, 2003, Perkins, 2007), education and training (Winter, 1995, Clifton and Lucas, 2004), healthcare (SEU, 2003) and access to goods and services (SEU, 2003, Lucas, 2004b). While transport related social, leisure and cultural exclusion have been identified (SEU, 2003, Stanley and Stanley, 2007, Greaves and Farbus, 2006, Stoltz, 2001), less work has been undertaken on understanding the dimensions of and potential solutions to these problems.

One theory that has been influential in the development of the understanding of transport disadvantage is *accessibility*. As defined above, accessibility is a *measure* (emphasis added) of how easy it is to reach a destination assessed across all modes' (Lowe, 2002 p.3).

Zhang (1998) describes the way the concept of accessibility has gained attention in research and policy because it represents the joint service level of transportation and land use. Zhang claims the term has been influential in rethinking the effectiveness of transportation investment and policy making (p.22).

Accessibility and participation reflect the thinking of Amartya Sen (Sen, 2005, Sen, 1999) and Martha Nussbaum (2000) who have pioneered the 'capabilities approach' as a way to address disadvantage. The capabilities approach, as described by Nussbaum (2000) is a philosophical approach to human development that focuses on:

> …what people are actually able to do and be … informed by an intuitive idea of a life that is worthy of the dignity of the human being (p.5).

This approach suggests a role for governments in providing citizens with the capabilities necessary for full and active participation in society. While Sen (2005) proposes the capabilities required will be identified differently in any given context and in response to public reasoning, Nussbaum has worked to more carefully define the capabilities approach, which she conceptualises as

> …basic political principles that can serve as the foundation for constitutional guarantees to which nations should be held by their citizens (Nussbaum, 2000 p.298).

The capabilities approach is salient because it considers issues of injustice and inequality not in terms of what, or how much people *have*, but rather what they are *able* to have and therefore leaves people's own choices or judgements, about what they choose to do or get, aside. This is an important distinction from a social inclusion approach that identifies the things people do or have as measures of their inclusion.

Analysing transport disadvantage fits into a capabilities approach when assessing the *opportunities* people have due to the availability of transport, rather than whether or not they *realise* these opportunities.

Urry (2007) describes accessibility related disadvantage in terms of a combination of 'distance, inadequate transport and limited ways of communicating' (p.190). He claims this leads to a 'socio-spatial inequality' as described by the SEU (2003) and others. Urry outlines four components of the concept of access:

- Economic – the resources required for mobility. Urry claims this is the greatest factor in equity.

- Physical – the ability to drive a car, enter certain areas or navigate certain environments.

- Organisational – for example arranging a lift, planning trips, safety and amenity of transport services.

- Temporal – time and frequency of services, individuals' capacity to control their own temporal regime. (pp.191-192).

Unequal distribution of transport and mobility

An unequal distribution of opportunities for mobility is problematic because it is often the people with the poorest access to transport who are in the greatest need of the goods and social services they are unable to access due to their transport disadvantage (Clifton and Lucas, 2004 pp.28-29). Arguments regarding the unequal distribution of mobility draw heavily upon social exclusion literature which has significantly influenced UK policy development (SEU, 2003, Lucas, 2004b).

Mollenkopf et al. (2005) define mobility as a complex phenomenon that relates both to the ability to move in time and space and also to trips for the realisation of social and material needs. The definition of mobility has not been fully operationalised in the literature. However, Metz (2000) provides a useful framing of aspects underpinning the concept of mobility. These are that mobility is:

- Travel to achieve access to desired people and places

- Psychological benefits of movement (getting 'out and about')

- Exercise benefits

- Involvement in the local community

- Potential travel – knowing a trip *could* be made if needed or desired (p. 150)

Metz (2000) suggests that mobility is something we seek to optimise. People with mobility impairment or limitations will seek to maximise their mobility and conversely, people who are exceptionally mobile may seek to minimise their mobility. People who are socially excluded are identified as being less mobile, or less in receipt of the accessibility, psychological, physical, community or potential travel benefits than their 'included' counterparts (Metz, 2000). Socially excluded people and communities have also been identified as unequally bearing negative impacts, such as road trauma and pollution, of the current car-dominated transport system (SEU, 2003, Lucas, 2004b).

The US takes a rights-based approach to understanding transport inequity, stemming from the introduction of the Civil Rights Act 1964 that Rosenbloom indicates

> …was designed to address centuries of social exclusion in many government programs and particularly public transit services where discrimination was intentional and clear (2007 p.3.4).

In conjunction with environmental justice statutes and regulations, the Act has increased opportunities for minority groups to participate in the transport planning process (p.3.4). The Americans with Disabilities Act (ADA), 1990 requires transport providers to offer wheelchair accessible transport and demand responsive paratransit services to meet the needs of people with disabilities (p.3.5).

Spatial versus categorical approaches

Further approaches, criticised by Church, Frost and Sullivan (2000) analyse transport disadvantage according the spatial distribution of the population, key activities and the transport available to access them. Church, Frost and Sullivan claim this approach fails to recognise other barriers that people may experience to accessing available transport (for example disability or cost). Conversely, approaches focusing on population types, for example older people or sole parents with young children, fail to adequately represent the significant differences that exist *within* these groups in relation to access to the resources they may have at their disposal.

2.3.3 Causes of transport disadvantage

There are a number of issues identified in the literature as causing, or contributing to transport disadvantage. These include land-use planning, cost and travel budgets, poor accessibility, 'forced' car ownership (which is both a cause and consequence of transport disadvantage), conflicting transport policy objectives, and the low travel horizons of some travellers. These are discussed in the following sections.

Land-use planning

One of the key causes of transport disadvantage is the interaction between land use planning and transport supply (Dodson, 2007, Naess, 2006, Hine, 2003). Land use patterns identified as influencing transport disadvantage include:

- rapidly growing residential areas developing on metropolitan fringes in Australia (Dodson, 2007),

- residential and employment development in fringe areas in the UK (Hine, 2007)

- the suburban location of employment, away from poorer neighbourhoods in the USA (Ihlanfeldt, 2006, Kennedy, 2004, Kain, 1968)

- centralisation of services, for example the closure of schools, in smaller communities in Australia, the UK and USA (see for example McDonald, 2007).

Work by Dodson (2007) and Currie and Senbergs (2007a) identifies significant shortages in public transport supply in outer urban municipalities, for example Cardinia Shire in Victoria and in remote and very remote Australia, for example Arnhem Land, Northern Territory. Transport disadvantage is extreme in remote areas, an issue explored further in relation to Indigenous Australians who are the highest proportion of people living in remote communities (Currie and Senbergs, 2007b p.9.2).

A feature of the distribution of socio-economic disadvantage in Melbourne is that low-income households tend to be concentrated on the urban fringe, where transport provision is also poor (Currie, 2010). Outer Melbourne is growing rapidly, but service provision and public transport are poor, leading to outer Melbourne being highly car dependent. In 2001, more than 60 percent of outer Melbourne households had two or more cars (Currie and Senbergs, 2007a). This contrasts with the situation in the UK, where public transport 'network shrinkage' in rural areas of the UK interacts with changes to land use, to exacerbate transport disadvantage. Network shrinkage has been influenced by increasing car ownership, de-regulation of bus services and decreased public spending on public transport (Hine, 2007 p.4.6). In the UK in 2003, 29 percent of rural settlements did not have a bus service (SEU, 2003 p.25).

Cost and travel budgets

The cost of public transport fares in the UK is rising (Hine, 2007 p.4.2), with local bus fares having increased 80 percent in real terms between 1974 and 2000, while the cost of motoring has remained relatively stable (SEU, 2003 reported in Clifton and Lucas, 2004 p.26). Similarly, in the USA, the Thoreau Institute have documented significant increases in public transit costs (paid by the tax payer and/or consumer), to it being presently three times the cost of driving (reported in Kennedy, 2004 p.160). Australian data (Morris and Wigan, 1979 reported in Dodson et al., 2004) demonstrating that people on higher incomes spend a greater percentage of their net income on travel, may appear counter-intuitive, however Dodson et al. attribute this to travel being a 'luxury' good, with consumption being determined by income (p.16). It is likely this consumption, while being a greater percentage of income than for people on lower incomes, is actually a much smaller proportion of their *disposable* income, than in lower income households. Work by Currie and Senbergs (2007a) indicates that some low income households in areas of low public transport supply may be spending up to 50 percent of

household income on the costs of maintaining private auto-mobility (p.4). This suggests a situation of transport poverty. That is 'when a household is forced to consume more travel costs than it can reasonably afford, especially costs relating to motor car ownership and usage.' (Gleeson and Randolph, 2002 p.102).

Transport disadvantage may also be caused by deficits in one's travel budget, that is:

…the amounts of money and time that the individual allocates to travel (Gunn, 1979 p.7).

Travel budgets are understood from an individual, rather than a systems perspective. The travel budget is a central component of transport demand forecasting and is conceptualised as either:

- a constraint - which may be fixed, or responsive (for example to pricing) (Gunn, 1979), or

- an element within the allocation of broader budgets to activities (Gunn, 1979, Wigan and Morris, 1979), for example as part of the activity of going shopping.

The main travel budget items described in the literature are money and time. Money expenditure is measured as either *total outlay* which includes current expenditure on vehicle maintenance and running, public transport fares and the purchase of vehicles or *current expenditure* which does not include vehicle purchase (Gunn, 1979). Travel cost budget variation is minimal within the two significantly different groups of car owners and non car owners (Goodwin, 1979).

Time expenditure on travel can be understood as time spent travelling, or the amount of time spent on travel within the time allocated to other daily activity, for example shopping. Travel time can be minimised through 'trip-chaining'; the sequential grouping of a number of trip segments (O'Fallon and Sullivan, 2005), through substitution; such as shopping online and having goods home-delivered, or through outsourcing; where someone else is paid to

undertake the activity (and associated travel) on your behalf (Wigan and Morris, 1979). Travel time budget variations exist across sex, age, income and socio-economic groups (Goodwin, 1979).

Goodwin (1979) argues that research into travel budgets is important because:

- the time and money people invest in travel will always be offset against the potential benefits available and therefore need to be understood in order to forecast travel demand, and

- it measures the use of resources and the degree of choice people can exercise over where and how they travel and therefore informs the understanding of the social and economic impacts of transport policy changes.

However, when taking into consideration the growing literature regarding the relationship between social exclusion and transport disadvantage, it could be argued that the concept of a travel budget, reflecting *only* time and money represents a very small part of the overall picture of the elements influencing or constraining travel behaviour. There is not a strong case for combining these two elements into a package of 'travel budget' without including other influential items such as health and disability, education, discrimination, employment and housing, which may equally constrain or influence travel behaviour.

Poor accessibility

There are a number of factors influencing the accessibility of transportation, in particular public transportation, in addition to availability and affordability described above. Physical access barriers, such as high steps and the location of stops, predominantly limit access for older people (Hine, 2007, Schmocker et al., 2008), people with a physical disability (Currie and Alan, 2007, Hine, 2007, Bromley et al., 2007, Schmocker et al., 2008) and sole parents with young children (Hurni, 2007). Barriers to transport accessibility can also be caused by aspects of the built environment (Rosenbloom, 2001). For example in an American study of physical

activity by people with visual and mobility impairments, 90 percent of people surveyed reported accessibility issues caused by sidewalk pavement problems (Kirchner et al., 2008).

Fear of personal safety (accidents and muggings) discourages public transport use for older people (Clifton and Lucas, 2004, Hine, 2007, Rosenbloom, 2001), teenagers (Clifton and Lucas, 2004, Yavuz et al., 2007) and people from ethnic minorities (Hine, 2007, Yavuz et al., 2007). This fear is compounded by fear associated with walking in the street alone at night, to access transport (Clifton and Lucas, 2004, Yavuz et al., 2007). Variation exists between transport modes, for example some research indicates women have lower levels of feeling safe on public transport (Clifton and Lucas, 2004, Hine, 2007), however, a study in Chicago found this was only the case on trains, not buses (Yavuz et al., 2007). Conversely, people from lower-income neighbourhoods in this study felt less safe using buses than trains (p.24).

Poor access to public transport information can also reduce use (Clifton and Lucas, 2004). Barriers to accessing transport and travel information are experienced by people with poor literacy and language difficulties, who in the USA and UK are predominantly those in poverty (Clifton and Lucas, 2004 p.21). It can therefore be anticipated that these people will experience greater disadvantage in relation to public transport access than others. Australian research identifies lack of understanding about how public transport works as one of five major barriers to use of transport by Indigenous Australians (BAH, 1998). People with cognitive or sensory disabilities also experience barriers to accessing transport information (Currie and Alan, 2007).

Forced car ownership

Forced car ownership has been described as a situation whereby people on low incomes are forced into owning one or multiple cars because of a lack of viable alternative transport (Banister, 1994). The costs associated with this are hypothesised to create significant hardship (Gleeson and Randolph, 2002) where up to 50 percent of household income may be subsumed

in the cost of owning and running multiple cars (Currie and Senbergs, 2007a). Australia has very high rates of car ownership (ABS, 2005) in particular in urban fringe areas (for example Outer Melbourne as described by Currie and Senbergs, 2007a) and car travel accounted for 81.2 percent of trips in a 2007 survey of 43,800 Victorians (DoT, 2009 p.5). In the USA 85.8 percent of all trips are made by car (Taylor et al., 2009). Transport systems have developed to prioritise car travel and significant transport spending is dedicated to road travel (Dodson, 2007 p.11.3). Litman (2010) proposes that transport disadvantage is further exacerbated by a cycle of car dependence that he defines as:

> …a self-reinforcing cycle of increased automobile travel, reduced travel options, and more automobile-oriented transportation and land use policies which result in a high level of automobile dependency in most communities.

Car ownership is associated with greater mobility in the UK (Clifton and Lucas, 2004, Giuliano and Dargay, 2006), USA (Giuliano and Dargay, 2006) and Australia (Currie and Senbergs, 2007a). The differences are so significant that Lucas argues '…lack of access to a car is in itself one of the key defining factors in people's disadvantage.' (Clifton and Lucas, 2004 p.22). This suggests that automobile dependence can be both a cause and effect of transport disadvantage.

Conflicting transport policy objectives

In the UK, transport spending invests in decreasing trip times for large groups of travellers, therefore favouring road projects over public transport, walking and cycling (Lucas, 2004a). This situation is also reflected in the USA where public transport spending targets commuters in urban areas and has not invested in upgrading inner-city transport (Kennedy, 2004).

In Australia, the Victorian public transport system has been developed in a radial pattern to reflect (past) employment concentration in the inner-city and has not been able to meet the

needs of cross-town and local travellers (DoI, 2006 p.15). This is being remodelled to reflect the more dispersed employment locations that now exist. Non-commuter travel is not significantly addressed in the Victorian transport policy *Meeting Our Transport Challenges* however the policy states that it aims to balance economic, social and environmental goals (DOI, 2006 p.6).

Low travel horizons

Transport policy in the UK has been influenced in part by a notion of 'low travel horizons'. That is, the idea that some people are reticent to travel far from home to access employment (in particular) and other goods and services (SEU, 2003, Rugg and Jones, 1999). Job seekers are being offered additional support, on the proviso that '…they are expected to expand their travel horizons and be prepared to look for and take up work within a reasonable travelling distance' (SEU, 2003 p.97). The low travel horizons approach positions the travel behaviour of the job seeker as a cause of their poverty and exposes moral underclass discourse (as discussed by Smyth, 2007 p.2.6), whereby the behaviour of individuals is characterised as the cause of their disadvantage. This may be problematic if ideological framing limits understanding of causes and solutions to transport disadvantage. More research is required to adequately understand the operation of low travel horizons and subsequent impacts on social exclusion.

Linked to travel horizons is the issue of constrained expectations. That is, people who have less ability to access public transport often under report the barriers this creates for them. This is reinforced in the finding reported by Delbosc and Currie (2011) that there is not a strong relationship between self reported levels of transport difficulties and actual trip making.

2.3.4 The impacts of transport disadvantage on social exclusion

Poor access to transport can be both a result of and a cause of social exclusion (SEU, 2003). For example, not being able to afford to run a car, or living in an under-serviced area that does not have good public transport will mean that your transport options are limited (Clifton and Lucas, 2004). Transport disadvantage also limits your ability to participate fully in society, for example through employment, community participation or access to goods and services.

Church, Frost and Sullivan (2000) have developed a framework for understanding travel related exclusion, which they describe as physical, economic, time based, fear based, space based, geographic and facilities exclusion. Physical exclusion relates to physical aspects of the transport system such as vehicle design and aspects of the built environment that inhibit people's ability to access transport services. Economic exclusion refers to costs that make travel unaffordable for some groups. Time based exclusion relates to the participation barriers caused by multiple demands on one's time, such as work and childcare. Fear based exclusion is caused by fear for one's personal safety stopping one from using available transport services and space based exclusion refers to the way some spaces are exclusionary (for example first class travel areas). Related to space based exclusion is the exclusion caused by residential location far from goods and services and activities.

Schonfelder and Axhausen (2003) undertook analysis of the size of people's activity spaces (the area travelled during a period of time, for example a day or a week) to examine variations based on socio-demographic characteristics. However, their results did not show significant differences for those groups who are at risk of social exclusion. Research by Casas et al. (2009) suggests multiple methods of measuring transport related exclusion need to be used to adequately understand the experiences of children. For example, in their work, deprivation, cumulative opportunity and space-time measures all revealed different results when used with the same population of children.

Similarly, Priya Uteng (2009) asserts the need to complement spatial-temporal measures with people-based measures in order to fully understand exclusionary processes and their interactions with mobility. Using a case study, Priya Uteng identifies that non-Western immigrant women in Norway spend greater amounts of time travelling than their male counterparts and that both female and male non western immigrants spend much more time travelling than native Norwegians (84.5 and 79.8 compared to 70.0 minutes per person per day). Furthermore, the location of employment opportunities away from where these groups tend to reside and a lack of public transport at required times create significant barriers to workforce participation for both these groups. Priya Uteng also extends this analysis to consider the ways in which 'cities themselves aid in reproducing identities' (p.1070). In the Norway case study, this is focussed on ethnic identities, but this idea could be considered in relation to other identities of social exclusion or inclusion. Paez et al. (2010) use the case study of food deserts in Montreal to demonstrate the use of a relative accessibility deprivation indicator for understanding aspects of social exclusion in urban settings. Their work progresses the field by developing a cumulative measure of opportunities available to an individual. This is done by comparing the distribution of locations (in this case food outlets) to the average distance an individual with a certain set of characteristics travels.

How is Australia faring?, the Australian Government's framework for an annual measure of social inclusion includes access to public or private transport as an indicator. The Government's rationale for the use of this indicator is that:

> Having access to transport is an important aspect of getting and keeping a job, undertaking daily activities, and maintaining social and community connections. Therefore, assisting those who find it difficult to access transport will help overcome barriers to social inclusion (Social Inclusion Board, 2010 p.60).

In their report, they indicate that in 2006, 4.3% of the population reported they could not or often had difficulty accessing places. They also report a relationship between higher levels of

difficulty accessing transport and people with a low-income, disability or poor health, lone-parent families, poor English proficiency, older age and unemployment (Social Inclusion Board, 2010 p.60).

In Australia a recent project exploring transport and social exclusion has made a considerable contribution to the understanding of the relationships between transport, social exclusion, social capital, community connectedness and subjective psychological wellbeing (Currie et al., 2009). Key findings from this study include:

- High car ownership on a low income is potentially more prevalent than non car ownership on a low income, in outer areas of suburban Melbourne (Currie et al., 2009).

- Outer areas of Melbourne have very high transport needs and very low, or zero public transport supply (Currie et al., 2009).

- People experiencing multiple dimensions of social exclusion had lower rates of trip-making, distances travelled and car ownership than those experiencing less exclusion (Stanley et al., 2009).

- People with strong networks of bridging social capital[2] travel more than others (Stanley et al., 2009).

- The group most at risk of social exclusion through transport disadvantage are older women, on low incomes with a disability (Delbosc and Currie, 2011).

- Self reported transport problems are not a robust way to measure transport disadvantage because there was no difference found in realised mobility between groups reporting differing levels of transport problems (Delbosc and Currie, 2011).

- The value of a trip to a socially excluded person is higher than has been derived by traditional accounting methods (Stanley et al. 2010).

- Wellbeing has an important relationship to social inclusion (Stanley at al., 2009).

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[2] Bridging capital relates to the trust and reciprocity developed with people outside one's immediate family and close friends. This is discussed fully in section 2.2.10 of this review.

2.3.5 Impacts on the domains of social exclusion

In the following sections of this review, the social exclusion framework proposed by Burchardt et al. (2002b) is used to delineate the impacts of transport on social exclusion. As discussed in section 2.2.4 above, Burchardt et al. identify four domains of social exclusion, as participation in:

- Production – employment and education

- Consumption – capacity to purchase goods and services

- Political engagement – participation in community decision making

- Social interaction – social support and community participation.

In the following sections, the impact of transport on each of these is discussed in full and a synthesis table at the end of the section summarises the impacts of transport disadvantage, as they relate to the spheres of social inclusion.

Production - employment

Evidence of the impacts of transport disadvantage on employment is mixed. A number of authors describe examples of self-reported barriers to employment caused by transport problems. For example:

- in an Australian study of highly disadvantaged job seekers, 28 percent of non-metropolitan, 14 percent of outer metropolitan and four percent of metropolitan job seekers reported lack of access to transport as a barrier to employment (Perkins, 2005 p.31)

- in the UK *Making the Connections: Final Report on Transport and Social Exclusion (SEU 2003)* two out of five job-seekers identified transport as a barrier to getting a job (p.2).

The transport costs associated with Welfare to Work programs have been identified as an additional burden for people transitioning into the workforce (Kennedy, 2004, Hine, 2007). A study in 2000 identified that between 7 - 14 percent of welfare recipients in a UK Welfare to Work program reported they were unable to take up employment because transport to work was unaffordable (Green et al., 2000 p.109).

Case study research evaluating targeted transport programs in the UK, France and USA identified a number of improvements in employment prospects for unemployed people as well as additional benefits in communities from development of new transport services. The authors note however that due to small numbers of participants and short time-frames of the research, they were unable to quantify impacts (Lucas et al., 2006).

Attempts to quantify impacts have had mixed results. Since Kain's (1968) seminal work on the spatial mismatch hypothesis; the idea that African Americans are segregated in inner-city areas away from the jobs available in suburban areas, significant research and policy interest has invested in understanding and responding to the transport dimension of this. Bania et al. (2008) describe the way this hypothesis was broadened by later researchers to include low-income, disadvantaged white populations (Arnott, 1998, Ihlanfeldt, 2006 in Bania et al., 2008). They contend however, that methodological problems in the previous research distort causality because employment and residential location are jointly determined. This means people who have moved residence to attain employment are measured as living close to the job. In their research on women leaving welfare in Ohio, USA they have linked the tested outcomes to residence *prior* to the person exiting welfare. Their findings suggest '… job access did not seem to play a significant role in determining labour market outcomes such as employment, earnings, hourly wage and weekly hours worked' (Bania et al., 2008 p.2197). Contrastingly, Thakuria and Metaxatos (2000) identify that the greater the number of jobs

within a 'tolerable travel time' for women moving from welfare to work was associated with greater job retention.

O'Connor and Healy (2002) propose that in Melbourne the links between residence and employment are complex, with residential location being driven by employment opportunity. They contend the increase in house prices in the inner city reflect growing employment opportunities in 'new economy' jobs available there. The number of people who live and work in the same region is high and has increased in the 1986 – 1996 period, most significantly in areas of rapid jobs growth (outer south eastern Melbourne). There are large areas of middle Melbourne with significantly decreasing job markets and inner Melbourne is becoming unaffordable. They therefore assert that 'urban sprawl' may not be problematic if people are living and working in the same areas. From this, it could be hypothesised that people who aren't able to live in the region for which they are trained or able to work will face barriers to employment if they don't have access to adequate transport.

Some researchers have also identified transport barriers to work in the informal economy. For example Currie and Senbergs identify the impacts of transport disadvantage for Indigenous Australians in remote communities on the inability to access land for 'looking after country' and to access family networks to maintain kinship obligations (Currie and Senbergs, 2007b).

Production - education

Distance from educational institutions and costs of transport have both been identified as barriers to education. UK research has identified that 35-40 percent of trips made by young people aged five to fifteen is to education (Department for Transport, 2006 p.5) and the distance of trips to school has increased since the 1980's introduction of greater parental choice in school selection (Thornthwaite, 1996 reported in, Church et al., 2000). For primary school aged children, there is an increasing trend for these trips to be made by car. Older children in the UK are more likely to walk to school than use any other transport mode (Department for Transport, 2006 p.6). Young people in post-16 year old education and training have been identified as missing days of schooling or turning down offers of education placement due to unaffordable transport costs (Clifton and Lucas, 2004 p.31).

In the US, the centralisation of schooling has increased travel distances for some students and Talen (2001 reported in Clifton & Lucas, 2004) found an inverse correlation between student achievement and the distance a student had to travel to school.

Shucksmith et al. (2006) identified the costs and availability of transport as reported barriers to the uptake of funded preschool education places for young children in rural communities in Scotland. In addition some parents did not like their children travelling long distances without them when transport services were provided; others found the coordination of preschool and primary school attendance times problematic in scheduling transport. Low availability and high cost of public transport in Scotland have also been demonstrated to be a barrier to further education (Callender, 1999).

Australian research indicates the following trends:

- access to education and employment have been identified by young people as the major issues caused by transport disadvantage, in urban fringe (Winter, 1995) and rural communities (Currie, 2007, LGCTWG 2007)

- young people have reported dropping out of courses because of transport problems (Hurni, 2007)

- sole parents in households without a car have reported that transport problems limit opportunities for their children to participate in extra-curricular activities (Hurni, 2007). This can have on-flow impacts for school retention as children become marginalised from their peer-group due to non-participation (Bond and Horn, 2007).

Consumption

The Burchardt model of social exclusion measures capacity to purchase according to equivalised net income. Consumption related exclusion is said to exist when equivalised net household income is less than half mean income. The influence of income on travel and transport is well proven in the literature, with strong evidence demonstrating that people on higher incomes travel more than those on lower incomes (for example Morris and Wigan 1979, Hine and Mitchell, 2003).

However, in relation to transport, consumption has the additional aspect of the availability of, or ability to access the desired good or service. Transport planning in the UK has been significantly influenced by a strong focus on accessibility (Hine, 2003). As discussed above, accessibility relates to the potential for interaction and is influenced by both transport and the location of activities (Zhang et al., 1998). Research has identified the lack of affordable appropriate transport as a barrier to accessing a number of goods and services. Church et al. (2000) and the Social Exclusion Unit (2003) summarise these, from a number of sources as:

- supermarkets / range of shops (healthy /affordable food), postal services, launderette

- health / medical clinics

- financial services

- childcare (which then has a flow on barrier effect to employment).

These issues have also been identified in US research with the 'flight to the suburbs' of business, out of inner cities (Kennedy, 2004).

A number of researchers have developed indexes of accessibility as a means of identifying accessibility problems. Cooper et al. (2009) have developed a measure of accessibility called Access to Opportunities and Ser the USA, South East Asian migrant populations have higher rates of car ownership than other ethnic minority groups, but experience disadvantage caused by the costs associated with vices (ATOS) in the UK. ATOS measures access to services and employment by walking or public transport and is an application of Transport for London's CAPITAL model.

CAPITAL in the UK measure travel time between destinations, taking into account the major aspects of the journey such as walk access time, waiting time, in vehicle time and interchange time (Church et al., 2000). CAPITAL also accounts for the physical accessibility of vehicles and stations. Church et al. used CAPITAL to measure accessibility to key facilities needed to address social exclusion for disadvantaged populations. They found a 'lack of connection' between around one-quarter of London's residents and the facilities needed for inclusion (Church et al., 2000). SAMP is a modification of CAPITAL that improves its sensitivity to the perceptions and needs of various disadvantaged groups including young people, older people, those travelling with children, people who are unemployed or shift workers, black and minority ethnic people and people with a disability (Jones and Wixey, 2008 p.1).

Other Geographic Information Systems (GIS) based models in the UK include A Methodology for Enhancing Life by Increasing Accessibility (AMELIA); a tool for testing the impacts of transport policy on social exclusion (Mackett et al., 2008) and SAMP (discussed above).

The Community Resource Accessibility Index (CRAI) in New Zealand (Witten et al., 2003) measures locational access (distance) to a range of community resources including sports and recreational facilities, public transport, shopping, education, health and social and cultural facilities.

The Accessibility/Remoteness Index for Australia (ARIA) (DOHA, 2001) calculates the road distance to service centres of varying sizes to identify areas as *highly accessible* to *very remote* on a five point scale.

A significant limitation of these indexes is that a measure of distance to an activity provides no information about the transport that may or may not be available (except in the case of ATOS that measures public transport and walk access), nor the ability or inability of individuals to access available transport.

Gordon et al. (Gordon et al., 2000) identify access to transport as one element of services exclusion. Services included in their analysis were utilities, public services (e.g. libraries, hospitals, post offices) and private services (e.g. public transport, chemist, banks). They identify that access to public transport is a problem in the following ways:

- Six percent cited bus services as unavailable or unsuitable

- Eleven percent were unable to use trains because they were unavailable or unaffordable

- Fifteen percent regarded bus services as unavailable

- Ten percent regarded train services as unavailable.

The report highlights the compound nature of services exclusion and identifies that 33 percent of people in non-pensioner jobless households lacked access to two or more services.

Political engagement

There has been little empirical investigation of the role of transport in people's political engagement. The Australian work on transport and social exclusion (Currie et al., 2009) explored civic engagement and participation in campaigning organisations, but did not find strong evidence for this as a predictive factor in social exclusion or wellbeing (pers. comm. Delbosc, 2010).

One study in 1999 by Rhonda Daniels of the University of New South Wales assessed the time and money costs of participation in transport policy advocacy and planning. Her work referred to a study on volunteering undertaken by the ABS (1996 in Daniels 1999) indicating that reported time and money costs of people participating in lobbying/advocacy/policy research were higher than for any other volunteer activity. This suggests significant barriers to this type of participation for people on low incomes. Phone calls and travel costs were the most commonly cited costs for volunteers across all activity types. Daniels' empirical work identified time and cost as the main limits to people's participation in transport policy advocacy and planning. However, the sample only included people who were actively involved in this type of political engagement activity and does not therefore identify factors that preclude participation.

There appears to be a gap in understanding transport influences on participation in political engagement and the influence of this on social inclusion.

Social interaction

Recent research in Australia (Currie and Stanley, 2008) has explored links between transport, social capital and social exclusion. They indicate that in addition to public transport facilitating people's social interactions through assisting them to travel to social events, there are also opportunities to socialise while travelling, provided by public transport. Follow up work to quantify some of these links (Stanley et al., 2009) indicates that social capital has a mediating impact on social inclusion. Those people with greater bridging networks were less likely to be excluded. The social interactions that lead to development of such networks and the transport factors that influence this are not well understood.

A separate study in the USA (Hartell, 2008) explores whether transportation is a barrier to (the not further defined concept) 'community involvement', using self reported data from a social capital benchmark survey. Hartell found that overall, small numbers of people cite transport as barrier to their community involvement. However transport is more likely to be reported as a barrier to participation in community involvement for people who are non-white, female, have a long commute to work and are on a low income. The findings of this study are limited by the limitations of the data being self-reported and the lack of a definition of what 'community participation' represents.

As discussed above, Witten et al. (2003) include recreational, social and cultural facilities in their index of accessibility based on the assertion that they promote improved social connection and health. The UK Department for Culture Media and Sport have identified transport planning as a way to address accessibility problems in accessing cultural and leisure activities (DCMS, 2001)

Transport was a frequently reported barrier to participation in an arts and social participation project for isolated older people (Greaves and Farbus, 2006 p. 138) and for participation in

creative leisure activities for people with a learning disability (Reynolds, 2002). One small qualitative Australian study identified lack of transport as a barrier for Indigenous Australians to participation in cultural activities such as attending funerals (Stoltz, 2001). However, the role of transport and the local availability of community, cultural and social participation activities is a field requiring further investigation.

2.3.6 Synthesis of links between transport disadvantage and social exclusion

The following table presents a summary of the authors who have published work on transport disadvantage. It has been collated to represent each of the domains of social exclusion described by Burchardt et al. (2002b) as applied in this research. The table shows numerous examples of research undertaken about transport impacts on the production and consumption aspects of exclusion. The research regarding social interaction is mostly qualitative and with the exception of Witten, is either small scale or simply provides anecdotal examples of transport barriers, amongst other things. There is only one project about political participation and transport. Each of these studies has employed a different methodology and therefore present varying types and levels of evidence.

Table 2.6: Synthesis of impacts of transport disadvantage on domains of social inclusion

Production	Consumption	Social interaction	Political engagement
Kain, 1968	Morris & Wigan, 1979	DCMS, 2001*	Daniels, 1999
Winter, 1995	Church et al., 2000	Stoltz, 2001*	
Thornthwaite, 1996	Gordon et al., 2000	Reynolds, 2002*	
Arnott, 1998	Hine, 2003	Witten, 2003*	
Callender, 1999	Hine & Mitchell, 2003	Greaves & Farbus, 2006*	
Church et al., 2000	SEU, 2003	Currie & Stanley, 2008	
Green, 2000	Witten, 2003	Stanley et al., 2009	
Thakuriah & Metaxatos, 2000	Kennedy, 2004		
Talen, 2001			
O'Connor & Healy, 2002			
SEU, 2003			
Clifton & Lucas, 2004			
Kennedy, 2004			
Perkins, 2005			
DfT, 2006			
Ilhanfeldt, 2006			
Lucas et al., 2006			
Shucksmith, 2006			
Currie, 2007			
Currie & Senbergs, 2007			
Hine, 2007			
Hurni, 2007			
LGCTWG, 2007			
Bania et al., 2008			

*includes arts and/or cultural participation

2.3.7 Increasing car ownership

Transport disadvantage can be caused by and also causes increasing car ownership. This is problematic because of the financial burden of 'forced car ownership' incurred by low income households, discussed above. Increasing car use also has environmental impacts such as road congestion and noise and air pollution, which disproportionately impact on low income households who in the US predominantly live in the inner-city (Kennedy, 2004). It has been identified that 'the effects of increased mobile source air toxics has had visible increasing adverse health effects to these [inner-city] populations' (Kennedy, 2004 p.165). Greenhouse gas emissions will also increase with greater car use and Australian research shows that the cost effects of climate change will affect poorer people more than the wealthy (Brain, 2007).

In the USA and UK, minority ethnic and low income households are disproportionately affected by the negative impacts of car-dominated travel, including being overrepresented in road and pedestrian accidents (SEU, 2003 p.2, Hine, 2003 p.311) and exposure to pollution (Kennedy, 2004 p.165). Indigenous Australians experience higher death rates than Non-Indigenous Australians across all age groups (Trewin and Madden, 2005 p.147) with transport accidents being the second highest cause of death from external causes for Aboriginal men (p.158).

2.3.8   People at risk of transport disadvantage

There are a number of groups in society who are at greater risk of transport disadvantage than others. These include women, children and young people, people from Culturally and Linguistically Diverse (or ethnic minority) communities, Indigenous Australians, older people, people on a low income, non-drivers, people with a disability and people living in rural and remote communities. These groups are also at higher risk of social exclusion (see for example Saunders, 2007). This reinforces the salience of better understanding the links between transport problems and social exclusion.

Women

Women's transport disadvantage is influenced by a number of factors including differences to men in the reasons for travel and other lifestyle influences such as different caring roles and employment patterns. Turner and Grieco 2000 assert that women's travel is more complex and less resourced than men's due to caring roles and less access to high quality transport (2000). Fear of personal safety on public transport has been found to effect women more than men (Clifton and Lucas, 2004, Hine, 2007). This is particularly the case for older women (Hine, 2007, Currie and Delbosc, 2010a) and women from minority ethnic groups (Hine, 2007). However a study in Chicago, USA study found that this was the case for train travel, but not for travel on public buses (Yavuz et al., 2007). Less women than men have driving licenses and access to a car (Clifton and Lucas, 2004), however this disparity is declining (Clifton and Lucas, 2004).

Children and young people

Children and young people rely significantly on passenger car travel for transport (Currie, 2007) and will therefore also be affected by any transport disadvantage experienced in their household. However, they report a preference to use other modes of transport if they are

available, which reflects their growing need and desire for independence (Currie, 2007 p.8.4).

Nonetheless, young people have reported fears for their personal safety in accessing transport (Clifton and Lucas, 2004, YACVIC, 2007) and this may also act as a deterrent to independent travel. A study in rural Victoria (Stanley and Stanley, 2004) found young people were the most disadvantaged group in relation to access to public transport. The work of Casas et al. (2009) in the USA identifies relationships between young people's exclusion and transport opportunities is closely related to aspects of exclusion experienced at the household level.

Culturally and Linguistically Diverse (CALD) Communities

Rajé (2004) asserts the 'evidence on ethnicity in relation to travel, transport and social exclusion is unnecessarily weak' (p.5) and substantial policy literature on the issues is not readily accessible. Rajé also claims much research fails to adequately articulate the heterogeneity of experience of ethnic minority groups, for example in relation to car use, public transport use and perceptions of safety whilst travelling. People from CALD (or ethnic minority) communities experience transport barriers including lower rates of car ownership than non-minority populations (Clifton and Lucas, 2004 p.24) and difficulty accessing transport information due to language and literacy problems (SEU, 2003 p.31). Ethnic minority groups often experience racism, are more likely to live in deprived areas (DfT 2003 in Rajé, 2004), areas with higher crime rates and to have been more exposed to violence than non-minority groups (Yavuz et al., 2007). These factors can negatively impact on availability of services, one's sense of personal safety and comfort with using public transport (Yavuz et al., 2007). In the USA, South East Asian migrant populations have higher rates of car ownership than other ethnic minority groups, but experience disadvantage caused by the costs associated with ownership and maintenance of older unreliable vehicles (Blumenberg, 2005). Contrastingly, Cervero & Duncan (2008) found that Asian-American and Hispanic minorities in the USA were more likely than white Americans to live near rail lines. They propose this may be due to

bringing a 'heritage of transit oriented living' with them from their country of origin (p.16). As discussed in section 2.3.4 above, Priya Uteng identifies that non-Western immigrant women in Norway spend greater amounts of time travelling than their male counterparts and that both female and male non western immigrants spend much more time travelling than native Norwegians. Rajé (2004) asserts transport research in the UK has failed to adequately consider cultural practices influencing travel and mobility, for example the seclusion or chaperoning of women that is practiced in some ethnic minority groups.

Indigenous Australians

Indigenous Australians experience a number of barriers to accessing affordable appropriate transport. Currie and Senbergs (2007b) describe a number of these, including low incomes, living in remote and very remote communities and high car dependence combined with chronic vehicle shortages. Historical and contemporary institutional racism and segregation also cause barriers in transport planning and use (Currie and Senbergs, 2007b, Stanley and Stanley, 2007).

Older people

Fear of personal safety acts as a barrier to accessing transport for older people, both in public transport use (Clifton and Lucas, 2004, Hine, 2007) and in decreasing driving confidence, leading to cessation of driving (Rosenbloom, 2001). Driving cessation has been linked to a deterioration in wellbeing (Ziegler & Schwanen, 2011). A significant number of older people have a disability which acts as a mobility constraint; these issues are discussed in the section on disabilities below. Data reported by Banister and Bowling (2004) from the British Office for National Statistics (ONS) Omnibus Surveys of people aged 65 and over indicate older people's quality of life is linked to transport and mobility and aspects of their local environment. The study found illness and disability impair mobility for some older people, while others are able

to accommodate to these limitations. The importance of transport to the quality of life of older people is found in this study to be linked to opportunities to access shops and facilities and social networks. The work by Ziegler & Schwanen (2011) also indicates the relationship between mobility and wellbeing relates to the importance of mobility to autonomy and interdependence.

Non-drivers

People who do not drive, or do not have access to a car are significantly more likely to experience transport disadvantage than drivers (Clifton and Lucas, 2004). As noted above, '…lack of access to a car is in itself one of the key defining factors in people's disadvantage.' (Clifton and Lucas, 2004 p.22). Non-driving is associated with a number of causes of social disadvantage, as described above in discussion of the impacts of transport disadvantage.

People on a low income

In the UK people on higher incomes travel further and tend to make more journeys by car (Hine and Mitchell, 2003 p.14). Car ownership is highly correlated to income in the UK (Hine and Mitchell, 2003), USA (Clifton and Lucas, 2004 p.22) and Australia (Currie and Senbergs, 2007a). In many developed countries such as the USA there is a concentration of low income households in transport poor areas (Harrington et al., 2006). People on low incomes have less ability to afford either private or in some cases public transport (Bostock, 2001) and there is a significant difference between high income and low income women in relation to holding a driver's license in the UK; 80 percent compared to 21 percent (Hine and Mitchell, 2003 p.18).

To understand the relationship between low income and transport disadvantage, Church et al. (2000) argue it is important to look beyond the amount spent on travel as a measure because of:

- differences in travel costs between inner urban and outer areas

- variation in propensity to travel that will impact on spend, but not necessarily on inclusion (for example some older people may be satisfied with less travel)

- car ownership and higher income not always correlating in areas of large cities like London that are well-served in relationship to transport and services.

People with a disability

People with disabilities are well recognised as experiencing significant disadvantage in relation to transport (Currie and Alan, 2007, Hine, 2007, Lucas, 2004b). This disadvantage relates to getting to transport (Hine, 2007) and the accessibility of transport itself, which comprises a number of dimensions including physical, cognitive and sensory barriers (Currie and Alan, 2007).

Rural and remote communities

People living in rural and remote communities experience transport disadvantage caused by lower service availability (SEU, 2003, Currie and Senbergs, 2007b), reliability and time-tabling poorly matched to needs (Hine, 2007, Rugg and Jones, 1999).

Multi-dimensional nature of disadvantage

It is evident from the examples above that there are many people who are part of more than one of the groups identified as at-risk of transport disadvantage. For example ethnic minority older women or young people who are sole parents, people living in urban fringe or rural communities who have a low income or people with disabilities who are unemployed and have a low-income. Social exclusion research identifies that it is often the case that disadvantage is multi-dimensional and complex (SEU, 2003, Scutella et al., 2009).

2.3.9 Transport policy in Victoria, Australia

The key policy document in Victoria that seeks to address transport related social exclusion is *Meeting Our Transport Challenges* (MOTC) (DOI, 2006). MOTC follows the principles of A Fairer Victoria (the Government's social policy statement released in 2005) by ensuring that the access needs of small or remote communities, people with disabilities, older people and disadvantaged groups are addressed, and by strengthening support for these groups and communities p.6. To support these broad principles, MOTC aims to ensure that improved access to jobs, education, recreation and health and community services is distributed across all communities, not just to people with cars.

The policy indicates the Government will 'better connect communities by:

- extending public transport services into growing areas and improving the quality of transport services in suburbs and regions

- developing cross-town connections in Melbourne

- improving access to the transport system for older Victorians and people with disabilities and restricted mobility by making modifications to the network and to trains, trams and buses

- ensuring that public transport services reflect the changing travel patterns of Victorians, are tailored to meet diverse community needs and are able to meet the needs of our ageing population' p.24.

Development of the 'social transit' agenda whereby the transport needs of disadvantaged Victorians have become a focus of research and policy development has assisted in achieving some of the goals of MOTC. This includes the roll out of orbital buses for travel between outer suburbs, without the need to travel in to the central city first, and then back out to the destination. Another program that has developed from the social transit agenda is *Transport Connections* a program that brings residents businesses, transport providers and government together to develop local solutions to transport problems (DfC,

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2007). However, not all aspects of MOTC have been achieved. This is examined further in Chapter Eight – Discussion.

In 2008, the Victorian Transport Plan was released (DOT, 2008). The plan details six priorities for action:

- Shaping Victoria – linking jobs, services and homes

- Linking rural, regional and metropolitan Victoria

- Creating a metro system

- Linking Melbourne by closing gaps, decreasing congestion and improving road safety

- Moving toward a sustainable and lower emissions transport system

- New links to drive jobs and economic growth

The plan does not specifically address issues of social exclusion or multiple disadvantage, as MOTC had done.

