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

Number 90, October 2008

(formerly published as *Public Libraries & Social Exclusion Action Planning Network Newsletter*, issue 1, May 1999 – issue 29, September 2001)

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.

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National Year of Reading

Help with reading

Just in case you haven't yet seen this, the NYR website now has available to download this guide[1] to volunteering projects that support readers – "This guide is an introduction for organisations keen to develop their own schemes and for individuals interested in volunteering." [p3]

Wikireadia

Also a reminder of the growing volume of good practice added to the Wikireadia – see, for example, the entries for work being developed in prisons[2], libraries[3] and in the health field[4].

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Tackling social exclusion – Government, Government Agencies and Local Government

"A home and a job: delivering better outcomes for socially excluded adults"

We don't always feature speeches by Government Ministers, but this one[5] by Kevin Brennan (the Third Sector Minister) to the Association of Directors of Adult Social Services includes some important comments relating to social exclusion. It looks at performance so far against the Socially Excluded Adults Public Service Agreement (PSA 16[6]).

He begins by arguing the rationale behind PSA 16:

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[1] *Help with reading*. National Year of Reading, 2008. Available to download as a pdf (1400 kb) from:
http://www.yearofreading.org.uk/fileadmin/user_uploads/Documents/Volunteering_guide/Help_with_Reading.pdf.

[2] See: http://www.yearofreading.org.uk/wikireadia/index.php?title=Category:Prisons.

[3] See: http://www.yearofreading.org.uk/wikireadia/index.php?title=Category:Libraries.

[4] See: http://www.yearofreading.org.uk/wikireadia/index.php?title=Category:Health.

[5] See:
http://www.cabinetoffice.gov.uk/about_the_cabinet_office/speeches/brennan/081023_a_home_and_a_job.aspx.

[6] See: http://www.cabinetoffice.gov.uk/social_exclusion_task_force/psa.aspx.

"Some people in society have a combination of problems and circumstances, such as poor mental and physical health, limited skills, unstable housing or an offending history. Their problems can cut them off from the choices and chances that most of us take for granted, and they may find themselves unable to participate fully in society ...

One way of supporting these people is to help them to obtain the core foundations to allow them to develop and overcome their problems. And two crucial elements of this are a home and a job ...

A home and a job represent the minimum of what most people need to enjoy ordinary productive lives. A job can provide financial stability, an opportunity to make a contribution to society; access to wider social networks and can build confidence and self-esteem. And a home provides the security, stability and independence to get on in life ...

But for socially excluded groups, achieving and sustaining a home and a job is not easy."

Kevin Brennan then gives some key statistics:

"The facts speak for themselves on this.
- o Only one in ten adults with a learning disability is in employment.
- o Only one in ten adults with more serious mental health problems is working.
- o Nearly one in four prisoners leaves custody without a clear address.
- o 13% of care leavers are homeless at age 19.
- o Around 40% of rough sleepers in London have been in prison (2005)
- o 30 to 50% of people misusing drugs also have mental health problems."

PSA 16 focuses specifically on:

- People receiving secondary mental health services
- People with moderate to severe learning disabilities
- Young people who have experienced care
- Offenders under probation supervision.

and Kevin Brennan goes on to outline some of the developments that are taking place to support people in these four categories. Finally, he also announced the launch of a new Community of Practice for people working on this PSA[7], in partnership with the IDeA.

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[7] See: http://www.communities.idea.gov.uk/welcome.do.

Delivering digital inclusion: an Action Plan for consultation

On 24 October, DCLG launched this major consultation document[8] – the consultation period ends on 19 January 2009.

The document has been drawn up following the publication[9] of research into digital exclusion.

