

**THE SOCIAL IMPACT OF ARTS AND CULTURE
IN NOVA SCOTIA
Summary Report**

- FINAL -

**Prepared for:
The Culture Division
Department of Nova Scotia Tourism, Heritage and Culture**

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Background and Objectives

The Culture Division of the Nova Scotia Department of Tourism, Culture and Heritage had a desire to measure the importance of Nova Scotia arts and culture and its impact on Nova Scotians. Historically, there have been numerous attempts to quantify the economic impact of culture and arts activities; however, it is well recognized that culture and the arts hold an intrinsic value, shaping who we are and how others perceive us. Arts and culture attracts tourists to Nova Scotia, creates jobs, revitalizes neighbourhoods and communities and generally enhances citizens' overall quality of life. The Culture Division was thus interested in expanding the understanding of the total value of arts and culture to Nova Scotians. There have been fewer studies that have attempted to measure the social and less tangible perceived benefits of arts and culture.

Bristol Omnifacts Research proposed a novel approach to the measurement of the value of arts and culture to Nova Scotians. The approach used is documented in this report. It was derived from and incorporated a newly developed product known as ImageThink©. The approach will help the Culture Division both set benchmarks and further understand the perceived value of arts and culture from the citizen's perspective. The technique allowed us to measure a number of overall components and in this case, based on the findings from the focus groups these included:

- overall Quality of Life
- overall importance of arts and culture to the quality of living in Nova Scotia generally; and then,
- on a more personal level – the overall importance of arts and culture to respondents' individual quality of life in Nova Scotia.

Following the focus groups the exercise was then one of determining the various factors that influenced these measures. For this a questionnaire was developed. So a number of references to the value of arts and culture as well as participation in events were included. In addition, a number of measures that did not involve arts and culture such as economic indicators, contentment with work, other leisure-time activities etc. were also measured. In this way, it was possible to see the relative contribution of each of the indicators (including arts and culture) to the overall measures that were used.

The primary objective of this research was to measure the importance Nova Scotians place on culture and the arts. The results of the study provide input to future and current policy and program initiatives and serve as benchmark data for further research.

Specifically, the study:

- measures and understands the perception and perceived importance of arts and culture to Nova Scotians;
- identifies the main drivers of citizen's perception;
- provides a framework of understanding so that various activities can be tailored to positively impact the perceived importance; and
- allows the Division to track and measure changes in perceptions over time.

OUR APPROACH

A review of several findings from the 2005 study on “Albertans’ Perception of Culture and Quality of Life Survey” revealed how important residents feel culture and the arts are at a very macro-level. Some findings¹ demonstrating this include:

- 94% of Albertans say that having a wide variety of cultural activities and events makes Alberta a better place to live;
- 97% of Albertans believe it is important for every child in Alberta to learn about the culture of the province;
- 86% of Albertans believe that taking part in cultural activities makes them feel good; and
- 81% of Albertans say taking part in cultural activities helps them to relieve stress.

In our view, these findings provided a very limited view. There was a need for context; a context of where arts and culture fit overall in contributing to Nova Scotians’ quality of life. The measure developed during this study can be tracked over time. Furthermore, there was a need to understand what drives current perceptions of the value of arts and culture. It is this level of deeper understanding that will provide the Culture Division with areas to focus on during program and policy development.

For this project Bristol Omnifacts Research proposed using a derivative of ImageThink© a proprietary product that helps clients understand, measure, and act on individuals’ views of an organization, a company or a concept. By identifying the drivers of the perception, ImageThink© can identify the strengths and weaknesses related to perceptions on the importance of culture and the arts. Additionally, ImageThink© consolidates the perception into a single score that can be tracked over time and by key groups such as urban or rural residents; younger or older residents, males or females. Finally, this product gives the tools and information to strategically manage and alter perceptions and channel resources appropriately.

ImageThink© involved conducting a telephone survey of Nova Scotian adults. As the Culture Division was interested in identifying any regional differences, a random sample was drawn with quotas set for each region to ensure regional comparability.

In addition to a survey to quantify Nova Scotian’s opinions, there was a need for some qualitative research. Culture and the arts mean different things to different people. Therefore, as a first step, it was important to define these terms among Nova Scotians to ensure that quantitative measures were reliable so that individuals were evaluating the same concept. Three focus groups were conducted, with the general public, two in HRM and one in Antigonish.

SURVEY POPULATION

The population of the survey and focus groups was all adults 18 years of age or older currently residing in Nova Scotia.

¹ <http://www.tprc.alberta.ca/culturalpolicy/didyouknow.aspx>

SIZE AND RELIABILITY OF THE SAMPLE

The total sample size for the survey was 1250, stratified by each of the five regions of Nova Scotia. A quota of 250 was set for each region. This sample of 1,250 yields results at the overall provincial level which are accurate to within $\pm 2.8\%^2$, 19 times out of 20. At the regional level the margin of error is $\pm 6.1\%^3$.

Data collection took place during March 2008. Data collection was carried out using our centralized data collection facilities and our group of highly trained interviewers. All interviews were conducted using our centralized CATI/CAWI (Computer Assisted Telephone/Web Interviewing) system.

DISCUSSION GUIDE AND QUESTIONNAIRE DESIGN

A discussion guide was prepared for the focus groups in close consultation with the Culture Division's study team. A copy is included in this report as Appendix A. The focus groups provided an opportunity to explore the definition of culture and the arts as well as identify what elements are unique to Nova Scotia.

Based on the focus group findings, Bristol Omnifacts designed a questionnaire to meet the objectives of the survey. The questionnaire incorporated the core questions from Image Think© that are directly related to the drivers of quality of life in Nova Scotia. The questionnaire was pretested by completing 29 interviews, spread across each of the five regions of Nova Scotia. Following the pretest a number of questions were revised for clarity purposes. A copy of the final questionnaire is presented in Appendix B.

This report presents the findings from the survey; identifying the key drivers of the quality of life of Nova Scotia and the relative importance of arts and culture to resident's ratings of their quality of life.

Analysis was done based on the ImageThink approach. This report focuses on the results of this analysis and the implications from the findings. In addition to the main analysis, data was analyzed by region, gender, age, urban versus rural areas and involvement in arts and culture activities. These crosstabulated results serve to provide added depth to the Department as it explores possible actions. These tables are bound as a separate reference document.

