The Network Newsletter:
tackling social exclusion in libraries, museums, archives and galleries

Number 164, December 2014

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The Network's Website is at www.seapn.org.uk and includes information on courses, good practice, specific socially excluded groups, as well as the newsletter archive.

Contents List

- #iwill Campaign – page 16

Abbreviations and acronyms – page 18

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Did you see …?

Museum Practice

Available to MA members (and well worth reading) is the latest *MP* which looks at working with teenagers in museums[1].

Articles (by Rebecca Atkinson) include:

- "Teenage-friendly museums"
- "Working with teenagers", looking at creating successful and sustainable work
- "Takeover days", letting teenagers take over your museum
- A large number of case studies, including, for example, projects on healthy eating; exploring self-portraiture via selfies; science projects; arts projects; working with teenagers who have autism.

The "Teenage-friendly museums" article summarises helpful feedback given to some museums:

- "Don't make assumptions about what visitors want to do. For example, teenagers might want to do a trail even if it is aimed at families.
- Many museums talk about children and adults, but where do teenagers fit into that?
- Many interpretation panels use inaccessible language and are too text-heavy. But don't "dumb down" language on interpretation aimed at young people.
- Don't assume all young people want digital interpretation.
- The initial welcome young people receive at a museum can make or break their visit.
- Things aimed at teenagers should be fun and not always based on the school curriculum."

Race Equality Teaching

The Spring 2014 issue[2] (actually published in September 2014) focuses specifically on the Equality Act 2010, and they "urge you to take seriously your legal and moral responsibilities under the [Act]." [p2]

It includes a number of key articles, for example:

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[1] See: http://www.museumsassociation.org/museum-practice/teenagers.

[2] *Race Equality Teaching*, 32 (2) Spring 2014. The full list of contents, and details of how to subscribe are at: http://ioepress.co.uk/journals/race-equality-teaching/.

- Artemi Sakellariadis "Issuing a ticket but keeping the door locked – the need for real change on disability equality" [pp13-17]
- Catherine McNamara <u>and</u> Jay Stewart "One person's journey at one school – preventing transgender discrimination" [pp18-23]
- Karamat Iqbal "Working out what to do with us immigrants – religion, belief and life-chances in a West Midlands school" [pp24-30]
- Mark Jennett "Pink is for girls and jobs are for boys – challenging gender stereotypes to advance equality" [pp36-40]
- Sue Sanders <u>and</u> Arthur Sullivan "The long shadow of Section 28 – the continuing need to challenge homophobia" [pp41-45]

Spiked

Interesting to see a completely different take on the Carnegie UK Trust report, *Beyond books*[3]*,* which was assessed in the last *Newsletter*[4].

This review, by Alka Sehgal Cuthbert (a member of the Institute of Ideas Education Forum), sees the report as:

> "… a depressing testament to the ignorance, philistinism and cowardice embodied by modern libraries."

This is presumably because

> "It urges libraries to reach out, expand their remit and cater to the public's 'wellbeing' rather than the public's intellectual appetites."

Sad that some organisations haven't moved beyond the "libraries = books" model …[5]

Tackling social and digital exclusion – Other Agencies

Reading England's future: mapping how well the poorest children read

This new report[6] is the latest from the Read On. Get On. campaign[7].

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[3] Jennifer Peachey. *Beyond books: the role of enterprising libraries in promoting economic wellbeing*. Carnegie UK Trust, 2014. Available to download as a pdf (3800 kb) from: http://www.carnegieuktrust.org.uk/CMSPages/GetFile.aspx?guid=4ca13e87-e54f-47c1-92b8-875af5a13efc.

[4] *The Network Newsletter*, 163, Nov 2014, pp7-9. Available to download as a pdf (279.65 kb) from: http://www.seapn.org.uk/uploads/files/Newsletter-NS-163.pdf.

[5] Source: email from Frances Hendrix to lis-pub-libs, 16 Dec 2014.

