

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

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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.

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Did you see ...?

Museums Journal

The June 2015 issue¹ includes:

- Patrick Steel “Wales pushes social inclusion”, which reports on the Welsh Government’s announcement that it would be spending £2.7m to widen access to museums, libraries and archives [p6]²
- Nicola Sullivan “Developing our diversity”, which questions how far the museums workforce is changing to reflect the make-up of society in the UK [pp12-13]
- Simon Stephens “Healthy living”, which interviews Emma Anderson, Director of the Atkinson Arts Centre, Southport, about the Centre’s role in promoting health and wellbeing [pp32-35]

ARC Magazine

The June 2015 issue³ (a special issue on maps) includes an interesting article:

- Jim Ranahan “Maps and social cohesion: the ‘Connecting Histories’ experience”, which describes the role of maps in the “Connecting Histories” project, an HLF-funded piece of work that “took as its starting point the notion that archives could be used to engage with communities who were largely marginalised from the cultural mainstream” [pp34-37]

Broadsheet

The latest double-issue⁴ includes some interesting items, eg:

- Harvey Kaplan “Jewish Lives, Scottish Spaces: Jewish Migration to Scotland 1880-1950”, which reports on a new AHRC-funded project which will look at Jewish migration to Scotland [p11]
- “Skills for the Future: Opening up Scotland’s Archives”, which outlines the HLF-supported initiative which “aims to create a more diverse workforce and attract new skills and people into the heritage sector”, and also includes interviews with five of the trainees [pp17-21]

¹ *Museums Journal*, Jun 2015. Further information at:

<http://www.museumsassociation.org/museums-journal>.

² Also briefly reported in *The Network Newsletter*, 168, Apr 2015, pp3-4,

<http://www.seapn.org.uk/uploads/files/Newsletter-NS-168.pdf>.

³ *ARC Magazine*, 310, June 2015. Further information at:

<http://www.archives.org.uk/ara-in-action/publications/arc-magazine.html>.

⁴ *Broadsheet* (the magazine of the Scottish Council on Archives), 33, Jun 2015.

Available to download as a pdf (8000 kb) from:

<http://www.scottisharchives.org.uk/broadsheet/issue33double.pdf>.

- Jane Carswell “The Jura time machine”, which outlines what Jura is planning next, following the conclusion of their award-winning oral history project, ‘Jura Lives’ [p23].

Tackling social and digital exclusion – Libraries, Museums, Archives and Cultural and Heritage Organisations

Communities have challenges ...

This new resource⁵ has just been published by the ALA as part of its “Libraries Transforming Communities” initiative, funded by the Bill & Melinda Gates Foundation, which:

“[...] seeks to strengthen libraries’ roles as core community leaders and change-agents. LTC addresses a critical need within the library field by developing and distributing new tools, resources and support for librarians to engage with their communities in new ways.” [p2]

The toolkit is based on “Turning outward” which:

“[...] is a step-by-step process developed by The Harwood Institute for Public Innovation^[6]. It entails taking steps to better understand communities; changing processes and thinking to make conversations more community-focused; being proactive to community issues; and putting community aspirations first.”⁷

The resource is in four parts:

- The first 30 days: Getting started, which involves:
 - “Begin to talk to your library team about their hopes and goals
 - Put in place the thought processes that will lead to long-term change”
- 30-60 Days: Going into the Community
 - “Begin facilitating conversations with your community”

⁵ *Communities have challenges. Libraries can help: a step-by-step guide to ‘turning outward’ to your community.* American Library Association, 2015. Available to download as a pdf (1500 kb) from: http://www.ala.org/transforminglibraries/sites/ala.org.transforminglibraries/files/content/LTCGettingStarted_DigitalWorkbook_final010915.pdf. Each of the tools is also available to download separately from: <http://www.ala.org/transforminglibraries/libraries-transforming-communities/resources-for-library-professionals>.