Also, analysis was conducted based on an individual's level of actual involvement in arts and culture activities. As significant differences were noted based on a person's level of actual involvement in these activities, many of the results presented in this report are based on this categorization in addition to overall results. Based on survey responses, a total of three segments were developed, i.e. the *very engaged*, *engaged*, and *not engaged*. They are meant to broadly

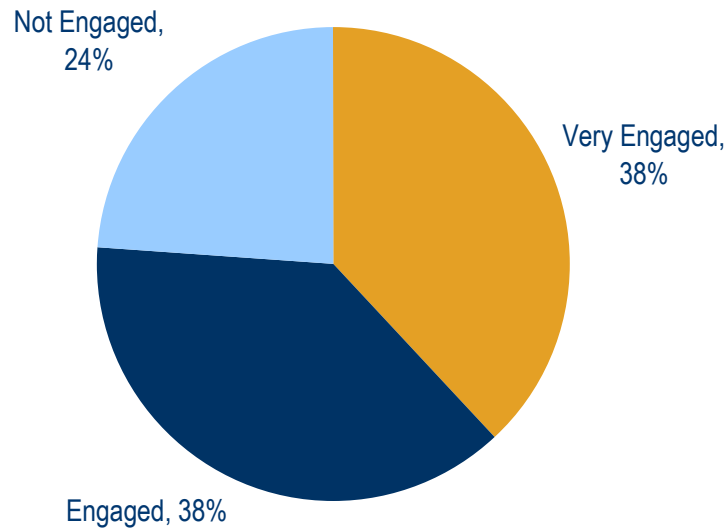
² These calculations assume the situation of maximum probability ($p = .5$) and minimum variability in the survey results. As probability approaches 0 or 1, the level of precision will improve; in cases where variability is greater, a lower level of precision will be accepted

³ These calculations assume the situation of maximum probability ($p = .5$) and minimum variability in the survey results.

describe three groupings of the population based on their actual participation in a pre-defined list of arts and culture type activities.⁴ In total, an equal percentage of Nova Scotians were classified as being “very engaged” and “engaged” (38%), while 24% were defined as “not engaged”. The segments were created using a statistical cluster analysis of the data collected from question B4 in the survey instrument: *In the past 12 months, which of the following activities have you done?*

Figure 1: Percentage of Population by Level of Engagement in Arts & Culture Activities

n=1250



It should be noted that the categorization is based on the degree of participation in activities relative to all others surveyed from the population. Thus, “not engaged” does not mean that there is no level of participation in the arts and culture activities identified; rather, it means that relative to other Nova Scotians, this group would be considered “not engaged”. The following table presents the percentage of respondents within each segment that participated in each activity. As can be seen 78% and 54% of those identified as “not engaged” still listened to local music and independent community radio respectively and 27% visited a festival in Nova Scotia in the last twelve (12) months.

⁴ This list was developed in consultation with the Culture Division to specifically cover areas within the Division’s mandate.

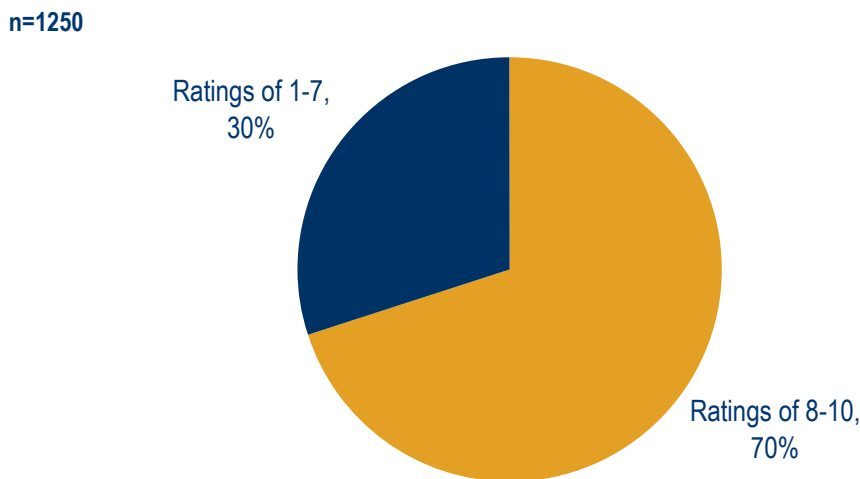
Table 1
B4 Series: Activities Done in the Past 12 Months
Summary Results: % Indicating Yes

	Total	Culture Activity Segment		
		Very Engaged	Engaged	Not Engaged
Total (N)	1252	473	476	302
B4(a): Listened to local music	91%	97%	93%	78%
B4(b): Visited a Festival in NS	69%	91%	74%	27%
B4(c): Attended live theatre	48%	74%	45%	14%
B4(d): Visited a gallery showing local work	50%	78%	50%	6%
B4(e): Purchased crafts produced by local artisans	68%	91%	72%	27%
B4(f): Attended a local Dance show or recital	41%	64%	36%	11%
B4(g): Watched a film made in NS	49%	67%	48%	23%
B4(h): Purchased local music	55%	79%	51%	22%
B4(i): Listened to independent community radio	64%	79%	54%	54%
B4(j): Donated money to a NS arts and cultural organisation	29%	64%	8%	6%
B4(k): Read a book from local Writers/authors	49%	71%	45%	18%
B4(l): Visited a NS Historic site	75%	94%	83%	31%
B4(m): Visited a Museum in NS	67%	89%	72%	26%
B4(n): Took lessons in acting, dancing, or music	10%	17%	8%	4%
B4(o): Took lessons in painting, sculpting, or making crafts	13%	26%	6%	7%
B4(p): Performed in front of a public audience	13%	25%	8%	4%
B4(q): Volunteered at an arts and culture event in NS	17%	36%	9%	0%
B4(r): Attended a local arts and culture event in Nova Scotia	60%	90%	62%	10%

Overall Quality of Life Measure

The first question on the survey asked residents to rate their own overall quality of life in Nova Scotia. This measure would provide an overall impression before the respondent was asked any detailed questions specific to various elements that could influence this quality of life, including arts and culture. Seventy percent of residents indicated that the quality of life in Nova Scotia was high. This is based on the percentage of survey respondents providing a rating of 8 or higher on a 10-point poor-to-excellent scale.

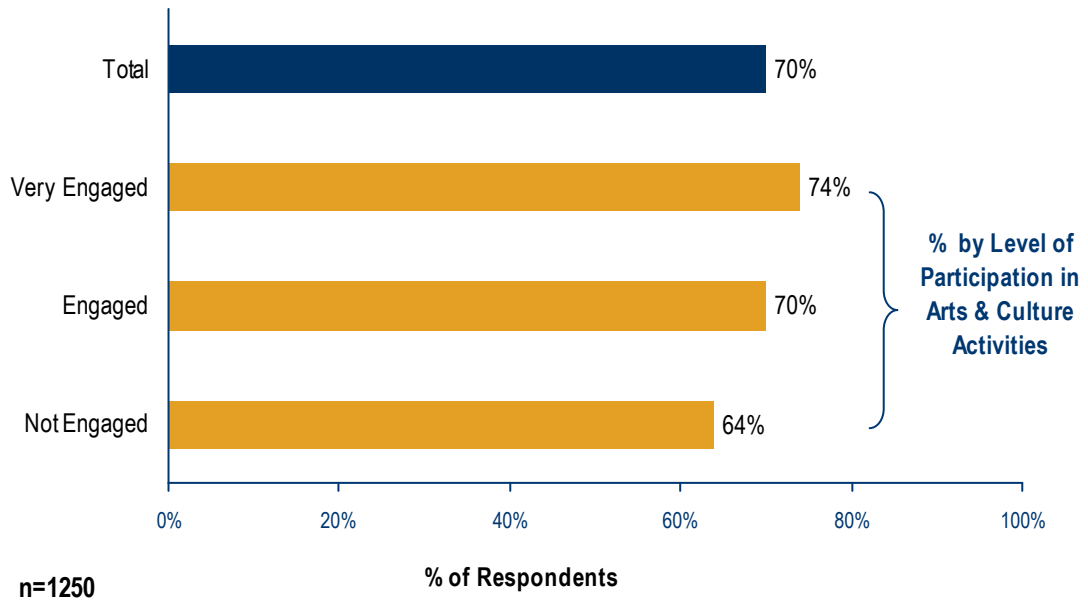
Figure 2: Initial Ratings of Quality of Life in Nova Scotia



