

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.

Did you see ...?

Fewer people who are socially excluded

You will probably have seen¹ that the ODPM announced at the end of November that there are 1.1m fewer socially excluded adults – those suffering multiple disadvantages – in Britain.

However, the Government now wants each Government Department to take on five challenges: these 'five key challenges' are:

- Establishing 'floor targets' so Departments raise minimum outcomes
- Progressive funding which starts with those most in need
- Joined-up and personalised services which put people first
- Rights being conditional on responsibilities
- Shared institutions and activities which bring people together.

RecordKeeping

The latest issue of *RecordKeeping*² includes a number of interesting articles and reports:

- Monica Halpin "A2A: Archives 4 All" which outlines phase 4 of the "Access to Archives" [A2A] programme. Phase 4 (called "Archives 4 All") runs from September 2005-March 2008, and emphasises the need to develop partnerships between archives holders and users, working

¹ See, for example: www.odpm.gov.uk/index.asp?id=1002882&PressNoticeID=2021.

² *RecordKeeping* Autumn 2005. (*RecordKeeping* is published quarterly by The National Archives – further information (and a downloadable copy) available at: www.nationalarchives.gov.uk/services/recordkeeping.htm.)

with community groups and other users to look at contemporary cultural heritage (p11)

- Paul Bristow “Archives and Comprehensive Performance Assessment” which outlines recent changes in the CPA, and looks at areas where archives performance indicators might be developed to be included in the Culture Block³ (these include volunteering, learning, participation and value for money) (pp12-13)
- Siân Roberts “Connecting histories”, an introduction to the Birmingham community history project⁴ (pp24-27)

Read On

The latest issue of *Read On*⁵ includes a number of interesting and useful articles, including:

- Julia Strong “Introducing the Family Reading Campaign⁶”, an initiative “to ensure that the centrality of encouraging reading in the home is integrated into the thinking of all the key organisations concerned with education, health and parenting.” (p1)
- Sue Wilkinson “Exploring new territory” – the librarian at HMP Birmingham looks at some of the work being done to encourage prisoners to read for pleasure and to support their children’s reading (p3)
- “Where there is a library, there is hope” – “Reading Connects”⁷ school librarians describe work to involve the whole school in reading (pp6-7)
- Genevieve Clarke “Confidence all round” – an update on “The Vital Link” (p9)

Sources for Black & Asian history ...

For some time, Westminster Archives have been working to find and make available material in their collection, which relates to the Black and Asian presence in Westminster.

This important new publication⁸ includes entries contributed by users, friends and staff of Westminster Archives – for example, “The listings of baptisms,

³ The Audit Commission’s proposals for CPA from 2005-2008 include a Culture Services Block with an increased weighting within the overall CPA judgment. The proposals are in *CPA – the harder test: single tier and county councils’ framework for 2005*. Audit Commission, 2005. Available at: www.auditcommission.gov.uk/CPA/Downloads/Oct05CPATheHarderTest.pdf.

⁴ This is the project that was mentioned in Newsletter 50 (p1) as having been enthusiastically spoken about by David Lammy in his speech at the British Museum.

⁵ *Read On*, Winter 2005. *Read On* is the magazine of the National Reading Campaign.

⁶ Further information about the Family Reading Campaign is available at: www.readon.org.uk.

⁷ “Reading Connects” supports schools in using reading for pleasure to enhance achievement – see www.readingconnects.org.uk.

marriages and burials of non-European people in Westminster have been contributed, almost entirely, by family historians researching at the Centre” (p8).

The document lists entries from:

- Illustrations
- Theatre programmes and playbills
- Parish registers
- Directories
- Periodicals and newspapers
- Institutions, clubs and societies
- Military and armed bodies
- Business records
- Letters, diaries and family papers
- Passenger list for the “Empire Windrush”

plus a booklist and a list of internet sites.

Social Impact

Just in case you haven’t seen this, Tyne & Wear Museums have published a piece of research⁹, funded by NEMLAC and carried out by AEA Consulting, looking at the social impact of their programmes.

