



not for the likes of you

a resource for practitioners

July 2004

**RCMG
(Research Centre for Museums and Galleries)
Department of Museum Studies
University of Leicester
105 Princess Road East
Leicester
LE1 7LG**

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Introduction

Background

In October 2001, the Cultural Access Group (led by the Arts Council England in partnership with Resource – now MLA: the Council for Museums, Libraries and Archives; English Heritage and the Heritage Lottery Fund), commissioned RCMG (the Research Centre for Museums and Galleries) to undertake a review of guidance to the cultural sector on broadening access, as phase one of the ‘Not for the likes of you’ initiative.

After conducting a literature review and consultation with practitioners, RCMG created a document to identify key resources with useful guidance on access for audiences across the cultural sector. At the same time, we submitted a report on the gaps in knowledge and guidance.

In [phase two](#) of ‘Not for the likes of you’, Morton Smyth Ltd went on to produce a report based on case studies (2004), showing how cultural organisations can become more accessible by taking a more holistic approach rather than implementing targeted audience development schemes alone.

This resource list is an updated version of the list produced in 2001 as phase one of ‘Not for the likes of you’. It includes new resources and reflects new developments and insights in the rapidly evolving field of access, inclusion and equality.

What is this resource list for?

This resource list details useful sources of guidance and information to assist arts and cultural practitioners in engaging with and meeting the needs of underrepresented audiences.

It emphasises practical guidance – best practice, case studies, policy and strategy and places to look for further advice.

It is based on a social model of access, one which places the responsibility for developing inclusive practice and dismantling barriers on cultural organisations (rather than audiences/communities).

Many of the resources are web-based and can be accessed by clicking on the links. (In case specific web references become obsolete, we have also given the main home page of the organization.)

What sorts of resources are included?

The resources listed include:

- publications
- websites
- details of useful organisations
- journals and newsletters
- networks

These we have identified by:

- appealing to cultural sector and arts practitioners to recommend the resources that they themselves found useful
- conducting a literature review and search of online resources

The resources are all intended to be of practical use to cultural organisations. Many have been produced within and specifically for the cultural sector, however many others from the community, voluntary, and statutory sectors have also been included. Often publications targeted at one particular kind of organisation provide information that is relevant and useful across the cultural sector.

Though the research undertaken in bringing this resource list together has been comprehensive and wide-ranging, the list of resources is not intended to be exhaustive: there is a huge amount of information available on the topics of access and inclusion which changes rapidly. Whilst many resources remain relevant, there is a danger that others will go out of date, for example as new legal requirements come into force. This is why we have included journals, websites, newsletters, networks and specialist organisations (as well as printed publications) as means by which practitioners can stay informed and up to date.

We hope that the resources represented here will provide a valuable overview and a springboard for gathering further guidance and information.

How is this resource list organised?

This resource is organised into 11 sections. The first 10 sections are structured around the different kinds of barriers to access that exist for underrepresented groups. These sections do not take individual artforms or specific audiences in turn, because the structure is intended to reflect the interrelated nature of barriers to access and to encourage a holistic approach to inclusive cultural practice.

Although we have given particular attention to issues around disability and cultural diversity, this structure by types of barrier emphasises the multiple barriers that hinder access to all underrepresented communities and the responsibility of cultural organisations to dismantle those barriers.

Some of the resources have been duplicated because they are relevant to more than one section. Others give advice on dismantling specific barriers, but it is still important to acknowledge the interrelated nature of exclusion and take a holistic view rather than focusing on specific barriers or audiences alone.

The 11th section lists resources to help practitioners in evaluating their work with new audiences. These include guidance and examples of successful evaluations. This section is not structured around particular barriers to access but is intended to be useful across a wide range of different contexts.

How can I use this resource list?

If you are looking for general guidance and resources to start thinking about access and inclusion, section 1 lists many key resources that introduce and touch upon the specific barriers in sections 2 to 10.

If you want more information about a specific issue, the table below may help you to find what you are looking for: (also see the example below)

1	General guidance on access	<ul style="list-style-type: none"> • legal framework • wider policy context <ul style="list-style-type: none"> central government local government other agencies • universal/inclusive design • statistics • disability and race equality issues • generic cultural sector resources <ul style="list-style-type: none"> journals and newsletters key generic resources archives specific film specific libraries specific museums and galleries specific music venues specific performing arts specific
2	Cultural/representation barriers	<ul style="list-style-type: none"> • programming/interpretation/collection <ul style="list-style-type: none"> general disability interests ethnic minority interests museums and galleries specific theatre specific dance specific • employment <ul style="list-style-type: none"> general volunteers and trustees work experience
3	Emotional barriers	<ul style="list-style-type: none"> • developing an inclusive organisational culture • staff training • customer care
4	Barriers to participation in decision-making	<ul style="list-style-type: none"> • general (advice from outside the cultural sector) • cultural sector resources

5	Barriers to access to information	<ul style="list-style-type: none"> • general guidance on information provision • provision of information on access to venues • marketing to new audiences • supplementary bibliography
6	Physical access barriers	<ul style="list-style-type: none"> • legal context • general advice • historic properties • refurbishment programmes • new buildings • useful organisations and websites • additional bibliography
7	Sensory access barriers	<ul style="list-style-type: none"> • resources • useful organisations
8	Intellectual access barriers	<ul style="list-style-type: none"> • general • specialist provision <ul style="list-style-type: none"> supplementary and mother-tongue schools people with special educational needs people with visual or hearing impairments people with learning difficulties lifelong learning refugee communities families youth mental health service users older people
9	Financial access barriers	<ul style="list-style-type: none"> • general advice • guidance relating to disabled people
10	Technological access barriers	<ul style="list-style-type: none"> • assistive/adaptive/enabling technologies • developing accessible websites • additional bibliography
11	Evaluation	<ul style="list-style-type: none"> • guidance • example reports and methodology

For example:

A practitioner working in an archive who wanted to gather advice on improving provision to include people with learning disabilities could:

- check the legal context, including rights and responsibilities (section 1)
- find out about recent government policy and initiatives relating to people with learning disabilities (section 1)
- read key advocacy and guidance documents about social inclusion and access in archives in particular and in the cultural sector in general (section 1)
- consider how people with learning disabilities might/might not be represented in archival collections (using the resources in section 2)
- find advice on including people with learning disabilities as members of staff or volunteers (section 2)
- gain management perspectives on developing an inclusive organisational culture, and on staff training and customer care (section 3)
- read about ways to involve people in consultations (section 4)
- gain advice about communicating in plain English and making information accessible (section 5)
- read guidance and case studies about marketing to disabled audiences (section 5)
- find practical guidance on removing intellectual access barriers and ideas for specialist organisations to contact who can provide more advice (section 8)
- gain guidance on making websites accessible for people with learning disabilities (section 10)
- get ideas for ways to evaluate project work with people with learning disabilities (section 11)

1. General guidance on access

This section includes:

- key generic resources to assist practitioners in identifying and dismantling the barriers faced by excluded audiences
- resources that provide a grounding in the principles that must underpin any efforts to broaden audiences: concepts of rights, equity and justice, a respect for difference and a valuing of diversity

Section 1 is divided into six subsections:

1. legal framework
2. wider policy context
3. universal/inclusive design
4. statistics
5. disability and race equality issues
6. generic cultural sector resources

Some resources include advice on dismantling the specific barriers identified in the categories that follow. However, detailed cross-referencing is neither practical nor possible. In many cases publications targeted at one particular kind of cultural organisation in fact provide relevant information for a much broader range of organisations.

1. Legal framework

This subsection includes resources that offer advice on recent legislative changes that affect the cultural sector's responsibilities to challenge discrimination. The cultural sector has a clear duty to work within the law and deliver their legal responsibilities, but anti-discrimination law is complex due to the way it has been developed. It is recommended that cultural organisations pursue best practice guidance, develop effective and appropriate consultation mechanisms and partnerships and work to the 'spirit' rather than the 'letter' of the law. This approach brings much greater benefits to all.

The [Community Legal Service](#) website provides legal help online and in seven languages. All sources of advice are approved. See the **Community Legal Service Direct Information Leaflets** particularly **18: Rights for People with Disabilities: Dealing with Discrimination** and **16: Racial Discrimination: Your legal rights**. Leaflets can be downloaded [here](#)
Website: <http://www.clsdirect.org.uk/index.jsp>

The [Equality Commission for Northern Ireland](#) has a useful list of downloads [here](#) which includes sections on disability, race and sexual orientation. Downloads include guides to the law, good practice and case studies. See **2004 – ACCESS ALL AREAS: A guide for service providers on making their goods and services accessible to disabled customers** (2003). The Equality Commission for Northern Ireland. Available to download [here](#)
Website: <http://www.equalityni.org>

Cohen, Barbara (30th September 2003). **Executive Summary on Race Equality Directive: State of Play in the United Kingdom**. This document on the [European Union](#) portal website summarises the situation in Great Britain and Northern Ireland on racial and ethnic discrimination, following the 2003 regulations. Available online [here](#)
Website: http://europa.eu.int/index_en.htm

[The Employment Equality Regulations 2003](#)

This [Department of Trade and Industry](#) web page answers key questions about the Employment Equality Regulations, which came into force in December 2003 to implement strands of the European Employment Directive.
Website: <http://www.dti.gov.uk>

Towards Equality and Diversity: Implementing the Employment and Race Directives (2001). Department of Trade and Industry. (This consultation document contains the government's 2001 proposals for implementing the EC Race and Employment Directives. The Race Directive may require some changes in the Race Relations Amendment Act and the Employment Directive will require further changes in the DDA. (Keep watch on the CRE and Disability websites for updates.) Also see the page on equality legislation [here](#)
Available online [here](#) order online or call 0845 60 222 60 quoting reference code URN 01/1466
Website: <http://www.dti.gov.uk>

Hayes, Ruth and Reason, Jacki (2004). **Voluntary but not Amateur: A guide to the law for voluntary organisations and community groups**. 7th edition. A very useful, accessible and comprehensive guide. ISBN 187258232X, £25 + p&p available from

London Voluntary Service Council
356 Holloway Road

London N17 6PA
Phone: 020 7700 8116
Fax: 020 7700 8108
Email: johnh@lvsc.org.uk
Website: <http://www.actionlink.org.uk/lvsc>
An order form is available [here](#)

Stop-Discrimination Toolbox (2004). For Diversity. Against Discrimination. This toolbox from the EU campaign 'For Diversity. Against Discrimination' provides resources to help employers to implement the new legislation, avoid discrimination and encourage dialogue. Downloads are available [here](#)
Or order from toolbox@stop-discrimination.info
Also see **The Directives at a Glance** [here](#)
Website: <http://www.stop-discrimination.info>

Developing Diversity: A Work Pack for Employers (2001). Cultural Heritage National Training Organisation (CHNTO). A guide to assist managers in planning for and developing a more diverse workforce. Includes checklists and good practice guidance. Available online [here](#)
Website: <http://chnto.co.uk>

The government's [disability](#) website has useful advice for employers on the Disability Discrimination Act 1995 and a DDA checklist. See **What the Law Says** [here](#) and **Changes to the Disability Discrimination Act: It's time to get your business ready** [here](#)
See section 6 of this resource list 'physical access barriers' for guidance on the new duties to dismantle physical barriers from October 2004.
Website: <http://www.disability.gov.uk>

Disability Discrimination Act – Working towards 2004 (2003). Arts Council England. Provides a useful and short guide for arts organisations on preparing for October 2004, when part three of phase III of the Disability Discrimination Act comes into effect.
Download [here](#)
Website: <http://www.artscouncil.org.uk>

Draft Disability Discrimination Bill (2003). Department for Work and Pensions. This bill intends to strengthen the Disability Discrimination Act in terms of definitions of disability and the scope of the Act. Available online [here](#)
Website: <http://www.dwp.gov.uk>

Weisen, Marcus (2003). **The Disability Discrimination Act (DDA): Resource Disability Portfolio Guide 5**. Resource. Definitions and practical guidance on the Disability Discrimination Act for museums, libraries and archives, which will also be

useful for other cultural organisations. (Free for museums, libraries and archives and disabled people working in the sector; £25 for other organisations and individuals)
Download from MLA [here](#) or order from mo@centralbooks.com
Contact sahar.vagan@mla.gov.uk
Phone: 020 7273 1445
Also see **FAQs about the Disability Discrimination Act** on the same web page.
Website: <http://www.mla.gov.uk>

Disability Directory for Museums and Galleries (2001). Resource. Chapter 3 offers useful guidance on the Disability Discrimination Act and includes frequently asked questions with answers. Used widely by museum and gallery staff though has much material of relevance to the wider cultural sector. Takes an approach of working to the spirit rather than the letter of the law, which will result in much more creative thinking and benefits for all. Download [here](#) or:
Email: mo@centralbooks.com
Website: <http://www.mla.gov.uk>

Bailey, Ruth (2001). **Disability**. Independent Theatre Council. This publication is one of the Independent Theatre Council's equal opportunities booklets – others are **Race**, **Gender** and **Sexuality**. This comes highly recommended by Disability Arts in London (DAIL – January 2002, pp. 3–4, a 'highly readable and enlightening explanation of the Disability Discrimination Act'.

Ruth Bailey not only provides a very useful introduction to the history of the disabled people's movement, but an overview of the situation today. She indicates how barriers can be removed and how everyone benefits from the inclusion of disabled people. £5 per booklet available from:

[ITC](#)

12 The Leathermarket
Weston St
London SE1 3ER
Phone: 020 7403 1727
Email admin@itc-arts.org
Website: <http://www.itc-arts.org>

Information about the [Disability Rights Commission \(DRC\)](#) is available [here](#) and information on the Disability Discrimination Act [here](#)
The DRC's remit does not extend to Northern Ireland. However, the [Equality Commission for Northern Ireland](#) can help and advise on disability and race discrimination matters <http://www.equalityni.org>

There is an extensive list of the commission's publications [here](#)

The Disability Rights Commission has produced new codes of practice on the responsibilities of service providers towards disabled customers/service users to include the new October 2004 duties. See the information [here](#)

Website: <http://www.drc.org.uk>

Lacy, Andrew (2002) ***Making access to goods and services easier for disabled customers. A practical guide for small businesses and other service providers.*** Centre for Accessible Environments, Disability Rights Commission and the Equality Commission for Northern Ireland. Download [here](#) or order online
Website: <http://www.drc.org.uk>

You and your disabled customers (2001). Employers Forum on Disability. This gives a concise overview of the goods and services provision of the Disability Discrimination Act, the business benefits of serving disabled customers, plus a good practice summary as outlined in the forum's agenda on customers. The Employers Forum on Disability is an excellent source of support, advice, training and networking for the cultural sector on the DDA and best practice. The forum has over 375 members (including Arts Council England, The Film Council and a number of local authorities, major theatres and museums and galleries) who employ almost 20% of the UK workforce, and is highly regarded and influential at government level. It is the UK's national employers organisation focused on disability and dedicated to making it easier to recruit and retain disabled employees and to serve disabled customers and it offers a one-stop-shop for advice and information on employment and service provision issues. The website hosts a web-consultancy service for members, and a variety of fact sheets and policy documents are available. Order online or call 020 7403 3020 however a minimum order of 10 copies applies. View details [here](#)

Employers Forum on Disability
Nutmeg House
60 Gainsford Street
London SE1 2NY
Phone: 020 7403 3020
Minicom: 020 7403 0040
Fax: 020 7403 0404
Email: website.enquiries@employers-forum.co.uk
Website: <http://www.employers-forum.co.uk>

Stewart, Jill. ***In Good Company.*** SCOPE. ISBN: 0946828458. £2.75 to individuals/£5.50 to organisations. This publication examines the provision of quality services for all disabled customers in light of the Disability Discrimination Act 1995. Download order form [here](#) or
Phone: 020 7619 7100
Website: <http://www.scope.org.uk>

The Human Rights Act 1998. See www.humanrights.gov.uk

The Race Relations (Amendment) Act 2000. Information on this Act is available through the Home Office [here](#) or through the Commission for Racial Equality (CRE) [here](#)

The amended Act confers a proactive responsibility on organisations to promote race equality: see the CRE webpage on ***The duty to promote race equality*** [here](#)
The CRE has the power to bring a legal challenge against any public authority it deems to be failing to fulfil the new duties.

CRE website: <http://www.cre.gov.uk>

Home Office website: <http://www.homeoffice.gov.uk>

The **Commission for Racial Equality** (CRE) has published some very useful advice. Most is available to download from their website <http://www.cre.gov.uk>
For general enquiries, contact the head office:

CRE

St. Dunstan's House
201–211 Borough High Street
London SE1 1GZ
Phone: 020 7939 0000
Fax: 20 7939 0001
Email: info@cre.gov.uk

The CRE is working with the NCVO (National Council for Voluntary Organisations) and the Council for Ethnic Minority Volunteer Organisations (CEMVO) to run free seminars to explain both the new legislation and how organisations need to respond)

See the information [here](#) or

Phone: 020 8432 0408

Email: sophia.skyers@emf-cemvo.org.uk

NCVO also has a diversity forum which meets throughout the year at different venues to share information and good practice. For more information:

Email: diversity@ncvo-vol.org.uk

Website: <http://www.cre.gov.uk>

Public Authorities and Partnerships: A Guide to the Duty to Promote Race Equality (2004). Commission for Racial Equality. This is a new guide to help authorities to achieve race equality in the work they carry out in partnership.

Download [here](#) or

Phone: 020 7939 0000

Email: publicduty@cre.gov.uk

Also see ***Code of Practice on the Duty to Promote Race Equality*** (2002).

Commission for Racial Equality. Statutory code of practice for public authorities and guidance on tackling racial discrimination. ISBN 1854424300, £10.

Order form available [here](#) or

Phone: 0870 240 3697

Email: CRE@tso.co.uk

Or order online at The Stationery Office website: <http://www.tso.co.uk/>

The Law, the Duty, and You: The Race Relations Act and the duty to promote racial equality. A guide for public employees (2003). Commission for Racial Equality. ISBN 1854424998. Download pdf [here](#) or order free from CRE (details as above)

Performance Guidelines for Local Authorities (2002). Commission for Racial Equality. This leaflet describes some of the outcomes that distinguish a local authority that is meeting its duty to promote racial equality. Order free from CRE as above, or download [here](#)

The [Black Practitioners and Learners Network](#) website has fact sheets on positive action and the Race Relations Act available [here](#)

Website: <http://www.niace.org.uk/bpln>

Special Educational Needs and Disability Act (SENDA) 2001

The special educational needs provisions of this Act were implemented in January 2001 and the disability provisions come into force from September 2002. The major impact of this Act in the cultural sector will be the requirement on schools and colleges to ensure that no child or student is discriminated against in activities on offer.

The government's [disability](#) website has a useful overview of this Act [here](#) which includes the extension of the Disability Discrimination Act 1995 to the education sector.

Website: <http://www.disability.gov.uk>

The [Teachernet](#) website has more detailed information and advice for all professionals working with pupils with special educational needs (SEN). It also provides a section on useful links. View the SEN section of the website [here](#)

Website: <http://www.teachernet.gov.uk>

The [Disability Rights Commission](#) has prepared codes of practice to explain and illustrate the duties: one for the schools sector and one for the post-16 sector. These are available to download [here](#)

Website: <http://www.drc.org.uk>

2. Policy context

The policy context in which the cultural sector operates today is complex and fast-changing. Although the promotion of social inclusion and access is an overarching

and wide-ranging policy objective, there is no definitive blueprint for action and no single key resource for the cultural sector. Indeed, relevant policy documents have been issued by not only the Department for Culture, Media and Sport but a wide range of departments. The many resources that follow seek to address the complexity of the agendas, alongside the diversity of remit and interests within the cultural sector itself. There are three main subsections: central government; local government and other agencies.

Central government

Useful websites include:

Directgov website <http://www.direct.gov.uk>
Offers a wide range of public service information.

The Civil Service **Diversity** website www.diversity-whatworks.gov.uk which has been set up as a central point of information on all aspects of the diversity agenda.

The Home Office

Strength in Diversity: towards a community cohesion and race equality strategy (2004). Home Office.

Recent consultation document on the government's programme of action to build community cohesion and reduce race inequalities. Useful policy context.

Download [here](#)

Website: <http://www.homeoffice.gov.uk>

Compact, Getting it right together: Black and Minority Ethnic Voluntary and Community Organisations: a Code of Good Practice (July 2001). Home Office.

This guide contains action points, best practice examples on tackling racism and building inclusive local partnerships and sections on funding, consultation and volunteering. Available online [here](#)

Website: <http://www.homeoffice.gov.uk>

Social Exclusion Unit (within Office of the Deputy Prime Minister)

<http://www.socialexclusionunit.gov.uk/published.htm> This website contains summaries of all social exclusion unit (SEU) reports. Many are available in alternative languages and formats. Several are available to download or can be ordered in hard copy by contacting:

ODPM Publications
PO Box 236
Wetherby

West Yorkshire LS23 7NB
Phone: 0870 1226 236
Fax: 0870 1226 237
Textphone: 0870 1207 405
Email: seu@twoten.press.net
Website: <http://www.socialexclusionunit.gov.uk>

Tackling Social Exclusion: Taking stock and looking to the future – Emerging Findings (2004). Social Exclusion Unit, Office of the Deputy Prime Minister. This is a recent discussion paper intended to look back at how government has worked to tackle social exclusion and identify future priorities. Download [here](#)
Website: <http://www.socialexclusionunit.gov.uk>

Mental Health and Social Exclusion (2004). Social Exclusion Unit, Office of the Deputy Prime Minister. This is the result of a recent consultation and research exercise looking at ways to ensure that adults with mental health problems have equal access to work, social participation and services. Download [here](#)
Website: <http://www.socialexclusionunit.gov.uk>

Other key reports available from this website include:

Preventing Social Exclusion (March 2001). Social Exclusion Unit, Cabinet Office. Download [here](#)

A New Commitment to Neighbourhood Renewal – National Strategy Action Plan (January 2001). Social Exclusion Unit, Cabinet Office. Download [here](#)

Minority Ethnic Issues in Social Exclusion and Neighbourhood Renewal – A Guide to the work of the SEU and PATs so far (June 2000). Social Exclusion Unit, Cabinet Office. Download [here](#)

Bringing Britain Together: A National Strategy for Neighbourhood Renewal (1998) Social Exclusion Unit, Cabinet Office. Download [here](#)

See also [Neighbourhood Renewal Unit](#) (NRU) at <http://www.neighbourhood.gov.uk>

Disability Rights Task Force

From Exclusion to Inclusion: Final Report of the Disability Rights Task Force (1999). Disability Rights Task Force. Download [here](#)
The task force made 156 recommendations for action on access for disabled people. See also the government's response, ***Towards Inclusion: civil rights for disabled people*** (2001). DfEE. Available from the same web page.
Website: <http://www.disability.gov.uk>

[Department of Trade and Industry](#)

Fairness for All: A New Commission for Equality and Human Rights (2004). Department of Trade and Industry. This White Paper sets out proposals for a single Commission for Equality and Human Rights and has useful background on diversity and contemporary society.

Download [here](#) or

Phone: 0870 1502 500

Website: <http://www.dti.gov.uk>

Towards Equality and Diversity: Implementing the Employment and Race Directives (2001). Department of Trade and Industry. Download [here](#)

This consultation document contains the government's 2001 proposals for implementing the EC Race and Employment Directives. Also see the web page on equality and diversity legislation [here](#)

Order online or call 0845 60 222 60 quoting reference code URN 01/1466

Website: <http://www.dti.gov.uk>

[Department for Education And Skills \(DfES\)](#)

See www.dfes.gov.uk

There are a multitude of learning initiatives for all ages that are relevant to partnership work with the cultural sector in delivering the government's aims for a Learning Society.

Every Child Matters (2003). DfES. This Green Paper aims to make sure that all children get the best start in life. View information about the Green Paper and links to downloads [here](#)

The government has set up pilot Children's Trusts, which integrate local education, social care and some health services in order to achieve the outcomes identified in the Green Paper. More information about these is available [here](#)

Website: <http://www.dfes.gov.uk>

All Our Futures (2001). DfEE. This document states progress made following the recommendations of the National Advisory Committee on Creative and Cultural Education (NACCCE) report, ***All Our Futures: Creativity, Culture and Education*** (DCMS and DfEE, 1999), and the government response of January 2000.

Download [here](#)

Website: <http://www.dfes.gov.uk>

www.lifelonglearning.co.uk This website provides a good portal to the various government learning initiatives and is supported by the DfES. Useful links to the websites of other central government supported learning initiatives.

www.lsc.gov.uk This is the website for the Learning and Skills Council, established in 2001, which is responsible for the funding and planning of education and training for over 16s.

<http://www.teachernet.gov.uk> This website developed by DfES provides a wide range of advice and materials. There is information on special educational needs (SEN) [here](#) and on the 2004 Strategy ***Removing Barriers to Achievement: The Government's Strategy for SEN*** [here](#)

<http://inclusion.ngfl.gov.uk> An area on the National Grid for Learning website that offers useful free resources (publications, guidance, discussion groups and links) for teaching professional, learners, parents and carers – there are sections highlighting resources for different user groups.

Department of Health

Valuing People: Moving forward together – The Government's annual report on learning disability (2004). Department of Health. This is the second annual report on learning disability, following the stipulation of the Health and Social Care Act 2001. Download [here](#)
Website: <http://www.dh.gov.uk>

See also the previous White Paper ***Valuing People: A New Strategy for Learning Disability for the 21st Century*** (March 2001). Department of Health. This White Paper was the first on learning disability for thirty years and sets out a new vision for those people acknowledged to be amongst some of the most excluded in our society. The proposals are based on four key principles: civil rights, independence, choice and inclusion and are intended to result in improvements in education, social services, health, employment, housing and support for people with learning disabilities and their families and carers. There are many opportunities for the cultural sector to participate in this strategy. Download [here](#)
Website: <http://www.dh.gov.uk>

The **Valuing People Support Team** was set up by the Department of Health as part of the Valuing People White Paper. This team is working to implement change by working with government departments, local people and organisations.
Website: <http://www.valuingpeople.gov.uk>

A Practical Guide for Disabled People or Carers: Where to find information, services and equipment (2003). Department of Health. This is a resource book for disabled people but it includes a great deal of useful information including an extensive list of contacts and organisations for anyone working with disabled people. Available to download [here](#) or contact

Department of Health Publications Orderline
PO Box 777

London SE1 6XH
Phone: 08701 555 4555
Fax: 01623 724 524
Textphone: 0870 0102 870
Email: doh@prolog.uk.com
Website: <http://www.dh.gov.uk>

See also Mir, Ghazala; Nocon, Andrew and Ahmad, Waqar with Jones, Lesley. (2001). ***Learning Difficulties and Ethnicity***. University of Leeds. This is an accompanying report commissioned from the Centre for Research in Primary Care, University of Leeds. Available online [here](#) or order from Department of Health, as above.
Website: <http://www.dh.gov.uk>

Department for Culture, Media and Sport (DCMS)

Beyond 2004 – A DCMS Framework for Action on Disability (2003). DCMS. Download [here](#)
Framework and aims for DCMS, its sponsored bodies and the wider sector in relation to disabled people.
Website: <http://www.culture.gov.uk>

A Force for Our Future (December 2001). DCMS. A response to ***Power of Place*** (listed below under English Heritage). The document sets out 54 action points and is available from the DCMS website. These include the role of the historic environment in education and audience development. Download [here](#)
Website: <http://www.culture.gov.uk>

Libraries, Museums, Galleries and Archives for All: co-operating across the sector to tackle social exclusion (January 2001). DCMS. This important report summarises the outcomes of the DCMS 1999/2000 policy review of the contributions that libraries, museums, galleries and archives can make to tackling social exclusion, the revised policy objectives and the DCMS cross-sectoral action plan. The report highlights the need for organisational change, co-operation across the sectors, outreach work to consult with excluded communities and the importance of developing partnerships with other relevant organisations. It also includes information on possible sources of funding for social inclusion initiatives. Available online [here](#)
Website: <http://www.culture.gov.uk>

Building on PAT 10: Progress Report on Social Inclusion (2001). DCMS. This report provides an update on the work carried out by the DCMS since PAT 10 (Policy Action Team) had reported. It includes sectoral strategies across the cultural sector, and in Chapter 10 includes action plans for five new areas including disabled

people and people from ethnic minority communities. Recommended for its case studies. Available online [here](#)

Website: <http://www.culture.gov.uk>

Museums for the Many: Standards for Museums and Galleries to use when developing access policies (1999). DCMS. Available online [here](#)

Website: <http://www.culture.gov.uk>

Local government

[Info4local](#) is a portal site that provides topical information relevant to local authorities from central government. It has many useful facilities, for example, detailed 'social inclusion' and 'employment and jobseeking' sections. It also has an email alerting service for new reports etc. This has been recommended by some practitioners but requires a user to sift carefully for relevant information.

Website: <http://www.info4local.gov.uk>

The [Local Government Association](#) (LGA) website is a useful source of guidance for organisations in the cultural sector. In particular, see ***Tackling poverty and social inclusion through cultural services. A Toolkit for Local Authorities*** (November 2001). The Cultural Services Executive Task Group for the Local Government Association. ISBN 1840492759. An excellent concise resource relevant to all agencies, which covers who is excluded and why, how to reach excluded people and groups, how to fund work around inclusion and examples of good practice. It also has a section on where to get help and advice. £10 (ref. LT023) from:

LG Connect
Local Government House
Smith Square
London SW1P 3HZ
Phone: 020 7664 3131
Email: info@lga.gov.uk

This toolkit was informed by an earlier LGA research report 20 ***All together Now?*** (2001) which offers case studies around developing local strategic partnerships.

Website: <http://www.lga.gov.uk>

Coalter, Fred (2001). ***Realising the Potential of Cultural Services: making a difference to the quality of life.*** Local Government Association. This advocacy document has been recommended by some museum professionals, but its limitations are acknowledged by others (see below). It was written with a wide variety of partners and identifies how cultural services can contribute to the wider social, economic and environmental objectives of national and local government. It also advocates the future policy direction for the cultural sector, in working with colleagues in the health, education, community safety and regeneration sectors to

promote and research the impact of cultural services on these common central and local agendas. Download [here](#) or contact LGA as above. There are also two detailed documents on museums and libraries (with archives mentioned) but note that this report has also been criticised for missing opportunities, using out-of-date case studies and not keeping pace with the vast and fast-changing literature on tackling social exclusion.

Website: <http://www.lga.gov.uk>

Best value and community strategies: a pocket guide (May 2001). IDeA Publications. Highly recommended in the Social and Racial Exclusion Handbook (see below). This guide, targeted at local authorities, unpacks, digests and repackages into an accessible format and structure the basic requirements for 'joining-up' best value with community planning, local strategic partnerships, the power to promote well-being and neighbourhood renewal. £15 for 1–19 copies (Ref: CT 0019).