Respondents who give a rating of 8 or higher suggest a positive evaluation. Only including ratings of 9 and 10 would seem overly stringent and allowing the “7” s to be counted as positive responses would tend to water the results down.

Interestingly, an analysis by level of engagement in the arts and culture sector shows that the percentage of respondents rating their quality of life to be high increases to 74% for those who were very engaged in arts and culture activities and drops to 64% for those not engaged in arts and culture activities. While this does not necessarily prove a causal effect, it does indicate a relationship between participation in arts and culture activities and impressions of the quality of life.

Figure 3: % Giving Ratings of 8 or Higher – Quality of Life



Factor Analysis

It is difficult to analyze the data in a meaningful way when dealing with a large number of individual statements so an analytical technique called a factor analysis was conducted with the individual variables. This factor analysis grouped individual questions together with the other questions that have been answered in a similar way. This analysis is key in developing the framework to guide the divisions actions, assisting to set priorities.

Four separate analyses were conducted for this data:

1. the first was on the 13 statements used to describe quality of life;
2. the second used the 11 statements that rated Nova Scotia as a place to see and do various activities;
3. the third was on the same 11 statements (as in number 2), but in this case, respondents were asked to indicate how much each contributed to their quality of life, personally; and
4. the fourth was on the list of 18 activities that people were asked if they had participated in during the previous 12 months.

Generally, it is possible to recognize a “theme” or common elements in each factor that indicate what it is about the individual questions that has caused them to be grouped. Again, the questions are grouped by the way in which people respond to them, but the name of the factor is applied to the grouping so that the reader can easily remember the types of questions that went into the grouping.

Even though the factors “replace” all the individual questions for analysis and reporting, it is always possible to move back to the root questions. For example, if over time there is a decline in scores for a particular factor, the individual questions can be examined to see what specifically is causing the change.

1. Quality of Life: The four factors and four individual statements that emerged from the quality of life questions are shown below. The specific statements that individuals answered in a similar fashion are shown directly below each factor as relevant.

Factor 1: Arts/Culture and Entertainment (ACE)

- To enjoy a wide range of entertainment activities
- To enjoy a wide range of arts and cultural activities

Factor 2: Range of Leisure and Recreational Activities

- To enjoy a wide range of leisure activities
- To enjoy a wide range of recreational activities

Factor 3: Rewarding Work

- To work in the field for which you are trained
- To earn a competitive salary for the work you do

Factor 4: Safe Family Lifestyle

- To own the home you want
- To feel safe
- To raise children

Individual Statements

- To achieve the desired level of education
- To get good health care
- To live to a ripe old age
- To be close to friends and family

2. Activities available provincially: The four factors that were derived from the activities available section are shown below. In this case, all of the statements fit in one of the factors so there are no individual statements.

Factor 1: Visual Arts – Enjoy and Visit

- Enjoy films made in NS
- Enjoy live theatre
- Enjoy the visual arts such as painting, sculpting or pottery
- Visit galleries with local work

Factor 2: Historic Sites/Museums

- Enjoy historic sites
- Enjoy museums

Factor 3: Local Music and Dance

- Enjoy local music
- Enjoy traditional, contemporary or ethnic dance
- Partake in local festivals

Factor 4: Support Local Writers/Artisans

- Read or purchase work from local writers/authors
- See or purchase crafts produced by local artisans

3. Activities that personally enrich quality of life: This series of questions were essentially the same as the ones dealing with activities in Nova Scotia, but these were phrased as contributing to the respondent's own quality of life. The factor analysis resulted in four factors that were very similar to the four just described, but when these were subsequently used in the regression analysis, the insight provided was not as strong. As such, they are described here, but not presented in the later section as the drivers of arts and culture are presented.

Factor 1: Similar to Visual Arts

- Traditional, contemporary or ethnic dance
- Live theatre
- Films made in Nova Scotia
- Work from local/writers/authors

Factor 2: Mix/Combination of Visual Arts and Support Local Writers/Artisans

- Crafts produced by local artisans
- Visual arts such as painting, sculpting or pottery
- Galleries with local work

Factor 3: Similar to Historic Sites/Museums

- Historic sites
- Museums

Factor 4: Similar to Local Music

- Local music
- Local festivals

4. Activities respondent has done in past 12 months: Only two factors emerged from the factor analysis on the actual activities people had done in the past year. As has been seen already, these focused on visiting museums and historic sites as well as attending various types of performing arts. The two factors are shown below:

Factor 1: Visited Museum/Historic Site/Gallery

- Visited a museum in NS
- Visited a NS Historic Site
- Visited a gallery showing local work

Factor 2: Attended Performance Arts

- Attended a local dance show or recital
- Attended live theatre
- Attended a local arts and culture event in NS
- Visited a festival in NS

Drivers of the Quality of Life

Using regression analysis, it was possible to determine which of the factors that were developed are most important in influencing perceptions of overall quality of life in Nova Scotia and which have the most influence on the Arts/Culture and Entertainment factor.