“The **conclusions** drawn from the study include:

- 95% of the surveyed participants rated the programmes’ quality as excellent or good
- Clarity of social impact aims, understood by both museum staff and partners, increases the likelihood of achieving them
- Programmes that involved people in repeated interactions with the museum over extended periods of time left a more positive and long-lasting impression on participants than other programmes
- Programmes designed with the input of intended beneficiaries, or their surrogates, tended to be more relevant to the participants and therefore produced greater impact
- Programmes that fostered repeated interactions with the museum tended to raise participants’ expectations of the museum, and increase their disappointment if the museum did not fulfil its promises

⁸ Rory Lalwan (editor) *Sources for Black & Asian history at the City of Westminster Archives Centre*. Westminster City Archives, 2005 £10 + £1 p&p (ISBN: 1900893150). Further information from: Westminster City Archives, 10 St Ann’s Street, London SW1P 2DE. Tel: 020 7641 5180; web: www.westminster.gov.uk; email: archives@westminster.gov.uk.

⁹ *Tyne & Wear Museums, Bristol’s Museums, galleries & Archives: social impact programme assessment*. Tyne & Wear Museums, 2005. Available to download as a pdf from: www.nemlac.co.uk/nemlac/resources/TWMSocialImpactStudy.pdf.

- Unsurprisingly but importantly, programmes in which there were technical difficulties in the programme delivery, and/or staff changes during the programmes, tended to have less impact than those without such challenges
- The three leading reasons for participants' involvement in one of the museum programmes were: for enjoyment, for a new experience, and because someone asked them to participate."

[taken from NEMLAC website¹⁰]

“The Vital Link: Reading, libraries and Skills for Life”

“The Vital Link” has just launched a new campaign to promote reading for pleasure and the role of libraries to learning providers working with adults with literacy needs.

This builds on the outcomes of new research [see next item] which confirms the role that libraries can play in supporting creative reading and Skills for Life; and also brings together libraries' involvement in the BBC RaW adult literacy campaign¹¹ and the World Books Day Quick Reads initiative for 2006.

Further information is available from “The Vital Link” website (www.vitallink.org.uk) and from Kay Jackaman, Campaign Manager (kay.jackaman@readingagency.org.uk) or Genevieve Clarke, National Coordinator (genevieve.clarke@readingagency.org.uk).

Confidence all round ...

“The Vital Link” has also just published an important piece of impact research¹², carried out by the consultants, Morris Hargreaves McIntyre, who interviewed adults in nine literacy or family learning groups across the country.

The research assessed the impact of libraries' work with emergent adult readers, looking for evidence of the link between an enjoyment of reading and increased confidence and motivation, improved skills and quality of life, and ultimately better employability. Key findings include:

¹⁰ www.nemlac.co.uk/nemlac/page.php3?394.

¹¹ See the outline of RaW in Newsletter 49, October 2005, p5; and www.bbc.co.uk/raw/campaign/. The October Newsletter also had information about The Reading Agency's reading promotions (pp13-14).

¹² *Confidence all round: the impact on emergent adult readers of reading for pleasure through libraries*. The Vital Link, 2005. An Executive Summary and the full report are available to download as a pdf or Word at: www.literacytrust.org.uk/vitallink/evaluation.html.

“2.3 Key findings relating to Generic Learning Outcomes and Societal Outcomes

- More than three-quarters of participants in the focus groups identified evidence of:
 - related activity, behaviour and progression
 - enjoyment, inspiration and creativity from reading
 - an improvement in literacy skills
- More than half identified evidence of:
 - a change in their attitudes or values about reading, learning and libraries
 - a positive impact on their health or well-being
- More than a third identified evidence of:
 - an increase in knowledge and understanding
 - a greater sense of social inclusion
- Around a fifth identified a beneficial impact on employability

2.4 Specific Outcomes

Findings from the focus groups highlighted the following specific outcomes for emergent readers as particularly prevalent.

Enjoyment of reading

Participants report that they are either reading for pleasure for the first time or reading more frequently. Most are reading a wider range of books and all are participating in reader development activity. Emergent readers describe their immersion in books as providing enjoyment, stress-release and escape from daily life. They also value the inspiration and support for leisure and learning activities it provides. Most emergent readers intend to continue reading for pleasure.