2.4. Arts and cultural participation and social inclusion
2.4.1   Introduction

Research evidence suggests participation in arts and cultural activities can promote positive social benefits, for example increased confidence and development of social support networks (reported in Kelaher et al., 2009, Jermyn, 2001, Matarasso, 1997) increased self-determination and control (Kelaher et al., 2009, Jermyn, 2001), improved mental health, happiness, learning new skills and linkages to education and training (Matarasso, 1997, White, 2006); and economic participation including employment (VicHealth, 2003, White, 2006).

Studies have also suggested wider community level impacts including improved social cohesion and community identity and interconnection (Matarasso, 1997, VicHealth, 2003), knowledge of and engagement with social and cultural issues (Kelaher et al., 2009, Matarasso, 1997) and economic development (White, 2006).

There is an extensive literature regarding broad social impacts of arts in communities. The purpose of this section is to present a review of literature regarding the contribution of the arts to *social inclusion* in particular. To this end, the literature review has been more tightly defined, for the purposes of this research.

Arts theorists have, for a long time, raised concerns about the *instrumentalisation* of the arts. By this, they mean the ways in which the value of arts has been defined in relation to non-arts outcomes, such as economic development and social objectives (Belfiore, 2002, McCarthy et al., 2005). However, because intrinsic aspects of the arts such as joy, imagination and aesthetic pleasure are hard to define, McCarthy et al. claim theorists have been reticent to bring these aspects in to public and policy debate or to subject them to rigorous analysis (McCarthy et al., 2005 p.xi). They argue this has led to a further isolation of these aspects in public policy.

To contextualise the discussion undertaken in the following review; it is not a further attempt to instrumentalise the arts by framing social inclusion as the only important outcome of the arts. Rather this review considers benefits arising from participation in the arts and considers the influence of these on social inclusion.

2.4.2 Definition of arts and cultural activities

This section discusses definitions of arts, followed by discussion of definitions of cultural activity.

The arts are variously defined with many scholars claiming they are essentially indefinable (Davies, 2007, Weitz, 1956). Following is an outline of two main approaches to the definition of the arts; philosophical approaches and applied definitions.

Philosophical approaches to the definition of arts

Within the range of philosophical definitions of art, there are four key approaches under debate. These are the historical, functional and institutional approaches (all considered to be relative approaches) and the normative approach to definition.

Historical approaches to defining art claim that something can be defined as art if it is '…made with a certain intention or stands in some specified relation to earlier artworks' (Stecker, 1994). The difficulty identified in this explanation is that it contains an 'infinite regress', whereby, using this definition, there would have been no first work of art and therefore no further works of art (Dickie, 2004). This definition links to the institutional approach whereby art is defined as such by members of the art world (Crowther, 2004, Dickie, 2004). The main critique of this definition comes from Crowther who claims that within this definition, art is understood from the perspective of a 'consumer' and the role of art making becomes

secondary. Crowther presents this as a Western cultural transformation of art, where it has developed to have independent and specialist value, unlike in non-Western cultures where art is significant as:

> …an activity which is formative both from the producer's point of view and from that of the audience…the process of making the object as well as the finished product are sources of significant value (p.365).

Functional definitions of art claim that to be defined as art, the work must be, or attempt to be 'some kind of achievement important to human beings' (Stecker, 1994 p.255). Within this, Stecker proposes that it must be either made in one of the central art forms of the time and is intended to achieve an artistic function, or excels at achieving this function, whether or not it is intended to and whether or not it is one of the central art forms (p.256). This definition provides for the possible application of the different cultural values alluded to by Crowther and also for the significance for the art maker and / or art making to remain central. However, the 'artistic function' remains undefined by Stecker.

A normative definition of art proposes that art can be distinguished from mere representation by an aesthetic significance and by extending the scope of representation through innovation. Both of these elements will have meaning that is shaped by historical and cultural influences (Crowther, 2004).

Applied definitions of arts and cultural activity

While philosophical definitions of art may underpin applied definitions, they are rarely articulated. However, for the purposes of this research, a definition is required for the function of deciding what is and is not arts and cultural activity in a community. From the definitions provided above, we can see that the activity must have, or excel at an 'artistic function', aesthetic significance and be able to extend representation, through innovation. Cultural

differences in the approach to these elements and the importance of the process of art making

need to remain central in any definition.

For the purposes of statistical data collection, the Australian Bureau of Statistics provides

examples of types of arts participation in order to differentiate between 'creative

participation' and 'attendance' as two distinct participation types.

> Involvement can include such creative pursuits as painting, acting or playing a musical instrument, which we define as 'creative participation'. Involvement can also cover the enjoyment one gains through experiencing the creative or artistic works of others such as seeing a movie, or visiting a museum or art gallery, which we define as attendance.

> (ABS, 2006a)

These are useful distinctions that will be applied to this research.

The study of culture and cultural activity is its own discipline. For the purposes of this research

a simplified definition will be adopted as a starting point for further understanding the role of

arts and cultural activity in social inclusion. Culture is the collective patterns of behaviour and

shared sense of meaning of social groups (ABS, 2001) and creative activity can be seen as one

form of cultural expression. For example:

> People participating in various forms of cultural expression, such as the arts are empowered through being creative, developing and using skills, and contributing to cultural identity.

> (ABS, 2001 p.270)

Arts can also be defined as 'a subset of culture' which challenges views that focus on 'high art'

or 'low art' or 'community art' as being distinct (Mills, 2006). It is this element of cultural

participation, involved with creative expression and cultural expression that will be considered

in this research.

Significant debate has always existed in sociology and aesthetics about divides between 'high

art' versus 'low art' or 'popular culture' and 'fine art' versus 'folk art' or 'community arts' and

the class divisions that mediate or dictate participation in and appreciation of these (see for

example Bourdieu, 1984, Winston and Cupchik, 1992). More recently however, these distinctions have become less salient as mass media and emerging methods are blurring these symbolic boundaries. For example the work of street artist 'Banksy', was originally considered vandalism but now appears in the collections of major cultural institutions. Contemporaneously, the prominence of the concept of cultural relativism, through postmodernism, throws the idea of objective 'artistic merit' into questions (see for example Carey, 2005). Both of these shifts discredit 'high art' – 'low art' distinctions.

2.4.3 Arts and cultural activity in Australia

In order to contextualise this definitional discussion, the following examples of arts and cultural activity participation in Australia are provided as illustration.

Attendance at events

The Australian Bureau of Statistics (ABS) publishes data regarding people's attendance at cultural venues and events. In 2005-06 85% of the Australian population aged over 15 years attended one of the following arts and cultural venues at least once in the year (ABS, 2008c). Attendance rates are listed in Table 2.7 below.

Table 2.7: Persons attending selected cultural venues and events

Venue or activity	Attendance rate (%)*
Cinema	65.2
Local, state and national libraries	34.1
Popular music concerts	25.2
Art galleries	22.7
Museums	22.6
Theatre performances	17.0
Musicals and operas	16.3
Other performing arts	16.6
Dance performances	10.2
Classical music concerts	9.4

*percent of population aged 15 years and over   Source: (ABS, 2008c p.13)

Attendance at arts and cultural venues and events in Australia has been linked to the following demographic characteristics:

- Young age: attendance is highest for people aged 15 to 17 (97%) and lowest for those aged over 75 (54%)

- Women are more likely to attend most venues than men (87.1% vs. 82.4%)

- People living in capital cities were more likely to attend than people living elsewhere in Australia

- People who are unemployed were more likely than people who are working to have attended a local library in the past 12 months (48% vs. 31%)

- Income: the highest quintile had significantly greater participation than lowest quintile, except for libraries (ABS, 2007b).

Hobby activities

A hobby activity is defined by the ABS as:

> an activity that was undertaken only for oneself or for family or friends, that is, the output was not for general consumption. (ABS, 2008c p.18)

Table 2.8 below presents the participation rate for people in a small group of selected hobby activities in the previous twelve months. The table demonstrates art and craft activities are the most popular, followed by writing, then music.

Table 2.8: People participating in a small group of selected hobby activities

Activity	Participation rate (%)*
Art / craft	13.2
Writing	1.7
Music	1.3

*percent of estimated population fifteen years or over (ABS, 2008b) Source:(ABS, 2008c p.18)

Volunteering

There were 207,200 people, (1.4 percent of the population) who undertook volunteer activity for heritage and arts organisations in 2006. This was predominantly with performing arts organisations (46%), followed by museums, antiques and collectibles (19%) (ABS, 2008c p.36).

Audience, participant, facilitator

These activities suggest participation in arts and cultural activities can occur with differing orientations to the activity. One can participate as the member of an audience, for example at the cinema or theatre, as an active participant, for example playing music or making art, or as a facilitator, as in the case of volunteers who assist in the management and delivery of arts and cultural activities.

2.4.4   Arts targeting socially excluded people or places

The largest field of research and practice in art and social inclusion, is arts projects targeting people who are experiencing, or at risk of experiencing social exclusion. These populations are described variously in the literature and refer to people unable to participate in the usual activities of their community due to facing multiple disadvantage (Burchardt et al., 2002b, Australian Government, 2009). Much of this work operates within a Cultural Community Development framework; a practice that works through community issues creatively and through cultural practice (CANSA, 2006).

In 2004, the National Foundation of Education Research (UK) undertook research seeking to explore the potential role for arts education in preventing or addressing students' disengagement from learning (Kinder and Harland, 2004). The research drew on previous studies into the two fields of student disengagement and arts education and sought to elucidate the overlap between these two fields.

Student disengagement research identified three important factors in re-engagement, or the, maintenance of engagement for at-risk students. These were:

- Establishment of relationships with a positive role-model

- The opportunity to achieve success

- The opportunity to participate in constructive leisure activity.

The arts can readily be identified as 'constructive leisure activity', but the role of the arts in the first two factors is less clear. The authors found

> Arts outcomes appear to be strongly associated with the therapeutic outcomes of enjoyment, psychological wellbeing, and also interpersonal skills/relationship development along with increased awareness of cultural and moral issues (Kinder and Harland, 2004 p.53).

Kinder and Harland also identified

> ...outcomes which are not so prominent elsewhere in the disaffection research literature: *creativity and expressive skills* and *art form knowledge and skills*, as well as associated *transfer effects*, that is skills recyclable to other contexts (p.53).

Something of their own (Hedges and Middleton, 2006) describes projects involving three groups of people working with professional artists; older people with a physical disability, people with a mental illness and young people excluded from school[3]. The projects were part of a larger community renewal process lead by the Barrhead Housing Association in the communities of Barrhead and Neilston in the UK. The research describes the use of multi-media, sculpture and graffiti/spray painting to achieve the artistic outcomes. The authors claim participants developed new skills, raised their confidence and self esteem and created a 'positive public profile' for their group. However the report includes no discussion of the evidence collected to support these claims, nor the particular aspects of the programs that lead to these outcomes.

The Art of Inclusion project (Jermyn, 2004) engaged 28 UK community based arts projects (that were using digital arts, textiles, painting, mural-making, photography, writing, music-making and drama) in research aimed at evaluating models of arts for social inclusion. The activities were with groups including older people living in sheltered accommodation and families with children aged under five. The projects took place in prisons, theatres, community centres and hostels for the homeless. The research identified increased self-confidence, self-esteem, self-determination and control in participants. Jermyn claims that while these are not outcomes in the 'hard' indicators of social inclusion, such as employment, they demonstrate 'distance travelled' toward such indicators (p.xi).

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[3] For example through non-attendance, suspension or expulsion.

Building on this work, the *Dance Included* initiative (Jermyn, 2006) funded six dance-led projects that aimed to tackle problems associated with social exclusion by working with people in the justice system, people who were or had been homeless, people working on improving their mental health and self esteem and students working on improving their personal, social and employment skills. One of the findings arising from the previous *Art of Inclusion* project was that although arts organisations used the term social inclusion in relation to their work, the definitions of the term were unclear and varied significantly between projects. In *Dance Included*, a shared definition of social inclusion was applied, leading to outcomes across projects including development of:

- dance skills, knowledge and appreciation of dance

- confidence, pride and self-esteem

- physical health and wellbeing

- trust and team work.

These projects are discussed more fully in the following sections.

An Australian example is the Community Arts Development Scheme (CADS) Evaluation (Kelaher et al., 2009). The Victorian Government funded three exemplary community performing arts groups and a research team to identify mental health outcomes of participation in community arts activity. The groups participating in the projects included young people who had become disengaged from school, people in prison, survivors of sexual abuse and geographic communities identified as disadvantaged. Outcomes of the research indicated improvements in health and wellbeing measures, social relationships and skills development.

Each of these projects demonstrates interesting and unique aspects of arts participation that may influence inclusion, but the aims of the projects and the discussion of outcomes was not grounded in social inclusion theory.

2.4.5   Arts with social inclusion outcomes

Definition of social inclusion outcomes

As discussed in detail in section 2.2 above, there is growing convergence around definitions of social inclusion that refer to the participation of individuals in the life of the society within which they live (see for example Burchardt et al., 2002a, Scutella et al., 2009, Australian Government, 2009). The indicators used to measure social inclusion still vary, but again there is agreement from many theorists and policy makers around the following four domains:

- Income / consumption (Burchardt et al., 2002b, Gordon et al., 2000, Social Protection Committee (SPC), 2001, Scutella et al., 2009)

- Production - employment and/or education (Burchardt et al., 2002b, Gordon et al., 2000, Social Protection Committee (SPC), 2001, Australian Government, 2009, Scutella et al., 2009)

- Participation – including community (Saunders et al., 2007, Australian Government, 2009, Scutella et al., 2009) and political (Burchardt et al., 2002b, Gordon et al., 2000, Australian Government, 2009, Scutella et al., 2009)

- Social – defined variously as social relationships (Australian Government, 2009, Saunders et al., 2007) and/or social support (Burchardt et al., 2002b, Scutella et al., 2009).

The following sections describe arts projects achieving direct outcomes in each of these domains.

Income / consumption

The main outcome of arts activity in relation to income generation is through the development of enterprises selling the products of arts activity. One example from the literature is *Siyazama* in South Africa that has engaged women in revitalising traditional bead-craft. The enterprise earns income for the bead makers at the same time as reconnecting them with aspects of

culture and also providing opportunities for HIV/AIDS education within the group (White, 2006). Arts enterprises can generate significant income for communities, for example in one remote Australian community, arts and cultural products are the most significant export (Altman and Johnson, 2000). Neither of these projects was developed with goals articulated in terms of social inclusion, but rather of health, in the first case and economic development in the latter. Nonetheless, where arts enterprises develop such outcomes have been shown to be achieved.

Production - employment / education

There is little evidence of direct employment generation from social inclusion through arts programs in the literature. Furthermore, It has been noted (Lorente, 1996, in Belfiore, 2002) that most of the jobs created in the arts are part-time insecure and low-paid and thus could not be seen as a viable solution to unemployment. However, many examples of 'job readiness' through arts have been documented, for example development of new skills (VicHealth, 2003, Jermyn, 2006), participants viewing themselves as professional artists (White, 2006, VicHealth, 2003) and developing work-habits such as regular attendance (White, 2006) teamwork and communication skills (VicHealth, 2003).

Re-engagement with education is a common goal of arts projects targeting social outcomes such as health and social inclusion. Examples include performing arts (Kelaher et al., 2009), graffiti (Hedges and Middleton, 2006) and music (DCMS, 2009). These projects target young people who are at risk of disengagement from school or learning. The work by Kinder and Harland (2004) discussed above, outlines factors to promote re-engagement through arts including engaging with a positive activity and positive role models. Outcomes of arts projects aiming to facilitate education outcomes include learning new skills (Hedges and Middleton, 2006, Kelaher et al., 2009) and developing linkages to education and training opportunities (Matarasso, 1997, White, 2006).

Participation

Because participation in arts projects constitutes an element of community participation per se, some projects have claimed this as a social inclusion outcome of their work (see for example Jermyn, 2004). Other research has taken a more critical approach to assessing factors that facilitate or impede participation in the arts.

Lynch and Allen (2007) provide examples of targeted programs that enable access to the arts for people who may otherwise be excluded:

- an over 60's dance group, for people who may not be able to 'keep up' with the pace of a mainstream dance class

- a theatre group for people with intellectual disabilities, who would be excluded from mainstream theatre where verbal communication and literacy are usually required.

They claim

> Coming together with people who at times, looked similar, showed similar behaviour or shared similar experiences created a space where the barriers created by a sense of difference did not need to be addressed before work could take place (p.9).

However Lynch and Allen question whether this segregation serves to further marginalise people. Bates et al. (2006) also claim such segregation is detrimental to inclusion and discuss the issue with reference to people with mental illness and intellectual disabilities, who they claim

> …spend a lot of time in segregated places, when, in general, services should be helping them move more into places used by everyone and to get involved in activities open to everyone (p.16).

They have developed a classification system, represented by traffic lights that identify services as:

- disability places: just users and staff (red)

- ordinary places but a user only group (amber), and

- shoulder to shoulder with the general public (green) (p.17).

The system has been developed for use by services wanting to assess their performance in relation to an element of social inclusion; inclusiveness vs. segregation. Although not discussed by Bates et al., this element relates heavily to bridging social capital and is discussed further below.

Belfiore (2002) argues that major cultural institutions such as museums and galleries serve to maintain and advance social exclusion by their role in the promotion of dominant cultures and the exclusion of the stories and artefacts of other cultures within communities. She therefore suggests that UK policies to promote museums and galleries as centres for social change to address exclusion are unlikely to succeed. This proposition is supported by the finding that a program offering discounted tickets to try to increase participation by low-income households in ballet audiences failed to attract low-income audience members, but rather attracted greater numbers of wealthier people, from further away (Arts Council England, 2004, in Sanderson, 2008).

These concerns are echoed in the USA by the example that two-thirds of San Francisco's public arts funds go to nine large organisations that predominantly serve patrons not experiencing any disadvantage or exclusion (Martinez, 2007 p.8).

In relation to political participation, the literature provides evidence of political engagement through arts as an aspect of community renewal or regeneration activities. Commonly identified as 'active citizenship', participation in the arts has been shown to provide

opportunities for people to develop skills in community leadership, express social issues and enhance the sense of community identity (Kay, 2000, Sharp et al., 2005, Williams, 1997, Kelaher et al., 2009). It is this field within which arts practice crosses over into community development practice and advocates claim the arts should form the basis of community development projects, not merely an additional aspect (Kay, 2000).

Social

A number of studies describe social interaction outcomes of arts projects including:

- Opportunities for people to come together (McCarthy et al., 2005) and build and develop communities (Williams, 1997, Kelaher et al., 2009).

- Development of social bonds (McCarthy et al., 2005) and increasing social capital (discussed in detail below) (Williams, 1997, McCarthy et al., 2005, Lynch and Allen, 2007).

- Addressing social isolation (White, 2006, Williams, 1997) and developing social support (Matarasso, 1997, Kelaher et al., 2009).

- Expression of communal meaning (McCarthy et al., 2005, Williams, 1997).

- Development of pro-social behaviours (McCarthy et al., 2005).

Use or Ornament (Matarasso, 1997) reports on the first large scale study of the social benefits of participatory arts projects. The research had two aims:

- To identify evidence of the social impact of participation in the arts at amateur or community level

- To identify ways of assessing social impact which are helpful and workable for policy-makers and those working in the arts or social field (p.ii).

Case study research with eight projects (some of which were multiple projects themselves), included participant questionnaires (N=513), project visits, telephone interviews to organisers at some sites and the commissioning of working papers on particular issues. The key outcomes

identified in the study were personal development, social cohesion, community empowerment, local identity, imagination and vision and health and wellbeing.

It is difficult to identify exactly how the range of social outcomes documented in the literature relate to social inclusion, both because of the wide variety of social concepts described and also because of the huge variation in the ways these concepts have been tested. For example social support, as identified by Kelaher et al. is based on survey data in which 82 percent of survey respondents reported their social support had increased since participating in the arts activity being evaluated (2009 p.25), compared with the work by Williams (1997) in which 92 percent of people reported they had developed social networks of ongoing value. Matarasso (1997) has been criticised for failing to rigorously measure some of the claimed benefits and for measuring outputs rather than outcomes (Belfiore, 2002).

These studies suggesting social relationships / social support outcomes of arts and cultural participation vary considerably in their methodologies, from case studies, to a pre-post survey design and also target specific populations (for example people in prison). These factors limit the generalisability of the findings.

2.4.6 Arts with outcomes that are intermediate steps towards social inclusion

Some theorists working in the field of arts and social inclusion discuss the notion of intermediate or underlying aspects of social inclusion that develop from participation in the arts. For example McCarthy et al. (2005) claim that the time elapsing between participation and the formation of social outcomes is so great and the number of other influencing factors so large that only intermediate outputs can be measured. Jermyn also claims that while 'hard' indicators of social inclusion, such as employment are unlikely to be achieved through arts participation, intermediate effects that may lead to these outcomes, for example increased self confidence or self determination, can be measured. Three areas that have been documented in the literature, social capital, personal development and health and wellbeing, are discussed in the following sections.

Social capital

The term *social capital* and its links to social inclusion have been discussed in section 2.2.10 above.

The literature on social capital development through arts is mixed in terms of the methods and rigour applied to understanding the issues. A range of anecdotal and empirical research suggests arts specific factors influencing the development of social capital.

In 2006, Parr undertook 40 in-depth semi structured interviews with participants and facilitators in two arts projects targeting people with mental health problems. The purpose of the research was to identify the key outcomes, from the participants' perspectives, of involvement in the two arts projects investigated. Parr found:

> opportunities for specific kinds of art-talk, peer-advice giving, friendships, acts of reciprocity, facilitation of workshops and participating in cultural events like exhibitions within and beyond art project space (Parr, 2006 p.25).

These outcomes suggest a range of interactions that provided opportunities for reciprocity and for connection outside one's immediate social circle.

In case study research with 89 community based arts projects, Williams (1997) found the processes of collaborative art making led (among other things) to opportunities for communicating ideas and understanding different cultures and lifestyles. Improved consultation between government and community also occurred. These outcomes suggest development of improved ties to institutional and decision making power (linking social capital) and opportunities for developing bridging social capital.

The work of both Parr (2006) and Williams (1997) suggest participation in the arts may present opportunities for young people to break intergenerational cycles of deprivation and exclusion. This may occur through developing connections beyond one's immediate social milieu and learning about different cultures and lifestyles. Whether these opportunities develop further into improved education and employment outcomes and a movement out of poverty have not been demonstrated in these studies.

Barraket (2005) identifies that arts and cultural participation provides opportunities for people from diverse groups to come together to identify and address local conflicts or problems. The process of working cooperatively to express these through arts generates positive feelings about community identity (Kay, 2000) and could be said to facilitate social network development at a community level.

Personal development

One of the most commonly cited outcomes of arts participation, whether for health or other social goals, is personal development. This has been reported as increased happiness (White, 2006), self-determination and control (Kelaher et al., 2009), self confidence and self esteem (White, 2006, Matarasso, 1997, Williams, 1997, Goodlad et al., 2002). The factors identified as

contributing to this development are learning new skills and developing relationships in supportive and positive environments (Kelaher et al., 2009, Goodlad et al., 2002).

Health and wellbeing

Much of the work on the contribution of the arts to social outcomes has focussed on health and wellbeing. The literature on arts and health is significant and will not be discussed in detail here, as it extends beyond social inclusion into areas such as arts therapy and arts for rehabilitation. Where crossover does exist is in the field of wellbeing. In Australia, the key driver of research investigating the links between arts and cultural participation and health and wellbeing is the Victorian Health Promotion Foundation (VicHealth). Three projects supported by VicHealth are described below.

An evaluation of the VicHealth Community Arts Participation Scheme (VicHealth, 2003) found outcomes from arts activities including:

- Developing positive relationships

- Connecting diverse communities

- Connecting with health and welfare services

- Working against discrimination and violence

- Economic participation, including pathways to employment.

Secondly, recent research into community performing arts (Kelaher et al., 2009) has identified increases in social support, relatedness and autonomy for participants. Community level outcomes include audiences identifying they had been presented with new ways to address community issues. Interviewees in this research identified that the populations engaged in these projects were not likely to participate in other types of community political activity, such as meetings or committees. Hence arts and cultural activities were seen as a way of engaging sections of the community not commonly participating in community and political action.

Thirdly, the Community Indicators Victoria project, which has developed a framework for measuring wellbeing, includes participation in and opportunities to participate in arts and cultural activities as progress measures in the domain of culturally rich and vibrant communities (Wiseman et al., 2006 p.44).

The importance of this work to social inclusion research is that the projects targeted (and successfully engaged) people experiencing, or at risk of, social exclusion and developed outcomes in areas identified as particularly leading to social inclusion.

2.4.7 Arts with social inclusion aims

In this section two studies will be described that have investigated outcomes of arts and cultural participation with specific social inclusion aims, they are those by Jermyn (2004 and 2006) and *Mental health, social inclusion and the arts: developing the evidence base* project (The APU/UCLAN Research Team, 2005, ARURT, 2006, Hacking et al., 2008).

Jermyn (2004 and 2006)

Research reported in *The Art of Inclusion* (Jermyn, 2004) was commissioned by the former Arts Council of England and Regional Arts Boards to 'explore social inclusion work in the arts' (p.iii).

The research objectives were to:

- gather evidence that could be used to inform policy and advocacy initiatives

- develop and test appropriate methodologies for evaluating arts initiatives with aims related to social inclusion

- evaluate models of initiating and delivering projects

- identify the characteristics of successful initiatives and approaches that did not work and the reasons for this

- develop measures of success that could be used to evaluate a broad range of initiatives (p.iii)

Case studies of 28 participatory arts projects were developed based on interviews with 66 artists and staff, 53 participants, nine project coordinators and eight other stakeholders (such as health workers or school staff). The projects were using diverse arts and crafts including digital arts, painting and drama. Project participants were all ages and many were experiencing severe hardship such as homelessness or imprisonment.

Key findings from the research included the following:

- the term *social inclusion* is not well understood and is used in varying ways by arts practitioners

- good practice principles for the promotion of social inclusion through arts with excluded groups include flexible and adaptable working methods, working collaboratively with participants, pursuit of quality and responsiveness to individual participant's needs

- participant outcomes included raised levels of self esteem and confidence, improved self determination and control, pleasure and enjoyment, arts and creative skills development; constituting intermediate steps toward social inclusion.

The author notes however, that due to the small sample size (31 people completed a pre and post participation survey) these findings may not be generalisable.

Following on from this research, *Dance Included* was funded by the Arts Council of England to 'explore models of good practice in dance and social exclusion' (Jermyn, 2006 p.1). The previous study had not included any dance organisations in its sample and this project was funded in part to address this gap. Jermyn undertook research with six dance projects funded to participate in the research over two years. One of the projects was in a prison, two in non-custodial justice settings, one with older people with mental illness, one with people who were or had been homeless and one with disengaged secondary school students. Each project undertook (or commissioned) its own evaluation and Jermyn undertook overarching research work. The focus on social inclusion was refined in this project because the six participating

projects were funded with a specific remit to 'use dance itself, or the context of dance, to specifically tackle social exclusion problems' (p.112).

Outcomes for participants documented across projects included:

- development of appreciation, skills and knowledge of dance

- confidence, pride and self esteem

- physical health and wellbeing

- trust and teamwork

Because of the physical nature of dance, the research suggests it may be a particularly good arts practice for the development of trust, teamwork, health and wellbeing.

However Jermyn cautions that while the research makes a significant contribution to the evidence base for benefits of participation in arts, much of this evidence is qualitative and outcomes had not been quantified across projects. Another weakness of this research is that the links between the identified outcomes and social inclusion are not clearly articulated and the definition of social exclusion provided by the Arts Council to underpin the work of the dance companies is not provided in the report.

Mental health, social inclusion and the arts: developing the evidence base project

Mental health, social inclusion and arts: developing the evidence base (The APU/UCLAN Research Team, 2005, ARURT, 2006, Hacking et al., 2008) was a multi-year, multi-phase study commissioned by the Department for Culture Media and Sport and the Department of Health in the United Kingdom. The research worked to map participatory arts activity provided for people with mental illness and identify indicators for use in measuring mental health and social inclusion outcomes from this activity. A baseline survey, then a six-month follow-up were undertaken to identify change.

The first phase of the study (reported in The APU/UCLAN Research Team, 2005) comprised two areas, a literature review and survey of arts programs. From the literature review, it was found that discrimination was the biggest issue faced by people with a mental illness and contributed to significant exclusion. In relation to the aims of the arts projects, the most common and important outcomes, agreed by more than 90 percent of the projects surveyed, were:

- improved self-esteem

- improved quality of life

- personal growth in the sense of a transformation of identity, and

- increased artistic skill. (p.27).

Phase 1 results link social inclusion and mental health through the notion that development of attributes such as confidence and self esteem may indicate progress toward social inclusion outcomes including employment, and improved mental health.

The project's second publication (ARURT, 2006) reports on baseline results for three standardised outcome measures of the study; the User Empowerment Measure, the Clinical Outcomes in Routine Evaluation (CORE) measure of mental health and the measure of social inclusion developed for the study. The baseline social inclusion measures were social isolation, social relations, social acceptance, participation in a sport, assisting at a charity and feeling insecure about where one lives (Whole scale reliability – Chronbach's Alpha 0.85).

The baseline results indicated that 'most people felt excluded to some extent from ordinary life.' (p.6) Subgroup analyses indicated:

- There was no difference in baseline social inclusion scores according to age

- Frequent and regular mental health service users were significantly less included than others and also had a trend to poorer social relations

- People living alone had worse scores for social isolation, social acceptance and overall social inclusion than those living in their own home with others.

- People who were occupationally active (work or study) had better social relations scores, but there was no significant difference for the overall social inclusion score.

The key results from phase three of the project are reported in *Evaluating the impact of participatory art projects for people with mental health needs* (HACKING, S. et al., 2008).

A self-complete follow-up questionnaire was returned by 62 people, six months after the baseline survey. The following findings resulted:

- social inclusion scale scores each increased significantly and highly significantly on the overall measure, although the overall magnitude of change was small (five percent)

- Those with more significant mental health problems did not demonstrate any change in the social inclusion score

- Participants who reported they had become more included because of the arts participation improved their social inclusion scores by seven percent

- Mental health measures indicated a significant decrease in the CORE scale overall.

The researchers concluded that while social inclusion had improved during the period of the study, their final results regarding the impact of the arts on social inclusion are equivocal, because although people attributed benefit from participation, other unmeasured factors may have been just as influential.

2.4.8 Synthesis of social inclusion and arts research literature

The data in Table 2.9 below indicates most research in relation to arts and cultural activity and social inclusion has been on personal and skills development. These are presented as intermediate steps toward social inclusion, rather than social inclusion outcomes themselves. The broader group of potential intermediate outcomes of social inclusion; links to education and training, social capital and health and wellbeing, have also received some attention in the literature. There is less evidence of the impact of arts and cultural activities on the 'hard' social inclusion outcomes of consumption, production, social interaction and political engagement. Each of these studies has employed a different methodology and therefore present varying types and levels of evidence.

Table 2.9: Synthesis of social inclusion outcomes of arts and cultural participation

Author	Direct social inclusion (SI) outcomes					Intermediate outcomes to social inclusion				
	Consumption	Production	Political engagement	Social interaction	Improved aggregate SI score	Personal development	Skills development	Links to education and training	Social capital	Health and wellbeing
Matarasso (1997)				✓		✓		✓		
Williams (1997)			✓	✓			✓		✓	
Altman & Johnson (2000)	✓									
Kay (2000)			✓						✓	
Goodlad et al. (2002)						✓				
VicHealth (2003)							✓			✓
Jermyn (2004)				✓		✓				
Kinder & Harland (2004)				✓			✓			✓
Barraket (2005)									✓	
McCarthy et al. (2005)				✓						
Sharp (2005)			✓							
Bates et al. (2006)										
Hedges & Middleton (2006)		✓				✓	✓			
Jermyn (2006)						✓	✓			✓
Parr (2006)									✓	
Wiseman et al. (2006)										✓
White (2006)	✓			✓		✓		✓		
Lynch and Allen (2007)										
Hacking et al. (2008)					✓					
DCMS (2009)										
Kelaher et al. (2009)		✓		✓		✓	✓			✓

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2.4.9   Policy

This section outlines the policy relating to arts and social inclusion as it has been articulated in Australia and the United Kingdom, two places where social inclusion is an explicit social policy goal of Governments. As discussed more fully above in section 2.2, the social inclusion agenda in Australia has begun to be adopted by the Federal Government and translated into policy. The Australian Government state their vision of a socially inclusive society as:

> ...one in which all Australians feel valued and have the opportunity to participate fully in the life of our society (Australian Government, 2009).

By this, they claim '… all Australians will have the resources, opportunities and capability to:

- Learn, by participating in education and training

- Work, by participating in employment or voluntary work, including family and carer responsibilities

- Engage, by connecting with people, using local services and *participating in local civic, cultural and recreational activities* (emphasis added) and

- Have a voice, in influencing decisions that affect them.

When people are lacking in certain resources, opportunities and/or capabilities so that they are unable to participate in learning, working or engaging activities and are unable to influence the decisions affecting them, they can experience social exclusion' (Australian Government, 2009).

The Australian Government's Social Inclusion Board identifies participation in cultural activity as an important aspect of social inclusion. The Government further demonstrates interest in participation in the arts through its support of the Australian Bureau of Statistics data collection around participation, described above.

The Australia Council for the Arts, the Government's arts funding and advisory body, support addressing accessibility to the arts and also recognise the potential role of the arts in community building (Australia Council for the Arts, 2010a). However, this is not framed within the theoretical perspective of social inclusion. Through its Community Partnerships Board the Council aims to

> …support culturally vibrant communities through engagement with, and participation in, the arts. Community partnerships investments will aim to:
> - increase individual and community access to, and direct participation in, arts and cultural expression and activities
> - support creative and artistic experimentation, innovation and excellence
> - enhance recognition and understanding of the key role of the arts in cultural, social and economic development
> - increase collaboration, cooperation and partnerships between artists, communities and other sectors to achieve shared goals
> - enhance recognition of the diversity and distinctiveness of cultures and artistic practices
> - support artistic and cultural activities as a means of developing individual and collective capacities to address broad social and community building issues either within a defined geographic area or among groups (Australia Council for the Arts, 2010a).

However, these aims are not underpinned by any measurable objectives, as is the case in the UK. Another interesting aspect of the policy focus in Australian arts and cultural activity relates to the distribution of funding. A brief scan of the geographic spread of Australia Council funding indicates that there are 29 organisations funded in inner Melbourne, two in regional Victoria and none in rural Victoria (Australia Council for the Arts, 2010b).

UK art for inclusion policy is well developed and was originally articulated in *Report on Social Exclusion* (PAT 10, 1999) by the Department of Culture Media and Sport. This document claims:

> Participation in the arts and sport has a beneficial social impact. Arts and sport are inclusive and can contribute to neighbourhood renewal. They can build confidence and encourage strong community groups (p.5).

It then outlines specific objectives, responsible parties and timelines for achieving the desired outcomes, including:

- Government departments involved with area-based schemes should;

  require applicants (for funding within schemes) to state what consideration they have given to the contribution arts and sports can make, both to regeneration generally and to meeting objectives in the health; education, and other fields p.52

- Department for Education and Employment 'consider a programme focused on nurturing the creative talents of people living in neighbourhoods of high unemployment' p.53

- 'Department of Health should encourage health authorities, National Health Service trusts, primary care groups/trusts and Health Action Zones to use artistic and sporting approaches to preventing illness and improving mental and physical health' p.54.

A progress report (DCMS, 2001) identifies a range of progress made in relation to the set objectives including:

- Arts council has developed a strategy for social inclusion through arts

- New library standards set social inclusion as an operating objective

- Lottery funding will be better targeted to deprived communities

- Cultural strategies are being developed by local authorities.

The progress report also sets an objective to undertake ongoing research and evaluation into the impacts of arts and cultural activity. These reports have been discussed above (Jermyn, 2004, Hacking et al., 2008).

At the operational level, responsible agencies have also formulated policy, for example:

...increase attendance [at cultural venues] by three per cent and participation [in the arts] by two per cent by adults from Black and minority ethnic, disabled and economically disadvantaged social groups (Arts Council England, 2006 p.3).

> …children and young people will be given the chance, under the law, to experience at least five hours high quality cultural activities each week (DCMS, 2009 p.3).

Ongoing monitoring and evaluation of these objectives continues. Notwithstanding, critics claim there is still widespread confusion within arts program providers about the definition of social inclusion and the application of practice principles. For example Gould states:

> There is evident confusion among arts practitioners and within the arts funding system about what Arts Council England (ACE) means by Arts and Social Inclusion. Does it mean inclusive and accessible arts – incorporating such issues as access and equality? Or does it mean arts addressing the root causes of exclusion? (Gould, 2003 p.3).

2.4.10 Barriers to participation in the arts

The RAND model of reasons for non-participation in the arts (McCarthy and Jinnet, 2001) includes socio-demographic, personality, past experience and socio-cultural factors. Much research focuses on attitudinal and social reasons for non-participation for example education (O'Hagan, 1996), English language proficiency (Yu and Berryman, 1996), gender (Yu and Berryman, 1996), familiarity with the work (Galvin et al., 2000), lack of interest (Bunting et al., 2007), lack of time (Bunting et al., 2007). McCarthy and Jinnet claim education is the most significant factor and overrides differences according to age, ethnicity and income (2001). Practical barriers such as location of arts activities and transport are less well investigated. However, as discussed above in section 2.2.18 transport was identified as a frequently reported barrier to participation in an arts and social participation project for isolated older people (Greaves and Farbus, 2006 p. 138) and for participation in creative leisure activities for people with a learning disability (Reynolds, 2002). One small qualitative Australian study identified lack of transport as a barrier for Indigenous Australians to participation in cultural activities such as attending funerals (Stoltz, 2001). These are small scale case studies and focus on particular populations. The role of transport and the local availability of activities is a field requiring further investigation.

2.5.   Conclusion to literature review

This final section of the literature review draws together the conclusions of the review and indicates the gaps in knowledge identified in each of the three areas under investigation; social exclusion, transport and arts and cultural participation.

2.5.1   Conclusions regarding social exclusion

The key conclusions arising from this review of the literature regarding social exclusion are:

- Despite significant debate regarding the definition and measurement of social exclusion, a key point of agreement amongst scholars and policy makers is that the term reflects the multidimensional nature of disadvantage.

- There is growing convergence around a small number of broad domains within which social exclusion is understood to operate. These are income, employment and education, civic participation and social relations. However there is significant variation in the indicators used to measure exclusion in each of these domains.

- There is also growing consensus that social exclusion measures need to reflect the fact that social exclusion is multidimensional, dynamic, relative and influenced by agency.

- Social exclusion is a highly political term. Its definition and the development of policies to address it are essentially value driven. This may be a reason why there has been more development of the concept in policy terms, than in theoretical or empirical research.

- In Australia, there is a focus on the spatial nature of social exclusion measured at a whole of population level. Links between social exclusion and transport have been quantified.

- Significant research quantifies the links between income, employment and education and social exclusion. However there remains a gap in the understanding of the operation of social exclusion in relation to civic participation and social support.

2.5.2 Conclusions regarding transport and social exclusion

This section of the literature review has outlined the ways in which transport disadvantage impacts on people's ability to access employment, education and a range of goods and services. This access deficit is increasingly referred to in Australia as social exclusion. However, as discussed in relation to the development of accessibility indexes, the rationale for incorporating the range of goods, services or opportunities identified as being important in exclusion is not always clear or explicit in the literature. This is an area requiring further investigation.

The review clearly demonstrates that while there has been significant investigation of the role of transport in relation to labour market outcomes and access to education and training, there is little in the literature about the impacts of transport disadvantage on community participation, including participation in arts and cultural activities, or on social networks and social support.

This review has also demonstrated that transport disadvantage has disproportionate impacts on people who also experience other types of disadvantage and has a role in exacerbating their disadvantage. Improved knowledge of the range of factors influencing mobility and accessibility for these groups is important for understanding the role of transport in social inclusion.

2.5.3 Conclusions regarding the arts and social inclusion

Based on the literature reviewed above, the following conclusions can be drawn about current theory regarding the role of arts in social inclusion:

- The definition of arts and cultural remains contested both in theoretical terms and in terms of measurement.

- Many arts projects and programs engage socially excluded people and despite not having stated social inclusions aims, have been found to produce outcomes linked to social inclusion. However, there is significant variation between activities in their success in achieving this.

- Some arts programs achieve social inclusion outcomes, including employment, education, participation and social support. However there is significant variation between activities in their stated aims, the types of outcomes achieved and in the methodologies employed to measure them.

- There is more evidence of development of a number *intermediate steps toward* social inclusion, through participation in the arts, including development of social capital, personal development and health and wellbeing, than of *hard* indicators of social inclusion such as employment.

- Two projects with a specific, articulated focus on social inclusion, document outcomes relating to the intermediate steps toward social inclusion of personal development, social capital and health and wellbeing. Both projects note that it is difficult to identify other unmeasured influences that may have impacted these results.

- Social relationships and social support outcomes of arts projects have been documented but are difficult to quantify due to the breadth and diversity of concepts measured.

- Research into barriers to participation in the arts primarily focuses on individual and attitudinal barriers to participation. There has been no research with a specific focus on the influences of geographic location and transport availability on participation in the arts.

- There is a lack of clarity about whether promotion of social inclusion through arts refers to making the arts accessible for socially excluded people, or using the arts to address the root causes of exclusion.

The potential role for the arts in social inclusion will be improved by developing better understanding of the factors that serve to facilitate or hinder arts participation, in particular by quantifying the influences of geographic location and transport availability on participation in the arts.

This chapter has reviewed the literature regarding the definition and measurement of social inclusion, transport and social inclusion and the role of arts in social inclusion. It has summarised and synthesised this literature and identified gaps in knowledge. The next chapter in this thesis outlines the methodology undertaken for research aiming to address a number of these gaps.

Chapter Three – Methodology

3.1. Introduction

This chapter describes the methodology used in this study of the relationships between transport, arts and cultural participation and social inclusion. The research is exploratory; undertaking 'broad-ranging, purposive, systematic' (Stebbins, 2001, p. 4) investigation of links between factors that have been, until now, relatively unexplored. The adoption of an exploratory design has allowed for in-depth, qualitative exploration of issues and quantitative measures of the prevalence of factors identified as influential (Creswell and Plano Clark, 2007).

This mixed-method[1] study consists of a literature review, analysis of secondary data and collection and analysis of primary data. Denzin and Lincoln (2003, p.27) assert that adopting multiple methods maximizes 'rigor, breadth, complexity, richness and depth' (p.8) as it allows for multiple representations and perspectives on the issues under exploration. This is the rationale adopted in this study.

The stages of the research include a literature review, analysis of secondary data, collection and analysis of primary data and reporting of results, discussion and conclusion. These are illustrated in Figure 3.1 below.