> "… this Action Plan seeks to provide a framework for achieving greater digital inclusion and for championing the best use of technology to tackle ongoing social inequalities. It sets out both immediate actions and a number of proposals for consultation ...
>
> The Action Plan outlines the key issues relating to the use of digital technology and argues why digital exclusion is an increasingly urgent social problem. In summary:
> - Digital technologies pervade every aspect of modern society. However these opportunities are not enjoyed by the whole of the UK population – for example, 17 million people in the UK still do not use computers and the Internet and there is a strong correlation between digital exclusion and social exclusion.
> - There are significant and untapped opportunities to use technology better *on behalf* of citizens and communities. These include improved service planning, design and delivery, particularly to address the needs of disadvantaged groups and individuals." [p6 – emphasis theirs]

The consultation and Action Plan are summarised as:

> "To recap what has been said so far, the main issues are that:
> - 17 million people in the UK are not using the Internet
> - there are strong links between social and digital exclusion – 75 per cent of socially excluded people are also digitally excluded
> - there are opportunities to provide more effective and better targeted services to excluded groups and communities using technology
> - considerable work is being done by government, public, private and third sectors to promote digital inclusion, but there are still gaps and opportunities

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[8] *Delivering digital inclusion: an Action Plan for consultation.* DCLG, 2008 (ISBN: 978-1-4098-0627-1). Available to download as a pdf (952 kb) from:
http://www.communities.gov.uk/documents/communities/pdf/1001077.pdf.
[9] *Understanding digital exclusion: research report.* DCLG, 2008 (ISBN: 978-1-4098-0639-4). Available to download as a pdf (1010 kb) from:
http://www.communities.gov.uk/documents/communities/pdf/1000404.pdf.

One of the opportunities is for government leadership which provides a clear set of principles and a framework for action to ensure that all sectors are clear about their roles and how they can contribute to strategic goals.

But what should any such principles and framework for action focus on and how should they be carried forward? This chapter sets out proposals to:

- introduce a **Charter for Digital Inclusion** creating a framework that will facilitate conversation and understanding between the various players and encourage positive cross-sector engagement on this agenda;
- appoint a **Digital Inclusion Champion** who will develop, embed and promote the Charter, support the digital inclusion needs of the most disadvantaged citizens and communities, maintain a strategic oversight of the issues from the point of view of the excluded citizen and work with all sectors to identify the evidence of emerging issues and options for actions to address those issues;
- establish **an expert taskforce** with representation from all sectors to support the role of the Champion; and,
- maintain a **cross-government coordination team**, to complement the work of the Champion and support the valuable and ongoing role of the Cabinet Committee (MISC34)." [p60 – emphases theirs]

The final chapter also outlines some of the actions already being taken (eg around community engagement, involving young people and their parents, etc[10]) and this is followed by a summary of the 21 questions to consider as part of the consultation.

Other research published

DCLG have simultaneously published a number of other pieces of background research:

- *Technology futures and digital inclusion – research report*[11] – "The challenge of the last decade was digital inclusion, but as more and more of the population see the benefits of digital technologies the challenge now becomes one of understanding offline consequences of the online world.

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[10] These are further developed in a separately-published Annex, Delivering digital inclusion – annex: public sector use of information and communications *technologies to support social equality*. DCLG, 2008 (ISBN: 978-1-4098-0629-5). Available to download as a pdf (649 kb) from:
http://www.communities.gov.uk/documents/communities/pdf/1001302.pdf.
[11] *Technology futures and digital inclusion – research report*. DCLG, 2008 (ISBN: 978-1-4098-0635-6 web). Available to download as a pdf (188 kb) from:
http://www.communities.gov.uk/documents/communities/pdf/1000410.pdf.

These consequences may be for people, businesses and communities who cannot, will not or just don't understand digital technologies."[12]

- *Community perspectives on digital inclusion …*[13] – "This report summarises insights and experiences from community and third sector organisations involved in initiatives aimed at opening up digital technologies to excluded communities."[14]
- *An analysis of international digital strategies* …[15]
- *Online social networks: research report*[16].

Scottish Government Social Research has also just published an evaluation[17] of the **Angus Gold** project.