⁶ “The Harwood Institute for Public Innovation is a national non-profit organization based in Bethesda, Md., that teaches and coaches people and organizations to solve pressing problems and change how communities work together. The Institute is guided by Richard C. Harwood, whose transformational work during almost 30 years has spread to thousands of communities nationally and worldwide, from small towns to large cities.” [p2]

⁷ Taken from: <http://www.ala.org/transforminglibraries/libraries-transforming-communities/resources-for-library-professionals>.

- 60-90 Days: Sharing What You Learn
 - “Share knowledge and evaluate team progress”
- 90 Days and Beyond: Taking Action.⁸

The toolkit is packed with practical exercises and guidance (eg self- and group-assessment tests; guides for discussion-group leaders and note-takers; information on how people and organisations engage; how to plan and run “community conversations”; creating an “Innovation Space”⁹; and moving from information-gathering to action by using the “Community Narrative” and “Community Rhythms”).

“Community Rhythms” are based on the Harwood Index of the five stages of community life – these are:

- The Waiting Place – people are aware that things in the community are not working correctly, but are often waiting for the issues to become clearer or someone to arrive to sort out the issues
- Impasse – “People’s frustrations have hit the boiling point but the community lacks the capacity to act” [p62]
- Catalytic – “Small numbers of people and organizations begin to emerge, taking risks and experimenting in ways that challenge existing norms in how the community works” [p62]
- Growth
- Sustain and Renew.

Finally, the toolkit looks at how to find “the sweet spot of public life”:

“The Sweet Spot is where you take action on issues the community cares about in a way that builds the conditions for change in your community at the same time.” [p65]

This involves focusing on “Public Capital” (“the conditions for change that enable communities to move forward” [p66]) – the listing here is a useful reminder of what constitutes a strong and health community:

“**An Abundance of Social Gatherings** that enable people to learn about what is happening in the community and begin to develop a sense of mutual trust.

Organized Spaces for Interaction where people can come together to learn about, discuss and often act on community challenges. These spaces help a community begin to identify and tap resources to address concerns.

Boundary-Spanning Organizations that help engage people in public life, spur discussion on community challenges, and marshal a

⁸ Taken from: <http://www.ala.org/transforminglibraries/libraries-transforming-communities/resources-for-library-professionals>.

⁹ “Innovation Spaces are regularly scheduled conversations (once every four weeks) that bring different departments and groups together to focus on what you’re learning as an organization and how to use what you’re learning to create change. These aren’t your usual staff or project meetings; here the goal is learning and innovation, not just planning and assigning.” [p49].

community's resources to move ahead. These organizations help lay the foundation for community action, but do not act as the driving force.

Safe Havens for Decision Makers where a community's leaders can deliberate and work through community concerns in "unofficial," candid discussions.

Strong, Diverse Leadership that extends to all layers of a community, understands the concerns of the community as a whole, and serves as a connector among individuals and organizations throughout the community.

Informal Networks and Links that connect various individuals, groups, organizations and institutions together to create a cross-fertilization effect of experiences, knowledge and resources. People carry and spread ideas, messages and community norms from place to place.

Conscious Community Discussion where a community has ample opportunity to think about and sort through its public concerns before taking action. People play an active role in helping decide how the community should act.

Community Norms for Public Life that help guide how people act individually, interact and work together. These norms set the standards and tone for civic engagement.

A Shared Purpose for the Community that sends an explicit message about the community's aspirations and helps reinforce that everyone is headed toward a common goal." [p66 – emphasizes theirs]

There are some very useful practical tips and reminders about community-based working in this resource, and it is worth checking to make sure that, when we embark on any new community work, we have covered all the bases.