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[1] A distinct research design developed through the purposive combination of quantitative and qualitative data (Creswell and Plano-Clark, 2007).
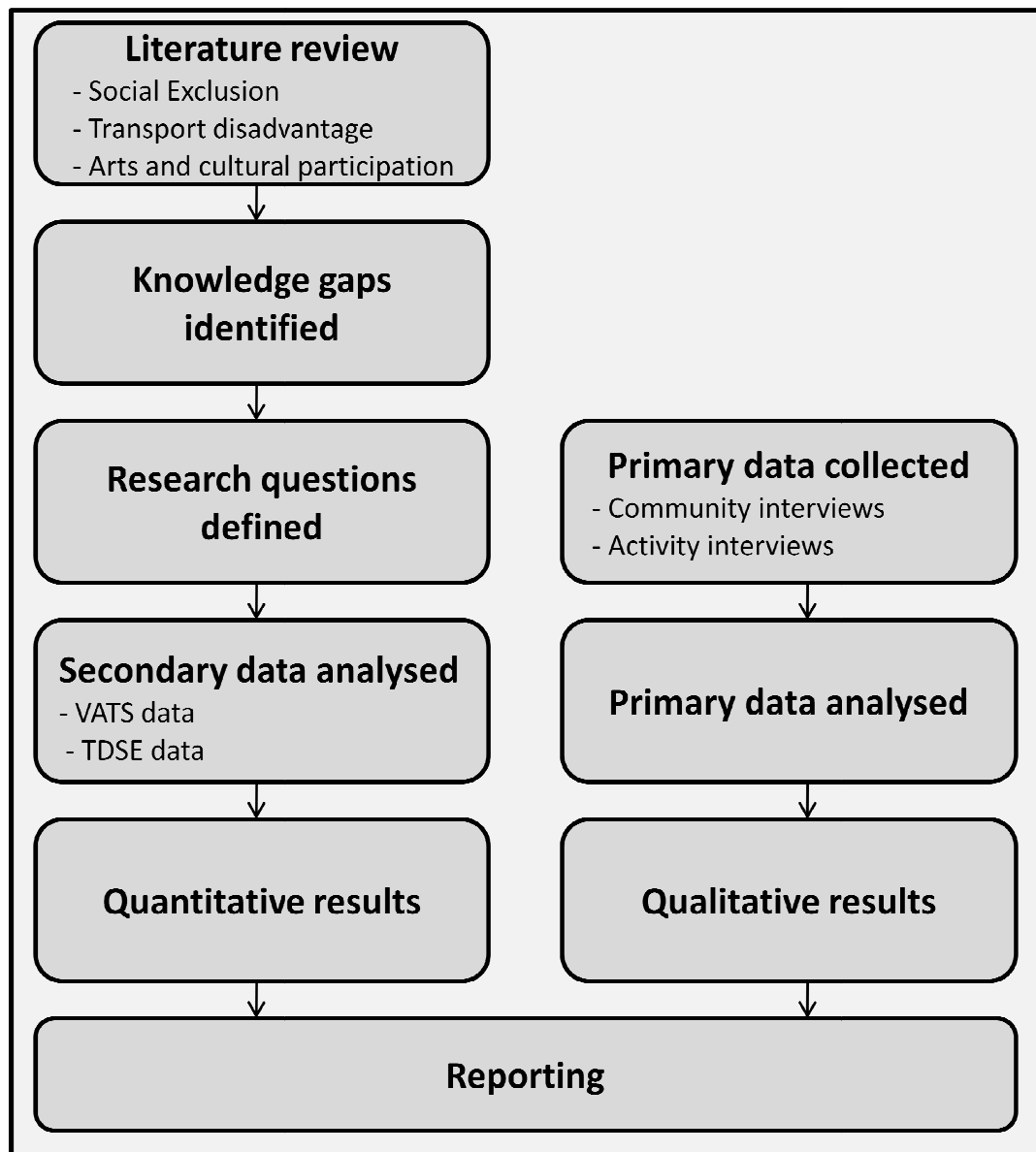
Figure 3.1 Illustration of the stages of the research

In the following sections of this chapter, the research questions and each of the data sets investigated are described, along with the rationale for their selection and discussion of the approach taken in analysis.

3.2. Research hypotheses and questions

The research is broken down into three hypotheses that are investigated with fourteen research questions.

Hypothesis 1: Participation in arts and cultural activity is influenced by the accessibility and availability of transport.

Previous research indicates that transport is influential in participation across a broad spectrum of activity, including access to goods and services (SEU, 2003; Clifton, 2004), education (Winter, 1995; Clifton, 2004) and employment (Thakuriah, 2000; SEU, 2003; Perkins, 2007). The results of the literature review indicate that the sensitivity of arts and cultural participation to transport factors is less well understood.

The questions used to test this hypothesis are:

1.1 Is there a difference in participation rates in arts and cultural activity in areas which are public transport/walk access poor compared to those that are public transport/walk access rich?

1.2 Is there a difference in participation rates in arts and cultural activity in households with varying levels of car ownership?

1.3 What is the transport mode share of different types of arts and cultural activity?

1.4 Is transport disadvantage a barrier to participation in arts and cultural activity?

1.5 What are the transport related barriers to participation in arts and cultural activity?

1.6 Are the transport related barriers to arts and cultural activity the same for different types of arts and cultural activity?

1.7 Are the transport related barriers to arts and cultural activity the same as, or different to, other community participation activities associated with social inclusion?

1.8 Are the transport related barriers to arts and cultural activity the same in different populations identified as at risk of social exclusion?

Hypothesis 2: Participation in arts and cultural activity is influenced by social exclusion.

The results of the literature review indicate that research into the barriers to arts and cultural participation has not included robust investigation of factors associated with social exclusion.

The questions used to test this hypothesis are:

2.1 What is the relationship between social exclusion and participation / non-participation in arts and cultural activities?

2.2 What is the relationship between income and participation / non-participation in arts and cultural activities?

2.3 What is the relationship between labour force status and participation / non-participation in arts and cultural activities?

Hypothesis 3: Participation in arts and cultural activity contributes to social inclusion.

Participation in arts and cultural activities is potentially influential in facilitating an individual's social inclusion (Williams, 1997; Jermyn, 2001; Barraket, 2005). The literature review indicates that the importance of arts and cultural activity when compared with other factors associated with social inclusion, such as income, employment and other types of social participation is not clear. Additionally, the literature does not identify whether there are differing outcomes from participation in different types of arts and cultural activity.

The questions used to test this hypothesis are:

3.1 What is the relationship between participation / non-participation in arts and cultural activity and social inclusion?

3.2 What is the relationship between participation / non-participation in different arts and cultural activity types and social inclusion?

3.3 What is the relationship between participation / non-participation in different community participation activities and social inclusion?

Table 3.1 on the following page indicates which data has been used to explore each of the research questions. The secondary data used is Victorian Activity and Travel Survey (VATS) data and Transport Disadvantage and Social Exclusion (TDSE) study data. These are described in sections 3.4 and 3.5. The collection and analysis of primary data is described in section 3.6.

Table 3. 1.   Research questions and relevant data set

RESEARCH QUESTION	VATS	TDSE	PRIMARY
Hypothesis 1: Participation in A&CA is influenced by accessibility and availability of transport			
1.1 Is there a difference in participation rates in A&CA in public transport/walk access poor vs. public transport/walk access rich areas?	✓	✓	
1.2 Is there a difference in participation rates in A&CA in households with varying levels of car ownership?	✓	✓	
1.3 What is the transport mode share of different types of A&CA?	✓	✓	✓
1.4 Is transport disadvantage a barrier to participation in A&CA?	✓		✓
1.5 What are the transport related barriers to participation in A&CA?			✓
1.6 Are the transport related barriers to A&CA the same for different types of A&CA?	✓	✓	✓
1.7 Are the transport related barriers to A&CA the same as for other activities associated with social inclusion?	✓		
1.8 Are the transport related barriers to A&CA the same in different populations identified as at risk of social exclusion?	✓	✓	✓
Hypothesis 2: Participation in A&CAs is influenced by social exclusion			
2.1 What is the relationship between social exclusion and participation / non participation in arts and cultural activities?	✓	✓	✓
2.3 What is the relationship between income and participation / non participation in arts and cultural activities?	✓	✓	✓
2.2 What is the relationship between labour force status and participation / non participation in arts and cultural activities?	✓	✓	✓
Hypothesis 3: Participation in A&CA contributes to social inclusion.			
3.1 What is the relationship between participation / non-participation in arts and cultural activity and social inclusion	✓	✓	✓
3.2 What is the relationship between participation / non-participation in different arts and cultural activity types and social inclusion?	✓	✓	✓
3.3 What is the relationship between participation / non-participation in different community participation activities and social inclusion?	✓	✓	✓

3.3. Literature review

The literature review is presented in three sections representing the areas under investigation; social exclusion, transport disadvantage and social exclusion and arts and cultural participation and social inclusion. The review identifies the key debates and gaps in the literature and supports the argument for the selection of research questions proposed in this research.

3.3.1. Literature search

The literature search included database searches using *Web of Knowledge*, *Scopus*, and *CSA Illumina* for academic publications with snowballing techniques[2] used to follow up relevant references within texts. *Google* searches were undertaken for Government policy and program documentation developed by community and arts organisations.

3.3.2. Literature review

The first section of the literature review describes the development of the conceptual frameworks and measurement of social exclusion. This is followed by discussion of its development in Australia and its relationship to social capital theory, transport disadvantage and arts and cultural participation. This section concludes with a synthesis of social exclusion domains and measures.

The second section discusses the relationship between transport disadvantage and social exclusion and describes its causes and impacts. The review also describes those groups most at

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[2] Snowballing refers to a process of following up cases recommended as valuable by another source (Patton, 1980 p.176)

risk of transport disadvantage. Gaps and unresolved debates in the literature are also identified and explored. A synthesis table presents a summary of the research relating to transport disadvantage in each of the domains of social exclusion.

The third section of the review presents a discussion of the definition of arts and cultural activities followed by analysis of the contemporary literature regarding the contribution of arts and cultural activity to social inclusion. This includes a table summarising the social inclusion outcomes of arts and cultural participation. This is followed by an outline of the policy context of social inclusion and arts, as it has developed in Australia and the United Kingdom; two of the countries with a strong focus on social inclusion in social policy.

The final section of the review draws together the key findings and conclusions drawn from across the three areas and identifies the gaps in knowledge.

3.4. Victorian Activity and Travel Survey (VATS)

The Victorian Travel and Activity Survey (VATS) is a Victorian Government household survey that records one day's travel and activity for all people in participating households. The survey is continuous over a year and collects travel data for all 365 days of the given year. Data is collected through a postal questionnaire which also includes demographic variables (TTRC, 2001). At the time of research, data was available from the 1994 to 1999 surveys. The person data is weighted for age, gender and home Local Government Area (LGA). Trip data was weighted to account for missing trips identified through a process of validation (TTRC, 2001 p.27).

3.4.1 Aims of analysis

There are four aspects to the analysis of VATS data. The first aspect investigates associations between participation in arts and cultural activities and the following factors:

- Demographic: gender, age group, employment, family type and income

- Location: of residence and of activities

- Transport: household car ownership, transport mode-share, and pubic transport supply.

This is done in order to identify which factors are influential in participation or non-participation in arts and cultural activities.

The second analysis compares these findings to participation in a broader range of activities. This is done to identify whether the characteristics of travel to arts and cultural activities differs from travel to other activity types.

The third analysis uses multiple regression to identify the extent to which the variables investigated can explain the variance in trip rates to each of the activities and to identify which ones best predict higher trip rates.

The fourth and final aspect investigates the influence of key factors in combination, to identify whether there are factors that work together to facilitate or impede participation.

3.4.2   Description of the variables

This analysis uses data combined from the VATS household[3] files, person files and stop[4] files. Within these files, the outcome variables investigated are the total activity trip rate, arts and cultural trip rate and the social and recreational trip rate. As discussed in detail in Chapter 2 Literature Review, the key terms investigated in this research can be defined in many ways. To some degree, the application of these definitions in this research is determined by the variables and data available. In the following sections, the relationship between these definitions and the available data are described.

   Activity trip

This refers to trips involving stops at destinations other than transport features (eg: bus stop), or the person's own home.

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[3] Household: "All people who normally live at the surveyed address - even if they are away on the travel day. Includes anyone else staying at the surveyed address on the night before the travel day." (TTRC, 2001a, p.11)

[4] Stop: Single-mode travel stage. A stop is any destination, travelled to for any purpose - including modal interchanges. As such, each stop is characterised by use of a single mode of access." (Ibid., p.21)

Arts and cultural activity

The boundaries of the definition of arts and cultural activity will be debatable (as discussed in Chapter 2 Literature Review) and the selected activities will not be exhaustive. However, the activities chosen for this research are nonetheless instructive for understanding this field of social participation and how it relates to the larger picture of disadvantage caused by transport problems and social exclusion.

The Australian Bureau of Statistics (ABS) publishes data regarding attendance at cultural venues and events. Event types and attendance rates (attended at least once) in the 12 months preceding the survey for the years 2005 - 2006 are listed in Table 3.2 following.

Table 3. 2.   Persons attending selected cultural venues and events

Venue or activity	Attendance rate (%)*
Cinema	65.2
Local, state and national libraries	34.1
Popular music concerts	25.2
Art galleries	22.7
Museums	22.6
Theatre performances	17.0
Other performing arts	16.6
Musicals and operas	16.3
Dance performances	10.2
Classical music concerts	9.4

*percent of population aged 15 years and over (ABS, 2008 p.13)

For the purpose of this analysis, the ABS categories have been mapped across variables in the VATS data. Table 3.3 presents the ABS categories and the corresponding variable measured in VATS where one exists. This comparison has been made in order to demonstrate the extent to which the VATS data can represent actual participation and which activity types are not captured in the VATS data.

Table 3. 3.   ABS categories matched to VATS variables

ABS A&CA category	VATS destination place level 2 (dest12)
Art galleries	0813 Gallery/ Museum
Museums	0813 Gallery/ Museum
Local, state and national libraries	0814 Library
Popular music concerts	no variable
Classical music concerts	0801 Theatre
Theatre performances	0801 Theatre
Dance performances	0801 Theatre
Musicals and operas	0801 Theatre
Other performing arts	0801 Theatre
Cinema	0802 Cinema

It is evident that a good match can be made between some variables, for example galleries, museums and libraries. However the relationship between variables is less clear in other cases. For example, trips to 'popular music concerts' cannot be analysed from the VATS data in its current form, as it is not possible to separate a popular music concert held in a 'nightclub' or 'pub/bar' or 'hall' (VATS variables 0803, 0804 and 0809) from attendance at these venues for other purposes. Attendance at performing arts events held in venues other than 'theatre' for example festivals or street performances, will also not be separately identifiable in this analysis.

The results reported in Chapter 6 - Community Interviews, presents a more comprehensive representation of how individuals perceive the activity types they consider arts and cultural activity.

Social and recreational activity

Social and recreational activity destinations comprise 34 destination types in VATS (including the four arts and cultural activities of gallery/museum, cinema, theatre and library) and include places such as pubs, cafes, gambling and a range of sports related activity destinations. For the purpose of comparison, some analysis has been undertaken of stops at social and recreational destinations in VATS. The purpose of this analysis is to identify whether the patterns of travel

identified in relation to arts and cultural activities is unique to arts and cultural activities or demonstrative of travel patterns for all social and recreational travel.

Income

VATS income data has been calculated to match ABS quintiles for each year so VATS data can be categorised according to income quintile across the years 1995 – 1999, despite changes to the actual dollar amount within a quintile from year to year. Median income is within the third quintile in every year for which the data is provided.

Transport mode share

The twelve VATS transport modes have been aggregated into four groups. This has been done in order to focus investigations on the differences between active, car and public transport travel, rather than exploring differences within these transport modes. The aggregations are listed in Table 3.4.

Table 3. 4. Mode aggregation

Mode denominator used in this analysis	VATS modes included in each category
Active transport	Walking
	Bicycle
Car	Car as driver
	Car as passenger
	Taxi
Public transport	Train
	Tram
	Bus
	School bus
	Other bus
Other	Motorcycle
	Truck
	Other

Gender

Of the 18,331,480 trips investigated in this analysis, 49.1 percent were made by men and 50.9

percent were made by women.

Age group

VATS collects data regarding the travel of all household members so includes data from people

aged from nought up. The original data file has 16 age groups, which have been aggregated

into six age groups for this analysis, as outlined in Table 3.5.

Table 3. 5.   Aggregate age groups

VATS age group	New age group
1 = 0 – 4	1 (0 – 14)
2 = 5 – 9	1
3 = 10 - 14	1
4 = 15 - 19	2 (15 – 24)
5 = 20 - 24	2
6 = 25 – 29	3 (25 – 44)
7 = 30 – 34	3
8 = 35 - 39	3
9 = 40 - 44	3
10 = 45 - 49	4 (45 – 64)
11 = 50 - 54	4
12 = 55 - 59	4
13 = 60 - 64	4
14 = 65 - 69	5 (65 – 74)
15 = 70 - 74	5
16 = 75 +	6 (75 +)

Residential location

For the analysis of the effect of residential location on trips, the area of metropolitan Melbourne has been divided into the three zones identified by Currie & Senbergs (2007a); inner, middle and outer Melbourne. Figure 3.2 shows the area of Metropolitan Melbourne divided in to three zones; inner, middle and outer Melbourne. It also demonstrates the public transport (PT) supply index scores in these areas, from zero to very high.
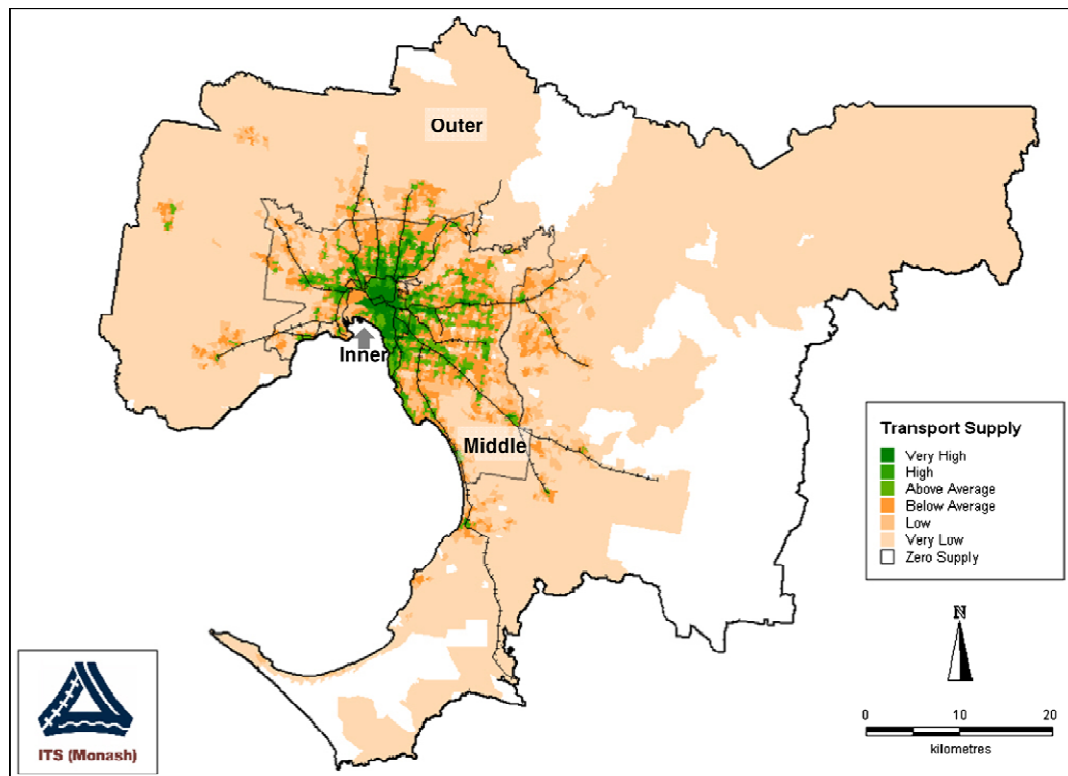
Figure 3.2 Distribution of PT supply measure scores (Currie, 2010)

Family type

The nine family types in VATS have been aggregated to represent households either with or without children. The aggregation is outlined in Table 3.6 following.

Table 3. 6.   Family type aggregation

VATS family type	New family type
1 Single parent and child(ren)	1 (household with children)
2 Single parent, child(ren) and others	1
3 Couple family without children	2 (household without children)
4 Two parent family	1
5 Two parents, child(ren) and others	1
6 Extended family	1
7 Group household	2
8 Single person household	2
9 Other or cannot be classified	Un-coded

Note: The possibly contested categories of 6 and 7 combined account for 6.3% of family types.

Number of vehicles in the household

The number of household passenger vehicles in the home has been aggregated into the categories of zero, one and two or more household vehicles.

3.4.3 Approach to analysis

Analyses of the variance (ANOVA) between mean trip rates, independent samples t-tests and chi-square tests for the significance of difference have been conducted in SPSS to explore the influence of the factors listed above on trip rates to activities. A multiple regression has been used to explore the extent to which the variables investigated can explain the variance in trip rates. These methods have been indicated as the appropriate tests for these types of data (Field, 2009, Tabachnick and Fidell, 2007).

3.4.4 Rationale for selection of the data set

Victorian Activity and Travel data (VATS) was selected because it is a robust data set that is widely used by Government and researchers in the transport sector. It provides the opportunity to investigate participation in a range of activities and can be analysed according to socio-demographic differences (for example income, home location) indicated in the literature to be important.

3.4.5 Limitations of the data

There are a number of limitations to this data. First, the data is collected in a household, self reported diary based format. Respondents require good English literacy skills to be able to complete the survey. This would be a barrier for a number of groups identified as at risk of social exclusion (as discussed in Chapter 2 Literature review), for example people with low levels of education and those who do not speak English well. It is anticipated people in these groups are underrepresented in the data. Because VATS is a household survey, it also excludes people who are homeless, or living in an institution.

Another limitation of the data relates to the way activity data is collected. As discussed in section 3.5.2.2 above, the categories representing travel destinations and the way activity is described limits the ability to explore a diverse range of arts and cultural activities undertaken. In particular, arts and cultural activities that occur outside traditional arts and cultural activity venues, for example street art or arts and cultural activities held in community centres, are not able to be investigated.

An important additional limitation relates to the age of the data. The data used in this research is from the 1994 to 1999 surveys. This was the most recent data available at the time of the study. The limitations of the research findings, posed by the age of the data include that the population structure and provision of housing and activities may have changed in the ensuing years. For example, between December, 2000 and June 2010, the population of Victoria grew by 15.6 percent, some 749,200 people (ABS, 2011). Analysis of building approvals data for the 12 months ending September 2001 indicates eight of the top ten areas with the highest number of building approvals, were in Local Government areas in the outer metropolitan Melbourne area and similarly, nine of the top ten in the period from 2007 to 2009 were in the outer metropolitan Melbourne area. However, contemporaneously, extensions to rail, tram and bus networks, have been modest (see for example DOT, 2008, DOT, 2011). Analysis of the provision of arts and cultural activity destinations in the two case study areas of the City of Yarra and the Mornington Peninsula indicates that in 2007, there were 1.8 arts and cultural venues per 10,000 head of population, compared to 6.5 per 10,000 in Yarra (Johnson, unpublished). Considered together, these figures suggest that while population has grown since the VATS data was collected, this growth has continued to concentrate in the urban fringe where public transport provision and arts and cultural activity provision have remained low.

3.5. Transport Disadvantage and Social Exclusion study (TDSE)

This research uses data collected in 2008/09 in the Australian Research Council (ARC) funded research project *Investigating transport disadvantage, social exclusion and wellbeing in metropolitan, regional and rural Victoria* (TDSE) (Currie et al., 2009). It includes data on travel and transport and participation in activities associated with social inclusion, including participation in arts and cultural activity. The data was collected in metropolitan Melbourne in face to face interviews with people who had completed the Victorian Integrated Survey of Travel and Activity (VISTA), the latest version of VATS. A special sample is also represented. The special sample includes people likely to be experiencing factors associated with social exclusion such as low income and unemployment, who were not represented in the VISTA sample.

3.5.1 Aims of analysis

The key research questions investigated using the TDSE data are:

- What are the factors that have a significant association with participation and non-participation in arts and cultural activity?

- Do the same factors have a significant association with participation and non-participation in a broader set of community participation activities? (i.e: is arts and cultural participation different?)

The purpose of these investigations is to identify whether demographic and/or transport related factors limit participation in arts and cultural activities. In addition, the research seeks to identify whether these factors are unique to arts and cultural activities, or relate to participation in all activities.

3.5.2 Description of the variables

This section describes the variables used to represent the key terms of the research; social exclusion, transport and arts and cultural participation.

Social exclusion

In general, this analysis has adopted the definition of social exclusion used in the TDSE study (based on Burchardt et al 2002b), within which variables measuring the social exclusion of householders during the twelve months preceding the interview are, self reported:

- Household income below $500 per week

- Unemployment – not working or in education or caring for family

- Lack of political engagement – had not participated in a government, political, resident campaign, group or committee in the last 12 months

- Lack of social support - not able to get help if you need it from close or extended family, friends or neighbours

- Lack of participation in community activity – had not used or participated in community activities or services (defined in section 3.5.2.8 following) in the past month.

However, the social exclusion score (SES) created for this analysis differs from the TDSE score in two ways. The community activity dimension has been excluded from this score because it is methodologically inappropriate to use the same variable as both an outcome and predictor. For income below $500 per week, the score has been doubled to reflect the importance of income poverty within measures of social exclusion (see for example Gordon et al., 2000; Scutella et al., 2009). The other variables have been given a score of zero if the factor is not present and one where the factor is present. The variables and their values are outlined in Table 3.7 following.

Table 3. 7.   Social exclusion score variables and values

Variable	Value
Income	0 = HH income above $500 /week 2 = HH income of or below $500 / week
Employment	0 = employed, retired, carer, studying, unpaid worker, other 1 = unemployed and looking for work, unemployed due to illness or disability
Political engagement	0 = sometimes or frequently participated in political activities including government, political or community group, committee or campaign in the past 12 months 1 = did not participate at all in past 12 months
Social support	0 = able to get help if you need it from close or extended family, friends or neighbours 1 = not able to get help if you need it from close or extended family, friends or neighbours
Total score	Sum of above scores

These figures have been summed to provide each person with a score between zero and five; with zero representing people who are not excluded on any dimension and five representing people who are excluded on all four dimensions (with income valued at two).

The separate influences of household income and employment have also been tested, as both these factors have been identified as influential in travel and activity patterns. For a discussion of the influence of these factors on travel, see Chapter 2 Literature review.

Transport

A total of three variables have been used in this analysis to represent transport; number of household vehicles, number of trips on travel day and reported frequency of difficulties accessing activities due to a lack of transport. Home location has been used to explore the accessibility of activities from home.

Car ownership

Household car ownership has been measured as zero, one, or two or more (2+) cars in the household.

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Number of trips

A trip is defined as 'travel, linking two primary activities' (TTRC, 2001b p.12). The data contains reports of 0 to 15 trips made by the person on their travel day.

Transport difficulties

Two variables were used to assess transport difficulties. These are whether people have difficulty accessing activities, due to transport problems and self reported transport problems.

Difficulty accessing activities, due to transport problems is measured in response to the following question:

> How often do you have difficulty accessing activities because of a lack of transport?

Responses have been aggregated to does / do not have difficulty accessing activities because of a lack of transport.

For self reported transport problems, an aggregate score, with a range of one to five has been created from responses to how easy or difficult (on a five-point scale) a group of 18 features of travel are. Features include covering the cost of transport, being able to physically get on/off buses/trains and feeling safe when travelling alone.

Home location

For home location, the area of Metropolitan Melbourne has been divided into three regions; inner, middle and outer Melbourne. These areas are indicated above in Figure 3.1. The TDSE sample used in this analysis contains 45 people from inner Melbourne (5.7% of the sample), 184 from middle Melbourne (23.5%) and 555 people from outer Melbourne (70.8%).

Other predictors

Other predictors have been tested because they are identified in the literature as having an influence on travel. These are age (see for example Metz, 2000), gender (for example Turner and Grieco, 2000), the presence of children in the home (for example Bostock, 2001) and personal wellbeing (Currie and Delbosc, 2010b, Stanley et al., 2009).

Personal wellbeing is measured in these analyses using the Personal Wellbeing Index (IWG, 2006). The Personal Wellbeing Index is a multi-item scale comprising eight domains, including standard of living, health, achieving in life, relationships, safety, community-connectedness, future security, and spirituality/religion. Each of these items represents an aspect of the overall question '*How satisfied are you with your life as a whole?*'. The scale has good reliability with a Cronbach alpha score between .70 and .85 in Australia and overseas (p.9). The scale was used as one of a suite of wellbeing scores in the TDSE, with a range of 0.25 to 10.00. Mean PWI in the TDSE data was 7.1055.

Community participation

In the TDSE study, interviewees were asked about their participation in a range of community activities during the last month. These activities were:

- Library services

- Arts and cultural activity

- Spectator sports activity

- Sports participation activity

- Hobby, leisure and or interest class or associated group.

Participation in these activities is the outcome variable used in this analysis. The possible outcomes for each activity are:

- Participated

- Did not participate because the activity was unavailable or inadequate

- Did not participate because the activity was not needed.

3.5.3 Approach to analysis

Factors identified in the literature as likely to influence travel and activity have been assessed for their likelihood of predicting participation and non-participation in the group of community activities for which data has been collected in the TDSE study. Logistic regression has been used to identify which of these factors have a significant association with participation or non-participation. Multinomial logistic regression has been selected as the best test because the research questions explored using this data have multiple categorical outcomes (participated / did not participate by choice / did not participate due to constraint) and both continuous (for example number of trips, number of household vehicles) and categorical predictors (such as gender and employment status) (Field, 2009 p.300; Hosmer and Lemeshow, 1989).

3.5.4 Rationale for selection of the data set

This data was selected for investigation as it adds two additional elements to analysis of activity participation. Importantly, the data differentiates between people who have not participated because they choose not to, do not have facilities available, or the facilities are insufficient for their needs. These second two groups are referred to in this research as 'constrained non-participators' and the first group are called 'choice non-participators'. In

addition, the TDSE sample includes data from people who were targeted because they were likely to be at risk of social exclusion (low income, unemployed, homeless, Aboriginal or Torres Strait Islander) and as such represents the experiences of a wider set of people than does the VATS data described above.

3.5.5 Limitations of the data

The main limitation of the TDSE data is that it is self-reported and as such does not provide objective measures of travel and participation, but rather interviewees' perceptions of this. Another limitation of the data relates to its generalisability. Given the sample bias created by the purposive sampling of groups likely to be at risk of social exclusion, the generalisability of the findings of these analyses is limited.

3.6. Primary data

In order to adequately understand the experience and impacts of transport disadvantage on participation in arts and cultural activity and the relationship of this to social exclusion, qualitative data was collected and analysed. The data was collected in interviews; allowing for in-depth discussion of issues (Rice & Ezzy, 1999).

This data was collected to generate qualitative information about people's perceived experience of opportunities for participation in the arts, how this is influenced by their transport options and how it influences their social inclusion. Qualitative data was collected in order to explore underlying meaning and patterns of relationships (Babbie, 2008). Data was collected with regard to individuals and also with regard to arts and cultural activities.

3.6.1 Selection of case study areas

Primary data was collected in two case study areas, The City of Yarra and the Mornington Peninsula Shire. These Local Government Areas (LGAs) have been selected for the following two reasons:

Public transport supply:

Currie and Senbergs (2007a) have identified areas of zero to high public transport supply in metropolitan Melbourne (see Figure 3.1 below). This was done by creating a measure of supply, at a Census Collector District (CCD) level representing the share of the CCD with a greater or smaller access distance to public transport and the level of service provided (where applicable)(p.3). The areas of Yarra and the Mornington Peninsula provide good examples of contrasting public transport supply. The City of Yarra encompasses areas of 'above average',

'high' and 'very high' public transport supply, while the Mornington Peninsula Shire has areas

of 'zero', 'very low', 'low' and 'below average' supply only.
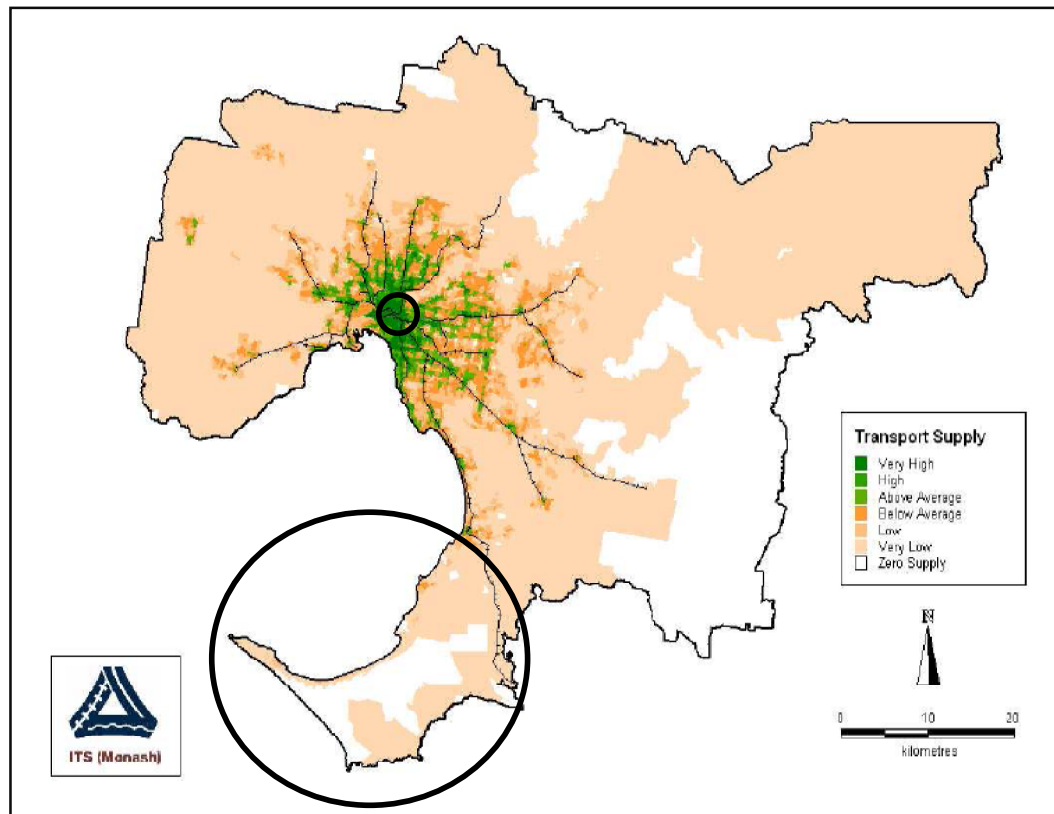
Figure 3. 3.   Study locations highlighted on Currie and Senbergs (2007a)

Figure 3.3 indicates the geographic areas where primary data was collected in the study. The

small ring denotes the City of Yarra. The larger ring indicates the Mornington peninsula Shire.

Researcher linkages:

The researcher has lived in and worked in the community services sector in both these LGAs over the last six years and has developed good linkages within the social and community services sector and more broadly in these communities that facilitated the implementation of this research.

3.6.2 Ethics

This research has proceeded with ethical approval from the Monash University Standing Committee on Ethics in Research Involving Humans (SCERH).

A key ethical issue addressed in the application was informed consent for participation in research interviews. In particular this was important for people who are:

- in a dependent relationship with community contacts publicising the research
- under the age of 18.

The processes developed to address this were approved by the ethics committee (see Appendix A Ethics Approval, for details).

3.7. Community interviews

Interviews were conducted with members of the general public in the two areas studied.

3.7.1 Interview design and implementation

A face to face semi structured interview was designed for data collection. Data was collected in four broad areas; travel and activity, demographic data, transport data and questions to explore reasons for participation and / or non-participation in arts and cultural activity. Each of these are discussed in the following sections. Flick (2006) identifies the elements of the semi-structured interview as a combination of open-ended, theory driven and hypothesis driven questions. The semi-structured interview was selected for this study as the best way to collect the combination of facts and opinion required to explore the issues investigated in this research. A copy of the questions is attached at Appendix B.

Travel and activity

Travel and activity data was collected through simple travel diary questions. The interviewer asked the respondent to describe the activities they had undertaken over the past week, outside the home, or at home if the activity was undertaken with someone not usually residing in the home. The respondent was asked to report the location and purpose of each activity, travel mode, with whom they travelled, with whom they undertook the activity and whether the activity was undertaken during the day or in the evening. They were asked on a day-by-day basis, working backwards from the day before the interview. Every day of the survey week was captured in this way. In some cases, activity undertaken alone at home was also recorded as a

way of promoting rapport development[5], in particular for people who had undertaken few activities outside the home. This additional information was not analysed because it did not relate to the research interests of transport and travel.

Demographic data

Demographic data, to reflect the domains of social inclusion was collected, including income and employment status. Age, Aboriginal and Torres Strait Islander status and English proficiency data was also collected in order to identify sub-populations known to be at greater risk of social exclusion than the general population.

Transport data

Car ownership and access to a car or a lift at home were collected in order to identify levels of access to private transport. Relative levels of public transport supply and walk accessibility were assessed at the LGA level, using the Currie and Senbergs (2007a) Transport Supply Index, described above.

Exploratory data

A series of questions were explored with respondents regarding activities the person had participated in that they consider arts and cultural participation. These included:

- Reasons for participation

- Reasons for non-participation

- Transport related barriers to participation

- Activities they would like to do but are unable to

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[5] "There is a widespread consensus among field researchers that the rapport or trust between the observer and the members is an essential ingredient for the production of valid, objective observations" (Johnson, 1975 p.84)

- Activities they most enjoy.

Reasons for non-participation in general, were explored in order to see what factors were spontaneously reported as limiting participation in arts and cultural activity. This was followed by targeted investigation of transport related barriers to participation.

The same questions were asked to each respondent. Follow up questions were included where needed for clarification or to further pursue an issue.

Recruitment process

The recruitment approach used in the study sites; the City of Yarra and the Mornington Peninsula Shire, had three aspects. First, widespread advertising was undertaken, through:

- Mail-out of research flyers to organisations with community notice-boards (including libraries, Maternal and Child Health Centres and Neighbourhood Houses)

- Posting flyers on community notice-boards in shopping centres and cafes.

Second, targeted promotion was undertaken through telephone contact with community organisations, leading to:

- Emailing and posting information for inclusion in e-newsletters and on notice-boards

- Invitations for the researcher to visit the organisation and explain the research to potential participants.

A total of 20 organisations were contacted on the Mornington Peninsula and 21 in the City of Yarra. The organisations agreeing to provide information from the researcher were Council Youth and Aged Care Services, community aged care services, a Community Health Service, Neighbourhood Renewal programs, a Transport Connections[6] program, Neighbourhood

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[6] "Transport Connections helps communities work together on projects to improve local transport. It provides funding to set up working groups, employ a coordinator and develop a range of transport initiatives. (DPCD, 2010)

Houses, a Community Victoria Certificate of Applied learning (school-leaving equivalent) program, environment groups, Rotary clubs and a Work for the Dole program.

Thirdly, the researcher accessed personal networks of family and friends by sending a broadcast email to all contacts residing in the study areas.

Of the three approaches, the greatest success in recruitment to the study was in cases where the researcher was able to provide information to people face to face. Only one interviewee was recruited directly from flyers, mail-outs or e-news inclusions.

All interviewees were offered to be included in a mailing list for receiving copies of publications arising from the research and to be included in a draw to receive one of ten double movie-passes.

Interview pilot

The first seven interviews (14 percent) were conducted as a pilot. The purpose of the pilot was to test whether the recruitment process operated as planned and to check the comprehension of questions by interviewees and to ensure the wording and order of the questions was gaining valid, reliable data (Ruane, 2005). The pilot identified that the recruitment process worked well for people able to provide consent themselves, but not well for people requiring consent from a parent or guardian.

Young people did not return parental consent forms (except in one case), so the number of young people in the study is limited. The interview questions were generally well understood and collected the anticipated types of data.

After the pilot, the following modifications were made:

- Travel survey questions were put together to improve flow. Initially 'travel mode' and 'who the activity was done with' had been collected separately.

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- The car ownership question was changed from 'do you own a car' to 'do you own a working car and have a driver's license', as it was quickly identified that some people have unusable cars or are disqualified from driving.

Conduct of interviews

Interviews were undertaken between November 2008 and August 2009 in interview rooms in various community locations. In the small number of cases where the interviewee was known to the researcher, interviews were conducted in the interviewee's home. In two cases the interview was conducted by telephone. Interviews took between 35 and 45 minutes and were audio-taped in most cases.

After information about the study was provided verbally to people, they were invited to read the information sheet and ask questions of the interviewer. Once all the interviewee's questions had been answered the person was asked if they agreed to be interviewed and sign the consent form. In three cases verbal consent was provided. In one case the interviewee was vision impaired and unable to sign the form. In the other two cases, after failed meetings, the interview was conducted over the phone and verbal consent recorded by the interviewer.

3.7.2 Key terms in community interview data

This section outlines the definition of key terms used in analysis of the interview data. These terms are 'arts and cultural participation', 'social exclusion' and 'transport disadvantage'.

Participation in arts and cultural activity

The definition of arts and cultural activity is discussed in detail in Chapter 2 Literature Review. The activities defined as arts and cultural for the purposes of this research are those defined by the Australian Bureau of Statistics. The ABS defines participation in arts and cultural activity

as either attendance as an audience of the arts, or creative participation. The types of arts and cultural activity included for each activity type are listed following:

- Attendance as an audience at:

    - Art galleries

    - Cinema

    - Museums

    - Local, state and national libraries

    - Popular music concerts

    - Classical music concerts

    - Theatre performances

    - Dance performances

    - Musicals and operas

    - Other performing arts.

- Creative participation in:

    - Arts / crafts (including performing arts)

    - Writing

    - Music and dance.

Social exclusion

Discussion of the definition of social exclusion applied in this research is detailed in Chapter 2 Literature Review. For the purpose of discussion of the qualitative findings of this research, the following definition of social exclusion is adopted:

> An individual is socially excluded if he or she does not participate in key activities of the society in which he or she lives (Burchardt et al, 2002 p.30).

This chapter explores qualitative differences in people's participation in arts and cultural activity, according to differences in social exclusion, using two variables; income and labour force status.

Transport disadvantage

The definition of transport disadvantage is discussed in detail in Chapter 2 Literature Review. In this analysis there has not been any attempt to define a person as experiencing transport disadvantage in absolute terms, rather, comparisons have been drawn between the experiences of people living in areas of high versus low public transport supply and walk accessibility, and between people with access to a car and those without.

3.7.3 Approach to analysis

Qualitative data was analysed for contextual and diagnostic purposes; to identify the nature and causes of what exists (Ritchie and Spencer, 2002). Coding reflects the key themes of the research; transport, arts and cultural participation and social inclusion.

The analysis begins with an outline of the sample characteristics. This is followed by description of activities undertaken by interviewees. Next, the reasons people participate in arts and cultural activities, and other community activities are described, along with presentation of the data relating to barriers to participation. The relationship of this to social inclusion is then discussed.

3.8. Community organisation interviews

Interviews were conducted with people providing arts and cultural activities in the two study areas.

3.8.1 Interview design and implementation

The aim of the interview was to understand:

- The demographic spread of participants / visitors to arts and cultural activities/venues

- Aspects of location, operation or transport that facilitate access to arts and cultural activities/venues

- Transport barriers the provider may be aware of that limit people's access to arts and cultural activities/venues

- The provider's perception of the role of participation in their activity in the social inclusion of participants/visitors.

A copy of the interview questions is attached at Appendix C.

Recruitment process

Interviews were held with providers of each of the key arts and cultural activity types, in each of the study areas. These were:

- gallery / museum

- library

- cinema

- community arts activities.

These activities have been targeted because library, cinema and gallery / museum are the top three cultural activities visited in VATS data. Community arts activities have also been included in this research because of the large number of individual interview respondents who had participated in community arts activities in the survey week. Respondents were identified through a search of all cultural activity providers in each of the study areas. Some of these had already been identified through community consultations in the feasibility stage of the research.

Interview pilot

The interview was piloted with one service provider and no changes were made to the approach.

Conduct of interviews

Interviews were conducted in the offices of cultural service providers, apart from in one case where the interviewee requested they complete the interview in written format.

3.8.2 Approach to analysis

Description of the venue, activity and target audience were provided for each activity. Data was also analysed to reflect the key themes of the research. Data was collated into the following categories, reflecting the interviewees' perceptions of:

- Mode share of transport used to reach the activity

- Transport barriers to participation in the activity

- Other barriers to participation in the activity

- The role of the activity in the community

- The role (if any) of the activity in social inclusion.

Within this, comparisons were made between the different arts activity types and the location of the activity in inner versus outer Melbourne.