Order online [here](#) or

Phone: 020 8867 3298

Email: idea@eclogistics.co.uk

Website: Improvement and Development Agency <http://www.idea.gov.uk>

To Mutual Advantage: getting the best out of best value (2001). National Council for Voluntary Organisations (NCVO). ISBN 0719915929. Targeted at voluntary organisations and produced in parallel with IDeA's publication above. £10, order online from NVCO [here](#) or contact

NCVO

PO Box 5001

Manchester M60 3SW

Phone: 0800 2798 798

Website: <http://www.ncvo-vol.org.uk>

Prove It!: Measuring impacts of renewal (a booklet that provides a measurement framework) and **Prove It!: Measuring the effect of neighbourhood renewal on local people** (a handbook) (2000). Groundwork, The New Economics Foundation and Barclays PLC. The publications do not deal specifically with the cultural sector but have been recommended by practitioners for having lots of useful examples of performance indicators that are relevant to the cultural sector. The booklet is available from Groundwork:

The handbook is available to download [here](#)

Email info@groundwork.org.uk or complete the online enquiry form [here](#)

Groundwork website: <http://www.groundwork.org.uk>

New Economics Foundation website: <http://www.neweconomics.org>

Dwelly, Tim (2001). **Creative Regeneration – Lessons from Ten Community Arts Projects**. Joseph Rowntree Foundation. ISBN 1859350658. Recommended as a

practical guide from projects in Wales that highlights good practice as well as useful 'dos and don'ts' for other similar projects. £12.95, order online [here](#) or contact:

York Publishing Services
64 Hallfield Road
Layorthorpe
York YO31 7ZQ
Phone: 01904 430033
Website: <http://www.jrf.org.uk>

Chellah, Ramani (1999). **Arts and regeneration**. Local Government Information Unit (LGIU). ISBN 189795784X. Useful examples of regeneration work where the arts were used to promote community development and the inclusion of excluded groups. Also provides contact details for those projects. £5.00 from LGiU
Email: info@lgiu.org.uk
Website: <http://www.lgiu.gov.uk>

Other agencies

Arts Council England

Best Value and the Arts (1999). Arts Council England. ISBN 0728708272. A resource pack that includes information and guidance, appropriate checklists with case studies, to be adapted to an organisation's own needs. It clearly explains best value and provides a checklist of 10 ways for organisations to tackle it. It provides background information, and guidance on the best value performance management framework, including the strategic demands and action plans. The complexity of and difficulty in measuring outcomes is discussed, but a performance information template is included. The case studies used include 'Arts in Partnership' and 'Bolton's Arts and Cultural Strategy for 2007'. £5

Download order form [here](#) or
Phone: Marston Books on 01235 465500
Website: <http://www.artscouncil.org.uk>

Arts in Healthcare [CD-ROM] (2002), Arts Council England. ISBN 0728708655. Provides an overview of current policy and demonstrates the positive contribution that the arts can make in health and care-related environments.
Download [here](#) or order copies for £10 from Marston Books on 01235 465500
Website: <http://www.artscouncil.org.uk>

Blaker, Candida (2003). **Senses of the city and London Arts' support for refugees 1999-2002: an evaluation**. Arts Council England. ISBN 0728709694. This is an evaluation of Senses of the City, a strand of the London Arts Development Fund, for refugee-led arts. It has a useful introductory section on the context of refugees and asylum-seekers. Download [here](#)

Website: <http://www.artscouncil.org.uk>

[Heritage Lottery Fund](#)

Developing New Audiences for the Heritage: Research Study for the Heritage Lottery Fund (April 2001). PLB Consulting Ltd. This report provides a useful overview of the context in which the heritage sector operates today and why audience development has to become central to the philosophy and function of all organisations across all areas of the heritage sector. It also makes suggestions for how this can be achieved. It promotes and illustrates, in its extensive case studies and examples of initiatives (Appendixes 7,8), the implementation of best practice processes for consultation, collaboration, evaluation and so on with socially excluded groups. The initiatives (some of which are also case studies) are chosen as examples of particularly innovative approaches, often with very limited resources, and are intended as an inspiration to others. Highly recommended by practitioners. Available to download [here](#) (scroll down)

Website: <http://www.hlf.org.uk>

[English Heritage](#)

Power of Place; The future of the historic environment (December 2000). Historic Environment Review Steering Group. A wide-ranging review of all policies relating to the historic environment, that provides a vision of an inclusive approach to the interpretation of England's heritage. (See ***Force for Our Future*** above under DCMS). Recommended by practitioners. View online [here](#)

Website: <http://www.english-heritage.org.uk>

3. Universal/inclusive design

Universal or inclusive design is an approach to the design of products and environments that is gaining increasing recognition and implementation within the cultural sector, as elsewhere. This approach acknowledges the diversity that exists in our world and the rapidly growing and ageing population. From the earliest stage it considers as many different interests as possible, and attempts to break down unnecessary barriers and exclusion.

Holmes-Siedle, James (1996). ***Barrier-free Design: A Manual for building designers and managers*** Butterworth. ISBN 0750616369. This publication, also highlighted under the physical access barriers section in this resource list, is written from a universal design perspective.

Creating an Inclusive Environment – a report on improving the Built Environment (2003). Disability Rights Commission. This is free and downloadable

from the Disability Rights Commission website [here](#). It provides an introduction to the principles of inclusive design and guidance on achieving an inclusive environment. Also see ***Inclusive design – A report by RICAbility*** (2003), for more detail on inclusive design of products. This is available to download [here](#)
Website: <http://www.drc-gb.org>

Disability Directory for Museums and Galleries (2001). Resource. Sections 1.1 and 8 explain and outline the principles of universal/inclusive design. Download [here](#) or contact mo@centralbooks.com
Website: <http://www.mla.gov.uk>

Salmen, John. ***Principles of Universal Design***.. Downloadable from the Museums and Galleries Disability Association (MAGDA) website [here](#)
Website: <http://www.magda.org.uk>

Las Vergnas, Marie-Laure (2001). 'Disabled visitors in La Cite des Sciences et de l'Industrie, Paris' in *Barrier Free* Issue 9. An article outlining how universal design principles are being applied to access services at this science centre. See www.magda.org.uk

Useful websites for practitioners interested in exploring issues of universal design further include:

<http://www.adaptiveenvironments.org> – Adaptive Environments – human centred design

<http://www.UniversalDesign.com> – Universal Design Newsletter

<http://www.design.ncsu.edu/cud> – North Carolina State University – Centre for Universal Design

<http://www.cast.org> – Centre for Applied Special Technology – universal design and learning

<http://www.design-for-all.org> – European Institute for Design and Disability – design for all communication platform

4. Statistics

Many cultural organisations find statistical, demographic data on the composition of their potential communities a helpful starting point in thinking about which audiences

are underrepresented in their user profiles. Whilst much of this data is available locally, the following resources provide a useful starting point and overview.

Quantitative data for the cultural sector is published by the [Policy Studies Institute](http://www.psi.org.uk) (PSI) in **Cultural Trends**. See in particular, Selwood, Sara (ed) (2001). **The UK cultural sector: profile and policy issues**. Policy Studies Institute. ISBN 085374789X, £30.00. See the information on the PSI website [here](http://www.psi.org.uk) which includes a downloadable summary of key findings.

Phone: 020 7468 0468

Website: <http://www.psi.org.uk>

Blackaby, David; Clark, Kenneth; Drinkwater, Stephen; Leslie, Derek; Murphy, Philip and O'Leary, Nigel (September 1999). **Earnings and Employment Opportunities of Disabled People: DfEE Research Brief No. 133**. University of Wales, Swansea. ISBN 1841850608. This study used the General Household Survey and Labour Force Survey to examine the effect of disability on earnings and employment opportunities. Available online [here](http://www.dfes.gov.uk)

Website: <http://www.dfes.gov.uk>

See McVeigh, Tracy (2001). 'Race split in Britain exposed by survey.' From **'Race in Britain 2001'**, *Observer*, 25 November 2001 pp. 6–7. Provides useful statistics and is available from the web archive [here](http://www.bbc.co.uk/1/1999/01/011125_rsb.shtml).

Local statistics are available from many local race equality councils whilst the London population is analysed using census statistics in Leeser, R.; Storkey, M.; Howes, E. and Kenny, D. (2000). **Without Prejudice? Exploring ethnic differences in London**. Report for the Greater London Authority, £25.00 from:

Publication Sales Officer

Floor 4 E30

GLA

City Hall

The Queen's Walk

London SE1 2AA

Phone: 020 7983 4323

Fax: 020 7983 4706

Email: publications@london.gov.uk

Website: <http://www.london.gov.uk/>

Key findings and statistics are available online [here](http://www.london.gov.uk/)

Ethnic Minorities and the Labour Market: Interim analytical report (February 2002). Cabinet Office. Available online [here](http://www.pm.gov.uk)

Website: 10 Downing Street <http://www.pm.gov.uk>

See the 'key facts' online [here](#) for useful statistics on ethnic minorities and racism. These are from Donnellan, Craig (ed) (2003). ***The Racism Debate***. Independence Educational Publishers. Available for £6.95.

Order online or

Phone: 01223 566 130

ISBN 11861682395

Website: <http://www.independence.co.uk>

Bridgwood, Ann et al (2003). ***Focus on cultural diversity: the arts in England: attendance, participation and attitudes***. Arts Council England. ISBN 0728710005. Presents detailed findings of a survey carried out by the Office for National Statistics, with information on attendance, participation and attitudes to the arts and culture among Black and minority ethnic adults in England. Download [here](#)
Website: <http://www.artscouncil.org.uk>

5. Disability and race equality issues

There have been major changes in the awareness of, and responses to, disability and race equality in recent years but deeply embedded cultural misconceptions remain widespread in our society. To effectively dismantle barriers to inclusion, the approach must celebrate and value diversity in the context of equal opportunities and rights, including the right of self-representation. The following resources will assist with an understanding of the issues involved.

The *Issues* series from Independence Educational Publishers, including:

Donnellan, Craig (ed) (2001). ***Disability Rights*** ISBN 1861681771

Donnellan, Craig (ed) (2003). ***The Racism Debate*** ISBN 11861682395

Donnellan, Craig (ed) (2004). ***Mental Wellbeing***. ISBN 1861682794

These are £6.95 each – order online or

Phone: 01223 566 130

Email: issues@independence.co.uk

Links to summaries of these titles and key facts are online [here](#)

The *Issues* series (formerly *Issues for the 90s*) are photocopiable resource books, updated every two years, and compiled from a variety of sources such as newspaper reports, journal and book extracts, pressure group literature.

Website: <http://www.independence.co.uk>

Disability specific resources:

Christie, Ian with Menash-Coker, Gavin (1999). ***An Inclusive Future? Disability, Social Change and Opportunities for Greater Inclusion by 2010***. Demos.

Recommended in ***Disability***, by Ruth Bailey for the ITC (Independent Theatre Council) as a useful publication aimed at policy makers that identifies the opportunities that exist in the 'modernising' agendas of government to focus on

genuine inclusion. It provides good examples of how the mutual interests of disabled and non-disabled people can be brought together when planning services, for the benefit of everyone. £11.95. Order or download under licence [here](#)

Website: <http://www.demos.co.uk>

Gillinson, Sarah; Miller, Paul and Parker, Sophia (2004). *Disablism*. Demos. ISBN 1841801240. This book argues for collaboration between institutions in combating prejudice against disabled people, and takes the view that change 'emerges in society on multiple levels, at different speeds and involving different people' rather than originating from the courts and government alone (not reviewed). View information on this publication and download under licence [here](#)

Website: <http://www.demos.co.uk>

The [Centre for Disability Studies](#) at Leeds University has a large number of documents on disability in an online archive [here](#)

Website: <http://www.leeds.ac.uk/disability-studies>

[RNID](#) has a downloadable publications catalogue with a wide range of resources [here](#)

Phone: 0808 808 0123

Textphone: 0808 808 9000

Email: informationline@rnid.org.uk

There are also fact sheets on issues affecting deaf and hard of hearing people [here](#)

Website: <http://www.rnid.org.uk>

[MIND](#) has useful information on mental health [here](#)

Website: <http://www.mind.org.uk>

[SKILL](#) (National Bureau for Students with Disabilities) has information and fact sheets [here](#) and a range of publications available [here](#)

Website: <http://www.skill.org.uk>

To obtain the views and perspectives of disabled people useful sources include:

Activate

Newsletter of BCODP (British Council of Disabled People)

Litchurch Plaza

Litchurch Lane

Derby DE24 8AA

Phone: 01332 295551

Email: general@bcodp.org.uk

Website: <http://www.bcodp.org.uk>

Some issues can be downloaded [here](#)

BCODP will also provide advice on regional and local organisations of (rather than for) disabled people.

News

Disability Wales (newsletter)
Disability Wales
Wernddu Court
Caerphilly Business Park
Van Road
Caerphilly CF83 3ED
Phone: 029 2088 7325
Fax: 029 2088 8702
Email: info@dwac.demon.co.uk
Website: <http://www.dwac.demon.co.uk>

Capability Scotland

Sign up for free email newsletter [here](#)
Capability Scotland also has an online publications catalogue [here](#) with reports and other resources which may be of interest.

Advice Service
Capability Scotland
11 Ellersly Road
Edinburgh EH12 6HY
Phone: 0131 313 5510
Fax: 0131 346 1681
Textphone: 0131 346 2529
Email: ascs@capability-scotland.org.uk
Website: <http://www.capability-scotland.org.uk>

Disability Action (Northern Ireland)

Head Office
Portside Business Park
189 Airport Road West
Belfast BT3 9ED
Phone: 028 9029 7880
Fax: 028 9029 7881
Textphone: 028 9029 7882
Email: hq@disabilityaction.org
Website: <http://www.disabilityaction.org>

Open Up

Mental Health Media's anti-discrimination toolkit. Online information, news and resources for mental health service users and groups.
Website: <http://www.openuptoolkit.net/home/index.php>

The DfES **TeacherNet** site has a section on special educational needs (SEN) [here](#) with lists of publications and useful links.

Website: <http://www.teachernet.gov.uk>

Race specific resources:

See the [Institute of Race Relations](#) website for a range of publications, listed [here](#). The IRR site also has news stories under categories such as government policy and asylum seekers and refugees.

Website: <http://www.irr.org.uk>

Homebeats: Struggles for racial justice [CD-ROM] (2001). Institute of Race Relations. Suitable for schools, colleges and youth groups, this cd-rom charts a journey through time from Africa, the Caribbean and Asia to the making of modern Britain. Single user licence £25, with study pack £35. Order online [here](#) or

Phone: 020 7833 2010

Email: support@irr.org.uk

Website: <http://www.irr.org.uk>

Three faces of British racism (2001). Institute of Race Relations. ISBN 0761966994. Report that exposes the racism in current government policy, institutions and popular culture. £6.00 from IRR, as above. View information about this publication [here](#)

Website: <http://www.irr.org.uk>

The [Black Practitioners and Learners Network](#) (part of NIACE) has a useful website which provides news, forums and links to resources and other organisations.

Website: <http://www.niace.org.uk/bpln/Default.htm>

Connections

The Commission for Racial Equality's (CRE) full-colour, quarterly magazine, with up-to-date news, comment and analysis of racial equality issues. ISSN 1465 5233.

Free. Available on the website [here](#) or call 0870 240 3697 to subscribe.

Website: <http://www.cre.gov.uk>

Alibhai-Brown, Yasmin (1999). **True Colours – public attitudes towards multiculturalism and the role of Government**. Institute of Public Policy Research (IPPR). ISBN 1860300839. This report identifies a national identity crisis in Britain and calls for a coherent strategy from government. It sets out the evidence of social exclusion in minority communities, but also the growing evidence of success. There is a useful chapter on the historical legacy that frames attitudes and responses and chapter 4 offers a strategy for the future. The publication clearly articulates the need to transform the public debate on race and immigration to one that notes the contribution that minorities have to make to our society – cultural life is specifically mentioned. Available for £8.95 from Central Books

Phone: 0845 458 9910
Website: <http://www.ippr.org.uk>

Maddood et al (1997). ***Ethnic Minorities in Britain: Diversity and Disadvantage – Fourth National Survey of Ethnic Minorities***. Policy Studies Institute. ISBN 0853746702. £17.50 from mo@centralbooks.com
Phone: 020 8986 5488
Fax: 020 8533 5821
View information on this survey [here](#)
Website: <http://www.psi.org.uk>

Asylum in the UK: An IPPR fact file (2003). Institute of Public Policy Research. Essential information on key questions in the asylum debate on issues such as where do asylum seekers come from and how asylum seekers are supported. Download [here](#)
Website: <http://www.ippr.org.uk>

To obtain the views and perspectives of people from minority ethnic backgrounds: the [Commission for Racial Equality](#) will provide contact details of local race equality councils, or use local authority listings to make contact with relevant local agencies and voluntary organisations.

6. Generic cultural sector resources

This subsection includes some key generic resources produced within the cultural sector. Firstly, a range of journals are provided as a means to access up-to-date information. There then follows a list of key, generic resources followed by subcategories that relate to specific artforms or types of cultural institution.

Journals and newsletters

Black Arts Alliance

The largest UK network of Black artists whose objective is to challenge exclusion and marginalisation. Produces a quarterly newsletter (available to members)

Black Arts Alliance
PO Box 86
Manchester M21 7BA
Phone: 0161 832 7622
Fax: 0161 832 2276
Email: baa@blackartists.org.uk
Website: <http://www.blackartists.org.uk/>

The **Cultural Diversity Network** supported by MLA and aimed at museums, galleries, libraries and archives. Information and contact details for regional coordinators are available online [here](#)

Website: <http://www.mla.gov.uk>

Diversity. Newsletter of the Diversity Group of the Chartered Institute of Library and Information Professionals. Some issues are available online [here](#)

Email: philip.pothen@kcl.ac.uk

Website: <http://www.cilip.org.uk>

The Network Newsletter of the Social Exclusion Action Planning Network (SEAPN). Regular up-to-date information on policy and key issues for libraries, archives museums and galleries.

Email: John Vincent john@nadder.org.uk

Website: <http://www.seapn.org.uk>

Download current and back copies [here](#)

EtCetera is a free weekly email newsletter from the National Disability Arts Forum (NDAF) and increasingly used by everyone to keep up-to-date with what is going on and funding opportunities in the vibrant disability arts sector. (NDAF can provide contact details of regional forums.)

NDAF

Mea House

Ellison Place

Newcastle upon Tyne NE1 8XS

Phone: 0191 261 1628

Minicom: 0191 261 2237

Fax: 0191 222 0573

Email: ndaf@ndaf.org

Website: <http://www.ndaf.org>

BarrierFree

The journal of the Museums and Galleries Disability Association (MAGDA)

Contact:

Abigail Thomas

Hove Museum & Art Gallery

19 New Church Road

Hove

East Sussex BN3 4AB

Phone: 01273 292828

Email: abigail.thomas@brighton-hove.gov.uk

Website: www.magda.org.uk

Back issues will be available on the MAGDA website soon

GEM News (quarterly magazine) and **JEM** Annual Journal of the Group for Education in Museums (GEM). GEM promotes the importance of learning through museums and galleries. Also email discussion list for members.

GEM
Primrose House
193 Gillingham Road
Gillingham
Kent ME7 4EP
Phone: 01634 312409
Fax: 01634 312409
Email: gemso@blueyonder.co.uk
Website: www.gem.org.uk

Engage. Biannual journal for members of ENGAGE, an international membership body for educators, artists, curators, teachers promoting understanding and enjoyment of the visual arts by gallery education and mediation programmes.

ENGAGE
108 Old Brompton Road
London SW7 3RA
Phone: 020 7244 0110
Fax: 020 7373 7223
Email: info@engage.org
For Scotland programmes contact scotland@engage.org
For Wales programmes contact cymru@engage.org
Website: www.engage.org

Museums Journal. Monthly magazine free to members of the Museums Association – good way to keep up to date with developments in the sector. Used by practitioners.
Website: www.museumsassociation.org

Museum Practice

Quarterly publication from the Museums Association – very useful publication that includes practical advice, guidance and case studies. Has regularly featured social inclusion initiatives. Eg 'Update: Responding to Cultural Diversity' (2001) *Museum Practice*, 6, 17, No. 2, 50–78. Includes a useful action checklist, case studies, summaries of a range of HLF supported projects, a useful bibliography and contacts list.

Website: www.museumsassociation.org

Key generic resources

This section includes a wide range of resources to encompass the diversity of activities and needs in the cultural sector.

Not for the likes of you: phase two final report, how to reach a broader audience (May 2004). Morton Smyth Limited for Arts Council England. This report, undertaken as phase two of the 'Not for the likes of you' project, examines good practice in arts organisations which have become more accessible by changing their overall positioning and message rather than using targeted audience development initiatives alone. It analyses the criteria for success and shows how these can be applied to other organisations. Document A is the main framework of the report and Document B gives individual success stories from the case study organisations.

Download [here](#)

New Audiences website (Arts Council England): <http://www.newaudiences.org.uk>

Arts Council England website: <http://www.artscouncil.org.uk>

Essential Audiences

This is a series of online articles written by Catherine Rose as part of the Arts Council New Audiences programme. They are available online [here](#). There are links to resources and further information, and themes covered include disability and new audiences, developing young audiences and sustaining diversity.

Website: <http://www.newaudiences.org.uk>

Accessible Tourism

This website was created by the English Tourism Council to provide a central link to up-to-date information on accessibility. The English Tourism Council has merged with the British Tourist Authority to create a new organisation, VisitBritain www.visitbritain.org/ukindustry however, the content from the ETC site is currently still available at www.accessible.tourism.org.uk until a new site is developed. Usefully divided into sections such as national and regional/local policy and legislative guidance, the Disability Discrimination Act, case studies and a checklist for all venues on low-cost ways of improving access. Also has a section on potential sources of funding.

Website: www.accessibletourism.org.uk

Improving your project for disabled people (2004). Heritage Lottery Fund. This gives guidance for those applying for HLF grants, but also gives a useful general overview of provisions and guidance.

Available online [here](#) or

Phone: 020 7591 6055

Website: <http://www.hlf.org.uk>

Also see ***Thinking about Access*** (2004) Heritage Lottery Fund. available [here](#)

Inspiring Learning for All (2004). MLA. New website for practitioners in museums, libraries and archives with guidance and resources to implement the Inspiring Learning Framework, measure learning, make a better case and embed learning

more deeply in organisations. Also see ***Inspiring Learning for All: A Vision For Accessible Learning In Museums, Archives And Libraries***, available [here](#). This explains the framework for describing the characteristics of an accessible and inclusive museum, archive or library, based on key principles of people, places, partnerships and policies, plans and performance.

Inspiring Learning for All website: <http://www.inspiringlearningforall.gov.uk/>

MLA website: <http://www.mla.gov.uk>

Access for All Toolkit: Enabling inclusion for museums, libraries and archives (2004). MLA. Available online [here](#). Self-assessment tool, in line with the principles of the Inspiring Learning for All framework. Also see the separate self-assessment toolkits on the ***Cultural Diversity*** and ***Disability*** sections of the website. (These are also being updated to bring them into line with the Inspiring Learning for All framework).

MLA website: <http://www.mla.gov.uk>

Social Inclusion (2004). Leicester Study Series for Professional Development. This CPD pack brings together contemporary thinking and readings to introduce the concept of social inclusion, foster awareness and equip practitioners with the skills and confidence to promote social inclusion and apply inclusive practices in their organisations. The pack is aimed primarily at museum professionals but will also be useful across the cultural sector. The pack contains Sandell, Richard (ed) (2002).

Social Inclusion: A Study Guide and ***Museums, Society, Inequality***. Routledge. See the information online [here](#). £80, available from:

Department of Museum Studies

University of Leicester

Download order form online or

Email: bl5@le.ac.uk

Website: <http://www.le.ac.uk/museumstudies>

[Campaign for Learning through Museums and Galleries](#) (clmg). Aims to persuade people inside and outside the museum and gallery sector that learning in and through museums can make a difference.

Website: <http://www.clmg.org.uk>

McGivney, Veronica (2000). ***Working with excluded groups: guidelines on good practice for providers and policy-makers in working with groups underrepresented in adult learning***. NIACE. ISBN 1862010811. The guidelines set out are based on the work of the Oxfordshire Strategic Partnership and offer transferable 'principles of engagement' in working with excluded groups in partnership with a variety of services. £7.95, available from:

NIACE Publication Sales

21 De Montfort Street

Leicester LE1 7GE

Phone: 0116 2044 216

Email: orders@niace.org.uk

View information on this publication [here](#)

Website: <http://www.niace.org.uk>

Aldridge, Fiona (1999). ***Short and Sweet: Community Action for Widening Participation***. NIACE. ISBN 186201079X. Demonstrates some of the pitfalls and key lessons in working to a short timescale with one-off development funding for work with excluded communities including ethnic minority and disabled groups. Out of print: view details [here](#)

Website: <http://www.niace.org.uk>

Jermyn, Helen (2001). ***The Arts and Social Exclusion: a review prepared for the Arts Council of England***. Arts Council England. ISBN 0728708612.

Download [here](#)

Website: <http://www.artscouncil.org.uk>

This is a research paper that is academic in its approach but provides essential background information for all organisations. It does not deal specifically with issues around the exclusion of ethnic minority and disabled communities, but it provides advice and tools for policymakers and practitioners, in relating this work to current demands for evaluation, outcomes and measurement. There are useful tables that draw together the variety of claimed impacts of the arts from the major relevant sources, and it usefully identifies the challenges and the complexities involved in relating work with excluded groups in such a diverse cultural sector to current government agendas. It also presents the related shifting political and policy priorities. The report draws on Coalter's publication below, amongst others, and offers a useful overview of other current research and findings. It sets the scene for organisations as the wider context pressures increasingly pervade all areas of cultural activity, but does not pretend to provide all the answers. As Jermyn points out 'there is no single winning formula..' as there is such diversity within the cultural sector, but she is able to extract important good practice principles and recurrent themes that all organisations should address. Publications drawn on include:

Coalter, Fred (2001). ***Realising the Potential of Cultural Services: making a difference to the quality of life***. Local Government Association. (See above)

Museums and Social Inclusion. The GLLAM Report (2000). Research Centre for Museums and Galleries (RCMG), University of Leicester, for Resource. ISBN 1898489165. Recommended by a number of practitioners. £15 from Department of Museum Studies Bookshop, [here](#)

DCMS Policy documents reports: All available online [here](#)

Policy Action Team 10: Report on Social Exclusion (1999). DCMS. Available online [here](#)

Libraries for All: Social Inclusion in Public Libraries (1999). DCMS. Available online [here](#)

Centres for Social Change: Museums, Galleries and Archives for All (2000). DCMS. Available online [here](#)

Building on PAT 10: Progress Report on Social Inclusion (2001). DCMS. Available online [here](#)

Matarasso, F. (1999). ***Use or Ornament? The Social Impact of Participation in the Arts***. Comedia.

[New Audiences](#)

Website of the New Audiences programme of Arts Council England. Includes a database of projects, searchable by keyword, programme strand, artform and region as well as access to relevant publications and research reports. The ***Essential Audiences*** section of the site presents a series of short articles on themes arising from the projects, and links to further resources and information. Many have stated that a variety of recent case studies from across the sector, with honest evaluations and contact details to network and consult with colleagues, are essential resources to share both successes and failures, so this website will be invaluable for practitioners.

Website: <http://www.newaudiences.org.uk/>

Tearing Down Barriers (July 2000). Report of the Arts Marketing Association Conference. Available to download from the Arts Marketing Association website [here](#).

Another useful introduction for all organisations that explores a wide range of social, cultural, political and organisational factors that create barriers to participation for disabled people and those from ethnic minority communities. It is easy to read and digest. What it lacks is consistent referencing and signposting to other relevant resources. However, the papers offer a good introduction to the range of issues involved if the cultural sector is to succeed in dismantling the barriers that result in exclusion of disabled people and those from ethnic minority communities. The conference clearly identified the crucial need for organisational culture change, the importance of evaluation, and it offered good practice case studies. The keynote speech by Dianna Yach explains how institutional racism can create barriers for both staff and visitors, and identifies the different levels of change management as the key to the removal of barriers. (board members, senior managers and directors need to take careful note of this given their new responsibilities under the Race Relations (Amendment) Act). Paddy Masefield identifies the contributions disabled people have to make to the arts and provides a very useful 10 steps approach to breaking down the barriers to their participation. The papers include the reviews/use of two publications with the same part-title ***Prove It*** (confusingly) that are quite different but equally useful (see below), while Philly Desai reports the findings from the qualitative research funded by Arts Council England – ***Arts – what’s in a word? Ethnic minorities and the arts***, Helen Jermyn and Philly Desai, Arts Council England (Research report No. 20, 2000). The conference report also includes useful case studies. Note keynote speeches by Sanjiv Lingayah and Heather Maitland that explain how measurement and evaluation relevant to the arts sector can be achieved through the essential participative process (ie the involvement of the target

and excluded communities). Also Ann Millman's paper on '**Doing research**' provides a succinct and useful framework for doing and using market research.

Jermyn, Helen and Desai, Philly (2000). **Arts – what's in a word? Ethnic minorities and the arts**. Arts Council England. Research report No. 20. Available to download [here](#). Cited by several practitioners as a very useful resource that summarises previous research. Executive summary is particularly useful with clear recommendations for developing audiences for both mainstream arts and Black, Asian and Chinese arts.

Website: <http://www.artscouncil.org.uk>

The Bidding Culture and Local Government: Effects on the development of Public Libraries, Archives and Museums. University of Northumbria. Resource. (LIC research report 103). Available to download [here](#). This report, with relevance across the cultural sector, demonstrates that even unsuccessful bidding leads to an important sharpening of strategic thinking and planning skills and a greater focus on the service on offer and its users. Section 4 identifies clearly some of the strengths and weaknesses, limitations, dangers and pitfalls of the social inclusion agenda, but it also highlights the need for senior management involvement in this agenda, the development of an appropriate organisational culture and cross-sectoral approaches. Section 6 has a useful list of recommendations and indicators of good practice. Partnerships are confirmed as a key factor in delivering an inclusive service, and in turn successful fundraising.

MLA Website: <http://www.mla.gov.uk>

Durrani, Shiraz (August 2001). **Social and Racial Exclusion Handbook for libraries, archives, museums and galleries**. Social Exclusion Action Planning Network. 2nd ed. ISBN: 1903780020.
£7.50 to Network members, £10.00 to non-members.