However, despite its apparent approach, there is still a strong element of 'what we can do for them' about the toolkit; this comes through very clearly in the section at the beginning on "Aspirations":

"Take a moment to focus on your community aspirations and to identify next steps you want in creating change." [p7]

Even at the very positive end ("Collaboration"), there is something bossy about the libraries' recommended approach:

"To reduce duplication of efforts and leverage scarce resources, the organization seeks to coordinate its efforts in the community with groups working on similar issues. Organizations are asked to make agreements about how to collaborate. Often, agreements must be revisited if the players change." [p12]

What is also not made clear is why a library (or any organisation) might wish to take this approach; what comes across is a task-orientated approach rather than something that has arisen from community demands/needs and a change in the service philosophy (towards taking a community-led approach, for example), plus a heavy reliance on someone else's methodology.

This has some useful checklists, but it would be interesting to know whether any organisation in the UK can make it work successfully for them.¹⁰

Children and Young People's Promise in public libraries

ASCEL have just produced this revised version¹¹ of the Promise.

The Promise:

“[...] sets out the experience children and young people should have through public library services”

Its vision for services to children and young people includes:

- *“Every child and young person visiting a public library is inspired by an exciting accessible environment which makes reading for pleasure irresistible.*
- *They have the opportunity to engage with imaginative digital opportunities through public libraries, building their skills, knowledge and creativity.*
- *They will find a range of inclusive and diverse fiction and non-fiction books and other information resources to support growing confidence in literacy and formal and informal learning.*
- *They are able to take part in a wide range of literacy and cultural experiences including reading and book-based activities.*
- *They are actively involved in decisions about service developments and are offered opportunities to volunteer.*
- *They are supported through library services and activities to improve their health and wellbeing” [p1 – italics theirs]*

The document then goes on to look at an outline of “Children’s Library Journeys” – this has been drawn from a research project, the report¹² of which has also just been published.

It refers to the national partners that libraries work with, and how the work also links in to each of the Society of Chief Librarians’ National Offers¹³. It also outlines how the Promise reflects ACE’s seven quality principles of working with children and young people¹⁴.

¹⁰ Thanks to Fiona O’Brien, University of Westminster, for alerting me to this.

¹¹ *Children and Young People’s Promise in public libraries*. ASCEL, 2015. Available to download as a pdf (454.71 kb) from: <http://www.ascel.org.uk/sites/default/files/uploads/public/ASCEL%20Children%27s%20Promise%20%28May%202015%29.pdf>.

¹² Laura Crossley. *Children’s library journeys: report*. ASCEL, 2015. Available to download as a pdf (1170 kb) from: <http://www.ascel.org.uk/sites/default/files/uploads/public/Children%27s%20Library%20Journeys%20report%20%20April%202015.pdf>.

¹³ See: <http://www.goscl.com/universal-offers/about-universal-offers/>.

¹⁴ ASCEL have also undertaken an exercise to map the Promise against the ACE principles – see: *Children and Young People’s Promise in Public Libraries 2015*

Finally, the Promise ends with a list of tasks that ASCEL will undertake to deliver on the Promise:

- “Develop a national marketing strategy linked to Children’s Library Journeys
 - Explore skills development for library staff
 - Seek funding to develop digital offers
 - Work with Society of Chief Librarians and The Reading Agency to develop the Children and Young People’s Mental Health lists” [p4]¹⁵
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Tackling social and digital exclusion – Other Agencies

From benign neglect to Citizen Khan ...

“A number of cities – from Plymouth to Sheffield to York – have held fairness commissions in recent years to understand why entrenched inequalities persist. As useful and, in some cases, penetrating as these commissions have been they have tended to ignore the nuts and bolts of how public agencies ‘do’ equality – how they go about tackling discrimination, eradicating social patterns of disadvantage, and fulfilling their legislative equalities duties. This is a serious gap. Understanding why these approaches have failed may go some way to explain why serious inequalities continue.”¹⁶

This new report¹⁷ from brap¹⁸ explores how one city – Birmingham – has approached equalities issues over the last 30 years; tries to sketch the impact of these approaches; and suggests how we can do things differently in the future.

It identifies that in Birmingham – as elsewhere – although there have been major improvements, nevertheless there are still serious equality issues. It identifies that:

“Many of the tools and interventions the city has used over the last twenty to thirty years have remained remarkably similar. They include:

- creating new policies and strategies (revising equality policies and action plans)

mapped against ACE 7 Quality Principles. ASCEL, 2015 [link available in the Promise document].