"The Angus 50+ project, later re-named Angus Gold by participants, began in March 2004 and became fully operational by January 2005. The project's remit was to promote digital inclusion for the 50+ population of Angus within a broader programme of health education and improvements to engagement with services. Angus Gold was designed around a strategic partnership agreement with council agencies working in collaboration with representatives from the voluntary and private sectors." [p2]

As the report suggests:

"The project's greatest challenge now is the task of translating an effective and lauded experiment in community engagement into a lasting and more broadly encompassing approach to digital and social inclusion." [p10]

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[12] Taken from:
http://www.communities.gov.uk/publications/communities/technologyfutures.
[13] *Community perspectives on digital inclusion: qualitative research to support the development of the Digital Inclusion Strategy*. DCLG, 2008 (ISBN: 978-1-4098-0637-0). Available to download as a pdf (421 kb) from:
http://www.communities.gov.uk/documents/communities/pdf/1000419.pdf.
[14] Taken from:
http://www.communities.gov.uk/publications/communities/communitperspectives.
[15] *An analysis of international digital strategies: why develop a digital inclusion strategy and what should be the focus? Research report*. DCLG, 2008 (ISBN: 978-1-4098-0631-8). Available to download as a pdf (730 kb) from:
http://www.communities.gov.uk/documents/communities/pdf/1000425.pdf.
[16] *Online social networks: research report*. DCLG, 2008 (ISBN: 978-1-4098-0633-2). Available to download as a pdf (332 kb) from:
http://www.communities.gov.uk/documents/communities/pdf/1000435.pdf.
[17] Richard Ward, Julie Ferguson and Sue Murray. *Evaluation of the Angus Gold project (a partnership approach to digital education and social inclusion)*. Scottish Government Social Research, 2008 (ISBN: 978-0-7559-7259-3). Available to download as a pdf (718.74 kb) from: http://www.scotland.gov.uk/Resource/Doc/242156/0067378.pdf.

Launch of solutions4inclusion web resource

In tandem with the consultation, this important new web resource[18] has just been launched – it has been developed by DCLG in partnership with esd-toolkit[19], De Montfort University and the Digital Inclusion Team.

> "solutions4inclusion has been created through CLG's Digital Inclusion Capacity Building programme (DICB). The DICB programme is part of the National Improvement and Efficiency Strategy and has been developed in consultation with stakeholders, including public, private and third sectors. The National Improvement and Efficiency Strategy sets out how central and local government will provide the support that local partnerships will need to deliver excellent Local Area Agreements.
>
> The aim of the DICB programme is to promote the effective use of ICT by local service providers and users in order to support the more effective delivery, by Local Strategic Partnerships, of key social and economic targets set out in Local Area Agreements, the Sustainable Community Strategy vision and local improvement plans.
>
> solutions4inclusion already provides details on hundreds of projects that use technology to enhance social inclusion, presenting projects from the Digital Inclusion Team's own database and others (including ePractice, esd-toolkit, Digital Challenge, eGovernment and other awards).
>
> The tool disseminates the many good ideas and projects that exist on the ground (some have ceased, but offer useful lessons) but which, to date, have usually received low visibility. It will continue to grow and evolve through new contributions from ongoing work and provides you with the opportunity to share your experience."[20]

The content is still being developed – at present, there are some significant gaps (eg within evidence for the National Indicators – see below).

The resource allows you to search the database of organisations and projects by:

- National Indicator – so, for example, if you select NI 11: "Engagement in the arts", it brings up a list of some 47 organisations/projects that are

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[18] See: http://www.esd.org.uk/solutions4inclusion/Default.aspx.

[19] "The esd-toolkit was developed to help local authorities meet the 2005 target of delivering all their services electronically. It has continued to grow since then, helping authorities focus on the efficiency and transformation agendas. esd-toolkit also provides the means for different organisations to share information and knowledge." Taken from: *getting started with … esd-toolkit*, available to download as a pdf (990 kb) from: http://www.esd.org.uk/esdtoolkit/Default.aspx.