3.9. Limitations of the primary data

There are two main limitations to the primary data overall. First, the sample sizes are small and thus caution should be taken in generalising the findings to the wider population. Second, the data is self reported and therefore represents people's perceptions of experiences and barriers rather than providing objective measures.

In relation to the community data, an additional limitation is that the recruitment process was only successful in engaging people who were already linked in some way to a community or welfare organisation and hence were not completely excluded on a community participation dimension.

3.10. Interactions of the data sets

As described in section 3.1 above, this study uses a mixed method approach. A 'concurrent' mixed methods approach to data collection and analysis has been adopted, whereby each data set has been used to investigate the original research questions, rather than using one data set to prove or disprove the conclusions arrived at by another (Creswell, 2009). The reasons for adopting this approach relate to the fundamentally different nature of each of the data sets. VATS data is collected from a group of people known to exclude the homeless and those living in institutions. It is also known to be less likely to represent people who have limited English literacy or are experiencing other factors that make them unable or unwilling to participate in a travel diary based survey. As such it is unlikely the results of this analysis could be proved or disproved using either the TDSE data, or the data collected in the interviews conducted in this research, because the populations aren't comparable. This is because both of these data sets have sampling biases toward the groups most likely to be excluded from the VATS sample. The interview data has been collected from a small sample and as such precludes the opportunity to prove or disprove findings of the analyses of the larger data sets. Rather this data is used to explore people's perceptions of their experiences of participation in arts and cultural activities and the barriers to this participation. The similarities and disjunctures between the data sets are discussed in section 8.6 Comparisons between the data sets.

3.11. Chapter summary

This chapter has described the methodology used to investigate the relationships between transport, arts and cultural participation and social inclusion. The research has adopted an exploratory mixed-method approach consisting of a literature review, analysis of secondary data and collection and analysis of primary data.

The research questions and the data sets used to investigate them have been described, along with the rationale for their selection and discussion of the approach taken to analysis.

Chapter four – Results of VATS analysis

4.1. Introduction

This chapter presents analysis of *Victorian Activity and Travel Survey* (VATS) data to explore the relationships between transport, arts and cultural participation and social inclusion. There are four aspects to this analysis. The first analysis investigates associations between participation in arts and cultural activities and the following factors:

- Demographic: gender, age-group, employment, family type and income

- Location: of residence and of activities

- Transport: household car ownership, transport mode-share, and pubic transport supply.

This is done in order to identify which factors are influential in participation or non-participation in arts and cultural activities.

The second part of the analysis compares these findings to participation in a broader range of activities. This is done to identify whether the characteristics of travel to arts and cultural activities are different to other trip types.

The third analysis uses multiple regression to identify the extent to which the variables investigated can explain the variance in trip rates to each of the activities and to identify which ones best predict higher trip rates.

The fourth and final analysis investigates the influence of some factors in combination, to identify whether there are factors that work together to facilitate or impede participation.

The chapter ends with a summary assessment of the key findings and conclusions.

4.2. Background and methods

The approach taken and variables used in this analysis are described in detail in Chapter 3 Methodology (Section 3.4). In summary, the Victorian Activity and Travel Survey (VATS) is a household survey of travel and activity. The survey is continuous over a year and collects travel data for one day's travel per person in all surveyed households (TTRC, 2001a). The data used in this study is from the 1994 to 1999 surveys. It contains a total of 18,331,480 trips (weighted).

4.2.1   Outcome variables

This analysis uses data combined from the VATS household files, person files and stop files. Within these files, the outcome variables investigated are:

- ACTIVITY trip rate: the rate of stops for all trips destinations other than transport features (eg: bus stop), or the person's own home.

- SOCIAL trip rate: the rate of stops at social and recreational related destinations

- ARTS and CULTURAL activity (ACA) trip rate: the rate of stops at arts and cultural related destinations.

These trip rates are summarised in Table 4.1 following.

Table 4.1   Summary of trip rates per person per day

Trip type	Mean trip rate
Activity trips	2.2101
Social and recreational trips	0.1947
Arts and cultural trips	0.0210

As indicated in Table 4.1, mean trip rates per person per day to social and recreational activities (0.1947) are about one-tenth that of trips to all activities (2.2101) and mean trip rates to arts and cultural activities (0.0210) are about one-hundredth that of trips to all activities.

4.2.2   Predictor variables

The predictor variables used in the analyses are listed in Table 4.2 following. The list indicates

the proportion of all trips made by people of varying characteristics.

Table 4.2   Summary of demographic characteristics of VATS sample

Variable	Value	Percentage in data (N=18,331,480)
Gender	Male	49.1
	Female	50.9
Age-group	0-14	20.4
	15-24	14.6
	25-44	31.5
	45-64	21.7
	65-74	7.4
	75+	4.4
Family type	Households with children	70.8
	Households without children	29.2
Household income quintile	Quintile 1	27.2
	Quintile 2	12.3
	Quintile 3	10.5
	Quintile 4	20.0
	Quintile 5	30.0
Labour force status	Employed / full time education	63.0
	Preschool	7.4
	Home duties	8.8
	Unemployed	3.6
	Retired	10.9
	Pensioner (non aged)	2.5
	Other / not stated	3.8
Residential location	Inner Melbourne	5.6
	Middle Melbourne	57.8
	Outer Melbourne	36.7
Public transport supply of residential location	High	5.6
	Medium	57.8
	Low	36.7
Number of household vehicles	Zero	5.7
	One	32.4
	Two or more	61.9

4.3.   Arts and cultural participation

This section describes the transport mode share and characteristics of people making trips to arts and cultural activities, as represented in VATS data. There were 1,803 trips to arts and cultural activities recorded in the VATS data collected from 1994 to 1999 used in this analysis. This represents less than one percent (0.98%) of all trips recorded in VATS. The arts and cultural activities, with trip data recorded, are cinema, theatre and library. The most commonly visited was cinema (50.5%), followed by library (40.5%), then theatre (8.9%) There were no trips to galleries and museums recorded. The following subsections outline the characteristics of trips to arts and cultural activity according to:

- gender, age-group and labour force status of the people making these trips

- household characteristics of the people making these trips, including residential location, income, family type and number of vehicles in the household.

4.3.1   Characteristics of people making trips to arts and cultural activities.

The following subsections present results of analyses undertaken to identify differences in trip rates per person per day to arts and cultural activities according to the personal characteristics of gender and age-group. For these analyses, the data has been weighted using the All Day Person Weight (as described in Chapter 3 Methodology). The weighted data estimates a total of 18,331,480 trips.

Gender

Comparison of trip making to arts and cultural activities according to gender identify whether this has a significant influence on participation. The data indicates that 41.2 percent of trips to arts and cultural activities were made by men and 58.7 percent were made by women (p<.01).

The comparison of mean trip rates per person per day also indicates higher participation in arts and cultural activity, by women than men. Results of the independent T-test demonstrate women have a higher mean trip rate per person per day to arts and cultural activities ($M = 0.0244$ $SE = 0.00005$) than men, who have a mean trip rate of 0.0174 ($SE = 0.00005$). This is a significant difference ($p<0.001$) however it represents only a minute-sized effect ($r=0.000054$).

Age group

Analysis of mean differences in trips to arts and cultural activities has been conducted to identify whether age has a significant influence on one's propensity to participate in arts and cultural activities (as represented by trips). The comparison of mean trip rate per person per day by age group is presented in Table 4.3 following.

Table 4.3   Mean arts and cultural activity trip rate according to age group

Age group	Mean trip rate per person per day
0 – 14 (N = 3,735,063)	0.0186
15 – 24 (N = 2,675,273)	0.0266
25 – 44 (N = 5,780,469)	0.0228
45 – 64 (N = 3,986,067)	0.0186
65 – 74 (N = 1,352,128)	0.0188
75+ (N = 802,479)	0.0155

ANOVA results identify a significant but small effect of age group on mean trip rate per person per day, $F(5, 18331474) = 1579.04$ $p<0.001$, $\omega=0.02$. The data indicates the highest mean trip rate to arts and cultural activities is in the 15 to 24 age group, decreasing as age increases to the lowest trip rate for people aged 75 and over. These results are consistent with other research on the demographic profile of arts and cultural participants discussed in Chapter 2 Literature Review.

The small increase in the 65 to 74 age group is likely to be due to the increased free time available to people on retirement from the workforce at around this age. It may also relate to higher disposable income of many people in this age group.

Labour force status

The influence of labour force status on participation in arts and cultural activities has been tested with analysis of variance in mean trip rates according to labour force status. The mean trip rates for each group are presented in Table 4.4 following.

Table 4.4   Mean arts and cultural activity trip rate according to labour force status

Labour force status	Mean trip rate per person per day
Employed / full time education (N=11555895)	0.0216
Preschool (N=1351836)	0.0141
Home duties (N=1612035)	0.0253
Unemployed (N=658214)	0.0256
Retired (N=1994940)	0.0171
Pensioner (non aged) (N=455657)	0.0161
Other / not stated (N=702904)	0.0240

ANOVA results identify a significant but extremely small effect of labour force status on mean trip rate per person per day, $F(6, 18331474) = 1203.59$ $p<0.001$, $\omega=0.0003$. The highest trip rates are for people who are either unemployed or undertaking home duties, followed by the 'other / unstated' group, then people who are either employed or in full time education. The lowest rate is for preschoolers, followed by people on a non-aged pension and people who are retired.

4.3.2 Household characteristics of people making trips to arts and cultural activities

There are four household level characteristics that have been investigated in this analysis, for their influence on trip making to arts and cultural activities. They are residential location, household income, family type (presence or absence of children in the home) and number of vehicles in the household. These factors have been chosen because the research literature (as discussed in Chapter 2) identifies that they are influential on travel overall. The following analyses quantify their influence on travel to arts and cultural activities.

Income

The influence of income on travel to arts and cultural activity has been investigated by comparing mean trip rates by people in each of the income quintiles. The data indicates a clear positive association between income and trip rates to arts and cultural activities. This is presented in Table 4.5 following.

Table 4.5   Mean arts and cultural activity trip rate according to income quintile

Income quintile	Mean trip rate per person per day
One (lowest) (N=4,978,333)	0.0185
Two (N=2,249,672)	0.0180
Three (N=1,926,433)	0.0203
Four (N=3,668,823)	0.0210
Five (highest) (N=5,508,219)	0.0247

ANOVA results indicate a significant, moderate effect of income quintile on mean trip rate per person per day, $F(4,18331479) = 1413.409$ $p<0.001$, $\omega=0.04$. These results are consistent with other research indicating a positive association between increased income and increased travel in general. However, there is one anomalous result; a decrease in trips to arts and cultural activities between income quintiles one and two. This may be related to increased workforce participation and an associated decrease in time available for non-work activity such as arts and cultural participation.

Family type

Using an independent T-test, analysis of participation differences have been made in relation to the presence or absence of children in the home. Mean trip rates to arts and cultural activities are higher for people in households without children (N, 5298611 *M* = 0.0229 *SE* = 0.00007), compared to those with children (N, 12983405 *M* = 0.0202 *SE* = 0.00004). This is a significant result (p<0.001) but represents only a fractional effect size (*r* = 0.00799).

This is an anticipated finding, as families with children are likely to have less time for recreational activities such as arts and cultural participation.

4.3.3 Transport and location characteristics of travel to arts and cultural activities

Three transport and location variables have been used to explore the impacts of the accessibility of activities and of transport access to activities. These are the number of passenger vehicles in the household, the location of one's residence and the location of activities, compared to residence. Each of these is discussed in the following sections.

Passenger vehicles

The number of passenger vehicles in the household has been tested for its influence on mean trips per person per day to arts and cultural activities. The results are presented in Table 4.6 below.

Table 4.6   Mean ACA trip rate according to number of household vehicles

Passenger vehicles in household	Mean trip rate per person per day
None	0.0220
One	0.0220
Two or more	0.0203

The result of this analysis indicates a negative association between the number of passenger vehicles in the household and mean trips rates to arts and cultural activities. The mean trip rate for people in households without a passenger vehicle, or with one passenger vehicle is 0.0220, decreasing to 0.0203 for people with two or more. This difference overall is significant $F(2, 18,331,477) = 287.869$ p<.001, but represents only a minute effect size; $\omega=0.002$.

There are a number of possible explanations for this result:

- First, it may be that the higher the number of passenger vehicles in the household, the less interested in participating in arts and cultural activities householders are. The relationship may indicate a preference for activities requiring a car, such as sports activities involving equipment.

- Secondly, high car ownership may represent a coping mechanism for households that have high levels of contracted or committed travel time[1]– for example many hours working in a job that is mobile and requires carrying equipment. This would then leave little time available for other pursuits such as arts and cultural participation.

Residential location

Data comparing mean trip rates per person per day to arts and cultural activities, according to one's home location in either inner, middle or outer Melbourne, is presented in Table 4.7 following.

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[1] Contracted time: paid work and education

Committed time: committed because of previous acts or behaviours or community participation such as having children, setting up a household or doing voluntary work (ABS, 2006b)

Table 4.7 Mean arts and cultural activity trip rate according to home location

Home location	Mean trip rate	Comparison group	Mean difference (SE)	95% Confidence interval	
				Lower bound	Upper bound
Inner (N=101 855)	0.0315	Middle	0.01044*(0.00015)	0.0101	0.0108
		Outer	0.01217*(0.00016)	0.0118	0.0125
Middle (N=105 7241)	0.0210	Inner	-0.01044*(0.00015)	-0.0108	-.0101
		Outer	0.00174*(0.00007)	0.0016	0.0019
Outer (N=672 384)	0.0193	Inner	-0.01217*(0.00016)	-0.0125	-0.0118
		Middle	-0.00174*(0.00007)	-0.0019	-0.0016

*significant at the 0.05 level

ANOVA results indicate a significant but small effect overall of home location on mean trip rate to arts and cultural activities per person per day, $F(2, 18331479) = 2941.825$ p<0.001, $\omega=0.03$. The data illustrates a clear linear trend, with participation rates highest for people living in inner Melbourne (0.0315) and lowest for those in outer Melbourne (0.0193). It is hypothesised that this result reflects the higher proportion of arts and cultural venues in inner Melbourne compared to middle and outer areas. This hypothesis is explored further in Chapter 7 Interview data. It may also relate to the higher numbers of younger people living in inner Melbourne. The association of age to arts and cultural activity participation was demonstrated above.

Public transport supply

As discussed in Chapter 2 Literature Review, Currie and Senbergs (2007a) have developed a public transport supply index that accounts for spatial coverage of public transport, service levels and walk accessibility to activity centres. Using this index, outer Melbourne has a supply score of 764, which is around one-third that of Middle Melbourne (2,695), which has around one-quarter of the supply of Inner Melbourne (10,922). Although there is variation within each of the three areas, it suggests that overall, there is pattern of higher public transport supply and walk access in Inner Melbourne, decreasing to the outer suburbs. This suggests the results

for home location described in Table 4.7 above, may also reflect the influence of public transport and walk accessibility on participation in arts and cultural activity.

Location of activities

The influence of the location of activities on travel to arts and cultural activity has been tested by comparing the destination Local Government Area (LGA) of trips to arts and cultural activities to the origin LGA of the trip in the VATS 1994-1999 trip file. In this analysis it has been calculated that 70.51 percent of trips to arts and cultural activities begin and end in the same LGA, compared to 61.44 percent of trips to all activity types. This suggests a tendency for arts and cultural trips to be locally based.

A closer examination of trips to arts and cultural trips, by LGA zone (inner, middle, outer) identifies differences according to origin zone. These differences are detailed in Table 4.8 below.

Table 4.8   Origin and destination of trips to arts and cultural activities

Origin zone	Destination zone		
	Inner (%)	Middle (%)	Outer (%)
Inner	82.8	16.4	0.7
Middle	11.0	84.5	3.9
Outer	4.7	16.9	77.4

The data identifies two clear patterns. First, the propensity for travel to cultural activity to be local remains strong across the three LGA zones (greater than 77% in all cases). Second, there is a tendency for some 'centralisation' of cultural activity demonstrated by a greater proportion of people travelling from outer to middle or inner Melbourne than the reverse.

This analysis suggests travel to arts and cultural activity is mostly local, in particular in inner and middle Melbourne.

Transport mode share

The transport mode share of travel to arts and cultural activities is outlined in Table 4.9 following.

Table 4.9   Transport mode share of travel to arts and cultural activities

Transport mode	Percentage of trips (N=1,803)
Car	69.2
Active transport	30.3
Public transport	0.4

The data indicates that the predominant mode of travel to arts and cultural activities is private vehicle (69.2%), followed by active transport (30.3%). Less than half of one percent of trips (0.4%) to arts and cultural activities were by public transport. Within this group of arts and cultural activities, there are some differences in the transport mode share of travel to each arts and cultural activity type. This variation is outlined in Table 4.10 following.

Table 4.10 Transport mode share of specific arts and cultural activity types

Transport mode	Theatre (N = 161)	Cinema (N = 911)	Library (N=731)
Car	67.1	71.3	67.1
Active transport	30.4	28.5	32.6
Public transport	2.5	0.2	0.3

This data indicates that car is the dominant transport mode for travel to all of the activity types assessed. The highest share of car travel is for trips to the cinema (71.3%) compared to 67.1 percent for trips to the theatre or library. The data also shows that a greater proportion of people walk to the library (32.6%), than to the theatre (30.4%) or cinema (28.5%). The highest share of public transport travel is made to the theatre (2.5%).

A number of factors may be influencing this variation. For example many cinemas in Melbourne are located in mall-style shopping centres where car parking is plentiful and often subsidised or free for cinema patrons. Conversely, many theatres in Melbourne are located in the Central Business District where parking is limited and expensive, but public transport is plentiful. Libraries are prevalent across Local Government Areas and are therefore within close walking distance for many patrons.

4.4. Is arts and cultural participation different?

As indicated in the preceding sections, a number of factors influence travel to arts and cultural participation activities. In this section, an attempt is made to identify whether these influences are the same for travel to a range of different activity types. This is done by comparing differences in mean trip rates per person per day, for trips to arts and cultural activities, then to a broader sub-set of social and recreational trips and then an even broader subset of trip rates to all activities, according to:

- gender

- age-group

- labour force status

- family type

- income

- home location

- household passenger vehicles, and

- transport mode-share.

This is done in order to identify whether travel to arts and cultural activities has unique characteristics that don't exist in travel to other activity types.

4.4.1   Gender

The influence of gender on travel to participation in activities is illustrated through analysis of differences in mean trip rates per person per day, presented in Table 4.11 following.

Table 4.11 Mean trip rate to activities according to gender

Gender mean (Std. dev)	All activities	Social & recreational	Arts & cultural
Male	2.1767 (2.31308)	0.1991 (0.51006)	0.0174 (0.13726)
Female	2.2424 (2.27382)	0.1904 (0.49402)	0.0244 (0.16013)
Sig. of diff. (M to F)	t (18,331,478) = -61.38, p <.001	t (18,331,478) = 37.08, p <0.001	t (18,331,478) = -99.56, p < .001

Independent t-tests reveal small but significant differences in mean trip rates between men and women. Women have a slightly higher trip rate than men to all activities (2.2424 vs. 2.1767) and to arts and cultural activities (0.0244 vs. 0.0174), but a slightly lower mean trip rate to social and recreational activities (0.1904 vs.0.1991). This result suggests that gender is influential on travel of all types and has a different impact on travel to social and recreational travel than it does on travel to arts and cultural activities and all activities. Specifically, these results suggest that within the range of social and recreational activities available, women are significantly more likely to choose arts and cultural participation than men, despite participating less in social and recreational activity overall.

4.4.2 Age group

The influence of age group on travel to participation in activities is illustrated through analysis of differences in mean trip rates presented in Table 4.12 following.

Table 4.12 Mean trip rate to activities according to age group

Age group	All activities	Social & recreational	Arts & cultural
0 - 14	1.9012	0.1635	0.0186
15 - 24	2.0617	0.2209	0.0266
25 - 44	2.7148	0.2094	0.0228
45 - 64	2.2941	0.1875	0.0186
65 - 74	1.5864	0.1648	0.0188
75+	1.1418	0.1247	0.0155
Total	2.2101	0.1947	0.0210

Across all three activity types, trip rates increase with age to the 25 to 44 age bracket, then decline across the rest of the life-course. Differences in mean trip rates to activities are significant amongst all age-groups for the all activities trip rates, $F_{(5,18331474)} = 132269.152$, $p < .001$, social and recreational activity trip rates $F_{(5,18331474)} = 13193.962$, $p < .001$ and arts and cultural activity trip rates $F_{(5,18331474)} = 1579.041$, $p < .001$, $\omega = 0.0004$. ANOVA results reveal a pattern of change across the life-course that is similar for all three activity types, as indicated in Figure 4.1 below.
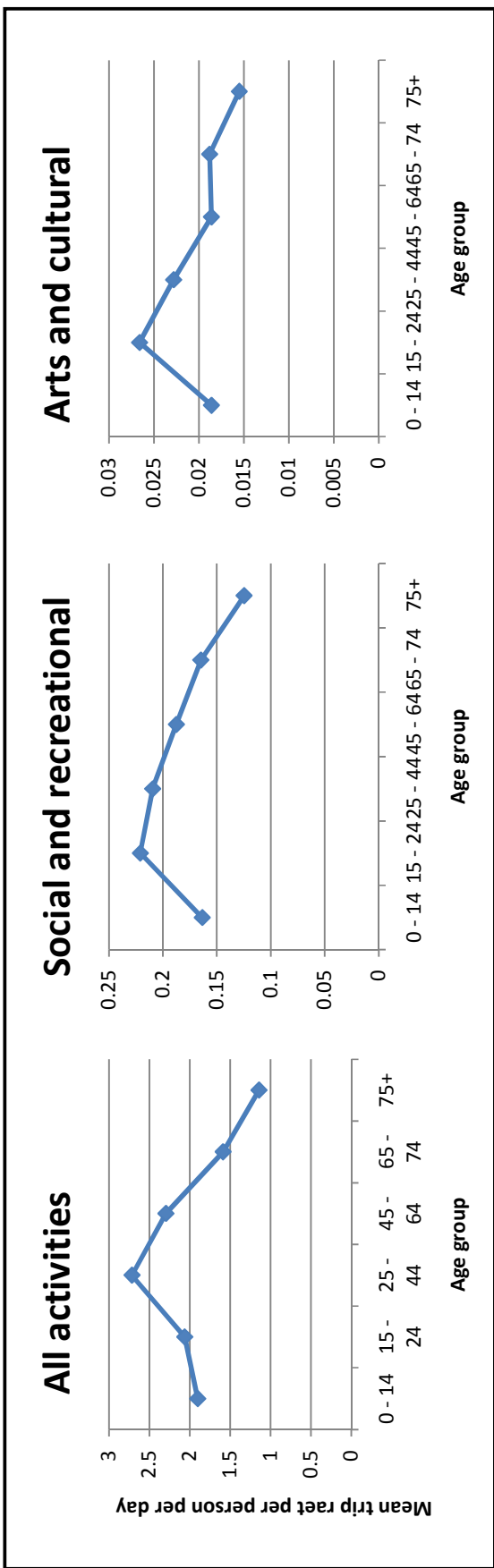
Figure 4.1 Comparison of mean trip rate to activities according to age group

The data presented in Table 4.12 and Figure 4.1 above suggest that while travel to activities is influenced by age group, the influence is largely similar regardless of activity type. For the three activity types assessed, trip rates increase to early adulthood, then decrease with age. There is a levelling-off between the 45 to 64 and 65 to 75 age group for trip rates to arts and cultural activities that may be associated with the increased leisure time available to people on retirement. Otherwise, there do not appear to be any unique effects of age group on travel to arts and cultural activities.

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4.4.3 Labour force status

The influence of labour force status on participation trip rates to arts and cultural activities has been compared to trip rates to social and recreational activities and all activities. The results are reported in Table 4.13 below.

Table 4.13 Mean trip rate to activities according to labour force status

Labour force status	All activities mean trip rate (Std. dev)	Social and recreational mean trip rate (Std. dev)	Arts & cultural mean trip rate (Std. dev)
Employed / in education	2.3826 (2.30979)	.2465 (.53098)	.0216 (.15178)
Preschool	1.9638 (2.00325)	.1197 (.38037)	.0141 (.11773)
Home duties	2.6588 (2.68809)	.2074 (.52276)	.0253 (.16865)
Unemployed	1.7557 (2.46098)	.1588 (.45731)	.0256 (.16619)
Retired	1.4148(1.78177)	.1501 (.42263)	.0171 (.13089)
Pensioner (non aged)	1.5362 (1.92858)	.1171 (.41107)	.0161 (.14236)
Other / not stated	2.2101 (2.29342)	.1611 (.43413)	.0240 (.15308)
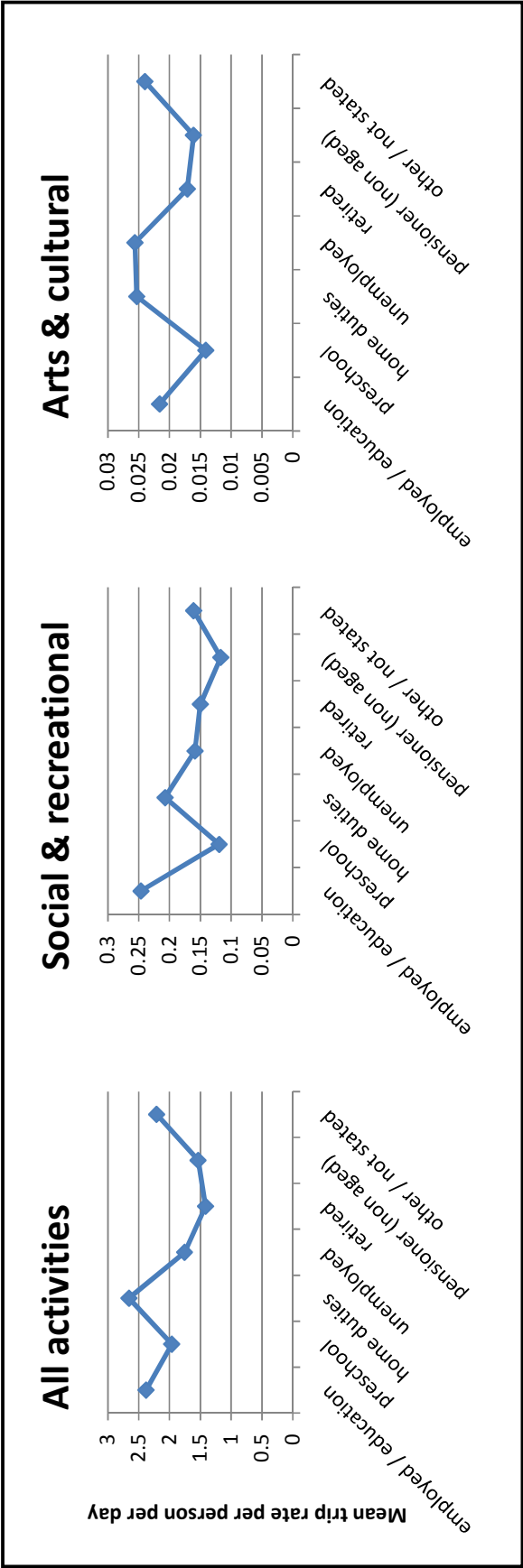
Figure 4.2 Comparison of mean trip rate to activities according to labour force status

The data in Table 4.13 and Figure 4.2 indicate the highest trip rate to all activities is for people reporting their labour force status as 'home duties'. It is

anticipated that the high trip rates in this group across all activity types may relate to chauffeuring of other family members. The relatively high trip rates

across all activities for people who are employed or in full time education is likely to be associated with higher incomes amongst the working population.

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The interesting difference in this data is for people who are unemployed. Unemployed people have lower mean trip rates to both *all activities* and *social and recreational* activities than most other groups, but have the highest rate of trips to arts and cultural activities.

4.4.4 Family type

The influence of household structure on travel to participation in activities is illustrated through analysis of differences in mean trip rates between households with children and those without, presented in Table 4.14 following.

Table 4.14 Mean trip rate to activities according to household type

Family type	All activities mean trip rate (Std. dev)	Social and recreational mean trip rate (Std. dev)	Arts & cultural mean trip rate (Std. dev)
Households with children	2.2009(2.25261)	0.1878(0.49426)	0.0202(0.14793)
Households without children	2.2338(2.39171)	0.2117(0.52019)	0.0229(0.15305)
Sig. of diff. (children to no children)	t (18,282,015) =-27.76, p<.001	t (18,282,015) =-92.47, p<.001	t (18,282,015) =-34.18, p<.001

Independent t-tests reveal small but significant differences in mean trip rates between household types. Households without children have a slightly higher trip rate across the three activity types, than households with children. These results indicate that while the presence of children in the home is associated with less trip making, this effect is the same across activity types. There does not appear to be any unique effect of children in the household on travel to arts and cultural activities. This suggests there may be some association between the concept of *disposable time* and the operation of *time budgets* within a household, influencing these results. For example, it is well established that households with low incomes have less 'disposable' income, or ability for 'discretionary spending' than their higher income counterparts, due to the costs associated with necessities such as housing, utilities and food.

These costs account for most of the money available in low income households, leaving no money left over for spending on social and recreational activities (as demonstrated in Figure 1.2 following). Similarly, the presence of children (requiring the care of adults) may decrease the 'discretionary time' budgets of households, leading to less time available for social and recreational activity. This issue is examined further in Chapter 8 Discussion.

4.4.5   Income

A one-way ANOVA was conducted to test the differences in mean trip rates to activities according to income quintile. The results are presented in Figure 4.3 following.
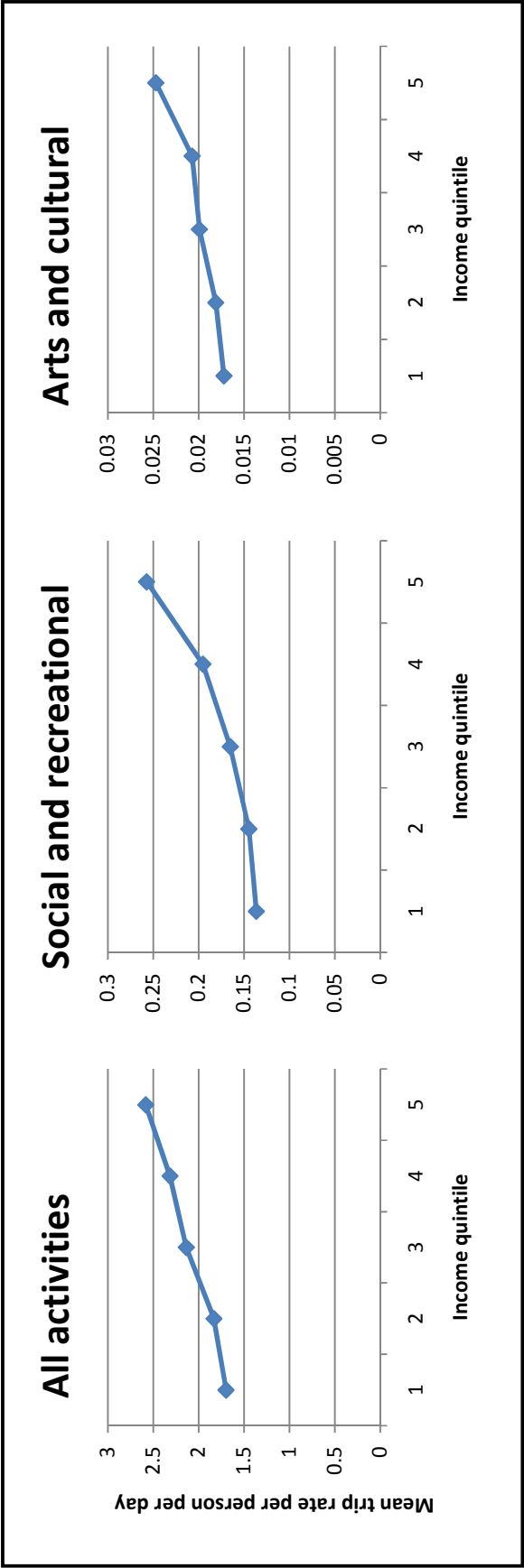
Figure 4.3 Comparison of mean trip rate to activities according to income quintile

ANOVA results indicate differences in mean trip rates to activities are significant amongst all quintiles for the all activities trip rates, $F_{(4,18331475)} = 99055.408$, $p < .001$, social and recreational activity trip rates $F_{(4,18331475)} = 42119.402$, $p < .001$ and arts and cultural activity trip rates $F_{(4,18331475)} = 1651.389$, $p < .001$.

The results again indicate little difference on the impact of income quintile between activity types. For all three activity types, mean trip rates increase as income increases. This suggests the influence of income is strong across all types of travel.

4.5. Location

The influence of location on participation rates in activities is investigated by comparing trip rates to activities according to home location. A one-way ANOVA was conducted to test the differences in mean trip rates per person per day to activities according to home location. The results are presented in Figure 4.4 following.
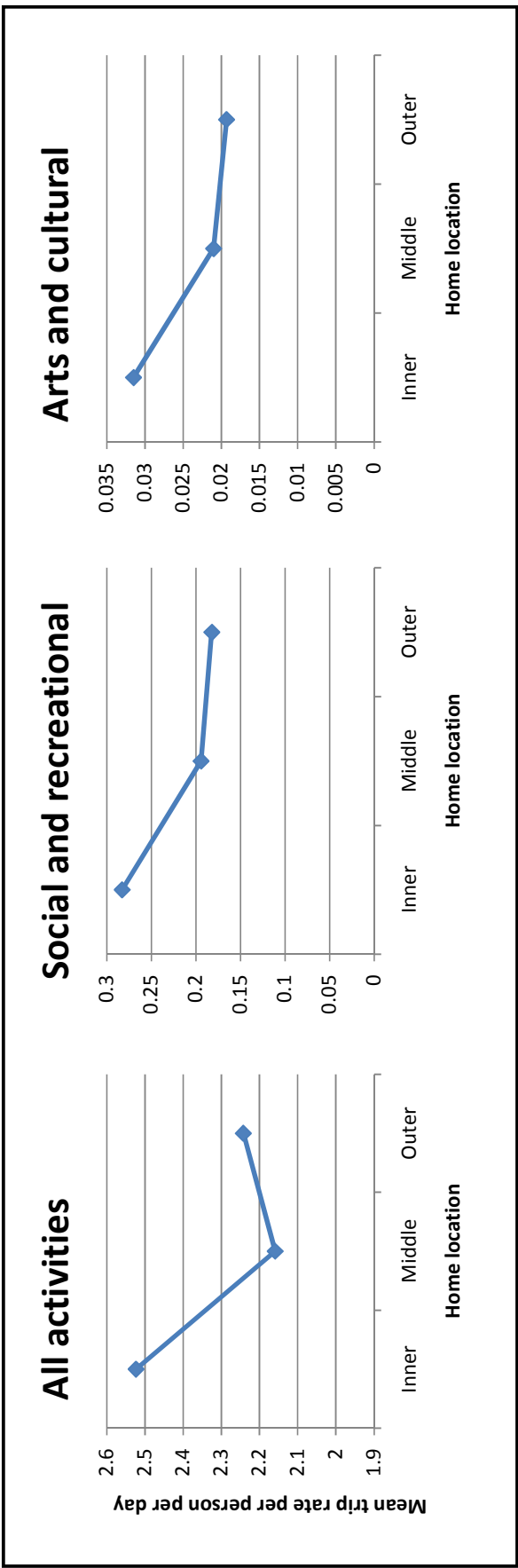
Figure 4.4 Comparison of mean trip rate to activities according to home location

These results indicate that people living in inner areas of Melbourne have higher trip rates per person per day to all activities, social and recreational activities and arts and cultural activities than people in both middle and outer Melbourne. This contrast is most marked for trips to arts and cultural activities. People in middle Melbourne have slightly higher trip rates to arts and cultural and social and recreational activities than their outer Melbourne counterparts, but slightly lower trip rates to all activity destinations than those living in outer Melbourne.

Differences in mean trip rates to activities are significant amongst all locations for the all activities trip rates, $F_{(2, 18,331,477)} = 12,789.336$, $p<.001$, social and recreational activity trip rates $F_{(2, 18,331,477)} = 17,900.391$, $p<.001$ and arts and cultural activity trip rates $F_{(2, 18,331,477)} = 2,941.825$, $p<.001$.

This result indicates an important difference between trips to all activities and those to social and recreational or arts and cultural activities for people living in outer Melbourne. This suggests that people in outer Melbourne may undertake more travel associated with committed time (work, education, caring) than for recreational or leisure time. This may represent a trade-off between home location and time spent travelling.

It may also relate to income. Prior analysis indicates that participation in arts and cultural activity increases as income increases. This may also be affecting the result.

Table 4.15 below shows the proportion of people in each income quintile, in each of the three home zones. It indicates that inner Melbourne has the highest proportion of people in the highest income quintile. Conversely outer Melbourne has the lowest proportion of people in the highest income quintile. This is likely to be one of the explanatory factors in the differences in trip rates to arts and cultural activities in the different geographic areas of Melbourne.

Table 4.15 Proportion of people in each income quintile, for home zones

Household income quintile	Inner Melb N=1018855	Middle Melb N=10,587,240	Outer Melb N=6,725,384
One (lowest)	15.4%	15.9%	14.2%
Two	14.0%	15.6%	15.8%
Three	12.1%	12.3%	14.0%
Four	21.6%	22.3%	26.0%
Five	36.9%	33.9%	30.0%

4.6.   Transport influences on participation

The factors analysed to investigate the influence of transport on participation in activities are household car ownership and transport mode share of trips. Results of these analyses are presented in the following sections.

4.6.1   Household car ownership

A one-way ANOVA was conducted to test the differences in mean trip rates to activities according to the number of passenger vehicles in the household. Mean trip rates to activities by households with zero, one and two or more cars are compared. The results are presented in Figure 4.5 following.
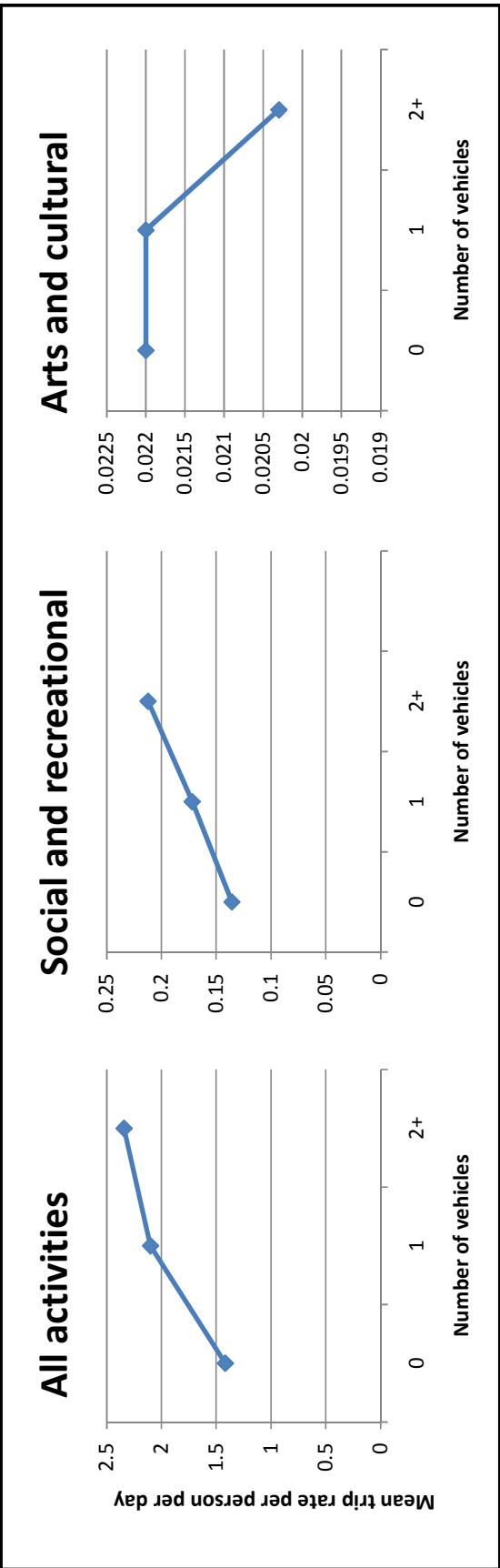
Figure 4.5 Comparison of mean trip rate to activities according to number of passenger vehicles in the household

Figure 4.5 indicates a contrast in trip rates according to the number of passenger vehicles in the household, between arts and cultural trips and other trip types. For all activities and social and recreational activities, the trip rate increases as the number of vehicles in the household increases. For arts and

cultural trips, the rate remains constant between households with no cars and those with one, then decreases in households with two or more vehicles. This indicates an inverse relationship between car ownership and travel to arts and cultural activities.

Differences in mean trip rates to activities are significant amongst all quintiles for the all activities trip rates, $F(2,18331477) = 88822.586$, $p<.001$, social and recreational activity trip rates $F(2,18331477) = 20290.385$, $p<.001$ and arts and cultural activity trip rates $F(2,18331477) = 287.869$, $p<.001$.

4.6.2   Transport mode share

Investigation of the distribution of transport mode share for different trip types has been undertaken by comparing the percentage of trips of each type undertaken using different transport modes.

Table 4.16 below contains data on the distribution of mode share for the following trip types:

- Activity

- Social and recreational

- Arts and cultural.

Table 4.16 Transport mode share distribution of trips

Trip type	Transport mode		
	Active %	Car %	Public %
All activity (N=163,124)	24.4	75.1	0.5
Social and recreational (N=18,246)	25.9	73.1	1.0
Arts and cultural (N=1,797)	30.3	69.2	0.4

The distribution of trips identifies the following mode share characteristics:

- across all the different trip types assessed in this analysis, car accounts for by far the greatest proportion of trips, ranging from trips to the lowest for arts and cultural trips (69.2%) to the highest for all activity trips (75.1%).

- the second highest share is for active transport, ranging from 24.4% for all activity trips up to 30.3% for trips to arts and cultural activities.

- the percentage of trips made by public transport is low across all trip types, ranging from a low of 0.4% for trips to arts and cultural activities, to a high of just one percent for social and recreational trips.

Chi-square test of the differences between mode share in different trip types overall is statistically significant (χ^2= 131.15, 4, p<.001), as are the differences between each of the comparisons.

4.7.   Multiple regression

Three multiple regressions were undertaken to determine how well the variables identified as important in the previous analyses predict trip rates to arts and cultural, social and recreational and all activities. The variables investigated are listed in Table 4.17 following.

Table 4.17 Dummy variables used in multiple regressions

Area of interest	Variable
Location	Inner / not inner
	Outer / not outer
Income	Low income (Income quintile 1 or 2)
	Not low income (Income quintile 3,4 or 5)
Employment	Employed / not employed
	Unemployed / not unemployed
	In the labour force / not in the labour force
Gender	Male / not male
Age	Young / not young
	Old / not old
	Mid / not mid age
Passenger vehicles	Has vehicle / no vehicle
	High vehicles (2+) / not high vehicles
Family structure	Children in the home /no children in the home

4.7.1   Arts and cultural activities

For arts and cultural activities, backward step-wise regression resulted in a statistically significant model that nonetheless only explains a very small percentage of the variance in mean trip rates to arts and cultural activities; adjusted R^2=.001 $F_{(9,18282006)}$= 2607.520 p<.0001. The results are presented in Table 4.19 below.