Use of libraries

Those emergent readers who haven't used libraries before have a more positive of their role and value through involvement in Vital Link activity. Most respondents report new or increased library use and use of a wider range of library services. Librarians' egalitarian ethos in delivering the Vital Link approach is key to this, as are multiple library visits and the warmth of welcome received in libraries ...

Increase in skills

Improved literacy, thinking and learning skills are found to result from reading, discussing and writing about books. These skills are further reinforced by learning how to select books and how to use a library.

Change in attitudes and values

Strong personal development outcomes, resulting in significant increases in self-confidence, arise from a greater ability for self expression, enhanced self-esteem, a sense of achievement and improved self-worth among emergent readers. The whole reader development process offered by libraries contributes to this from choosing and reading books to thinking analytically and creatively and taking part in discussions. It gives the adults involved a sense of greater independence and increased control over their own lives, leading to empowerment and self-motivation. Emergent readers participating in the research feel that they obtain a wider view of the world and an understanding of multiple perspectives through reading and discussion around books.

Health and well-being

Respondents report that reading for pleasure gives them time out and escape from daily life and in doing this provides relaxation and stress release.

Social inclusion

The improved social confidence of individuals, sense of independence and empowerment described above provides a platform for greater social inclusion including increased social interaction and feeling more respected by others. At a societal level this contributes to greater social connectedness.

Employability

The increased self-esteem, confidence, motivation, empowerment and skills identified by individuals are highly likely to contribute to their improved employability. However the short-term nature of this evaluation – with people who are *currently* participating in Skills for Life learning – means that it is not possible to prove direct economic impact such as improved performance at work or increased earnings because these impacts are only likely to occur in the medium to longer term.

Benefits for family life

The individual outcomes reported above can also result in benefits for families. These include family sharing of books, children reading more and the use of books as a tool to change patterns of family behaviour such as quiet times and bedtime routines.”

[taken from pp12-14]

Reading is Fundamental

Reading Is Fundamental UK¹³ is an initiative of the National Literacy Trust that helps children and young people (aged 0 to 19) to realise their potential by motivating them to read.

Working with volunteers, they deliver targeted literacy projects that promote:

- the fun of reading;
- the importance of book choice; and
- the benefits to families of sharing books at home.

Children in each project:

- choose up to three free books a year to keep at special events involving families and local volunteers;
- receive a book bag, bookmark, bookplates and stickers; and
- enjoy fun activities - often involving authors, poets, storytellers and illustrators - that highlight the pleasures of reading.

¹³ See: www.literacytrust.org.uk/rif/ourprojects/index.htm.

RIF UK was established in 1996 and has already distributed 630,000 books to over 210,000 children and young people, and currently supports around 300 projects reaching over 20,500 children. Their projects are set up in schools, libraries, football clubs, early years centres, bookshops, after-school and study support centres, women's refuges, prisons and parents' groups.

Viv Bird, who was leading the “Literacy & Social Inclusion” project, has recently been appointed Acting Director of RIF. She is particularly keen to involve more libraries in their work – Viv can be contacted at: viv.bird@literacytrust.org.uk.

Improving delivery of mainstream services ...

In September, the Neighbourhood Renewal Unit published its research report¹⁴ looking at the role of community involvement in improving service delivery.

The key implications are:

“6.16 The main policy implication of the study is that there is a continued need to prompt service providers to make community and user involvement meaningful and embedded, and to take it seriously especially in deprived areas. The policy framework and initiatives provided since the mid-1990s have encouraged this process through Local Strategic Partnerships (LSPs), Local Area Agreements, neighbourhood renewal and the establishment of floor targets. The evidence of the study is that there should be no letup in the development of this framework and the implementation of the associated initiatives.

6.17 However, the study suggests that, for community development to contribute to improved service delivery and the renewal of deprived neighbourhoods, the initiatives must be well-focused at local levels, clear in their objectives and supported by capacity building investments both within the service providers and the local communities ...”