Email: John Vincent john@nadder.org.uk

Website: <http://www.seapn.org.uk>

A very useful, if rather dense document, with relevance across the cultural sector, although there is a focus on library services, and the London Borough of Merton where the author is principal librarian. It provides a comprehensive summary of the approaches required and issues involved in implementing the government's equality agenda and tackling the attitudinal and institutional barriers faced by ethnic minority communities and disabled people. The handbook provides a very useful summary of the issues around the concept and definition of social exclusion and clearly positions social exclusion work within the wider environment, including the legal framework and central and local government policy context (best value, neighbourhood renewal, local strategic partnerships and lifelong learning). It also summarises the position of the DCMS, Resource and the Arts Council. There are reviews of the most significant and recent reports and policy documents, good practice case studies and a summary of relevant LIC reports and working papers including the three volume

Open to All? The public library and social exclusion (LIC for Resource, 2000). The case studies demonstrate the crucial importance of organisational culture change and senior management involvement. This handbook clearly explains why change is needed and provides useful guidance on how to do it. However, the issues around dismantling the barriers for disabled people are not dealt with as fully as those for people from ethnic minority communities. Publications drawn upon include:

Open to All? The public library and social exclusion (2000). Library and Information Commission Research Report 84. Resource. This is a three volume report conducted over 18 months from October 1998. It is summarised in the handbook from p.18 (also see the summary online [here](#)). It formed part of a larger research project based at Leeds Metropolitan University in partnership with Merton and Sheffield City Libraries and John Vincent, an independent consultant. Volume 1 provides an overview and conclusions and summaries of the working papers produced in Volume 3, Volume 2 includes case studies and methods plus detailed empirical findings. Widely used in the library sector.

Thornton, C. and Taylor, G. (1996). ***Creative equality: making equal opportunities work in the arts***. Eastern Arts Board. ISBN 0952327813. Written for boards, directors and managers, and now somewhat dated in terms of the wider legal and policy context. Nevertheless the approach presented remains valid as do the practical guidelines and clear action points. This report clearly identifies the benefits and contributions that a 'valuing diversity' approach brings and back in 1996 identified what is still needed, namely an appropriate organisational culture framed with appropriate policies that are put into practice (including employment); review and evaluation, training, marketing, and relevant representation in all areas of an organisation's activities. (Now out of print)

Cultural diversity action plan for the Arts Council of England (March 1998). Arts Council England. ISBN 0728707616. Again recommended by practitioners. The appendix details policy and practice across regional arts boards and artform departments. It should be noted that many regional arts boards have developed this work much further today.

Khan, Naseem (2002). ***Towards a greater diversity: results and legacy of the Arts Council of England's cultural diversity action plan***. Arts Council England. ISBN 072870904X. Download [here](#)
This more recent document reports on action taken since the 1998 Action Plan and outlines future intentions.
Website: <http://www.artscouncil.org.uk>

Whose Heritage? – the impact of cultural diversity on Britain's living heritage (2000). Arts Council England. ISBN 0728708051. Summary of papers given at the Whose Heritage conference, November 1999. The conclusions support the findings and recommendations in many other publications and provide important 'Messages for action' (p 42–43). Order from Marston Books, Phone: 01235 465500 or download order form [here](#)
Website: <http://www.artscouncil.org.uk>

Francis, Fi (1999). ***Arts and Older People: A practical introduction (How To Guide)***. Age Concern. ISBN: 0862422221. A very useful publication for anyone concerned with developing and involving older people in arts and cultural activities. £15 from Age Concern – details and order form are available online [here](#)
Website: <http://www.ageconcern.org.uk>

Henning, Sue (2001). ***Arts and Older People (Resource Pack)***. Age Concern. ISBN 1903629128. This pack contains updated and extended information following on from the earlier publication above. £7.50 from Age Concern – details and order form are available online [here](#)

The Age Concern website currently advertises a special offer: order ***Arts and Older People: A practical introduction*** by Fi Francis (see above) and receive the resource pack free quoting reference W1.
Website: <http://www.ageconcern.org.uk>

Neighbourhood renewal and social inclusion: museums, archives and libraries (Final draft report) (2001). IMRISIS and MMSI for Resource. Download [here](#)
Website: <http://www.mla.gov.uk>

People and Places: Social Inclusion Policy for the Built and Historic Environment (2002). DCMS. This document has a broad scope, including modern and historic buildings, transport infrastructure, historic landscapes, parks and open spaces. It gives practical guidance and brief case studies on social inclusion through design quality, engagement with the community, education and improving access. Download [here](#)
Website: <http://www.culture.gov.uk>

Practical Partnerships: involving young people in heritage (2004). HLF. This publication discusses the relevance of heritage to young people and barriers to involvement and outlines good practice in working with young people. Available online [here](#)
Website: <http://www.hlf.org.uk>

Disability access: a good practice guide for the arts (2003). Arts Council England. ISBN 0728709783.
A comprehensive guide to increasing participation in the arts by disabled people as artists, audience members, participants and employees. Includes checklists and an action plan template. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Celebrating disability arts (2003). Arts Council England. ISBN 0728709910. This publication looks at the development of disability arts over the past 30 years, including case studies of artists and groups. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Lee, Holton (2003). ***Disability Arts and Culture Report***. Edited transcripts from the DA21 conference on Disability Arts and Culture in the 21st Century. This reflects the concerns and aspirations of disabled people in the arts and outlines key principles for supporting disabled artists. Send a cheque for £5 plus £1.50 p&p to:

Holton Lee
East Holton
Holton Heath
Poole
Dorset BH16 6JN
Phone: 01202 625562
Email: arts@holtonlee.co.uk
(not reviewed)
Website: <http://www.holtonlee.co.uk>

Johnson, Gill et al (2004). ***New Audiences for the arts. The New Audiences programme 1998-2003***. Arts Council England. ISBN 0728710307. A full report on the New Audiences programme. Includes the research appendix. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Cowling, Jamie (ed) (2004). ***For Art's Sake***. Institute of Public Policy Research. ISBN: 1860302335. This book argues that the arts need to develop a robust evidence base to show their contribution to society and has chapters considering evaluation of programmes with mental health patients and offenders. (not reviewed) £9.95 from:

Central Books
Phone: 0845 458 9910
A summary is available online [here](#)
Website: <http://www.ippr.org.uk>

Archives specific

Developing the 21st Century Archive: An Action Plan for United Kingdom Archives (2001). Resource.
Download [here](#)
Website: <http://www.mla.gov.uk>

Taking Part: an audit of social inclusion work in archives (2001). The National Council on Archives. A useful snapshot of work that highlights the important and diverse role archives have to play in promoting inclusive practice and a respect for diverse cultures. This report includes a best practice framework and includes recommendations for all bodies involved in developing policy and funding of this sector. Download [here](#)

Website: <http://www.ncaonline.org.uk>

Film specific

Towards Visibility: A bfi Cultural Diversity Strategy (2001). The British Film Institute (bfi). A phased series of strategies to bring cultural diversity to the core of its activities and to include both ethnic minority and disability issues. This is the approach recommended by the disabled community, rather than separate attention.

Download [here](#)

Website: <http://www.bfi.org.uk>

Libraries specific

See the **CILIP** website <http://www.cilip.org.uk> and the **Library Association**

Website <http://www.la-hq.org.uk>

(In 2002, the Library Association joined with the Institute of Information Scientists to create CILIP, the Chartered Institute of Library and Information Professionals. The LA website remains online for the time being, although it will not be updated.)

Also see the **Arts and Libraries**

Website <http://www.artsandlibraries.org.uk>

This site is focused on encouraging libraries and arts organisations to work more closely together. At the centre of the site is the Books Connect project, based in public library authorities in the East Midlands, and there is a list of projects and brief case studies. The site also includes details of the work of the Libraries and Arts Working Party and its main contributors, The Library Association and Arts Council England.

Libraries and lifelong learning: a strategy 2002–4 (2001). The Library Association. ISBN 0953740447. Download [here](#). (The Library Association became part of the Chartered Institute of Library and Information Professionals in 2002; however the information will remain available on this website for the foreseeable future.)

Website: <http://www.la-hq.org.uk>

Liddle, David; Hicks, Debbie and Barton, David (2000). ***Public libraries and the arts: pathways to partnership***. Arts Council England. This report mapped arts provision within public library services and explored the scope for developing partnerships between arts and libraries. Available to download from the Arts and Libraries site [here](#)

Website: <http://www.artsandlibraries.org.uk>

[Creating Partnerships](#)

This is an online resource created by Arts and Libraries in order to support creative collaboration and strategic partnerships between libraries, museums and the arts. It offers step-by-step guidance, project planning proformas and an evaluation toolkit (part of the Books Connect evaluation report).

Website: <http://www.artsandlibraries.org.uk>

[Social Inclusion and Libraries: A Resource Guide](http://www.inclusionandlibraries.org.uk)

This website is intended to provide an easy way in to recent initiatives, publications, research and networked resources about social inclusion relevant to public libraries. It is in the process of being updated but now also includes information about initiatives in archives, museums and galleries as well as libraries.

Website: <http://www.inclusionandlibraries.org.uk>

There have been many relevant reports published by The Library and Information Commission (LIC) which should be available through MLA. (<http://www.mla.gov.uk>)

Building on Success: An Action Plan for Public Libraries (Draft for Consultation) (2001). Resource. Download [here](#)

Website: <http://www.mla.gov.uk>

Proctor, Richard and Bartle, Craig (2001). ***Low Achievers Lifelong Learners: An investigation into the impact of the public library in educational disadvantage.*** University of Sheffield. Resource. ISBN 0903522373. This is a report designed for policymakers and practitioners to assist them in understanding the barriers faced by those who are educationally disadvantaged and provides recommendations for dismantling them. It concludes that low-achieving young adults are heavy users of the public library service, but that very often their particular learning requirements are not recognised. The executive summary contains a useful overview of the findings and a list of recommendations, with the conclusion (chapter 10) providing useful practical guidance. The report makes special mention on the value of IT initiatives in areas of disadvantage; but highlights the need for user skills training to be on offer alongside the development of effective partnerships with local education providers. Available to download free [here](#) or available for £20 from:

Centre for the Public Library and Information in Society

Department of Information Studies

University of Sheffield

Regent Court

211 Portobello Street

Sheffield S1 4DP

Email: y.brindley@sheffield.ac.uk

Website: <http://cplis.shef.ac.uk>

Library Services for Visually Impaired People: A Manual of Best Practice

(2000). Resource. This resource is invaluable for those working to enhance access to library and information services by visually impaired people but many of its

chapters are equally relevant to other organisations eg the demography of visual impairment; causes of visual impairment; accessible design of buildings; accessible website design; marketing services etc. Available to download [here](#) (also see section 7 of this resource list on Sensory access barriers).

Website: <http://bpm.nlb-online.org>

Museums and Galleries specific

Ethical Guidelines 4 – Access (1999). Museums Association. Available to download from the Museums Association website [here](#)

Website: <http://www.museumsassociation.org>

Diversify

The Museums Association website has information on the 'Diversify' project which is based on the principle of positive action to encourage people from ethnic minorities into the sector.

Website: <http://www.museumsassociation.org>

Museums and Social Justice: How museums and galleries can work for their whole communities (2001). Scottish Museums Council. Recommended by several practitioners. Clearly positions social inclusion side-by-side with social justice, ie an individual's entitlement and rights of participation to the cultural heritage. Available to download from The Scottish Museums Council [here](#) or contact:

Scottish Museums Council

County House

20/22 Torphichen Street

Edinburgh EH3 8JB

Phone: 0131 229 7465

Email: inform@scottishmuseums.org.uk

Website: <http://www.scottishmuseums.org.uk>

Dodd, Jocelyn and Sandell, Richard (2001). ***Including Museums: perspectives on museums, galleries and social inclusion***. Research Centre for Museums and Galleries. (RCMG). University of Leicester, ISBN 189848919X. Recognises that definitions of social inclusion are evolving and complex and encourages debate. Presents a wide range of different perspectives and voices illustrated with useful case studies. £15 from:

Department of Museum Studies

University of Leicester

105 Princess Road East

Leicester

LE1 7LG

or free to download [here](#)

Website: <http://www.le.ac.uk/museumstudies/rcmg/rcmg.htm>

Dodd, Jocelyn and Sandell, Richard; Coles, Alison (ed) (1998). ***Building Bridges: Guidance for museums and galleries on developing new audiences***. MGC. ISBN: 0948630655. A well-used resource that demonstrates the benefits that can be obtained by reaching out to excluded groups. £12, available from Department of Museum Studies, University of Leicester (as above), or MLA
Email: viola.lewis@mlla.gov.uk
Website: <http://www.mlla.gov.uk>

Disability Directory for Museums and Galleries (2001). Resource. The 2003 MLA [Disability Portfolio](#) now provides a more up to date cross-sectoral resource for museums, archives and libraries. However this directory, written with the involvement of several disabled consultants, has been effectively used by many practitioners. Its Principles section has relevance across the cultural sector for the approach and philosophy that should underline practice. It is a dense publication that lacks an index, but has a detailed contents page and is divided into three sections (that appear to be useful to practitioners): the key principles that must underline good practice, how to deliver good practice, and sources of further advice and information. The one criticism from practitioners is that it does not adequately deal with the representational barriers present in the lack of disability culture in collection management policies, or the excluded and hidden histories of disabled people. This publication offers advice for museums from the director to the frontline staff and includes good practice checklists. It confirms the importance of real partnership working with disabled people themselves and the necessity of change in organisational culture led from the most senior levels of management. Available to download [here](#) or contact mo@centralbooks.com
Website: <http://www.mlla.gov.uk>

Small Museums and Social Inclusion: A Summary of Key Findings (2001). Research Centre for Museums and Galleries (RCMG). Staff at 16 small museums were interviewed between 2000 and 2001, and this report identifies both enabling and inhibiting factors. Appendix 1 usefully deals with the rural context. Available to download from the MLA website [here](#)
Website: <http://www.mlla.gov.uk>

Cultural Diversity: Attitudes of Ethnic Minority Populations towards Museums and Galleries (1998). BMRB International, MGC. Recommended by practitioners – informed the guidance above.

Hooper-Greenhill, Eilean (ed) (1997). ***Cultural Diversity: Developing museum audiences in Britain***. Leicester University Press. ISBN 071852411X. Introduces the issues for more inclusive museum philosophies and policies and case studies. Although the case studies are now rather dated, this book has been used successfully and recommended by practitioners.

A Common Wealth: Museums in the Learning Age (1999). DCMS.

Recommended as useful by practitioners. It provides advice and case studies, highlighting the importance and potential of museums and galleries as centres of learning for all. Download from the DCMS website [here](#)

Website: <http://www.culture.gov.uk>

Music venues specific

Attitude is Everything: A Charter of Good Practice (2000). Artsline. (For review of project see DAIL magazine, Sept 2001, Issue 162). Guidelines for music venues to make their venues accessible to disabled people. See the information [here](#)

Website: <http://www.artsline.org.uk/main.shtml>

Performing arts specific

Equal Opportunities: Policy into Practice. Race, Gender, Sexuality and Disability (2001) Four booklets published by the Independent Theatre Council. The booklets set the scene, outline the legal obligations and offer practical advice (eg guidelines, action plans) for both managers and other practitioners. The Disability booklet has been highly recommended by a disabled reviewer for DAIL magazine.

£5 per booklet, £12 for the set.

Phone: 020 7403 1727

Email: admin@itc-arts.org

Website: <http://www.itc-arts.org>

Siddall, Jeanette (2001). ***21st century dance: present position/future vision***. Arts Council England. ISBN 0728708167. Although not audience development based, this clearly demonstrates the need for appropriate organisational core values if any development is to occur: quality, diversity, inclusivity, access and education.

A summary is available to download [here](#) or

Phone: Marston Books on 01235 465500

Website: <http://www.artscouncil.org.uk>

Jentle, Ian (2003). ***Changing the scene***. Arts Council England. ISBN 0728709899. Free. A report summarising the findings and recommendations of two focus groups and a seminar, organised by Extant, an organisation of visually impaired arts professionals. Focuses on the performing Arts in London. Download [here](#)

Website: <http://www.artscouncil.org.uk>

Brown, Stuart; Hawson, Isobel; Graves, Tony and Barot, Mukesh (2002). ***Eclipse: developing strategies to combat racism in theatre***. Arts Council England. ISBN 0728708752. Free. A report from a conference looking at how the theatre industry can develop strategies to combat institutional racism in theatre. Download [here](#)

Website: <http://www.artscouncil.org.uk>

2. Cultural / representation barriers

This section includes resources which consider:

- the significance of representation of diversity within programming, interpretation, collections or holdings
- representation in terms of employment within cultural organisations

therefore, the resources listed below are divided into two main sections:

1. programming/interpretation/collection
2. employment

This area presents many problems for practitioners. To what extent should culturally specific programmes, collections and holdings be the basis for engaging and meeting the needs of the minority audiences they represent? There is, of course, no straightforward answer to this question but the importance of thinking about issues of representation is based on a philosophy which recognises that what we programme, collect and showcase has often represented the lives and interests of only a narrow elite.

Much has been achieved in the community and community arts sector in recent years in enabling cultural access and representation of minority interests, but these achievements are often not transferred to larger mainstream institutions or the cultural sector as a whole. It is important that all cultural venues make themselves aware of national, regional and local minority interest groups and support and learn from their achievements. (For example: the work of the vibrant national and regional Disability Arts Forums and many Black and Asian arts organisations that often operate at a community level and the supplementary education sector in raising the self-esteem and pride in diverse cultural heritages. (See also section 8 of this resource list on 'intellectual access barriers'.)

1. Programming / interpretation / collection

General

Creating Opportunities: Guidance for local authorities in England on local cultural strategies (2000). DCMS. Clearly defines the scope of cultural activity: needs to be inclusive and reflect local communities and overall ways of life including their experiences, activities, choices, values and uniqueness.

Available to download [here](#)
Website: <http://www.culture.gov.uk>

Carpenter, Evelyn (1999). ***The Arts and Inclusion: Evaluation of London Arts Board's 1998/99 Regional Challenge Programme***. London Arts Board. ISBN 0728709570. Interesting mixture of projects with the aim of including a variety of previously excluded audiences eg young adults with learning disabilities, the Eritrean community, diverse cultural backgrounds to celebrate their musical traditions. Highlights the need for flexibility, the time it takes to develop, and the importance of good quality and democratic relationships with the audiences (true partnerships); also the ambition, quality and creativity of the products. Available to download [here](#)
Website: <http://www.artscouncil.org.uk>

Dodd, Jocelyn and Sandell, Richard (2001). ***Including Museums: perspectives on museums, galleries and social inclusion***. RCMG, ISBN 189848919X. Although written for museums and galleries this publication presents powerful arguments for all cultural organisations to consider the impact of their activities (including programmes, collections, events and marketing) in relation to the discrimination and disadvantage experienced by a range of different minorities. Specific examples relate to sexual orientation, disability and ethnicity. In particular see the contributions by Lola Young (***Representing Black History***) and Hajra Shaikh (***Exploring Cultural Diversity***). Available for £15 from:

Department of Museum Studies
University of Leicester
105 Princess Road East
Leicester
LE1 7LG

or free to download [here](#)

Website: <http://www.le.ac.uk/museumstudies/rcmg/rcmg.htm>

Sandell, Richard (ed) (2002). ***Museums, Society, Inequality***. Routledge. ISBN 0415260604. This book includes a number of chapters with material relevant to issues of representation. In particular see chapter 1 by Richard Sandell, chapter 6 by Annie Delin (see below) and chapter 7 by Angela Vanegas with Rachel Hasted and Jon Brown, 'Representing lesbians and gay men in British Social History museums'.

Disability interests

Buried in the Footnotes (2004). RCMG. Important new study into the representation of disabled people in museum collections. Due to be available online on the Department of Museum Studies, University of Leicester website [here](#) from autumn 2004.

Website: <http://www.le.ac.uk/museumstudies/rcmg/rcmg.htm>

Delin, Annie (2002). '**Buried in the Footnotes: the absence of disabled people in the collective imagery of our past**' *Museums, Society, Inequality*, Sandell, Richard (ed). Routledge (see above). This chapter identifies the ways in which disabled people have been mis/under-represented in museum and gallery collections. Thought-provoking ideas for the whole cultural sector to draw upon.

Contact [National Disability Arts Forum](http://www.ndaf.org/) for local or regional organisations. Also see *EtCetera*, the weekly free email newsletter that provides up to date information on disability arts in all its forms, employment, training and funding opportunities, news and events.

Website: <http://www.ndaf.org/>

Programming Innovations: A showcase of new work by 11 London-based disabled and deaf artists, supported by Arts Council England's Innovate fund, (2004). Arts Council England. In 2002, the London office of Arts Council England ran a strategic development fund to support new work by disabled and deaf artists. This document presents the showcase of this work, which took place at Sadler's Wells in 2003. For further information:

Phone: 0845 300 6200

Textphone: 020 79736564

Email: enquiries@artscouncil.org.uk

Download [here](#)

Website: <http://www.artscouncil.org.uk>

DAIL Magazine: Disability Arts in London.

Published by London Disability Arts Forum.

Contact:

DAIL Magazine

The Diorama Arts Centre

34 Osnaburgh Street

London NW1 3ND

Phone: 020 7916 6351

Fax: 0207 916 5396

Email: dail@daf.net

Website: <http://www.ldaf.org/pages/dail/dailIntro.htm>

Arts 365K

Published by INTROART, National Arts and Disability Service in Ireland.

INTROART

Abbey House

15–17 Upper Abbey Street

Dublin 1
Eire
Email: quigley@connect.ie

[The Disability Grapevine](#) is a free, online daily newspaper that publishes stories and articles about disability issues – packed with world news, message boards, advice, poems, stories about famous disabled people. It has an email subscription facility and links to other online disability newspapers.

Website: <http://www.disabilitygrapevine.com>

Activate. Newsletter of BCODP (British Council of Disabled People). Some issues can be downloaded [here](#). Contact:

BCODP
Litchurch Plaza
Litchurch Lane
Derby DE24 8AA
Phone: 01332 295551
Email: general@bcodp.org.uk
Website <http://www.bcodp.org.uk>

[British Deaf News](#)

The monthly newsletter of the British Deaf Association (BDA).
Features from back issues are available to read online [here](#)

Website: <http://www.britishdeafassociation.org.uk/bdn>

Deaf Arts UK Magazine

Quarterly magazine from Shape London. View information [here](#) or

Phone: 020 7619 6174

Minicom: 020 7619 6164

Fax: 020 7619 6162

Email: deafarts@shapearts.org.uk

Website: <http://www.shapearts.org.uk>

London Disability News

The newsletter of GLAD (Greater London Action on Disability). Provides news, commentary and information about disability issues in London. 10 issues a year (Individuals £8 for one year; £12 for two years. Organisations £15 for one year, £24 for two years.) Order form is available [here](#)

Contact

GLAD
336 Brixton Road
London SW9 7AA
Phone: 020 7346 5800
Minicom: 020 7326 4554

Information line: 020 7346 5800 ext. 43
Fax: 020 7346 8844
Email: info@glad.org.uk
Website: <http://www.glad.org.uk>

Disability Update

Fortnightly publication also from GLAD, with extracts from national newspapers and a wide selection of disability newsletters and magazines. 25 issues a year and readers can also request full copies of up to 50 articles. (Individuals and voluntary organisations £35 a year; statutory and commercial organisations £45 a year.) See contact details as above.

Doing, showing and going: Mencap's arts strategy (2002). Mencap. Download [here](#). For information, contact:

Gus Garside
National Arts Co-ordinator
Mencap
Phone: 01444 459 460 ext. 119
Mobile: 07879 666887
Email: gus.garside@mencap.org.uk
Website: <http://www.mencap.org.uk>

[Learning Disability Arts Network for London](#)

Email: info@networklondon.org.uk
Website: www.networklondon.org.uk

[Learningdisabilityhistory.com](#)

A website relating to three hospitals in Hertfordshire, intended to help people with learning disabilities reclaim and keep their histories.
For information:

Phone: 01923 663628
Email: info@learningdisabilityhistory.com
Website: <http://www.learningdisabilityhistory.com>

[Centre for Disability Studies](#), University of Leeds. Useful resource for academic papers on subjects relating to disability culture and history and links to publications.

Phone: 0113 343 4414
Fax: 0113 343 4415
Email: disability-studies@leeds.ac.uk
Website: <http://www.leeds.ac.uk/disability-studies>

Goodley, Dan and Moore, Michele (2002). ***Disability Arts against Exclusion***. British Institute of Learning Disabilities (BILD). ISBN 190408236X. Review of disability arts and examples of good practice, with particular emphasis on drama and

dance. View information [here](#). Available for £16 from BILD: contact BookSource:
Phone: 08702 402 182
Fax: 0141 557 0189
Website: <http://194.143.187.101/index.htm>

I am live directory (1999). Mind the...gap Arts. A directory on the arts and mental health. Lists arts and mental health practitioners, artists and groups across the UK.
Phone: 01274 544683
Email: arts@mind-the-gap.org.uk
Website: <http://www.mind-the-gap.org.uk/index.html>

The National Arts and Disability Center (USA). Their comprehensive website has useful information on all aspects of disability arts and links to other relevant sources
Website: <http://nadc.ucla.edu>

RNIB Research library. Includes various publications about visually impaired artists and their work. There is an online catalogue and links to electronic resources freely available on the internet [here](#). Contact:

RNIB
105 Judd Street
London WC1H 9NE
Phone: 020 7391 2052
Fax: 020 7391 2210
Email: library@rnib.org.uk
Website: <http://www.rnib.org.uk>

Pointon, A. and Davies, Chris (eds) (1997). ***Framed: Interrogating Disability in the Media***. bfi, Arts Council. ISBN 0851706002. Offers a lively introduction to disability portrayal in film and TV – raises the issues of whose voices are heard and examines the barriers in the industry. £15.99 available from:

Central Books
Phone: 0845 458 9911
Fax: 0845 458 9912
Email: orders@centralbooks.com

Cooke, Caroline; Daone, Liz and Morris, Gwilym (2000). ***Stop Press!*** Scope. A survey of how the press portrays disabled people. Includes writing by key disabled commentators, recommendations and good practice. See information [here](#) and contact the Scope research department:
Phone: 020 7619 7100
Email: research@scope.org.uk
Website: <http://www.scope.org.uk>

Disability access: a good practice guide for the arts (2003). Arts Council England. ISBN 0-7287-0978-3. Free. A comprehensive resource, which discusses representation in programming in chapter 3. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Jentle, Ian (2003). ***Changing the scene***. Arts Council England. ISBN 0728709899. Free. Part 1 discusses cultural barriers for disabled people audiences for performing arts and ways to remove them. Download [here](#)
Website: <http://www.artscouncil.org.uk>

[Disabling Imagery? A teaching guide to disability and moving image media](#) (2003). bfi. This resource is intended for teaching citizenship and PSHE with children aged 9–16, however it provides a useful general introduction to the representation of disabled people in film and television, from the early twentieth century to the present day. The teaching guide is available online and a DVD with film clips is available for £15: (Quote catalogue number BR072)
Phone: 0870 241 3764
Or see Disability Equality in Education www.diseed.org.uk
Website: <http://www.bfi.org.uk/education/resources/teaching/disability>

Ethnic minority interests

(see also sources listed in section 1 'general guidance on access – race specific resources')

[Black Arts Alliance](#)

The largest UK network of Black artists whose objective is to challenge exclusion and marginalisation. Contact:

Black Arts Alliance
PO Box 86
Manchester M21 7BA
Phone: 0161 832 7622
Fax: 0161 832 2276
Email: baa@blackartists.org.uk
Website: <http://www.blackartists.org.uk>

'**Out of the Ghetto**', *Times Educational Supplement*, Friday 2 November 2001. An article about an American teacher who was appalled by the lack of representation of the Black communities in the school curriculum that he has ended up publishing an entire series of books. View the article [here](#)
Website: <http://www.tes.co.uk>

Black Stars series published by John Wiley. There are many teaching resources (publications and web-based) from the education sector that are addressing excluded histories and achievements and that are relevant to practitioners in the cultural sector for instance:

Black Profiles (Tamarind Books)
Email: contact@tamarindbooks.co.uk

The Letterbox Library Black History catalogue
Email: info@letterboxlibrary.com

Homebeats: struggles for racial justice [CD-ROM]. Institute of Race Relations: view details [here](#) (see also extra resources for anti-racist books).
For general education sector information: <http://www.teachernet.gov.uk>
<http://www.tes.co.uk> (see also section 8 of this resource list on 'intellectual access barriers').

Arab Artists Resources & Training has developed a calendar to showcase Arab arts activities around the world and a resource guide with contacts for Arab artists worldwide.
Email: info@aart.ws
Website: <http://www.aart.ws/>

Cultural Diversity Project ([Artsline](#))
This project was launched in 1994 founded on the philosophy that cultural diversity is to be valued and celebrated. Note **London's Multicultural Access Guide** (Artsline, 1997) – £3.55 to individuals and £5.55 to organisations). Has three main strands: outreach, working with refugees and asylum seekers and the creation of an online European database.
Contact David Haralambidis:
Phone: 020 7388 2227
Email: culturaldiversity@artsline.org.uk
Website: <http://www.artsline.org.uk>

Black Information Link
The arts and culture section of BLINK – a site devoted to ethnic minority issues.
Website: <http://www.blink.org.uk>

Black History Month (October each year in the UK)
Website: <http://www.black-history-month.co.uk/home.html>

The Colourful Network. Network of websites launched in 1998 providing news and information to Black and minority ethnic communities. www.blackbritain.co.uk delivers news and information on Black and minority ethnic interests.
www.live247.co.uk provides information on multicultural events and entertainment in the UK, with a primary target market of 12–29 year olds in the urban community.

www.blackenterprise.co.uk supports and facilitates the development of African Caribbean business enterprise.

[BritKid](http://www.britkid.org) website has resources in the 'Serious issues' section.
Website: <http://www.britkid.org>

Multiculturalism. A special edition of the Journal of Heritage and Environmental Interpretation (May 1995, 1, 1). Although now quite dated the introduction offers a good summary of the issues and the case studies are wide-ranging. A contents list and two articles are available online [here](#)
Website: <http://www.heritageinterpretation.org.uk>

Agyeman, J. (1993). 'Alien Species: to improve the portrayal of the heritage of black people is to invest in Britain's multicultural future', *Museums Journal*, 93, 12, 22–23. Available from www.museumsassociation.org

Blaker, Candida (2003). *Senses of the city and London Arts' support for refugees 1999–2002: an evaluation*. Arts Council England. ISBN 0728709694. An evaluation of Senses of the City, a strand of the London Arts Development Fund, for refugee-led arts. Download [here](#)
Website: <http://www.artscouncil.org.uk>

[Confederation of Indian Organisations](#)

Supports South Asian organisations in the voluntary sector.