Table 4.18 Multiple regression trip rates to arts and cultural activities

Variable	B	SE B	Beta (β)	t-value
Step 1				
R²(adjusted)=.001 p<.0001.				
Constant	0.031	0.000		173.056
Resident in inner Melbourne	0.009	0.000	0.014*	55.575
Resident in outer Melbourne	-0.001	0.000	-0.005*	-21.128
Low income	-0.005	0.000	-0.016*	-62.890
Male gender	-0.008	0.000	-0.024*	-100.388
Aged over 65	-0.005	0.000	-0.015*	-52.058
Aged between 25 and 64	-0.003	0.000	-0.008*	-31.370
Has one or more vehicles	0.000	0.000	0.000	.302
Has two or more vehicles	-0.002	0.000	-.0006*	-21.712
Unemployed	0.005	0.000	.0007	27.433
In the labour force	0.002	0.000	.0007	25.793
Has children living at home	-0.004	0.000	-.0012*	-44.082
Step 2				
R²(adjusted)=.001 p<.0001.				
Constant	0.033	0.000		261.208
Resident in inner Melbourne	0.009	0.000	0.013*	55.733
Resident in outer Melbourne	-0.002	0.000	-0.005*	-21.134
Low income	-0.005	0.000	-0.016*	-63.169
Male gender	-0.007	0.000	-0.024*	-100.414
Aged over 65	-0.007	0.000	-0.015*	-52.283
Aged between 25 and 64	-0.003	0.000	-0.008*	-31.369
Has two or more vehicles	-0.002	0.000	-0.006*	-22.199
Unemployed	0.005	0.000	0.007	27.408
In the labour force	0.002	0.000	0.007	25.810
Has children living at home	-0.004	0.000	-.0012*	-44.123

*P<.0001

Within this sample, the best (negative) predictors of trips to arts and cultural activity were male gender (β=-.024), followed by low income (β=-.016). The best predictor was residence in inner Melbourne (β=.013).

The following tests indicate no problems of multicollinearity; highest VIF 1.898, lowest Tolerance Statistic 0.527. Case-wise diagnostics indicate Cook's Distances .000, the P-P plot of standardised residuals indicates considerable deviation from normality and hence caution should be taken in generalising these findings beyond the sample.

4.7.2 Social and recreational activities

Backward step-wise multiple regression was used to assess the relative influence of the variables of interest in predicting social and recreational activity trip rates. The regression resulted in a statistically significant model that explains a very small percentage of the variance in mean trip rates to arts and cultural activities; adjusted R^2=.009 p<.0001.

Table 4.19 Multiple regression trip rates to social and recreational activities

Variable	B	SE B	Beta (β)	t-value
Step 1				
R^2(adjusted)=.010 p<.0001.				
Constant	0.154	0.001		232.297
Resident in inner Melbourne	0.083	0.001	0.038*	157.501
Resident in outer Melbourne	-0.014	0.000	-0.014*	-57.994
Low income	-0.045	0.000	-0.044*	-176.806
Male gender	0.001	0.000	0.001*	-4.401
Aged over 65	-0.003	0.001	-0.002*	-6.320
Aged between 25 and 64	0.018	0.000	0.018*	67.107
Has one or more vehicles	0.034	0.001	0.016*	63.505
Has two or more vehicles	0.039	0.000	0.038*	143.721
Unemployed	-0.040	0.001	-0.015*	-62.440
In the labour force	0.040	0.000	0.038*	135.811
Has children living at home	-0.044	0.000	-0.040*	-145.246

*P<.0001

The best (negative) predictors of trip rates to social and recreational activities are low income (-0.044), followed by children in the home (-.040). Residence in inner Melbourne, high car ownership and being in the labour force are the best predictors of higher trips rates to social and recreational activities (all at 0.038).

The following tests indicate no problems of multicollinearity; highest Variance Inflation Factor 1.558, lowest Tolerance Statistic 0.524. Case-wise diagnostics indicate Cook's Distances are all .000, the P-P plot of standardised residuals indicates some deviation from normality and hence caution should be taken in generalising these findings beyond the sample.

4.7.3 All activities

The regression resulted in a statistically significant model that explains a small percentage of the variance in mean trip rates to arts and cultural activities; adjusted R^2=.041 F(9,18282006)= 86163.587 p<.0001.

Table 4.20 Multiple regression trip rates to all activities

Variable	B	SE B	Beta (β)	t-value
Step 1				
R^2(adjusted)=.041 p<.0001				
Constant	1.578	.003		529.578
Resident in inner Melbourne	0.307	.002	0.031*	129.118
Resident in outer Melbourne	0.052	.001	0.011*	46.737
Low income	-0.260	.001	-0.055*	-227.701
Male gender	-0.119	.001	-0.026*	-110.869
Aged over 65	-0.375	.002	-0.053*	-166.444
Aged between 25 and 64	0.533	.001	0.116*	442.525
Has one or more vehicles	0.523	.002	0.053*	214.998
Has two or more vehicles	0.142	.001	0.030*	116.849
Unemployed	-0.573	.003	-0.046*	-199.165
In the labour force	0.170	.001	0.035*	127.930
Has children living at home	-0.221	.001	-0.044*	-160.691

*P<.0001

The best predictor of higher trip rates to all activities is being aged 25 to 64. The strongest negative predictor is being aged over 65 followed by having a low income.

The following tests indicate no problems of multicollinearity; highest VIF 1.57, lowest tolerance stat: 0.637. Case-wise diagnostics indicate Cook's Distances are all .000, the P-P plot of standardised residuals shows a pattern that is close to (but not perfectly) linear, suggesting good generalisability of these findings.

4.7.4   Comparison across activity types

Across the three activity types the common negative predictor is having a low income. This supports the findings of other research indicating increased travel being associated with higher incomes. This is also interesting in relation to social exclusion. The strong association between income and social exclusion indicated in other research is reinforced here, where low income is associated with lower rates of participation in activities.

4.8. Combined influences

The impact of the combined influences of income, home location and car ownership on travel to activities is presented in the following sections. Mean trip rates per person per day to each of the three activity types; all activities, social and recreation and arts and cultural have been compared by income and car ownership, income and home location and home location and car ownership. Results are presented in the following sections.

4.8.1 Income quintile and car ownership

Analysis of the combined influence of income quintile and the number of passenger vehicles in the household on mean trip rates to activities is presented in

Figure 4.6 following.
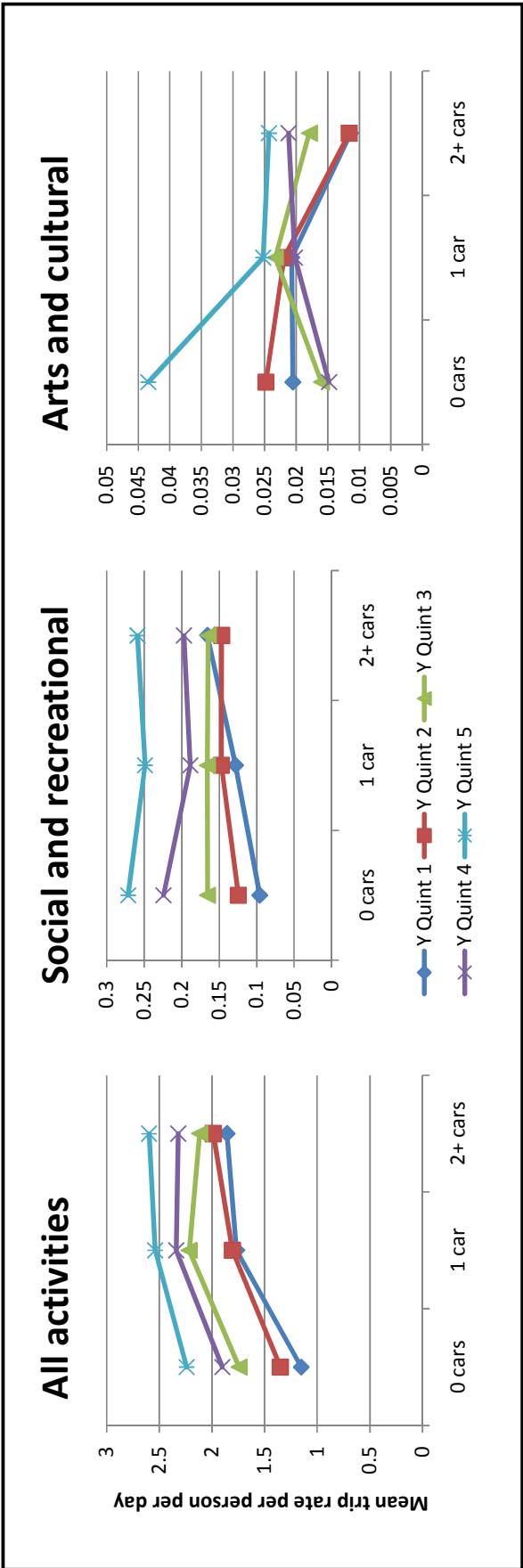
Figure 4.6 Combined influence of income quintile and number of household passenger vehicles on mean trip rates to activities

The data in Figure4.6 indicates mixed results of the combined influence of income quintile and car ownership on travel. For all activities, trip rates increase as income increases and as car ownership increases, apart from in quintiles three and four where the rate decreases with two or more cars. For social and recreational travel the trip rate increases with more cars in quintiles one and two. For the higher income quintiles, trip rates remain constant, or decrease with greater numbers of vehicles. This may be associated with more hours spent in work activities for higher income higher car owning groups.

For arts and cultural activities, the trip rate decreases with increased numbers of vehicles in quintiles two and five. In quintiles one and three the rate increases with one car, then decreases with two. In quintile four, trip rates continue to rise with increasing vehicle ownership. This is a very mixed picture and does not suggest any particular trends or pattern in relation to the combined influence of income and car ownership.

4.8.2   Income quintile and home location

Analysis of the combined influence of income quintile and home location on mean trip rates to activities is presented in Figure 4.7 following.
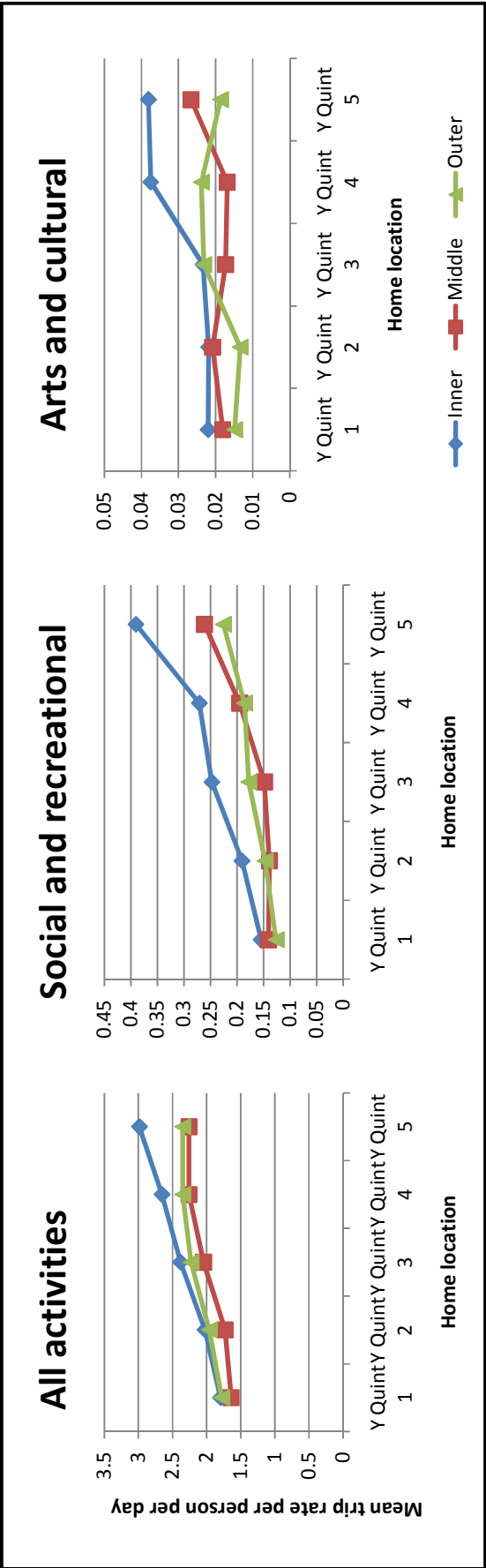
Figure 4.7 Combined influence of income quintile and home location on mean trip rates to activities

The data in Figure 4.7 indicates that the combined influence of income and home location is the same for trips to all activities and to social and recreational activities. However for trips to arts and cultural activities, the result is varied. People in inner Melbourne have increasing trip rates associated with higher

income. In middle Melbourne the rate is constant, but with a rise in come quintile five. For outer Melbourne the rate increases to the middle income levels then decreases with higher income. This indicates that for trips to arts and cultural activities, the influence of income differs across home zones and suggests that in some cases, home location will be more influential in participation, than income.

4.8.3   Home location and car ownership

Analysis of the combined influence of home location and the number of passenger vehicles in the household on mean trip rates to activities is presented
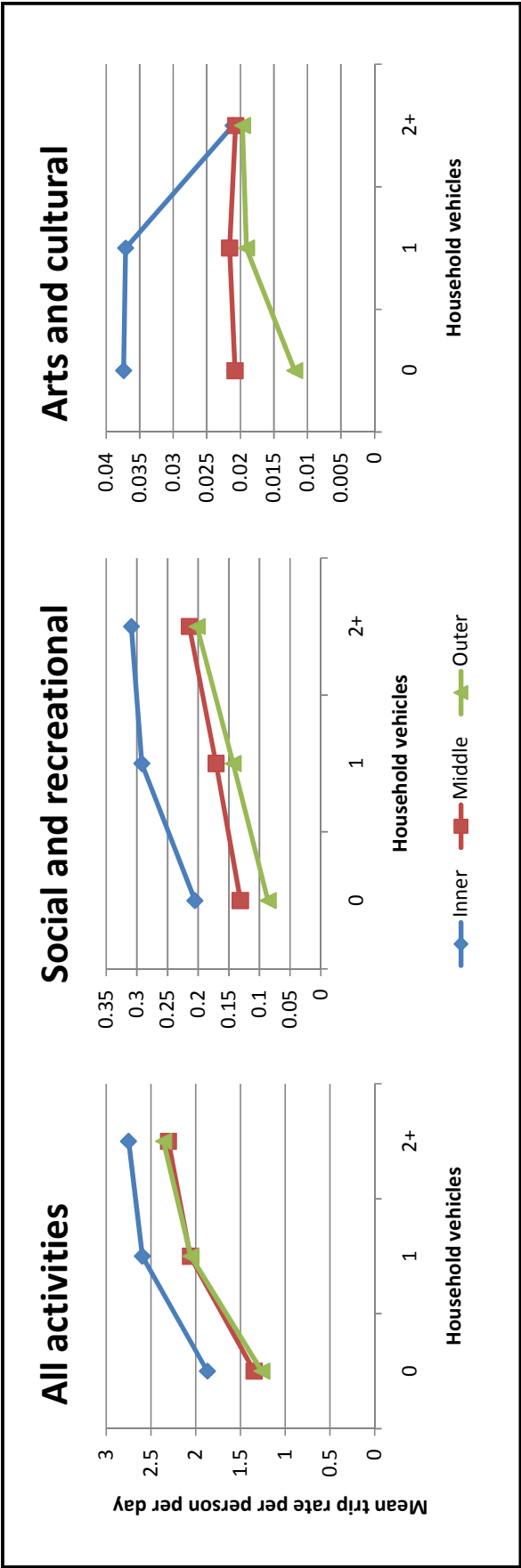
Figure 4.8 Combined influence of number of household vehicles and home location on mean trip rates to activities

This data indicates an interesting difference between travel to arts and cultural activities and travel to other activity types. It demonstrates that while higher car ownership is associated with increased mean trip rates for all activities and for social and recreational travel, it is not, universally, for trips to arts and cultural activities. For travel of this type, increased car ownership is associated with less travel in inner Melbourne, makes little difference in middle Melbourne and is associated with increased travel in outer Melbourne. Given the prior results regarding the tendency for travel to arts and cultural activities to be local, this result suggest that in inner Melbourne where there are numerous arts and cultural participation opportunities and ample public transport, participation is associated with lower car ownership. Conversely increased car ownership is associated with higher rates of participation in outer Melbourne where public transport supply is lower and there are fewer opportunities for arts and cultural participation.

4.9. Summary assessment and conclusion

The key findings from the VATS data indicate that the people with the highest trip rates to arts and cultural activities are:

- Female

- Aged 15 to 24

- Resident in inner Melbourne

- Living in higher income households

- Living in households with no children

- Living in households with no car.

Trips to arts and cultural activities are most likely to be made by car and within one's local area. This is seemingly contradictory given that people without cars have the highest trip rate to arts and cultural activities. In Melbourne all travel is mostly undertaken by car, however travel to arts and cultural activity has the lowest share of car travel of all activity types. The exception to this is in outer Melbourne where higher numbers of household vehicles is associated with a higher trip rate to arts and cultural activities. This suggests that in the absence of local participation opportunities and public transport, cars may facilitate participation in arts and cultural activity. This contrasts to participation in other activities where higher rates of car ownership are associated with higher rates of participation. This is discussed further in Chapter 8 Discussion.

The results of this analysis of VATS data is considered in relation to the results of the analyses of the other data used in this research, in section 8.6 Comparisons between the data sets.

Chapter Five - Results of TDSE analysis

5.1 Introduction

This chapter presents analysis of data from the Australian Research Council (ARC) funded project *Investigating transport disadvantage, social exclusion and wellbeing in metropolitan, regional and rural Victoria* (TDSE) (Currie et al., 2009). The aim of this analysis is to explore the factors that influence participation and non-participation in community activities, in particular arts and cultural participation.

5.1.1 Background to the data

The TDSE study has collected data on travel and transport and participation in activities associated with social inclusion, among other things. The tested variables include participation in a range of community activities. Importantly, the data differentiates between people who have not participated because they choose not to or because they do not have facilities available, or the facilities are insufficient for their needs.

Analysis of this data provides the opportunity to consider different influences on participation and non-participation, either by choice or caused by constraints.

5.1.2 Research questions and approach to analysis

The key research questions investigated in this analysis are:

- What are the factors that have a significant association with participation and non-participation in arts and cultural activity?

- Do the same factors have a significant association with participation and non-participation in a broader set of community participation activities (i.e: is arts and cultural participation different)?

The methodology for this analysis is described in detail in Chapter Three Methodology. In summary; factors identified in the literature as likely to influence travel and activity have been assessed for their likelihood of predicting participation and non-participation in the group of community activities for which data has been collected in the TDSE study. Logistic regression has been used to identify which of these factors have a significant association with participation or non-participation.

5.1.3 Chapter outline

This chapter begins with a definition of the key variables used in the analysis. This is followed by presentation of a comparison of the sample characteristics to the population of metropolitan Melbourne. Investigation of the influences of wellbeing, social exclusion, demographic factors, transport and location on participation in arts and cultural activity and community participation is reported. The chapter concludes with a summary assessment of the key findings.

5.2 Key terms

Chapter 2 Literature review contains discussion of the definition of the key terms applied in this research. The way the terms personal wellbeing, social exclusion, transport and accessibility, arts and cultural activities and community participation, have been defined using the TDSE data and applied in this analysis was described in Chapter 3 Methodology. They are presented in summary form in Table 5.1 following.

Table 5.1 Summary of predictor variables and values

Variable description	Abbreviation	Codes and values
Household income above $500 per week	INC	0=no 1=yes
Employed	EMP	0=no 1=yes
Difficulty accessing activities due to transport problems	DIFF	0=yes 1=no
Self reported transport problems	TRANSDIFF	0=no 1=yes
Self reported feeling isolated due to a lack of time	TIME	0=no 1=yes
Children under 18 years in the home	CHILD	0=yes 1=no
Female gender	SEX	0=no 1=yes
Home location	REG	1=inner 2=middle 3=outer
Social exclusion	SOCEX	0=no 1=yes
Number of trips	TRIPS	Continuous
Age	AGE	Continuous
Number of household vehicles	CARS	Continuous
Personal Wellbeing Index	PWI	Continuous

The outcome variables used in the analysis are described in Chapter 3 Methodology. They are participation in the following community participation activities:

- Arts and cultural activity

- Library services

- Spectator sports activity

- Sports participation activity

- Hobby, leisure and or interest class or associated group.

5.3 Sample characteristics

Data used in this analysis is from the Melbourne Metropolitan sample of the TDSE collected in 2008/09. This sample includes data from 784 interviewees. The majority of these (68.2%) participated in the TDSE as a follow-on from their participation in the Victorian Government Integrated Survey of Travel and Activity (VISTA) (DOT, 2009). A second group of 249 participants (31.8%) were recruited to the study through community service organisations. This approach was taken to ensure adequate representation of people likely to be experiencing disadvantage. The TDSE did not aim to have a representative sample of the general population, but rather to sample from populations of interest in the study; younger people, older people, zero, low and high car owning households and people likely to be experiencing social exclusion.

The sample demographics have been compared to the total population of Metropolitan Melbourne 2006 (ABS, 2007a). This comparison is provided in order to demonstrate the variables for which the TDSE data is representative of the whole community and those for which the data under or over-represents a particular sub-population. Table 5.2 below, outlines personal data and compares this to the population of metropolitan Melbourne.

Table 5.2 TDSE person sample compared to metropolitan Melbourne

	TDSE sample (N=784) percentage	Melbourne (N=3,592,591) percentage
Gender		
Male	42.7	49.0
Female	57.3	51.0
Age group		
0-14	0.0	18.9
15-24	23.7	14.1
25-54	41.8	43.9
55-64	14.8	10.3
65+	19.4	12.8
Not stated	0.3	0.0
Labour force status		
Employed	39.5	57.82
Unemployed	15.7	3.25
Not in the labour force (retired)	20.2	
Not in the labour force (student)	16.7	
Not in the labour force (other)	7.6	
Not in the labour force (TOTAL)	44.3	32.40
Not stated	0.0	6.51
Other	0.4	0.0
Home location1		
Inner Melbourne	5.7	6.4
Middle Melbourne	23.5	53.9
Outer Melbourne	70.8	39.7

1. Metropolitan Melbourne estimated resident population 3,744,982

The data in Table 5.2 indicates differences between the TDSE sample and the population of Metropolitan Melbourne (as represented in the 2006 Census). The most important of these differences are that the TDSE sample, compared to the whole population of Melbourne, has:

- A higher share of women than men

- an absence of people under the age of fourteen and higher proportions of youth (15 to 24) and elderly (65+)

- a higher proportion of people who are unemployed and not in the labour force

- a much higher proportion of people living outer Melbourne compared to inner or middle Melbourne.

Table 5.3 following presents comparison data at the household level.

Table 5.3   TDSE household sample compared to metropolitan Melbourne

	TDSE sample (N=784) percentage	Melbourne (N=1,283,299) percentage
Income		
0-$499	30.9	17.78
$500-$1,999	51.4	52.69
$2,000+	14.3	18.37
Not stated	3.4	11.16
Number of motor vehicles		
None	11.7	9.7
One	37.4	34.9
Two	30.9	36.8
Three or more	19.9	14.9
Not stated	0	3.7

At the household level, the main differences between the two samples are that the TDSE sample has:

- a higher proportion of people living in very low-income households (below $500 per week)

- a lower proportion of people living in households with two passenger vehicles (30.9 vs. 36.8%) but a higher proportion with three or more passenger vehicles (19.9 vs. 14.9%).

These differences are due to a purposeful stratification of the sample to build representation of people at risk of social exclusion.

5.4 Participation in arts and cultural activity

From a total of 765 people, 300 (39.1%) had participated in arts and cultural activity in the preceding month, 412 (53.9%) had not participated because they chose not to and 53 (6.9%) had not participated because the activity was unavailable or inadequate.

Participation has been analysed in two ways:

- First, comparisons have been made between groups who participated and those who did not either because they chose not to, or because arts and cultural participation activities were either unavailable or inadequate to their needs. These analyses have compared groups according to the variables listed in Table 5.2 and 5.3 above.

- Second, those variables have been included in a logistic regression model to identify the influence multiple variables have on participation and the extent to which each variable contributes to the predictive model. Collinearity tests have not indicated any issues of collinearity between the predictor variables.

5.4.1   Personal wellbeing (PWI)

One way ANOVA has been used to investigate the association between personal wellbeing, measured using the Personal Wellbeing Index score, and arts and cultural participation. A significant association has been found $F(2,781) = 12.9$ $p<.001$. Those people who had participated had a higher mean PWI (7.43) than those who chose not to participate (6.96). This finding suggests a positive relationship between self reported wellbeing and arts and cultural participation. It does not however indicate whether people choose to participate because their wellbeing is higher than those who do not participate, or whether participation *influences* wellbeing. The lowest mean PWI (6.42) was for those who did not participate because the

activity was unavailable or inadequate for their needs. This is an interesting result. Is it that people with poor wellbeing perceive activities as unavailable or inadequate, more than others do, or is it that this experience of activities being unavailable or inadequate can diminish one's sense of wellbeing? Is there a relationship between home location in an area that is poorly serviced with respect to arts and cultural activity opportunities and low wellbeing. For example a concentration of people with low wellbeing in certain areas.

5.4.2 Number of trips

Using one way ANOVA, a significant association was established between the number of trips people made on their travel day and arts and cultural participation $F_{(2,764)} = 3.5$ $p<.05$. The highest mean number of trips was 3.96, made by people who participated in arts and cultural activities, followed by 3.48 for those who did not participate because they chose not to. The lowest mean number of trips (3.28) was for people who did not participate because the activity was unavailable or inadequate. These results demonstrate a relationship between people's participation and their overall travel. People who travelled the most participated in arts and cultural activities and people who did not participate because activities were unavailable or inadequate, travelled the least. This suggests that trips to arts and cultural activities may in some way reflect peoples' overall travel frequency.

5.4.3 Categorical variables

The categorical variables of self reported transport difficulties, gender, home location and social exclusion, were all found to have significant associations with arts and cultural participation. They are listed Table 5.4 following.

Table 5.4 Chi-square results of significance of association with ACAs

Characteristic	Chi-square (df) sig.	Participated %	Did not participate not available / inadequate - %	Did not participate not needed - %
Transport difficulties	13.81 (2) *p*<.005			
Yes		41.6	13.0	45.5
No		38.7	5.2	56.0
Gender	11.29 (2) *p*<.005			
Female		44.3	6.5	49.2
Male		32.5	7.2	60.3
Home location	11.24 (4) *p*<.05			
Inner Melbourne		60.0	4.4	35.6
Middle Melbourne		41.8	8.2	50.0
Outer Melbourne		36.8	6.5	56.8
Social exclusion	12.18 (2) *p*<.005			
Yes		34.8	6.3	58.9
No		46.3	7.5	46.3

The data in Table 5.4 indicates the following significant associations with participation / non-participation in arts and cultural activities:

- Transport difficulties: A larger proportion of people who reported transport difficulties, than not, participated in the arts (41.6 vs. 38.7%). However, a larger proportion of people (13%) who have transport difficulties, did not participate in the arts because they were unavailable or inadequate, than those who did not report such difficulties (5.2%). This suggests a relationship between transport factors and arts and cultural participation.

- Gender: Being female is associated with higher reporting of arts and cultural participation (44.3 vs. 32.5%), and conversely being male is associated with not choosing to participate in the arts (60.3 vs. 49.2%). However, in a small proportion of cases, being male is more likely to be associated with being unable to participate because the activity was unavailable or inadequate (7.2 vs. 6.5%).

- Home location: Participation follows a trend according to home location, from the highest share (60%) in inner Melbourne decreasing to 36.8% for outer Melbourne. Choice non-participation follows the reverse trend, however non participation due to the activity being unavailable or inadequate is highest in middle Melbourne (8.2%) and lowest in inner Melbourne (4.4%). This result suggests there are factors in addition to home location influencing this result. Self selection may be an influence, for example, people choosing to live in inner Melbourne because of the variety and number of arts and cultural participation opportunities available.

- Social exclusion: Results for social exclusion indicate that people who are excluded are less likely to participate than those who are not excluded (34.8 vs. 46.3%), however these people also have higher reporting of choice non-participation by this group (58.9 vs. 46.3%), rather than non-participation due to activities being unavailable or inadequate (6.3 vs. 7.5%). This result suggests arts and cultural activities, as measured in the TDSE study, may not be as sought after by people experiencing social exclusion, as by those who are not.

5.4.4   Non-significant associations

There was no association found between participation in arts and cultural activity and income, employment status, difficulty accessing activities due to transport problems, children in the home, age or number of household vehicles.

5.5 Explanatory factors - non-participation in arts and cultural activities

The factors demonstrating a significant association with participation / non-participation in arts and cultural activities have been included in a logistic regression model to identify the influence multiple variables have on participation and the extent to which each variable contributes to the predictive model. The final model, presented in Table 5.5 was statistically significant (X^2 (8) = 47.946, P<.001) but only accounted for a very small amount of explanatory power; Cox & Snell R^2=.061 and Nagelkerke R^2=.073.

Table 5.5 Significant factors associated with non-participation in arts and cultural participation

		95% CI for odds ratio		
Variable	**B(SE)**	**Lower**	**Odds ratio**	**Upper**
Non-participation due to the activity being unavailable / inadequate				
Intercept	1.094(.664)			
PWI	-.388*** (.092)	.566	.678	.813
Non-participation due to activity not being needed				
Intercept	1.659(.412)			
PWI	-.156** (.053)	.771	.856	.950
GENDER [male]	-.419**(.159)	1.114	1.521	2.077
GENDER [female]	0[b]	.	.	.
SOCIAL EXCLUSION [not ex]	.398*(.163)	.488	.672	.925
SOCIAL EXCLUSION [ex]	0[b]	.	.	.
NUMTRIPS	-.063*(.029)	.886	.939	.995

Note: a. R^2=.061(Cox & Snell), .073(Nagelkerke) X^2(8)=47.946, p<.001.
*p<.05, **p<.01, ***p<.001
b. this parameter is set to zero because it is redundant.

Of the 13 tested factors, only personal wellbeing had a significant association with non-participation due to the activity being unavailable or inadequate, compared to participation. As wellbeing increased, the likelihood of reporting non-participation due to the activity being unavailable or inadequate (compared to participating) decreased almost one-and-a-half times (.678). This again raises issues regarding self-reported data and the influence of wellbeing on

perceptions of the availability, or adequacy of activities. This issue is considered further in Chapter 8 Discussion.

A significant association with non-participation in arts and cultural activity due to the activity not being needed compared to participation was found for four variables. These were personal wellbeing, gender, social exclusion and the number of trips a person made on their travel day. As wellbeing increased, the likelihood of reporting choice non-participation (compared to participating) decreased by a factor of 1.19. This again reinforces the findings above.

Women were two-thirds more likely than men to choose not to participate in arts and cultural activity. This result, coupled with the result above (higher participation in arts and cultural activities for women than men), suggests that many women have sufficient participation opportunities open to them, compared to men, who are more likely to not want to participate and also to report activities as unavailable or inadequate.

People who were socially excluded were one-and-a-half times (1.48) more likely than their non-excluded counterparts to report choice non-participation. This result suggests that either arts and cultural activities are not of interest to people who are experiencing social exclusion, or that social exclusion has a role in influencing people's stated choice.

As the number of trips made increased, the likelihood of reporting non-participation by choice increased fractionally (1.06). This result is consistent with the findings of the VATS analysis reported in Chapter Four suggesting an association between high rates of trip-making and decreased opportunities for 'discretionary' travel, such as travel to social and recreational activities.

5.6 Explanatory factors in non-participation in other community activities

In this section, results of logistic regression, using the same predictive variables as those tested for arts and cultural participation, are reported for the other community participation activities assessed in the TDSE. These are library, sports as spectator, sports as participant and hobby or interest class or group. This has been undertaken in order to identify whether arts and cultural participation is unique, or shares similar characteristics to participation in other community activity types.

5.6.1 Library

A total of 419 people (54.8%) used library services in the month prior to the TDSE study. Some 19 people (2.5%) didn't participate because the activity was unavailable or inadequate. This is the lowest number across all the tested activities. A further 326 people (42.7%) didn't participate because the activity was not needed (i.e: they chose not to participate). The final model (X^2 (4) = 20.37, P<.001) is significant but has very little explanatory power; Cox & Snell R^2=.026 and Nagelkerke R^2=.033. Results are reported in Table 5.6 following.

Table 5.6 Factors associated with library non-participation

		95% CI for odds ratio		
Variable	B(SE)	Lower	Odds ratio	Upper
Non-participation due to activity not being needed				
Intercept	.185(.150)			
DIFF [yes]	-.429**(.149)	.486	.651	.873
DIFF [no]	0[b]	.	.	.

Note: a. R^2=.061(Cox & Snell), .073(Nagelkerke) X^2(8)=47.946, p<.001.
*p<.05, **p<.01, ***p<.001
b. this parameter is set to zero because it is redundant.

These results indicate that none of the tested variables have a significant association with non-participation due to the activity being unavailable or inadequate. However, difficulty accessing activities (in general), due to transport problems, has a significant association with non-participation in library services by choice. People who did not have difficulty accessing activities due to transport problems were more than one-and-a-half times (1.54) less likely than those reporting difficulties, to choose not to use library services. This is an unexpected result because it suggests that a 'constraint'; difficulty accessing activities, is associated with a 'choice'; not needing library services. This issue is considered further in Chapter 8 Discussion.

5.6.2   Sport as spectator

Some 363 people (47.5% of the sample) attended sports as a spectator. A total of 53 (6.9%) didn't participate because the activity was unavailable or inadequate and 348 (45.5%) didn't participate because they chose not to.

Table 5.7 following presents results of logistic regression used to identify the significant factors associated with reporting non-participation in sports as a spectator. The model is significant (X^2 (8) = 64.93, P<.001) but only accounted for a small amount of explanatory power; Cox & Snell R^2=.081 and Nagelkerke R^2=.098.

Table 5.7   Factors associated with non-participation in spectator-sports

Variable	B(SE)	95% CI for odds ratio		
		Lower	Odds ratio	Upper
Non-participation due to the activity being unavailable / inadequate				
Intercept	-1.623(.371)			
CHILD [yes]	-1.006**(.327)	.192	.366	.694
CHILD [no]	0[b]	.	.	.
Non-participation due to the activity not being needed				
Intercept	1.037(.186)			
CHILD [yes]	-.740***(.162)	.347	.477	.655
CHILD [no]	0[b]	.	.	.
GENDER [male]	-.426**(.158)	.479	.653	.891
GENDER [female]	0[b]	.	.	.
CARS	-.249***(.067)	.684	.779	.888

Note: R^2=.081(Cox & Snell), .098(Nagelkerke) X^2(8) =64.93, p<.001.
*p<.05, **p<.01, ***p<.001.
b. this parameter is set to zero because it is redundant.

The data indicates a change in the odds of 0.366 for the likelihood of households without children reporting non-participation due to spectator sports being unavailable or inadequate, compared to participating. They are two-and-three-quarter (2.73) times less likely to report non-participation because the activity is unavailable or inadequate as households with children. Similarly, they are also around two times (2.10) less likely to report non-participation because the activity is not needed, as households with children. This indicates an association between the presence of children in the home and non-participation in spectator sports due to both choice and constraint.

The odds of men reporting non-participation due to spectator sports not being needed compared to participating are .653; they are one-and-a-half (1.53) times less likely than women to report non-participation for this reason. This suggests that women may perceive less need for spectator sports than men.

As the number of cars in the household increases, the odds change by 0.779. For each additional car in the household, the likelihood of reporting non-participation due to not wanting to attend spectator sports decreases by almost one-and-a-third (1.28). This suggests that people in households without cars, or those with low numbers of cars have less perceived need for spectator sports, than those with higher numbers of household vehicles.

5.6.3   Sport as participant

A total of 340 people (44.5%) participated in sports. Some 58 (7.6%) did not participate because the activity was unavailable or inadequate and 366 (47.9%) did not participate because they chose not to.

Table 5.8 following, presents the final model results of logistic regression used to identify significant factors associated with non-participation in sports. The model is significant (X^2 (10) = 61.63, P<.001) and accounts for a small amount of explanatory power; Cox & Snell R^2=.078 and Nagelkerke R^2=.093.

Table 5.8   Factors associated with non-participation in sport

Variable	B(SE)	95% CI for odds ratio		
		Lower	Odds ratio	Upper
Non-participation due to the activity being unavailable / inadequate				
Intercept	-.573(.777)			
SOCEX [no]	-.818(.358)*	.219	.441	.891
SOCEX [yes]	0[b]	.	.	.
Non-participation due to the activity not being needed				
Intercept	1.463 (.441)			
PWI	-.201(.053)***	.737	.818	.908
INC > $500 [no]	-.655(.209)**	.345	.520	.783
INC > $500 [yes]	0[b]	.	.	.
SOCEX [no]	-.789(.195)***	.310	.455	.666
SOCEX [yes]	0[b]	.	.	.
AGE	.015(.004)**	1.007	1.015	1.024

Note: R^2=.078(Cox & Snell), .093(Nagelkerke) X^2(10)=61.63, p =<.001
*p<.05, **p<.01, ***p<.001.
b. this parameter is set to zero because it is redundant.

The data indicates a significant association between social exclusion and non-participation in sports, due to both constraint and choice. There is a change in the odds of 0.441 for the likelihood of socially excluded people reporting non-participation due to sports being unavailable or inadequate, compared to participating. They are two-and-a-third (2.26) times more likely to report non-participation because the activity is unavailable or inadequate (compared to participation) as people who are not excluded. They are also just over two times (2.19) as likely as people who are not excluded to report non-participation by choice.

These results indicate a strong association between non-participation in sports and social exclusion. This finding is consistent with other research identifying links between social exclusion and low physical activity (Gordon-Larsen, 2006). The importance of this finding is that it indicates that for many socially excluded people, non-participation in sports is due to their perception that the activity is unavailable or inadequate.

Similarly, the odds of people on incomes above $500 per week reporting non-participation by choice change by 0.520 when compared to those with incomes of, or below $500 per week. The higher income group are almost two times (1.92) less likely to choose not to participate in sports as those with lower household incomes. This is an interesting result reinforcing the association between income and social exclusion indicated in other social exclusion research.

Personal wellbeing also has an inverse relationship to choice non-participation. As wellbeing increases, people become less likely to report choice non participation in sports (compared to participation). This suggests that either people with greater wellbeing participate in sports, or that playing sports influences wellbeing. Both of these explanations are supported in the literature (see for example Cerin, 2010, Ussher, 2007)

The result for age is as anticipated; as people age, they are more likely not to perceive a need for sporting activity. The change in the odds of .015 demonstrates a fractionally greater likelihood of reporting choice non-participation as one ages.

5.6.4 Participation in hobby classes or groups

Participation in hobby activities was high, with 60.1 percent of the sample (459 people) reporting participation in hobby activities in the preceding month. Only 45 people (5.9%) did not participate because activities were unavailable or inadequate and 260 people (34%) didn't participate because they chose not to.

Results of the logistic regression used to identify significant factors in non-participation in hobby or interest classes or associated groups during the past month are presented in Table 5.9 following. The final model is significant (X^2 (4) = 29.92, P<.001) but only accounts for a very small amount of explanatory power; Cox & Snell R^2=.038 and Nagelkerke R^2=.047.

Table 5.9 Factors associated with non-participation in hobbies

Variable	B(SE)	95% CI for odds ratio		
		Lower	Odds ratio	Upper
Non-participation due to the activity being unavailable / inadequate				
Intercept	.118(.657)			
PWI	-.314***(.087)	.616	.730	.866
Non-participation due to the activity not being needed				
Intercept	.391(.378)			
PWI	-.197***(.049)	.745	.821	.905
AGE	.010*(.004)	1.002	1.010	1.017

Note: R^2=.038(Cox & Snell), .047(Nagelkerke) X^2(4)=29.92, p<.001.
*p<.05, **p<.01, ***p<.001.
b. this parameter is set to zero because it is redundant.

The data in Table 5.9 indicates a significant association between personal wellbeing and participation in hobby activities. As personal wellbeing increases, the likelihood of reporting non-participation due to constraint decreases by one and one-fifth and due to choice by just over one and one-third (1.37). As with other activities, it is not possible to determine the causal relationship between these factors, however it is interesting to note that in the case of hobby activities, personal wellbeing appears to have a similar effect on choice as on the perception of constraint.

5.7 Summary assessment and conclusion

The key findings of analysis of the TDSE data are summarised in Table 5.10. Following this, a summary assessment of the findings in relation to the key areas of interest in this research is outlined. Emergent findings are also discussed.

Table 5.10 Factors associated with participation / non-participation in activities

Activity	Factors associated with *choice* non-participation	Factors associated with *constrained* non-participation
Arts and cultural	Low wellbeing	Low wellbeing
	Low overall trip making	
	Male gender	
	Social exclusion	
Library	Difficulty accessing activities due to transport problems	No factors significantly associated
Spectator sports	Children in the household	Children in the household
	Female gender	
	Low car ownership	
Participatory sports	Social exclusion	Social exclusion
	Low wellbeing	
	Low income	
	Older age	
Hobbies	Low wellbeing	Low wellbeing
	Older age	

5.7.1   Arts and cultural participation

In relation to the primary aim of this research overall; understanding associations between transport, arts and cultural participation and social exclusion, this analysis has indicated that neither social exclusion or transport factors are associated with higher odds of non-participation in arts and cultural participation because of the activity being unavailable or inadequate. However, social exclusion and low overall trip making are associated with non-participation in the arts as a function of choice. As previously mentioned it is not possible to identify the reasons for these associations in this data. However, there are three potentially

influencing factors that are discussed further in Chapter 8 Discussion. First, people who are socially excluded and make low numbers of trips overall, may have no interest in arts and cultural participation, preferring other pursuits. Second, people who are socially excluded and make low numbers of trips overall, may be experiencing constraints to their travel such as cost, or limited physical mobility. Within their limited travel budget, they may prioritise other activities over arts and cultural participation. Finally, people may adapt their 'choices' according to the 'constraints' that they experience. For example deciding they don't want to participate in something, because even if they wanted to, they would still be unable to participate. This is also discussed further in Chapter 8.

5.7.2   Social exclusion and participation

Social exclusion is associated with non-participation in sports, through both choice and constraint. As mentioned above, it is also associated with choice non-participation in arts and cultural activities. It is interesting to consider why this factor is important for these two activities, but not others. For sports, cost may be a factor, as low income is also indicated. However this is not the case for arts and cultural participation. Wellbeing is the other factor influencing participation for both activities and this therefore suggests a possible link between social exclusion and wellbeing. This has been reported elsewhere (Stanley and Stanley, under review) with a statistically significant association at one percent.

5.7.3   Transport and participation

There were no significant associations identified between the transport variables and constrained non-participation in any of the activities. Choice non-participation in arts and

cultural activities, library and spectator sports was significantly associated with transport factors.

Low overall trip making was associated with choice non-participation in arts and cultural activity, however it is difficult to know whether low trip making is a function of transport related factors, or personal factors, such as low wellbeing.

Low car ownership was associated with choice non-participation in spectator sports, however, there is no clear explanation for this association.

The result for library, indicating 'choice' non-participation being influenced by reporting of transport problems, suggests deeper insight into the relationship between constraint and choice is needed in order to fully understand this finding.

5.7.4   Emergent findings

There are two further findings emerging from this analysis, in addition to those relating to the key research questions of this research.

First, the predominant factor associated with non-participation in the tested activities is wellbeing. Wellbeing had a significant association with constrained non-participation in arts and cultural and hobby activities. It also had a significant association with choice non-participation in these activities, as well as participatory sport. The activities tested were selected because they have been indicated in prior research as important indicators for the measurement of social exclusion (Saunders, 2007), however this result suggests important associations with wellbeing.

The second emergent finding is that social exclusion and wellbeing were significant factors for both constrained and choice non-participation in activities. This suggests the relationship between constraint and choice may be influential in these results. Perception and wellbeing are likely to interact and may impact on these findings.

Chapter 6 – Community Interview data

6.1. Introduction

This chapter reports the results of analysis of primary data collected in semi-structured, face-to-face interviews with community members in two geographic locations. The interviews explore peoples' experiences of participation in arts and cultural activity and the relationship of this to social exclusion. They also investigate people's experiences of travel to arts and cultural activities and barriers they may face to participation.

The methodology adopted is discussed in Chapter Three – Methodology. In summary, the interviews were conducted in two Melbourne metropolitan Local Government Areas (LGAs) that contrast in relation to their public transport supply and walk accessibility of activities. Data was collected in four domains; travel and activity, demographic data, transport data and questions to explore reasons for participation and / or non-participation in arts and cultural activity. Data coding reflects the key themes of the research; arts and cultural participation, social inclusion and transport disadvantage. The definition of these terms, as applied in this analysis is detailed in Chapter 3 Methodology. The primary data collected is from a small sample (N=50). It is in-depth and qualitative and therefore caution should be taken in assuming generalisability of the results presented.