[20] Taken from: http://www.esd.org.uk/solutions4inclusion/AboutUs.aspx.

engaged with this. (If, however, you select NI 9: "Use of public libraries", there are only three listed.)

- Social exclusion problems – eg Addicts/Abusers, Discrimination/Migration, Health, etc
- Socially excluded groups – eg Refugees and asylum-seekers, LGBTs, Offenders
- Multiple search (by Indicator and Excluded group)
- Free text (although I found this a bit unreliable).

The website is targeted widely, but specifically at:

- "… Service Directors: a set of inspirational case studies that will assist in planning activities and support target achievement by illustrating ways to:
  - o deliver services to hard to reach citizens who are disadvantaged, and support marginalised or socially excluded communities.
  - o promote equality of access to services
  - o improve value for money by using innovative techniques and new technology to extend services within a fixed budget
  - o deliver efficient and effective outcomes mapped directly to the national indicator set
- Frontline Workers: case studies showing new ways of reaching vulnerable and disadvantaged people, improving their lives and life chances and making it easier to provide quality services through the use of technology.
- Service partners – including the private and third sector: a capacity building resource that will help partners understand the needs of Local Authorities and provide innovative ideas to assist Local Strategic Partnerships meet their Local Area Agreements."

Once the content has been further developed (and includes more of relevance to our sector), this should become a key resource; as it is, it already points to a wealth of examples of good practice using technology to combat social exclusion.

Tackling social exclusion – Other Agencies

Young people who are NEET – Engaging Youth Enquiry

A major report[21] has just been produced by the Nuffield Review[22] of 14-19 Education and Training in England and Wales and Rathbone[23], the education

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[21] Geoff Hayward, Stephanie Wilde and Richard Williams. *Rathbone/Nuffield Review – Engaging Youth Enquiry*. The Nuffield Review, 2008. Available to download as a pdf (545.09 kb) from: http://www.nuffield14-19review.org.uk/files/documents196-1.pdf.
[22] See: http://www.nuffield14-19review.org.uk/about.shtml.
[23] See: http://www.rathboneuk.org/.

charity, which looks at 16-18 year-olds who are outside education, training and employment [NEET].

It also marks the launch of the Enquiry's open consultation period, where they are seeking views on a wide range of issues – a list of questions is available on their website[24] and also in the report. The consultation closes at the end of March 2009.[25]

Young people who are NEET – *Towards a NEET solution …*

In addition, the CBI has just produced a report[26] which identifies a clear and urgent need to tackle the NEET issue.

As the report says, the UK "ranks fifth from bottom in a league table of 28 western countries for the proportion of 15-19 year-olds not in education, employment or training." [p11]

The report recommends that provision for young people should be based on the following principles:

- Recognising individual needs and providing tailored services
- Joining up support services for young people, with, for example, an integrated one-stop-shop support strategy for young people (including IAG)
- Successfully expanding apprenticeships
- Giving young people employment options.[27]

Health issues – Government, Government Agencies and Local Government

"Public wellbeing: local action making a national change"

Priscilla Simpson from Health Hillingdon attended this important Conference on 9 September, and her report is attached as an appendix.

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[24] See: http://www.nuffield14-19review.org.uk/cgi/documents/documents.cgi?t=template.htm&a=196.
[25] Source: NYA *Electronic Youth Policy Update* 227, 22 October.
[26] *Towards a NEET solution: tackling underachievement in young people.* CBI, 2008. Available to download as a pdf (2700 kb) from: http://www.cbi.org.uk/pdf/CBI-NEET-Oct08.pdf.
[27] Source: NYA *Electronic Youth Policy Update* 227, 22 October.

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

Jodi Awards 2008 coming up

Technology can be tremendously empowering. When it works for us, it just fades in the background as it should. This rosy picture of technology is not the daily experience of millions of disabled people.

The Jodi Awards exist to make museums, libraries and archives, their collections and learning resources accessible to disabled people through the use of technology. The Jodi Awards for excellence in accessible cultural web sites and digital media have come of age.