¹⁵ Source: email from Sarah Mears, Chair of ASCEL, 10 Jun 2015.

¹⁶ Taken from: <http://www.brap.org.uk/about-us/blog/526-from-benign-neglect-to-citizen-khan>.

¹⁷ *From benign neglect to Citizen Khan: 30 years of equalities practice in Birmingham*. brap, 2015. Available to download as a pdf (2880 kb) from: <http://www.brap.org.uk/about-us/blog/526-from-benign-neglect-to-citizen-khan>.

¹⁸ “brap is a think fair tank, inspiring and leading change to make public, private and voluntary sector organisations fit for the needs of a more diverse society.” [Taken from: <http://www.brap.org.uk/who-we-are>].

- community engagement and representation (improving representation of particular excluded groups in design of public services)
- monitoring progress (ensuring we are monitoring service performance)
- improving access to services (principal focus on better information sharing and outreach to raise awareness about services)
- training (mainly about improving understanding of equality legislation – in particular ability to complete particular technical aspects of equality practice, such as equality impact assessments)
- community development (support for local community groups to do their work to help vulnerable and excluded groups)” [p4]

To make real improvements, the report argues for:

- Ensuring that everyone understand what is meant by equality: “We need crystal clear clarity about what we mean by ‘equality’ in this city.” [p5]
- The development of a ‘road map’ – this should be based on a resident entitlement model “[...] informed by what people think is important and by the *common* needs and concerns of people from different communities in the city.” [p5, their emphasis]. This entitlement model could include the following, for example:
 - “a fair chance to be recruited for a job in the city irrespective of your background, where you live or some other aspect of your identity
 - access to healthcare, without discrimination and in a culturally sensitive way
 - freedom from violence including sexual and domestic violence and violence based on who you are
 - being treated with equality and non-discrimination before the law (e.g. stop and search)
 - the ability to learn about a range of cultures and beliefs and acquire the skills necessary to participate in a diverse society, including learning English
 - fair access to an adequate and secure standard of living including nutrition, clothing, housing, warmth, social security, social services and utilities, and being cared for and supported when necessary
 - the ability to get around inside and outside the home, and to access transport and public places
 - choice and control over where and how you live
 - the ability to access emotional support
 - the ability to develop and maintain self-respect, self-esteem, and self-confidence
 - freedom to spend time with, and care for, others, including wider family
 - the ability to be free in matters of sexual relationships and reproduction
 - freedom to live without fear of humiliation, harassment, or abuse based on who you are

- freedom to engage in cultural practices, in a community with other members of your chosen group or groups and across communities” [p44]
- Ensure that the approach is honest:

“Our diverse, complex resident-base is what makes us great as a city. If we are to harness its potential we need to publicly acknowledge that we have all played a part in excluding the most deprived from participating in our city’s success. We then need to share a clear vision for what we’re all going to do about it.

Secondly, we then need to plan a programme of multi-agency, multi-sector activities to measure and improve progress against the type of resident entitlement list we include above. To develop this multi-agency response we need to draw upon the opportunities that localism affords us.” [p45]
- “Staying ahead of the game” – not just responding to crises in cohesion, for example, but “thinking proactively about creating the type of city we want to live in.” [p45]

This is an important piece of research and analysis, which highlights the sorts of developments we could start to make everywhere. Recommended.

Poverty from psychological, sociological, economic and philosophical perspectives

JRF have just produced four research studies that look at different aspects of poverty.

Psychological perspectives on poverty

This report¹⁹ reviews psychological research into the causes and consequences of poverty, and “covers four main subject areas: social processes, mental health, genetic and environmental factors, and neurological and cognitive effects. It evaluates the scientific methodology and theory developed by poverty researchers, and highlights the potential relevance for those involved in social policy.”²⁰

¹⁹ Ben Fell and Miles Hewstone. *Psychological perspectives on poverty*. JRF, 2015. Full report available to download as a pdf (827.6 kb) from:

http://www.jrf.org.uk/sites/files/jrf/psychological-perspectives-poverty-full_0.pdf.