[p77]

Race equality in education ...

Ofsted have just published a brief report¹⁵ which pulls together good practice in schools and local education authorities.

¹⁴ Neighbourhood Renewal Unit. *Improving delivery of mainstream services in deprived areas – the role of community involvement: a report from the Office of the Deputy Prime Minister in collaboration with the Home Office and the Cabinet Office*. ODPM (Research Report 16), 2005. Available only at: www.neighbourhood.gov.uk/publications.asp?did=1561.

¹⁵ *Race equality in education: good practice in schools and local education authorities*. Ofsted (Report HMI 589), 2005. Available as a pdf at:

The report's recommendations are as follows:

“For schools:

- inclusion of race equality concepts in lessons should be seen as a normal part of effective teaching and learning
- local resources in lessons involving race equality, such as work by local black and minority ethnic writers, and in the history of local industrialisation, should be used to stimulate pupils' interest and learning.

For LEAs and schools:

- guidance on dealing with race-related incidents should be revised regularly by LEAs, taking account of local stakeholders' views, such as the police, headteachers and representative local minority ethnic groups, to reflect better local circumstances and new challenges
- as part of the review of race equality policies, schools should conduct an audit of training needs of all staff, to determine the form, nature and appropriateness of any future training; and such training should then be provided or secured by the school or LEA.”

[pp3-4]

Equal minds ...

The Scottish Executive has just published a major report¹⁶ looking at mental health inequalities (primarily in Scotland, but also referring to issues elsewhere). After setting mental health issues into a broader context, the report then looks specifically at the relationship between mental health and the following:

- Gender
- Ethnicity
- Sexual orientation
- Disability

and looks, for example, at indicators; risk factors; resilience factors; preventing and responding to risk; and implications. This is very valuable

www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=4095&type=pdf.

¹⁶ Fiona Myers, Allyson McCollam and Amy Woodhouse. *Equal minds – addressing mental health inequalities in Scotland*. Scottish Executive (National Programme for Improving Mental Health and Well-being), 2005 (ISBN: 0-7559-4563-8). Available to download as a pdf from: www.wellontheweb.org/well/files/EM-Report.pdf. There is also a summary report available from: www.wellontheweb.org/well/files/EM-Summary.pdf.

background information, pulling together the results of research and raising major issues for consideration.¹⁷

Monitoring poverty and social exclusion 2005

The Joseph Rowntree Foundation has just published three important reports:

Monitoring poverty and social exclusion 2005

This is the seventh annual report¹⁸ by the New Policy Institute, looking at indicators of poverty and social exclusion across the UK.

The headline findings are:

- “The numbers living in income poverty continue to fall, but only among families with children and pensioners.
- Almost a third of working-age disabled adults live in income poverty. This is higher than a decade ago, now double the rate for working-age non-disabled adults and higher than the rates for either pensioners or children.
- For any given level of qualification, disabled people are both much more likely to lack work or be in low-paid work.
- Half of all children living in income poverty live in households where someone is in paid work, most of them in two-adult rather than one-adult families.
- 5 million employees aged 22 and over are low paid. Half of part-time workers currently earn less than £6.50 an hour, three-quarters of them women.
- The proportion of children living in workless households in the UK is the highest in Europe. This is mainly due to the high number of workless lone-parent households and, as a result, half of all children living with one parent are in income poverty.
- Both lack of work and low pay are strongly related to educational qualifications. Those 19-year-olds who have not achieved five 'good' GCSEs or NVQ2 are very unlikely to gain more qualifications in later years.
- Many deep, persistent health inequalities remain. For example: infant deaths are one-and-a-half times as likely among those from manual than non-manual backgrounds; deaths under 65 from heart disease and lung cancer are twice as likely.

¹⁷ There is a wide range of information on the website, “Well? Mental health and well-being in Scotland”:

www.wellontheweb.org/well/well_MainTemplate.jsp?pContentID=77&p_applic=CCC&pMenuID=157&p_service=Content.show&

¹⁸ Guy Palmer, Jane Carr and Peter Kenway. *Monitoring poverty and social exclusion 2005*. JRF, 2005 (£16.95 (ISBN: 1-85935-397-5). Also available to download as a pdf (3.28 Mb) from: www.jrf.org.uk/knowledge/findings/socialpolicy/0665.asp.