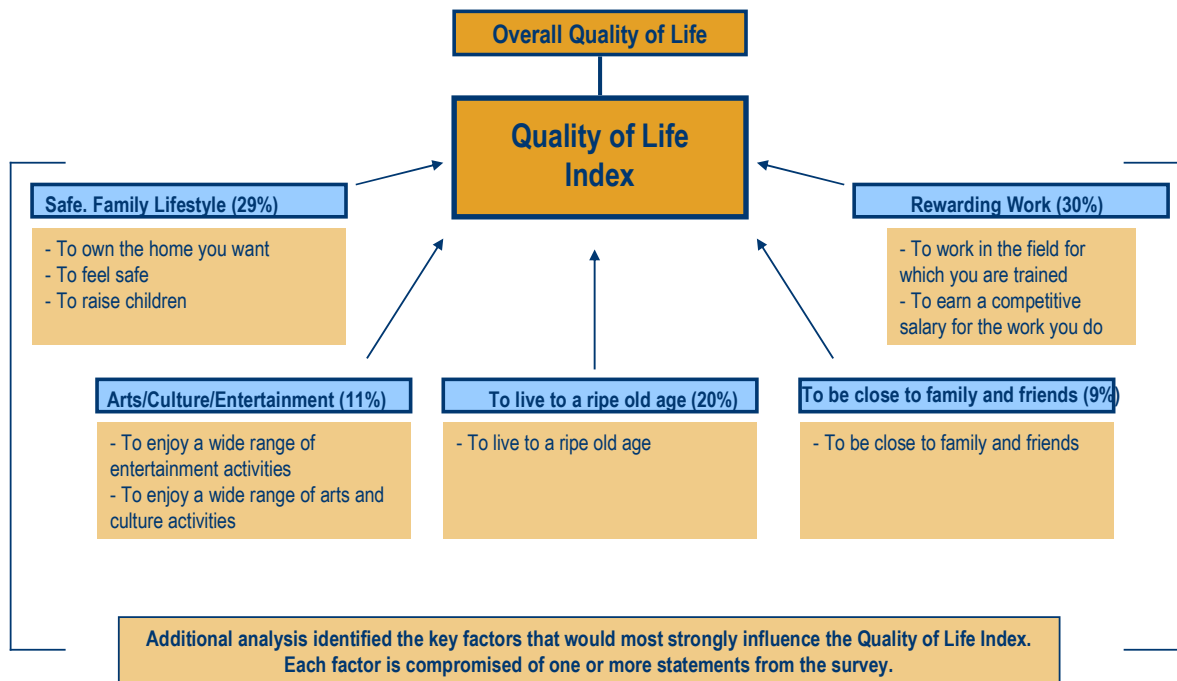
When a regression is run, a calculation is made of how much of the overall variable (quality of life) is explained by the model. In this case, it is approximately 40%, which is lower than desired (60% or more is generally considered strong). However, again we are examining a topic that would be impacted by many different factors and a construct, quality of life, that is quite complex.

Using regression analysis, it is possible to determine which of the factors that were developed most influence perceptions of overall quality of life and which have the most influence on the Arts/Culture factor. Realistically, tackling a topic like quality of life, means that precisely defining a model that represents it is not likely. Instead, we want to be able to provide some insight into what matters to people as they think about their quality of life and do arts and culture play a significant role in that perception? We believe we have been able to do this.

The following chart shows the results of a regression analysis that was run to identify the elements that contribute to perceptions of quality of life. The percentages show the relative contribution of each factor with higher numbers meaning there is more influence on quality of life. However, these percentages should not be considered too literally. Eleven percent and 15% are probably really much the same, but 30% is clearly more important than one at 15%.

The Quality of Life Index used in this study was formed using each factor and its relative weight in driving the overall rating of a resident's quality of life, given the dimensions asked in the survey. As seen below, arts, culture and entertainment did emerge as a driver of Nova Scotians' quality of life, albeit one which contributed a lesser amount compared to the other dimensions measured. The degree of contribution to the overall index is presented in brackets.

Figure 4
NS Culture Index Development – Quality of Life Index



On an overall basis, a safe family lifestyle and rewarding work were identified as the main drivers of quality of life followed closely by the prospect of living to a “ripe” old age, likely a proxy for remaining healthy. Interestingly though, during the model development, the arts/culture and entertainment (ACE) factor is a contributor to the perceived level of the quality of life enjoyed by residents (contributing 11%) whereas recreation was not. The complete list of statements measured as part of the quality of life concept is presented in the questionnaire which can be found in Appendix B.

Drivers of Quality of Life by Urban Vs. Rural Residency

There was sufficient sample to calculate the drivers of quality of life for both urban (HRM) and rural areas of the province and these are shown below. The safe family lifestyle is notably more important as a driver in rural areas as is arts/culture and entertainment. To be close to family and friends and achieving the desired level of education is more of a driver in urban areas.

Table 2

Overview of Factors and Importance – Quality of Life
Urban and Rural

Factor	Description	Importance to:	
		Urban	Rural
Safe, Family Lifestyle	Own home, feel safe and raise family	17%	38%
Rewarding Work	Field I am trained for and competitive salary	29%	32%
Arts/Culture/Entertainment	Range of entertainment, arts and culture activities	N/A	11%
To Live to a ripe old age	Individual Statement	25%	19%
To be close to family and friends	Individual Statement	16%	N/A
To achieve the desired level of education	Individual Statement	13%	N/A

Drivers of Quality of Life by Level of Engagement in Arts and Culture Activities

Additional exploratory analysis using individuals' participation in a series of arts and culture activities identified that the ACE factor influenced the quality of life more for those who participate in relatively more arts and culture activities. As previously noted, the categories of engagement were developed based on a cluster analysis of residents' responses to the activity question on the survey (B2 series).

As seen below, the ACE factor was twice as important in driving residents' rating of their quality of life for those engaged in relatively more arts and culture activities (22% vs. 9% for those identified as engaged). Thus, increasing participation in such activities will serve to raise the importance of arts and culture to Nova Scotians.

Table 3

Overview of Factors and Importance – Quality of Life
Very Engaged, Engaged, Not Engaged

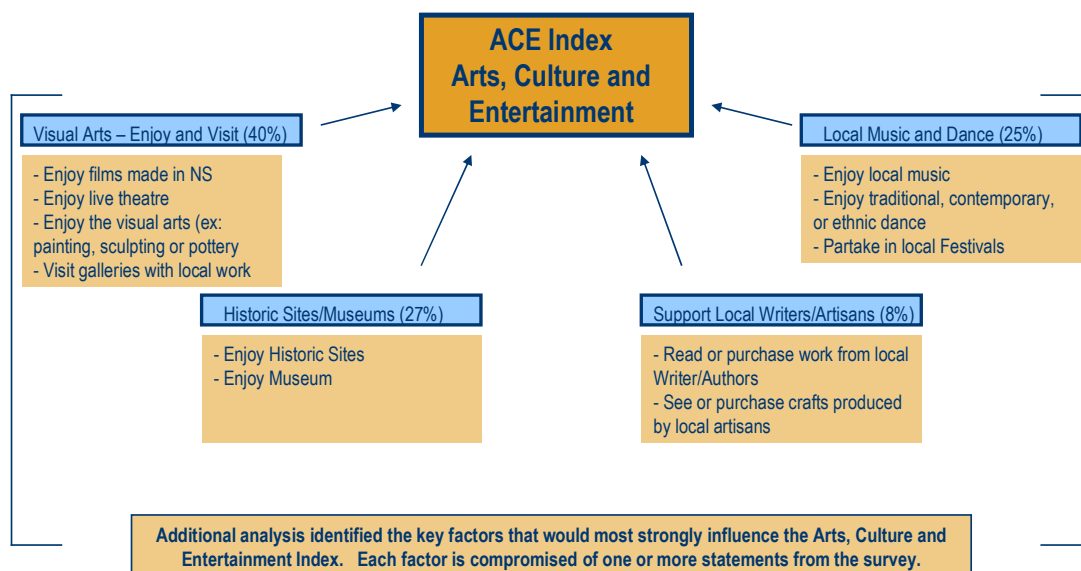
Factor	Description	Importance to:		
		Very Engaged	Engaged	Not Engaged
Safe, Family Lifestyle	Own home, feel safe, raise family	24%	40%	N/A
Rewarding Work	Field I am trained for and competitive salary	34%	24%	34%
Arts/Culture/Entertainment	Range of entertainment, arts and culture activities	22%	9%	N/A
Live to a ripe old age	Individual Statement	20%	N/A	44%
Close to family and friends	Individual Statement	N/A	N/A	23%
Achieve the desired level of education	Individual Statement	N/A	19%	N/A
Good health care	Individual Statement	N/A	9%	N/A