Contact:

Confederation of Indian Organisations (UK)
5 Westminster Bridge Road
London SE1 7XW
Phone: 020 7928 9889
Fax: 0207620 4025
Website: <http://www.cio.org.uk/>

Museums and galleries specific

Buried in the Footnotes (2004). RCMG. Important new study into the representation of disabled people in museum collections. Due to be available online on the Department of Museum Studies, University of Leicester website [here](#) from autumn 2004.
Website: <http://www.le.ac.uk/museumstudies/rcmg/rcmg.htm>

Cultural Diversity: Attitudes of Ethnic Minority Populations towards Museums and Galleries (January 1998). MGC. Recommendations (for greater ethnic minority participation) include the need to highlight the contribution of ethnic minority

communities within permanent collections, to work with local communities on historical and cultural projects, to develop longer-term relationships with communities by focused outreach work with local communities and the need to consult with local communities on interpretative issues.

Disability Directory for Museums and Galleries (2001). Resource. (Chapter 1 Approaches and Attitudes) Although there is little explicit advice on representing the excluded history and cultures of the diverse disabled communities, the guidance does insist that disabled people should be included in all aspects of museum activity, and that their interests should be represented in the collections and programmes. Download [here](#) or contact mo@centralbooks.com
Website: <http://www.mla.gov.uk>

Museum Practice (2001) **6**, 17, No. 2. Case studies of the involvement and representation of people with learning difficulties. Includes guidance and contact details. Available from www.museumsassociation.org

Museum Practice (2001) **6**, 17, No. 2. Update on responding to ethnically-based cultural diversity in museums and galleries. Includes case studies, guidance and contacts. (As above)

Hooper-Greenhill, Eilean (ed) (1997). ***Cultural Diversity: Developing Museum Audiences in Britain***. Leicester University Press. ISBN 071852411X. Examines the issues that have to be addresses in order to re-orientate museum philosophies and practice for successful audience development amongst excluded minority groups.

Durbin, Gail (ed) (1996). ***Developing Museum Exhibitions for Lifelong Learning***. MGC and GEM. The Stationery Office. An anthology of writings that includes issues around the representation of disabled people and ethnic minority communities in the life and work of museums and galleries.

Simpson, Moira (1997). ***Museums and Repatriation: An account of contested items in museum collections in the UK, with comparative material from other countries***. Museums Association. ISBN 0902102788.

Simpson, Moira (1997). 'To Have and To Hold', *Museums Journal*, 97(10), October 1997: 29–30. (as above)

Simpson, Moira (1998). 'The Sacred and the Profane: the need for sensitivity in using ethnographic materials in education', *Journal of Museum Ethnography*. No. 10, 1998.

Theatre specific

Brown, Stuart; Hawson, Isobel; Graves, Tony and Barot, Mukesh (2002). ***Eclipse: developing strategies to combat racism in theatre***. Arts Council England. ISBN 0728708752. Free. A report from a conference looking at how the theatre industry can develop strategies to combat institutional racism in theatre.

Download [here](#)

Website: <http://www.artscouncil.org.uk>

Dance specific

Baddoo, Deborah (2000). ***Black Dance in the UK: Articles and Interviews***. National Resource Centre for Dance. Practitioner rather than audience focused. £10, available from NCRD [here](#) (quote order number QX1268). Complete online order form or

Phone: 01483 689316

Website: <http://www.surrey.ac.uk/NRCD/>

Massey, R. (1996). ***Asian Dance in Britain: A Selection of Researches and Reviews***. Also £10 from National Resource Centre for Dance, as above (order number QX1256).

Ramdhania, Bob (2000). ***Does London need a centre for Black Dance?*** London Arts. Report on the findings of a questionnaire survey. Download [here](#)

Website: <http://www.artscouncil.org.uk>

McIntosh, Hermin; Yates, Lorraine and McDonald, Claudette (2000). ***Time for Change: a framework for the development of African people's dance forms***.

Arts Council England. ISBN 0728708043. Recommends concrete action points across local regional and national levels. Available for £6 from Marston Books, Phone: 01235 465500 or download order form [here](#)

Website: <http://www.artscouncil.org.uk>

Jarrett-Macauley, Delia (1997). ***Review of South Asian Dance in England***. Arts Council England. Presents ideas and suggestions for future development and improvement. (Now out of print)

Dancing Differently, or is it just dancing? (Summer 2002). Foundation for Community Dance. This issue of ***Animated*** magazine, resulting from the 'Dancing Differently?' Conference in February 2002, looks at disability dance and includes viewpoints of a wide range of keynote speakers. Key themes include representation, roles and rights of disabled people in dance, and challenging the aesthetics of the artform.

View information [here](#)

Phone: 0116 251 0516

Email: info@communitydance.org.uk

Website: <http://www.communitydance.org.uk>

Bryan, David (1993). ***Advancing Black dancing***. Arts Council England. Rather old but may have some useful and relevant advice (not seen). (Now out of print)

Buchanan, Lynn (ed) (2001). ***'+VE -VE' : Writings on integrated dance***. Accessible Arts Australia. ISBN 0957834403. This publication examines the current state of integrated dance in Australia and New Zealand.

Website: <http://www.aarts.net.au>

2. Employment

The resources in this section offer insights and guidance into issues of minority representation within the staff of cultural organisations. The General guidance on access section of this resource list includes resources that advise on duties under the relevant legislation. For government advice and information on employment schemes, see [The Employers Forum on Disability](#) and the government's Welfare to Work, [Access to Work](#) and [Workstep](#) (modernised Supported Employment) programmes.

General

DfEE 1999 Codes of Practice (there is a separate Code of Practice for Northern Ireland):

An Employment Code of Practice Under The DDA. ISBN 0112709540. £9.95.

Disability Discrimination Act 1995: Code of Practice; Rights of Access to Goods, Facilities, Services and Premises (1999) ISBN 0 11 271055 7. £12.95

Both are published by The Stationery Office and available from:

The Publications Centre
The Stationery Office Bookshops
PO Box 276
London SW8 5D
Phone: 0870 600 5522
Fax: 0870 600 5533

Equal Opportunities: Policy into Practice (2001). Independent Theatre Council. (both ***Disability*** and ***Race*** booklets). Useful advice on recruitment and employment and the advantages and benefits for organisations that pursue inclusive employment practice. (See section 1 of this resource list, 'general guidance on access'). £5 per booklet, £12 for the set.

Phone: 020 7403 1727

Email: admin@itc-arts.org

Website: <http://www.itc-arts.org>

Developing Diversity: A Work Pack for Employers (2001). Cultural Heritage National Training Organisation (CHNTO). Available from CHNTO [here](#)
A guide to assist managers in planning for and developing a more diverse workforce. Includes checklists and good practice guidance.
Website: <http://chnto.co.uk>

Managing diversity (1996). Chartered Institute of Personnel and Development.
Download [here](#)
Website: <http://www.cipd.co.uk>

Ethnic Minorities and the Labour Market (2003). Cabinet Office. Available online through the Institute of Race Relations [here](#). This report from the Strategy Unit of the Cabinet Office examines the background to ethnic minority underachievement, the barriers faced and ways to deliver change.
Website: <http://www.irr.org.uk>

Black and Excluded (2000). TUC. ISBN 185006542X. The TUC describes this resource as 'One of a series of media reports exposing the problems facing black workers, especially in terms of promotion and access to quality jobs.' (not reviewed)
Available from TUC for £2, order online [here](#) or
Phone: 020 7467 1294
Email: websales@tuc.org.uk
Website: <http://www.tuc.org.uk>

Challenging Racism at Work – Using the Law (2000). TUC. ISBN 1850065373.
Aims to equip TUC members and officers with the skills and confidence to tackle racism at work and although not reviewed in this project, may be useful for employers. £20 from TUC, order online [here](#) or
Phone: 020 7467 1294
Email: websales@tuc.org.uk
Website: <http://www.tuc.org.uk>

Jentle, Ian (2003). **Changing the scene**. Arts Council England. ISBN 0728709899.
Free. Part 2 discusses barriers for disabled performers in the arts, including attitudes and employment and training. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Employers' Forum on Disability. The publications list available [here](#) has several useful titles in particular: **Solutions at work: practical guides to managing disability**, Employers' Forum on Disability. (Collection of 17 briefing papers from EFD which give practical guidance to employers). Also see **Recruitment That Works: Enriching your workforce through partnership** (2001) EFD and the series of **Briefing Guides**. There are also fact sheets and information [here](#) (these resources were not reviewed as part of this project).
Phone: 020 7403 3020
Email: sam.hussey@employers-forum.co.uk

Website: <http://www.employers-forum.co.uk>

Agenda on Employment, Forum Briefing Papers (guidance on employment adjustments for people with different impairments). View information [here](#). £2.52 per guide to non-members. The Employers Forum advice and guidance has been much valued by many in the cultural sector. Clearly demonstrates the benefits to organisations by employing disabled people.

Phone: 020 7403 3020

Website: <http://www.employers-forum.co.uk>

Wootten, Joanna (2000). **Employment training: Good Practice Toolkit**. Greater London Employment Network on Disability (GLENDA).

Includes three sections: attracting disabled trainees, training disabled trainees and launching disabled trainees. There is an order form online [here](#)

Phone: 020 7346 5800

Fax: 020 7346 8844

Minicom: 020 7326 4554

Email: info@glad.org.uk

Website: <http://www.glad.org.uk>

Taking Care of Business: Mencap advice on employing people with learning disabilities. Download [here](#) or

Phone: 020 7454 0454

Website: <http://www.mencap.org.uk>

'Making it work' for employers: A guide to employing people with a learning disability (2002). Mencap. Demonstrates the benefits of employing people with a learning disability, outlines support mechanisms and gives practical advice.

Download [here](#)

Website: <http://www.mencap.org.uk>

RNIB has a webpage with resources and information for employers of blind and partially sighted people [here](#). Also see the **Employment fact sheets** [here](#) which include **Guidelines for employers** (2004). RNIB. Available to download.

Website: <http://www.rnib.org.uk>

Get Back! Training Pack for Service Providers (2000). RNIB. Pack on retention of employees who become disabled, available from RNIB online shop [here](#)

Website: <http://onlineshop.rnib.org.uk>

Deaf people and work – a guide for employers (2004). RNID. Download [here](#)

Also see other fact sheets to download [here](#)

Website: <http://www.rnid.org.uk>

Cobb, Alison (2000). ***Managing for Mental Health: The Mind Employers' Resource Pack***. Mind Publications. An excellent guide to the application of the DDA 1995 to people who experience mental health problems.

Phone: 0844 448 4448

Email: publications@mind.org.uk

See information [here](#)

Website: <http://www.mind.org.uk>

Code of Practice for Age Diversity in Employment (1999). Age Positive. Available from the Age Positive campaign of the Department for Work and Pensions.

View online [here](#)

Website: <http://www.agepositive.gov.uk>

Being Positive about Age Diversity at Work: A Practical Guide for Business (2002). Department for Work and Pensions. Updated version of the code of practice above. Download [here](#) or call 08457 330360 and ask for publication reference number 'Age 4'. Also see list of publications [here](#).

Website: <http://www.agepositive.gov.uk>

Black Training & Enterprise Group. BTEG. A national campaign and policy organisation whose mission is to ensure fair access and outcomes for Black communities in employment, training and enterprise and to act as a catalyst for enabling Black groups and individuals to play an active role in the economic regeneration of local communities through partnership with others.

Phone: 020 7713 6161

Email: info@bteg.co.uk

Website: <http://www.bteg.co.uk>

Britton, Liz; Chatrik, Balbir; Coles, Bob; Craig, Gary; Hylton, Carl and Mumtaz, Saira with Bivand, Paul; Burrows, Roger and Convery, Paul (2002). ***Missing ConneXions: The career dynamics and welfare needs of black and minority ethnic young people at the margins***. The Policy Press. ISBN 1861343825. This book shows how voluntary and community organisations were often the only agencies in contact with the young people. Their help was accepted and appreciated, especially by those from minority ethnic groups – a message for the cultural sector? £13.95, available from:

Marston Book Services

PO Box 269

Abingdon

Oxon OX14 4YN

Tel: 01235 465500

or order from the Joseph Rowntree Foundation [here](#)

Sandell, Richard (2000). 'The strategic significance of workforce diversity' *International Journal of Heritage Studies*, 6, 3, 213–230. This paper argues for the

use of positive action within the cultural sector and presents the business case for diversity alongside moral and ethical viewpoints.

Delin, Annie (2004). ***Employment at Every Level. The Disability Portfolio, Guide 12.*** Resource. Guidance for museums, archives and libraries on attracting and retaining disabled staff, volunteers and trustees. Download [here](#) or contact mo@centralbooks.com
Website: <http://www.mla.gov.uk>

Disability Directory for Museums and Galleries (2001). Resource. See Principles, chapter 3 for responsibilities under the DDA). Download [here](#) or contact mo@centralbooks.com
Website: <http://www.mla.gov.uk>

Delin, Annie (2000). ***Handbook of good practice: employing disabled people.*** Arts Council England. ISBN 0728707942. This is an essential resource for the cultural sector and draws on Annie Delin's wide ranging experience and expertise as a disabled person and consultant in the arts sector, as well as the experience and knowledge gained through the Arts Council Apprenticeship scheme. Includes extremely useful and practical advice that takes employers, advisers and employees through all aspects of good practice, recruitment and retention, plus a directory of contact details for a wide range of arts, disability, employment and training organisations. £15 from Marston Books
Phone: 01235 465500
Website: <http://www.artscouncil.org.uk>

Diversify. Section of the Museums Association website about the Diversify project. This encourages people from ethnic minority backgrounds to take up careers in museums and galleries, based on the principle of positive action.
Website: <http://www.museumsassociation.org>

Cottle, Simon and Saha, Anjan (2002). ***Glass Ceilings: A study of barriers to progression confronting Black and Asian managers and administrators in the arts in London.*** Independent Theatre Council. Available online [here](#)
Website: <http://www.itc-arts.org/>

Correcting the picture: new perspectives on cultural diversity in arts management (1998). Conference report. Arts Council England. A useful report that examines the issues for arts organisations in making equal opportunities work to attract Black and Asian managers into the arts sector. Makes clear recommendations including working within and across programmes and policies from other sectors eg best value, welfare to work, lifelong learning and the necessity of embedding such work in a broad programme of change. (Now out of print)

Brown, Stuart; Hawson, Isobel; Graves, Tony and Barot, Mukesh (2002). ***Eclipse: developing strategies to combat racism in theatre.*** Arts Council England. ISBN

0728708752. Free. A report from a conference looking at how the theatre industry can develop strategies to combat institutional racism in theatre. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Smith, Carmel with Birch, E. and Robinson, D. (2004). ***Proof positive: an audit of positive action employment and training schemes in the arts***. Arts Council England. ISBN 0728710048. Mapping report on positive action employment and training schemes in the arts specifically for arts professionals from culturally diverse backgrounds and disabled arts professionals (September 2002 to March 2003). The report highlights the range and diversity of work happening in the sector. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Are You Looking at Me? (2004). National Council for Voluntary Organisations (NCVO). ISBN 0719916364. This publication for the voluntary sector aims to help organisations to attract and recruit a more diverse workforce. (not reviewed).
Order online [here](#) or
Phone: 0800 2798798
Website: <http://www.ncvo-vol.org.uk>

Quality Leaders Project (QLP) This project, funded by MLA, focuses on equal opportunities for black and minority ethnic library workers as well as the information needs of these communities. A newsletter from the project is available to download. View information on the MLA website [here](#)

Contact:

QLP Steering Group
c/o Management Research Centre
University of North London
Phone: 020 7607 2789
Email: MRCsupport@unl.ac.uk
Website: www.unl.ac.uk/mrc

Volunteers and trustees

Get it Right from the Start: Volunteer policies – the key to diverse volunteer involvement (2002). National Centre for Volunteering. Guide to good practice in attracting and involving a diverse range of volunteers. Download [here](#)
Websites: www.volunteering.org.uk www.volunteersweek.org.uk

Willis, Elaine. ***Opening Up Volunteering Opportunities for Young People: an organisational toolkit***. National Youth Agency. ISBN 0861552113. £9.50 from:

NYA Sales Department

Phone: 0116 285 3709
Website: www.nya.org.uk

Museums Journal April 1999, p.35 for checklist for supporting volunteers in museum sector.

Website: www.museumsassociation.org

Alpeki, Tesse (2001). **Recruiting and Supporting Black and Minority Ethnic Trustees**. NVCO. ISBN 0719915902. £10 from NCVO. Order online [here](#) or

Phone: 0800 2 798 798

Website: <http://www.ncvo-vol.org.uk>

Diversity section on the Volunteering England website [here](#). This organisation aims to promote volunteering as a powerful force for change and the website is targeted at the voluntary sector and the wider community. There are many useful publications lists and links.

Website: www.volunteering.org.uk

You cannot be serious! A guide to involving volunteers with mental health problems. Volunteering England. View details [here](#). Support and advice based on a two-year project investigating challenges facing people with mental health problems in accessing volunteering opportunities (not reviewed). £7.95 from Volunteering England, order online (as above) or:

Phone: 020 7520 8936

Email: information@volunteeringengland.org

Website: <http://www.volunteering.org.uk>

Into Volunteering: Positive Experiences of Disabled People (2001). SKILL (National Bureau for Students with Disabilities). Primarily a guide for disabled people wanting to volunteer, but useful for organisations in terms of exploring the experiences of disabled people already doing voluntary work (see also **Disability equality in volunteering** (1998). SKILL. £6.50 from SKILL Bookshop [here](#): order online or

Phone: 020 7450 0620

Website: <https://secure.skill.org.uk/index.asp>

The Handbook for Heritage Volunteer Managers and Administrators (1999).

British Association of Friends of Museums (BafM). ISBN 0952878712. Includes reference to disabled volunteers. £6.80 to members. See details [here](#)

Phone: 0870 224 8904

Website: <http://www.bafm.org.uk>

Wilson, Ruth (2003). **The A-Z of Volunteering and Asylum**. National Centre for Volunteering. See details [here](#). This handbook covers the issues and areas of concern that can arise when asylum is part of the equation. It shares good practice,

highlights different ideas and approaches, challenges barriers, helps build networks and lists useful resources. (not reviewed) £12 from Volunteering England, order online (as above) or:

Phone: 020 7520 8936

Email: information@volunteeringengland.org

Website: <http://www.volunteering.org.uk>

Dingle, Alan (2001). *Involving older volunteers: a good practice guide*.

ISBN 1897708981. £5 from Volunteering England (see details [here](#)) or

Phone: 020 7520 8936

Email: information@volunteeringengland.org

Website: <http://www.volunteering.org.uk>

Work experience

Pathway scheme for people with learning difficulties run by [Mencap](#).

Phone: 01709 830956

Website: <http://www.mencap.org.uk>

[The Fast-Track programme](#) run by Scope.

Also see the **Fast-Forward** section of the website [here](#) which has information on recruitment and retention for disabled graduates and employers wishing to recruit more disabled people.

Phone: 020 7619 7299

Email: fast-track@scope.org.uk

Website: <http://fast-track.scope.org.uk/index.shtml>

Artsable. A scheme that enables disabled students and graduates to find work placements in the arts sector.

Phone: 0207 251 0901

Email: EVBeamont@aol.com

'Garden of Light' *Guardian Society* 30/5/01, pp. 95–96. A Flintshire Heritage park that successfully offers work experience opportunities to people experiencing mental health problems.

Greenfield Heritage Park

Phone: 01352 718002

Into Work Experience (2003). SKILL. £6.50 from SKILL Bookshop [here](#)

Order online or call Sue Beckford on 020 7450 0620

Website: <https://secure.skill.org.uk/index.asp>

3. Emotional barriers

This section is divided into three main headings:

1. developing an inclusive organisational culture
2. staff training
3. customer care

Emotional barriers are often some of the most difficult to identify but, equally, the most important to dismantle to effectively engage new audiences. Cultural preconceptions about difference and diversity are deeply embedded and can lead to widespread stereotypical assumptions and much unintentional and 'hidden' discrimination on the part of cultural organisations.

1. Developing an inclusive organisational culture

(See also section 1 'general guidance on access', section 4 'barriers to participation in decision-making' and section 2 'cultural/representation barriers').

Not for the likes of you: phase two final report, How to reach a broader audience (May 2004). Morton Smyth Limited for Arts Council England. Download [here](#). This report, undertaken as phase two of the 'Not for the likes of you' project, examines good practice in arts organisations which have become more accessible by changing their overall positioning and message rather than using targeted audience development initiatives alone. It analyses the criteria for success and shows how these can be applied to other organisations. Document A is the main framework of the report, and document B gives individual success stories from the case study organisations.

Website: <http://www.newaudiences.org.uk>

Promoting change (2001). Employers Forum on Disability. The key to changing the way people think about disability is knowledge of the basics and beyond. This publication offers a step-by-step guide for anyone responsible for culture and policy change programmes within their organisation. Order online [here](#) or

Phone: 020 7403 3020

Email: sam.hussey@employers-forum.co.uk

Website: <http://www.employers-forum.co.uk>

Challenging Institutional Racism: A toolkit for the voluntary sector (2002). LVSC and ROTA for the Association of London Government. Section 1 addresses changing organisational culture. Available online [here](#)

Website: <http://www.alg.gov.uk>

Making Diversity Happen! A Guide for Voluntary and Community Organisations (2003). NCVO. ISBN 0719916313. Guidance on creating a diversity strategy and action plan in the voluntary sector (not reviewed).

Order online [here](#) or

Phone: 0800 2 798 798

Website: <http://www.ncvo-vol.org.uk>

Race Equality: The benefits for responsible business. Task Force on Race Equality and Diversity in the Private Sector. ISBN 1860302491. This report outlines a change model for action focused on the following areas: leadership; education, information, and advice; incentives and rewards; and measuring progress (not reviewed). View summary document online [here](#) or

Phone: Central Books 0845 458 9910

Website: <http://www.ippr.org.uk>

Scott-Parker, Susan and Zadek, Dr. Simon (2001). ***Unlocking Potential – the new disability business case*** and ***Unlocking the evidence – the new disability business case***. Employers Forum on Disability. Both publications demonstrate the benefits to organisations of inclusive workplace cultures. Available from EFD [here](#) or call 020 7403 3020.

Website: <http://www.employers-forum.co.uk>

Racial Equality Means Quality. The CRE Standard for local government covers both employment and service delivery. It provides a common, measurable standard against which local authorities can assess their performance through the mainstreaming of equality issues into all areas of local government services. Whilst the original focus was on race, the standard can be applied to all areas of potential discrimination, eg gender, age, sexual orientation, disability.

Available to download [here](#)

Website: <http://www.cre.gov.uk>

Arredondo, P. (1996). ***Successful Diversity Management Initiatives.*** Sage Publications.

Managing Best Practice no 78, Valuing Diversity (2001). The Industrial Society. See details from the Human Resources Guide Network <http://www.hrmguide.co.uk> [here](#)

Developing Diversity: A Work Pack for Employers (2001). Cultural Heritage National Training Organisation (CHNTO). A guide to assist managers in planning for and developing a more diverse workforce. Includes checklists, and good practice guidance. Available [here](#)

Website: <http://www.chnto.co.uk/>

Managing diversity (1996). Institute of Personnel and Development. Download [here](#)

Website: <http://www.cipd.co.uk>

Equal Opportunities: Policy into Practice booklets from The Independent Theatre Council 2001. In particular **Disability** section 3 and **Race** booklets clearly articulate how to develop an inclusive workplace culture in the theatre sector. £5 per booklet, available from:

ITC

12 The Leathermarket

Weston St

London SE1 3ER

Phone: 020 7403 1727

Email admin@itc-arts.org

Website: <http://www.itc-arts.org>

Tourism for All. A membership organisation that campaigns for change and the development of good practice in accessible tourism. Provides technical guidance and support and encourages an inclusive approach to accessibility.

Website: <http://www.tourismforall.org.uk>

Zarb, Gerry (ed) (1995). **Removing Disabling Barriers**. Policy Studies Institute. Provides an overview of the different perspectives within the academic and disability movement around identifying and removing barriers to disabled people's participation in society. Recommended by practitioners and available to order from PSI [here](#) or

Phone: 020 7468 0468

Website: <http://www.psi.org.uk>

Inspiring Learning for All: A Vision For Accessible Learning In Museums, Archives And Libraries. MLA. View online [here](#). Framework for describing the characteristics of an accessible and inclusive museum, archive or library, based on key principles of people, places, partnerships and policies, plans and performance.

Website: <http://www.mla.gov.uk>

MLA is updating the **Self-assessment toolkits** on cultural diversity, disability and social inclusion for museums, libraries and archives to bring these into line with the Inspiring Learning for All Framework. However, these toolkits are still available online and MLA is welcoming feedback. See the information [here](#)

Website: <http://www.mla.gov.uk>

Lang, Caroline (2000). **Developing an Access Policy**. MGC. This Museums and Galleries Commission fact sheet is still available through MLA online [here](#) – however, it has not been updated.

Website: <http://www.mla.gov.uk>

Library Services for Visually Impaired People: a Manual Of Best Practice

(2000). Resource. ISBN 1902394437. Chapter 6 identifies issues for library service policy and management. Although targeted at visually impaired library service users the guidance is driven by three principles inclusiveness, equity and independence which are relevant for everyone. Available [here](#) or contact:

National Library for the Blind

Phone: 016 1355 2004

Email: rose.stanfield@nlbuk.org

Website: <http://bpm.nlb-online.org>

Delin, Annie (2003). ***Audits: Resource Disability Portfolio Guide 4***. Resource.

Available online [here](#) or order from mo@centralbooks.com – free for museums, libraries and archives and disabled people working in the sector; £25 for other organisations and individuals.

Phone: 020 7273 1445 for further information

Email: sahar.vagan@mla.gov.uk

Website: <http://www.mla.gov.uk>

Disability Directory for Museums and Galleries (2001). Resource. Note 'Principals' chapter 1 for the approach to disability issues, and 'Practice' chapters 1 and 2 that clearly articulate how to develop an appropriate institutional framework and required policies and the benefits that then accrue to the organisation.

Download [here](#) or contact mo@centralbooks.com

Website: <http://www.mla.gov.uk>

Disability access: a good practice guide for the arts (2003). Arts Council England. ISBN 0728709783. Free. Chapter 1 discusses organisational ethos.

Download [here](#)

Website: <http://www.artscouncil.org.uk>

Brown, Stuart; Hawson, Isobel; Graves, Tony and Barot, Mukesh (2002). ***Eclipse: developing strategies to combat racism in theatre***. Arts Council England. ISBN 0728708752. Free. A report from a conference looking at how the theatre industry can develop strategies to combat institutional racism in theatre. Download [here](#)

Website: <http://www.artscouncil.org.uk>

Website: <http://www.artscouncil.org.uk>

Action: Disability Arts – NorDAF New Audience Programme Evaluation report.

ADA Inc. This project placed disabled ambassadors in four arts organisations in order to bring about organisational change and develop good practice across seven aspects of access. The process is described in detail. Download [here](#)

Website: <http://www.newaudiences.org.uk>

2. Staff training

Appropriate staff training is crucial to any successful audience development, but particularly for disabled people and those from minority ethnic communities.

Playforth, Sarah (2003). ***Training for Equality: Resource Disability Portfolio Guide 3***. Resource. Available online [here](#) or order from mo@centralbooks.com – free for museums, libraries and archives and disabled people working in the sector; £25 for other organisations and individuals.

Phone: 020 7273 1445 for further information.

Email sahar.vagan@mla.gov.uk

Website: <http://www.mla.gov.uk>

Dodd, Jocelyn; Sandell, Richard and Vincent, John (2003). ***Cross-domain training for social inclusion: Report on lessons from phase one***. Resource. In 2001–2, Resource commissioned work to develop a cross-domain training package to raise awareness of social inclusion issues and this document summarises the lessons learnt during the pilot phase. Download [here](#)

Website: <http://www.mla.gov.uk>

Disability Directory for Museums and Galleries (2001). Resource. See Chapter 4 'Practice.' Outlines the difference between disability awareness and disability equality training and offers practical guidance on choosing trainers. Download [here](#) or contact mo@centralbooks.com

Website: <http://www.mla.gov.uk>

Hales, Gerald (1996). ***Beyond Disability: Towards an Enabling Society***. Sage Publications for the Open University. ISBN 0803979576. Note, in particular, Chapter 11 which is highly critical of the use of disability simulation in disability training; a cautionary note for all organisations on a practice that is widespread, but not acceptable to many disabled people.

Library Services for Visually Impaired People: A Best Practice Manual (2000). Resource. ISBN 1902394437. See Chapter 6 for guidance for the library sector on management and training.

Available online [here](#) or contact:

National Library for the Blind

Phone: 016 1355 2004

Email rose.stanfield@nlbuk.org

Website: <http://bpm.nlb-online.org>

Dodd, Jocelyn and Sandell, Richard; Coles, Alison (ed) (1998). ***Building Bridges: guidance for museums and galleries on developing new audiences***. MGC. ISBN 0948630655. £12, available from:

Department of Museum Studies

University of Leicester
105 Princess Road East
Leicester
LE1 7LG

or MLA viola.lewis@mia.gov.uk
Website: <http://www.mia.gov.uk>

The [YouthArts Development Project](#) of Americans for the Arts has an online toolkit for arts practitioners, which includes a section on staff training for working with at-risk young people, [here](#). There are also links to the full report in pdf.
Website: <http://www.americansforthearts.org>

www.artsline.org.uk There are many disability and diversity training providers today, but one of the oldest established in the cultural sector is [Artsline](#) – the leading information service for disabled people worldwide who want to access arts and entertainment facilities in London and has built up considerable experience and expertise in more than 20 years of work in this field. It now offers disability equality training and combined race/disability training package.

3. Customer care

The Disability Communication Guide and ***Welcoming Disabled Customers***.
Employers Forum on Disability. (See the EFD publications list [here](#))
Phone: 020 7403 3020
Website: <http://www.employers-forum.co.uk>

Welcoming people with a learning disability to your venue (2004). Mencap.
Download [here](#)
Website: <http://www.mencap.org.uk>

Louder than Words. Information about the RNID Louder than Words charter is online [here](#) and for more information and leaflets contact RNID:

Phone: 020 7296 8060
Textphone: 020 7296 8060
Email: trainingservices@rnid.org.uk
Website: <http://www.rnid.org.uk>

What do you do when you see a blind person? [Video] Training video from the American Federation of the Blind.

Website: <http://www.afb.org>

Roofbreaker Guides. This set of guides from [Through the Roof](http://www.throughtheroof.org) contains advice on welcoming people with a wide variety of impairments into churches. They cover mobility, visual or hearing impairments, mental health issues, dyslexia and epilepsy, also disabled children. Available to download [here](#) or contact the Vital Link Line on 01372 749955 for advice.

Website: <http://www.throughtheroof.org>

People with Disabilities: Good Practice Guidance (1998). Department of Health.