6.1.1. Chapter outline

The chapter begins with an outline of the sample characteristics. This is followed by description of activities undertaken by interviewees. Next, the reasons people participate in arts and cultural activities, and other community activities are described, along with presentation of the data relating to barriers to participation. The chapter concludes with a summary of key findings.

6.2. Sample characteristics

This section describes the sample in relation to demographic characteristics and access to transport.

6.2.1 Demographic characteristics

Table 6.1 below outlines the characteristics of the sample. The sample is spread evenly between the City of Yarra and the Mornington Peninsula Shire. Apart from this, there were no specific sampling criteria; however there is broad comparability of the sample to the study area populations. The Mornington Peninsula has been over sampled relative to population size; representing 50 % of the sample, but only having 36% of the combined Mornington Peninsula / City of Yarra population. There is an over representation of people in the 15 - 24 and 65 – 74 age groups, while the 25 – 64 age group is somewhat under sampled. The sample also over represents people who are not working and those on low incomes (with the exception of zero income earners).

Table 6.1   Sample characteristics compared to population in study areas

Characteristic	Percentage of sample (N=50)	Percentage in study areas (N=172,359)[1]
Location		
City of Yarra (Yarra)	50	64
Mornington Peninsula Shire (MPS)	50	36
Gender		
Male (M)	48	48
Female (F)	52	52
Age group		
15 – 24	22	15
25 - 44	30	37
45 – 64	24	28
65 – 74	16	9
75+	8	9
Income per week (net)		
$0	2	6
$1-149	14	6
$150-249	14	14
$250-399	22	13
$400-599	12	13
$600+	30	40
Not stated (NS)	6	11
Employment status		
Working	40	57
Unemployed	14	9
Not in the labour force (aged 64 and below)	26	16
Not in the labour force (aged above 65)	20	14
Not stated (NS)	0	4

1: This figure represents the combined population of the two study areas using figures derived from 2006 census community profiles (ABS, 2007c)

6.2.2   Access to transport

Vehicle ownership, vehicle access (loan or lift) and access to public transport were all assessed. Vehicle ownership and access status is difficult to compare to census data for a number of reasons. The interview for this study asks about personal car ownership, rather than household car ownership, as is asked in the census. The interview also asks whether or not the person has access to a car or a lift at home when needed. The reason for this question is that it cannot be assumed that the existence of a household vehicle necessarily equates to access by all household members. These variables are therefore not compared to census data. In general however, the difference between the two study areas is large, with 94 percent of households on the Mornington Peninsula having a vehicle in 2006, compared to 78 percent in Yarra (ABS, 2007c).

The data in Table 6.2 following indicates the proportion of people in the interview sample with and without a car, with and without access to a car or lift at home and those living in areas of high versus low public transport supply.

Table 6.2   Transport access from both sample locations

Characteristic	Percentage of sample (N=50)
Self reported car ownership	
Yes	50
No	50
Self reported access to a car or a lift at home	
Yes always	66
Sometimes	16
No never	18

This analysis indicates that half the sample has a car, most (82%) have access to a car or a lift at home and half live in an area of above average transport supply. Further analysis indicates that those people who do not have a car or any access to a car or lift at home all live in the above

average public transport supply area of Yarra. Those who *sometimes* have access to a car or lift at home all live in the below average public transport supply area of the Mornington Peninsula.

Public transport access has been measured at the census collection district level by Currie & Senbergs' (2007c). Their Public Transport Supply Index indicates 'above average', 'high' and 'very high' public transport supply in the City of Yarra, while the Mornington Peninsula Shire has areas of 'zero', 'very low', 'low' and 'below average' supply only. Half the sample is living in areas of below average public transport supply and half are living in areas of above average transport supply. This is presented in Table 6.3 following.

Table 6.3   Public transport supply (as per Currie & Senbergs, 2007)

Characteristic	Percentage of sample (N=50)
Public transport supply	
Below average	50
Above average	50

6.3. Activities undertaken

In the interview, each person was asked to reflect on the activities they had reported participating in during the survey week and respond to the following question:

What are some of the activities you have done that you might consider arts and cultural activity?

In the following section, information about people's participation in arts and cultural activity during the survey week is presented. First, the activities people reported participating in during the survey week that fit the definition of arts and cultural activity adopted for this research (described above in Chapter 3 – Methodology) are described. Next, activities that were reported by interviewees as arts and cultural, but are outside the definition adopted in this research are described. Finally, the demographic and transport characteristics of participants are compared across the activity types.

6.3.1 Arts and cultural activity participation

Of the 50 people interviewed 19 had participated in a total of 28 arts and cultural activities during the survey week, either outside of their home, or at home with other people coming to their home to participate with them. Of these, 14 had participated in one activity and four people had participated in two activities and two people had participated in three arts and cultural activities during the preceding week. Some nine people had attended as an audience member, six had been involved in creative participation only and three had done both. Another three had participated as volunteers in arts and cultural organisations. The arts and cultural activity types people reported participating in are listed in Table 6.4 following. These

include all arts and cultural activity episodes undertaken by people in both locations during the

study week.

Table 6.4 Participation in arts and cultural activities

Activity	Number of people reporting participation
Audience arts	
Popular music concerts	5
Art galleries	3
Theatre performances	1
Dance performances	1
Musicals and operas	1
Other performing arts	1
Cinema	2
Museums	0
Classical music concerts	0
Local, state and national libraries[1]	1
Total	**15**
Creative participation	
Arts / crafts (including performing arts)	5
Music	4
Writing	0
Total	**9**
Volunteer in arts and cultural organisation or event	
Museum guide	1
International women's day event organiser	1
Radio show host	1
Member of arts centre management committee	1
Total	**4**

Table 6.4 above indicates that the most popular arts attended were music and visual art

exhibitions. The most popular creative participation activity was arts and crafts. This category

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[1] Three people also attended the library but for the specific purpose of participating in activities recorded elsewhere; to play music for a vocal group, and non-arts activities; a Chinese exercise class and to use the internet.

included participation in art classes, a knitting group and the performing arts of tap dancing and circus troupe.

6.3.2   Other activities reported as arts and cultural

In these interviews, people reported participation in a much wider range of pursuits, as being arts and cultural activity, than those identified in the definition of arts and cultural activity adopted for this research. These are listed in Table 6.5 following.

Table 6.5   Participation in other activities reported as arts and cultural

Activity	Examples
Sport - participant	Aqua class, cricket, various martial arts, surfing, swimming
Sports - spectator	Watch football
Volunteering - sports	Coaching sports teams
Volunteering – environmental	Volunteering in a plant nursery, bush regeneration work, attending environment group meeting
Volunteering – community services	Rotary, community advocacy group, neighbourhood house committee
Social activity – family (non-resident)	Visit homes, shared meals at homes, pubs, restaurants, cafes, help with home renovations / maintenance
Social activity – friends	Visit homes, meals, drinks and parties at homes, pubs, restaurants, cafes and bars, help with home renovations / maintenance, gardening, planning an event
Games and hobbies	Playing cards
Outdoor recreation	Going to the beach, walking, walking the dogs
Religious	Bible study
Work	Work, work functions, attendance at an employment program
Shopping	Browsing in a book store, shopping and out for lunch with family member
Education	Computer class
Caring (family)	Babysitting

The activities people participated in can be grouped into six main themes; sports activities, volunteering, social activity, games and hobbies, other outdoor recreation, religious activity, work, shopping, education and caring activities.

Many of these activities were also participated in by other people interviewed who however did not report them as arts and cultural. This suggests significant overlapping of the range of activities people participate in, in their community and the ways in which people define or categorise their own participation. This definitional blurring is a central finding of this research and raises interesting questions about how we understand the role of different activity types in promoting social inclusion as commonly reported. This is examined in detail in Chapter 8 Discussion.

6.4. Characteristics of people participating in arts and cultural activities

This section compares the demographic and transport related characteristics of interviewees who participate in arts and cultural activity. Table 6.6 on the following page lists the percentage of people of varying characteristics who have undertaken arts and cultural activities. The 'audience arts', 'creative participation' and 'ACA (arts and cultural) volunteer' columns represent those activities that are within the ABS definition of arts and cultural activity adopted in this research. The last column represents activities outside this definition (listed in Table 6.6) reported as arts and cultural activity by interviewees.

Table 6.6   Arts and cultural participation by select characteristics

Characteristic	Arts and cultural activities			Other activities referred to as A&CA %	TOTAL activity episodes (N=475) %
	Audience arts %	Creative participation %	ACA volunteers %		
Location					
City of Yarra	82.2	69.5	20.0	31.5	61.1
Morn. Peninsula	17.8	30.5	80.0	68.5	38.9
Gender					
Male	44.1	27.8	20.0	42.1	38.0
Female	55.9	72.2	80.0	57.9	62.0
Age group					
15 – 24	10.1	19.5	0.0	12.2	13.9
25 - 44	29.3	33.3	0.0	22.6	28.4
45 – 64	52.9	11.1	80.0	36.6	33.5
65 – 74	5.9	36.1	0.0	19.6	20.5
75+	1.8	0.0	20.0	8.9	3.6
Income per week (net)					
$0 - $499	75.6	47.2	80.0	24.7	49.2
$500+	24.4	52.8	20.0	75.3	50.8
Employment status					
Working	27.4	11.1	0.0	48.8	29.1
Unemployed	47.6	13.9	0.0	4.8	22.1
Not in labour force	25.0	75.0	100.0	46.4	48.8
Access to a car or lift					
Always	38.7	58.4	80.0	84.7	60.6
Sometimes	8.4	13.9	0.0	3.1	8.5
Never	52.9	27.8	20.0	12.2	30.9
Public transport supply					
Above average	82.2	69.5	20.0	31.5	61.1
Below average	17.8	30.5	80.0	68.5	38.9

Sample sizes are insufficient to indicate any statistically significant differences between groups. However, the data indicates that in this sample, participation in the arts (broadly defined), is more likely to be by people who are:

- living in the high walk access and public transport supply area of the City of Yarra

- female

- aged between 45 and 64

- on incomes above $500 per week

- not in the labour force, and

- always have access to a car.

6.5. Venues for participation in arts and cultural activity

The range of venues at which people participated in arts and cultural activities includes community and neighbourhood houses and halls, live music venues and pubs, the cinema, a museum, a gallery, theatres, a church hall, a dance studio, a friend's home, a winery, a music teacher's home and a library.

Many of the creative participation activities occurred in venues located close to people's homes, such as neighbourhood houses and libraries, compared to audience arts that were more likely to be presented in large cultural institutions in the inner city.

This is an important finding for two reasons;

First, the distinction between creative participation activities and audience arts, in terms of their location and proximity to people's homes is an important factor in accessibility for people who do not have cars, walk access to activities, or access to public transport. The data suggests that for the people in this study, creative participation activities are potentially more accessible than audience arts that tended to be located further away from people's homes.

Second, these aspects of accessibility may not be well represented in VATS data, within which it is not possible to distinguish arts activities from other activity types undertaken in neighbourhood houses and libraries.

These issues are examined further in Chapter 8 Discussion and conclusion.

6.6. Reasons for participation

There are two levels at which reasons for participation are analysed in this study:

- Participation in arts and cultural activities, as defined in this research

- Participation in the range of activities people have identified themselves as being arts and cultural participation but which extend beyond the definition applied in this research. This second group of activities will be referred to as 'community participation' to denote they are undertaken with others in community settings.

This approach to analysis has been undertaken to begin to identify whether arts and cultural participation has a special place in social inclusion, or whether arts and cultural activities are just one of a range of community participation activities people participate in that support inclusion.

6.6.1 Arts and cultural participation

In the interview, people were asked for the reasons they participate in the activities they had defined as arts and cultural. There were three main reasons provided;

- an opportunity to socialise,

- because of an appreciation of the art,

- to use or develop skills.

Some people provided a combination of reasons for participation. Other reasons included entertainment, to make a contribution to, or support one's community and for anti-social reasons. Each of these is described more fully in the following sections.

Social reasons for participation in the arts

A number of social reasons for participation in the arts were discussed by interviewees. They included opportunities to spend time and share an interest with people they already knew and

also to expand social networks. Table 6.7 below demonstrates the different social groupings, within which people participated in the arts.

Table 6.7   Social context of participation in activities

Participate with	Number of arts and cultural activities	Activity types
Friends	12	Music performance, play, art class, exhibition, knitting group, music group
Group members	8	Choir, dance class, computer graphics class, volunteer work at a museum, music group
Self	6	Music lessons, art class, exhibition, theatre, movies
Family	5	Concert, theatre, movies. exhibition
Both family and friends	1	Exhibition

The above data suggests people most commonly participate in the arts with friends. The second most common social grouping for participation is in a group with other people interested in the same activity.

Reasons for participation in arts and cultural activity that suggest it was an opportunity for them to spend time with family and friends included, for example:

> It's something I share with my husband (44: F, 31, employed, income >$500 pwk, shared car, Yarra).

> To catch up with a friend; keep my social life on track (31: F, 34, employed, income >$500 pwk, own car, MPS).

Others participated in arts and cultural activity to support a friend who was presenting a work, providing comments such as:

> A friend was in [the play] (15: F, 59, disability pensioner, income <$500 pwk, no access to lift, Yarra).

> Because my friend had something in [the exhibition], friends were going to be there, I like it (24: M, 40, employed, income >$500 pwk, shared car, Yarra).

Opportunities to meet people outside of one's network of family and friends were also reported as reasons for participation, including:

> [I participate in the art class to]…meet new people (26: F, 63, retired, income >$500 pwk, own car, MPS).

> …in the past I've been part of choirs and they're like a community (5: F, age ns, disability pensioner, income <$500 pwk, no car access, Yarra).

> Firstly it's for the social side, to get to know people and also to keep using my music skills as well… (10: F, 19, looking for work, income <$500 pwk, access to lifts sometimes, MPS).

> …its involving an interaction with people from a different culture and its artistic (47: F, 61, retired, income >$500 pwk, own car, Yarra).

The social support developed through regular, ongoing, shared activity was also mentioned indirectly as a reason one person participated in a tap dancing class:

> It's with people I get along well with. New people come and go, but there's a core group, although we don't see each other outside of tap, but I got a text when I was in hospital (44: F, 31, working, income >$500 pwk, shared car, Yarra).

This notion of participation in a group that is not connected in other ways is also reflected in the reason provided for participation in a knitting group, by another interviewee. She said:

> …to make things with people you know and like. It's the only contact we've ever had and we get on well (46: F, 67, retired, income <$500 pwk, own car, Yarra).

One person described anti-social reasons for his participation in the arts, through playing music with friends, as:

> [The reasons I participate in the activity are,] making lots of noise, to exorcise inner demons, to piss off the neighbours; it's my social responsibility (35: M, 38, employed, income >$500 pwk, own car, MPS).

We can see from this quote that in addition to his need for self-expression, the interviewee seeks to use music to negatively impact on his neighbourhood. It could be argued that he is developing his bonding social capital, with his friends, through activities that actively exclude others. This is a form of social closure being enacted through anti-social behaviour.

Opportunities provided by arts and cultural participation to both develop and maintain social networks are demonstrated in the comments above. These examples suggest a relationship between arts and cultural participation, social support and the development of both bonding and bridging social capital. Examples include reports of opportunities for people to spend time with people in their close social network (bonding network) and also reports of development of relationships with people in the wider community or beyond their bonding network. The role of social capital in social inclusion is discussed in Chapter 2 Literature Review. Chapter 8 Discussion includes further examination of these results in relation to social capital theory and considers the relationship of this to social inclusion.

Appreciation of the art

People who participated in arts and cultural activities because of an appreciation of the art-form described their enjoyment of participating in activities including singing and watching live music and dance. For example:

> I love watching good dancing of all sorts really, not just ballet… (42: F, 68, retired, income >$500 pwk, own car, Yarra).

> I enjoy music when it's live, because it sounds different to on the radio or CDs. I like the lively atmosphere, which is sometimes overwhelming and sometimes underwhelming (40: M, 28, working, income >$500 pwk, no car, Yarra).

Some people had been to see the work of others in an art form they practice themselves, for example one person explained their visit to a 17th century caricature exhibition was because "I draw cartoons and I was curious" (41: M, 45, looking for work, income <$500 pwk, no car, Yarra).

Similarly another explained:

> I love theatre and I used to do it, because it's creative, it's enjoyable (31: F, 34, working, income >$500 pwk, own car, MPS).

For some people there were multiple reasons for participation, including appreciation, for example:

> A friend was in it – I'd promised her, secondly because I worked as a nanny and I love kids' things so I was really interested in it anyway (15: F, 59, disability pensioner, income <$500 pwk, no access to lift, Yarra).

We can see for this respondent, her enjoyment of, or interest in the art was coupled with a

desire to support her friend who was part of the show. This may be part of her developing or

maintaining her bonding social capital.

Using and developing skills

The five people who reported using or developing skills as a reason for their participation in

the arts, provided the following observations about their participation:

> I always felt I would like to learn how to paint. (34: F, 53, retired, income
> >$500 pwk, own car, MPS)

> To do something new, extend myself, gain satisfaction with a new
> craft…learn about art. (26: F, 63, retired, income >$500 pwk, own car,
> MPS)

> We've got our first grandchild, he's eight months old and I haven't
> knitted him anything! It's an opportunity to do something I used to do a
> lot. (46: F, 67, retired, income <$500 pwk, own car, Yarra)

Another person found being part of a singing group led her to develop another skill. As she

describes it:

> The first year, we went to Siena [with the choir], then I took up Italian
> language. (45: F, 73, retired, income >$500 pwk, own car, Yarra)

For one person, there was a vocational element to her participation; she had a specific goal

she was working toward. As she explained it:

> [I participate in the group] … to keep using my music skills as well and I
> also plan when I grow up , if I can, to start some kind of band, or
> something, so that's a kind of a step towards it, if that makes sense. (10:
> F, 19, looking for work, income <$500 pwk, access to a lift sometimes,
> MPS)

As discussed in Chapter 2 Literature Review, the Victorian health promotion foundation (VicHealth) identifies skills development as an intermediate step toward social inclusion (VicHealth, 2003). This relationship is explored further in Chapter 8 Discussion, in reference to the interview results presented above.

Other reasons for participation

Two people participated in the arts indirectly, through volunteer roles in arts and cultural venues and institutions. These people did so because they wanted to make a contribution to their community. As one person explains it:

> I want to give something back. For all the years I was working, I just didn't have time. I didn't even have time to think about whether I should be. My number one priority was keeping home together. (23: M, 78, retired, income <$500 pwk, own car, MPS)

Another person saw their attendance at an art exhibition as a way of supporting their community, she explained:

> It was held on the Mornington Peninsula, my local community, people from the Peninsula had sculptures in it, so there's recognition and appreciation of what the people do. (29: F, 38, income >$500 pwk, own car, MPS)

One person said they go to the movies for entertainment. They added that they go on Mondays because it's cheap (47: F, 61, retired, income >$500 pwk, own car, Yarra). Another person is in a singing group, in part "to be entertained" (45: F, 73, retired, income >$500 pwk, own car, Yarra). Exercise and relaxation were also mentioned by one person as a reason for participating in a tap-dancing class (44: F, 31, working, income >$500 pwk, shared car, Yarra).

The comments made in interviews demonstrate opportunities provided by arts and cultural activity for social engagement, skills development and enjoyment.

6.6.2 Community participation

As described above (and listed in Table 6.6), people participate in a range of community activities, many of which they reported as arts and cultural participation. This section presents the reasons they participated in these activities and identifies whether or not there are differences to the reasons people participate in activities within the tighter definition of arts and cultural activity.

The reasons people participate in other types of community activities (defined by them as arts and cultural) were reported as appreciation of the activity, social reasons, to make a contribution to one's community, the person's culture, a sense of fulfilment, to keep fit and in place of work.

Appreciation of the activity

A number of people stated simply that they enjoy the activity, for example:

> Enjoyment...we both really enjoy food – we prefer to spend our money on that. We like to eat out and enjoy a nice bottle of wine (36: F, 27, working, income >$500 pwk, own car, Yarra).

> Because I like to watch the footy. I love sport generally and football is my favourite sport to watch because it's exciting and fun (38: M, 38, working, income >$500 pwk, own car, Yarra).

> Just, I like doing new physical activities (4: M, 17, student, income < $500 pwk, access to lift, MPS).

Social reasons

Opportunities for social activity and developing social networks were reported. Examples include:

> I hope its something we can share, that's family orientated, for the long term (33: M, 47, working, income >$500 pwk, own car, MPS).

> I like to follow my team and also it's a good opportunity to catch up with people (38: M, 38, working, income >$500 pwk, own car, Yarra).

> It's good to have a same interest with [name of husband] (37: F, 33, working income >$500 pwk, broken down car, Yarra).

These comments indicate that for some people, the opportunity to spend time with family and friends is a valued element of their activity participation.

For others, their participation in group activity has been very important in addressing their social isolation. Two people describe this in the following quotes.

> Originally [it was] something to do, also to mix with other people. There's nothing more lonely than sitting at home on the couch with nothing to do (21: M, 65, retired, income <$500 pwk, own car, MPS).

> For me, coming from the country at the end of last year, it's been, it's provided great companionship and activity (6: F, 78, retired, income <$500 pwk, no access to lift, Yarra).

For another person, who had not been experiencing social isolation, the opportunity to expand his social network was still valued. As he explains it:

> … it's a social outlet, you get to know people at that hour on the boardwalk (25: M, 65, retired, income >$500 pwk, own car, MPS).

As with the interview responses regarding participation in arts and cultural activities, notions of social capital development through participation are invoked through description of opportunities to maintain and develop relationships. This is discussed further in Chapter 8.

To make a contribution

People participating in volunteer work often commented that it was an opportunity to 'give something back'. They described this variously, including the following reports:

> Because it's an opportunity to give something back that isn't Catholic oriented. It reaches into parts of the community they may not reach (27: M, 64, working, income >$500 pwk, owns two cars, MPS).

> To preserve the natural area; wanting to put something back into the community (25: M, 65, retired, income >$500 pwk, own car, MPS).

> Helping (13: M, 46, disability pensioner, income <$500 pwk, no access to lift, Yarra).

These comments suggest that for some people the opportunity to feel they are contributing to their community is a valued part of their participation in social and community activity.

Two people saw this aspect of their participation as a natural part of their personality or culture. As they explained it:

> I'm quite sure that no matter where I was, or who I was I would be involved in things. As a boy I was a scout (32: M, 79, retired, income <$500 pwk, own car, MPS).

> My mother was a serial volunteer, she's the principal inspiration for my wife [wife's name] and I've got it in my genes (30: M, 71, working, income >$500 pwk, own car, MPS).

Sense of fulfilment

One person who organises dragon-boat racing competitions (including a team of women in Geelong with breast cancer) described the sense of fulfilment he gains from his community participation:

> Without doubt there's a sense of fulfilment in it. I got a lovely letter from the girls at Geelong (30: M, 71, working, income >$500 pwk, own car, MPS).

Another person also reported a sense of 'fulfilment' and 'belonging' from their participation in bible study and worship at church (9: F, 22, working, income >$500 pwk, broken down car, MPS).

Exercise

A number of people reported playing sports or other physical activities such as walking the dog as social and community participation. These were usually also reported as opportunities for exercise. For example:

> To keep fit, have fun, socialise with friends (17: M, 27, looking for work, income <$500 pwk, own car, MPS).

> To get good strength and health (12: F, 47, looking for work, income <$500 pwk, no access to lift, Yarra).

In place of work

A number of people of working age, who weren't working described their social and community participation in relation to their inability to work. For example describing the flexibility, or understanding that people afforded them in a community setting. The following two examples demonstrate this:

About three years ago, I got chronic fatigue syndrome and was off sick for two years. While I was off sick, I was retrenched, so I went off sickness benefits and onto UB [unemployment benefits]. I was assessed as being able to work 8 hours a week and my best option was to do volunteer work. So I phoned up here. I came here because [name of volunteer coordinator] was aware of my situation and could be flexible (19: M, 59, disability pensioner, income <$500 pwk, shared car, MPS).

I'm on the committee here. I think it's important for me, because I suffer from anxiety and depressions, to mix with people. I love people and I sort of um, I like to help out here as much as I can. But I can't go to work. I'd be unemployable my doctor told me because I've got to stop for six to eight meal breaks a day [due to diabetes]. But they're very good here. As a volunteer you can say 'I need a break' (7: F, 59, disability pensioner, income <$500 pwk, no access to lift, Yarra).

Again, these examples suggest an important role for these activities in people's lives.

The data reported above demonstrates significant overlap between arts and cultural and community activities. This overlap is expressed in two ways. First, many social and community activities were reported by interviewees as arts and cultural. Second, many of the reported benefits of arts and cultural activity are also reportedly accrued through participation in this wider group of community activities, in particular, opportunities to maintain and develop social networks.

6.7. Reasons people don't participate in arts and cultural activities

This section describes the responses provided by interviewees to the question:

Are there any reasons you don't participate in arts and cultural activities?

While there were 32 people interviewed who had not participated in arts and cultural activities during the week discussed in the interview, people answered this question more broadly. Therefore the information following includes reasons for non-participation by people who both had and hadn't participated during the survey week and for non-participation outside of the survey week.

Responses represent five main themes; transport related reasons, cost, health and disability, time and lack of interest in the activity. A small number of other reasons for non-participation were also provided.

6.7.1 Transport

Transport was the most commonly reported reason for non-participation in arts and cultural activities; reported by twelve people. For two people, a lack of easily accessible transport in general was reported as a barrier to participation in arts and cultural activity. As they explained:

> Transport, that's basically it really; and money (4: M, 17, student, income below $500 pwk, no acces to lift, MPS).

> The distance away sometimes, if um, it's not always easy to find the right public transport to go places. In fact, I rely a lot on the Melways[2] and other leaflets on how to get from one place to another (6: F, 78, retired, income <$500 pwk, no access to lift, Yarra).

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[2] The Melways is a street directory for metropolitan Melbourne

Examples of problems relating to the supply, timing or coordination of public transport included:

> In the evenings it can be hard, like I'd like to be involved in other choirs but because it involves going in to the city and then out again for public transport, or they're on at times when buses run once an hour, one every two hours or something like that, or the buses will stop running by the time the rehearsal's finished, I can be limited. So, um, I would actually like to participate more but I don't for those reasons (5: F, age ns, disability pensioner, income <$500, no access to lift, Yarra).

> The fact that things don't coordinate so you're wasting heaps of time on interchange things (5: F, age ns, disability pensioner, income <$500, no access to lift, Yarra).

> A lot of activities are in the North of Yarra, they're hard to get to. There's no public transport. To use the public transport you would have to use at least two, a tram and a bus (46: F, 67, retired, income <$500, own car, Yarra).

> Poor public transport and because public transport necessitates waiting outside, if its poor weather sometimes I don't (5: F, age ns, disability pensioner, income <$500, no access to lift, Yarra).

Some people faced barriers to using the available public transport, including physical accessibility barriers and fear. The following quotes exemplify these issues:

> I use trams to the city and Chapel Street. The trams are so high it takes me all my strength to get up on the tram. I've complained. There's no reason they can't put modern trams (42: F, 68, retired, income >$500 pwk, own car, Yarra).

> Going out at night, I don't like coming home. Walking alone back to the house I don't like (45: F, 73, retired income >$500 pwk, own car, Yarra).

Distance related issues include one person who would like to go to dance parties in the country, but explains,

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> …without a car it's hard getting out of town (41: M, 45, looking for work, income <$500 pwk, no access to lift, Yarra).

Conversely, a number of people from the Mornington Peninsula reported that they found the

drive to Melbourne (especially at night), too far to do regularly. For example:

> Driving at night; fatigue. When I lived in the city, even if I was tired I could do a ten minute drive, but not all the way to here, so I don't go to town as much. I have a friend who DJs; I would do more to support him, but to go to the city on Friday night when you're tired…(31: F, 34, working, income >$500 pwk, own car, MPS).

6.7.2   Cost

The second most commonly cited reason for non-participation was cost. Some six people

mentioned cost as a reason for non participation in arts and cultural activities.

Examples include:

> Price; a lot of stuff, when you're on a pension, just forget it. Some
> concessions are so minimal they're insulting (46: F, 67, retired, income
> <$500 pwk, own car, Yarra).

> Plays are expensive (41: M, 45, looking for work, income <$500 pwk, no
> access to lift, Yarra).

> Cost – some of the things like painting classes are very expensive (42: F,
> 68, retired, income <$500 pwk, own car, Yarra).

> Cost; some international bands are expensive (38: M, 38, working,
> income >$500 pwk, own car, Yarra).

For some people a combination of reasons limit their participation, for example this person

who feels the combination of distance and cost limit his ability to enjoy his passion of opera.

> When I lived in Sydney, I was 21 minutes from the opera house; I was
> able to go, once a month to a matinee, a full blown, cranked up opera
> that was affordable. That's not available here. Some plays go to
> Frankston, but not much (27: M, 64, working, income >$500 pwk, owns
> two cars, MPS).

6.7.3   Health and disability

Health issues limited participation for two older people, who both saw their limited

participation as a change from a previous state, or how they used to be. For example

explaining they had to 'slow down over the last four or five years because of the lung cancer'

(21: M, 65, retired, income ,$500 pwk, own car, Yarra) and

> Sometimes I'm not well with the diabetes… sometimes I get all these invites and I can't do as much as I did 20 years ago (7: F, 59, disability pensioner, income <$500 pwk, no access to lift, Yarra).

The comments of both these people suggest that limited activity due to ill-health is across the board and is not just in relation to arts and cultural participation.

One of the people interviewed had a unique perspective on travel and transport due to the fact that she is blind. The things she experienced are exemplified in the following brief case study.

Rebecca (10: F, 19, looking for work, income <$500, access to lift sometimes, MPS)

Rebecca is 19 years old and has just finished school. She is hoping to gain employment in the justice system, through a program that employs and supports people with disabilities. Rebecca is blind and travels with the assistance of Dinka her seeing-eye dog. The types of difficulties she has accessing transport include:

> The bus stop [has] just a sign and I don't have any way of telling which one's just a street sign and which one's a bus stop. Whereas in other places they'll have tactiles[3] leading up to a booth or a shelter thing, also buses around here aren't very flexible or regular.

Rebecca's lack of ability to drive, coupled with the 'irregular and inflexible' public transport service is exacerbated by the available services not being easily accessible by someone with a vision impairment. One of the characteristics of some arts activities is that they may be one-

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[3] Tactiles are a special flooring tile with a very significant raised profile designed to provide the visually impaired with warning of impending hazard(s) or give directional guidance (Seton Australia, 2006).

off, especially big audience events such as exhibitions and performance arts. While Rebecca had had the opportunity to go to a music performance using car and public transport from Rosebud, chaperoned by her mother, she explains that:

> The flexibility of being able to get there, like having a lift or being able to find a way to learn how to get to things. It's all well and good to say you can be taught how to do something but when it's a once off or once a month or whatever it's a bit difficult.

The effort taken to learn how to travel independently to something would be a large factor in the decision whether or not to participate.

Rebecca also talked about how, due to her mobility limitations, there are times when her mother has to take time off from work to chaperone her to things. The example provided (taking her to get her mobile phone fixed) suggest this is limited to vital activities and does not extend to social, recreational and arts and cultural participation. Outside of work hours, her mother also drives her to a music lesson once a week and waits for her there.

Another activity Rebecca discussed being unable to participate in was golf. She can't get public transport or a lift to the golf-course that has a special golf session for blind golfers. It is anticipated that many sports activities may be difficult to reach as they are often at recreation reserves that may not be serviced by public transport.

Rebecca participates in a vocal group that rehearses at the library. Libraries are facilities for community participation located in many communities. The close proximity of the library to other activities assists her to participate. She walks there from school and is dropped home by a youth worker from the local council afterwards.

We can see from this example that the difficulties Rebecca has in accessing available public transport means she relies heavily on the support of others to meet her participation needs.

This raises interesting questions about how the need to rely on others, compared to travelling independently may hamper one's participation and potentially have on-flow impacts on social inclusion.

Another person who experiences activity limitations due to disability is unable to walk any more than a very short distance. She explained the difficulties and barriers she is facing to arts and cultural participation:

> Whenever I look at a cultural event that's on, wherever it is on, the first thing I look at is where's the nearest public transport, is it accessible to me and does it run so that it fits in with the timetable, with whatever the event is. Especially in the evening, because sometimes you can get there but you can't get back (15: F, 59, disability pensioner, income <$500 pwk, no access to lift, Yarra).

Two examples she provided were:

> My problem was that it was a Sunday and the timetables didn't connect, the tram came early [and was therefore missed] so I was late for the performance.
>
> There is a place in East Brunswick where I go to do courses and things, but I cannot do anything in the evening because the bus that stops outside the building doesn't run after 7pm, so I cannot. It is impossible for me to walk from the tram because it's too far for me and I can't walk back.

Associated with personal health, is the burden of care experienced by people who have primary care of someone with a chronic illness or disability. The impact of this on participation is exemplified in the following illustration of the activity and travel of Maria.

Maria (11: F, 81, carer, income <$500 pwk, own car, Yarra)

Maria is 70 years old and lives in inner Melbourne. She has a car and drives. She is on a carer's pension; caring for her sick, ageing husband. She does not participate in any arts and cultural community activities. As she explains it:

> If I want to see some friends, if they do something, go to a club, I can't, because you know, I have my husband sick with me and I can't do anything really.

During the survey week, Maria had driven to hospital to visit her husband on three days, had driven her husband to stay with her for three days at their son's home and had driven to her daughter's home to baby-sit. She had also baby-sat grandchildren at her own home where their parents had joined them later for dinner.

Maria doesn't identify any transport barriers to her participation in activities but attributes her non-participation to her caring commitments. In her words:

> ….so that's my life…just to stay home and do things for my husband.

Maria talked wistfully about times past when she and her husband participated in the cultural life of their community:

> …together we used to dance, to go out, to do things. But you know… we did, we did, when we were young, with children, we went to Italy too so I can't say we did nothing. We did things, because when we were young my husband was the same as me. He loves dance, he loved to go out, he loved people.

For Maria, her inability to participate in arts and cultural activity, and social activities is a loss, however for her it is not a transport related issue.
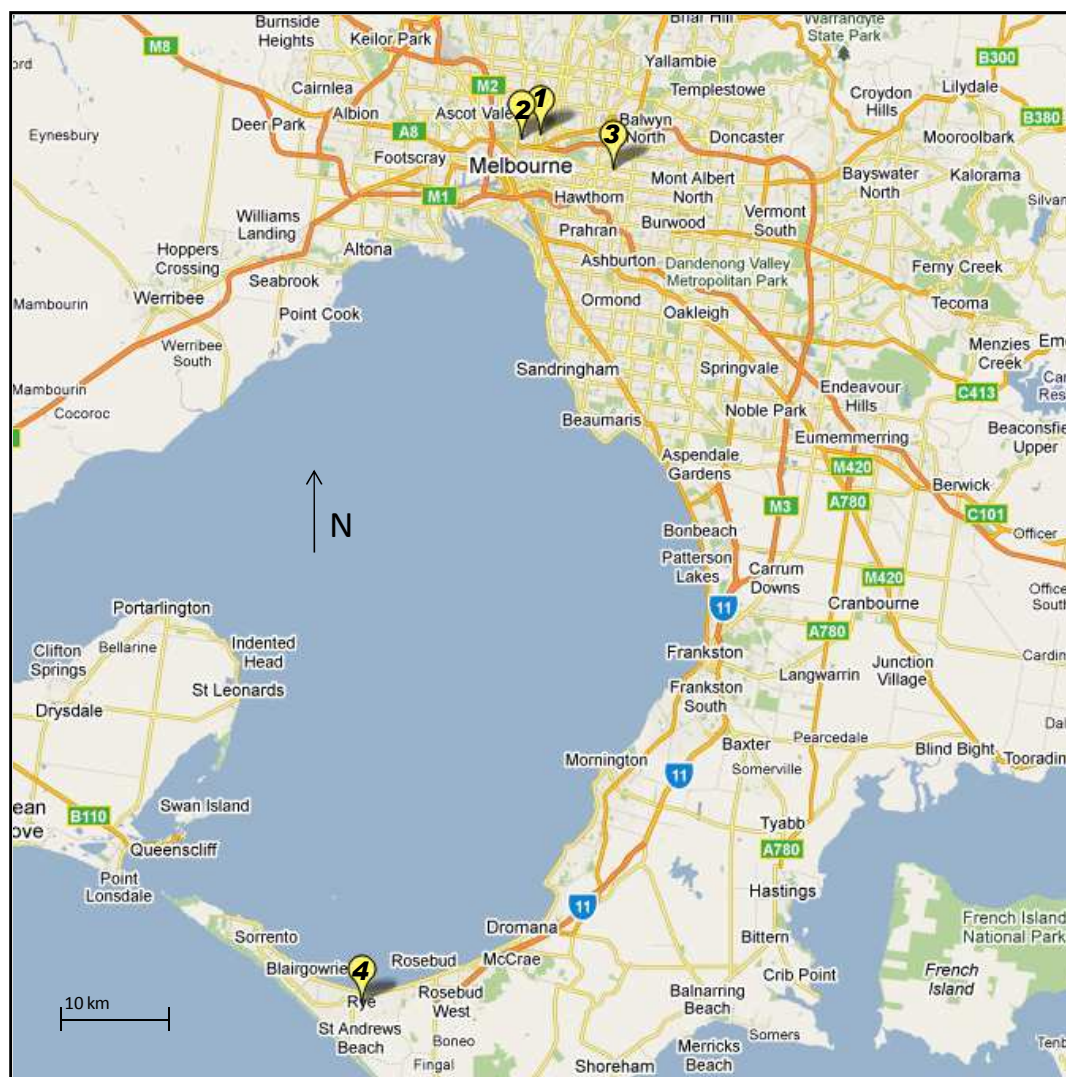
Figure 6.1   Maria's activity and travel map

Table 6.8   Key to travel from Maria's home (point 1)

	Distance	Number of return trips per week
2 = Daughter's home	≈ 1km	2
3 = Husband's hospital	8.3km	5
4 = Son's home	≈ 106km	1

6.7.4 Time

The five people who said they didn't participate in arts and cultural activity because of a lack of time explained things like:

> Time. I often feel overcommitted, family things clash (25: M, 65, working, income >$500 pwk, own car, MPS).

> Time. Usually it will be something we want to do on a weekend or other things we need to do, or have made a commitment to, like going to house inspections rather than a movie (36: F, 27, working, income >$500 pwk, own car, Yarra).

> Work. Time. I've got a six day rotating roster (9: F, 22, working, income >$500 pwk, car broken down, MPS).

The following illustration of Emma's activity and travel highlights the way a lack of transport can impact on the time one has available.

Emma (1: F, 18, working, income, $500 pwk, access to lift sometimes, MPS)

Emma is currently completing her Victorian Certificate of Applied Learning (VCAL) and had been awarded the Certificate II in Hospitality the day of the interview. She also works part time in a take-away food store. Although she is 18, she doesn't have a car, but 'sometimes' has access to a lift. She studies in Hastings, works in Somerville and lives between her mother's home, her father's home and her boyfriend's mother's home. She attends VCAL three days per week and during the survey week had worked 39 hours. Emma's travel is often complex and time consuming. For example, on Mondays and Wednesdays she catches a bus from work in Somerville to Frankston, then a train to Bonbeach to her mother's work, then gets a lift home to Dromana with her mother (there is no cross-Peninsula transport for a journey from the Westernport side to the Port Phillip side). On the nights she stays at her dad's home or

boyfriend's home she gets a lift to work the next morning. Emma stated the reason for not

participating in arts and cultural activities is time. When asked if there were activities she

would like to do, that she is unable to, she explained:

> I've never really thought about participating in cultural activities. I guess
> if I thought about it, there probably would be one or two that I'd want
> to, but I still don't have the time.

Emma's limited free-time also impacts on her social life. When asked about the activities she

most enjoys, Emma said:

> I guess seeing friends when I get the time to. I don't really do anything
> except work and school. I turned 18 six months ago and I still haven't
> been out.

Given the long periods of time Emma spends travelling, it is anticipated that in addition to her

large work and study load, part of her expressed time limitation is created by long travel times.
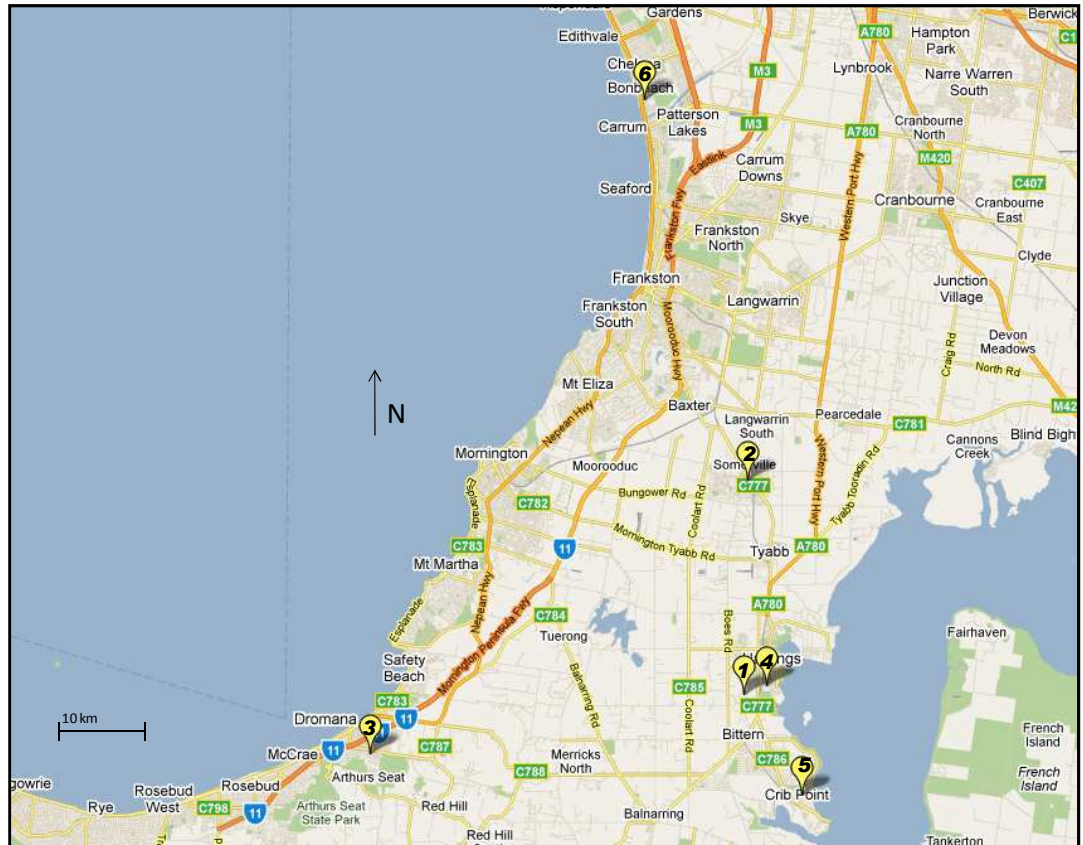
Figure 6.2   Emma's activity and travel map

Table 6.9   Key to travel from Emma's community school (point 1)

	Distance	Number of return trips per week
2 = Work	≈10.4 km	6
3 = Mother's home (via bonbeach)	≈ 58 km	3
4 = Father's home	<1 km	1
5 = Boyfriend's home	≈7.6 km	2
6 = Mother's work	≈20km	3

6.7.5   Activity not of interest

Six people described their lack of interest in arts and cultural participation variously, for example as:

> If cultural activities don't meet our needs, we won't go. Like an art show or school fete or something; if the surf's good, we won't go. But sometimes if friends are involved we will go to support them (33: M, 47, working, income >$500 pwk, own car, MPS)

> Interest, or lack thereof (38: M, 38, working, income >$500 pwk, own car, Yarra).