Summary (67.56 kb) available from: <http://www.jrf.org.uk/sites/files/jrf/psychological-perspectives-poverty-summary.pdf>.

²⁰ Taken from: http://www.jrf.org.uk/publications/psychological-perspectives-poverty?utm_medium=email&utm_campaign=Weekly+publications+and+blogs+wc+1st+June+2015&utm_content=Weekly+publications+and+blogs+wc+1st+June+2015+CID_3c1a5aba99610cfd7d960c581e1da8fc&utm_source=Email%20marketing%20software&utm_term=Psychological%20perspectives.

Key findings include:

- “Perceptions of those in poverty are extremely negative; they are stereotyped as lacking warmth and competence. The response to this stereotype is often contempt, harmful behaviours towards this group and belief that poverty results from personal failings. This presents an impediment to policy- makers seeking to tackle poverty.
- Social contact with negatively regarded groups can help to combat these views and improve attitudes and relations.
- Negative perceptions affect how people see themselves. Those experiencing poverty show significantly lower levels of confidence in their own ability to succeed. This has negative physical and psychological health consequences, along with reduced educational and professional attainment.
- Poverty increases the risk of mental illnesses, including schizophrenia, depression, anxiety and substance addiction. Poverty can act as both a causal factor (e.g. stress resulting from poverty triggering depression) and a consequence of mental illness (e.g. schizophrenic symptoms leading to decreased socio-economic status and prospects).
- Poverty during early childhood is associated with genetic adaptation, producing a short-term strategy to cope with the stressful developmental environment. This comes at the expense of long-term health, with increased susceptibility to cardiac disease and certain cancers.
- Children raised in environments of low socio-economic status show consistent reductions in cognitive performance across many areas, particularly language function and cognitive control (attention, planning, decision-making).
- Resource scarcity induces a ‘scarcity mindset’, characterised by increased focus on immediate goals at the expense of peripheral tasks and long-term planning. This may contribute to perpetuating the cycle of poverty.”²¹

Sociological perspectives on poverty

This review²²:

“[...] discusses contested concepts that relate to how we might understand poverty from a sociological/social theory perspective. It finds that:

- some sociologists have tended to explain poverty by referring to people’s moral failings, fecklessness or dependency cultures, while

²¹ Also taken from: http://www.jrf.org.uk/publications/psychological-perspectives-poverty?utm_medium=email&utm_campaign=Weekly+publications+and+blogs+wc+1st+June+2015&utm_content=Weekly+publications+and+blogs+wc+1st+June+2015+CID_3c1a5aba99610cfd7d960c581e1da8fc&utm_source=Email%20marketing%20software&utm_term=Psychological%20perspectives.

²² Tracy Shildrick and Jessica Rucell. *Sociological perspectives on poverty*. JRF, 2015. Full report available to download as a pdf (245.16 kb) from: <http://www.jrf.org.uk/sites/files/jrf/sociological-perspectives-poverty-full.pdf>. Summary (81.24 kb) available at: <http://www.jrf.org.uk/sites/files/jrf/sociological-perspectives-poverty-summary.pdf>.

- others have argued that it can be better understood as a result of how resources and opportunities are unequally distributed across society;
- some sociologists have pointed to the declining influence of social class in the UK, yet research shows that social class and processes of class reproduction remain important – the opportunities open to people are still influenced, to a large extent, by their social class positions;
 - sociologists point to the importance of stigma and shame in understanding the experience of poverty; and
 - the ways that those experiencing poverty can be negatively stereotyped by institutions such as public or welfare delivery services has also been shown to be important in stigmatising and disadvantaging those experiencing poverty.”²³

Economic theories of poverty

This is an overview²⁴ of the main economic theories about the causes of and responses to poverty in the UK.