Available online [here](#)

Website: <http://www.doh.gov.uk>

4. Barriers to participation in decision-making

This section includes resources which consider issues around:

- developing partnerships
- consultation
- involvement
- empowerment

Useful resources are divided into two main subsections:

1. general (advice from outside the cultural sector)
2. cultural sector resources

Consulting with (ie listening and responding to) representatives of excluded audiences is critical to the success of many access initiatives. Similarly, there is increasing awareness of the importance of not only consulting with groups but also empowering them to make decisions within the organisation, a process which many practitioners find daunting (see section 3 on 'emotional barriers' for advice on developing an inclusive workplace culture).

Furthermore, there is a growing pressure on excluded communities to participate from a whole range of organisations and it is too easy to assume that people are available, have the skills to deal with the process, want to be involved in it, and can do it voluntarily. Moreover, institutions need to be seen to value the input from external stakeholders.

1. General

This subsection features resources and advice that come from outside the cultural sector, but are, nevertheless, relevant and useful.

Bone, Vanessa and Mitchell, Brian (2000). ***Consultation Guidance: 101 Ways to develop a local Cultural Strategy***. ILAM. This publication, although written for those leading or actively involved in the steering groups for local cultural strategies, has very useful and generic advice. Order online [here](#) or
Phone: 01491 874842
Website: <http://www.ilam.co.uk>

Code of Practice on Consultation (2004). Cabinet Office. Code of Practice for government consultations. Available online [here](#)
Website: <http://www.cabinet-office.gov.uk>

The **Office of Public Services Reform** also has information on 'customer focus' in public services [here](#)
Website: <http://www.pm.gov.uk/output/Page249.asp>

The **Charter Mark** scheme provides a self-assessment toolkit on customer service with an emphasis on consultation and examples of good practice.
Website: <http://www.chartermark.gov.uk>

Challenging Institutional Racism: A toolkit for the Voluntary Sector (2002). LVSC and ROTA for the Association of London Government. Available online [here](#)
Sections 2 and 3 look at consultation and planning and partnerships and good practice.
Website: <http://www.alg.gov.uk>

Shier, Harry (ed) (1995). ***Article 31 Action Pack: Children's Rights and Children's Play***. PLAY TRAIN. Highly recommended by a practitioner for its guidance on children's participation in decision-making and consultation techniques.

PLAY TRAIN
The Post Office Buildings
149-153 Alcester Rd
Moseley
Birmingham B13 8JW

Phone: 0121 449 6665

Email: team@playtrain.org.uk

The website www.playtrain.org.uk also has a useful section on children's consultancy.

Miller, Judy (ed) (1999). ***A Journey of Discovery***. Save the Children. ISBN 1841870137. Again recommended. This focuses on consultation undertaken for the Children's Discovery Centre, east London and describes ways of empowering children to make their views known. Order through NBN International [here](#) or
Phone: 01752 202301

Email: orders@nbninternational.com

Regen.net. This website is the information network for regeneration partnerships and provides useful information and advice.

Website: <http://www.regen.net>

Putting People at the heart of the Urban Renaissance (2002). BTEG and Urban Forum for the Office of the Deputy Prime Minister. Available online [here](#). Advocacy document for voluntary and community organisations which discusses shaping policy through networking, information sharing and collaborative working.

Website: <http://www.bteg.co.uk>

Guide to User-Led Service Reviews (2003). Scottish Accessible Information Forum, Scottish Consumer Council. ISBN 0907067891. This resource was designed to help organisations to test how well they are applying the SAIF Standards for Disability Information and Advice Provision. It asserts that 'there is no substitute for the involvement of disabled people themselves in reviewing services and instigating improvements'. Available to download or view online [here](#)

Phone: 0141 226 5261

Email: info@saifscotland.org.uk

Website: <http://www.saifscotland.org.uk>

Evans, Rachel and Banton, Martin. ***Learning from Experience: involving black disabled people in shaping services***. Council of Disabled People, Warwickshire. The report of a research project on different ways of involving Black disabled people in shaping services. A summary of findings is available from the Joseph Rowntree Foundation [here](#). The report is available for £10 plus £2 p&p from:

Council of Disabled People
Fordsfield
Bury Road
Leamington Spa
Warwickshire CV31 3HW
Phone: 01926 420702

Morris, Jenny (2002). ***A Lot to Say***. SCOPE. ISBN 094682842360. Free. This guide is intended for those working with children with communication impairments, discusses communication barriers and offers advice and good practice for involving these young people in consultations.

Phone: 0808 800 3333

Download [here](#) or

Email publications@scope.org.uk

Website: <http://www.scope.org.uk>

Hearing Young Voices – Guidelines for Consultation (2003). Children's Rights Alliance – Republic of Ireland Limited and National Youth Council of Ireland.

Download [here](#)

See also ***Hearing Young Voices: consulting children and young people, including those experiencing poverty or other forms of social exclusion, in relation to public policy development in Ireland*** (2002).

Website: <http://www.youth.ie>

2. Cultural sector

This section features resource specifically written for cultural sector organisations.

Disability Directory for Museums and Galleries (2001). Resource. Gives clear guidance on the principles and practice of involving disabled people in effective consultation, and developing an appropriate organisational structure and culture. A review in the *Museums Journal*, July 2001, p. 45 stated, '...consultation...means power sharing by museum staff at a very fundamental level.....Are we ready for this? If we are the 'how to' is spelled out here.' The advice and guidance given, although focused on museums and galleries, has a relevance for all mainstream cultural organisations. Download [here](#) or contact mo@centralbooks.com

Website: <http://www.mla.gov.uk>

Playforth, Sarah (2003). ***Consulting Disabled People: Resource Disability Portfolio Guide 11***. Resource. Download [here](#) or order from mo@centralbooks.com – free for museums, libraries and archives and disabled people working in the sector; £25 for other organisations and individuals.

Phone: 020 7273 1445

Email: sahar.vagan@mla.gov.uk

Website: <http://www.mla.gov.uk>

Delin, Annie with Barnes, Caroline (March 2001). ***Drawbridge: a model for consultation with disabled people. Evaluation report***. Resource. Available to download [here](#). This is a highly recommended source of guidance as it offers a very honest and frank account of the process of the Drawbridge Group project 1995–2000, which at its inception in 1995 was a very early example of such consultation in the museum and gallery sector. The report highlights practical issues and problems

and discusses the context within which these occurred. It highlights achievements and offers useful lessons and advice for other organisations across the cultural sector. (Review of this report available in *Museum Practice* 18, Vol. 6, No. 3, 2001, Museums Association p.9)

Website: <http://www.mla.gov.uk>

'Opening Minds to Access', *Museum Practice* 17, Vol. 6, No. 2, 2001, pp. 36–49.

This article considers ways of developing access in museums for people with learning difficulties, with guidance and case studies. The case studies include an account of the role and importance of a person with learning difficulties as a member of the access advisory group at Croydon Clocktower. Contact details are supplied for networking.

Published by the Museums Association

Website: www.museumsassociation.org

Library Services for Visually Impaired People: A Best practice Manual (2000).

Resource. ISBN 1902394437. Chapters 6 and 7 provide comprehensive advice and guidance on the issues for libraries. Again much is relevant to other cultural venues.

Available online [here](#)

Contact:

National Library for the Blind

Phone: 016 1355 2004

Email: rose.stanfield@nlbuk.org

Website: <http://bpm.nlb-online.org>

Public libraries and the Arts: Pathways to Partnerships (2000). CPI. Available from www.artsandlibraries.org.uk an East Midland and local authority based website.

Download report [here](#)

Hooper-Greenhill, Eilean (ed) (1997). ***Cultural Diversity: Developing Museum Audiences in Britain***. Leicester University Press. Part two has a number of case studies of involving representatives of minority ethnic communities in the consultative process. These case studies are rather dated now but remain useful points of reference.

Disability access: a good practice guide for the arts (2003). Arts Council England. ISBN 0728709783. Free. Chapter 1 discusses issues of governance and consultation. Download [here](#)

Website: <http://www.artscouncil.org.uk>

Delin, Annie (2003). ***The Hands Up project: Developing access for Deaf audiences to arts events and venues in the City of Derby***. This report has a very helpful discussion of involving deaf people in consultation and feedback, and the ways in which communication and cultural difficulties were overcome during the Hands Up project. There is a very useful executive summary.

Download [here](#)

Website: <http://www.newaudiences.org.uk>

5. Barriers to access to information

The resources in this section are divided into three main subsections:

1. general guidance on information provision
2. provision of information on access to venues
3. marketing to new audiences

Information and its dissemination are essential to both develop and sustain any new audience. Too often access initiatives appear unpopular because groups may not even be aware of a venue or the services it is offering.

Similarly, though services may be developed in partnership with the target audience, promotional communication may often be generated separately and may fail to convey an inclusive message with an appropriate appeal. The resources listed include guidance on inclusive language/s and visual communication/signs/symbols.

A supplementary bibliography on marketing has also been included. Although not dealing specifically with marketing to new and underrepresented audiences, the resources listed in this bibliography will be of use of to many practitioners.

1. General guidance on information provision

Tell all: a guide to inclusive communications (2000). Brasshouse Publications. ISBN 190308203X. A practical guide on how to communicate in a way that does not exclude disabled people. Ranges from website design to use of telephones.

See details [here](#)

Contact:

Brasshouse Publications
50 Sheepcote Street
Birmingham B16 8AJ
Phone: 0121 303 1619
Website: <http://www.birmingham.gov.uk>

Gregory, Wendy (1996). ***The Informability Manual: Making information more accessible in the light of the Disability Discrimination Act***. HMSO. ISBN 0117020389. An excellent source of advice and guidance, recommended by several practitioners. The Central Office of Information (COI) Communications' Informability Unit offers advice and guidance on communicating effectively with disabled people

using plain language and accessible media like Braille publications, audio cassettes, accessible websites and British Sign Language. For more information on reaching disabled people contact Wendy Gregory: Wendy.Gregory@coi.gsi.gov.uk

This service includes using their research findings to communicate with hard-to-reach groups through a range of publications. These include Braille, large print and plain English publications, as well as White and Green Papers, produced by a broad range of services including Informability, specialist editorial services, translations, ethnic advisory service, sponsorship, PR and direct marketing. See the COI website: <http://www.coi.gov.uk/homepage/homef.html>

Plain English Campaign. Their website has a number of useful free guides to download including ***Plain English Guide to design and layout***, [here](#). Their advice has been much valued by a number of practitioners. The campaign offers a wide variety of training course around the country.

Phone: 01663 744409

Email: info@plainenglish.co.uk

Website: <http://www.plainenglish.co.uk>

See it Right. Booklets from the Royal National Institute for the Blind (RNIB) £20 for the pack, £17 for charities. Complete guide to designing, producing and planning accessible information for visually impaired people (which will also assist everyone else). Highly recommended by practitioners. The booklets cover production in a number of different formats: clear print, large print, Braille, Moon, audio cassette, e-text and over the internet. The booklets include: *Why should I make information accessible?*, *Communicating with blind and partially sighted people*, *information matters*, *clear print*, *making information accessible to deafblind people*, *large print*, *tape*, *e-text*, *websites*, *handwriting*, *signs*, *videos*, *Braille*, *information for all*.

Phone: 0845 702 3153

Email: cservices@rnib.org.uk

The [RNIB](#) website www.rnib.org.uk has a useful site index and a section to download summaries of the *See it Right* booklets [here](#). (See also section 7, 'sensory access barriers').

Website: <http://www.rnib.org.uk>

The SAIF Standards for disability and advice provision in Scotland (1999). Scottish Accessible Information Forum (SAIF). ISBN 09070751. These standards have recently been updated and reprinted and the 2004 version will be available soon. Highly recommended by a practitioner for all information providers, in particular for its detailed self-assessment checklist. Offers extremely practical guidance on developing good practice and delivering accessible information. The 1999 standards are available to download or view online [here](#) and the updated 2004 standards will be available on the same website soon.

Phone: 0141 226 5261

Email: info@saifscotland.org.uk

Website: <http://www.saifscotland.org.uk>

Enabling Information: A report on improving access and raising standards in information services for disabled people and their carers in Scotland. Scottish Accessible Information Forum. Available online [here](#)

Website: <http://www.saifscotland.org.uk>

Producing an Accessible Information and Communication Strategy (2002).

Grampian Accessible Information Taskforce. Available online [here](#)

Website: <http://www.grampianinfo.co.uk>

Making Reading Easier (1999). Basic Skills Agency. A useful free leaflet.

Basic Skills Agency

Commonwealth House

1–19 New Oxford Street

London WC1A 1NU

Phone: 020 7405 4017

Email: enquiries@basic-skills.co.uk

Website: <http://www.basic-skills.co.uk>

Read online or order [here](#)

STOP before producing information for deaf and hard of hearing people

(2000). RNID. Free. Available to download [here](#) or order [here](#)

Phone: 0808 808 6666 (freephone)

Textphone: 0808 808 0007

Also see **Start ... producing information for black and minority ethnic deaf and hard of hearing people** (2002). RNID. Available [here](#)

Website: <http://www.rnid.org.uk>

Am I making myself clear? Guidelines for accessible writing. Mencap. Free from Mencap. Download [here](#) or

Phone: 0808 808 1111

Website: <http://www.mencap.org.uk>

How to provide information well: A Good Practice Guide (1996). National Information Forum. ISBN 0951766929. £3.75 to statutory organisations, £3.00 to Voluntary organisations/individuals. Contact:

National Information Forum

Post Point 905

BT Burne House

Bell Street

London NW1 5BZ

Phone: 020 7402 6681 or order online [here](#)

Website: <http://www.nif.org.uk>

Playforth, Sarah (2003). ***Inclusive Information: Resource Disability Portfolio Guide 6***. Resource. Available online [here](#) or order from mo@centralbooks.com – free for museums, libraries and archives and disabled people working in the sector; £25 for other organisations and individuals.

Phone: 020 7273 1445 for further information.

Email: sahar.vagan@mla.gov.uk

Website: <http://www.mla.gov.uk>

Confederation of Transcribed Information Services. COTIS produces a checklist for audio information (see section 7 ‘sensory access barriers’)

Website: <http://www.cotis.org.uk/index.htm>

Rayner, A. (1999). ‘**Audio Information and visitors with learning disabilities**’, INTACT in *BarrierFree*, Issue 3, Winter 99, p.12. *BarrierFree* is the journal of the Museums and Galleries Disability Association, MAGDA. Contact:

Abigail Thomas

Hove Museum & Art Gallery

19 New Church Road

Hove

East Sussex BN3 4AB

Phone: 01273 292828

Email: abigail.thomas@brighton-hove.gov.uk

Website: <http://www.magda.org.uk>

Back issues will be available on the MAGDA website soon

Language translation: Make contact with your local authority translation services for languages appropriate to your excluded audiences. Also note the British Educational Communications and Technology Agency ([BECTA](#)) has both ESOL (English for speakers of other languages) and Community Languages web pages, [here](#). These pages include links to case studies, software, resources and links.

Website: <http://www.becta.org.uk>

Let’s make it accessible: improving government information for disabled people (2001). DfEE. Available online [here](#). This guide is intended to help government departments to develop a strategy for providing accessible information as part of the Modernising Government agenda. It points out that the DDA only specifies minimum requirements, and provides general information and good practice advice which may be useful for a wide range of organisations.

Website: <http://www.disability.gov.uk>

Jentle, Ian (2003). ***Changing the scene***. Arts Council England. ISBN 0728709899. Part 1 discusses communication and information barriers in the performing arts and

ways of removing them. Download [here](#)
Website: <http://www.artscouncil.org.uk>

2. Provision of information on access to venues

Disability Directory for Museums and Galleries (2001). Resource. There is much relevant guidance and advice in this publication for all cultural venues. In particular note *Artsline's Principles for basic Access Information* and accompanying checklist: Also Rebecca McGinnis's guidance on producing separate access leaflets, universal design and Helen Coxall's advice on museum exhibitions. Much of this advice is applicable across the cultural sector. Download [here](#) or contact: mo@centralbooks.com
Website: <http://www.mla.gov.uk>

Artsline is the leading information service for disabled people worldwide who want to access arts and entertainment facilities in London and has built up considerable experience and expertise in more than 20 years of work in this field.
Phone: 020 7388 2227
Website: www.artsline.org.uk

Artsline constantly expands its database of disabled access information and has produced thirty access guides to a range of venues. (These include: ***Access in London, West End Theatre Guide, Pieces*** (galleries), ***The Multicultural Guide, Play Guide*** (disabled children and carers/families), ***Reel Guide*** (cinemas), ***Disabled and In*** (young disabled person's guide to London), ***The Museums Guide***). Artsline provide advice and information on all forms of access to all aspects of the arts, and offer disability equality training (now developing diversity training – race/disability training), an access audit service (note 'physical barriers' section) alongside work on a number of projects. Projects include: cultural diversity, which extends Artsline's work to disabled people from minority ethnic and refugee communities in London, Attitude is Everything, which aims to improve access to music venues across the country, and Youth, which aims to empower and increase the self-confidence of young disabled people in London through engagement with the arts and entertainment. Artsline has developed a number of signs and symbols for use in its guides, and is involved in the coalition of organisations attempting to standardise symbols (for more information on this project contact RADAR www.radar.org.uk) (also see section 6, 'physical access barriers')

Bailey, Ruth (2001). ***Disability***. The Independent Theatre Council. Useful advice on publicity, programmes and marketing. Available from:

ITC
12 The Leathermarket
Weston St
London SE1 3ER

Phone: 020 7403 1727
Email: admin@itc-arts.org
Website: <http://www.itc-arts.org>

Library Services for Visually Impaired People: a Manual Of Best Practice (2000). Resource. ISBN 1902394437. Available online [here](#)
Contact:

National Library for the Blind
Phone: 016 1355 2004
Email: rose.stanfield@nlbuk.org
(See also sections 1 and 7 on 'general guidance on access' and 'sensory access barriers'). Chapter 15 offers advice on alternative formats and more general marketing advice (see below).
Website: <http://bpm.nlb-online.org>

Durbin, Gail (ed) (1996). ***Developing Museum Exhibitions for Lifelong Learning: GEM***, HMSO. Available from HMSO. See in particular, section 3 'Audiences' and section 7, 'Texts'.

BT Age and Disability Action homepage. BT's products and services for older or disabled people. (see also section 7 'sensory access barriers')
Phone: 0800 800 150
Textphone: 18001 0800 0800 150
Email: disability@bt.com
Website: http://www.btplc.com/age_disability/index.htm

Useful advice on general information panels or signage:

Nolan, Gail (1997). ***Designing Exhibitions to include People with Disabilities***. National Museum of Scotland. ISBN 1901663000. Advice can be transferred to other contexts.

3. Marketing to new audiences

Guidelines for Marketing to Disabled Audiences (1995). The Arts Council of Great Britain. Although now seven years old this publication includes very relevant and practical advice. Continues to be used by many practitioners. (Now out of print)

Marketing and audience development for disabled audiences (SMART and Jan Nesbitt, forthcoming 2004). Contact Arts Council England www.artscouncil.org.uk for information.

Library Services for Visually Impaired People: a Manual Of Best Practice (2000). Resource. ISBN 1902394437. See in particular, chapter 15 and 6. The

comprehensive advice and guidance provided here can be transferred across the cultural sector. It includes an explanation of marketing, the demography of visual impairment and guidance on how to get your message across with a particularly useful list of mediums relevant to blind and visually impaired people. Makes the point strongly for inclusive thinking. Chapter 6 identifies issues for library service policy and management. Although targeted at visually impaired library service users the guidance is driven by three principles 'inclusiveness, equity and independence' which are relevant for everyone. Available online [here](#) or contact:

National Library for the Blind
Phone: 016 1355 2004
Email: rose.stanfield@nlbuk.org
Website: <http://bpm.nlb-online.org>

Price, Katie (1999). ***Identity and Identification: Marketing international and culturally specific performance***. Visiting Arts and Battersea Arts Centre. This guide is London specific but has useful case studies and includes salutary lessons. Available free from:

Visiting Arts
Bloomsbury House
74–77 Great Russell Street
London WC1B 3DA
Email: john.kundu@visitingarts.org.uk
Website: <http://www.visitingarts.org.uk>

Maitland, Heather (1997, updated 2000). ***A guide to audience development***. Arts Council England. ISBN 0728707500. A step-by-step guide to developing and managing audience development projects including case studies from a wide range of arts organisations including the Drawbridge Group (see section 4 of this resource list on 'barriers to participation in decision-making'). Section 5 of the guide has useful checklists. Contact Marston Books on 01235 465500 or order online [here](#)
Website: <http://www.artscouncil.org.uk>

Selling Mendel [Video] (2001). Stalking Histories. This video from Stalking Histories addresses the issues of how to promote disability theatre to a wider audience. £2,
Phone: 0161 273 4664
Email: stalkinghistories@supanet.com
Website: <http://www.stalkinghistories.com/>

How accessible is mainstream theatre? (1996). Signed Performances in Theatre (SPIT) Research Phase 3. Deafworks research that examines the reasons for non-attendance. (Somewhat dated now still useful – see section 7 of this resource list on 'sensory access barriers' for contact details.) £10 from SPIT,
Phone/Fax: 0161 773 1715
Email: sarah@spit.org.uk

Website: <http://www.spit.org.uk>

Jermyn, Helen and Desai, Philly (2000). **Arts – what's in a word? Ethnic minorities and the arts**. Arts Council England. Research Report No. 20. ISBN 0728708078. Cited by several practitioners as a very useful resource that summarises previous research. An executive summary is available online [here](#) which is particularly useful with clear recommendations for marketing to new audiences for both mainstream arts and Black, Asian and Chinese arts. For the report, contact Marston Books on 01235 465500 or order online [here](#)
Website: <http://www.artscouncil.org.uk>

Jennings, Mel (1998). **Audit of research into audiences for Black and Asian work**. Arts Council England. ISBN 0728708264. Recommends ways of supporting audience development for Black and Asian work (also identifies the gaps in existing research and future audience research needs). Free from Marston Books on 01235 465500 or order online [here](#)
Website: <http://www.artscouncil.org.uk>

Desai, Philly and Thomas, Andrew (1998). **Cultural Diversity: Attitudes of Ethnic Minority populations Towards Museum and Galleries**. MGC. Used by many practitioners and includes recommendations on marketing and communications, general marketing activities and targeted marketing.

Robertson, Hamish and Migliorino, Pino; EMD Consultants (1996). **Open Up! Guidelines for Cultural Diversity Visitor Studies**. Australia Council and Powerhouse Museum. (Available in Arts Council England Library.) A very practical publication that includes a promotional strategy flow chart with examples of each of the eight recommended steps. Also includes a research and development checklist.

Harland, John and Kinder, Kay (eds). **Crossing the Line – Extending young people's access to cultural venues**. NFER, Gulbenkian Foundation and Arts Council England. ISBN 0903319918. (Now out of print)

Ings, Richard (2001). **Funky on your flyer: a report on Crossing the Line seminars**. Arts Council England. ISBN 0728708205. Emphasises the importance of consultation with your target audience and the development of partnerships. Available to download [here](#) or contact Marston Books on 01235 465500 or order online [here](#)
Website: <http://www.artscouncil.org.uk>

Hill, Liz (ed). **Targeting the Now Generation: a case study on marketing the arts to 15–19 year olds**. MAX (Marketing the Arts in Oxfordshire). ISBN 1903315050. £10 from SAM's books <http://www.sam-arts.demon.co.uk/>

[Young people and Museums](#) website. Launched April 2002 and created to keep the sector up-to-date with a national project called Opening the Doors. This project

aims to encourage young people outside of formal education to visit museums and galleries and use the resources on offer.

Website: <http://www.youngpeopleandmuseums.org.uk>

Shaping the Future: The experiences of blind and partially sighted children and young people in the UK (2000). RNIB.

(Volume 6 is the summary report) reviewed in *STV News* Winter 2000. Targeted at libraries, but relevant across all cultural services

David Owen

Executive Director

Share The Vision

National Library For The Blind

Phone: 0161 355 2079

Website: <http://www.rnib.org.uk>

The report states 'The findings make salutary reading for us all as fellow citizens because of the barriers society had erected'. The report clearly demonstrates the diversity within this group of young people and how their aspirations are as varied and also the same as all young people. It clearly recommends inclusive rather than just specialist services and emphasises that the inclusion of these young people must be considered from the earliest stages of planning.

Disability access: a good practice guide for the arts (2003). Arts Council England. ISBN 0728709783. Free. Chapter 4 discusses marketing and publicity for disabled audiences. Download [here](#)

Website: <http://www.artscouncil.org.uk>

Delin, Annie (2003). ***The Hands Up project: Developing access for Deaf audiences to arts events and venues in the City of Derby***. This report has a section on ways the project was marketed to deaf audiences and also considers the need to use plain English and how to overcome communication and cultural differences. There is a very useful executive summary. Download [here](#)

Website: <http://www.newaudiences.org.uk>

Communication and audience development: A report highlighting communication and promotional tools taken from Art Council England's New Audiences programme (2003). Aspirational Arts Partnerships. Describes how existing marketing methods were 'refined, adapted, and in some cases abandoned', and how projects experimented with email, SMS and television advertising.

However, one of the lessons learnt was the importance of 'simple good practice in project planning and management and in using the available tools strategically and effectively'. Download [here](#)

Website: <http://www.newaudiences.org.uk>

Roberts, Anne (1998). ***Test Drive the Arts***. This document explains the 'test drive' concept to attract first-time users, including how the approach can be used to give out positive messages and build longer-term commitment. Download [here](#)
Also see Roberts, Anne (2000). ***Qualitative Evaluation of CBSO's Ambassador's Scheme 1999-2000***. [here](#) and Whitehead, Brian (2000). ***Cambridge Drama Centre – New Audiences Project – Artmail***. [here](#)
Website: <http://www.newaudiences.org.uk>

Supplementary bibliography

Although not dealing specifically with marketing to new and underrepresented audiences, the following resources provide generic information and advice about marketing for the cultural sector which some practitioners will find useful.

Millman, Anne (2001). ***Prove it! A practical guide to market research for museums, galleries and visitor attractions***. Commissioned by SEMS together with museums in Hertfordshire and Bedfordshire. Available online [here](#) and from SAM's books (Services for Arts Management) [here](#). Not written with a particular audience focus, but recommended by practitioners. Includes model forms and checklists for surveys and interviews and sections on analysis and evaluation with a practical case study.
Bedfordshire Museums website: <http://www.museums.bedfordshire.gov.uk>

Successful Marketing on a shoestring (1998). Gregory-Jones Marketing Communications. Useful booklet that gives an introduction to marketing. Order online [here](#) or contact

[Gregory Jones Marketing Communications](#)

38 Larkfield Close
Greenmount
Bury
Lancashire BL8 4QJ

There is also a PowerPoint presentation online [here](#)
Website: <http://www.successfulmarketing.co.uk/contact.htm>

Verwey, Peter (1998). ***Marketing planning***. Arts Council England. (Now out of print)

Runyard, Sue and French, Ylva (1999). ***The Marketing and Public Relations handbook for Museums, Galleries and Visitor Attractions***. Reviewed in *Museum Practice*. This is a comprehensive guide to public relations and marketing as a means of developing and sustaining audiences, generating income and championing the role of custodians of the cultural heritage. Covers the principles, process and techniques involved in developing and implementing strategies for marketing and PR using a range of media, including the internet. Illustrated by case studies.

Rogers, Rick (1998). **Audience development – collaborations between education and marketing**. Arts Council England. (Now out of print) (see also section 8 on 'intellectual access barriers')

Maitland, Heather (revised 2000). **The marketing manual**. Arts Marketing Association with Arts Council England. ISBN 1903315026. Available from SAM's books (Services for Arts Management) [here](#)

Jermyn, Helen (ed) (2000). **Placing Art in New Contexts Research Report 19**. BMRB. ISBN 0728707950. Research to assess the type of audience attending arts events funded under the 'New context' strand of the 'New Audiences' programme. Summary can be downloaded [here](#)
For the full report, contact Marston Books on 01235 465500 or order online [here](#)
Website: <http://www.artscouncil.org.uk>

Towards 2010 – new times, new challenges for the arts (2000). Henley Centre. ISBN 0728708116. Demographic and other data of what Britain will be like in 2010 and what this will mean for the arts. £10 from Marston Books on 01235 465500 or order online [here](#)
Website: <http://www.artscouncil.org.uk>

Stayte, Sue and Watt, David C. **Events from Start to Finish**. ILAM. ISBN 187390374X. General guidance but useful across the cultural sector. Available from ILAM
Phone: 01491 874842
Email: bookshop@ilam.co.uk
Website: <http://www.ilam.co.uk>

Skelton, Adrienne et al (2002). **Arts in England: attendance, participation and attitudes in 2001**. Research report 27. Arts Council England. ISBN 0728708930
Download [here](#)
http://www.artscouncil.org.uk/information/publication_detail.php?browse=title&id=139&page=2
£10 from Marston Books on 01235 465500 or order online [here](#)
Website: <http://www.artscouncil.org.uk>

Tomlinson, Roger; Verwey, Peter (ed) (1998). **Box office marketing guides**. Arts Council England. A series of laminated A4 sheets that provide a step-by-step approach to capturing information from computerised box office systems. (Now out of print)

Tomlinson, Roger (2002). **'Long Live the 21st Century Box Office'**, *ArtsNow* Issue 19, 12 February 2002. Looks at how box offices generally have not adapted to change and embracing the new technologies, but argues that the box office sales team will be at the heart of customer relationship management in the future.

6. Physical access barriers

This section is into six main subsections:

- 1) legal context
- 2) general advice
- 3) historic properties
- 4) refurbishment programmes
- 5) new buildings
- 6) useful organisations and websites

Following these sections a brief additional bibliography is provided for those practitioners who wish to pursue information further.

From October 2004 there will be a legal requirement for service providers to dismantle physical barriers faced by disabled people, under the Disability Discrimination Act 1995. However, important though physical barriers are, they should not be considered in isolation from the other barriers addressed in other sections of this report. A holistic perspective which recognises the often interrelated nature of barriers to access is most appropriate. For example, people need to know that a building is physically accessible, feel comfortable about visiting, be able to afford to get there and use the facilities as well as have an interest in what is on offer etc.

Whatever specialist expertise is employed (eg access consultancies to deliver access audits), consultation with users and potential users should take place to monitor and evaluate proposed plans at all stages. The arts sector, as every other, is littered with examples of major capital projects intended to improve physical access, but that have resulted in the creation of further barriers through the lack of appropriate consultation and attention to intellectual, emotional access barriers and access to information.

Although access audits are now accepted as essential strategic planning tools, it remains too easy to focus purely on architectural features, and make stereotypical assumptions about the needs of audiences. Moreover, as the Resource report from Solon: [*Survey of provision for disabled users of museums, archives and libraries*](#) (2001) confirms, too much attention continues to be paid to physical barriers alone, alongside a focus on wheelchair users, who only make up a very small proportion of disabled people. Also, physical barriers are experienced by many others, (eg families with young children, people with hidden impairments due to a variety of medical conditions, people with a variety of mobility impairments etc).