> It's not a usual habit, I'm not very involved. They're usually ticketed events, I prefer to do things, hands on, so the only time I'm involved in arts or cultural events is as a volunteer, through Rotary, but I wouldn't pay to go (43: F, 28, working, income >$500 pwk, own car, Yarra).

One person who is a recent migrant to Australia explained:

> Probably a lot of things are too different to me; are too different to home (37: F, 33, working, income >$500 pwk, car broken down, Yarra).

On the whole, these people do not see their non-participation in arts and cultural activity as problematic. For them, the other social and community activities they participate in meet their needs. The following illustration of Jake's activity and travel demonstrates this.

Jake (8: M, 17, student, income <$500 pwk, access to lift sometimes, MPS)

Jake is 17 and completing year 10 at his local High School on the Southern Peninsula. He is keen to pass year 10 as he wants to join the army. He lives with his mother and father. His brother lives in Melbourne. Jake was interviewed during exam week. Other than walking to school and studying at home, Jake had been to visit a friend three suburbs away, by bus, had

walked to the local Plaza to 'hang out' and had been given a lift to Melbourne to help his brother move house.

The reason Jake doesn't participate in arts and cultural activity, is choice. He states:

> …it doesn't really interest me; it's just not really my thing.

Jake described the activities he most enjoys participating in as:

> Probably just chilling out with mates, getting blind [drunk], ah, what else, um, yeah, just chilling out with mates, going to parties, getting wasted [substance effected]. That's about it.

Jake said he would like to be able to get to Melbourne more to 'check it out a bit more' and 'visit mates and stuff'. He said he doesn't do this because he 'doesn't really read up on timetables and stuff' and because he doesn't have a concession card. The last time he travelled to Melbourne by train he 'almost got fined' for not having one. He explains:

> The reason I can't get a concession card is I need my parents consent to get it and they don't really help go up there [Frankston station where the form needs to be submitted]; Mum doesn't have a driver's licence.

We can see from this interview that Jake has been able to access many of his desired activities locally, by walking or public transport. He wants to be able to participate in school, which he does by walking and to be able to spend time with friends, which he does by walking or catching the bus. Access to the city for Jake is hampered by his lack of a concession card and failure to access relevant travel information. In this case, we can see an example of the young person's mobility being hampered, by the fact that his mother doesn't drive. Jake's may be able to participate in more diverse and geographically dispersed activities if he had better access to either public or private mobility.

This relationship between the needs and attributes of parents and a young person's mobility was also exemplified by another respondent; a young person who was unable to access a car, because his father was looking for work and needed the car to get to job interviews. Both examples highlight the heightened exposure of young people to transport disadvantage through their inability to personally access private vehicle travel and the compounding nature of household disadvantage.
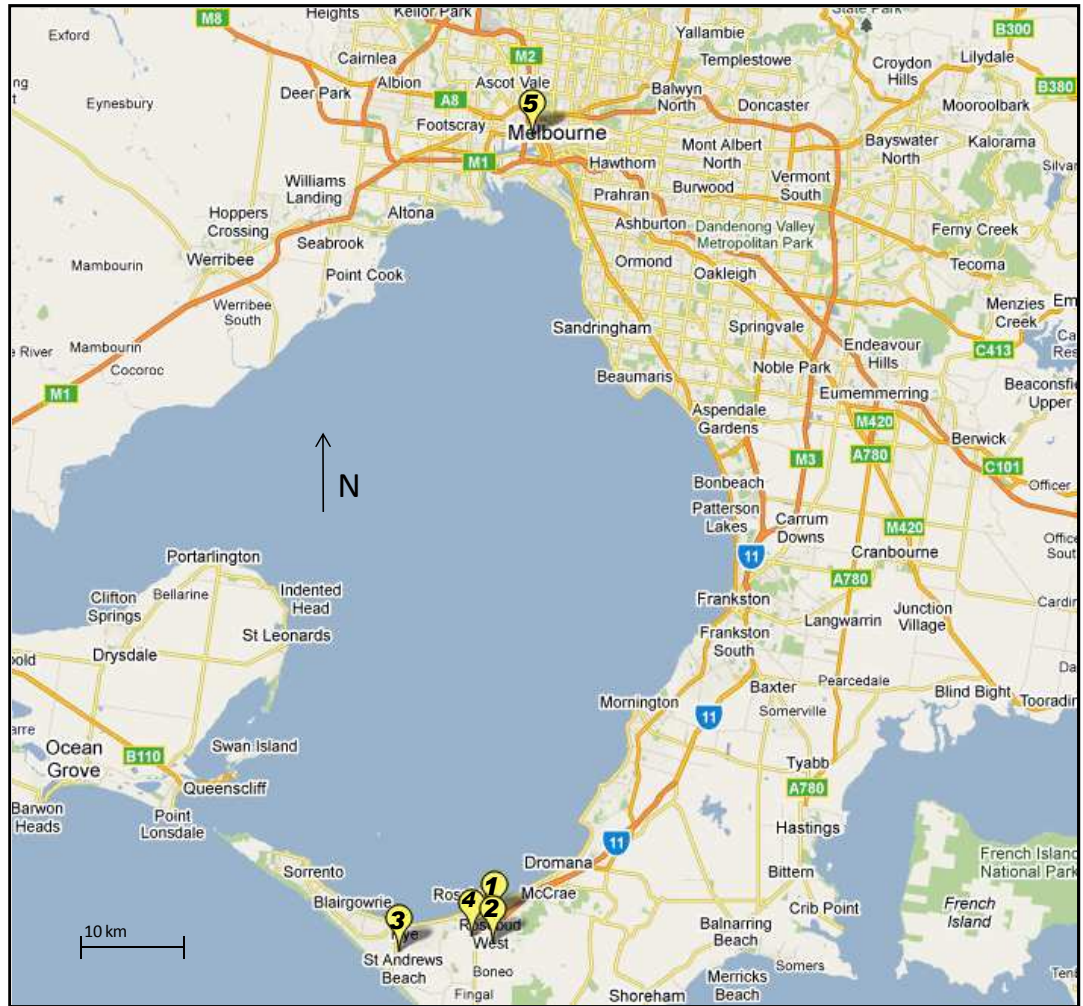
Figure 6.3   Map of Jake's activity and travel

Table 6.10   Key to travel from Jake's home (point 1)

	Distance	Number of return trips per week
2 = Jake's school	≈2 km	5
3 = Jake's friend's home	≈7.3 km	1
4 = Plaza	≈1.5 km	1
5 = Jake's brother's home	≈89 km	1

6.7.6 Other reasons

Other reasons provided for not participating in arts and cultural activities include shyness, wanting to be alone and a dislike of crowding on public transport.

6.8. Investigation of transport barriers to participation

A further 13 people reported transport problems when asked directly whether there were any transport related barriers to their participation in arts and cultural activity. Responses generally fell into the categories of physical access barriers, public transport supply barriers; infrequency or timing of services and poor connections of public transport and cost, activities located a long way from home and fear.

The following comments were typical of those made by people experiencing physical access barriers to transport use:

> Sometimes it's hard for me to get on the tram, 'cause it's hard when they've got, I like the lower ones, not the high ones with the high steps (12: F, 61, retired, income <$500 pwk, no car, Yarra).

Another person also finds trams difficult to board and had been seriously injured in a fall, when a bus she was on lurched unexpectedly.

One person who had a knee injury at the time of the interview, and whose car was very unreliable explained:

> There have been [barriers] when I haven't had my car. I can't get to church when I don't have a car. [PROMPT: There's no public transport to the church?:] There is but I would have to go in to Mornington then catch the bus back out to Mt Martha (F, 22, working, income >$500 pwk, car broken down, MPS).

Public transport supply problems were exemplified by reports such as:

> They all run too early or too late; trains and buses. One thing that annoys me is that on public holidays buses run on a Saturday timetable and trains run on a Sunday timetable. They don't meet up so I have to wait for an hour (4: M, 17, student, income <$500 pwk, access to a lift sometimes, MPS).
>
> In some ways…for instance the Yarra council have things in Fitzroy, Collingwood, Abbotsford. Like for me Collingwood is a case of either

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walking a considerable distance or taking two separate trams or buses (6: F, 78, retired, income <$500 pwk, no access to lift, Yarra).

The cost of transport was identified as a barrier by two people who explained:

> The cost of transport, fuel, is a serious concern. I clump my activities together. I seldom do a single purpose trip to the city. It used not be, but it is now (30: M, 71, working, income >$500 pwk, own car, MPS).

> The cost of fuel and the cost of public transport from here is almost as expensive and limited (29: F, 38, working, income >$500 pwk, own car, MPS).

A number of people explained that the location of activities far from home was a barrier to participation. This was more likely to be the case for people on the Mornington Peninsula who found the journey to the city to access activities to be a barrier. As they explained it:

> Too far to do things regularly in the Melbourne CBD (26: F, 63, retired, income >$500 pwk, own car, MPS) and

> Access, driving, I'd do a hell of a lot more if I lived in the city. (31: F, 34, working, income >$500 pwk, own car, MPS)

Fear was mentioned as a barrier by three people, for example:

> Sometimes I don't like catching the train on Friday or Saturday nights, there are drunk idiots and I don't want to have to interact with drunk idiots. [PROMPT: is that fear?] A little, but also tedium and intolerance (24: M, 40, working, income >$500 pwk, shared car, Yarra).

Many people who had a car mentioned that without it they would have transport problems and many people who live in the inner city identified that they have easy walk access to activities and public transport close by. For example:

There would be [barriers to participation] other than having my own car. Home is a distance from bus services and it's all up hill (21: M, 65, retired, income <$500 pwk, own car, MPS).

No, because we live in a handy spot…most things are walking distance from here (36: F, 27, working, income >$500 pwk, own car, Yarra).

No, because we live centrally, we have a car, we both have bikes, we have a train station just around the corner, we don't have any transport impediments (38: M, 38, working, income >$500 pwk, own car, Yarra).

These comments have demonstrated the key reasons for non-participation in arts and cultural and social and community activities as lack of accessible transport, time, cost, lack of interest and health. These were experienced as barriers for people, to greater or lesser degree according to income, employment status and transport factors. These are investigated further in the following sections.

6.9. Assessment of findings

6.9.1   Participation and transport disadvantage

The nine people who reported they do not have any access to a car or lift at home all lived in inner Melbourne. All of these people lived within areas of above average to very high public transport supply. They predominantly used a combination of walking and public transport for their travel. Two people (male) cycled and four people reported a lift given by a friend, family member (not living with them) or support worker.

None of these people were working. One was looking for work, one was studying part- time, two were aged pensioners and five were disability pensioners. They were all on incomes below $500 per week.

Of these nine people, three had participated in arts and cultural activity during the previous week. The other six had participated in other forms of community participation such as church, a University of the Third Age luncheon, a martial arts class and volunteering at a neighbourhood house.

For one person, these facilitated group activities were the only activities they participated in (apart from personal shopping) during the survey week. For another, they were the only activities undertaken with people other than family.

On the Mornington Peninsula, where public transport provision is below average to zero, there were eight people who did not have a car. They had used walking, cycling, public transport and lifts from family, friends and a support worker, to get around. Of these, two were working, four were looking for work, three were studying part-time and one full-time. They were all on personal incomes below $500 per week. Of these eight, one had participated in arts and cultural activities during the survey week, five had participated in other community activities

and two had not participated in any arts and cultural or community activity. Three of these people with limited access to public transport reported barriers to their participation in arts and cultural activity, including time, transport, money and disability. The person who had participated in arts and cultural activity had done so using a combination of lifts from family and a support worker and public transport (chaperoned by family). The activities had been local in two cases and in Melbourne in one case.

Some of these people were very limited in their activities, for example one person whose main activity during the week had been fishing with mates, on three occasions. He had also been 'drifting' [driving] with mates once and ridden his bike in to the nearest town once. Otherwise he had remained at home. Another young person had not participated in any activity other than going to work.

Although it is difficult to generalise findings from this group, these comments suggest that people with limited transport face barriers to participation in arts and cultural activity. These barriers relate to lack of access to a private car and access to public transport at times when arts and cultural activities are running. However, in this sample, people in areas of low public transport supply had access to lifts; while people in high public transport supply areas still faced barriers. These related to service span the physical accessibility of available public transport and limited social networks from within which transport could be offered.

6.9.2 Participation and social inclusion

This section considers the links between participation / non participation in arts and cultural activity and social inclusion.

In this study, the definition and measurement of social inclusion draws on the Burchardt (2002a) model. In this interview data social inclusion is represented using income and employment variables compared to participation. The links between participation and income and employment are discussed in the following sections.

Participation and income

In this study, income data was collected as gross weekly personal income. It was decided that requesting household income would be difficult and would be likely to end up with incorrect results. Information on personal income was provided by 49 of the 50 interviewees.

Median gross weekly personal income in the study areas in 2006 was $545[4]. People in this study on incomes below $500 per week have been categorised as low income.

There is a greater propensity within this sample for people on higher incomes (15 people) to participate in arts and cultural activity than those on lower incomes (5 people). The proportion of people on a low income reporting barriers to participation is the same as for those on higher incomes (50% in each case). However, there is some notable variation in the types of barriers described by each group.

The most commonly cited reasons for non-participation by people on a low income were transport related (5 people) and health/disability related (5 people), followed by cost, lack of

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[4] The median income in 2006 was $437.00 on the Mornington Peninsula and $653 in the City of Yarra, combined, median individual income is $545.

interest and a dislike of the other people involved (2 people). Other factors mentioned were lack of time, shyness, not having someone to go with and lack of information about activities.

The most commonly cited reason for non-participation by people on higher incomes was lack of time (6 people), followed by lack of interest (3 people) distance to activities (2 people) wanting to be alone, organising things, cost of fuel and cost of activities. This data is consistent with the view that for people on higher incomes, participation is more likely to be about choice and priorities. They either prioritise their time to different activities, or have a stated preference to not participate. For people on lower incomes, factors outside of their control (lack of transport and health) are the main reasons for non-participation.

Associated with income, is cost, as cost is more likely to be a barrier to participation for people on lower incomes. This was found to be so. The following quote exemplifies this point:

> If you've got an income you don't think about stuff, or a car. But if you've got a limited income and no car, this is your life, literally. There are times when I've made a decision to get a taxi home if my knee's been really bad and on $200 a week …that's the difference between surviving and living. (15: F, 59, disability pensioner, income <$500 pwk, no access to lift, Yarra)

Cost of the arts activity itself is also a barrier to participation, but again only relative to income. For example, a person on a pension found most arts activities expensive; whereas a full time worker found international bands expensive (tickets can be more that $100 dollars each). This person sometimes goes to see international bands, so cost is a limiting, rather than an excluding factor for him.

Participation and employment

Of the people interviewed for this study, 20 were working, 23 were not in the labour force or looking for work and seven were unemployed. It has been hypothesised that people not in the labour force would be more likely to participate in arts and cultural activity, as they would have more time available within which to do it. The qualitative data collected in these interviews is consistent with this hypothesis. Only six of the employed people (30%) and three of the unemployed people (43%) participated in arts and cultural activity compared to 50% of the people not in the labour force. When full-time students are removed from this group, it increases to 58%.

The qualitative data is also consistent with the hypothesis that arts and cultural activity may provide significant participation benefits for people who are not working. As discussed above using and developing skills and opportunities for social interaction, outside one's immediate social circle have been reported as benefits of arts and cultural participation for non-working people in this study. Additionally, these benefits have been accrued through participation in a wider range of activities than the arts and have been particularly noted by people engaged in community activities as a volunteer.

Assessment

Using the qualitative data collected in the interviews in this study, it is difficult to confidently claim whether or not fundamental differences exist between socially excluded populations and the rest of Australian society when it comes to participation in and appreciation of the arts. This is because of the small size and unrepresentative nature of the interview sample. However, the following observations have been made based on the interview data.

First, the data clearly identifies that interviewees regard a much wider range of activities arts and cultural participation, than those defined as such in either the VATS or the TDSE data. This

suggests benefits of participation, such as learning and practising new skills and development of social networks that may foster inclusion, expressed in interviews, are not limited to arts and cultural participation. As such, understanding these relationships requires assessment of participation barriers to a much wider group of activities. The restricted arts and cultural variables tested in the VATS and TDSE data may well be irrelevant to many people, both excluded and included, however the broader range of activities discussed by interviewees represent highly valued participation opportunities.

Second, groups of 'participators' and 'non-participators' do not appear to differ according to whether or not they experience factors associated with social exclusion. For example, many interviewees on a low income participate in the arts, as do many on higher incomes. What is evident in the interview data is that the reasons people do not participate differ. As described above, those on a low income tended to cite transport problems, illness/disability and cost as the reason for non-participation, whereas those on higher incomes tended to report a lack of interest and time as reasons for non-participation. The exception to this is young men, on a low income, living in the outer Melbourne case study area. The reason for their non-participation was reported as a lack of interest in the activity. They reported participation in sports (martial arts, cricket and fishing) and unstructured social activities (drifting and getting wasted) as their preferred recreational activities.

The data presents mixed results in relation to whether any qualitative differences exist in travelling out of one's own area to participate compared to local participation. For example some people participated in arts and cultural activities, as audience members, as a way to support their community, through viewing art produced by family, friends or members of their community, as discussed in section 6.6.1. This mostly occurred close to one's own home and suggests the maintenance of bonding capital may not require extensive travel. Contrastingly, the case study of Jake introduces a young man, with a low income and limited community

participation indicating no interest in arts and cultural participation. However, he describes a desire to be more able to 'go to the city', than is currently possible for him given his limited access to transport. Although further information is not available about exactly what he wants to do in the city, this aspiration suggests a desire to explore new experiences beyond those available to him close to home. Given the relationship between participation in social networks beyond one's immediate family and friends and social inclusion suggested in the literature (Stone, 2001), this may represent a strong link between Jake's transport problems and social exclusion. This may be particularly the case when limited local opportunities for participation and concentrations of disadvantage in transport poor communities come together.

The findings in relation to travel to different activity types suggest creative participation activities may be more likely to be available within walk access of people's homes than audience arts. If creative participation activities are more able to provide opportunities for developing bridging social capital, this may provide further opportunities to promote inclusion.

6.10. Chapter summary

The key observations based on the results presented in this chapter are:

- The design of interview questions has led to the collection of data elucidating experiences of transport disadvantage, arts and cultural participation and social inclusion.

- The sample population is broadly comparable to the general population, with some over sampling of populations of interest; younger and older people, people not working and those on low incomes. However the sample is small and therefore not generalisable.

- Participation in arts and cultural activity in this sample is predominantly by nonworking women, people on higher incomes living in inner Melbourne and those with private cars.

- The principal opportunities provided by participation in the arts were reported as social engagement, skills development and enjoyment.

- Creative participation activities commonly occur in local neighbourhood settings, compared to audience arts that are more likely to be presented in larger cultural institutions, further from people's homes.

- The key reasons for non-participation in arts and cultural activity are transport, time, cost, lack of interest and health.

- Some arts and cultural activities have unique participation barriers relating to the one-off nature of events and their timing at weekends or in the evenings when less public transport is available.

- People experiencing transport disadvantage; those without cars and / or accessible public transport, experience barriers to participation in arts and cultural activity.

- People who are not working are more likely to participate in arts and cultural activity than those working, or looking for work.

- Participation in arts and cultural activity confers many similar (non-monetary) benefits as work, for non-working people, as does participation in a wider range of social and community activities, in particular volunteering.

- The importance of arts and cultural and social and community participation activities for low-income non-working people has been asserted by interviewees in this study.

- There is significant overlapping of arts and cultural activities with a wider range of social and community activities, both in the way activities are reported by people in the community and in the participation benefits conferred by different activity types.

Chapter Seven - Cultural Service Provider Interviews

7.1. Introduction

This chapter reports results from a series of semi-structured, qualitative interviews conducted with arts and cultural activity providers in the study areas of the City of Yarra and the Mornington Peninsula Shire. The methodology is outlined in full in Chapter 3 Methodology. In summary, interviews were held with providers of each of the key arts and cultural activity types, in each of the study areas (N=8). These were:

- a gallery / museum

- libraries

- cinema

- community arts activities.

These activities have been targeted because library, cinema and gallery / museum are the top three cultural activities visited in communities that can be identified in VATS data[1]. Community arts activities have also been included in this research because of the large number of individual interview respondents who had participated in community arts activities in the survey week.

The aim of the interviews was to understand:

- the demographic spread of participants / visitors to arts and cultural activities/venues

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1 The third most popular cultural activity, visits to popular music concerts cannot be analysed in VATS as concerts in theatres cannot be distinguished from concerts in other venues visited for other purposes (e.g.: nightclubs and bars)

- aspects of location, operation or transport that facilitate access to arts and cultural activities/venues

- transport barriers the provider may be aware of that limit people's access to arts and cultural activities/venues

- the provider's perception of the role of participation in their activity in the social inclusion of participants/visitors.

This data is qualitative and based on program provider's perceptions of the issues surrounding access to and use of their services. Data was collected from a very small sample and the results may not be generalisable to other populations or contexts. However, these results provide insights into the experiences of the activities investigated and shed light on aspects of their operation that may facilitate or inhibit participation.

7.1.1 Chapter outline

This chapter begins with background information about the activities followed by presentation of the data provided regarding provider's perceptions of the transport mode share used by patrons to access activities. Following this, data about the reported influences of transport on participation is reported. The last sections address the activity providers' views of the role of their activity in their communities and in the social inclusion of the people accessing their activities.

7.2. Background to the activities

Table 7.1 following provides data on patronage of the arts and cultural activities investigated. It compares the rates of attendance (or membership) of each activity type in the two geographic locations investigated in this study.

Table 7.1 Participation rates: arts and cultural activities in sample locations

Venue	Mornington Peninsula Shire patronage per annum (population: 132,060)	City of Yarra patronage per annum (population: 73,501)
Large gallery / cultural venue	~24,000	~416,000[1]
Cinema	~78,000	Not provided
Library[2]	57,810 (48.3% of pop'n)	46,671 (63.5% of pop'n)
Neighbourhood / community house[3]	~4,940[4]	~3,500

NOTES: 1.The figure provided was 6,000 to 10,000 per week, this has been reported here as 8,000 per week. It is not possible to separate local from global visitors to this activity.
2. Library patronage figure quoted is number of members.
3. This figure includes people visiting the house for non-arts based activities.
4. The figure provided was 90 – 100 per week; this has been calculated as 95 per week.

This data demonstrates much higher visitation of the large cultural venue in Yarra than on the Peninsula and a higher rate of library membership. Visitation to the community house on the Peninsula is higher than for an equivalent venue in the City of Yarra.

Table 7.2 following outlines the activities provided and their target audience / population at each of the venues examined.

Table 7.2 Activity provided and target audience

Venue	Activity provided	Target audience as defined by activity provider
Large gallery / cultural venue MPS	Exhibitions program	General public - age 50+ female
	Special events	General public - elderly retired
	Outreach	Sorrento community
	Education	School students
Large gallery / cultural venue - Yarra	Galleries, studios, wellbeing, food	Local community members
	Special events (markets, festivals)	From the whole of Melbourne
Cinema MPS	Film festival - annual	Everyone
	Showcase films (art house / documentaries)	Teachers, educators, film buffs, the cultural community, people from the film industry, people who speak foreign languages
	Mainstream 'blockbuster' cinema	Young kids / teenagers, families
	MET Opera	Middle-aged higher income people from MPS, Melbourne and Westernport
	Family fun days	Families and young kids
	Cheap Tuesday	Everybody
Cinema Yarra	Films for the general public	The general public age 5 to 85
	Two premium services	Over 18 and higher income
	Director's suite	
Library - MPS	Library branches – books for loan	Residents of Hastings, Mornington, Somerville, Rosebud and surrounds.
	Mobile library service	Peninsula residents who are isolated because of [a lack of] transport or inability to drive.
	Home library service (home deliveries)	People who are isolated in their own home and unable to go to the library because of illness or disability
Library - Yarra	Lending services – branches and home delivery service	All ages and groups in the community. We are a public library service providing a wide range of material for all members of the community.
	Library activities for adults and children including computer classes, story-times, author talks.	

Table 7.2 Continued…

Venue	Activity provided	Target audience as defined by activity provider
Neighbourhood / community house - Yarra	Classes (English, sewing, computers, driving)	Refugees and migrants of all ages
	Social groups (over 55's, community lunch, excursions)	Refugees and migrants of all ages
	Refugee support program	Refugees and migrants of all ages
	Job club	Refugees and migrants of all ages
	Computer clubhouse - media, music and visual arts projects	Disadvantaged youth
	Community development (various activities)	Refugees and migrants of all ages
Neighbourhood / community house - MPS	Arts activities (paper filigree, writing, singing, hobby arts, craft)	Adults aged around 40 and up
	Other activities (Tai-Chi, walking group, Shiatsu massage, Majong)	Adults aged around 40 and up
	'Pre-cal' – prevocational training	16 year olds with behaviour problems at school

Table 7.2 above demonstrates significant variation in the target audiences of different activity types. Activities target people of all age ranges and many target "the general public". Activities have varying levels of success in attracting their target audience, for example one of the galleries aim to attract "the general public" but find they mostly attract an older, predominantly female audience. Only one of the activity types (Neighbourhood houses) actively targets people likely to be experiencing social exclusion; refugees and migrants living in public housing and disadvantaged young people.

7.3. Transport mode share of arts and cultural activities

Across activity types, the predominant travel mode reported by arts and cultural activity providers is car; the exception is libraries and the neighbourhood house in the City of Yarra. Interviews have revealed differences in the perceptions of transport mode-share between providers of different activity types. Libraries perceive higher rates of walk access than the other activities. These are discussed by activity type.

7.3.1   Large gallery / cultural institution (Yarra and MPS)

Patrons of the two large cultural centres predominantly travel by car to access the venue. In one case it was noted that the majority of the 200 cars visiting per day (averaged), have two passengers who are observed to be from the same family/household. At the other venue it was predominantly single occupancy vehicles, but with an increase in car sharing having been recently observed. One venue relies heavily on the income generated from the car parking fees charged on-site, so whilst they see traffic as problematic (and potentially dangerous for pedestrian access) they suggest underground parking as a resolution to the problem. The other site does not charge for parking.

Both venues report some public transport use, one reports taxi use and the other has walk and cycle access. The site with walk and cycle access explained that the venue is on the recreational 'loop' of many people who visit the venue as part of solo or group leisure and exercise. This venue noted that signage on the cycle/walk track, the installation of bicycle racks and improved physical access from the track up to the venue has significantly increased the patronage of walkers and cyclists to the venue.

7.3.2 Neighbourhood / community house

The Yarra community centre coordinator estimates that around 98 percent of patrons live in the public housing estate five minutes' walk away and 80 percent of people walk to the centre. People will walk even if they own a car. Public transport is used to access cultural activities further away, organised from the house.

The neighbourhood house on the Mornington Peninsula reports the following:

- About 50% walk
- 25% drive themselves
- 25% car pool
- The prevocational training students come on the bus.
- There is one cyclist.

7.3.3 Library

Patronage of library services on the Peninsula is predominantly by car. The interviewee notes:

> From what I have observed most people drive and they combine their library visit with their routine, for example with shopping. People drive to the mobile library too. Our drivers sometimes help carry books back to their car for them (Library, MPS)

Walk access is by people who live very close, whether or not they own a car. One mobile library stop is accessed by school students who walk from their school to the library and a small number of people use the bus to access one branch (Mornington).

Cycle access is low, as described below:

> There is very little cycling and there are no bike racks near the library in Mornington. There is some cycling to Hastings and that's to do with the type of people, alternate lifestyle people, who live around there (Library, MPS)

Contrastingly, in the City of Yarra, the librarian explains:

> Walking and public transport are in the majority for our borrowers, as parking is strictly limited at many of our sites (Library, Yarra)

For the volunteer home delivery service, volunteers use their own cars and receive no reimbursement for costs.

7.3.4 Cinema

Most people drive to the cinema at both locations, with the Yarra cinema estimating that 80 to 90 percent of patrons get their ticket stamped to access the free parking offered. At this location people also combine their cinema visit with shopping. There is very little car sharing with the exception of family groups, older people with carers (who also come in taxis) and a small number of younger patrons who may be in groups of people of both driving and non-driving age. Public transport use is very low for both sites. Walk and cycle access differs between the two sites. The Peninsula has noted a growing group of middle-aged men who cycle to the cinema in addition to the usual small numbers of teenagers. Walking is more common for solo daytime patrons but is also noted amongst visitors of all ages at different times, with the exception of families with children who almost all drive. Walking and cycling is negligible for the Yarra cinema. At both sites, groups of people attending the cinema together travel independently to get there.

7.4. Transport disadvantage and arts and cultural participation

The following sections report the influence of transport and transport disadvantage on participation, as reported by program providers.

7.4.1   Across all activity types

As reflected by mode share, it is unsurprising that arts and cultural activity providers saw non-driving as a barrier to participation, with the exception of the library and Community House. A number of barriers to public transport use were identified by service providers including:

- Lack of public transport

- Difficulties in using public transport related to lack of understanding of the public transport system, English language skills and fear of discrimination

Reported barriers to walking and cycling include long distances to travel and poor walking or cycling infrastructure.

7.4.2   Large gallery / cultural institution

Transport problems were identified as barriers to visitation of the gallery interviewed on the Mornington Peninsula. The groups identified as experiencing accessibility difficulties were the non-driving elderly, people with a disability and groups with carers for whom the cost of taxis is prohibitive. It was also noted that

> People without knowledge of the location of the gallery don't come. People sometimes phone for travel advice; this stumps the volunteers at the front desk, [even though] there is travel information at the front desk (Gallery, MPS)

Public transport access is also seen as poor, as described below:

> The walk from the bus; it's long and not very pleasant. When I did it I got rocks in my shoes (Gallery, MPS)

Contrastingly, the large cultural institution in Yarra does not see transport as a barrier to access.

> We are very fortunate with public transport; given how secluded and hidden away our destination is (Large cultural institution, Yarra)

Installation of bike racks and a sign and improved accessibility from the bike path have increased visitation by cyclists.

7.4.3   Neighbourhood house / community centre

While transport barriers to accessing activities provided at the centre in the City of Yarra were not identified, barriers were noted to accessing cultural activities from the centre.

It was noted that the cost of public transport can be a barrier, especially for large families, that not a lot of people use trains and people don't like to walk long distances.

The coordinator suggested these factors may be because:

> On the local trams, people are used to seeing African people, but trains to outer suburbs can be a threatening environment for African people. Drivers and ticket inspectors can be very abrupt; this is especially difficult if you're not speaking English. Training for drivers and inspectors for working with people who don't speak English would be helpful (Community centre, Yarra)

> We purchase public transport tickets to take people on excursions, for example we took a group to a Melbourne Symphony Orchestra rehearsal, but it cost us $70 to get people there. You can't use the multi-use [cheaper] tickets for multiple people. It would be good if we could purchase bulk tickets for groups (Community centre, Yarra)

Excursions out of the City are highly valued to participants as they would not be able to do these alone for lack of information, cost and confidence to use the public transport system unaccompanied.

A number of issues regarding public transport access to the Neighbourhood House on the Mornington Peninsula were identified. These include:

> The bus is not frequent enough and arrives too early or late. The bus arrives at 6.30, 8.30 and 10.30. Our classes start at 10.00 (Neighbourhood house, MPS)

> The train frequently doesn't run and is replaced by a bus which takes longer and is difficult for people with a wheelchair or walking frame.
> The dial-a-bus is not well publicized – they are looking to overhaul it but it has been a long process and there still isn't any draft out for consultation (Neighbourhood house, MPS)

Lack of walk access was also an issue, as exemplified by the following response to the question, '*Are there any people who can't access your service*?':

> People who live in the [Westpark and New Parklands] estates because it's a 40 minute walk away and they aren't sprightly (Neighbourhood house, MPS)

These comments suggest transport barriers to participation have been identified by arts and cultural activity providers. These include lack of public transport and walk accessibility, poor coordination of public transport services and activities and barriers to accessing available public transport. Most of the services interviewed had taken some action to attempt to address theses, with libraries being the most active in providing opportunities to access their services by people unable to attend library venues.

7.4.4 Library

Libraries did not identify transport as a barrier to access. When asked specifically to identify transport barriers, the lack of access to a car during library hours was noted on the Peninsula

and limited car parking was identified in the City of Yarra. Libraries have implemented a number of strategies to address accessibility to their services, reflecting their commitment to accessibility explained by one interviewee as:

> We take transport issues seriously in consideration of our services (Library, Yarra)

Strategies implemented by libraries to address transport disadvantage include:

- Home library service (home delivered books)

- Community bus for elderly to visit branch

- Mobile library service, visiting communities without a branch library

- Library kiosk at a community centre where books can be ordered and collected

- Recharge facilities for wheelchairs and ramp access.

7.4.5   Cinema

Both cinema respondents identified that the major driver of cinema patronage is the quality of the film being offered. Transport problems are not seen as key barriers to people visiting the cinema. However, non-car owning was identified as a barrier to access in both Yarra and the Mornington Peninsula. Non-car owning was a barrier to cinema patronage on the Peninsula because of poor public transport (only one bus line) and the distance traveled by many patrons. In the City of Yarra, non-car owning was seen as a barrier because of the complexity of the public transport trip (multiple mode changes) and proximity to the city which has a number of other attractions.

> You have to train to North Richmond, then tram, once you're on the train, you may as well go to the city (Cinema, Yarra)

This would not however be a barrier to movie-going per se, rather a barrier to attendance at the cinema in question. The built environment of the shopping centre the cinema is located in

also creates barriers to participation of non-drivers. This is explained by the cinema manager

as:

> Getting in to the shopping centre is hard too – there's no main entrance,
> except into the car park, so if you were in a wheelchair or walking it
> would be hard to work out where to come in (Cinema, Yarra)

7.5. Car ownership and arts and cultural participation

The important role of car ownership in access to arts and cultural activities is demonstrated in two main ways in this data. First, very high use of cars is reported in mode share estimations by service providers, in all cases except for the library and neighbourhood house in the City of Yarra. In addition, non-driving was identified as a barrier to participation in most activities, and in all Mornington Peninsula Shire activities where public transport and walk access are low.

7.6. Other barriers to participation

There were no common barriers to arts and cultural participation in communities reported by service providers. The cost of movies has been identified as a barrier at one cinema, but not the other, where knowledge of the cinema's existence and its location in a non youth-friendly shopping centre were seen as barriers to patronage. One of the libraries did not identify any barriers to patronage, where the other saw limited opening hours, and people not feeling the library is a place for them as barriers. She explained:

> People may feel their limited education means a library isn't a place for them – spelling, the layout of the library – the books run across the shelf, then down, then back up to the top again on the next shelf – its different to the layout of a supermarket where if you just keep going along you will see what you were looking for (Library, MPS)

This was also the case for one of the galleries where it was suggested people may not feel it was a place they could bring children.

The galleries did not see cost as a barrier to most of their activities, but both saw accessibility issues for people with physical disabilities such as blindness or mobility limitations as creating barriers for access. For example at one venue it was noted:

> Physical access is a real issue. We are likely to gain funding support from the City of Yarra to make the area to the main public toilets more accessible. The whole place is a tripping hazard – anyone in a wheelchair or with a walking frame or a bad knee has trouble getting around here. We have one purpose built studio area that *Interact* use for 30 students, five days per week who have physical disabilities. But we have a lot to do to improve universal access, like tactile signage (Large cultural institution, Yarra)

This was also identified as an issue at the neighbourhood house on the Peninsula.

At the community centre in Yarra many people are turned away

> …because of lack of physical space to run activities. We don't have sufficient funding to purchase or rent more space in the area. Rent is very high in Fitzroy to rent spaces (Community Centre, Yarra)

They identified that because promotion is mostly by word of mouth some people may not be aware the programs and services are available. They also report that "some people are shy, especially if they are the only member of a certain community, or threatened by the difficulty of learning a new language". Young mothers who can't afford childcare are also identified as facing a barrier to participation.

7.7. The role of arts and cultural activity in communities

There are two key themes recurring in the explanations interviewees provided about the role of their facility in the community. These relate to the activity or service providing education or entertainment and secondly to the role of the venue as a meeting place. These two themes are described in more detail below.

7.7.1 Education and entertainment

For some facilities, providers felt they were providing an experience that was outside the 'every day' and provides a diversion from day to day concerns. For example one cinema manager described it as:

> To get people away from home, the workplace, it gets you out of what you were feeling beforehand. You can get yourself into Johnny Depp's shoes (Cinema, MPS)

Others saw links between the entertainment or experience and some level of education or enrichment being provided to people. The following quotes exemplify this:

> Entertaining them, sometimes educating them with fundraisers like for the bushfire appeal, Cancer Council (Cinema, MPS)

> …to give people access to these [art] works, to educate and provide an experience for people (Gallery, MPS)

> … we concentrate on providing good material, books magazines and good information. Library staff can help people. We help them find information; help them through the information maze. We don't have the expectation that people can do it themselves, government departments send people to their website, but they don't know how [to use the internet] (Library, MPS)

> We're also trying to do like a green environment type of night. Promote green energy, put it out in the community that we want to do something for the environment, expand our horizons. There are some things we need to change in our lives for our kids and grandkids. If we take the initiative here it will expand, educate people somehow, hopefully it broadens people's awareness and will attract people to our cinema (Cinema, Yarra)

7.7.2 Meeting place

Cultural activity providers see their venues as meeting places as described in the following sections.

 Examples of a place where people can feel welcome and included are:

> The young at art program, mothers meet other mothers, they feel included and come back, that's a group that can feel isolated… (Gallery, MPS)

> …when Kevin Andrews [former immigration minister] said the African community wasn't integrating into Australian society we organized a big festival and conference at the Abbotsford Convent. We served lunch to 1000 people and that doesn't include all the people who came to show their support but didn't have lunch. It was hard to regain the trust of the African communities after that, that's part of the reason we have the "Africans welcome here" sign out the front (Neighbourhood house, Yarra)

> It's a community hub, its free its warm, we don't have the big regional shopping centres so much here, so it's a place people can go to (Library, MPS)

> It's a place to go, there's not much else here. In the fun days we do, it draws people out, gives people a reason to go out. Their kids might say 'we can't miss that' (Cinema, MPS)

Examples of the activity as a meeting place for people who are already connected include:

> To be a meeting place for volunteers to be engaged with like-minded people.

> Lots of groups come, Probis, clubs, sports groups – it gives them an opportunity to do something together (Cinema, MPS).

At a broader level, some providers believe their activity contributes to a sense of community, as they explain it:

> It builds more of a sense of community – people locally have a sense of belonging to a place and to a community.

> They ring me if they're not coming and I pass that on to the teacher who puts in their apology to the group, that way the group know they're not well and the others will check in on them (Neighbourhood house, MPS)

The evidence presented by providers suggests this notion of meeting place works on a continuum; from welcoming people who may feel excluded elsewhere, to providing a space where groups of people who are already linked in some way can come together.

7.8. The role of arts and cultural participation in social inclusion

The following sections explore the role of arts and cultural participation in social inclusion from the service providers' perspective. First, do the activities facilitate the participation of people identified as 'at-risk' of exclusion, thereby potentially ameliorating their exclusion and second are there unique attributes of arts and cultural activity that address social exclusion in communities. As a precursor to this discussion, it is important to indicate that interview respondents were not necessarily familiar with the term 'social inclusion' nor saw it as something of interest to their venue. The following discussion therefore reflects the post-hoc application of the concepts of social inclusion onto the responses provided by the interviewees.

7.8.1 Venues facilitating the participation of people identified as 'at-risk' of exclusion

The extent to which the venue facilitates participation of socially excluded people varies according to the activity type, with neighbourhood houses reporting the most focus on facilitating access by socially excluded communities. Libraries also report specific initiatives they use to be inclusive, for example providing services to people who are isolated at home and providing accessibility aids for people with disabilities. Galleries and cinemas, generally reported activities they offer to the community as a whole and did not discuss specific initiatives to facilitate the participation of socially excluded groups, except in one case where an arts studio has been built for people with physical disabilities.

The neighbourhood house in the City of Yarra targets people at-risk of social exclusion through language barriers, low-income and health issues including post-traumatic stress syndrome caused by pre-migration experiences of trauma and torture. Arts and cultural activities are provided as part of a holistic service that also includes refugee support services and life-skills

training (English, driving, computers). Facilitating participation is a focus of the programs

offered, as explained by the coordinator:

> We are an inclusive community and welcoming environment, we have an open door policy. I don't think any one group feels less assisted than others. We work at that (Neighbourhood house, Yarra)

Addressing social isolation is a focus of the work at the neighbourhood house on the Peninsula.

For example:

> Friendships are formed here and this is the contact point for that. People tell me they get out of bed and get dressed up to come here. And during winter that isn't always easy. It could be the only social contact they have for a week. The kids also offer what they've made to the Friday group, so they get to converse with people of that age-group, which they might not do otherwise (Neighbourhood house, MPS)

The library services also have a focus on providing services to the whole community, including

those who may not access other services. The following quotes exemplify this:

> …an estimated 16 percent of the population [is] living with disability. We also recharge wheelchairs and have ramp access and resources for people with disabilities such as magnification on public computers (library, Yarra)

> We are very oriented to, that everybody is welcome and we've got something for everybody, even people who don't read. Lots of people just use the internet. It's a community hub (Library, MPS).

All of the publicly funded institutions stated their facility had a role in social inclusion,

however, comments indicate varying levels of awareness by providers of factors that may

contribute to inclusion. One of the cinemas (private enterprises) did not see a role for their

organisation in the community beyond marketing. However the other cinema saw itself as part

of the community and had participated in community and environmental campaigns and

community oriented activities such as fundraising.

Those organisations that did see themselves as having a role in social inclusion reported varying levels of attempts to address barriers to participation by socially excluded groups were also reported. For example, one organisation had actively advertised that they welcomed refugees, compared to another organisation who stated that they were 'inclusive', but did not provide any examples of how they operationalised this aspiration in their day to day work.

7.8.2   Unique attributes of arts and cultural activity that address social exclusion

The role of arts and cultural activities in social inclusion, as described by the service providers interviewed, stems from opportunities to spend time with people that are created within these places. The meeting place aspect of activities and the role of activities in people's social and leisure life are important. However, the interviews conducted with this group of arts and cultural service providers do not suggest any special or unique role of the arts in social inclusion. Rather, it is the opportunities to participate in a range of activities, in a community setting and with other people, which are identified as important by these interviewees.

7.9. Chapter summary

This chapter has presented data collected from program providers about a small group of arts and cultural activities offered and the target audience of the activities. Transport barriers to accessing activities have been identified, more so on the Mornington Peninsula than in the City of Yarra. It has also been identified that activities address social exclusion by providing environments for people to meet and spend time with others. In particular this has been identified as a particular focus of neighbourhood houses.

Chapter Eight - Discussion and conclusion

8.1. Introduction

This chapter presents discussion of the key findings of this research, with a focus on the new knowledge contributions of the work. The first section discusses the influence of transport factors on arts and cultural participation, followed by discussion of social exclusion as an influence on arts and cultural participation. The next section discusses what has been learnt about the role of arts and cultural participation in social inclusion. In each of these sections, the discussion links back to prior theory outlined in the Literature Review to identify what can now be added to, or modified in, the theoretical frameworks currently underpinning investigation of these relationships. Policy implications are also considered. Following this is a section that examines some of the emergent or unanticipated findings of the research. Key findings are summarised in Table 8.1. The final section of this chapter presents a reflection on the study design, considering the extent to which the project methodology has been able to adequately answer the research questions and what further work is proposed in this area.

Figure 8.1 on the following page illustrates the conceptual design of the key study findings.