[6] Hollie Warren. *Reading England's future: mapping how well the poorest children read*. Save the Children, 2014. Available to download as a pdf (1150 kb) from: http://www.savethechildren.org.uk/sites/default/files/images/Reading_Englands_Future.pdf.

[7] There was more about the campaign in *The Network Newsletter*, 161, Sept 2014, pp3-5, see: http://www.seapn.org.uk/uploads/files/Newsletter-NS-161.pdf.

> "[It] provides new evidence to support the *Read On. Get On.* campaign by charting the geography of reading disadvantage in England. It compares the reading ability of poor children across parliamentary constituencies." [p iv]

> "The first important point to make is that there is no part of the country, not one local area, even in London, that has currently achieved the *Read On. Get On.* goal for poor children." [p iv]

The report identifies those worst-performing areas – which are primarily rural areas, market towns, and coastal towns.

> "In contrast, no London parliamentary constituency is in the bottom 25%, and just 20% of parliamentary constituencies in other major urban areas are in the bottom 25%." [p v]

It also shows that:

> "… there are bigger challenges in some regions. Poor children in London are reading well, but in the South East, East of England, and Yorkshire and the Humber, they do particularly badly." [p v]

The report goes on to argue the importance of both a nation-wide recognition of the issues and 'local responses to local challenges'.

> "The *Read On. Get On.* campaign is therefore working towards:
>
> - all early years settings and schools signing up to support and promote the achievement of the *Read On. Get On.* goal in their local community
> - working with early years leads and headteachers to become champions of the campaign, with some settings and schools becoming beacons of good practice for working with their local communities to celebrate and improve reading
> - the creation of talking and reading towns and cities, which, critically, bring together schools and early years services, following the lead of places like Sheffield, which have embedded a focus on language and literacy in early years settings and schools to improve reading levels." [p20]

Recommended.[8]

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Will we ever have a fair education for all? The Fair Education Alliance report card 2014

This is the first annual 'report card'[9].

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[8] Source: NCB *Policy & Parliamentary Information Digest*, 1 Dec 2014.

[9] *Will we ever have a fair education for all? The Fair Education Alliance report card 2014.* Fair Education Alliance, 2014. Available to download as a pdf (2470 kb) from:

"Young people growing up in low income families can face multiple disadvantages in their education. These include under-resourced and underperforming nurseries, schools and colleges; unequal access to extra-curricular opportunities; disruptive home lives; lower levels of parental education and engagement with learning; poor health; inadequate housing; economic poverty; as well as crime and social exclusion within local communities. These interconnected problems can compound one another and effectively limit young people's opportunities: placing them on one half of an educational divide which risks harming the life chances of thousands of children across the country …

Addressing such complex societal problems will take more than one institution, one organisation, even one government. As the Social Mobility and Child Poverty Commission has recently argued, it requires a 'new national effort' including employers, parents, charities, third sector organisations and key institutions in the health, social care and education sectors if this injustice is to be effectively challenged and changed. The Fair Education Alliance is a coalition of over 25 diverse organisations – and growing – who share a commitment to ending the gross unfairness that how much a child's parents earn still predicts how well they will do at school and in life." [p6]

The Alliance is working towards five Fair Education Impact Goals, and the 'report card' assesses progress. The five Goals are:

1. Narrow the gap in literacy and numeracy at primary school

2. Narrow the gap in GCSE attainment at secondary school

3. Ensure young people develop key strengths, including resilience and wellbeing, to support high aspirations

4. Narrow the gap in the proportion of young people taking part in further education or employment-based training after finishing their GCSEs

5. Narrow the gap in university graduation, including from the 25% most selective universities.

The report then works through each Goal, assessing progress and highlighting the key issues. The 'headline' recommendations for practice include:

Goal 1:

- Children's Centres to train language development champions
- Children's Centres to register births so that parents have a point of contact with the State and are able to get information about when their child is eligible for free childcare, as well as other support available before their child is two.

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http://static.squarespace.com/static/543e665de4b0fbb2b140b291/t/5481a731e4b0d2f5ad3b39fb/1417783096688/FEA+Report+Card+2014.pdf.