When the Jodi Awards will be given on 5 December 2008 at the British Museum, the awards, first given in 2002, have cause to take stock and celebrate. Over a period of six years, the awards have extended from museums to libraries, archives and heritage sites; from websites to all digital media used in the service of access; from England to Wales and now for the first time Scotland. In September 2008, the small group of people who run the Jodi Awards have become the Jodi Mattes Trust (UK registered charity 1125697).

On 5 December, a new award will be given for the time to a cultural organisation 'for excellence in access for people with learning disabilities. This way, we and our partner, The Rix Centre for new media for the learning disabilities community (www.rixcentre.org), challenge the sector to devise imaginative approaches to making collections and events accessible to people with learning disabilities. When Lord Rix, Chairman of Mencap, gave out the awards last year, he noted that the Jodi Awards have as yet to receive a single nomination for a project aimed at people with learning difficulties, for whom multi-media can open up whole new ways of communicating.

On 5 December, the Jodi Mattes Trust, whose aim it is to promote access for disabled people through the use of technology, are also pleased to hold their first collaborative event. 'Digital media and disability' is the title of a one day seminar organised in partnership with the Museums Association. With a focus on technology in the service of people, the seminar will look more widely into accessible and inclusive design. The keynote talk will look at what progress has been achieved in access to museums for disabled people in the past two decades and the extent of the challenge remaining. It will be posted on the Jodi Awards website from 6 December.

Over the years, the Jodi Awards have awarded genuine commitment to access for disabled people, involvement of disabled people, social and aesthetic creativity. The 2007 award winners, who have all stretched the boundaries of accessibility were:

- Doncaster Library and Information Services which demonstrates exemplary commitment to involving visually impaired people in the design of services and technology
- Wolverhampton Arts and Museums Service which demonstrates exemplary commitment to developing a portfolio of services for deaf visitors and engaging with the deaf community
- The National Archives for their Prisoner 4099 website, which breaks new ground in the cultural sector by presenting learning content produced by young people with a visual impairment available to enjoy by everyone.

What next? Evidence exists to suggest that disabled people still face sizeable access barriers. Government agencies such as MLA[28] and voluntary sector organisations such as the Right to Read campaign[29] agree on this basic fact.

It takes our collective will and creativity to change and build a world in which accessibility is no longer an afterthought. It takes movers, shakers and role models. It takes the best libraries, museums archives and heritage sites to show the sector ever new ways of breaking down barriers and providing an enjoyable service. Winners of the Jodi Awards have said how much the award has helped them gain recognition locally and nationally and how it boosted their motivation.

The Jodi Awards would like to encourage many submissions in the next years, particularly from libraries and archives. The projects need not be glamorous. We welcome down-to-earth projects involving real people as well as ingenious uses of technology in the service of access and of course a combination of both.

If you are planning or completing a new mainstream or specific project using technology and benefiting disabled people, why not consider applying for an award? To view the awards criteria and nomination form, visit www.jodiawards.org.uk. Or for a chat about your project the Jodi Awards Manager: marcus.weisen@gmail.com, 0033-4-26 53 30 60 (Marcus can call you back free of charge, or a time for a telephone chat can be set via email).

The Jodi Awards are supported by MLA, CyMAL, Museums Galleries Scotland, Scottish Archive Network, Scottish Libraries and Information Council, Culture 24, University of Leicester and the British Museum.

Marcus Weisen
November 2008

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[28] See for example MLA's Disability Survey 2005 and 'Audit of web accessibility' on www.mla.gov.uk, click 'policy', 'diversity', 'disabled people'.
[29] See www.rnib.org.uk, search 'right to read'.