- The incidence of burglary and violence with injury is half that of 1995. Unemployed people are three times more likely than average to be victims of violent crime. Lone parents are more than twice as likely as average to be burgled.
- The number of people accepted as homeless has risen by a fifth since 1999, to stand at around 200,000 households each year. Most of this rise has been among households without dependent children, these households now forming two-thirds of the total.”¹⁹

Monitoring poverty and social exclusion in Wales 2005

This report²⁰ by the New Policy Institute looks at the latest data on poverty and social exclusion in Wales.

The report’s key findings include:

- “Steady falls in the proportion of people of all ages living in low-income households have brought poverty rates in Wales down to the GB average. Though highest in the Valleys, every part of Wales has significant levels of child poverty.
- Unemployment has also fallen steadily to UK levels or below. However, more people are 'economically inactive but wanting work' than unemployed, especially in the Valleys.
- Homelessness is rising sharply, as is the number of homeless households placed in temporary accommodation.
- Wales stands out within Britain for the high prevalence of working-age ill health across all ages. It is highest in the Valleys, with significant pockets across the west of Wales.
- Households where someone is in work are a rising share of those in poverty. Low pay is especially associated with part-time work. Most low-paid workers are women. Retail and the public sector are the main employers of low-paid workers.
- Low pay is most prevalent in rural areas, especially Pembrokeshire, Ceredigion, Gwynedd and Powys.
- Improving trends in educational attainment at 11 and 16 slowed around 2000 and in some cases came to a halt. Compared with England, Wales has a particularly high proportion of 16-year-olds failing to get any GCSEs at all.
- 17-year-olds who have neither five good GCSEs nor an equivalent vocational qualification are very unlikely to have any further qualifications by the age of 24.
- Both the quality of GP services and the provision of childcare places are lower in the Valleys than elsewhere in Wales.

¹⁹ Taken from: www.jrf.org.uk/knowledge/findings/socialpolicy/0665.asp.

²⁰ Peter Kenway *et al.* *Monitoring poverty and social exclusion in Wales 2005*. JRF, 2005. £16.95 (ISBN: 1-85935-395-9). Also available to download free as a pdf (3 Mb) from www.jrf.org.uk (ISBN 1-85935-396-7). Also available in Welsh, *Monitro tlodi ac eithrio cymdeithasol yng Nghymru 2005*. (print: ISBN 1-85935-406-8, pdf: ISBN 1-85935-407-6).

- Rural, West and North West Wales are marked by a lack of central heating, the problem being worst in Gwynedd, Isle of Anglesey and Conwy.”²¹

Monitoring poverty and social exclusion in Scotland 2005

The Joseph Rowntree Foundation has just published, in their “Findings” series”, an update²² to the 2004 New Policy Institute report²³.

Overall levels of income poverty continue to fall, particularly among pensioners and children, but almost a million people in Scotland still live in income poverty, and there are some particular areas of concern:

- “The number of working-age adults without dependent children who are in income poverty has increased from around 300,000 in the mid-1990s to almost 400,000 in recent years.
- A third of all working-age disabled adults in Scotland are in income poverty, double the rate for their non-disabled counterparts.
- Almost half of all lone parents in Scotland are in income poverty, three times the rate for couples with children.
- There are 200,000 people of working age who want work but who are not officially unemployed; many are disabled people or lone parents. This figure has declined by only a small amount over the last decade.
- While work strongly reduces the risk of being in poverty, it does not eliminate it: two-fifths of the people in working-age households who are in income poverty now have someone in their household in paid work.
- A third of all employees in Scotland earn less than £6.50 per hour. Half of all part-time workers earn less than £6.50 per hour, most of them women.
- The risk of low pay is much greater for those with poor or no educational qualifications: for people aged 25 to 50, almost half of all those who are in work but lack a Higher grade or above earn less than £6.50 per hour.
- Scotland's health is worse than either the rest of Great Britain or Europe on a range of indicators, from premature deaths to dental health among children. Within this, there are also substantial inequalities between different parts of Scotland and between different groups within the population.”