- Ensure high quality teachers and leaders are trained and deployed in schools serving disadvantaged communities
- Charities to work together with schools to support parental engagement [Taken from p19]

Goal 2:

- Schools should allocate greater parts of their budget to high quality CPD and measure its impact on pupil attainment
- Collaborative networks should target the most challenging schools as in the model proposed with the Talented Leaders programme and successful chains, cooperatives, federations and local families of schools.
- Charities should expand the number of schools which benefit from evidence-based interventions particularly in literacy and numeracy, as with the excellent innovations of the National Literacy Trust such as Talk for Writing, currently under trial and evaluation by the Education Endowment Foundation.
- Charities to work with schools to support parental engagement as with the highly effective Achievement for All Schools programme. [Taken from p27]

Also, recommended for policy is:

- "Commission specialised literacy and numeracy middle leadership training to drive whole-school improvement in these areas and spread evidence-based best practice." [p27]

One of the case studies used to demonstrate good practice is the National Literacy Trust's Premier League Reading Stars (including their work with libraries).

Goal 3:

- Charities should expand mental health support and self-esteem building programmes as with the excellent work of Place2Be and the Prince's Trust programmes.
- Schools to ensure behaviour and assessment for learning programmes foster growth mind-sets by celebrating the progress and achievements of all students [Taken from p33]

Goal 4:

- Businesses should pool resources to coordinate links between employers and schools and should ensure sustained relationships, tailored to the needs of the young people in individual schools. A coordinating body should ensure regional coverage, focusing on those geographically isolated areas.
- Schools should ensure all pupils have access to one-to-one professional careers advice from Key Stages 3 to 5 and should involve parents in discussions about career trajectories. Schools should ensure all pupils

have work experience and contact with employers through school in Key Stages 3 or 4.

- All employers should be involved in providing work experience to young people aged 11to 16 through a school, to lessen the impact of unequal personal social connections. [Taken from p43]

Goal 5:

- Universities to allocate more of their access budgets to outreach – the Alliance welcomes the call from the Social Mobility and Child Poverty Commission for universities to be allocating at least a quarter of their access funding to outreach including strategic engagement with schools by 2020.
- Schools should allocate greater parts of their budget to high quality CPD around differentiation to stretch 'the top', course-specific subject knowledge for A-level teachers and whole-school effective Gifted and Talented programmes. This Continuous Professional Development should be measured by its impact on pupil attainment, using support such as that provided by the Teacher Development Trust.
- Third sector organisations providing enrichment opportunities to schools should expand and target schools serving low income communities – such as The Brilliant Club, Debate Mate and the BBC's School Report. [Taken from p51]

Whilst, clearly, some of these aims are not for the cultural sector, there is also a number of pointers here for areas of work where we can get involved – if we are not already.[10]

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The Young Review: improving outcomes for young black and/or Muslim men in the Criminal Justice System

This important report[11] has just been published – and there is further background information on The Young Review website[12].

> "Starting its work in October 2013, one of the main aims of the Young Review has been to consider how existing knowledge regarding the disproportionately negative outcomes experienced by black and Muslim male offenders … may be applied in the significantly changed environment introduced under the Transforming Rehabilitation (TR) reforms." [p10]

It begins by highlighting some stark facts:

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[10] Source: NCB *Policy & Parliamentary Information Digest*, 15 Dec 2014.

[11] *The Young Review: improving outcomes for young black and/or Muslim men in the Criminal Justice System – final report.* The Young Review, 2014. Available to download as a pdf (2690 kb) from: http://www.clinks.org/sites/default/files/basic/files-downloads/clinks_young-review_report_final-web_0.pdf.

[12] See: http://www.youngreview.org.uk/.