Drivers of Arts, Culture and Entertainment

Given that the place of arts, culture and entertainment has been established within the broader context of impacting one's quality of life, analysis turned to identifying what elements tended to drive people's rating of Nova Scotia in terms of arts and culture, that is, identifying what influenced the ACE Index and to what degree. The percentage that each factor contributes to the overall perceptions of arts and culture are presented in brackets

As seen below on an overall basis, the visual arts factor is the main driver of the ACE Index (contributing 40% to the ACE Index) with both local music and dance and historic sites/museums being medium drivers (contributing 25% and 27% respectively). Thus focusing on these elements will have the most impact on moving the ACE index. Supporting local writers/artisans is a low driver on an overall basis, but does not enter the model when the urban and rural samples are looked at separately.

Figure 5
NS Culture Index Development – ACE Index



Drivers of the ACE Index by Urban vs. Rural Residency

Again, there are some differences in the degree of importance of these factors in urban and rural areas. Historic sites and museums are more of an influencer in urban areas and local dance and music more in the rural areas.

Table 4

Overview of Factors and Importance – ACE
Urban and Rural

Factor	Description	Importance to:	
		Urban	Rural
Visual Arts – Enjoy and Visit	Enjoy NS films, live theatre, visual arts and visit galleries	42%	43%
Local Music and Dance	Local music/traditional, contemporary, ethnic dance/festivals	21%	33%
Historic Sites/Museums	Enjoy historic sites/museums	37%	24%
Support Local Writers/Artisans	Read/purchase local authors and artisans	N/A	N/A

Drivers of the ACE Index by Level of Engagement in Arts and Culture Activities

For those individuals NOT engaged in arts and culture activities to any great degree, the main drivers of the ACE index were local dance and historic sites and museums. For those most engaged, enjoyment of the visual arts was a primary driver. As the engagement level increased, the importance of historic sites and museums decreases. Thus, as an example, leveraging or cross-promoting programs at historic sites and museums may be one method to encourage participation in other arts and culture activities that would serve to increase the importance of, and value placed on, arts and culture by residents.

There are many possible strategies and related objectives that could be set, and depending on these, a review of survey data collected for specific groups would be warranted to develop relevant policies and programs. Some of this data is presented under separate cover for Department use; however, additional information based on arts and culture activity segments (i.e. very engaged, engaged and not engaged) is presented in the next section of this report.

Table 5

Overview of Factors and Importance – ACE
Very Engaged, Engaged, Not Engaged

Factor	Description	Importance to:		
		Very Engaged	Engaged	Not Engaged
Visual Arts – Enjoy and Visit	Enjoy NS films, live theatre, visual arts, visit galleries	48%	55%	N/A
Local Music and Dance	Local music/traditional contemporary, ethnic dance/festivals	32%	N/A	37%
Historic Sites/Museums	Enjoy historic sites/museums	20%	31%	37%
Support Local Writers/Artisans	Read/purchase local authors and artisans	N/A	14%	26%

Understanding the Affect of “Level of Engagement”

As previously noted in the report, the majority of Nova Scotians (66%) are “engaged” in the arts and culture sector in some way and thus are defined as being engaged or very engaged.

Given the noted impact that participation in arts and culture activities has on increasing the ACE factor, increasing the level of engagement in these activities will serve to positively influence the place of arts and culture in contributing to Nova Scotians’ overall quality of life. The challenge to the Department is to develop policies and programs to achieve this. This study provides a framework and information to inform the tactics to be undertaken. For example, if the objective is to get those engaged or not engaged to become more engaged, we must determine the best way to do this. The steps to follow could be:

Step 1: Set the broad objective

Step 2: Understand the segment or group that will be targeted (e.g. those “engaged” or “not engaged” through a review of the data to identify...

- who they are demographically (age, gender, region, children in household);
- what their current attitudes are on arts and culture related questions; and
- what arts and culture activities they currently participate in.

Step 3: Review current programming/policies to identify any gaps

Step 4: Develop new programs as appropriate

As seen below, those who are “**very engaged**” tend to be:

- 45+ years old;
- skewed to the more highly educated;
- skewed female; and
- 1/3 have children in the home.

Those who are identified as “**engaged**” tend to be:

- Skewed a bit younger;
- Skewed to the more highly educated;
- Slightly skewed female; and
- (1/3) have children at home, similar to the “very engaged” group

Those who are “**not engaged**” tend to be:

- Skewed older;
- Are Less educated;
- Slightly skewed female; and
- Fewer have children at home.

Table 6

Demographic Profile by Culture Activity Segment

Age		Very Engaged	Engaged	Not Engaged
Total (N)	1246	476	467	303
Between 18 and 24 years of age	2%	2%	2%	3%
Between 25 and 34 years of age	10%	7%	14%	8%
Between 35 and 44 years of age	17%	17%	19%	16%
Between 45 and 54 years of age	23%	24%	25%	18%
Between 55 and 64 years of age	25%	27%	23%	25%
65 years of age or older	22%	22%	17%	30%
Education	Total	Culture Activity Segment		
		Very Engaged	Engaged	Not Engaged
Total (N)	1248	479	467	302
Less than high school	9%	4%	6%	22%
Graduated high school	20%	16%	19%	28%
Some trade/ technical college	6%	9%	6%	3%
Graduated trade/ technical college	27%	26%	29%	24%
Some university	10%	12%	11%	5%
Graduated university	28%	33%	29%	18%
Children in Household	Total	Culture Activity Segment		
		Very Engaged	Engaged	Not Engaged
Total (N)	1252	479	467	306
No	73%	70%	71%	81%
Yes	27%	30%	29%	19%
Gender	Total	Culture Activity Segment		
		Very Engaged	Engaged	Not Engaged
Total (N)	1252	479	467	306
Male	43%	39%	45%	44%
Female	57%	61%	55%	56%

Thus, if the objective is to focus on the “engaged” group as they already participate in many activities, and have a similar demographic profile to those identified as “very engaged,” a review of the data related to their attitudes and current activities is warranted. As seen below, a large percentage, 43% currently volunteer and 17% actually volunteer, work or participate in the sector or have someone in their household that does.