Factors influencing participation in arts and cultural activity

Transport factors:
home location, public transport supply, car ownership

Factors associated with social exclusion:
income,
labour force status

Other factors:
children at home,
wellbeing, *gender, age*

Arts and cultural participation

Creative participation

Audience arts

Social Inclusion

Intermediate steps: skills development and bridging social capital

Social inclusion: income >$500 / week, employment, political engagement

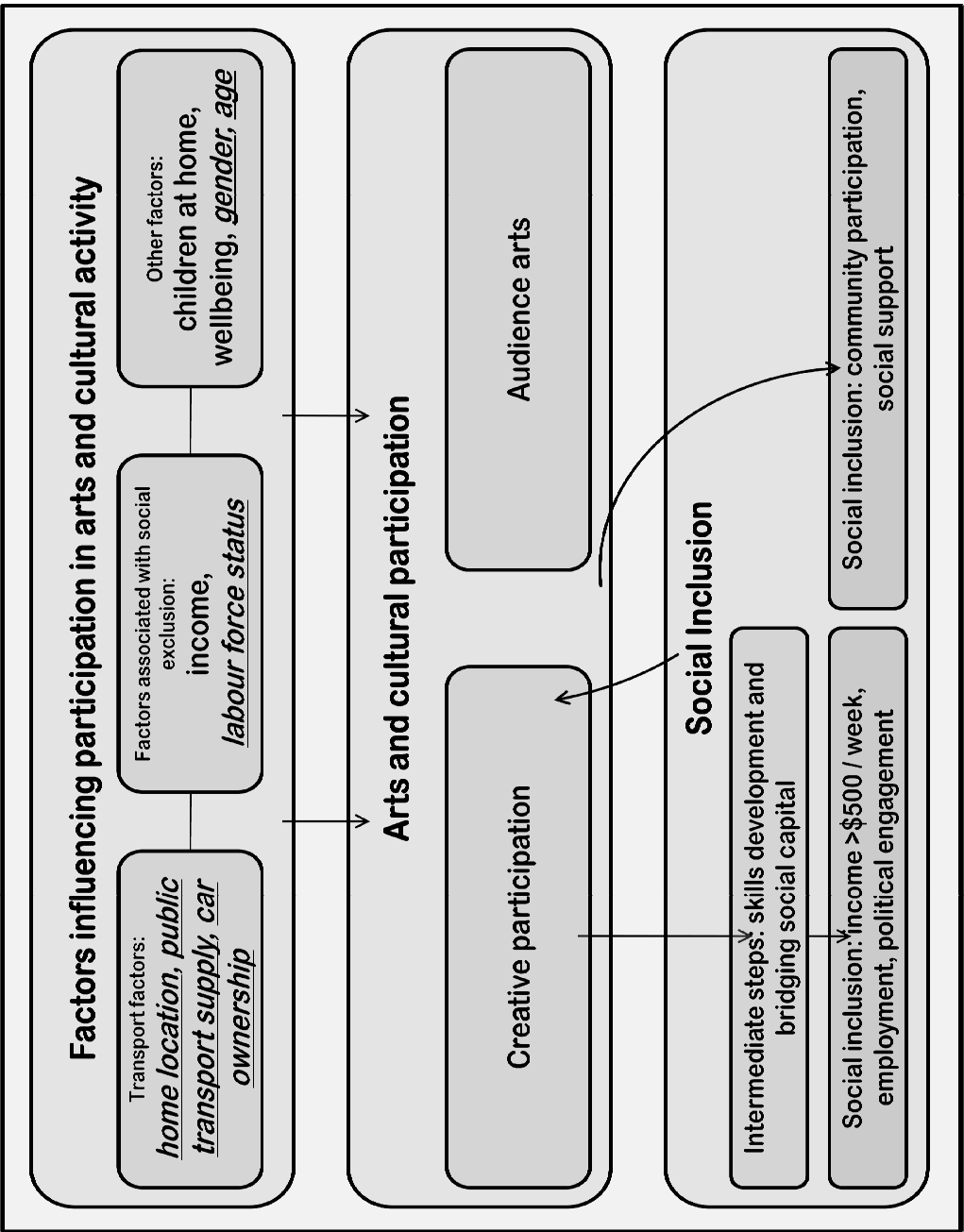Social inclusion: community participation, social support

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Figure 8.1 indicates that transport and social exclusion both influence participation in arts and cultural activity, as do gender, age, the presence of children in the home and wellbeing. It should also be noted that these factors influence each other (indicated with linking lines) and the independent contribution of these factors to participation and non-participation in arts and cultural activity was not found to be strong. However, the influence of income, children in the home and wellbeing (plain text) is similar to the influence of these factors on travel to other activity types. Home location, public transport supply, car ownership, labour force status, gender and age (underlined italicised text) influence travel to arts and cultural activities in different ways to travel to other activities. The figure also indicates that the study suggests different arts and cultural activity types have different social inclusion outcomes. Most arts and cultural activity participation is 'community participation' and as such has a positive relationship with activity of this kind. In most situations arts and cultural activity also has a positive influence on social support as it provides opportunities for people to spend time together. However, creative participation activities may have a unique role in promoting social inclusion. This is because creative participation activities were reported in this sample to develop skills and provide opportunities for the development of bonding social capital. Both these factors have been linked to social inclusion.

8.1.1   New knowledge contributions of the research

This study has generated new knowledge regarding the interrelationships between transport, social exclusion and arts and cultural participation. These contributions are summarised in the following paragraphs.

The literature review indicates that the availability of transport (public or private) has not been previously identified nor examined as a factor influencing participation in arts and cultural activity. This research clearly indicates that both the location of activities and access to the transport needed to travel to them, are important influences on participation.

There is a growing literature on the interrelationships between transport and social exclusion. To some degree, this literature has also elucidated relationships between social exclusion and participation in community activities in general. However, specific consideration of participation in arts and cultural activities has not been undertaken. In this research both social exclusion and a lack of transport have been identified as barriers to participation in arts and cultural activity. Furthermore, creative participation in the arts has been demonstrated to create opportunities for people to develop skills and bridging social capital, both of which may promote inclusion.

The literature regarding the contribution of arts and cultural participation to social inclusion, while mostly about creative participation, does not make an important distinction identified in this research. That is, creative participation activities influence social inclusion; however this is not the case for arts enjoyed as an audience member.

The methodologies adopted in this research allowed for comparison between subjective and objective data. This has been an important aspect of the project; given the way adaptive preferences have been found to influence self reported data collected in this research.

A summary of the key findings of the research is presented in Table 8.1 following.

8.1. Summary of key findings

Research question	Research evidence	New knowledge contribution
Is participation in ACAs influenced by the accessibility and availability of transport?	Travel to ACAs is predominantly by car, but has a higher share of walk / cycle trips than travel to other activity types. This is particularly the case for trips to libraries.	Both the location of activities and access to transport (public or private) are important influences on participation in arts and cultural activity.
	People in inner Melbourne travel more to ACAs than those in middle and outer Melbourne. In inner and middle Melbourne, trip rates to ACAs decrease with increasing car ownership. Higher car ownership is positively associated with ACA trips for people in outer Melbourne.	
	People predominantly travel to ACAs within their home LGA. Secondly, people travel closer to the city for ACA participation.	
	Reported transport difficulties are positively associated with participation in ACAs. They are also positively associated with non-participation due to activities being unavailable / inadequate.	
	The factors influencing participation in ACAs are similar to those factors influencing travel to other recreational activities such as sports, hobby, leisure activities and social activities. The key difference is higher walk / cycle mode share for ACAs and higher participation by people with cars in areas of low ACA provision and low public transport.	
Is participation in ACAs influenced by social exclusion?	There is a general trend toward increased ACA participation as income increases.	Social exclusion is a barrier to ACA participation.
	People who are socially excluded are less likely to participate in ACAs than those who are not excluded.	
Does participation in arts and cultural activity influence social inclusion?	The principle opportunities reported from participation were social engagement, skills development and enjoyment.	Creative participation in the arts provides opportunities to develop skills and bridging social capital which may promote inclusion
	Underlying aspects of social inclusion; skills development and social network development were experienced in creative participation activities, not audience arts.	
	Similar participation benefits are conferred from participation in a much wider range of activities than those defined as arts and cultural in the secondary data analysed in this research.	
Emergent findings	There is a positive association between personal wellbeing and arts and cultural participation.	There is an association between lower rates of ACA participation and less opportunity for 'discretionary travel'. Adaptive preferences have influenced this research.
	There is an association between low wellbeing and the reporting of activities as unavailable or inadequate.	
	Higher rates of travel overall are associated with lower rates of travel to ACAs	
	The presence of children in the home is associated with lower rates of travel to ACAs	
	There is a relationship between 'choice' and 'constraint', as exemplified by people reporting difficulty accessing activities due to transport problems, reporting choice non participation in library activities.	
	Better definition and representation of arts and cultural activity is needed in data collection.	

8.2. Transport as an influence on arts and cultural participation

As discussed in Chapter Two Literature Review, research into barriers to arts and cultural participation has mostly centred on models of 'audience development' (e.g. McCarthy, 2001). These models have tended to consider intra-personal factors such as income, education, familiarity with cultural products, personality and taste as the main influences on participation (DCMS, 2009, O'Hagan, 1996, Roose, 2008). Using these frameworks, attempts to improve the accessibility of activities has centred on promotional and educational activities and a change in focus of the activities offered. The research undertaken in this thesis, supports some of the traditional explanations for non-participation including income, gender and lack of information about available activities. However, there are further aspects identified in this research, which will require significantly different responses to those traditionally made if participation barriers are to be adequately addressed.

Table 8.2 following presents a summary of the factors identified as being associated with non-participation in arts and cultural activities. The first section shows factors previously identified in the literature that have been further confirmed in this research. These are male gender, being employed, older age, low income, the cost of activities, the cost of transport to access activities, lack of information about activities, availability of activities and the scheduling of activities. The second section shows the factors previously identified, that have not been further explored or reported in this research. The third section shows factors that have been newly identified in this research as barriers to participation.

8.2. New factors compared to those previously identified in the literature.

Factors associated with non-participation in arts and cultural activity	Identified in the literature	Identified in this research
Part 1: Factors identified in the literature and confirmed in this research		
Male gender	✓	✓*
Employed	✓	✓
Older age	✓	✓
Low income	✓	✓
Cost of activities	✓	✓
Cost of transport to access activities	✓	✓
Lack of information about activities	✓	✓
Availability of activities	✓	✓
Scheduling of activities	✓	✓
Part 2: Factors identified in the literature that were not confirmed or investigated in this research		
Resident outside capital cities	✓	
Personality	✓	
Education	✓	
Lack of English proficiency	✓	
Arts education / childhood experience of the arts	✓	
Taste	✓	
Ethnicity	✓	
Part 3: Factors newly identified in this research		
Middle / outer Melbourne residence		✓
Poor public transport		✓
Low car ownership		✓
Low overall trip making		✓
Self reported transport difficulties		✓
Fear / discrimination on public transport		✓
Lack of information about transport to activities		✓
Social exclusion		✓*
Low wellbeing		✓*
Disability		✓
Children in the home		✓

*Factors for which a statistically significant association has been established in this research

The factors newly identified in this research are both personal factors and transport factors. The transport factors include residence in middle to outer Melbourne, poor public transport, low car ownership, self reported transport difficulties (including lack of information and fear / discrimination when using available PT) and low overall trip making. The absence of adequate acknowledgement of these factors in the past has led to poor planning in relation to the location of arts and cultural activities. For example as discussed in Chapter Seven Cultural

Service Provider Interviews, in the outer Melbourne community studied in this research, the main arts and cultural venue is located away from the town centre and the long walk from the nearest public transport stop does not have a footpath. The service providers acknowledge this as an important barrier to patronage. Conversely, activities such as the cinema, libraries and community houses that are located in activity precincts have better walk and public transport access and experience less transport barriers to people's involvement.

Research into the barriers to arts and cultural participation in communities will be improved if it includes analysis of the transport and location factors that influence accessibility of activities. This will need to consider the different impacts of these factors on different groups, for example, people with limited mobility. Understanding the broad range of impacts that arts and cultural activities can have (such as skills development and social network development) should lead to development of better frameworks for investigating and understanding participation barriers. These frameworks, underpinned by understanding geographic disadvantage and its relationship to transport and accessibility problems and social exclusion, will lead to a better understanding of barriers to, and facilitators of, participation. Research will also need to account for the issue of adaptive preferences as discussed in section 8.5.2 of this chapter.

The following policy recommendations can be drawn from this:

Recommendation 1: Local Governments and arts and cultural activity providers need to consider the land use, public transport and walk accessibility issues affecting decisions on the location of activities.

Recommendation 2: Arts and cultural activities should be provided in/close to activity centres and public transport.

Recommendation 3: Multi-use centres such as libraries and neighbourhood houses are particularly well suited to hosting arts and cultural activities. These venue types should be promoted.

8.3. Social exclusion as an influence on arts and cultural participation

The personal factors associated with non-participation in arts and cultural activities identified in the research are social exclusion, low wellbeing, disability and the presence of children in the home. Previous research identifies low income as a barrier to participation (for example McCarthy 2001) and it could be argued that given the importance of low income as a factor in social exclusion, this has been covered by proxy. However, social exclusion involves a broader range of issues than income poverty alone, including lack of access to activities and social support. The findings of this research suggest low income, disability and transport problems are all linked.

In this research, social exclusion was identified as being associated with non-participation in arts and cultural activities. However, interviewees said this was by choice, rather than because activities were unavailable or inadequate. This challenges the hypothesis that social exclusion is a barrier to participation and raises the following questions:

- First, arts and cultural activities are not needed or desired by some people experiencing factors associated with social exclusion. Given many of these people are not working and not looking for work, do they want to participate in other activities and what are those?

The case study of Jake presents evidence in answer to this question. Jake expressed no interest in arts and cultural participation. He did however report that he wanted to 'get up to the city more'. This suggests a desire to explore other things and he experienced transport related barriers to this exploration. These 'other things' may not be arts and cultural activities; nonetheless his comments reinforce the notion that broadly, transport can be a barrier to participation in activities outside one's social milieu. As discussed in 2.2.10, social capital theorists claim such participation may present and foster opportunities to develop social ties that could be mobilised to overcome disadvantage.

- Second, does the relative ease or difficulty of accessing activities influence the motivation or desire to participate? This is the issue of adaptive preference discussed in section 8.5.2.

- Third, given the benefits of arts and cultural participation reported by the people in this sample, should provision be prioritised, to make participation as easy as possible?

Another issue arising in this research is that in the community interviews, people reported 'arts and cultural participation' in a much broader range of activities than defined as arts and cultural participation for this research. Thus while an association between social exclusion and participation in the narrow suite of activities tested for may have been indicated, we cannot make any assertions about the wider range of activities people actually consider as arts and cultural participation themselves. Given the support in the literature for the association between low income (an important factor in social exclusion) and non-participation in activities traditionally defined as arts and cultural (cinema, theatre, galleries), links between a wider range of activities such as sports, volunteering in social services and environmental volunteering, is an area requiring further investigation.

The qualitative data does not unequivocally identify whether or not fundamental differences exist between socially excluded populations and the rest of Australian society when it comes to participation in and appreciation of the arts. Groups of 'participators' and 'non-participators' do not appear to differ according to whether or not they experience the factors identified by Burchardt et al., (2002b) associated with social exclusion. However, those on a low income tended to cite transport problems, illness/disability and cost as the reason for non-participation, whereas those on higher incomes tended to report a lack of interest and time as reasons for non-participation.

In relation to the association identified between low wellbeing and non-participation in arts and cultural activity, it has been previously noted that it is difficult to identify whether low

wellbeing causes non-participation, or non-participation causes low wellbeing. Either way, arts and cultural programs or activities that target people identified as experiencing low wellbeing and attributes associated with social exclusion, for example through health and welfare services, will improve opportunities for participation by people in these groups.

Disability was identified as a barrier to participation in arts and cultural activities in the qualitative data collected in this study. For most people it was a barrier to travel to all activity types, not only limited to arts and cultural participation. DDA[1] compliance is improving the physical accessibility of transport, but does not account for other barriers reported in this research, for example the distance of activities from public transport stops, the poor condition or lack of footpaths and the limited usefulness of some information provided about activities.

People interviewed in this research who do not participate in arts and cultural activity because they are caring for young children, mostly identified that they did not miss their arts and cultural participation opportunities and that it was not a priority for them at this time. Nonetheless, people with young children, in particular sole parents can be very isolated. Given the findings of this research that one of the values of arts and cultural participation activities is opportunities to maintain and develop social capital; further consideration should be given to this issue. Services targeting these people are well placed to investigate and act on a more broadly configured framework of needs that includes opportunities for social contact, which may include arts and cultural participation. Methodologies that can better capture this range of activities will be better able to assess and understand participation barriers.

As discussed in section 2.4.5, Belfiore (2002) argues that major cultural institutions serve to maintain and advance social exclusion by their role in the promotion of dominant cultures. This idea has been asserted in the qualitative data in this research. For example, two arts and cultural activity providers explicitly identified that people feel their venue is 'not a place for

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[1] Commonwealth Disability Discrimination Act that legislates standards establishing minimum accessibility requirements for transport services

them' due in one case to 'limited education' and in the other having children with them. Another reported a barrier to participation is that 'some people are shy, especially if they are the only member of a certain community, or threatened by the difficulty of learning a new language'. With this small sample, these results cannot be generalised, however, a contrast was noted between activity types in relation to their response to the acknowledgement that exclusionary processes occur in the provision of arts and cultural activity opportunities. Neighbourhood houses and community centres (as reported by both providers and participants) actively involve community members in the design and delivery of their programs. Some of the people experiencing social exclusion reported their participation as committee members or volunteers in activities. This was also the case in some community activities that were not arts and culture related.

The following policy recommendations can be drawn from this:

Recommendation 4: Audience development and participation research and planning would be enhanced by applying social exclusion frameworks to attempts to understand participation barriers. In many locations census data can be used to assist local planners of activities to identify issues beyond income poverty that may be creating participation barriers in their communities.

Recommendation 5: Increasing the number of programs that effectively link people facing personal barriers to participation, such as illness, disability and low wellbeing, to arts and cultural participation opportunities will improve participation by these groups.

Recommendation 6: Services targeting parents will provide more holistic care if they consider the social network development opportunities that can be offered to parents and their young children through arts and cultural activity participation.

Recommendation 7: Increasing the participation of people experiencing social exclusion in the design and delivery of activities may improve participation by these groups.

8.4.   The role of arts and cultural participation in social inclusion

An important introductory point in relation to the role of arts and cultural participation in social inclusion is that the research literature and people's perceptions reported in interviews show the definition of arts and cultural participation is contested. This research adopted the ABS definition of arts and cultural activity as a starting point but found, through the interviews that a far wider range of activities were reported as arts and cultural participation. This broader group of activities had many similar participation benefits to those stemming from the narrower group of arts activities.

This research supports the findings of previous studies indicating social, health and community benefits of participation in arts and cultural activities. The research began with a hypothesis that proposed that participation in arts and cultural activity would support the development of social inclusion for participants. The evidence developed in this research partly supports this hypothesis. People participating in arts and cultural activities reported experiencing a number of benefits from participation that included skills development and the development of bridging social capital, which may be considered as intermediate steps toward inclusion. This was particularly the case for people who were not experiencing these benefits through workforce participation. What has become clear however is that not all types of participation are the same. The information people provided in the interviews identified a clear distinction between activities people enjoyed as an audience, for example going to the movies, viewing an exhibition or musical performance and those people actively participated in, for example art classes, a knitting group, singing in choirs and playing in music groups and bands.

In the former, the audience arts activity provided participants with an opportunity to share the experience with others. In all the interviews conducted in this research, the 'others' were friends and family of the person being interviewed. Viewed through the lens of social capital, this can be identified as opportunities for people to further develop their bonding social capital

(Stone 2001). Prior research by Kelaher et al (2009) suggests that when art contains content that challenges the audience to think differently about an issue, it provides opportunities for deeper understanding and empathy to develop in communities. This, it could be argued may lead to greater social cohesion. The impact of this nonetheless on social inclusion is somewhat limited by two factors. First, the work would need to be directly engaging in critique or exploration of issues salient to the viewing community (which may not always be the case) and second there is not universal acceptance of social cohesion as an element of social inclusion. This suggests the need for a closer investigation of the role of social cohesion in social inclusion and the types of activities that can be supported in communities to develop it. Furthermore, audience arts do not attract excluded groups, as evidenced by lower participation by people on lower incomes, compared to libraries and hobby activities where income was not a barrier. This suggests people who experience factors associated with social exclusion are also excluded from audience arts, but not creative participation. This has two contrasting impacts in relation to social exclusion. First, as indicated in the literature by Belfiore (2002), major cultural institutions reproduce exclusion by promoting dominant cultures, to the exclusion of others. The findings of this research, indicating less participation in arts and cultural activities in major cultural institutions, may support this assertion.

Creative participation has been shown in this research to have two important roles in developing social inclusion. These are skills development and opportunities for the development of bridging social capital. These have been indicated in the literature as intermediate steps toward social inclusion (VicHealth 2005). Creative participation activities provide people with opportunities to spend time and collaborate with people outside their usual social network, hence providing opportunities to develop bridging social capital networks. Second, the skills development and associated confidence built may be useful as a bridging activity for people not ready to participate in the labour force. The findings of this research, indicate people experiencing factors associated with social exclusion value

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opportunities to develop bridging social capital, through participation in creative participation and other community activities. This supports the assertions in the literature discussed in section 2.4.5 about the inclusion promoting aspects of such participation.

Some arts and cultural activities, but not all, promote inclusion. Additionally, other non-arts and cultural activities (such as participation in sports and environmental groups) have been reported in this research as promoting inclusion. When considered together, these findings suggest that if we seek to provide 'inclusion promoting' activities in communities, it is the generalisable factors underpinning participation that are important. That is; skills development and opportunities to develop bridging social capital, may be more important than specific activity types.

However, it is also important to return to an earlier point. That is, 'inclusion promoting' factors are not the only benefits of arts and cultural participation. Intrinsic aspects of arts and cultural participation such as joy, imagination and aesthetic pleasure, and other hard to define aspects have been in evidence in this research, alongside aspects relating to social inclusion.

The following policy recommendations can be drawn from this:

Recommendation 8: There is a need to refine the current predominant models of social inclusion. Those with specific lists of community participation activities misrepresent social inclusion. Considering how social capital measures can be better integrated into social inclusion theory and measurement may improve social inclusion models. For example the *mental health stoplight model* (discussed in Chapter 2 Literature Review), that provides a framework for understanding the opportunities for social connection provided in different activity settings, is a good example of one way to integrate this type of thinking into theory.

Recommendation 9: The development of arts research that better distinguishes between the contributions of different types of arts and cultural activities to social inclusion.

Recommendation 10: Arts research and funding bodies will benefit from better definition of the social inclusion outcomes of arts. This will assist in clarifying which activities are likely to

promote social inclusion outcomes. Community Cultural Development frameworks, as

discussed in Chapter 2 Literature Review provide models for progressing this.

8.5. Other issues arising in this research

There are four emergent issues from this research, for which hypotheses or specific questions had not been developed. These are findings that arose spontaneously in the process of data analysis. They are that there are associations between:

- wellbeing and arts and cultural participation
- participation and adaptive preferences
- discretionary travel and arts and cultural participation
- venue types and the promotion of social inclusion through arts and cultural participation.

Each of these is discussed in the following sections.

8.5.1   Wellbeing and participation

Wellbeing was not initially tested in this research, as the researcher felt the scope of the project needed to remain focussed on the dynamics between transport, arts and cultural participation and social inclusion. However, with the encouragement of the supervisors, a wellbeing variable was included in analysis of the TDSE data. The findings, as discussed in Chapter 5 indicated that wellbeing was the predominant factor predicting both constrained and choice non-participation in arts and cultural activities and non-participation in a range of other community participation activities. It is not possible to identify causation from this data. Does low wellbeing cause non-participation, or does non-participation cause low wellbeing? A number of issues arise from this; first, further investigation of the role of wellbeing in social exclusion is warranted and second, such investigation will need to account for the issue of adaptive preferences, discussed in the following section.

8.5.2 Participation and adaptive preferences

Hallerod (2006) defines adaptive preferences as 'a long-term process during which the individual adjusts her aspirations to what is achievable' (p.377) the results of this research suggest adaptive preferences may be influencing results. Two striking findings in this research provide evidence to support this. They are:

- the only group of people who did not participate in arts and cultural activities, because the activity was reportedly unavailable or inadequate, were those who experienced low personal wellbeing
- people who did not participate in library activities, by choice, were those who reported experiencing transport difficulties.

It is unusual that a constraint would create a choice, or that a choice would be made by a constrained group and certainly lends weight to the argument that people's preferences may have been adapted.

This raises interesting questions about what adaptation of preferences occur for socially excluded groups, or those with low wellbeing facing transport problems and how this influences our understanding of social inclusion. Hallerod claims that the influence of adaptive preference is that objective data can have subjective elements to it. The implications of this are that the interpretation of self reported data is complex and measures of transport disadvantage and social exclusion need to be able to capture both objective and subjective elements. The TDSE study did well to capture this, by being able to compare objective measures such as income, and overall trip making, with the subjective assessments of the reasons people gave for not participating in the key activities of their community.

Furthermore, in viewing a number of results together, a pattern has emerged linking arts and cultural activity and discretionary travel. This operates on two levels; discretionary time available for travel and participation in arts and cultural activities and secondly having the means available to make discretionary trips. This is evidenced in the relationships identified

between participation in the arts and not being employed and between non-participation and high levels of overall trip making and/or the presence of children in the home. When coupled with the results indicating lower participation for people in areas of poor public transport and walk access to activities a picture emerges that suggests opportunities for discretionary travel (facilitated through the availability of both transport and time) may be an important factor in both one's travel and one's (potentially adapted) preferences. An example of this from the qualitative data was the case study of Emma, who reported non-participation in arts and cultural activity (or other social activity) as caused by a lack of time. Emma was on a low income, studying and spent large amounts of time travelling. This confluence of factors relating to social exclusion and transport disadvantage led to non-participation. Emma also reported she did not know what arts and cultural activities were available in her community. Had she known, she still may not have chosen to participate and this choice may have been influenced by the time pressures she experienced as a result of transport and other disadvantage.

These findings are consistent with prior research indicating that time is an important influence on travel (see for example Wigan, 1979, Turner and Grieco, 200). The impact of time on arts and cultural participation has not been able to be quantified in this research, due to the nature of the data used. However, further investigation is warranted and the framework of necessary, contracted, committed and free time (ABS, 2006b) may be usefully applied to better understand travel.

8.5.3 Specific venue types

This research has identified two specific venue types that appear to be successful in the promotion of programs and practices that support the development of social inclusion. These are neighbourhood houses and libraries. It is anticipated that the reasons for their success are

that they are located locally in neighbourhoods and they are universal services (not targeted and therefore exclusive).

When considered together, the findings in sections 8.5.1 to 8.5.4 suggest arts and cultural activity is engaged in if there are opportunities easily available in one's local area, one has time available and is experiencing a good level of wellbeing. The value of arts and cultural activity is established in the literature and is supported in this research, in particular for people who are socially isolated or are at risk of having low wellbeing. It is therefore important to make arts and cultural activities easy to access and to remove participation barriers.

The following policy recommendations can be drawn from this:

Recommendation 11: Further research needs to be undertaken to identify and promote the factors facilitating participation in arts and cultural activities, in particular for those at risk of social isolation, low wellbeing and social exclusion.

Recommendation 12: Further research needs to be undertaken to identify and promote the factors underpinning the success of libraries and neighbourhood houses in supporting the development of social inclusion in communities.

8.6.   Comparisons between the data sets investigated

As indicated in section 3.10 Interactions of the data sets, this study has adopted a concurrent mixed methods approach. The findings of analysis of each of the data sets have been presented in previous chapters independently of one another. The relevant results from each investigation have been presented in the preceding sections of this discussion, as they relate to the original research questions. In some instances the findings have been supported in each of the data sets, however in some instances this has not been the case. The links and disjunctures between the findings of each analysis are considered here.

The characteristics of those found most likely to participate in arts and cultural activity are similar in all three data sets examined. Women on higher incomes, who are not experiencing social exclusion are the most likely to participate in arts and cultural activities. Residence in inner Melbourne and higher rates of trip making suggest that participation is also influenced by the availability of activities and/or access to transport. This second finding is reinforced by the finding that in the VATS data, in the absence of local participation opportunities, car ownership is associated with higher rates of participation in the arts. This is reinforced in the primary data where interviewees cited lack of transport as a barrier to participation.

The TDSE data brings the question of wellbeing into the analysis. Those people reporting lower wellbeing were more likely than others to report non-participation in arts and cultural activities due to activities being unavailable or inappropriate to their needs. They were also more likely to report choice non-participation. This finding is reinforced in the primary data, where poor health or disability (which may be related to wellbeing) was reported as a barrier to participation.

The information about the links between social exclusion and participation is drawn from the TDSE and primary data sets. Both these data sets indicate non-participation, or a greater likelihood of non-participation in the arts related to low income, or social exclusion. The TDSE

data does not provide reasons why people who are socially excluded do not participate, however, as discussed in section 5.7.1 this may relate to a lack of interest in the activity, constraints that lead to prioritisation of other activities over arts and cultural participation, or adaptive preferences leading to a readjustment of one's desires, to fit what is achievable. The primary data indicates that for women on a low income, and those who are not in the labour force due to chronic illness or disability, transport and cost are the main barriers to participation. For people on higher incomes, who are working and also for younger men, a lack of time or interest in the activities is expressed. Due to the variables available in the data, this is not tested using VATS.

These findings extend the work of Priya Uteng (discussed in Chapter 2) who claims 'cities themselves aid in reproducing identities' (p.1070). In the Norway case study, this is focussed on ethnic identities, but this idea could be considered in relation to other identities of social exclusion or inclusion. For example, whilst overall the research findings indicate a relationship between social exclusion and non-participation, the interview data suggests some clear differences according to home location and the availability of local participation opportunities and the transport available to access opportunities further away. Those people who were on a low income and not working, but lived in inner-Melbourne, described participation in arts and cultural and other community participation activities, compared to those living in outer Melbourne who were less likely to report participation. The small sample size precludes drawing strong conclusions from this finding, but perhaps suggests that for people living in outer Melbourne, the lack of participation opportunities (identified in the literature as potentially promoting opportunities for inclusion) represents a structural reproduction of exclusion. The variables available in VATS are not sufficient to attempt quantification of this.

A gendered difference in participation is noted throughout the life-course. In the VATS, TDSE and primary data, men were less likely to participate in arts and cultural activities than women. The primary data indicates that many male interviewees were involved in sports and

environmental volunteering. Exploration of the role of transport in participation in these activities and the relationship of this to social exclusion would be a valuable addition to this research.

8.7. Links to policy

The following sections discuss the major policy implications of the findings of this research. These are transport policy, social inclusion policy, and arts and cultural policy.

8.7.1   Transport policy

As discussed in detail in Chapter Two Literature Review, the Victorian Transport Plan (the State's current key transport policy document) does not adequately account for the multidimensional nature of disadvantage or the relationship between social exclusion and transport. Nor does it recognise the impact of transport disadvantage on social equity.

The results of this research support this critique and refine it in the following ways:

- This research has demonstrated the importance of transport access to activities for people not in the labour force. The current focus of the Victorian Transport Plan on commuters needs to be broadened to reflect this.

- The current focus in the Victorian Transport Plan on demand outstripping supply due to population growth does not take account of the significant barriers to people accessing transport that is currently available, as evidenced in this research. DDA compliance and safety (policing) are mentioned but the barriers experienced due to lack of information, poor linkages and other disabilities are not addressed in the policy.

- The policy doesn't address intra-regional or intra-suburban transport linkages. Evidence in this research indicates this as a major issue. For example, on the Mornington Peninsula, one can travel to Melbourne, but not across the Peninsula by

public transport. The evidence of the relationship between bridging capital and social inclusion indicates linking between communities is especially important if you live in a disadvantaged area.

- The policy explains disadvantage in terms of distance from jobs, but social exclusion is not only an employment/unemployment issue. Distance from jobs is a problem, but fails to address the significant personal barriers some people face to accessing jobs in addition to distance and transport. The development of confidence, social and work skills that can be developed in (non-work) social and community programs need to be accessible to people in geographically and transport disadvantaged areas.

Meeting Our Transport Challenges (MOTC), the predecessor document to the Victorian Transport Plan was more focused on social issues and transport. It specifically aimed to address the needs of people experiencing disadvantage. Around half of the bus service upgrades (that extend service spans and improve orbital linkages between middle and outer urban areas) proposed in MOTC have been achieved (pers. comm. Currie, 2010). In addition the Transport Connections program is running across the State. MOTC has had some success in addressing social issues through transport.

A second important part of transport policy development relates to the ways in which transport data is collected and analysed. As discussed in Chapter Two Literature Review, The Victorian Government collects household level travel diary data on a regular basis. This data is influential in policy development. One of the findings of this research, as reported in Chapter Four Results of VATS analysis has been that the way data is collected in VATS is inadequate to understand the range and types of activities people participate in, in communities. VATS fails to adequately represent the most disadvantaged and excluded members of our community. Better informed data collection and coding would significantly improve the value of this data to policy makers.

8.7.2   Social Inclusion policy

As discussed in Chapter Two Literature review, the Federal Government has indicated its focus

on addressing disadvantage through the framework of social inclusion, in which they state

> Achieving this vision (of social inclusion) means that all Australians will
> have the resources, opportunities and capability to:
> - Learn by participating in education and training
> - Work by participating in employment, in voluntary work and in
>   family and caring
> - Engage by connecting with people and using their local
>   community's resources and
> - Have a voice so that they can influence decisions that affect
>   them. (Aus Gov 2009).

These principles are further explained as participation in economic, social and community life.

This research supports this direction. A point of difference arising from this research is that the

policy indicates the need for 'tailored approaches'. This research supports making universal

services accessible to everyone and cautions against the exclusionary outcomes that can be

created from providing services separately to targeted groups of people who are experiencing

disadvantage. For example people with a disability or chronic illness such as mental illness.

At the State level this research supports the aspirations described in *A Fairer Victoria*, the

Victorian Government's key social policy document. A Fairer Victoria discusses 'reducing

barriers to opportunity', including mobility and accessibility and indicates it will direct

resources and effort to address disadvantage where it is concentrated in particular geographic

locations. The policy also discusses improving access to the arts and to public transport.

Nonetheless it only discusses the services provided by Government. While the policy suggests

the Government understands the issues and is applying them in relation to the services they

are providing, the failure of the transport plan to recognise any of this therefore diminishes

opportunities for people to access other activities. Better integration between the two policies would improve outcomes.

8.7.3   Arts policy

The findings of this research indicating social disadvantage and location as participation barriers are recognised in *Creative Capacity + Arts for all Victorians*. However, the policy has not moved away from the traditional focus on 'audience development' as discussed above in section 1.2 above. The policy proposes some valuable measures such as locating arts venues in parks and shopping centres where they will be more physically accessible. However this doesn't address the significant barriers relating to social exclusion and low wellbeing that have also been identified in this research as being significantly associated with non-participation in arts and cultural activity.

The policy identifies two groups, young people and people from culturally diverse backgrounds as targets for building participation. It proposes linking arts groups to these communities to develop better outcomes. Broadening this to include people experiencing social exclusion, low wellbeing and transport difficulties will address the target groups identified in this research as potentially experiencing barriers to participation.

At the national level, the participation of excluded or underrepresented groups is addressed separately in Community Cultural Development policy and is not considered in mainstream arts and culture policy. Work by the Department of Media Cultural and Sport (DCMS, 2009) in the UK, described in Chapter 2 Literature review, has legislated for all children to have exposure to the arts. The Arts Council has developed policies that specifically address participation barriers for excluded groups and sets targets for increasing participation. These policies may provide some useful principles that could be applied to policy for improving participation in Australia.

8.7.4   Summary of policy implications

Hine and Preston (2003) Lucas (2004a), Stanley and Stanley (2007) and others describe transport as having a role in achievement or failure to achieve social policy goals of governments. This research has investigated the extent arts and cultural participation, as facilitated by transport, achieves social policy goals of social inclusion. The following findings suggest factors that would improve inclusion outcomes.

Factors that support inclusive activity:

- Locally provided (walkable)

- In 'universal' spaces (for example neighbourhood houses, libraries)

- Regular and ongoing, as opposed to once-off or short-term

- Arts providers need measurable participation and inclusion objectives (as in the UK).

Factors that improve transport and accessibility:

- Locally provided activities

- Service providers collaborating with transport providers to plan activities and transport that meet up

- Infrastructure – e.g.: provision of cycle infrastructure led to more cyclists

- The need to better reflect arts and cultural activity in transport research.

8.8. Critique of study design

This research aimed to explore the relationships between transport disadvantage, arts and cultural participation and social inclusion. It sought to identify whether social exclusion and / or transport disadvantage influence participation and also what influence participation has on social inclusion. The research was exploratory and brought together a number of areas of research that have not been considered together before. This has been useful in highlighting issues and considering interactions that may not be well understood across disciplines.

8.8.1 Identifying influences on participation

The research has been able to identify a number of factors associated with transport and with social inclusion and quantify their *association* with participation and non-participation in arts and cultural activities. However, due to limitations in the quantitative data it has not been possible to quantify whether the association actually *influences* participation. This has been discussed further above. The validity of self reported measures would be improved by matching the data with objective measures.

The primary data collected in interviews suggests that there are transport factors influencing non-participation in arts and cultural activity, however this data is also limited in a number of ways. First, the majority of participants were contacted through community service organisations and therefore were not entirely isolated. Engaging with completely isolated people in the community is difficult. This is a difficulty faced in all social research, not just this project. Second, due to the requirement of the ethics process to explain the research to potential participants, they were aware of the research being about transport and this may have influenced their responses.

8.8.2 Exploring the role of participation in arts and cultural activity on inclusion

The research has been successful in understanding the different impacts of participation in different arts activity types and also of participation in other non-arts community activities. However, this part of the research is also limited. Importantly the definitions of arts and cultural activity applied in the secondary data used in this research was limited and this has led to one of the recommendations of the research being that data collection needs to better reflect the diversity of activity undertaken. It may have been more fruitful to begin with an investigation of the broad range of activities people participate in and then work to identify those that significantly promote social inclusion, rather than beginning with a hypothesis and set of predetermined activities.

8.8.3 Next steps in research

There are a number of paths of investigation that would be valuable to explore further. These are:

- which community activities are important in inclusion, for which people and why?

- what research methods can be used in this field that will adequately overcome the limitations of self-reported data that is skewed by adaptive preferences?

- what is the distribution of opportunities for participation in community activities across communities that differ in relation to other aspects of service provision?

- What research methods can be used to further investigate the links between social capital and social inclusion?

- What research methods can be used to further investigate the links between wellbeing and social inclusion?

- What can be learnt from the application of a time-use framework about the relationships between travel, participation and social inclusion?

8.9. Conclusion

This thesis has presented exploratory work into the relationships between transport, arts and cultural participation and social inclusion. It provides new knowledge about factors associated with participation in the arts and insights into aspects of participation that may facilitate inclusion for excluded groups.

Social exclusion is a pervasive issue and given the growing evidence of entrenched disadvantage and widening inequality (for example Scull and Cuthill, 2009, Walsemann et al., 2008), it is important that the causes and possible solutions are explored and understood. This research has demonstrated that participation in community activities such as arts and cultural participation and the transport required to access such activities are important aspects of this.

Increasing mobility has social consequences that need to be understood and responded to in urban, social and transport planning. This research has revealed aspects of travel for different groups and to different activity types that may assist this planning.

This research has linked prior research. Further investigation, including quantification of some of the emergent qualitative findings of this research, through more extensive surveying will improve understanding of the complex relationships between transport and social exclusion.

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Appendix A – Ethics approval and application form

Human Ethics Certificate of Approval

Date:	**3 November 2008**
Project Number:	**CF08/2529 - 2008001302**
Project Title:	**Transport barriers to arts and cultural participation in communities**
Chief Investigator:	**Prof Graham Currie**
Approved:	**From: 3 November 2008 to 3 November 2013**
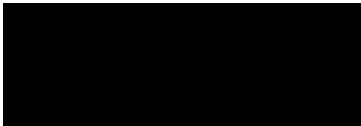
Terms of approval

1. The Chief investigator is responsible for ensuring that permission letters are obtained and a copy forwarded to SCERH before any data collection can occur at the specified organisation. **Failure to provide permission letters to SCERH before data collection commences is in breach of the National Statement on Ethical Conduct in Human Research and the Australian Code for the Responsible Conduct of Research**.
2. Approval is only valid whilst you hold a position at Monash University.
3. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval and to ensure the project is conducted as approved by SCERH.
4. You should notify SCERH immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
5. The Explanatory Statement must be on Monash University letterhead and the Monash University complaints clause must contain your project number.
6. **Amendments to the approved project (including changes in personnel):** Requires the submission of a Request for Amendment form to SCERH and must not begin without written approval from SCERH. Substantial variations may require a new application.
7. **Future correspondence:** Please quote the project number and project title above in any further correspondence.
8. **Annual reports:** Continued approval of this project is dependent on the submission of an Annual Report. This is determined by the date of your letter of approval.
9. **Final report:** A Final Report should be provided at the conclusion of the project. SCERH should be notified if the project is discontinued before the expected date of completion.
10. **Monitoring:** Projects may be subject to an audit or any other form of monitoring by SCERH at any time.
11. **Retention and storage of data:** The Chief Investigator is responsible for the storage and retention of original data pertaining to a project for a minimum period of five years.

Professor Ben Canny
Chair, SCERH

Cc: Dr Janet Stanley; Victoria Johnson

Appendix B – Community Interview questions

Title: Investigating transport barriers to arts and cultural participation in communities

1. What are the main activities that you did in the last week; - outside your home, and - at home, with someone who does not live in your household.							
	Mon	Tues	Wed	Thurs	Fri	Satur	Sun
Daytime							
Evening							

2. Are you employed?	□ yes □ no
3. Are you looking for work?	□ yes □ no
4. What year were you born?	
5. Is your personal income	□ above $500 per week before tax □ below $500 per week before tax
6. Do you own a car?	□ yes □ no
7. Do you have access to a car or a lift at your house if you need one?	□ yes □ no
8. Are you Aboriginal and / or Torres Strait Islander?	□ yes □ no
9. Do you speak a language other than English at home?	□ yes □ no
10. How well do you speak English?	□ Very well □ Well □ Not well □ Not at all
8. What is your postcode?	

Open questions:
9. What are some of the activities you have done that you might consider as arts and cultural activity (A&CA)?
10. What are the reasons you would define them as ACAs?
11. What are some of the reasons you participate in (activity X stated above)……?
12. What are some of the reasons you don't participate in ACAs?
If interviewee does participate in ACAs complete q's 13 to 21, otherwise skip to q19
13. Where do you participate in them? (prompts: at home, at a community centre, on the internet, at the pub)

14. With whom do you participate (prompts: by myself, with family, with friends, with group members)
15. When do you do them? (prompts: during the day, evening, weekends)
16. (If out of home) How do you get there?
17. (If at home) If other people come to your home to do them with you, how do they get there?
18. Are there any transport related barriers to this participation in ACAs?
19. Are there arts and cultural activities you are unable to participate in, that you would like to do?

If yes, what are they?

20. What are the types of difficulties accessing A&CA, are they;
    a. Things about the activity that make it difficult to access?
    b. Things about the transport system that make the activity hard to access?
21. What are the activities you most enjoy participating in?

Appendix C – Service provider interview questions

1.   I will begin with some questions about your activity / venue

1.1.   What programs / activities do you run?

1.2.   What is your target audience?

1.3.   Do you have any information about visitor / participant numbers?

1.4.   Do you have any demographic data about them?

2.   What transport do people use to get to your activity / venue?

[PROBE for transport mode share, car as driver, car as passenger, car pooling / sharing, public transport, active transport]

3.   Do you think everybody who would like to come, is able to?

4.   Are you aware of any specific groups in the community facing barriers to accessing your venue / activity? (for example older people, Non-English speaking people?)

5.   Are you aware of any transport barriers people face to accessing your activity / venue?

6.   Have you found any ways to address these barriers?

6.1.   If yes, what are they?

6.2.   If no, do you have any ideas about ways you could address these?

7.   What do you see as the role of your activity / venue in the community?

8.   What do you see as the links between participation in the cultural activity you provide and the social inclusion of participants / customers?