- "There is greater disproportionality in the number of black people in prisons in the UK than in the United States …
- 13.1% of prisoners self identify as black, compared with approximately 2.9% of the over 18 population recorded in the 2011 Census …
- Similarly Muslim prisoners account for 13.4% of the prison population compared with 4.2 % in the 2011 Census …
- This figure has risen sharply since 2002 when Muslim prisoners were 7.7% of the prison population …" [p10]

It then looks at some of the wider societal and policing issues, eg:

"The Task Group advising the review raised concerns about the drivers that result in these young people entering the CJS in the first place. The disproportionate use of stop and search and the risk driven nature of policing, in the context of gang and anti-terrorism policies in particular, were highlighted.

Nearly all of the offenders we met with said that they experienced differential treatment, either in decisions made about their regimes while in prison or as a result of the attitudes of staff and other prisoners, due to their race, ethnicity or faith. Black prisoners felt that they were stereotyped as drug dealers, and Muslim prisoners stigmatised as extremists." [p11]

The recommendations are primarily aimed at organisations and people working within the new TR framework, but worth noting here – they include:

- Rigorously monitored mechanisms need to be developed and implemented to ensure that independent providers address the specific needs of BAME offenders
- NOMS publishes its Equality Strategy in order to a) provide transparency for all stakeholders and b) form the basis for action, to include a stringent overhaul of the approach to services for young black and/or Muslim men in the CJS
- Training for prison officers should be reviewed so that the perceived and actual problems associated with cultural competence of staff are overcome
- Individuals who understand the lived experience of young black and/or Muslim male offenders should play an integral part in the planning and delivery of programmes and interventions to support desistance
- Commitment to the importance of service user involvement should be emphasised through communications with prison governors and new providers that ensure they correctly understand the policy enabling ex-service users to volunteer or work in prison and community settings
- The emphasis should be on dedicated resources for community engagement and partnership working models in prisons, rather than commissioning frameworks and supply chains
- Independent providers should work in partnership with and grant fund community led organisations that are able to build social capital within communities and support families experiencing the stigma of offending to facilitate successful resettlement of offenders, and provide through the gate support to offenders themselves

- This should ensure effective engagement, at strategic and delivery levels, of voluntary sector organisations with relevant cultural knowledge that can demonstrably meet the needs of 18-24 year old black and Muslim offenders in prison and the community
- There should be a concerted to establish partnerships with employers across all sectors to set up employment schemes for ex-offenders [Taken from pp13-14]

The chapter on "Background and context" [pp17-28] is particularly worth reading, as it notes some important facts and figures about BAME offenders.

Useful background reading.[13]

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Local ethnic inequalities …

This research report[14] explores inequality at the local level:

> "The inequality experienced by ethnic minorities in the UK has been well documented over the past 50 years … Latest evidence illustrates the persistence of ethnic inequalities despite many ethnic minority groups having lived in Britain for several generations … This report asks how this ethnic inequality manifests itself at a local level; how do the experiences of ethnic minorities, in terms of how they fare compared to the White British, vary between local authority districts. This raises questions about the causes of local ethnic inequalities; where efforts need to be particularly targeted to addresses these inequalities; and from where lessons can be learnt about how to create more equal neighbourhoods.
>
> The aim of this report is therefore to convince policy audiences of the need to tackle racial and ethnic inequality in contemporary Britain, and to generate evidenced-based debate that can result in initiatives to reduce ethnic inequalities across the country." [p5]

The research included an analysis of the census data for 2001 and 2011 ("the project has produced measures of ethnic inequality for local authority areas across England and Wales in 2001 and 2011 for indicators of education, employment, health and housing." [p5]); a literature review; and three case studies (Tower Hamlets, Bradford and Breckland).

The researchers also calculated an Index of Multiple Inequality:

> "Absolute inequality for ethnic minorities in relation to the White British in education, employment, health and housing has been reported for districts in England and Wales using data from the 2001 and 2011

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[13] Source: Clinks *Newsflash*, 10 Dec 2014.
[14] Nissa Finney *et al. Local ethnic inequalities: ethnic differences in education, employment, health and housing in districts of England and Wales, 2001−2011.* Runnymede, 2014. Available to download as a pdf (1510 kb) from: http://www.runnymedetrust.org/uploads/Inequalities%20report-final%20v2.pdf.