[taken from “Findings” website]

“Access to Funding”

The Yorkshire and Humberside Consortium for Asylum Seekers and Refugees has developed an extremely useful database of sources of funding

²¹ Taken from: www.jrf.org.uk/knowledge/findings/socialpolicy/0575.asp.

²² Available online only at: www.jrf.org.uk/knowledge/findings/socialpolicy/0585.asp.

²³ Guy Palmer, Jane Carr and Peter Kenway. *Monitoring poverty and social exclusion in Scotland 2004*. JRF, 2004. Available to download as a pdf (1.19 Mb) from: www.jrf.org.uk/bookshop/details.asp?pubID=650.

for work with refugees and asylum-seekers^{24, 25}.

Voluntary and Community Sector Engagement in LSPs

The ODPM has just published a new report²⁶ in their series of evaluations of Local Strategic Partnerships.

Whilst obviously having a wider brief than just tackling social exclusion, this report does include some useful case studies of good practice, and also looks at different ways in which local authorities (and others) should be engaging with the Voluntary & Community Sector.

It also suggests that some hard-to-reach groups, such as refugees and asylum-seekers, and LGBTs do not feature in some LSPs' strategic plans, and recommends that more work is undertaken to establish links and involvement.

The Government has also just launched a consultation process²⁷ around the future role of LSPs, especially looking at strengthening their collaborative work.

“The consultation positions LSPs as central to the delivery of effective Local Area Agreements, the development of strong local leadership and devolved decision-making, and a key driver of community engagement.

Local services are increasingly being delivered in partnership – with local authorities working with other public sector agencies, businesses, and the voluntary and community sectors. LSPs, established over the past five years, are the vehicle for co-ordinating this way of working. Therefore it is critical that LSPs are able to fulfil the increasing expectations being placed on them.

Experience to date shows partnerships only work well where they are developed locally to reflect the situation on the ground – there is ‘no-one-size-fits-all’.”

[taken from Press Release]

²⁴ “Access to Funding”, November 2005. See: www.refugeeaccess.info/uploads/funding/ATF_Nov05v2.doc.

²⁵ Thanks to Helen Carpenter for alerting me to this.

²⁶ Hilary Russell. *National Evaluation of Local Strategic Partnerships – issues paper: Voluntary and Community Sector engagement in Local Strategic Partnerships*. ODPM, 2005. Available only as a pdf (1.3 Mb) from: www.odpm.gov.uk/index.asp?id=1162334.

²⁷ See: www.odpm.gov.uk/index.asp?id=1002882&PressNoticeID=2038.

“Bristol Accord”

The ODPM has also just published the first paper²⁸ from the “Bristol Accord”, an informal meeting of EU Ministers, which took place in December 2005 to consider sustainable communities.

The paper is still in draft, but the proposed, Europe-wide definition of the characteristics of sustainable communities is attached.

Political exclusion

As you’ll know, one of the “dimensions” of social exclusion (according to the work by Leeds Metropolitan University²⁹) is political exclusion.

The results of analysis by the Department for Constitutional Affairs and the Electoral Commission have just been announced³⁰, which show the extent of the issue:

“The annual electoral registration canvas was completed on 1 December.

A DCA analysis of statistics on population and electoral registration suggests that at least 550,000 Londoners are not registered to vote – the equivalent of three London boroughs or eight London constituencies not having a single elector.

Figures from the DCA’s analysis and from the Electoral Commission reveal that:

- London has the worst registration rate of all regions in England and Wales
- One in eight inner Londoners are not registered
- Inner Londoners are 50 per cent more likely to be unregistered than outer Londoners
- Some 200,000 – or one in four – 17-24 year olds in London are not registered, compared to just 2 per cent of the nation’s over-55s
- Some 230,000 – or one in seven – Londoners from ethnic minorities are not registered.