Abbreviations and acronyms

CBI = Confederation of British Industry
DCLG = Department of Communities and Local Government
IDeA = Improvement and Development Agency
LGBTs = lesbians, gay men, bisexuals and transgendered people
MLA = Museums, Libraries and Archives Council
NEET = not in education, employment or training
NYA – National Youth Agency
PSA = Public Service Agreement

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This Newsletter was compiled by John Vincent, and all items are written by him, unless otherwise stated. Please send any comments or items for the next issue to:

John Vincent
Wisteria Cottage
Nadderwater
Exeter EX4 2JQ

Tel/fax: 0845 128 4897
E-mail: john@nadder.org.uk   October 2008

Local Wellbeing Conference
Public wellbeing: local action making a national change
9th September 2008
Notes by Priscilla Simpson – Healthy Hillingdon, London Borough of Hillingdon

Key Messages

> "We should rededicate our society to the pursuit of happiness rather than the goal of dynamic efficiency. Life is for living." (Prof Lord Richard Layard)

Organised by the Young Foundation and the Improvement and Development Agency (IDeA), the aim of the day was to engage with leading experts on wellbeing from the UK and around the world, from politics, academia and individual public services, and to hear about some of the work of the Local Wellbeing Project (a collaboration involving Hertfordshire, Manchester and South Tyneside Councils, the Young Foundation, the London School of Economics Centre for Economic Performance and IDeA).

New research is pushing wellbeing up the policy agenda and over the last 10 years there is a much more sophisticated understanding of why growth in GDP doesn't automatically translate into greater happiness and why some groups are particularly unhappy.

The Local Wellbeing Project
- a three-year initiative exploring what local government can do, working in collaboration with national agencies and local communities, to improve happiness and wellbeing, both by enhancing existing services and providing new services
- draws on a growing body of research which has explored what causes, promotes and hampers happiness and wellbeing
- covers five main areas: emotional resilience for 11-13 year olds; wellbeing of older people; guaranteed apprenticeships; neighbourhoods and community empowerment; and parenting
- investigating the relationship between wellbeing and environmental sustainability and how best to measure wellbeing at a local level

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Keynote address and key messages:

Why is wellbeing an important topic – an international perspective?
(Enrico Giovannini, Chief Statistician, Organisation for Economic Cooperation and Development)
There is increasing concern over the quality of life rather than focussing on GDP. Individuals are now taking on decisions about their lives rather than relying on, for example, governments to make these choices for us. Achievement of this, however, is through building a culture of evidence-based decision-making which is promoted at all

levels of government to support the welfare of societies, and through a commitment to measure and foster the progress of societies in all their dimensions.

The OECD is part of a global project - "Measuring the Progress of Societies" -which aims to *change culture* through helping citizens and policy makers to pay attention to all dimensions of progress; improve citizen's numeracy, strengthening people's capacity of understanding the reality in which they live; improve citizen's knowledge; improve national policy making; improve statistical capacity; strengthen democracy; and foster a global and open conversation about the state and progress of the world. See: www.oece.org/oecdworldforum.

Why is wellbeing an important topic for local government?
(Lucy de Groot, Executive Director, IDeA)
"Happiness is a legitimate object of public policy"
We have to talk about local government as if we're talking about local democracy + local community. The Local Government Act (2000) puts a duty on local authorities to engage with communities to promote wellbeing.
Performance, efficiency, value for money targets should include individual experience, the promotion of education for all, promotion of open spaces, etc. The emphasis of local authorities should be on interventions that enable people to live happy, fulfilled and meaningful lives. Individual choice and control enables people to be happy – local governments cannot have all the control.   Local governments need to rebalance their policy priorities and address individual factors for wellbeing such as equality, democracy, and income.
Happier people + networks = happier communities

Why is wellbeing an important topic for central government?
(Rt Hon James Purnell MP)
"There is more to life than money. There is more to policy than growth"
Look at the facts in 2008 – depression is increasing; less trust amongst and of young people; rise in benefit claims by people with mental health issues.
We need to know + be aware that data doesn't trump choice. Data should influence policies – governments should not impose their utopias on people – people should have choices + data should influence their choice.