**Table 7
Volunteer Time on a Regular Basis?**

	Total	Culture Activity Segment		
		Very Engaged	Engaged	Not Engaged
Total (N)	1252	479	467	306
Yes	46%	61%	43%	28%
No	53%	39%	57%	72%
Refused (VOL)	0%	0%	0%	1%

**Table 8
Member of Family/Children Volunteer, Work
or Participate in Arts and Culture Sector?**

	Total	Culture Activity Segment		
		Very Engaged	Engaged	Not Engaged
Total (N)	1252	479	467	306
Yes	22%	37%	17%	9%
No	77%	63%	82%	89%
Refused (VOL)	1%	0%	1%	2%

As presented in the table below, those residents identified as being “engaged” enjoy local music, visiting festivals and arts and culture events, historic sites and museums and purchase crafts made by local artisans. Thus cross-promotional activities at festivals or historic sites and museums and craft fairs could provide exposure, increase awareness and hopefully participation in the less well-known aspects of Nova Scotian arts and culture.

Similarly, looking at the arts and culture activities of those “not engaged”, shows dramatically lower participation levels in almost all activities. Knowing that these individuals are skewed older and less educated, there are likely issues of accessibility to arts and culture activities and events. Looking at those elements requiring a financial contribution or being a relatively more expensive activity to engage in, there are also likely issues of affordability. Given that museums and historic sites represent a driver of the ACE index for this “not engaged” group, offering discounts or providing other innovative ways to increase affordability (visit a museum, get admittance to a local gallery free for example) could serve to increase their participation in non-mainstream arts and culture activities.

Table 9
Participation in arts and culture activities within PAST 12 MONTHS - % 'YES'

	Total	Culture Activity Segment			Gap	Gap
		Very Engaged	Engaged	Not Engaged	E-VE	NE-E
Total (N)	1252	473	476	302		
B4(a): Listened to local music	91%	97%	93%	78%	-4%	-15%
B4(b): Visited a Festival in NS	69%	91%	74%	27%	-17%	-47%
B4(c): Attended live theatre	48%	74%	45%	14%	-29%	-31%
B4(d): Visited a gallery showing local work	50%	78%	50%	6%	-28%	-44%
B4(e): Purchased crafts produced by local artisans	68%	91%	72%	27%	-19%	-45%
B4(f): Attended a local Dance show or recital	41%	64%	36%	11%	-28%	-25%
B4(g): Watched a film made in NS	49%	67%	48%	23%	-19%	-25%
B4(h): Purchased local music	55%	79%	51%	22%	-28%	-29%
B4(i): Listened to independent community radio	64%	79%	54%	54%	-25%	0%
B4(j): Donated money to a NS arts and cultural organisation	29%	64%	8%	6%	-56%	-2%
B4(k): Read a book from local Writers/authors	49%	71%	45%	18%	-26%	-27%
B4(l): Visited a NS Historic site	75%	94%	83%	31%	-11%	-52%
B4(m): Visited a Museum in NS	67%	89%	72%	26%	-17%	-46%
B4(n): Took lessons in acting, dancing, or music	10%	17%	8%	4%	-9%	-4%
B4(o): Took lessons in painting, sculpting, or making crafts	13%	26%	6%	7%	-20%	1%
B4(p): Performed in front of a public audience	13%	25%	8%	4%	-17%	-4%
B4(q): Volunteered at an arts and culture event in NS	17%	36%	9%	0%	-27%	-9%
B4(r): Attended a local arts and culture event in Nova Scotia	60%	90%	62%	10%	-28%	-52%

A further look at the attitudes of those identified as “engaged” and “not engaged” also points to some interesting findings. Only 20% of those engaged feel that arts and culture are NOT that important to them and 76% indicate that such activities are affordable. These findings would reinforce decisions to focus on this segment as a large percentage already value arts and culture activities. In the same vein, for 51% of those “not engaged”, arts and culture are just not that important to them and thus it will be more difficult to encourage these individuals to value arts and culture more.

Table 10
Attitudes Toward Arts and Culture in Nova Scotia - PERCENT AGREEMENT

		Very Engaged	Engaged	Not Engaged
Total (N)	1252	473	476	302
These days, children in NS do not want to partake in arts and cultural activities	40%	32%	39%	55%
The artists of our province truly define who we are	77%	86%	72%	69%
Arts and cultural activities in NS thrive much more in rural areas than urban areas	57%	54%	60%	59%
Residents of NS really support local arts and cultural activities	80%	84%	78%	76%
Nova Scotia's artists and artisans or crafts people are recognized world-wide	74%	82%	70%	69%
These days, people just don't seem interested in supporting local arts and cultural activities	46%	37%	46%	64%
Attending a craft fair with Nova Scotian-made products makes me proud to be a Nova Scotian	93%	97%	93%	88%
Culture and art are part of my everyday life	56%	82%	49%	24%
Arts and cultural activities in NS are just not that important to me	23%	8%	20%	51%
Arts and cultural activities are affordable	76%	82%	76%	63%

These results and suggestions are but one use of the data gathered. As mentioned, depending upon current programming and policies, there may be other relevant objectives identified. Thus, using the framework as an approach will provide policies and programs based on concrete survey findings. We encourage the Department to use the data to its fullest advantage.

Conclusions and Implications

BENCHMARKS

There are a number of measures that can be used by the Department as benchmarks of the value and social impact of arts and culture to Nova Scotians. These include, but certainly are not limited to:

Quality of Life Related Measures:

- 70% of Nova Scotians rate their quality of life as 8-10 on a 10-point excellence scale.
- 74% of Nova Scotians who are very engaged in the arts and culture sector rate their quality of life as 8-10 on a 10-point excellence scale compared to 64% of those who are not engaged in arts and culture activities.

Arts and Culture Related Measures:

- 37.8% of Nova Scotians are very engaged in arts and culture activities (as identified in the survey) and another 38.1% are engaged in arts and culture activities.
- 11% of the quality of life perceptions of living in Nova Scotia are attributable to arts, culture and entertainment (at the provincial level).

FRAMEWORK FOR POLICY AND PROGRAM DEVELOPMENT AND CONSIDERATIONS

As identified in this report, there are many possible strategies and approaches that can be used to increase the perceived social value of arts and culture to Nova Scotians. Based on the survey data and some of the comments made in the focus groups there are a number of key findings that should be taken into consideration when developing and setting objectives and priorities. These include:

- Residents in rural areas (outside the HRM) are more engaged and place higher value on arts and culture than do urban residents, where there are many competing dimensions. Thus, there may need to be extra focus placed in the HRM.
- Those identified as being “engaged” in the arts and culture sector are similar demographically to those “very engaged”, with a slightly higher percentage residing in HRM and a slightly higher percentage in the 25-34 year old age group. Given that a similar percentage has children in the home, programming for children will be one means to reach this group, especially in the areas of performing and visual arts.
- Given the consistent higher percentages noted among the “very engaged” group on the drivers of the ACE index and their attitudes toward the sector, it is clear that increasing participation in the sector drives the value placed on the sector.