²⁸ *Bristol Accord: conclusions of Ministerial Informal [Meeting] on sustainable communities in Europe [Paper 1] – UK Presidency: Bristol, 6-7 December 2005.* ODPM, 2005. Available as pdf (174 Kb) only from: www.odpm.gov.uk/index.asp?id=1162287.

²⁹ Janie Percy-Smith (editor) *Policy responses to social exclusion: towards inclusion?* Open University Press, 2000.

³⁰ See:

www.gnn.gov.uk/environment/detail.asp?ReleaseID=181326&NewsAreaID=2&NavigatedFromDepartment=T.

- Nationally, 37 per cent of black Africans are not registered. “
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Equal Opportunities in IT for Young People [EQUITY] Campaign

Just in case you haven't come across this, the EQUITY Campaign³¹ aims:

- “To increase the profile and awareness of the impact that the Digital Divide is having on educational opportunities of young people
- To encourage participation in resolving the issue by schools, Government, industry, opinion leaders and the third sector
- To demonstrate the impact that we can all have on children's prospects if we focus on resolving the issues together”.

[taken from website homepage]³²

Economic segregation in England

This important new background report³³ looks at why it has been difficult to achieve a sustainable mix of tenures and incomes. It identifies both the underlying patterns of deprivation and why people choose to move to particular areas.

Key findings include:

- “Patterns of segregation in England have changed little over the past 20 years or more
- Evidence confirms that ‘one-size-fits-all’ policies do not work. Different areas need different policies. Areas with very high levels of deprivation need intensive help to reach a ‘take-off’ point before the private sector is likely to become involved. Otherwise, they become stuck in a poverty trap, segregated from other parts of the community.
- But the resources required to reach the take-off point are large in the most deprived areas.
- Segregation and integration depend particularly on where young, high-income households – the most mobile group – choose to move to. Internationally, some of the fastest growing cities have attracted these groups. They are attracted by facilities such as adequate sporting and cultural centres but deterred by areas of high deprivation, unemployment and council taxes. Policies, therefore, have to promote

³¹ At: www.equitycampaign.com/about.htm.

³² And thanks to the British Council e-newsletter, *Info@UK 57*, December 2005 [see www.britishcouncil.org/ism-info@uk-monthlybulletin.htm], for alerting me to this.

³³ Geoffrey Meen *et al.* *Economic segregation in England: causes, consequences and policy*. The Policy Press, 2005 £12.95 (ISBN: 1-86134-813-4).

virtuous circles, to avoid the cumulative processes of decline that have been observed historically.

- It is particularly difficult to design policies to attract back older households to cities in order to promote integration, because people tend to move home significantly less as they get older. In general, once households have left urban areas, most tend to stay away”.

[taken from JRF website³⁴]

Count me in ...

The Healthcare Commission has just published the results³⁵ of the first national census of in-patients in mental health hospitals and other facilities.

The headline findings are:

“The first census of the ethnicity of people using inpatient mental health services has shown that Black African and Caribbean people are more likely to go into hospital than the general population.

They are also more likely than most to be admitted under the Mental Health Act and once in hospital, more likely to experience seclusion or physical restraint.”³⁶

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³⁴ www.jrf.org.uk/knowledge/findings/housing/0645.asp.

³⁵ *Count me in: results of a national census of inpatients in mental health hospitals and facilities in England and Wales. November 2005.* Commission for Healthcare Audit and Inspection, 2005. Available to download as a pdf (1206 Kb) in English and in Welsh (1647 Kb) from:

www.healthcarecommission.org.uk/NationalFindings/NationalThemedReports/MentalHealth/MentalHealthReports/fs/en?CONTENT_ID=4013944&chk=AhKek4.

³⁶ Taken from the Press Release at:

www.healthcarecommission.org.uk/NewsAndEvents/PressReleases/PressReleaseDetail/fs/en?CONTENT_ID=4021696&chk=wFXP/c.