1. Legal context

(See also information on DDA 1995 in section 1 of this resource list 'general guidance on access'). From October 2004 there will be a legal requirement for service providers to dismantle physical barriers faced by disabled people, under Part III of the Disability Discrimination Act 1995.

Part III Code of Practice: Rights of Access – Goods, Facilities, Services and Premises (2002). Disability Rights Commission. This can be downloaded from the Disability Rights Commission (DRC) website [here](#). There is also a variety of other advice: **Making access to goods and services easier for disabled customers: a practical guide for small businesses and other service providers** (2004) DRC is particularly useful. View this online [here](#) or order online. This document includes a useful list of contacts – including those for Scotland and Northern Ireland.

The DRC Helpline:

Freepost
MID 02164
Stratford upon Avon
CV37 9BR
Phone: 08457 622633
Textphone: 08457 622644
Fax: 08457 778878

For Northern Ireland contact:

Equality Commission for Northern Ireland
60 Great Victoria St
Belfast BT2 7BB
Phone: 012890 500 600
Fax: 012890 329 227
Email: info.commission@equalityni.org
Website: <http://www.drc-gb.org>

The Building Regulations. Approved Document M: access and facilities for disabled people. (2004). The Department of the Environment, Transport and the Regions (DETR), Stationery Office. ISBN 011 753 469 2. Part M identifies minimum standards only and does not necessarily provide guidance on best practice access for disabled people. Download [here](#) or order through the [Stationery Office](#)
Website: <http://www.odpm.gov.uk>

There is a new **British Standard: BS8300: Design of buildings and their approaches to meet the needs of disabled people. Code of practice.** This is available from:

Customer services

British Standards Institution
389 Chiswick High Road
London W4 4AL
Phone: 020 8996 9001
Email: cservices@bsi-global.com
Website: <http://www.bsi.org.uk>

2. General advice

Holmes-Siedle, James (1996). ***Barrier-free Design: A Manual for building designers and managers***. Butterworth. ISBN 0750616369. An extremely accessible publication for non-specialist readers as well as architects, buildings managers and so on, and relevant to all organisations. This publication provides excellent advice about what is involved in creating good access to buildings, the legislation (including the DDA but not the latest guidance) and population statistics. It includes technical advice and case studies. It also approaches access issues in terms of providing solutions and the wider benefits these solutions achieve. (Used and recommended by many practitioners, including disabled consultants themselves.)

Morris, Gwilym and Ford, James (2000). ***Left Out – disabled people's access to goods and services***. Scope. ISBN: 0946828512. This survey looks at the accessibility of Britain to disabled people and provides a useful overview of the many barriers faced. It also offers advice to campaigners and organisations on how to improve access to a wide range of goods, services and facilities. Download executive summary and order form [here](#). £3.30 to individuals, £20 to organisations.
Website: <http://www.scope.org.uk>

The Resource Disability Portfolio (2003). Resource. See Guide 4: Delin, Annie. ***Audits*** and Guide 9: Bell, Janet A. ***Accessible Environments***. Though written for museums and galleries, this advice can be applied across the arts sector. Download both [here](#) or order from mo@centralbooks.com – free for museums, libraries and archives and disabled people working in the sector; £25 for other organisations and individuals.
Phone: 020 7273 1445 for further information
Email: sahar.vagan@mla.gov.uk
Website: <http://www.mla.gov.uk>

Disability Directory for Museums (2001). Resource. See chapter 5 for advice on obtaining access audits and using access consultants. Download [here](#) or contact mo@centralbooks.com
Website: <http://www.mla.gov.uk>

Lacey, Andrew (2004). **Designing for Accessibility**. Centre for Accessible Environments (CAE). ISBN 1859461433. This is described as 'an up-to-date and user-friendly good practice guide based on the 2004 Approved Document M and BS 8300:2001, in the context of the Disability Discrimination Act 1995 (DDA). Includes extensive plans and dimensional data illustrating internal and external features that commonly need attention in public buildings.' This publication can also be ordered as part of an access audit pack **Access Audits: a guide and checklists for appraising the accessibility of buildings**, which includes pro forma checklists and guidance notes. (ISBN 0 903976 30 7). £20, order from CAE [here](#) or
Phone/textphone: 020 7840 0125
Email: info@cae.org.uk

The **CAE** is a technical information training and consultancy resource for the construction industry, providers of goods and services, the care professions and disabled people. The centre is also a forum for collaborative dialogue between providers and users on how the built environment can best be shaped to be accessible to all. The CAE offers an access consultancy, training, information services, an architectural advisory service, a library, publications and videos. Publications include **Access By Design**, CAE's quarterly journal, with an index of back copies from 1994 onwards available on the CAE website – the National Register of Access Consultants information pack; a video and design sheets, eg Ramps (ABD issue 81) Steps and stairs (ABD issue 82).

Centre for Accessible Environments
70 South Lambeth Road
London SW8 1RL
Phone/textphone: 020 7840 0125
Fax: 020 7840 5811
Email: info@cae.org.uk
Website: www.cae.org.uk

'**Sadlers Wells – the redevelopment by Free for All**', *Access by Design*, Issue 74, The Centre for Accessible Environments (CAE). A useful account of an advisory group of disabled people and their engagement in the whole building redevelopment process. A list of past *Access by Design* articles is online [here](#). The CAE will send up to four articles by post on request. Contact Paul Highman:
Phone: 020 7840 0125
Email: paul.highman@cae.org.uk

'**Database audits**', *Access Journal*, Issue 1, 2001, pp. 28–29. This article looks at the pros and cons of using database audit packages. The *Access Journal* is free and published quarterly by the Joint Mobility Unit Access Partnership and the Access Association. It is a useful source for information exchange and advice on access to the built environment.
Phone: 020 7391 2002

Fax: 020 7387 7109

Email: editorial@accessjournal.org.uk

Website: www.accessjournal.org.uk

This first edition is available on the website [here](#)

'Finding my own way', *Access Journal*, Issue 1 2001, pp. 22–23. An article on accessible signage for people with learning disabilities – the message is: 'If we get it right for people with learning disabilities, we get it right for almost everyone.'

Download from www.accessjournal.org.uk

Library Services for Visually Impaired People: A Manual of Best Practice

(2000). Resource. ISBN 1902394437. Chapter 12 offers advice and guidance on the physical access issues in libraries for visually impaired people but has a much wider relevance to other public service buildings. Available online [here](#) or contact

National Library for the Blind

Phone: 016 1355 2004

Email: rose.stanfield@nlbuk.org

Website: <http://bpm.nlb-online.org>

Barker, Peter and Fraser, June (2001). ***Sign Design Guide – a guide to Inclusive Signage***. JMU Access partnership and the Sign Design Society. ISBN 1858784123.

Order online [here](#)

Phone: 020 7391 2002

Email: publications@jmuaccess.org.uk

Website: <http://www.jmuaccess.org.uk>

Note: the work of **The Coalition for standardised access signs and symbols**, a group comprising Artsline, RADAR, CHANGE, the John Groome Association, Mencap, RNID, SHAPE (London) and Tourism for All. Currently working on a 'Building Badge' to indicate facilities on offer, and the design of a standardised symbol system. To join or for further information contact:

Sian Baldwin

RADAR

12 City Forum

250 City Road

LONDON EC1V 8AF

Website: www.radar.org.uk

A Good Practice Guide to Disabled people's Access in the Countryside [CD-ROM] (2003). BT Countryside for All. This resource was recommended by a practitioner. Offers a best practice approach and includes guidelines for a range of techniques to improve access to the whole experience of visiting the countryside. The principles that underpin this guidance can be applied to most arts venues and highlight the importance of networking with disabled people, providing appropriate

information, transport, interpretation and events management. The guidance includes a variety of downloadable information sheets on physical features such as paths, gradients, surfaces, handrails, gates, picnic tables, signage and waymarking, toilets, accessible publicity and much more. BT Countryside for All also offers training, advisory and consultancy services. £38.99 with a 25% discount for voluntary organisations. Now available on cd-rom only from:

Fieldfare Trust
7 Volunteer House
69 Crossgate
Cupar
Fife KY15 5AS
Phone: 01334 657708
Email: info@fieldfare.org.uk
Website: <http://www.fieldfare.org.uk>

See order form online [here](#)

Thorpe, Stephen (1994). **Reading and Using Plans**. CAE. ISBN 090397626912. Useful guidance for those without architectural experience. £10 from CAE, order [here](#) or
Phone/textphone: 020 7840 0125
Email: info@cae.org.uk
Website: <http://www.cae.org.uk>

Enabling Access (February 1996), *Interpretation*, 1, 2. A special edition that looks at the issues of access audits and the built environment. A contents list and several articles from this issue are available online [here](#)
Website: <http://www.heritageinterpretation.org.uk>

Disability access: a good practice guide for the arts (2003). Arts Council England. ISBN 0728709783. Free. Chapter 5 discusses physical access to buildings. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Jentle, Ian (2003). **Changing the scene**. Arts Council England. ISBN 0728709899. Free. Part 1 discusses physical access barriers for audiences in the performing arts and ways to remove them. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Arts for All. Mencap. Experiences of families with learning disabled children in visiting arts venues, and recommendations for change. Points out the dual practical and social nature of barriers, however there is a great deal on practical and logistical difficulties and recommendations. Download [here](#)
Website: <http://www.mencap.org.uk>

3. Historic properties

English Heritage's **Disability Access Policy** is available to download [here](#)
Website: <http://www.english-heritage.org.uk>

Keeping up with the Past: making historical buildings accessible to everyone.
[Video]. English Heritage and the CAE. £14.10 available with or without subtitles from CAE [here](#). The video shows how the interests of improving access for disabled people and conservation principles can be reconciled. Features a selection of very different historic buildings and emphasises the importance of early consultation and good design in the management of change.
Phone/textphone: 020 7840 0125
Email: info@cae.org.uk
Website: <http://www.cae.org.uk>

Foster, Lisa (1997). ***Access to the Historic Environment: meeting the needs of disabled people.*** Donhead. ISBN 1873394187. It should be recognised that this book concentrates on the physical barriers and should be used with an awareness that there are other barriers that must be considered.

Easy Access to Historic Properties (1995, reprinted 1999). English Heritage. This short publication offers a strategic framework within which the requirements of individual properties can be assessed; it also suggests principles and processes for reconciling the needs of conservation and access. Download [here](#) or order from:
Phone: 0870 333 1181
Email: Customers@english-heritage.org.uk
Website: <http://www.english-heritage.org.uk>

Making historic sites accessible. English Heritage. This article details a variety of projects where school groups have worked on projects at a variety of historic sites to develop access for their visually impaired and mobility impaired peers. The case studies provide extremely useful guidance. Download [here](#)
Website: <http://www.english-heritage.org.uk>

Access to the Built Heritage – Technical Advice Note 7 (1996). Historic Scotland. ISBN 1900168235. £5 from Historic Scotland online shop [here](#)
Website: <http://www.historic-scotland.gov.uk>

4. Refurbishment programmes

'**Redesigning the National Portrait Gallery**' from a recent ***Access by Design***, CAE. A case study. The National Portrait Gallery (NPG) is a Grade I listed building

located in the heart of London. In this building study, Director Charles Saumarez Smith describes the background to the creation of the Ondaatje Wing of the gallery; architect Edward Jones describes the design; and Adrian Cave, an architect and access consultant, reflects on people's experiences of the new spaces within the gallery. The new wing of the National Portrait Gallery is one of many recent buildings which demonstrate the opportunities for a sophisticated approach to designing an accessible environment for disabled people and for everyone else. A list of past **Access by Design** articles is online [here](#). The CAE will send up to four articles by post on request. Contact Paul Highman:
Phone: 020 7840 0125
Email: paul.highman@cae.org.uk
Website: <http://www.cae.org.uk>

Bright, K. et al (2004). **Buildings for All to Use**. Construction Industry Research and Information Association (CIRIA). ISBN 086017610X. Good practice guidance for improving existing public buildings for disabled people. Also available on cd-rom. £48 to non-members until 31st September 2004. See details [here](#)
Website: <http://www.ciria.org>

5. New buildings

Open Sesame – The Magic of Access: Designing Access for Disabled People (2004). ADAPT Trust. This is an A5 pocket guide examining building standards in relation to the DDA in designing access for disabled people. It will be available from the ADAPT Trust from August 2004 for £3.00 (cheques only). Download an order form [here](#) or
Phone: 0141 357 5515
Fax: 0141 357 5515
Email: adapt.trust@virgin.net
Website: <http://www.adapttrust.co.uk>

Noble, C. Wycliffe and Lord, Geoffrey (2003). **Access for Disabled People to Arts Premises: the Journey Sequence**. ADAPT Trust. ISBN 0750657790. Design solutions and case studies from 14 inclusive arts buildings in the UK (not reviewed). £35. Download an order form [here](#) or
Phone: 0141 357 5515
Fax: 0141 357 5515
Email: adapt.trust@virgin.net
Website: <http://www.adapttrust.co.uk>

Barker, P.; Barrich, J. and Wilson, R. (1998). **Building Sight**. The Stationery Office/RNIB. Demonstrates how the needs of visually impaired people can be met in the design of buildings and environments. Available from RNIB online shop [here](#).
Website: <http://onlineshop.rnib.org.uk/storefront.asp>

Designing To Enable [CD-ROM] (2001) 2nd rev. ed. Gateshead Access Panel.
ISBN 0953080013. Currently available on cd-rom only: £45.00 from:

Gateshead Access Panel
Unit K38
The Avenues
11th Avenue North
Team Valley Trading Estate
Gateshead
Tyne and Wear NE11 0NJ
Phone: 0191 443 0058
Fax: 0191 487 7298
Email: access.gateshead@dsl.pipex.com

6. Useful organisations and websites

Organisations

The contacts below may prove useful in developing strategies and taking reasonable steps to overcome barriers to access. However, the list is by no means exhaustive and cultural organisations may wish to pursue further contacts of local disability groups who work on access issues. Also, many local authorities have their own guidance today.

English Heritage

Customer Services Department
PO Box 569
Swindon SN2 2YP
Phone: 870 333 1181
Website: <http://www.english-heritage.org.uk/>

Historic Scotland

Longmore House
Salisbury Place
Edinburgh EH9 1SH
Phone: 0131 668 8600
Website: <http://www.historic-scotland.gov.uk>

In Northern Ireland, guidance on listed buildings can be obtained by contacting:

The Environment and Heritage Service

5-33 Hill Street
Belfast BT21 2LA
Phone: 01232 543061

Construction Industry Research and Information Association (CIRIA)

Classic House
174–180 Old Street
London EC1V 9BP
Phone: 020 7549 3300
Fax: 020 7253 0523
Website: <http://www.ciria.org/index.html>

Websites

Artsline – disability access information service
www.artsline.org.uk

Centre for Accessible Environments
www.cae.org.uk

Centre for Education in the Built Environment
<http://ctiweb.cf.ac.uk>

National Federation of Access Centres
www.nfac.org.uk

National Federation of Shopmobility
www.justmobility.co.uk/shop

National Register of Access Consultants
www.nrac.org.uk

WebAble (disability-related internet resources)
www.webable.com

Additional bibliography

The following resources have not been reviewed as part of this project; interested practitioners may find the references useful.

Sense and Accessibility (CAX26) (May 2000). Countryside Agency. Free. A guide for managers to making open country accessible to disabled people.

Order online [here](#) or

Phone: 0870 120 6466

Website: <http://www.countryside.gov.uk>

Goldsmith, Selwyn (2001). ***Universal Design***. Architectural Press. A manual for architects.

Goldsmith, Selwyn (1997). ***Designing for the disabled: the new paradigm***.

Butterworth-Heinemann.

McGinnis, Rebecca (1998). 'Access Audits,' *Museum Practice*, **3**, 7, No. 1, 43–45.

Available from the Museums Association www.museumsassociation.org

Churches and the DDA from [Through the Roof](#). Through the Roof aims to equip churches to be inclusive of disabled people in all their activities. In particular they advise churches on the implications for them of the Disability Discrimination Act and seek to provide resources to enable churches to meet the requirements of the Act providing written resources and training. (25p for postage).

View online [here](#) or

Email: orders@throughtheroof.org

Website: <http://www.throughtheroof.org/index.htm>

Penton, John (1999). ***Widening the Eye of the Needle, Access to Church Buildings for People with Disabilities***. Church House Publishing.

Inclusive Design (2001). Spon press. ISBN 0419256202. £29.95. Recommended in *STV News* 39, Winter 2001.

7. Sensory access barriers

This section is divided into two main sections:

1. resources – lists key materials and publications offering useful insights and practical guidance
2. useful organisations – lists the key agencies that issue up-to-date advice on the sensory barriers faced by those whose interests they represent which the cultural sector can access

Sensory barriers are clearly most accurately experienced by people with hearing and/or visual impairments, or those with multiple impairments. While it is essential that people with visual and hearing impairments are involved in identifying and dismantling the sensory barriers they face in cultural venues, it must be remembered that these barriers are also relevant to a much wider group of people. Moreover, people with visual and hearing impairments are individuals, and are very diverse in their needs. Valuing diversity and using universal/inclusive design principles are essential. For example: the use of plain English and large print are of use to many people who would not consider themselves disabled as well as most people who are visually impaired, and plain English is essential for any written synopsis for Deaf people whose first language is BSL. Their use removes the barriers presented by complex/specialist language and the small font size of so much printed material. The attention paid to ensure, for example, appropriate audio/verbal-description of objects in a gallery for visually impaired visitors, can benefit many others who have vision, but have not been trained to 'look'. Likewise the provision of subtitles in plain English for audio visual presentations can assist a wide range of audiences as well as those who have hearing impairments.

Today we now accept that there are a wide variety of learning styles and needs and that multi-sensory learning opportunities are of value to all learners. Such opportunities are essential for people with visual impairments and a variety of learning difficulties/disabilities, as well as those who have multiple or complex impairments. However, when initiated from universal design principles, these opportunities can be planned to provide truly inclusive learning environments. The challenge to traditional assumptions and residual prejudice can lead to both creative thinking and enhanced learning opportunities for all.

Consultation with people who experience sensory barriers and appropriate staff training are essential (see sections 2, 3 and 4 of this resource list on 'cultural/representation barriers', 'barriers to participation in decision-making' and 'emotional barriers'), as is access to information on the venue and the services/products on offer (see section 5 on 'barriers to access to information'). There is an increasing range of both low-tech and high-tech assistive technology available that can greatly enhance access for people with visual and/or hearing

impairments. There are also an increasing range of interactive/participative strategies and multi-sensory learning opportunities being developed across the cultural sector.

1. Resources

Survey of Provision for Disabled Users of Museums, Archives and Libraries (2001). Solon for Resource. Although its findings are what many practitioners in mainstream venues who are involved with enabling the participation of disabled people are all too aware of (and the situation documented has existed for far too long), the messages of this report remain important, especially for managers. Too often provision relies on committed individuals, rather than being part of core activity and embedded in organisational culture and policies. This report also highlights that too much attention is often given to physical barriers, without considering the sensory barriers that are equally important. (See section 6 of this resource list on 'physical access barriers'.) The survey is available online [here](#)
Website: <http://www.mla.gov.uk>

The Resource Disability Portfolio (2003). Resource. In particular, see Guide 7, ***Using Technology***, by Nick Poole, and Guide 6, ***Access to Information***, by Sarah Playforth for guidance on sensory access. Download both [here](#) or order from mo@centralbooks.com – free for museums, libraries and archives and disabled people working in the sector; £25 for other organisations and individuals.
Phone: 020 7273 1445 for further information
Email: sahar.vagan@mla.gov.uk
Website: <http://www.mla.gov.uk>

Disability Directory for Museum and Galleries (2001). Resource. Contains sections on good practice principles and practice for working with people who have sensory impairments and much of the advice can be transferred to other types of cultural organisation. The 'Principles' section includes basic good practice principles for working with disabled people, and offers information and advice about different impairments. The 'Practice' section offers guidance, advice, checklists and sources of further information for a range of visitor services, facilities and aids that can overcome sensory barriers. These include: marketing, information provision, wayfinding strategies, information in alternative formats, signage, tactile maps and diagrams, tactile pictures, line drawings, models, display and interpretation strategies, auxiliary aids (low tech to high tech) and use of new technologies. Download [here](#) or contact mo@centralbooks.com
Website: <http://www.mla.gov.uk>

Welcoming your visually impaired customers, leisure industry pack. RNIB.
Available from:

RNIB Customer Services

Phone: 0845 702 3153
Email: cservices@rnib.org.uk
Website: <http://www.rnib.org.uk>

Hillis, Catherine and Talking Images project steering group, (2003). ***Talking Images Guide – Museums, galleries and heritage sites: improving access for blind and partially sighted people***. RNIB. ISBN 185878588X. £9.95. Order online at RNIB online shop [here](#).
Website: <http://onlineshop.rnib.org.uk>

Library Services for Visually Impaired People: A Manual of Best Practice (2000). Resource. ISBN 1902394437. This is a key resource for the library sector, is widely used and highly recommended. There is a great deal of comprehensive advice in this document about welcoming and providing access for visually impaired people, including the use of assistive technologies, that is relevant to other types of cultural organisation. Available to view online [here](#) or contact National Library for the Blind
Phone: 016 1355 2004
Email: rose.stanfield@nlbuk.org
Website: <http://bpm.nlb-online.org>

Bailey, Ruth (2001). ***Disability***, Policy into Practice series. The Independent Theatre Council. Provides a useful summary of services that would be expected in theatres to overcome sensory barriers and a useful contacts list. Available from:

ITC
12 The Leathermarket
Weston St
London SE1 3ER
Phone: 020 7403 1727
Email admin@itc-arts.org
Website: <http://www.itc-arts.org>

See It Right Pack (2001). RNIB. A 12-booklet series with practical advice on designing, producing and planning for accessible information. £17 for not-for-profit organisations. This guidance has been highly recommended by practitioners and can be applied to many cultural sector activities. Contains useful contacts for producing information in alternative formats, including Braille, Moon, large print, disk and so on. The [RNIB](#) website has a useful site index and a section to download summaries of the *See it Right* booklets [here](#)
Phone: 0845 702 3153
Email: cservices@rnib.org.uk
Website: <http://www.rnib.org.uk>

Access Guide: Your Passport to Delivering Services for Deaf and Hard of Hearing People. RNID. ISBN 0900634812. £12.99 (+£2.50 p&p), available from RNID

Phone: 0808 808 0123

Textphone: 0808 808 9000

Email: informationline@rnid.org.uk

Website: <http://www.rnid.org.uk>

The Disability Discrimination Act – A Guide for Providers of Goods, Facilities & Services, online [here](#) or contact:

RNID Information Line

Phone: 0808 808 0123

Textphone: 0808 808 9000

Email: informationline@rnid.org.uk

Website: <http://www.rnid.org.uk>

Davies, J. Eric; Wisdom, Stella and Creaser, Claire (November 2001). **Out of Sight but not out of mind: visually impaired peoples perspective of library and information services.** LIC Occasional paper No. 29. Resource. Download [here](#) (see also section 1 of this resource list on 'general guidance on access'). This publication is useful as it has a true user focus, its scope determined by visually impaired people themselves, and in that it offers a template for working with other excluded groups. Its recommendations are echoed in a number of other publications and apply to both other cultural organisations and the other interest groups who experience exclusion. These include: the need for organisations to pay closer attention to complaints and sustain communication and consultation with current users of a service (ie a client-centred organisational culture); outreach provision to both overcome barriers and initiate involvement; joint working with other, often specialised agencies (effective partnerships); marketing and promotion of the services on offer is essential and a need for greater market penetration.

Website: <http://www.mla.gov.uk>

Access for deaf people to museums and galleries: a review of good practice (2001). Deafworks. Although this review focuses on London, and it acknowledges that there are different and specific issues for cultural venues elsewhere, the majority of the quality standards and recommendations are relevant to, and useful for, all cultural organisations. Deafworks has been involved in promoting access for deaf people for over 12 years, and has provided advice and training to a wide range of mainstream cultural venues in London. £5 from:

Deafworks

Phone: 020 7689 0033

Textphone: 020 7689 1048

Email: general@deafworks.co.uk

Order online [here](#)

Website: <http://www.deafworks.co.uk>

Callow, Claire (2000). '**Inaudible but accessible**', *Museum Practice* **5**, 13, No. 1, 32–40. Guidance on the benefits and practicalities of making museums and galleries accessible to deaf people, illustrated by case studies. The basic guidance is relevant to all cultural venues. Contact:

Museums Association www.museumsassociation.org

Your Way to Leisure (2001). RNIB. A free publication that encourages blind and partially-sighted people to take up and participate in leisure activities. Useful to indicate the types of services that should be available under the DDA. Contact:

RNIB Customer Services

Phone: 0845 702 3153

Email: cservices@rnib.org.uk

RNIB has many useful publications listed under 'Arts and heritage' on its website.

Website: <http://www.rnib.org.uk>

Leisure ideas for people with a sight problem. RNIB. £2.50 available from

RNIB Customer Services

Phone: 0845 702 3153

Email: cservices@rnib.org.uk

Website: <http://www.rnib.org.uk>

'Opening Up!' Access for deaf & hard of hearing people to the arts, cultural and tourism venues. (1999). Conference report. Camden Arts and Tourism and Deafworks. Provides a good overview of the issues around dismantling barriers for deaf and hard of hearing people and includes a paper outlining how to provide appropriate built environments for deaf people. £15 from:

Deafworks

Phone: 020 7689 0033

Textphone: 020 7689 1048

Email: general@deafworks.co.uk

Order online [here](#)

Website: <http://www.deafworks.co.uk>

Deaf arts audit (1996). Deafworks for Arts Council England. The first and only research project that examined arts activities for deaf people cross-sectorally. Includes recommendations for improving access and practice. Available from:

Deafworks

Phone: 020 7689 0033

Textphone: 020 7689 1048

Email: general@deafworks.co.uk

Website: <http://www.deafworks.co.uk>

Deaf Arts UK. Quarterly magazine published by SHAPE.

Phone: 020 7619 6174

Textphone: 020 7619 6164

Email: deaf-arts@shapearts.org.uk

Website: <http://www.shapearts.org.uk>

Talk. Quarterly magazine produced by the National Deaf Children's Society.

Phone: 020 7490 8656

Email: ndcs@ndcs.org.uk

Download a sample issue [here](#)

Website: <http://www.ndcs.org.uk>

Joffe, E. and Siller, M. (1998). **Reaching Out: A Creative Access Guide for Designing Exhibits and Cultural Programs for Persons Who Are Blind or Visually Impaired.** [Video] ISBN: 0891289499. Available from American Association of Museums Bookshop www.aam-us.org

Rayner, Ann (1998). **Access in Mind: Towards the Inclusive Museum.** INTACT, National Museums of Scotland. ISBN 1901663183. The first three chapters of this book provide excellent advice relevant to all visitors, not only people with learning difficulties.

Franklin, Celia (2001). **'Creating a Comfortable Learning Environment'**, *GEM News*, No. 84, Winter 2001. No direct mention of access for people who experience sensory or other impairments, but an example of how multi-sensory learning is becoming 'mainstreamed' in Denver Art Museum Colorado. Available from: www.gem.org.uk

Museum Practice 5, 13, No. 1, 2000 has several relevant articles:

Swift, Frazer (2000). **'Interpretation Strategies.'** A guide to producing a strategy and checklist of key questions.

Ford, Chris (2000). **'Museum Theatre.'** Explains the principles and different approaches in practice.

Martin, David (2000). **'Audio Guides.'** This article examines the process and practicalities of commissioning and installing audio guides with case studies. Available from: www.museumsassociation.org

Rayner, A. (1999). **'Audio Information and visitors with learning disabilities'**, INTACT, in *BarrierFree*, Issue 3, Winter 1999, p.12. (*BarrierFree* is the journal of the Museums and Galleries Disability Association, MAGDA. Available from www.magda.org.uk

Contact:

Abigail Thomas
Hove Museum & Art Gallery
19 New Church Road
Hove
East Sussex BN3 4AB
Phone: 01273 292828
Email: abigail.thomas@brighton-hove.gov.uk
Back issues will be available on the MAGDA website soon.
Website: <http://www.magda.org.uk>

Judd, David (2001). '**Designed for different audiences and different learning styles. The new British Galleries at the V&A**', *GEM News* No. 83, Autumn 2001.
Available from www.gem.org.uk

Simpson, Moira (2000). '**Hands On or Hands Off? Creating interactive art exhibitions**', *Hands On! Europe Newsletter*, Issue 2, Making art galleries more accessible for children. Contact:

Kids' Clubs Network
Phone: 020 7522 6919
Fax: 020 7512 2010
Email: cci@kidsclubs.co.uk

Disability access: a good practice guide for the arts. (2003). Arts Council England. ISBN 0728709783. Free. Chapter 3 discusses aspects of providing access to arts through sign language interpretation, audio description, captioning and considers performing and visual arts and new media. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Delin, Annie (2003). ***The Hands Up project: Developing access for Deaf audiences to arts events and venues in the City of Derby.*** This report evaluates the project from the perspectives of deaf audiences and of the arts workers and organisations, including views on the measures taken to overcome sensory barriers. Download [here](#)
Website: <http://www.newaudiences.org.uk>

2. Organisations

Major national organisations

There are a number of national voluntary organisations which represent the variety of interests within the very diverse communities of Deaf, hearing impaired, blind and visually impaired people that provide excellent advice and information for the cultural sector. They can also assist with providing contacts for local groups of people who

experience sensory impairments and many publish journals, newsletters or magazines (note also those listed under general guidance).

These include:

RNIB for lots of relevant information, including publications and downloadable fact sheets on how to dismantle the sensory barriers experienced by blind, visually impaired people, and those with multiple impairments. These include advice on Braille, Moon, audio-description, wayfinding strategies, making museums accessible, alternative formats etc.

Phone: 0845 766 9999 or 020 7388 1266 (London office)

Email: helpline@rnib.org.uk

Website: <http://www.rnib.org.uk>

A Braille transcription service is available from the RNIB and the [Inside Out Prison Trust](#) (IOPT) The IOPT supports community-targeted activities for prisoners. There may be local providers of this service – contact local talking newspapers or community groups of visually impaired people.

IOPT

Phone: 01273 833050

Fax: 01273 833744

Email: info@iotrust.plus.com

RNIB Journals include: ***New Beacon, Visability, Focus, Eye Contact***. See the webpage [here](#) for back issues of RNIB magazines. The RNIB should be able to provide contact details of organisations that represent particular minority ethnic interests, eg **OBAC** an organisation for blind or partially sighted people of African or Caribbean heritage.

Phone: 020 7735 3400

Email: orgblindafricanib@ukonline.co.uk

Website: <http://www.obac.org.uk/>

National Federation of the Blind

Publishes ***Viewpoint*** a quarterly journal.