The Local Wellbeing Project
(Geoff Mulgan, Director, Young Foundation) see: www.youngfoundation.org
Changes in the last decade is making wellbeing a public matter – translating the growing body of research on happiness into practical policy is therefore critical.
Wellbeing:
- It is no longer plausible for governments and local agencies to ignore the mounting evidence. It is slowly becoming core business for local governments
- Is a field where the public are ahead of policy makers
- Is not just a luxury for good times – economic slow-down means even more pressure on wellbeing, stress + anxiety
- Requires a menu for practical actions

Local Wellbeing Big Initiatives

Promoting emotional resilience among 11-13 year olds. Can young people be educated to be happy?
(Dr Martin Seligman, Director of Pennsylvania Positive Psychology Centre, and founder of Positive Psychology)

Psychology should be concerned with strength as well as weakness; building as well as repair; fulfilment as well as pathology; increasing wellbeing and not just decreasing misery.

Should wellbeing be taught in schools? Yes! Reasons:
- It can help fight depression (young people are affected by depression ten times more than 50 years ago)
- It raises wellbeing and happiness
- It is synchronistic with learning - wellbeing increases learning; happiness impacts learning

Is wellbeing teachable? Yes! Methods:
- Setting up resilience training
- Addressing positive emotions – acknowledging 3 blessings a day before going to bed!
- Engagement – addressing signature strengths of individuals
- Nurturing positive relationships through celebrating together
- Instilling meaning + purpose – altruism vs. pleasure

Can you teach children to be happier?

3 year project in the US where 9th graders were given positive psychology literature as part their school work. They demonstrated:
- Better social skills; better learning strengths
- More co-operation at home
- Better grades in their school work

Wellbeing can be taught in schools. It is synergistic with traditional learning and curricula are available and repeatable. 3 pilot areas have been identified in the UK to develop the project.
See: www.positivepsychology.org
www.authentichappiness.org

Young people's progress through 16-19 year old transition – guaranteed apprenticeships
(Irene Lucas, Chief Executive, South Tyneside Council)

We read + we forget; we see + we remember; we do + we understand (Confucius)

The project puts 'wellbeing at the heart' adopting a holistic approach that emphasises youth choice and creates pathways for young people. The project focussing on the attitudes, knowledge and skills of these young people. The strands of the project include:

- Guaranteed apprenticeships
- Emotional resilience
- Positive parenting
- Neighbourhood working
- Reducing financial exclusion
- Reducing depression
- Reducing isolation of older people
- Sense of place

How do we learn?
Schools - abstract; theoretical. However, 50% of young people are not comfortable with abstract thinking
Formal + informal learning
Practical, work based learning through apprenticeships.
By 2013 guaranteed apprenticeships will be offered to all 17 year olds.

Promoting emotional resilience to older people. Feeling better in later life!
(Diana Whitworth, Consultant to the Young Foundation)

Evidence of need:
Mental health problems are not a normal + inevitable part of growing old and the ageing process BUT nearly 2 million older people in the UK live in poverty
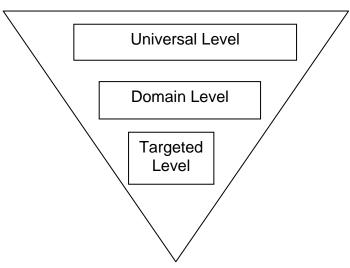
Living Life to the Full
(Dr Chris Williams, Senior Lecturer and Honorary Consultant Psychiatrist, University of Glasgow)
A 6-9 month pilot project using a jargon-free Cognitive Behavioural Therapy (CBT) model to be used with older people. The model will be delivered to older people for the management of non-acute emotional and psychological issues. Local volunteers will be trained to deliver the product, with volunteers selected from retirees, who will themselves go on to benefit from these emotional resilience techniques as they age. The pilot will train two initial groups of volunteers, who will then deliver a series of groups targeted at older people with low level anxiety and depression, many of whom will have recently undergone shocks in their life such as bereavement, illness or moving home. The pilot will be evaluated, and then rolled-out to provide a highly scalable cost efficient way to deal with emotional resilience amongst older people.