Bristol Accord

Eight characteristics of a sustainable community:

(1) ACTIVE, INCLUSIVE AND SAFE – *Fair, tolerant and cohesive with a strong local culture and other shared community activities*

Sustainable communities offer:

- a sense of community and cultural identity, and belonging
- tolerance, respect and engagement with people from different cultures, background and beliefs
- friendly, co-operative and helpful behaviour in neighbourhoods
- opportunities for cultural, leisure, community, sport and other activities, including for children and young people
- low levels of crime, drugs and antisocial behaviour with visible, effective and community-friendly policing
- social inclusion, equality of opportunity and good life chances for all.

(2) WELL RUN – *with effective and inclusive participation, representation and leadership*

Sustainable communities enjoy:

- representative, accountable governance systems which both facilitate strategic, visionary leadership and enable inclusive, active and effective participation by individuals and organisations
- effective engagement with the community at neighbourhood level, including capacity building to develop the community's skills, knowledge and confidence
- strong, informed and effective partnerships that lead by example (e.g. government, business, community)
- strong, inclusive, community and voluntary sector
- sense of civic values, responsibility and pride.

(3) WELL CONNECTED – *with good transport services and communication linking people to jobs, schools, health and other services*

Sustainable communities offer:

- transport facilities, including public transport, that help people travel within and between communities and reduce dependence on cars
- facilities to encourage safe local walking and cycling
- an appropriate level of local parking facilities in line with local plans to manage road traffic demand
- widely available and effective telecommunications and Internet access
- good access to regional, national and international communications networks.

(4) WELL SERVED – *with public, private, community and voluntary services that are appropriate to people's needs and accessible to all*

Sustainable communities have:

- Well-performing local schools, further and higher education institutions, and other opportunities for lifelong learning

- high quality local health care and social services, integrated where possible with other services
- high quality services for families and children (including early years child care)
- good range of affordable public, community, voluntary and private services (e.g. retail, fresh food, commercial, utilities, information and advice) which are accessible to the whole community
- service providers who think and act long-term and beyond their own immediate geographical and interest boundaries, and who involve users and local residents in shaping their policy and practice.

(5) ENVIRONMENTALLY SENSITIVE – *providing places for people to live that are considerate of the environment*

Sustainable communities:

- providing places for people to live that respect the environment and use resources efficiently
- actively seek to minimise climate change, including through energy efficiency and the use of renewables
- protect the environment, by minimising pollution on land, in water and in the air
- minimise waste and dispose of it in accordance with current good practice
- make efficient use of natural resources, encouraging sustainable production and consumption
- protect and improve bio-diversity (e.g. wildlife habitats)
- enable a lifestyle that minimises negative environmental impact and enhances positive impacts (e.g. by creating opportunities for walking and cycling, and reducing noise pollution and dependence on cars)
- create cleaner, safer and greener neighbourhoods (e.g. by reducing litter and graffiti, and maintaining pleasant public spaces).

(6) THRIVING – *with a flourishing, diverse and innovative local economy*

Sustainable communities feature:

- a wide range of good quality jobs and training opportunities
- sufficient suitable land and buildings to support economic prosperity and change
- dynamic job and business creation, with benefits for the local community
- a strong business community with links into the wider economy
- economically viable and attractive town centres.

(7) WELL DESIGNED AND BUILT – *featuring quality built and natural environment*

Sustainable communities offer:

- sense of place – a place with a positive 'feeling' for people and local distinctiveness
- user-friendly public and green spaces with facilities for everyone including children and older people

- sufficient range, diversity, affordability and accessibility of housing within a balanced housing market
- appropriate size, scale, density, design and layout, including mixed-use development, that complement the distinctive local character of the community
- high quality, mixed-use, durable, flexible and adaptable buildings, using materials which minimise negative environmental impacts
- buildings and public spaces which promote health and are designed to reduce crime and make people feel safe
- buildings, facilities and services that mean they are well prepared against disasters – both natural and man-made
- accessibility of jobs, key services and facilities by public transport, walking and cycling.

(8) FAIR FOR EVERYONE – *including those in other communities, now and in the future*

Sustainable communities:

- recognise individuals' rights and responsibilities
- respect the rights and aspirations of others (both neighbouring communities, and across the wider world) also to be sustainable
- have due regard for the needs of future generations in current decisions and actions.