APPENDIX A: Focus Group Discussion Guide



1. Introduction [5-10 minutes]

- Explain the purpose of the group and that it will last approximately an hour and a half. Explain the audio taping, one-way mirror, presence of client/colleagues (in Antigonish)
- Get a brief introduction from each participant that includes their first name and a little about themselves – eg. where grew up; work if any; hobbies; favourite activities etc.

2. Life in Nova Scotia – Quality & Defining Elements [10-15 minutes]

- Please each take a moment and think about the quality of life here in Nova Scotia. I want you to rate the quality of life using a 10-point scale where 1 is poor and 10 is excellent **[Participants to record individually]**
- For those that gave high scores – what’s so good about living here?; For those that gave lower scores, what contributed to these scores?
- If a friend of yours was thinking about moving to Nova Scotia, what would you tell them about living here – what are the good elements? The bad elements? **[LISTEN FOR MENTION OF ARTS AND CULTURE ACTIVITIES/ELEMENTS]**
- What makes you want to live here?
- What makes Nova Scotia unique from other places? **[LISTEN FOR MENTION OF ARTS AND CULTURE ACTIVITIES/ELEMENTS]**
- What defines you as a Nova Scotian?

3. EXERCISE: Building the IDEAL COMMUNITY [15 minutes]

- I’d like to get you to do a little exercise. We will divide into small groups and I want each group to build your ideal community. **[Give each group a community layout sheet].** Please consider things in addition to buildings, such as what activities are important for you to have in a community; what things bring life to a community. Please note the elements on your sheet. **[Note: explain that the elements must be in the community itself, and not accessed from a neighbouring community]**
- **Participants will be given 5-10 minutes to do the exercise and then report back.**
- **Each group will be asked to report what elements they added to the community. After the first or second group, groups will be asked if they have any additional elements not already mentioned. Items will be captured on a flip chart**
 - How do they contribute to the quality of life in the community?
 - How do they contribute to your contentment or happiness living in that community?/What do they add to a community?
 - Are some more important than others? If so, which are most important? Least important?
 - IF you were a tourist, would your ranking of the importance of the items change or stay the same? Why or why not?



4. Perceptions of Cultural Activities and the Arts in Nova Scotia [20 minutes]

- I'd like to now turn our attention to [*probe more deeply on the role of elements of culture and the arts that were mentioned – these would include things such as:*] provide/guide using definitions as required: *Note, each of these should be probed in the context of making it uniquely Nova Scotian]*
 - music
 - festivals
 - theatre
 - galleries
 - crafts
 - dance
 - visual arts
- In the overall scheme of things, where do these elements fit in terms of their level of contribution to the quality of life in the community? **[PROMPT WITH ITEMS IF NOT MENTIONED].**
- Which are most important? **[ATTEMPTS WILL BE MADE TO RANK THE ITEMS PROVIDED]**
- Do they add anything different compared to other elements? – if so, what?
- If you had to use one word to describe these things, what would you use?

5. Identifying/Defining Communities Perceived to have a Vibrant Arts and Culture Sector [15 minutes]

- I'd like you to think about various communities in Nova Scotia. Take a moment and write down on the paper in front of you which communities you consider to be great at presenting and promoting artistic and cultural activities?
- Which communities made the list?
- Why did these communities make it while others didn't? What makes community X vibrant? Culturally rich?

6. Other Related Issues [15 minutes]

- Does NS have enough cultural and arts activities? Artists? Artisans? Musicians? Actors? Performers?
- Compared to 5 years ago, would you say that the culture and arts sector is more vibrant than it used to be? Has it remained the same? Or deteriorated? Why do you say that?
- Are communities in Nova Scotia doing a better job presenting and promoting Nova Scotian artistic and cultural activities – now compared to 5 years ago? Why do you say that?
- How can Nova Scotian culture and art be further expressed? What needs to happen to permit more expression? [Note: listen for need for school curriculum/programming, artist exchanges or residency programs etc.]
- Are you any more aware of Nova Scotia's culture and arts activities today compared to 5 years ago? Why do you say that?
- Do you think Nova Scotians do enough to support the arts and culture in Nova Scotia? Why? Why not?

7. RECAP: Definition of Arts and Culture in Nova Scotia [10 minutes]

- Based on what we've discussed, how would you define arts and culture in Nova Scotia? [PROVIDE A SUMMARY OF WHAT HAS COME OUT IN THE SESSION IN TERMS OF A DEFINITION AS APPROPRIATE]
- Would you say this is close to your definition of arts and culture? What would you change, if anything?
- Our next step is to do a survey to measure Nova Scotian's perceptions of arts and culture. What should we be talking about in that survey?

8. Conclusion [5 minutes]

APPENDIX B: Questionnaire

INTRODUCTION

Hello, my name is _____ from Bristol Omnifacts Research a professional research firm in Atlantic Canada. Today we are conducting a survey about Nova Scotia or what it means to live in Nova Scotia. May I please speak with someone in your household who is 18 years of age or older?

IF NOT AVAILABLE, ARRANGE FOR A CALL-BACK.

IF YES, REPEAT INTRODUCTION AND ADD: **Please be assured that we are not selling or promoting any products or services but are simply interested in your opinions. This survey will take about 7-10 minutes to complete depending on your answers. Do you have a few minutes to answer the questions?**

€ Yes **CONTINUE**

€ No Is there a more convenient time for me to call back? **ARRANGE CALL-BACK**

If a respondent questions the credibility of the firm please state the following:

Bristol Omnifacts Research has been conducting research studies in Canada and abroad for 30 years. We are a Member of the Canadian Marketing Research Intelligence Association (MRIA) which is responsible for regulating marketing research practices in Canada. Omnifacts Bristol adheres very strictly to all guidelines of professionalism and privacy as outlined by the MRIA. This study is registered with the Association. If you would like to contact the MRIA to verify the legitimacy of this research study or our company please call 1-800-554-9996 toll free and reference survey Number: **7412-0002**

If a respondent questions the confidentiality of the information that they are providing please state the following:

As a member of the Marketing Research Intelligence Association (MRIA) we adhere to strict standards of privacy and confidentiality. Our data is presented in aggregate form. Information will never be released to our client or any other third party in a manner that could be used in an attempt to disclose your identity.