The report looks at:

- “the ‘orthodox’ classical, neoclassical, and Keynesian/neo-liberal definitions of poverty;
- the sharp shift in thinking that the advent of Marxist/radical theories represented;
- the new theories that place a higher weight on such factors as social exclusion and social capital; and
- the foundations on which an effective anti-poverty strategy for the UK should be based.”²⁵

These ‘foundations’ include taking a mixed approach (incorporating aspects of the different ‘schools’), and the need to focus on:

“[...] provision of forms of capital (including education); anti-discriminatory laws; community development; and policies to offset the adverse incentives and market failures that underlie poverty.”²⁶

²³ Taken from: http://www.jrf.org.uk/publications/sociological-perspectives-poverty?utm_medium=email&utm_campaign=Weekly+publications+and+blogs+wc+1st+June+2015&utm_content=Weekly+publications+and+blogs+wc+1st+June+2015+CID_3c1a5aba99610cfd7d960c581e1da8fc&utm_source=Email%20marketing%20software&utm_term=Sociological%20perspectives.

²⁴ E Philip Davis and Miguel Sanchez-Martinez. *Economic theories of poverty*. JRF, 2015. Full report available to download as a pdf (374.87 kb) from: http://www.jrf.org.uk/sites/files/jrf/economic-theories-poverty-full_0.pdf. Summary (84.4 kb) available from: <http://www.jrf.org.uk/sites/files/jrf/economic-theories-poverty-summary.pdf>.

²⁵ Taken from: http://www.jrf.org.uk/publications/economic-theories-poverty?utm_medium=email&utm_campaign=Weekly+publications+and+blogs+wc+1st+June+2015&utm_content=Weekly+publications+and+blogs+wc+1st+June+2015+CID_3c1a5aba99610cfd7d960c581e1da8fc&utm_source=Email%20marketing%20software&utm_term=Economic%20theories.

²⁶ Also taken from:

A philosophical review of poverty

This report²⁷ looks at:

- “how absolute and relative poverty should be defined;
- if ‘relative poverty’ is really a measure of inequality rather than poverty;
- whether the notion of poverty should be defined in terms of lack of resources, or more broadly in terms of lack of ‘capabilities’; and
- how public policy can improve the lives of those currently living in poverty.”²⁸

Injustice ...

A revised edition of Danny Dorling’s book²⁹ has just been published (the original edition was reviewed by John Vincent back in 2010 for the Policy Press website³⁰), and to mark this, Policy Press have published a blogpost by Danny, *Growing injustice: six myths about inequality*³¹. This argues that:

“We live in an increasingly hierarchical society. We talk about some people being way above and others way below other people. And yet we are not that different from each other. This sham hierarchy has been created by elitism, exclusion, prejudice, and greed. The end result is increasing amounts of despair, not only among the poor, but also among groups like the children of aspirational parents. If we want a content and happy society, we are currently going in the wrong direction.”

It then briefly explores five³² myths:

- Elitism is efficient
- Exclusion is necessary
- Prejudice is natural
- Greed is good
- Despair is inevitable.

²⁷ Jonathan Wolff, Edward Lamb and Eliana Zur-Szpiro. *A philosophical review of poverty*. JRF, 2015. Full report available to download as a pdf (874 kb) from: <http://www.jrf.org.uk/sites/files/jrf/philosophical-review-poverty-full.pdf>. Summary (88.08 kb) available at: <http://www.jrf.org.uk/sites/files/jrf/philosophical-review-poverty-full.pdf>.

²⁸ Taken from: http://www.jrf.org.uk/publications/philosophical-review-poverty?utm_medium=email&utm_campaign=Weekly+publications+and+blogs+wc+1st+June+2015&utm_content=Weekly+publications+and+blogs+wc+1st+June+2015+CID_3c1a5aba99610cfd7d960c581e1da8fc&utm_source=Email%20marketing%20software&utm_term=A%20philosophical%20review.