Of all other things, happiness is core to our over-arching goal.

How can wellbeing be measured? Lots of ways!
It depends on the "story" you want to tell. Measurement can be thought of in three broad levels:

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        ┌─────────────────────┐
        │   Universal Level   │
        └─────────────────────┘
          ┌─────────────────┐
          │  Domain Level   │
          └─────────────────┘
            ┌───────────┐
            │ Targeted  │
            │  Level    │
            └───────────┘
```
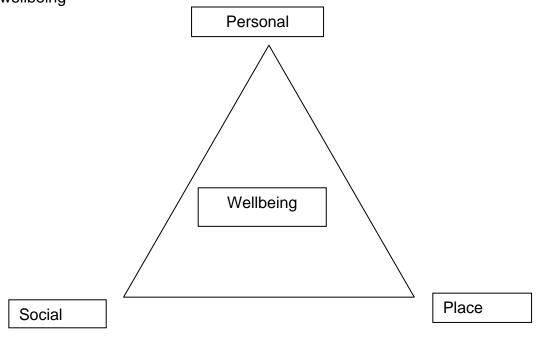
Universal Level: General/population wellbeing
Domain Level: Different areas in which people live; how they learn
Targeted Level: How people feel and function – vulnerable people; service users.
                      This is the least known of the levels.

The factors below show that wellbeing is about the personal, social and place. The relationships between these need to be brought together to create wellbeing

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              ┌───────────┐
              │ Personal  │
              └───────────┘
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                  ╱  ╲
                 ╱    ╲
                ╱ ┌──────────┐
               ╱  │Wellbeing │ ╲
              ╱   └──────────┘  ╲
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   ┌────────┐                   ┌────────┐
   │ Social │                   │ Place  │
   └────────┘                   └────────┘
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Personal reflections: What is the role of libraries and health promotion?

There was little mention of *how* specific services such as health providers, libraries or health promotion could plan, implement or commission for wellbeing in their settings. Presentations on the work of the Local Wellbeing Projects, however, made a positive attempt to demonstrate the practical ways of improving public wellbeing in three very different places, and exploration of some of the other routes that policy *could* take. The presentations and projects provided useful insights, however, into *why* services needed to focus on developing plans for wellbeing. Local services are urged to address objectives that:

- Translate the increasing body of research on happiness into practical policy and create clear governance arrangements
- Address a shared vision for wellbeing
- Outline local action plans that focus on:
    - organisational learning
    - measurable outcomes
    - dissemination of the learning amongst partners and services
    - collating and connecting local and national government
- Designing, shaping and spreading replicable approaches

It was refreshing to hear about how 'traditional services' were responding to the overwhelming evidence that wellbeing and happiness needed to be at the heart of service planning and delivery.

The key messages centred on how, as local services and providers, we need to create meaningful relationships with individuals, families, colleagues and communities through active engagement so that we can go on to create sustainable practices and environments.

Achieving wellbeing is not just about delivering a service to meet *needs of people* but rather it is about creating supportive environments where individuals, families and communities are encouraged to learn and be active participants in making their own choices that have a positive impact on their health and wellbeing.

Create all the happiness you are able to create: remove all the misery you are able to remove. Every day will allow you to add something to the pleasure of others, or to diminish something of their pains. And for every grain of enjoyment you sow in the bosom of another, you shall find a harvest in your own bosom; while every sorrow which you pluck out from the thoughts and feelings of a fellow creature shall be replaced by beautiful peace and joy in the sanctuary of your soul.
(Written June 22, 1830. Quoted in B. Parekh (ed), *Jeremy Bentham, Critical Assessments,* vol I, pp. xvii)

Details of the presentations and the Local Wellbeing Project are available through:
www.youngfoundation.org.uk
http://www.idea.gov.uk/idk/core/page.do?pageId=8617217.