Phone: 01924 291313

Email: nfbuk@nfbuk.org

Website: <http://www.nfbuk.org/>

SENSE (The National Deafblind and Rubella Association)

Phone: 020 7272 7774

Textphone: 020 7272 9648

Email: enquiries@sense.org.uk

Website: <http://www.sense.org.uk>

Deafblind UK

Complete online feedback form or:
Phone/textphone: 01733 358 100
Website: <http://www.deafblind.org.uk>

DeafClub.co.uk

A Deaf internet search engine. Provides information and contact details for all the major deaf organisations and sources of advice and information.
Website: <http://www.deafclub.co.uk/>

RNID for lots of relevant information, including publications and downloadable fact sheets on how to dismantle the sensory barriers experienced by Deaf and hearing impaired people. Provides information and help for people with all ranges of hearing impairment. Includes advice on use of technologies for communication (eg vibrating and visible alarms), sound enhancement systems, palantypists (speech-to-text reporting) and on different communication needs (eg lipreading, lip speaking, textphones, videophones etc). There is a free monthly email newsletter, and also a journal ***One in Seven*** – see information online [here](#)

Phone: 0808 808 0123
Textphone: 0808 808 9000
Email: Informationline@rnid.org.uk
Website: <http://www.rnid.org.uk>

British Deaf Association (BDA) (The website was undergoing maintenance at the time this resource was updated)

Phone: 020 7588 3520
Textphone: 020 7588 3529
Email: helpline@bda.org.uk

The BDA represents the interests of profoundly Deaf people for whom British Sign Language (BSL) is their first language. The association provides sign language services, training in BSL and awareness training for deaf and hearing people. It also runs the Deaf Dial service. Note that some profoundly deaf people use Signed Supported English (SSE) which is based on the English language and quite different to BSL. **British Deaf News** is the monthly newsletter of the British Deaf Association (BDA).

Website: <http://www.britishdeafassociation.org.uk>

The Federation of Deaf People <http://www.fdp.org.uk>

United Kingdom Council on Deafness (UKCOD)

Westwood Park

London Road
Little Horkesley
Colchester CO6 4BS
Phone: 01206 274075
Textphone: 01206 274076
Email: info@deafcouncil.org.uk
Website: <http://www.deafcouncil.org.uk/home.htm>

This is primarily a forum for discussion and campaigning on agreed objectives.
Produces a monthly bulletin and also a weekly parliamentary report by email.

Other organisations that provide useful services

Council for the Advancement of Communication with Deaf People (CACDP)

CACDP hold a register of qualified Sign Language Interpreters

Phone: 0191 383 1155
Textphone: 0191 383 7915
Email: durham@cacdp.org.uk
Website: <http://www.cacdp.org.uk>

Association of Lipspeakers. The Association of Lipspeakers (ALS) is the professional body that represents lipspeakers. Their aim is to promote lipspeaking and its good practice and encourage the further development of lipspeaking as a communication service.

Website: <http://www.lipspeaking.co.uk>

Association of Teachers of Lipreading to Adults (ATLA). ATLA is the professional association for teachers of lipreading to adults who become deaf or hard of hearing. The site contains information about lipreading classes and training to become a lipreading teacher.

Website: <http://www.lipreading.org.uk>

The Audio Description Association

Phone: 01208 873175
Email: mplackett@romans62.fsnet.co.uk

Confederation of Transcribed Information Services (COTIS) have produced a checklist for tape production.

Phone: 01829 733351
Email: administrator@cotis.org.uk
Website: <http://www.cotis.org.uk>

United Kingdom Association of Braille Producers (UKABP)

PO Box 173
Peterborough PE2 6WS
Email: info@ukabp.org
Website: <http://www.ukabp.org/>

VocalEyes. Enables blind and partially sighted people to experience the arts through high quality audio-description. The service includes a pre-production tape containing information on access to the theatre and performance notes such as a description of the staging, its mood and tone, as well as the costumes and characters. It also offers touch tours prior to performances. The service that VocalEyes provides is comprehensive and uniquely placed to meet the needs and expectations of the visually impaired theatregoer and to support theatres and companies in making their work accessible through audio-description. Their work is expanding as they explore opportunities for improving access for the visually impaired to a wider range of arts and leisure activities.

Phone: 020 7375 1043
Email: enquiries@vocaleyes.co.uk
Website: <http://www.vocaleyes.co.uk>

Signed Performances in Theatre (SPIT). Theatre based organisation that promotes access to theatre in all its forms for members of the Deaf community. A long established organisation and much valued by Deaf people whose first language is BSL.

Phone/text/fax: 0161 773 1715
Email: sarah@spit.org.uk
Website: <http://www.spit.org.uk/>

StageSign. Part of Signing People interpreting services – it organises and publicises signed performances in theatres, provides synopses, rewrites publicity about plays, and advises theatres on the needs of their deaf audience.

Phone: 01745 350188
Email: Stagesign@signing-people.co.uk

Stage Text. A fairly new charity that is rapidly expanding a service that provides captioning in theatres and other cultural venues, promoting text generation as a means of increasing accessibility for people with various degrees of hearing loss.

Phone: 020 7372 1246
Email: enquiries@stagetext.co.uk
Website: <http://www.stagetext.co.uk>

The Dog Rose Trust works in the heritage sector, and with museums and galleries exploring the use of tactile models and plans for visually impaired people. Contact:

Administrator
83 Greenacres
Ludlow
Shropshire SY8 1LZ

Phone: 01584 874567
Fax: 01584 874045
or complete online feedback form.
Website: <http://www.dogrose-trust.org.uk/>

Plain English Campaign

PO Box 3
New Mills
High Peak SK22 4QP
Phone: 01663 744409
Email: info@plainenglish.co.uk
Website: <http://www.plainenglish.co.uk>

Action for Blind People

UK charity working for equal opportunities for visually impaired people in work, leisure, housing and support.
Phone: 020 7635 4800
Email: info@afbp.org
Website: <http://www.afbp.org/>

British Computer Association of the Blind (BCAB)

BCAB is an organisation of visually impaired people who use information and communications technology.
Phone: 0121 665 4256
Email: info@bcab.org.uk
Website: <http://www.bcab.org.uk/>

The Living Paintings Trust

Bringing pictures to life for visually impaired children, young people and adults.
Phone: 01635 299771
Email: lpt@livingpaintings.org
Website: <http://www.livingpaintings.org/>

Guide Dogs for the Blind Association (GDBA)

UK association offering guide dog related services, mobility and other rehabilitation services.
Phone: 0870 600 2323
Email: guidedogs@guidedogs.org.uk
Website: <http://www.gdba.org.uk/>

Art-sense

An organisation that has developed gallery-guide training for visually impaired people with an appropriate arts background.

Art-sense

Room 6
First Floor
Crown Buildings
3 Washwood Heath Road
Birmingham B8 1SH
Phone/fax: 0121 328 0550
Email: artsense@velnet.com

National League of the Blind and Disabled

2 Tenterden Road
London N17 8BE
Phone: 0207 837 6103
Textphone: 0207 837 6103

Partially Sighted Society

Queens Road
Doncaster
S Yorks DN1 2NX
Phone: 01302 323132
Email: info@partsight.org.uk

deafPLUS

Encourages integration between deaf and hearing people of all ages through training, social activities, contact groups and practical projects and programmes.
Phone: 0121 415 2080
Email: info@deafPLUS.org
Website: <http://www.deafplus.org>

British Association of Teachers of the Deaf (BATOD)

BATOD is an association representing the interests of teachers of hearing impaired children and young people in the UK. The site includes information on regional groups.
Phone/fax: 01494 464190
Email: secretary@batod.org.uk
Website: <http://www.batod.org.uk>

Deaf@x aims to improve the quality of deaf, deafblind, speech-impaired and hearing children and adults' lives by developing their communication skills, literacy and employability using technology and other methods. See the website for contact details of offices around England.
Website: <http://www.deafax.org>

Deafblind UK (Scottish Office)

Scottish branch of Deafblind UK
Phone/textphone: 0141 777 6111
Email: info@deafblindscotland.org.uk

Website: <http://www.deafblindscotland.org.uk>

Hearing Concern. Information about hearing loss and the ways its impact can be lessened. Supports people who have lost their hearing or are hard of hearing and there are local groups in various parts of the country. Can give help and information. Also produces **Hearing Concern** magazine. Sympathetic Hearing Scheme based at its London premises.

Phone: 020 8743 1110

Email: info@hearingconcern.org.uk

Website: <http://www.hearingconcern.com>

Subtitles @ your local cinema. Information service for hearing impaired people.

Subtitles @ your local cinema organise and publicise subtitled cinema screenings.

Website: <http://www.yourlocalcinema.com>

National Deaf Children's Society (NDCS)

This has branches throughout the country, of parents of deaf children, who form self-support groups which meet and share information. Head office provides information for parents of deaf children, and monitors issues with deaf education. Produces a newsletter – **Talk**. In 2002, NDCS merged with **Friends for Young Deaf People (FYD)**.

Head Office:

National Deaf Children's Society

15 Dufferin Street

London W2 5AH

Phone/minicom: 020 7490 8656

Email: ndcs@ndcs.org.uk

Website: <http://www.ndcs.org.uk>

The National Arts and Disability Center (USA)

Their comprehensive website has useful information on assistive technologies.

Website: <http://nadc.ucla.edu>

8. Intellectual access barriers

This section includes:

- resources and advice for developing inclusive approaches to diversity in the cultural sector and differentiation of interests in learning and leisure opportunities
- advice from the education, community and voluntary sectors as well as the cultural sector

The resources in this section are divided into two main areas:

1. general (general advice for developing and offering inclusive and/or culturally specific/sensitive services)
2. specialist provision – under the following headings:
 - supplementary and mother-tongue schools
 - people with special educational needs
 - people with visual or hearing impairments
 - people with learning difficulties
 - lifelong learning
 - refugee communities
 - families
 - youth
 - mental health service users
 - older people

It is essential that intellectual access initiatives are not left as the sole responsibility of education or marketing staff. Cultural organisations need to develop an appropriate organisational culture and policy framework (see section 4 of this resource list on ‘barriers to participation in decision-making’ and section 3 on ‘emotional barriers’) alongside relevant programming/products. Consultation, the development of equal partnerships and evaluation are basic requirements. Outreach is often effective as a means of engaging excluded communities and introducing new audiences to what is on offer, and this will often include a range of specialist provision targeted at particular interests. This section thus includes contacts and advice on outreach, mobile resources and in developing specialist provision targeted at a range of different groups.

Accessible wayfinding/orientation strategies and appropriate staff training for venues are also valuable (see sections 6 and 3 on ‘physical and emotional access barriers’), as is creating relevance through representative programmes, collections and staffing (see section 2 on ‘cultural/representation barriers’). The various journals, magazines

and newsletters, Arts Council England's New Audiences programme listed in the general guidance and resources listed in cultural/representation sections are all useful to keep up to date with developments and for networking contacts.

1. General

This section features publications and recommended web resources that assist in developing inclusive and/or culturally specific/sensitive services.

Inclusion website on the **National Grid for Learning** <http://inclusion.ngfl.gov.uk>
An online catalogue of resources which support individual learning needs – provides rapid, targeted access to a wide range of educational materials. Resources are indexed according to specific needs: these include travellers, those for whom English is a second language, and hard-to-reach groups, as well as a range of disabilities. There are also links to special educational needs (SEN) organisations. This list gives brief descriptions, contact details and web links where available for organisations which provide SEN information and advice for teachers.

Sutcliffe, Jeannie and Jacobsen, Yola (reprinted 2001). ***All Things being equal? A practical guide to widening participation for adults with learning difficulties in continuing education.*** NIACE. ISBN 186201051X. A really useful publication with transferable advice and guidance for the cultural sector. It includes case studies. The publication offers blueprints for new provision and each chapter has a checklist. There is also a self-assessment checklist for developing provision for marginalised groups as a 'Framework for change'. However the publication predates the government's new strategy 'Valuing people' but it reflects and supports its approach. See section 1 on 'general guidance on access'. £8.95 from NIACE:
Phone: 0116 2044 216
Email: orders@niace.org.uk
NIACE is a very useful source of advice and guidance.
Website: <http://www.niace.org.uk>

Haggart, Jeanne (2001). ***Walking Ten Feet Tall: A toolkit for family learning practitioners.*** NIACE. ISBN 186201132X. The toolkit includes frameworks and discussion of learning, examples of materials and activities, case studies and a literature review. £60.00.
Phone: 0116 2044 216 or
Email: orders@niace.org.uk
Website: <http://www.niace.org.uk>

Developing a Policy for an Education Service; Developing an Access Policy; Developing an Interpretation Strategy; Responding to Cultural Diversity; Guidance for Museums and Galleries; The National Curriculum; The National Numeracy Strategy; Post-16 Learning; Social Inclusion; Evaluation – Free fact

sheets available from the MLA website [here](#) although these were produced by MGC and have not been recently updated.

Website: <http://www.mla.gov.uk>

McManus, Dr Paulette (November 1999). '**Getting to Know Your Visitors**', *Interpretation*, 4, 3, Visitor Services and Interpretation. Journal of the Association for Heritage Interpretation. Although focused on museums and galleries the advice and guidance is relevant across the cultural sector. Examines the historical development of audience segmentation.

Available to download [here](#)

Website: <http://www.heritageinterpretation.org.uk>

Aldridge, Fiona (1999). **Short and Sweet: Community Action for Widening Participation**. NIACE. ISBN 186201079X (Now out of print). This short book examines DfEE funded projects (one-off grants for short-term activities). The publication includes a number of case studies and concludes with lessons drawn from the experience of these projects. These are extremely useful across the cultural sector. Problems identified included: the timescale anticipated was too short, a lack of clarity about what the funding could and could not be used for and the absence of guidelines for the final report.

Website: <http://www.niace.org.uk>

Clarke, Amanda; Dodd, Jocelyn; Hooper-Greenhill, Eilean; O'Riain, Helen; Selfridge, Llewela and Swift, Frazer (2002). **Learning Through Culture, The DfES Museums and Galleries Education Programme: a guide to good practice**. DfES. Contains case studies on working with children with special educational needs, and children from minority ethnic backgrounds; also guidance on developing partnerships. 'Developing effective projects', section 9, offers an extremely useful and practical guide, applicable across the cultural sector, to project planning, delivering and evaluation. Available from:

Research Centre for Museums and Galleries (RCMG)

University of Leicester

105 Princess Road East

Leicester LE1 7LG

Download [here](#)

Website: <http://www.le.ac.uk/museumstudies/rcmg/rcmg.htm>

Rogers, Rick (1998). **Audience development: collaborations between education and marketing**. Arts Council England. A useful publication (based on general audience development rather than the excluded groups under consideration in this project) that outlines the issues and process of this collaboration. Useful case studies and appendix 1 has a checklist of action points. (Now out of print)

A Closer Look – Increasing Access Through Interpretation. Scottish Museums Council with Interpret Scotland. Download [here](#). Practical guidelines to support the

SMC's policy statement on museums and social justice (See section 1 of this resource list 'general guidance on access'). Emphasises the importance of knowing your audiences.

Website: <http://www.scottishmuseums.org.uk>

Earnscliffe, Jayne (1992). *In through the front door. Disabled people and the visual arts*. The Arts Council of England. Now a rather old publication but remains useful for the wide-ranging examples of good practice. Sadly in many organisations the same situation prevails as then – good practice in access for disabled people results from an interested individual's initiative rather than embedded in organisational culture. (Now out of print)

Greany T. *Attitudes to learning '98*. MORI. ISBN 0901469327.

Available from Campaign for Learning

Phone: 020 7930 1111

Order online [here](#)

Website: <http://www.campaign-for-learning.org.uk>

Disability Directory for Museums and Galleries (2001). Resource. Relevant advice on creating intellectual access which can be transferred to other areas in the cultural sector.

Download [here](#) or

Email: mo@centralbooks.com

Website: <http://www.mla.gov.uk>

Library Services for visually impaired people: A Best Practice Manual. (2000).

Resource. ISBN 1902394437. Available to view online [here](#). Contact:

National Library for the Blind

Phone: 016 1355 2004

Email: rose.stanfield@nlbuk.org

Website: <http://bpm.nlb-online.org>

Also relevant to other cultural organisations

[Campaign for Learning](#)

The only national organisation concerned with promoting all aspects of learning throughout society.

Website: <http://www.campaign-for-learning.org.uk>

[The Department of Education and Skills](#)

This website has areas devoted to different age groups and interests, provides advice and guidance around different learning needs, contacts and links. Also see [TeacherNet](#) an online resource aimed at providing teachers with a one-stop gateway to all their professional needs. It has a variety of documents for download

on the government's learning agendas. There is also a resource section which includes museum and galleries education materials [here](#)

DfES website: <http://www.dfes.gov.uk>

TeacherNet website: <http://www.teachernet.gov.uk>

The DfES [Lifelong Learning](http://www.lifelonglearning.co.uk/) website <http://www.lifelonglearning.co.uk/> also has a useful archive of links to government papers and documents including:

Learning for the Twenty-First Century (1997). National Advisory Group for Continuing Education and Lifelong Learning for DfEE. Available online [here](#)

Further Education for the new Millennium (1998). Further Education Funding Council's committee on widening participation in further education for DfEE. Available online [here](#)

Learning to Succeed: A new framework for post-16 learning (1999). DfEE. Available online [here](#).

[The Qualifications and Curriculum Authority \(QCA\)](http://www.qca.org.uk) has useful advice for anyone working with school-age learners. The website features recent publications including guidance on how to modify or adapt study programmes and suggested activities for accessible and challenging learning experiences. There is also a downloadable catalogue of publications.

Website: <http://www.qca.org.uk>

Liverpool Anti-Racist Community Arts Association

23 Clarence St

Liverpool L3 5TN

Phone: 0151 709 0380

Fax: 0151 708 6818

(Many relevant resources including books, posters, postcards etc)

Blair, Maud and Bourne, Jill (1998). ***Making the Difference: Teaching and Learning Strategies in Successful Multi-Ethnic Schools***. DfEE Research Report No. 59. DfES. The findings in this report include under curriculum enrichment:

‘effective schools were sensitive to the identities of students and made efforts to include in the curriculum, their histories, languages, religions and cultures...’

Information and downloads available [here](#)

Website: <http://www.gtce.org.uk>

[The Commission for Racial Equality](#)

There are a variety of useful resources available on and from this site (see section 1 of this resource list ‘general guidance on access’). For example ***From Cradle to School a practical guide to racial equality in early childhood education and care*** (1996). CRE. This publication states in ‘Checklist for action’ ‘Does your learning

material and equipment reflect the cultures, faiths and languages of the diverse ethnic groups living in Britain today?’

Website: <http://www.cre.gov.uk>

BECTA has a guide to differentiation on its 'Inclusion and SEN' section of its website, [here](#). Although its focus is implementing the whole school curriculum, it offers a succinct guide to the principles and practice of the process of differentiation that is transferable to other contexts. (Note also Becta's community languages resources – see section 5 of this resource list on ‘barriers to access to information.’)

Website: <http://www.becta.org.uk>

National Society for Education in Art and Design (NSEAD). This website is a useful portal to the UK's online network of art and design education websites: it provides resources and ideas for art and design teachers in primary and secondary schools and many useful links. NSEAD supports art education in the UK and acts as a professional subject association for members and a trade union.

Website: <http://www.nsead.org>

Campaign for Learning through Museums and Galleries (CMLG) Useful website. Aims to raise the profile of museum education through advocacy, publicity and training, and good practice guidance.

Website: <http://www.clmg.org.uk>

The Learning Power of Museums – A Vision for Museum Education (2000). DCMS and DfEE. Clearly identifies the government's learning agenda and how this can be combined with leisure in museums and galleries to the benefit of all. Offers examples of good practice. Available to download [here](#)

DCMS website: <http://www.culture.gov.uk>

Alive with Learning: Study support in museums and galleries (1998/99).

Education Extra, DfEE. Download [here](#)

Website: <http://www.educationextra.org.uk>

(Education Extra has become part of a new community learning charity ContinYou, which will shortly have a new website)

Anderson, David (1999). ***A Commonwealth: Museums in the Learning Age***. DCMS. This is a key publication that sets out the agenda for museums and galleries for the 21st century. It examines all aspects of the learning potential for museums, and includes case studies and recommendations. Download [here](#)

Website: <http://www.culture.gov.uk>

Rayner, Ann (1998). ***Access in Mind: Towards the Inclusive Museum***. INTACT. National Museums of Scotland. ISBN 1901663183.

Durbin, Gail (ed) (1996). ***Developing Museum Exhibitions for Lifelong Learning***. The Stationery Office for GEM. ISBN 0112905528.

Selwood, Sara with Clive, Sue and Irving, Diana (1995). ***Cabinets of Curiosity? Art Gallery Education***. ISBN 09003319683. £17.20 available from:

NSEAD
The Gatehouse
Corsham Court
Corsham
Wiltshire SN13 0BZ
Phone: 01249 714825
Email: bookshop@nsead.org
Website: <http://www.nsead.org>

Hooper-Greenhill, Eilean; Moussouri, Theano; Hawthorne, Emma and Riley, Rowena (2001). ***Making meaning in Art Museums 1: Visitors' Interpretative Strategies at Wolverhampton Art Gallery***. Research Centre for Museums and Galleries (RCMG), University of Leicester. This research project examines the ways in which visitors relate to paintings in the gallery. Available to purchase from:

RCMG
Department of Museum Studies
University of Leicester
105 Princess Road East
Leicester LE1 7LG
Website: <http://www.le.ac.uk/museumstudies/rcmg/rcmg.htm>
Download [here](#)

Action for Leisure: promoting play and leisure with and for disabled children and adults, for information, advice and training.

Website: <http://www.actionforleisure.org.uk>

James, A.; Sfougaras, G. and Wheeler, R. ***Evaluating Artifacts***. Leicester: Resource Centre for Multicultural Education. ISBN 1902592123. This is now an old publication but remains useful in challenging stereotypical assumptions and guarding against prejudice and discrimination. £2 from:

Resource Centre for Multicultural Education
Forest Lodge Education Centre
Charnor Road
Leicester LE3 6LH
Phone: 0116 222 2610/11
Email: multi-ed@leicester.gov.uk
Website: www.leicester.gov.uk/mce

Picton, Sue (2001). '**Opening Minds to Access: Practical Guidance on how to make museums more accessible to people with learning difficulties**', *Museum Practice*, 6, 17, No. 2, 36–49. Published by the Museums Association
www.museumsassociation.org

Nolan, Gail (1997). *Designing Exhibitions to include People with Disabilities*. National Museums of Scotland. ISBN 1901663000.

Swift, Frazer (1997). '**Interactives**', *Museum Practice*, 2, 4, No.1, 22–24 has a useful evaluation and checklist. Available from www.museumsassociation.org

Museum Practice, 4, 11, No. 2, 1999. An update on outreach that provides useful advice, guidance and case studies that is transferable to other cultural sector contexts. Published by the Museums Association www.museumsassociation.org

3. Specialist provision

Supplementary and mother-tongue schools

These are schools that take place out of mainstream school hours with the aim of raising the self-esteem and achievements of pupils from ethnic minority backgrounds, alongside a celebration of cultural identity and heritage.

There is relatively little material available on this but the [Supplementary Schools Support Service](http://www.supplementaryschools.org.uk) (a pilot project working in Birmingham, Bristol, London and Manchester) has a website which has links to funders, publications and the Community Education Support Centre (largely for Asian children).
Website: <http://www.supplementaryschools.org.uk>

Interested practitioners may also contact local race equality councils or the Commission for Racial Equality. LEAs may also have contact details.

People with special educational needs

The DfES [TeacherNet](http://www.teachernet.gov.uk) website has a specific area for special educational needs [here](#)
Website: <http://www.teachernet.gov.uk>

The [Inclusion](http://inclusion.ngfl.gov.uk) area on the **National Grid for Learning** (NGfL) website offers a free catalogue of resources for teaching professionals, learners, parents and carers.
<http://inclusion.ngfl.gov.uk>

The **BECTA** website (British Educational Communication and Technology Agency) has an 'inclusion' area that is useful [here](#)
Website: <http://www.becta.org.uk>

National Association of Special Educational Needs (NASEN)

Useful website providing information and advice
Website: <http://www.nasen.org.uk>

The Council for Disabled Children

National Children's Bureau
8 Wakley Street
London EC1V 7QE
Phone: 020 7843 1900
Email: cdc@ncb.org.uk
Website: <http://www.ncb.org.uk/cdc/>

Cowne, Elizabeth and Murphy, Mike (2001). ***The Beginners Guide to meeting Special Educational Needs: A Handbook***. NASEN. Recommended in the *TES* 11.01.02, for newly qualified teachers as a useful resource providing a wide range of specialist information. £7.50 available from NASEN [here](#) or
Phone: 01827 311500
Website: <http://www.nasen.org.uk>

People with visual and/or hearing impairments – see also section 7 of this resource list on sensory access barriers.

Blagden, Sue and Everett, John. (1992). ***What Colour is the Wind: Insights into art and visual impairment***. NSEAD. ISBN 0904684121.

Pearson, Jane (1995). ***Vision in Art Education***. Richard Attenborough Centre, Department of Adult Education, University of Leicester.

Joffe E. and Siller, M. (1998). ***Reaching Out: A Creative Access Guide for Designing Exhibits and Cultural Programs for Persons Who Are Blind or Visually Impaired***. [25 minute video] ISBN: 0891289499. Available from American Association of Museums Bookshop www.aam-us.org

Teaching Literacy Skills to Deaf Adults (1996). The City Literary Institute.
The City Literary Institute
Stukeley Street
London WC2B 5LJ

(Note: the RNIB has a multiple disability services adviser with guidance available on leisure and learning.)

People with learning difficulties

People with learning disabilities/difficulties are acknowledged by government to be one of the most marginalised and excluded groups in our society. They also represent diverse cultural backgrounds. It is important that cultural organisations work with people with learning disabilities/difficulties, or their advocates, rather than for them – as has happened historically. These two national organisations are organisations of people with learning difficulties and can provide useful advice and guidance:

People First (Central England)

PO Box 5200

Northampton NN1 1ZB

Phone: 01604 721 666

Email: northants@peoplefirst.org.uk

See links page for contacts of other People First and similar groups in the UK and abroad.

Website: <http://www.peoplefirst.org.uk>

CHANGE

Unit D

Hatcham Park Mews Business Centre

Hatcham Park Mews

London SE14 5QA

Phone: 020 7639 4312

Fax: 020 7639 4317

Minicom: 020 7639 4326

Email: londonoffice@changepeople.co.uk

Website: <http://www.changepeople.co.uk>

Other useful organisations are:

British Institute of Learning Disabilities. This has a useful publications list and information and resource service accessible from their website.

BILD

Campion House

Green Street

Kidderminster DY10 1JL

Phone: 01562 723010

Email: enquiries@bild.org.uk

Website: <http://www.bild.org.uk>

[Mencap](#) has various useful fact sheets (making websites accessible, information provision – see below) and reports available plus useful bookshop catalogue on request. Mencap also has regional offices.

Mencap National Centre
123 Golden Lane
London EC1Y 0RT
Phone: 020 7454 0454
Email: information@mencap.org.uk
Website: <http://www.mencap.org.uk>

Lamb, Loretto, and Hogg, James (2002). ***Creative Arts and People with Profound And Multiple Learning Disabilities***. Pavilion Press. ISBN 1841960209. A very informative and useful resource. The book presents four main areas of activity: sensory experience, visual arts, and experiencing and making music and the performing arts.

Building Expectations: Inquiry into Community Services and Opportunities for People with learning Disabilities. CHANGE for the Mental Health Foundation. Useful advice and information. ISBN 0901944378. £6 available from:

The Foundation for People with Learning Disabilities
Phone: 020 7802 0300
Email: fpld@fpld.org.uk
Website: <http://www.learningdisabilities.org.uk>

Wertheimer, A. (ed) (1996). ***Changing days: Developing new opportunities with people who have learning difficulties***. Kings Fund Publishing. ISBN 1857171063. Useful guidance.

Caldwell P. with Stevens, P. (1998). ***Person to Person: Establishing contact and communication with people with profound learning disabilities and extra special needs***. Pavilion Publishing. ISBN 190060043.

Group work with learning Disabilities: Creative Drama (2000). Winslow Press.

www.learningdisabilityhistory.com This new website is also featured and recommended in section 2 of this resource list on 'cultural/representation barriers'.

Mason, Micheline and Rieser, Richard. ***Altogether Better (from 'Special Needs' to Equality in education)***. [Video]. Comic Relief. ISBN 185324919X. Excellent training video and booklet that explains and promotes inclusive education.

Male, Judith (1997). ***Children First: A Guide to the needs of Disabled Children in School***. RADAR. ISBN 0900270098.

Planning, teaching and assessing the curriculum for pupils with learning difficulties. (March 2001). Qualifications and Curriculum Authority. Includes guidance on how to modify or adapt study programmes and suggested activities for accessible and challenging learning experiences. Individual guides available for different subjects.

Website: <http://www.qca.org.uk>

Carpenter, B.; Ashdown R. and Bovair, K. (eds) (2001). ***Enabling Access: Effective Teaching and Learning for Pupils with Learning Difficulties.*** 2nd edition. David Fulton Publishers. ISBN 185346676X.

Detheridge et al (1997). ***Literacy Through Symbols: Improving access for children and adults.*** David Fulton Publishers.

Rose, Fergusson, Coles, Byers and Barnes (eds) (1996). ***Implementing the Whole Curriculum for Pupils with Learning Difficulties.*** David Fulton Publishers. ISBN 185346483X.

More than Fun [Video] (2003). Mental Health Media. Video and booklet with examples of good practice in involving people with learning difficulties in the arts. (not reviewed) £39.95 from

Mental Health Media

Phone: 020 7700 8171

Email: sales@mhmedia.com

Website: <http://www.mhmedia.com>

Aasha: working with young people with a learning difficulty from a South Asian background (2003). SKILL. Based on the findings of SKILL's three year Aasha action research project working with over 60 young people and their families in Birmingham and Tower Hamlets in London. The publication includes an analysis of the key issues identified during the project; direct quotations from the young people and families involved in the project; and recommendations for policymakers and practitioners. SKILL's focus is on the needs of students with disabilities but this may be useful for cultural sector organisations.

(not reviewed) £15.00 from SKILL

Order online from SKILL Bookshop [here](#) or

Phone: 020 7450 0620

Website: <https://secure.skill.org.uk/index.asp>

Lifelong learning

The following websites all contain useful resources:

The [Department for Education and Skills \(DfES\)](http://www.dfes.gov.uk) www.dfes.gov.uk

The [Museums, Libraries and Archives Council \(MLA\)](http://www.mla.gov.uk) <http://www.mla.gov.uk>

[Campaign for Learning](http://www.campaign-for-learning.org.uk) <http://www.campaign-for-learning.org.uk>
National Institute for Adult and Continuing Education (NIACE)
<http://www.niace.org.uk>

NIACE has a wide range of publications about adult continuing education, although most are not specifically related to arts and culture contexts. See the publications list [here](#).