Section A: Overall Measures - General

A1. Overall how would you rate your own quality of life in NS? Please use a scale of 1 to 10 where 1 is the "Very Poor" and 10 is "Excellent"

(1-10), REF(98), DK(99)

A2. Thinking more specifically about your own quality of life, how would you rate NS as a place... Please use the same scale **READ and ROTATE**

a. To work in the field for which you are trained.....(1-10), REF(98), DK(99)

b. To earn a competitive salary for the work you do(1-10), REF(98), DK(99)

c. To achieve the desired level of education.....(1-10), REF(98), DK(99)

d. To enjoy a wide range of leisure activities(1-10), REF(98), DK(99)

e. To own the home you want.....(1-10), REF(98), DK(99)

f. To enjoy a wide range of recreational activities(1-10), REF(98), DK(99)

- g. To get good health care(1-10), REF(98), DK(99)
- h. To raise children(1-10), REF(98), DK(99)
- i. To enjoy a wide range of arts and cultural activities(1-10), REF(98), DK(99)
- j. To feel safe(1-10), REF(98), DK(99)
- k. To live to a ripe old age(1-10), REF(98), DK(99)
- l. To enjoy a wide range of entertainment activities(1-10), REF(98), DK(99)
- m. To be close to friends and family(1-10), REF(98), DK(99)

Section B: Culture and Arts Measures

I would now like to ask you some questions about activities in NS. Please consider activities available to you.

- B1. Using the same scale of 1 to 10 where 1 is the “Very Poor” and 10 is “Excellent”, how would you rate NS as a place to

READ and ROTATE

- a. enjoy local music
- b. partake in local Festivals
- c. enjoy live theatre
- d. visit galleries with local work
- e. see or purchase crafts produced by local artisans
- f. enjoy the visual arts, such as painting, sculpting, or pottery
- g. enjoy traditional, contemporary, or ethnic dance
- h. enjoy films made in NS
- i. read or purchase work from local Writers/authors
- j. enjoy Historic sites
- k. enjoy Museums

- B2. For you personally, please indicate the extent to which each of the following, if at all, enriches or contributes to your own quality of life. For each please rate on a scale from one to 10 where a 1 means it does not contribute at all and a 10 means it contributes a great deal.

READ and ROTATE

- a. local music
- b. local Festivals
- c. live theatre
- d. galleries with local work
- e. crafts produced by local artisans
- f. visual arts, such as painting, sculpting, or pottery
- g. traditional, contemporary, or ethnic dance
- h. films made in NS

- i. work from local Writers/authors
- j. Historic sites
- k. Museums

B3. Now I am going to read several statements about cultural activities and the arts in Nova Scotia. I'd like you to think broadly about arts and culture and include all the activities we've been talking about such as festivals, local music, live theatre and other forms of artistic expression. Please tell me whether you strongly agree, agree, disagree or strongly disagree with each. **ROTATE ORDER**

- a. These days, children in NS do not want to partake in arts and cultural activities
- b. the artists of our province truly define who we are
- c. Arts and cultural activities in NS thrive much more in rural areas than urban areas
- d. Residents of NS really support local arts and cultural activities
- e. Nova Scotia's artists and artisans or crafts people are recognized world-wide
- f. These days, people just don't seem interested in supporting local arts and cultural activities
- g. Attending a craft fair with Nova Scotian-made products makes me proud to be a Nova Scotian
- h. Culture and art are part of my everyday life
- i. Arts and cultural activities in NS are just not that important to me
- j. Arts and cultural activities are affordable

B4. In the past 12 months, which of the following activities have you done?

- | | Yes | No |
|-----------------------------------------------------------|-----|----|
| a. listened to local music | | |
| b. visited a Festival in NS | | |
| c. attended live theatre | | |
| d. visited a gallery showing local work | | |
| e. purchased crafts produced by local artisans | | |
| g. Attended a local Dance show or recital | | |
| h. watched a film made in NS | | |
| j. purchased local music | | |
| k. listened to independent community radio | | |
| l. Donated money to a NS arts and cultural organisation | | |
| m. read a book from local Writers/authors | | |
| n. visited a NS Historic site | | |
| o. visited a Museum in NS | | |
| p. took lessons in acting, dancing, or music | | |
| q. took lessons in painting, sculpting, or making crafts | | |
| r. Performed in front of a public audience | | |
| s. volunteered at an arts and culture event in NS | | |
| t. Attended a local arts and culture event in Nova Scotia | | |

Section C: Demographics

I just have a few more questions about you and your household that will help us analyze the survey results. As with all the answers you have provided, your responses will be kept strictly confidential.

C1a. In what year were you born?

C1b. **IF RESPONDENT REFUSES TO PROVIDE YEAR OF BIRTH, ASK:** Into which of the following broad age categories do you fall? Are you...?

- Between 18 and 24 years of age
- Between 25 and 34 years of age
- Between 35 and 44 years of age
- Between 45 and 54 years of age
- Between 55 and 64 years of age
- 65 years of age or older
- Refused (VOL.)

C2. Which of the following best describes the highest level of education you have had an opportunity to complete? [READ]

- Less than high school
- Graduated high school
- Some trade/ technical college
- Graduated trade/ technical college
- Some university
- Graduated university
- Refused (VOL.)

C3a. Were you born and raised in <province>?

- | | | |
|------------------|---|----------|
| Yes..... | 1 | Go to C4 |
| No | 2 | |
| Refused | 8 | Go to C4 |
| Don't Know | 9 | Go to C4 |

C3b. How long have you been a resident of <province>?

- | | |
|------------------------|---|
| Less than a year | 1 |
| 1 to 5 years | 2 |
| over 5 years | 3 |
| Refused | 8 |
| Don't Know | 9 |

C4. How many people currently live in your household?

One only SKIP to C6.
Refused/DK SKIP to C6.

C5a. How many are children 12 years of age or younger?

NO Children in Home (VOL) SKIP to C6.
Refused/DK SKIP to C6.

C5b. How many are children 13 to 17 years of age?

NO Children in Home (VOL) SKIP to C6.
Refused/DK SKIP to C6.

C6. Do you volunteer your time on a regular basis?

Yes.....1
No2
DK/REF.....9

C7. Do you or does a member of your immediate family, including any children participate, volunteer or work in the arts and culture sector or for an organization that is directly involved in the sector?

Yes.....1
No2 SKIP to GENDER
DK/REF.....9 SKIP to GENDER

C8. Is it you or someone else in your immediate family that is involved in this sector?

Respondent
Other Member
Both
DK/REF9

And would that be working, volunteering, or participating in this sector?
Record all ...

Work1
Volunteer1 SKIP TO GENDER
Participate.....1 SKIP TO GENDER
DK/REF9 SKIP TO GENDER

C9. In what capacity do you or someone else work in the arts and culture sector?

- a. Artist
- b. Musician
- c. Artisan/Craftsperson making items for sale
- d. Museum worker/Interpreter
- e. Support worker for an organization in the arts and culture sector (specify organization – e.g ticket agent at arts & culture center) _____
- f. Other (specify) _____

Please observe gender

Male..... 1
Female..... 2