England and Wales censuses. Absolute inequality is the difference in the proportion of the White British group and the ethnic minority group who experience disadvantage on a particular indicator.

The indicators of inequality are: percent aged 16−24 with no qualifications (education); percent aged 25 and over who are unemployed (employment); percent with a limiting long term illness (indirectly age standardised) (health); percent living with an occupancy rating of -1 or below, indicating overcrowding (housing).

An Index of Multiple Inequality (IMI) has been calculated as an average of the ranks of each indicator of inequality, for district-ethnic group combinations that have a score on at least two indicators. Inequality is calculated only where district-ethnic group populations are at least 100." [pp3-4]

The findings are significant:

"Districts with the greatest ethnic inequalities are found throughout England and are generally in urban or semi-rural areas with relatively large ethnic minority populations, where minority communities are well established. This is the case in 2001 and in 2011. However, many of the districts that have become more unequal between 2001 and 2011 are semirural and rural districts that historically have had lower ethnic diversity levels and small ethnic minority populations including Breckland, Fylde, Purbeck, Mid Suffolk and Anglesey.

The five districts with the greatest ethnic inequalities in 2011 were Lambeth, Haringey, Rotherham, Oldham and Tower Hamlets. The five districts with the greatest ethnic inequalities in 2001 were Pendle, Oldham, Kirklees, Haringey and Bradford. Although there is some stability in the districts that had greatest ethnic inequality in 2001 and 2011 with Bedford, Calderdale, Hammersmith and Fulham, Haringey, Hyndburn, Kirklees, Lambeth, Oldham, Pendle, Rotherham, Tower Hamlets and Wycombe featuring in the 20 most unequal districts at both time points, there was also notable change. For example, Birmingham, Blackburn, Bolton, Bradford, Burnley, Dudley, Luton and Rochdale moved out of the 20 most unequal districts list, i.e. they reduced their ethnic inequalities, over the 2000s. This group represents some of the districts that have been most stigmatised for poor ethnic relations during this period. In contrast, over the 2000s a number of districts entered the list of 20 with the greatest ethnic inequalities in 2011: Brent, Bristol, East Staffordshire, Ipswich, Leeds, Peterborough, Sheffield and Wandsworth." [pp10, 12]

The report then goes on to look at local ethnic inequalities in education:

"Table 3 shows that the districts with the highest levels of inequality all have a very small ethnic minority population. With the exception of Forest Heath the minority populations are all less than 2000. The districts are geographically spread across England and Wales although the most unequal districts are located outside major urban areas and along the

coastline, and are not areas that have been places of original settlement for many of the large ethnic minority groups in Britain. Many of these districts, particularly those with a minority population over 1,000, are places where the White Other group is the largest ethnic minority group. In some of these districts such as Boston and Fenland, the White Other group grew significantly over the last decade as a result of immigration from Central and Eastern Europe. The districts include those ranking lower on deprivation indices with the exception of Merthyr Tydfil which is the most deprived district in Wales." [p22]

In employment:

"The districts with the greatest levels of inequality in employment are found in urban centres of England and Wales. There is a concentration of districts in central London as well as the principal cities of Birmingham, Manchester, Leeds, Sheffield, Cardiff and Bristol." [p28]

In health:

"Many of the districts with the greatest inequalities are located in the North West and Yorkshire but also include parts of the West Midlands and London including Westminster and Dudley. They also range in terms of minority population size and deprivation. The districts with smaller ethnic minority populations include Rossendale and Wyre Forest, while those with larger minority populations include Bradford, Kirklees, Birmingham, Islington, and Lambeth. Some districts have high average deprivation scores while others can be described as more affluent areas. Overall the data shows health inequality is persistent across different types of geography." [p34]

And in housing:

"The districts with the highest levels of inequality are mostly concentrated in the South of England and particularly Greater London.