²⁹ Danny Dorling. *Injustice: why social inequality still persists*. Policy Press, 2015. £9.99 (ISBN: 9781447320753). Further information at: <http://www.policypress.co.uk/display.asp?K=9781447320753&>.

³⁰ See: <http://www.policypress.co.uk/display.asp?K=9781847424266&>.

³¹ Danny Dorling. *Growing injustice: six myths about inequality*. Policy Press, June 2015, <https://policypress.wordpress.com/2015/06/12/growing-injustice-six-myths-about-inequality/>.

³² It’s not clear why the piece is called “Six myths” ...

Well worth a read.

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

The Happy Museum five year plan (2015-2020)

The Happy Museum Project³³ [HM] has been working since 2011 to bring together “thinking around well-being and sustainability and [has] investigated the particular role of museums in supporting individual, organisational and societal resilience. It places its work firmly in the context of, and in response to, current global challenges [...]” [p2].

“In autumn 2014 we gathered the core HM team together to look forward at the future of HM thinking and activity and to consider what our longer term plans should be. At this meeting we agreed to focus our activity on the development of a 5-year programme at the completion of we intend to disband.” [p8]

This five-year programme and plan³⁴ has just been published:

“The programme will have the following outcomes:

- Well-being and Sustainability are as familiar and relevant to museum thinking as Learning and Participation.
- Through a focus on Well-being and Sustainability we will have played a key part in supporting organisational resilience in the museum sector.
- In turn museums will have supported the development of resilience in their staff and communities and in wider society as a whole.
- The value of culture in developing a sustainable global future will be better recognised.” [p8]

The plan outlines proposed activities which include:

- To develop and expand the existing Community of Practice
- A programme of focused and directive Creative Interventions will be commissioned in museums to further test the thinking emerging from the project
- A CPD programme for mid-career cultural professionals focusing on well-being and sustainability, ethics and values and how to lead on these as an individual section practitioner.

³³ For further information about the Project, see: <http://www.happymuseumproject.org/>.

³⁴ *The Happy Museum five year plan (2015-2020)*. The Happy Museum Project, 2015. Available to download as a pdf (325.21 kb) from: <http://www.happymuseumproject.org/wp-content/uploads/2015/06/Happy-Museum-5-year-plan-June-2015.pdf>.

- In-depth longitudinal study: a five-year study with a minimum of five museums, investigating the impact of a focus on well-being and sustainability in museums on individual, organisational and community resilience.
- Cultural LIFE Survey: As part of a continuous learning cycle with the longitudinal study and creative interventions, our research programme, Cultural LIFE will establish a holistic picture of the benefits of culture to the well-being of society. It will motivate consumers and deliverers of cultural services to gather better evidence than has previously been the case, so that cultural organisations can take a lead in proving their value.
- Further development of resources, toolkits and case studies
- A high-profile advocacy event focusing on the role of culture/heritage in delivering Well-being and Sustainability in support of individual, institutional and societal resilience – and how a focus on well-being measurement might affect public policy.
- Major public event to close and mark achievements of the programme in 2020. Reviewing the longitudinal research in the light of the 2020 context and sharing learning and good practice with and beyond the sector.
- Possible Awards or Kitemark scheme allowing museums to assess their activities against HM principles through a process of peer-assessment.
- Happy Museum Publication. HM have been approached by publishers interested in publishing a book focusing on learning from the project which they feel would be of interest to both an academic and professional audience. [Taken from pp10-14].

The plan has more detail of what these activities might involve and how they project team sees it all knitting together.³⁵

Migration issues – Other Agencies

Young Chinese migrants in London

This new report³⁶ focuses on London, and on younger, wealthier Chinese people, but also has much to say about Chinese migration to the UK more widely.

“The Chinese are one of the UK’s smallest minorities comprising just 0.72% of the population of England (379,503 people). In population terms, London is the centre of Chinese Britain; official sources suggest a population of 124,250 (1.52% of the population) while estimates including undocumented migrants put more it at more than double, closer to 300,000. They are also one of the least studied minorities.