See:

McNulty, David (2003). *Working with Asian Heritage Communities*. NIACE.

White, Lenford (2002). *Engaging Black learners in adult and community education*. NIACE. – both publications £6.95 from NIACE.

Also McGivney, Veronica (2000). *Working with excluded groups: Guidelines for good practice for providers and policy-makers in working with groups underrepresented in adult learning*. NIACE. ISBN 1862010811. £7.95.

Phone: 0116 2044216

Email: orders@niace.org.uk

Website: <http://www.niace.org.uk>

Proctor, Richard and Bartle, Craig (2001). *Low Achievers Lifelong Learners: An investigation into the impact of the public library in educational disadvantage*. University of Sheffield. Resource. ISBN 0903522373. This is a report designed for policymakers and practitioners to assist them in understanding the barriers faced by those who are educationally disadvantaged and provides recommendations for dismantling them. It concludes that low-achieving young adults are heavy users of the public library service, but that very often their particular learning requirements are not recognised. The executive summary contains a useful overview of the findings and a list of recommendations, with the conclusion (chapter 10) providing useful practical guidance. The report makes special mention on the value of IT initiatives in areas of disadvantage; but highlights the need for user skills training to be on offer alongside the development of effective partnerships with local education providers. Available to download free [here](#) or contact:

Centre for the Public Library and Information in Society

Department of Information Studies

University of Sheffield

Regent Court

211 Portobello Street

Sheffield S1 4DP

Email: y.brindley@sheffield.ac.uk

Website: <http://cplis.shef.ac.uk>

Refugee communities

<http://www.artsline.org.uk> – includes information on Artsline's Refugee project.

Reclaiming Voices through the Arts: A report on the second Refugee Artists Exchange Day (2000). London Arts. ISBN 0947784446. Download [here](#)

Website: <http://www.artscouncil.org.uk>

Field, Yvonne and Harrow, Marietta (2001). ***Routes Across Diversity – Developing the arts of London's Refugee Communities. A report.*** London Arts. ISBN 0728709511. Download [here](#)

Website: <http://www.artscouncil.org.uk>

Youth

www.artsline.org.uk – contains information on Artsline's Youth project that aims to empower and increase the self-confidence of young people.

See also section 5 of this resource list on 'barriers to access to information' for other relevant resources.

The [YouthArts Development Project](#) of Americans for the Arts has an online toolkit [here](#) for arts practitioners working with at-risk young people and a full report in pdf.

Website: <http://www.americansforthearts.org/youtharts/>

Haworth-Galt, Virginia. ***Using the Arts with Young People at Risk.*** Artswork. This is a practical set of guidelines highlighting issues to be aware of when working with young people at risk. £7.50 (Ref APG01) – order online [here](#) or contact Artswork:

Phone: 02380 630 960

Email: info@artswork.demon.co.uk

Also see Prue, Rosy. ***WORKING TOGETHER: using the arts with young people.*** Artswork (Ref. APG02) and Qureshi, Hatim and Wilkins, Claire ***Developing culturally diverse youth arts projects.*** Artswork. (due to become available summer 2004) (Ref. APG04)

Website: <http://www.artswork.org.uk>

Practical Partnerships: involving young people in heritage (2004). HLF. This publication discusses the relevance of heritage to young people and barriers to involvement and outlines good practice in working with young people. Available online [here](#)

Website: <http://www.hlf.org.uk>

Families

Centres for curiosity and imagination <http://www.centresforcuriosity.org.uk>

Development of hands-on discovery centres for children and their families. A source for publications including:

Cox, Alison; Lamb, Susan; Orbach, Catherine and Wilson, Gillian (2000). ***A Shared Experience: a qualitative evaluation of family activities on 3 Tate sites***. This study predates the opening of Tate Modern but usefully opens up the debate about what should be offered to visitors and how it is crucial to listen to families in the development of resources. Available from <http://www.tate.org.uk>

National Children's Bureau

Interdisciplinary association that undertakes research, policy and practice development. Information service.

Website: <http://www.ncb.org.uk>

Mental health service users

Wertheimer, A. (1997). ***Images of Possibility: Creating learning opportunities for adults with mental health difficulties***. NIACE. ISBN 1862010323. £16.95 from NIACE

Phone: 0116 2044 216

Email: orders@niace.org.uk

Website: <http://www.niace.org.uk>

Dutt R. and Ferns, P. (1998). ***'Letting through Light': A Training Pack on Black people and mental health***. Race Equalities Unit for the Department of Health.

Order from:

Department of Health

Phone: 08701 555455

Email: doh@prolog.uk.com

Website: www.dh.gov.uk

contact; a directory for mental health (2003). Department of Health. Useful listing of a variety of organisations. Download [here](#)

Website: www.dh.gov.uk

I am live directory (1999). Mind the... gap Arts. A directory on the arts and mental health.

Phone: 01274 544683

Email: arts@mind-the-gap.org.uk

Older people

Mulhearn, Deborah (February 2002). '**Mersey Memories**', *Museums Journal*. A reminiscence project that has made museums and galleries on Merseyside reassess their collections. www.museumsassociation.org

Sharing the Wisdom of Age: Museums and Older People (1996). MAGDA and Age Concern. ISBN 086242206X.

Frances, Fi (1999). ***The Arts and Older People: A practical Introduction***. Age Concern. ISBN 0862422221.

Age Exchange

The Reminiscence Centre

11 Blackheath Village

London SE3 9LA

Phone: 020 8318 9105

Email: administrator@age-exchange.org.uk

Website: <http://www.age-exchange.org.uk/>

9. Financial access barriers

This section is divided into two parts:

1. general advice on charging and pricing
2. guidance relating to disabled people

How important is concessionary or free provision for different groups when accessing cultural services? Can concessions be stigmatising and exclusive rather than inclusive? What guidance exists on developing appropriate and sensitive pricing policies that facilitate the widest possible access?

Currently, it would appear that there is very little empirical evidence or explicit guidance available regarding ticketing policies or pricing concessions aimed at widening access for people underrepresented in many cultural organisations' audience profiles (for example, people on low incomes, disabled people). However a number of research reports indicate that cost can be an issue in deterring use of cultural services. For example, Jermyn, Helen and Desai, Philly (2000). **Arts – What's in a word? Ethnic minorities and the arts**. Arts Council England. ISBN 0728708078. Download [here](#)

Also see Harland, John and Kinder, Kay (eds). **Crossing the line – extending young people's access to cultural venues**. NFER, Gulbenkian Foundation and Arts Council England. ISBN 0903319918. (However this title is now out of print.)

It is clear that cultural venues need to include a ticketing/pricing policy in their policy framework. This should be informed by appropriate training and consultation regarding excluded groups. There are many issues that need to be taken into account. For example, in the past many venues assumed that disabled people were 'registered' and would thus have some 'proof' of identity. This was not true even then, but today registration for disabled people is no longer in place (since the implementation of the DDA 1995 in December 1996), notwithstanding the continuing and voluntary registration schemes for people who are blind or partially sighted. However, it is not acceptable to ask for proof of impairments, and this has led to concerns being expressed across the sector as to the fair implementation of concessionary schemes.

1. General advice

Pricing Research Manual (1995). AIM Decision Modelling Consultancy. (Now out of print)

Rawlings-Jackson, Vanessa (1995). **Where Now? Theatre Subscription Selling in the 90s**. This report examines the American experience in relation to that in the UK. It dispels and challenges a number of the assumptions in Britain around subscription schemes. These include: subscription schemes are necessarily exclusive, that subscription is not compatible with audience development and so on. (Now out of print)

To Charge or Not to Charge? (1998). Glasgow Caledonian University for MGC. A report based on comprehensive research carried out in 1997 and includes a public opinion survey on attitudes to museums and charging. However, this report is now somewhat dated as museums and galleries have moved forward significantly in terms of their proactive engagement of excluded groups and the provision on offer. This may well have had an effect on attitudes. Furthermore the removal of charges at national museums and galleries may also have a knock-on effect. Available from MLA, view details [here](#). To obtain a copy, contact:

Viola Lewis

Information Officer

Phone: 020 7273 1458

viola.lewis@mla.gov.uk

Website: <http://www.mla.gov.uk>

Roberts, Anne (1997). **Nothing By Chance, Warwick Arts Centre, Qualitative Research into what makes people take risks**. This report includes general pricing/membership recommendations.

Contact amh:

Phone: 01962 846962

Raymond, Crispin. (1992). **Members matter**. Arts Council England. Practical guidelines for setting up or revitalising membership schemes. (Now out of print)

Jentle, Ian (2003). **Changing the scene**. Arts Council England. ISBN 0728709899. Free. Part 1 briefly discusses economic barriers in relation to disabled audiences in the performing arts. Download [here](#)

Website: <http://www.artscouncil.org.uk>

2. Guidance relating to disabled people

Bailey, Ruth (2001). **Disability**, Policy into Practice series. Independent Theatre Council. Provides useful general guidance for wheelchair users at venues and draws

attention to a case brought under the service-provider provisions of the DDA regarding the ticketing policy of a rugby ground. Available from:

ITC
12 The Leathermarket
Weston St
London SE1 3ER
Phone: 020 7403 1727
Email: admin@itc-arts.org
Website: <http://www.itc-arts.org>

Library Services for Visually Impaired People: A Best Practice Manual (2000).
Resource. ISBN 1902394437.

This publication offers advice on charging for library services for visually impaired adults and children. (See section 1 of this resource list on 'general guidance on access'.)

Available to view online [here](#) or contact National Library for the Blind
Phone: 016 1355 2004
Email: rose.stanfield@nlbuk.org
Website: <http://bpm.nlb-online.org>

10. Technological access barriers

The resources in this section are listed under two main headings:

1. assistive/adaptive/enabling technologies
2. developing accessible websites: information and advice

The use of technology/ies both within and beyond the cultural sector is an area of especially rapid change and development. New technologies can greatly empower and enable, but can equally exclude. Computer-related aids and equipment for disabled people are usually termed assistive (sometimes adaptive or enabling) technology/ies today, but there are other 'enabling technology/ies' that can assist to break down many barriers for disabled people. (See, for example, section 7 of this resource list on 'sensory access barriers' and references to audio-information, stage captioning, sound enhancement systems, induction loops etc.)

However change is very rapid in all areas of mainstream technology and it is difficult for the cultural sector in general to stay up-to-date. Advice from potential users of any technology is essential; total reliance on a technology consultant or specialist adviser will nearly always result in barriers not being adequately identified. Consultation with relevant organisations (for example, local schools, colleges, other education providers and agencies representing the interests of the target group) will always be helpful. All cultural organisations need to remember that the increasing use of information and communication technologies (ICT), while intended to improve access, can easily create further barriers.

Many of the resources listed are web-based, as this is the medium where advice can most easily be updated. It should be remembered also that it has been developments in special education over the last twenty years or so that have led to many of the hardware, peripheral and software developments that are now in mainstream use. Moreover, web access initiatives, initially targeted for disabled people, are now seen as essential to general commercial interests, providing better access for all.

1. Assistive/adaptive/enabling technologies

Both the [Royal National Institute for the Blind \(RNIB\)](http://www.rnib.org.uk) <http://www.rnib.org.uk> and [Royal National Institute for the Deaf \(RNID\)](http://www.rnid.org.uk) <http://www.rnid.org.uk> websites offer access to downloadable fact sheets and publications that deal with visually impaired and hearing impaired people's use of assistive technologies as both visitors/audiences and in employment. Information on equipment and machine

controls – also hardware, software and interfaces. See, for example <http://www.tiresias.org/fonts> which features new fonts designed by the RNIB.

See also the **Deaf Broadcasting Council** (who can be contacted through the RNID) for information about on-screen subtitling and signing.

Library Services for Visually Impaired People: a Manual of Best Practice

(2000). Resource. ISBN 1902394437. Available to view online [here](#) or contact

National Library for the Blind

Phone: 016 1355 2004

Email: rose.stanfield@nlbuk.org

See chapters 12, 13 and 17 for sources of advice and information. These sections provide useful advice and guidance on a variety of low-tech and high-tech aids that can greatly assist visually impaired people's access to library services, print and media products and the internet. Includes source of advice about providing for community language needs. Much of the advice can be transferred to other cultural services and contexts.

Website: <http://bpm.nlb-online.org>

Disability Resource Directory for Museum and Galleries (2001). Resource.

'Principles' chapter 3. 'Practice' sections 6, 8 and section 3. The advice and guidance includes advice on assistive technology in employment (The government's 'Access to Work' scheme for disabled people can supply and fund these), a checklist for audio information (that can be delivered today by a variety of technological aids – see 'access to information' barriers), the use of ICT in museums and information on the use of technology in a variety of interpretative strategies. Download [here](#) or

contact: mo@centralbooks.com

Website: <http://www.mla.gov.uk>

Bailey, Ruth (2001). ***Disability***, Equal Opportunities: Policy into Practice series. Independent Theatre Council. Offers guidance and advice on technologies for both employees and audiences. (See section 1 of this resource list on 'general guidance on access'). Available from:

ITC

12 The Leathermarket

Weston St

London SE1 3ER

Phone: 020 7403 1727

Email admin@itc-arts.org

Website: <http://www.itc-arts.org>

Disability Discrimination Act Access for all: a practical guide for professionals and business managers (2000). British Computer Society. ISBN 1902505204.

Highly recommended by a practitioner for its wealth of easily-accessed advice and information. One particular chapter 'Harnessing information technology: requirements for usability of information and communications technologies for

people with disabilities', by Helen Petrie and Kevin Carey is deemed particularly useful. It demonstrates the advantages, and promotes universal access and design for all with accessibility built in at the design stage rather than an afterthought or add-on. £20, order from BCS [here](#) or

Phone: 01904 431218

Email: orders@yps-publishing.co.uk

Website: <http://www.bcs.org/bcs>

[Employers Forum on Disability](#). An essential information and guidance source for those who can access its services: its website has a guest area for non-members www.employers-forum.co.uk and has guidance on adaptive technologies in the workplace.

[The British Educational Communications and Technology Agency \(BECTA\)](#) is an invaluable source of wide-ranging advice and guidance. Their website includes a range of downloadable fact sheets, links to other relevant sources of advice and information, training information, news and comment. The fact sheets provide advice on technologies, using ICT in education, general issues and using ICT in special needs and inclusive education. The latter provide clear guidance on how ICT can empower learning for pupils with a range of impairments. The site also includes sections on Inclusion and SEN (special educational needs), further education and adult and community learning. BECTA has completed a small-scale study examining how aspects of computer games can support teaching and learning. The project report and background documents can be found in the 'Computer Games in Education' forum, which can be accessed via a link from [here](#). (Note that BECTA have now launched a website for projects from all over the UK that have used ICT or other technology to support the creative process in music, arts, dance and drama, [here](#)).

Website: <http://www.becta.org.uk>

National Grid for Learning. The [Inclusion](#) area of this website has been recommended by practitioners for guidance on how teachers use ICT in education. Links to suppliers and other sources of information.

Website: <http://inclusion.ngfl.gov.uk>

[AbilityNet](#). A charity that brings the benefits of computer technology to disabled adults and children. Provides free information and advice through a network of national and regional centres. Extensive range of downloadable fact sheets, include one to help organisations who offer ICT services to the public.

Website: <http://www.abilitynet.co.uk>

Milekic, Slavoljub (1997). '**Virtual Museums. How to make digital information child-friendly?**', *Museums and the Web: Selected papers*. Kiddy Face Project. ISBN 1885626134. Milekic has pioneered the development of a young child-friendly interface environment that has been used in his work with severely disabled children.

D'Arcy, Chris (1999). ***Older people online: ensuring accessibility in the information age***. Bull Information Systems. Essentially a briefing paper that includes an overview of various initiatives taking place in the UK. Available online [here](#)

Website: <http://www.iib.com>

BT Age and Disability Action homepage. BT's products and services for older or disabled people. (see also section 7 of this resource list on 'sensory access barriers')

Phone: 0800 800 150

Textphone: 18001 0800 0800 150

Email: disability@bt.com

Website: http://www.btplc.com/age_disability/index.htm

Digitising Disability (1999). Arts Council England. Highlights issues for disabled artists and showcases their work. (Now out of print)

Kelly, Owen and Wojdat, Eve; Khan, Naseem (ed) (1997). ***The Creative Bits: The Social Impact of the Arts using Digital Technology***. A report for the Carnegie Trust. Comedia. ISBN 1873667523. Useful study evaluating a variety of projects to date. £10 from SAM's Books (Services for Arts Management) [here](#)

Website: <http://www.sam-arts.demon.co.uk>

National Arts and Disability Center (USA). Their website has useful links and information.

Website: <http://nadc.ucla.edu>

Abbott, C. (ed) (2002). ***Special Educational Needs and the Internet: Issues for the Inclusive Classroom***. Routledge. (recommended in the *Museums Journal*). ISBN 0415268028.

Blamires, Mike (ed) (1999). ***Enabling Technology for Inclusion***. Paul Chapman Publishing Ltd. ISBN 1853963941. This book describes practical but leading-edge use of ICT to support disabled students and those with learning difficulties. There is an extensive glossary of terms, with specific examples of enabling technologies in use.

Hardy, Colin (February 2000). ***Information and Communications Technology for All***. David Fulton Publishers. ISBN 1853466735. This book offers practical guidance on using ICT to provide access to the curriculum for pupils with learning difficulties, plus coverage of topics such as in-service training, software selection, and using ICT for individual education plans (IEPs), worksheets and record keeping.

McKeown, Sally (2000). ***Unlocking potential: how ICT can support children with special needs***. Questions Publishing Company. ISBN 1841900419. This book

provides a range of information for the non-specialist teacher on making effective use of ICT for children with communication problems and other special needs. Includes reviews of hardware and software. Recommended by practitioners.

Poulson, D.; Ashby, M. and Richardson, S. (1996). **Userfit – A practical handbook on user-centred design for Assistive Technology**. HUSAT Research Institute, View online [here](#) The HUSAT Research Institute is now part of the Ergonomics and Safety Research Institute (ESRI) – see information [here](#)
Phone: 01509 283300
Email: esri@lboro.ac.uk
ESRI Website: <http://www.lboro.ac.uk/research/esri/index.htm>

Tell all: a guide to inclusive communications (2000). Brasshouse Publications. ISBN 190308203X. See information online [here](#). A practical guide on how to communicate in a way that does not exclude disabled people. Ranges from website design to use of telephones.

Brasshouse Publications
50 Sheepcote Street
Birmingham B16 8AJ
Phone: 0121 303 1619
Website: <http://www.birmingham.gov.uk>

Economou, Maria (1998). 'Evaluating Multimedia', *Museum Practice*, 9, www.museumsassociation.org

Everitt, Dave (2002). **Arts and disability interfaces: new technology, disabled artists and audiences**. Arts Council England. Four documents which give a detailed survey of existing, new and emerging technologies and recommendations for further work. Download from FASED (Freelance and Self-employed Disabled people in the Arts) [here](#)
Website: <http://fased.org>

2. Developing accessible websites: information and advice

E-check. The Employers Forum and AbilityNet have joined forces to offer a service to organisations to assess their website's accessibility for disabled people. Information online [here](#), or
Phone: 020 7403 3020 / 0800 269545
Email: Accessibility@AbilityNet.org.uk / efd@employers-forum.co.uk
Websites: <http://www.employers-forum.co.uk> <http://www.abilitynet.org.uk>

[Web Access Centre \(RNIB\)](#) This page on the RNIB website has links to resources on accessible web design and assistive technology.

Website: <http://www.rnib.org>

Accessible Website Design – a practical and strategic guide (2001). Employers Forum on Disability. Order [here](#) or

Phone: 020 7403 3020

Email: sam.hussey@employers-forum.co.uk

Also see ***A Legal update on the DDA and websites*** – information online [here](#)

Website: <http://www.employers-forum.co.uk>

Making Websites Accessible (2002). Scottish Accessible Information Forum, Scottish Consumer Council. ISBN 0954340809. Available to download or view online [here](#). This guide takes a step-by-step approach which covers getting online,

planning the website, designing, and maintaining the website once online. It is a supplement to the ***SAIF Standards for Disability Information and Advice***

Provision in Scotland (also recommended).

Phone: 0141 226 5261

Email: info@saifscotland.org.uk

Website: <http://www.saifscotland.org.uk>

Accessing the Web (Mencap and Nokia). Useful downloadable report and information on access to the web for people with learning difficulties, available [here](#)

Also ***Making your website accessible for people with a learning disability: guidelines for web designers***, available online [here](#) and ***Using the Internet: a guide on how to use the internet which is accessible to people with a learning disability***, available online [here](#)

Website: <http://www.mencap.org.uk>

Howitt C. and Mattes, J. (2002). *Special Educational Needs and the Internet: Issues for the Inclusive Classroom*, in Abbott, C. (ed) ***The British Museum's Compass project and users with specialist needs***. RoutledgeFalmer. ISBN 0415268028.

Plain English tips for clear websites: **[Plain English Campaign](#)** website

<http://www.plainenglish.co.uk>

[Web Accessibility Initiative](#) (updated regularly). An initiative from the WWW Consortium.

Website: <http://www.w3.org/WAI/>

[Bobby](#) – A free software tool from the Center for Applied Special Technology for checking the accessibility of web pages.

Website: <http://www.cast.org/bobby>

'Resources for Everyone', *TES Online*, 10/3/00, p. 22. View article in the archive [here](#)

Website: <http://www.tes.co.uk>

Additional bibliography

Though these resources listed below have not been reviewed, they may be of interest to practitioners wishing to exploring issues around technological access further.

The Management Centre at King's College London runs a project called **Communicating Science in Museums and Galleries**, which looks at interactions around computer interfaces. The details are online [here](#)

Website: <http://www.kcl.ac.uk/depsta/pse/mancen>

Abledata

USA site run by the National Institute on Disability and Rehabilitation Research that contains information about a wide range of assistive technology.

Website: <http://www.abledata.com/>

Abilitynet

A charity that brings the benefits of computer technology to disabled adults and children at home and at work. Formed by an amalgamation of The Computability Centre and the Foundation for Communication for the Disabled. It offers a programme of courses and seminars, an assessment service, and consultancy.

Website: <http://www.abilitynet.co.uk/>

Accessible Website design: a practical and strategic guide. Employers' Forum on Disability. Order online [here](#) or

Phone: 020 7403 3020

Email: sam.hussey@employers-forum.co.uk (not reviewed)

Website: <http://www.employers-forum.co.uk>

British Computer Association of the Blind (BCAB)

BCAB is a self-help group of visually impaired computer professionals and users who can help visually impaired people to access and use information and communications technology.

Website: <http://www.bcab.org.uk/>

Dierking, L. and Falk, J.H. (1998). '**Audience and Accessibility**', in Mintz, A. and Thomas, S. (eds) ***The Virtual and The Real: Uses of Multimedia in Museums.*** Washington, DC: American Association of Museums, 57–70.

Van der Starre, Jan; Davis, Ben and Trant, Jennifer (eds) (1996). '**Evaluation**' in ***Introduction to Multimedia in Museums***. Multimedia Working Group, Committee on Documentation (CIDOC), International Council of Museums (ICOM).

Available online [here](#)

Website: <http://www.willpowerinfo.myby.co.uk/cidoc>

Economou, M. (1999). '**The evaluation of museum multimedia applications: lessons from research**', *Journal of Museum Management and Curatorship*, 17, 2, 173–187.

Clarke, Alan (2002). ***Online Learning and Social Exclusion***. NIACE. ISBN 186201 115X. See information [here](#). This book considers the nature of online learning and what needs to be done to realise the potential of online approaches for reaching non-traditional learners (not reviewed). £15.95 from NIACE.

Phone: 0116 2044216

Email: orders@niace.org.uk

Website: <http://www.niace.org.uk>

11. Evaluation

This section treats evaluation as a separate topic in its own right since it is a core element of good practice, relevant to all of the barriers to access identified in the other sections of this resource list.

This section has two parts:

1. guidance – resources which give guidance to practitioners in conducting evaluation, especially those concerned with access issues
2. example reports and methodology – these resources provide examples of successful evaluations and discuss methodologies

Evaluation is central in developing access for underrepresented audiences, alongside the needs for an inclusive organisational culture and accessible, relevant content and programming described in the other sections of this resource list. Rather than being restricted to summative evaluation at the end of a discrete project, evaluation also incorporates front-end and formative phases, and needs to be seen as a continuous process of reflection feeding back into practice.

1. Guidance

The [Museums, Libraries and Archives Council](#) (MLA) and [Regional Agencies](#), [British Library](#) and [Arts Council](#) are useful organisations for up-to-date publications on evaluation.

MLA website: <http://www.mla.gov.uk>

British Library website: <http://www.bl.uk>

Arts Council England website: <http://www.artscouncil.org.uk>

Evaluating Learning (2004). Leicester Study Series for Professional Development. This CPD pack brings together contemporary research, readings and case studies to help practitioners to build their skills and confidence in evaluation and apply best practice to their own situation. The pack is aimed primarily at museum professionals but will also be useful across the cultural sector. The pack contains Hooper-Greenhill, Eilean (ed) (1999). ***Evaluating Learning: A Study Guide*** and ***The Educational Role of the Museum***. Routledge. See the information online [here](#). £80, available from:

Department of Museum Studies
University of Leicester
105 Princess Road East
Leicester LE1 7LG
Phone: 0116 252 3963

Fax: 0116 252 3960

download order form online or contact bl5@le.ac.uk

Website: <http://www.le.ac.uk/museumstudies>

Inspiring Learning for All (2004). MLA. New website for practitioners in museums, libraries and archives with guidance and resources to implement the Inspiring Learning Framework, including a section on measuring learning, which has sample evaluation and analysis tools to download.

Inspiring Learning for All website: <http://www.inspiringlearningforall.gov.uk/>

MLA website: <http://www.mla.gov.uk>

Woolf, Felicity (1999). ***Partnerships for learning: a guide to evaluating arts education projects***. RAB and Arts Council England. ISBN 0728707918. Download [here](#)

A useful guide to evaluating arts education projects that has a general application across the cultural sector. Offers a flexible framework, comprehensive advice and practical guidance for the evaluation process – for both beginners and those with experience of evaluation. Useful appendixes with a checklist for evaluation practice, examining the advantages and disadvantages of external evaluation and techniques for collecting evidence.

Website: <http://www.artscouncil.org.uk>

The **SWMC Museum Learning Initiative** website has a section on evaluation [here](#) including checklists and an online tutorial.

Website: <http://www.swmlac.org.uk> (SWMC is now SWMLAC)

The **Evaluation and Visitor Research Special Interest Group** (EVRSIG) of Museums Australia also has an online toolkit and some useful resources and advice [here](#).

Website: <http://www.amol.org.au/evrsig/>

Moriarty, Gerri (2003). ***Sharing practice***. Arts Council England. A guide to self-evaluation for artists, arts organisations and funders working in the context of social exclusion. Download from the Foundation for Community Dance [here](#)

Website: <http://207.45.122.23/scripts/WebObjects.exe/communityDance.woa>

Guide to User-Led Service Reviews (2003). Scottish Accessible Information Forum, Scottish Consumer Council. ISBN 0907067891. This resource was designed to help organisations to test how well they are applying the SAIF Standards for Disability Information and Advice Provision. It asserts that 'there is no substitute for the involvement of disabled people themselves' in reviewing services and instigating improvements'. Available to download or view online [here](#)

Phone: 0141 226 5261

Email: info@saifscotland.org.uk

Website: <http://www.saifscotland.org.uk>

Essential audiences This is a series of online articles written by Catherine Rose as part of the Arts Council New Audiences programme. The issue on *Measuring Success* (13 December 2003) includes examples of evaluations which define and identify success.

Website: <http://www.newaudiences.org.uk>

The **YouthArts Development Project** of Americans for the Arts has an online toolkit for arts practitioners [here](#), which includes a section on evaluation of projects with at-risk young people. There are also links to the full report in pdf.

Website: <http://www.americansforthearts.org/youtharts>

Hooper-Greenhill, Eilean (ed) (1996). ***Improving museum learning***. East Midlands Museum Service. An older but still useful publication that gives an introduction and overview of models of evaluation. Contact

Department of Museum Studies
University of Leicester
105 Princess Road East
Leicester LE1 7LG
Phone: 0116 252 3995/3963
Fax: 0116 252 3960

2. Example reports and methodology

Jermyn, Helen (2004). ***The Art of Inclusion. Research Report 35***. Arts Council England. Download [here](#). This report evaluates social inclusion projects in the arts, and chapter 8 gives considerable attention to evaluation methodology and ways to measure success in such initiatives.

Website: <http://www.newaudiences.org.uk>

Hooper-Greenhill, Eilean and Dodd, Jocelyn (2002). ***Seeing the museum through the visitors' eyes***. RCMG. This evaluation of the Education Challenge Fund can be downloaded [here](#) or obtained from

Research Centre for Museums and Galleries
Department of Museum Studies
University of Leicester
105 Princess Road East
Leicester LE1 7LG
Phone: 0116 252 3963
Fax: 0116 252 3960
Email: rcmg@le.ac.uk
Website: <http://www.le.ac.uk/museumstudies/rcmg/rcmg.htm>

Carpenter, E. (1999). ***The Arts and Inclusion: Evaluation of London Arts Board's 1998/99 Regional Challenge***. London Arts Board. ISBN 0728709570. Useful case studies and findings. Download [here](#)
Website: <http://www.artscouncil.org.uk>

From policy to partnership: Developing the arts in schools (2000). QCA and Arts Council England. ISBN 0-7287-0799-3. Written for schools, but useful to practitioners in the cultural sector to understand the schools' position. However, unfortunately the new 'Citizenship' element in the curriculum is not included – there is much potential there for challenging racism, discrimination against disabled people and celebrating and valuing diversity and difference. Download [here](#)
Website: <http://www.artscouncil.org.uk>

Evaluating Creativity: The Evaluation of 10 Gallery Education Projects of Encompass (2000). RCMG. Published (2001) by ENGAGE. Download [here](#)
Website: <http://www.le.ac.uk/museumstudies/rcmg/rcmg.htm>

Clive, Sue and Geggie, Petra (January 1998). ***Unpacking Teacher's Packs***. ENGAGE. An evaluation of the teachers' packs from 10 London museums and galleries, teachers' expectation, requirements and wishes, guidelines on effective and stimulating schools packs. £6.50 available from ENGAGE.
Phone: 020 7244 0110
Email: info@engage.org
Website: <http://www.engage.org.uk>

Pontin, Kate; Hawthorne, Emma (ed). ***Museum Fever and REPRESENT: Lessons for working with young people in museums***. West Midlands Regional Museum Council. Sections 6 and 7 discuss the evaluation of these two projects and suggest an appropriate methodology for evaluating inclusion projects. Download [here](#)
Website: <http://www.mla.gov.uk>