The districts with the greatest levels of inequality in housing for the White Other ethnic group are dispersed across the country and include large urban centres, small towns, rural and semi-rural areas and seaside resorts many of which have attracted recent EU Accession migrants." [p40]

The report concludes that:

"These findings have a number of implications for tackling local ethnic inequalities:

- Ethnic inequality is clearly a persisting issue affecting local areas countrywide. Given that inequalities can reflect discrimination and failure to meet potential, and that inequalities can be a source of resentment and tension, addressing inequality should be central to local authority initiatives.

- Ethnic inequalities are found in districts across England and Wales, in urban and rural areas where there are small and large minority populations and low and high levels of deprivation. Addressing inequality is not purely an issue for authorities with diverse and poor populations.
- Some districts need to address inequality across several social dimensions. Others can target policy initiatives at particular outcomes and populations.
- Poor education, employment, health and housing are experienced by ethnic minorities and White British groups. Research and policy attention should be directed towards understanding the causes of ethnic inequality and its geographical variation, where necessary, addressing discrimination as well as addressing poor conditions for all those experiencing them." [pp45-46]

Very useful for report for gaining greater awareness of local needs and for planning services.

Health & Wellbeing issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

Mind, body, spirit: how museums impact health and wellbeing

This document[15]:

> "… reports the findings from a year-long action research project funded by Arts Council England (ACE) and initiated by the Research Centre for Museums and Galleries (RCMG), based in the School of Museum Studies at the University of Leicester. It sets out to show how museums are well placed to respond to changes in public health, using their collections to improve the health and wellbeing of individuals, to counter health inequalities within communities, and contribute positively to the goals of public health bodies." [p3]

It begins by setting the health and wellbeing context, including:

- Health concerns linked to global demographic changes and modern lifestyles
- Decentralisation of public health in the UK
- Health and wellbeing as a societal issue

and then moves on to looking at how there has been a shift in international practice in the way that museums relate to health and wellbeing.

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[15] Jocelyn Dodd and Ceri Jones. *Mind, body, spirit: how museums impact health and wellbeing.* RCMG, 2014. Available to download as a pdf (5700 kb) from: http://www2.le.ac.uk/departments/museumstudies/rcmg/publications/mind-body-spirit-report.

Chapter 3 outlines the project itself, which "focused around the creation of a network of museums in the East Midlands region of England …" [p8]; and Chapter 4 looks at the project in more depth.

A key part of the work was the emphasis on "… starting with their communities, [by which] museums can begin to locate evidence of health and wellbeing need …" [p13]. It then related these to regional and national priorities, such as Public Health England priorities.

The report illustrates this via case studies:

- "Encountering the Unexpected": reaching older people in Lincolnshire, Northamptonshire and Derbyshire
- "Live Today, Think Tomorrow": tackling smoking prevalence in Nottingham
- "Body, Mind, and Spirit": museum collections and hospital schools

This is followed by an insightful article, "Programmes not projects: reflecting on practice", by Jo Kemp (Nottingham City Museums and Galleries), which concludes:

> "*Museums, Health and Wellbeing* prompted this review of Nottingham City Museums and Galleries' previous and current work, and I was surprised by the volume and the range we have achieved over the past 20 years. Perhaps similar to other large local authority museums, we had, to some extent, lost sight of a clear vision due to ever expanding and changing demands and agendas. We had an inspiring and enlightening day working with Esmé Ward, who had been engaged as a consultant on the project. A time to reflect and to have rationales questioned, made us realise that for too long we have tried to cover all bases. Focusing on health and wellbeing as a way forward, builds on our successful work to date and gives us a framework through which to shape our future programmes." [p21]

The project used the "Five Ways to Wellbeing"[16], a set of evidence-based actions to improve and promote personal wellbeing drawn up by NEF[17], as a guide as to how museums might develop their role in health and wellbeing, and Chapter 5 very briefly shows how they were used.

Chapter 6 looks at the key role that museum collections play; and Chapter 7 focuses on the major importance of collecting and using evidence of the impact of this work[18].

The report is well illustrated, both with case studies (including detailed descriptions of the projects on pp44-53) and with photos.