The small number of studies by ethnicity and migration scholars that do exist are focused on migrants from Hong Kong and Fujian who were long-settled, and on chain migration into restaurant trades. Thus the

³⁵ Source: email update from the Museums Association, 10 Jun 2015.

³⁶ Caroline Knowles. *Young Chinese migrants in London*. Goldsmiths, University of London/Runnymede Trust, 2015. Available to download as a pdf (1620 kb) from: http://www.runnymedetrust.org/uploads/publications/pdfs/Young_Chinese.pdf.

Chinese are fixed in the UK public's imagination. But the UK now hosts many new kinds of Chinese migrants.

Chinese migrants are growing in numerical and financial significance and they are no longer predominantly from Hong Kong. Last year 40,000 Chinese migrants came to the UK – more than from any other country – in part due to a large number of students. The UK Higher Education Statistics Agency reported 47,740 Chinese students in UK higher education. Cambridge has the highest concentration of Chinese in Britain (3.6% of population) and significant clusters appear in Manchester, Newcastle, Nottingham, Oxford, Exeter, Liverpool, Sheffield, and Southampton – all cities with elite (Russell Group) universities. Chinese students in Britain pay £479 million in living expenses and £300 million in tuition fees. Students are, of course, young temporary migrants. New Chinese migrants (i.e. those who arrived in the last ten years), who tend to be born in the Chinese mainland rather than Hong Kong or Fujian, now outnumber settled migrants.”³⁷

Key findings from the research include:

- “Current knowledge of the Chinese in the UK and in London urgently needs updating.
- New, dispersed, affluent and gentrifying Chinese geographies are reconfiguring Chinese London, displacing Soho's Chinatown as its centre.
- Schools and prestigious universities draw young Chinese migrants to the UK. Their conceptions of the resources provided by migration bring them to London.
- A strand of migration shaped by increasingly monetised architectures of UK border control, these young migrants are highly educated and skilled; they work in elite professional positions and they are investors and innovators.
- Our findings indicate the significance of cities in understanding migration, and strongly suggest that departure, as well as arrival, cities are important.” [p4]

This research also begins to question other popular views of Chinese people in the UK:

“That Chinese migrants live Chinese lives is a common popular perception and a view sustained in academic studies. It refers to everyday things like food, friends and family: Chinese eating habits and social networks. Integration has many meanings but is used in our study to refer to these everyday things. Our study didn't find this. Diets included European foods. Connections with Chinatown are at best ambivalent. Friendship groups are more Chinese at the start of migrant journeys – although this depends on the numbers of Chinese students in particular schools and universities and on particular courses – but they broaden

³⁷ Taken from: Caroline Knowles. “Who are the new Chinese migrants in the UK?”, *Race Card* [Runnymede Trust blog], 2015, <http://www.racecard.org.uk/equality/who-are-the-new-chinese-migrants-in-the-uk/>.

during university studies and become more mixed still on employment. Inevitably this reflects the return of Chinese friends to China. Most informants reported a 50/50 split between Chinese and non-Chinese friends. Chinese friendship included Taiwanese, Singaporeans and British born Chinese. Non-Chinese friendships draw on London's diversity to include Europeans, South and South East Asians as much as white-British Londoners. Only a minority have non-Chinese partners [...]

Young Chinese migrants in our study are integrated in a London cosmopolitan way. They don't lead particularly Chinese lives, nor do they live in what is referred to as the Chinese community." [p17]

This is a very useful – and thought-provoking – background resource.³⁸

Abbreviations and acronyms

ACE = Arts Council England

AHRC = Arts & Humanities Research Council

ALA = American Library Association

ASCEL = Association of Senior Children's and Education Librarians

HLF = Heritage Lottery Fund

JRF = Joseph Rowntree Foundation

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³⁸ Source: email from Runnymede Trust, 17 Jun 2015.