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[16] These are: Connect, Be Active, Take Notice, Keep Learning, and Give.
[17] See: http://www.neweconomics.org/projects/entry/five-ways-to-well-being.
[18] Some of the evaluation was carried out using UCL's *Museum Wellbeing Measures Toolkit*: http://www.ucl.ac.uk/museums/research/touch/museumwellbeingmeasures/wellbeing-measures.

It concludes by quoting the Royal Society for Public Health report[19]:

> "This is a time of opportunity for the arts [culture] and health to play a crucial part in creating social capital, more resilient individuals and communities, and a secure and stable world." [p43]

It argues that:

> "Museums can powerfully impact on health and wellbeing – there is ample evidence to demonstrate this." [p43]

and then:

- "Collections are at the core of health and wellbeing work and can be used in many ways – to encourage positive wellbeing, address health issues and promote health and wellbeing. As the projects in this publication show, it is not only large museums which can contribute but smaller museums can make a worthwhile contribution to the health and wellbeing of their communities.
- Health and wellbeing needs to start with the needs of communities ...
- The Five Ways to Wellbeing provide a credible and useful framework for museums to plan and develop programmes around health and wellbeing ...
- It is vitally important to capture and evidence the impact of health and wellbeing programmes and projects in museums. To promote this work internally and beyond the sector and to demonstrate that museums can play a significant role in contributing to the health and wellbeing of their communities. Museums could work more closely with public health agencies to develop more sophisticated and longer-term measures of health and wellbeing assessment alongside tried and tested methods such as UCL's Museum Wellbeing Measures toolkit." [p43]

This is a highly significant piece of work, and it clearly demonstrates the life-changing role that museums can play.

Recommended.

Broader issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

World Cities Culture Report 2014

This report[20]:

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[19] The RSPH Working Group on Arts, Health and Wellbeing. *Arts, health and wellbeing beyond the millennium: how far have we come and where do we want to go? Full report.* RSPH/Philipp Family Foundation, 2013. Available to download as a pdf (18150 kb) from: https://www.rsph.org.uk/en/policy-and-projects/areas-of-work/arts-and-health.cfm.

"… examines the cultural offer of 24 of the world's greatest cities. It gathers evidence on 60 cultural indicators, assessing both the supply of and demand for culture, and reports on the thinking of cultural policymakers in those places." [p9]

It includes portraits of 22 of the 24 cities; for each, it also identifies challenges:

- The battle to balance modernity and tradition, making sure that both are valued.
- Maintaining a sense of the local and specific in a globalised world
- Finding ways to link cultural infrastructure and participation – developing audiences for artistic work.
- Ensuring that cultural opportunities are available to all the city's residents, not just the wealthier or better connected ones. [Taken from p13]

The report has three main sections:

1. The role of culture in world cities
2. What the data tells us
3. City portraits.

The data are grouped in six thematic areas:

- Cultural heritage
- Literary culture
- Performing arts
- Film and games
- People and talent
- Cultural vitality and diversity.

From all of this, the research identifies some key messages, especially about the important role of culture:

"Policymakers across the cities see culture as a central part of delivering the priorities and strategies of urban government. New York put it nicely, suggesting that culture is the 'no. 2 strategy' in all fields; there will be a strategy to address a question directly, but there is always a recognition that culture too has a major role to play in support. In Johannesburg, efforts to build social and community cohesion in the wake of apartheid have been strengthened by the development of a new heritage infrastructure that tells the history of all South Africa's peoples. In the very different context of Shanghai, culture is viewed as a source of cohesion in a city that is changing incredibly quickly. In Tokyo meanwhile, culture has been seen as an important response to the

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[20] BOP Consulting. *World Cities Culture Report 2014*. Greater London Authority, 2014. Available to download as a low-resolution pdf (6790 kb) from: http://www.worldcitiescultureforum.com/sites/default/files/publications/World%20Cities %20Culture%20Report%202014%20lowres_0.pdf.

challenges posed by the 2011 earthquake, an event that has led to much soul-searching in Japan about the country's future direction." [p10]

This is an interesting study, well worth dipping into.

Broader issues – Other Agencies

#iwill Campaign

Step Up To Serve have just launched their #iwill[21] campaign. As part of this, they have worked with partners (such as NCVO) to create a number of reference documents to support the campaign.[22] These include:

Involving young people in social action[23]

This includes sections on:

- What does great youth social action look like?
- The six principles [please see below]
- Creating meaningful opportunities
- Attracting young people to your project, group or organisation
- Working with schools and colleges
- Health and safety
- Child protection and safeguarding
- Insurance
- Measuring impact
- Practical support
- Where to find useful data, evidence and research

Raising the quality of youth social action: applying 6 quality principles[24]

> "The guidance in this report is intended to offer a range of providers of youth social action a useful basis for critically reflecting on their offer for young people." [p9]

The six principles are that work with young people should be:

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[21] "#iwill is a national campaign that aims to make social action part of life for as many 10 to 20 year-olds as possible by the year 2020. Through collaboration and partnership it is spreading the word about the benefits of youth social action, working to embed it in the journey of young people and creating fresh opportunities for the participation. The campaign is being coordinated by the charity Step Up To Serve."

[22] Source: NCVO *Volunteering Update*, 16 Dec 2014.

[23] *Involving young people in social action … quick reference guide*. #iwill, no date [2014?]. Available to download as a pdf (11060 kb) from: http://www.iwill.org.uk/resources/research/?_cldee=am9obkBuYWRkZXIub3JnLnVr&urlid=9.

[24] Generation Change. *Raising the quality of youth social action: applying 6 quality principles*. #iwill, no date [2014?]. Available to download as a pdf (11930 kb) from: http://www.iwill.org.uk/resources/research/?_cldee=am9obkBuYWRkZXIub3JnLnVr&urlid=9.

- Embedded
- Progressive
- Youth-led
- Challenging
- Socially impactful
- Reflective.

The document illustrates how these principles may be applied to make work more inclusive, and gives examples of practices for each. It also includes a list of useful resources.

Embedding inclusive practices in opportunities for youth social action

This report[25] sets out some basic practical ways of working inclusively with young people, drawn from feedback from a number of organisations. Very useful checklist for any of us developing our own practice.

These practical reports are backed up by a research study, ***Youth social action in the UK – 2014***[26] (the findings of which are also available as a slideshow):

> "On behalf of the Cabinet Office, Ipsos MORI surveyed 2,038 10-20 year olds in summer 2014 to determine the proportion of young people involved in social action in the UK. The term 'youth social action', in this context, is defined as 'practical action in the service of others to create positive change' and covers a range of activities such as fundraising, supporting charities, tutoring and mentoring, supporting other people, and campaigning for causes. This survey provides a baseline measure of participation in youth social action in the UK, which will be tracked over the next six years. The surveys will inform, and help to measure the progress of, the #iwill campaign run by Step Up To Serve, which aims to raise the number of 10-20 year olds in the UK involved in meaningful social action by 50% by 2020." [p3]

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[25] National Development Team for Inclusion. *Embedding inclusive practices in opportunities for youth social action*: *a report of a study into "what works" in enabling the full participation of all young people in youth social action.* #iwill, no date [2014?]. Available to download as a pdf (1360 kb) from: http://www.iwill.org.uk/resources/research/?_cldee=am9obkBuYYWRkZXIub3JnLnVr&url id=9.

[26] Julia Pye, Nicola James <u>and</u> Rowena Stobart. *Youth social action in the UK – 2014: a face-to-face survey of 10-20 year olds in the UK.* Ipsos MORI, 2014. Available to download as a pdf (1320 kb) from: http://www.iwill.org.uk/resources/research/?_cldee=am9obkBuYYWRkZXIub3JnLnVr&url id=9.

Abbreviations and acronyms

BAME = Black, Asian and Minority Ethnic
CJS = Criminal Justice System
MA = Museums Association
NCB = National Children's Bureau
NCVO = National Council for Voluntary Organisations
NOMS = National Offender Management Service
RSPH = Royal Society for Public Health
TR = Transforming Rehabilitation

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