Local Government
Improvement Evidence Toolkit

Final Report

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1. INTRODUCTION

Aims of Study

1.1 In March 2010, Renaissance Yorkshire commissioned DC Research to develop a Local Government Improvement Evidence Toolkit. The aim of the study is to develop a resource for use by museum leaders to evidence the potential impact of their service on a broad range of local government improvement objectives.

1.2 The scope of the study, according to the Brief, was to:

- Conduct a literature review of museum/culture's impact against CLG's indicator set, CAA outcomes and local government improvement agenda priorities.

- Identify which Performance Indicators or outcome areas museums can expect to impact either directly or indirectly.

- Identify evidence that can support strategic commissioning.

- Identify robust case study examples with qualitative and quantitative impact assessments that relate to the indicator set or outcome area[1] (the primary datasets being Museums, Libraries and Archives Council's (MLA) case studies database and I&DeA's case studies, with additional information sought for Yorkshire case studies and in particular Renaissance funded case studies).

- Consult with MLA and the Yorkshire Museum Director's Conference's Local Government Working Group to inform product development.

- Create a reference tool for use by museum leaders in developing new projects or forecasting service impact and how to communicate them.

Structure of the Report

1.3 This report forms the Final Report for the Study (produced in mid August 2010) and is structured as follows:

- Section 2 provides a very brief summary of the methodology adopted for the study, and focuses on the approach used to identify the key areas of local government improvement that the study has focused on, alongside the selection of the case studies that have been used in the report and reference tool. A more detailed discussion around the methodology and approach is included in Appendix 2 to this report.

- Section 3 presents a summary of the current issues for museums in the context of local government improvement, considers the contribution of museums in general to these agendas, and also the issues and challenges for museums around articulating and evidencing their contribution.

- Sections 4 to 6 focus on each of the key local government improvement themes in turn (i.e. Children & Young People; Stronger and Safer Communities; and Economy) and present the key findings around the contribution of museums to these agendas.

- Finally, Section 7 provides a summary of the study, highlights key issues for the use of this report and emerging evidence and advocacy considerations.

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[1] Where possible each identified performance indicator or outcome area should be linked to a case study. It is accepted that each case study might relate to more than one performance indicator or outcome area

- Appendix 1 presents the 12 case studies that support the arguments and help further substantiate the wider evidence used in this report.

- Appendix 2 provides a detailed consideration of the issues surrounding the approach and method that were used in this study – including the issues that underpinned the selection of the case studies.

- Appendix 3 provides a list of those individuals that were consulted during this study.

- Appendix 4 presents the wider bibliography for the study.

2.   APPROACH AND METHOD

2.1   This section of the report provides a brief overview of the methodology adopted for the study, the approach used to identify the key areas of local government improvement that the study has focused on, and presents the list of case studies that have been used in the report, alongside a brief rationale for their selection.

Methodology

2.2   This study adopted a 5 stage methodology, covering inception and progress, desk research (phase 1); stakeholder consultations; desk research (phase 2); and reporting and toolkit production. Each of the stages is summarised below.

- **Stage 1 (inception and progress)** included an inception meeting between DC Research and Renaissance Yorkshire, followed by progress and reporting meetings in May and July. These face to face meetings were supported by a variety of telephone/email updates throughout the study.

- **Stage 2 (desk research – phase 1)** involved carrying out a review of the local government priorities for Yorkshire (via the Local Area Agreements for each authority), and identifying a long list of potential case studies that showed the contribution of museums to local government priorities.

- **Stage 3 (stakeholder consultations)** involved a range of one to one consultations with key stakeholders (a list of consultees is in Appendix 3), as well as a group discussion with the Yorkshire Museum Director's Conference's Local Government Working Group. These consultations were used to influence the type, format and content of this report/toolkit, as well as identifying the key challenges facing museums in evidencing contribution. The consultations also considered the key local government improvement agendas, and identified any key examples of case studies for the study.

- **Stage 4 (desk research – phase 2)** focused on the development of the report, case studies and reference tool. It considered the long list of case studies from Stage 2 and, based on an assessment of the strength and robustness of the evidence, consideration of the key local government priorities for Yorkshire, and ensuring an appropriate mix of case studies, selected a total of 12 case studies for inclusion in this report.

- **Stage 5 (reporting and reference tool)** has involved the production of this draft report and reference tool, and will include in due course, the production of the Final Report and electronic Reference Tool.

Local Government Priorities in Yorkshire

2.3   In order to develop an understanding of the current local government improvement priorities for local authorities in Yorkshire, a review of the 15 Local Area Agreements (LAA) for Yorkshire was carried out. The review focused on identifying the National Indicators included within each of the current LAA documents, and a matrix was produced that identified the national indicators selected by each local authority[2].

2.4   As well as mapping the national indicators, the analysis also includes outcome headings. This was done to provide an analysis of local government improvement themes/priorities at a level above NIs – thereby **ensuring this element of the study remains relevant** if there are any future changes to the performance

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[2] The LAA documents used in this review were sourced from the I&DeA website in early May 2010: http://www.idea.gov.uk/idk/core/page.do?pageId=8399582.

management arrangements for local authorities, by showing the higher level outcome themes that museums can contribute towards.

2.5   The analysis (summarised in Tables A2.1 and A2.2 in Appendix 2) shows that the most common themes local government improvement for authorities within Yorkshire relate to **Children and Young People, Local Economy, Safer Communities, Stronger Communities, Environmental Sustainability, and Adult Health and Wellbeing**.

2.6   Whilst these outcomes are the key local government improvement priorities for Yorkshire authorities, the extent to which museums do, or could, contribute to these priorities needed to be assessed.

2.7   To identify the local government priorities that museums do/can contribute towards, an exercise of categorising each of the NIs listed above took place as part of the consultation stage of this study. A small number of key stakeholders were asked to score their assessment of the scale of contribution (actual or potential) of museums, and these scores were subsequently reviewed and calibrated by the study team.

2.8   This assessment provided a specific group of indicators that represent the priorities of local government in Yorkshire, where there is thought to be an existing, or a potential, contribution to the achievement of these priorities by museums.

> To summarise, the outcome themes based on Yorkshire specific local government improvement priorities that have also been identified as areas where museums contributes are: **Children and Young People** (positive contribution; enjoy and achieve, and economic wellbeing); **Stronger Communities; Local Economy** (visitor impacts, learning and addressing worklessness)**; and Safer Communities**.

2.9   Adult Health and Wellbeing is a local government improvement priority that other research has identified museums making a contribution towards (e.g. MLA London (2008), Museums Galleries Scotland (2010)). Despite this, the research process that underpins this study did not lead to Adult Health and Wellbeing being identified as area where museums strongly contributes, coupled with a lack of case evidence that demonstrated impact of contribution.

> As a result, **Adult Health and Wellbeing** has **not** been identified as a local government improvement area where museums can contribute. This omission could be addressed in the future with the creation of case studies that evidence the impact that museums in Yorkshire make to this core priority.

2.10   One important aspect raised by consultees during this study is that **museums are better served by focusing on the key local government improvement areas where there is a clear role and contribution from museums** rather than trying to make the case across a wider range of themes, and thereby potentially weakening the strength of the case.

2.11   This should not be taken as an indication that the contribution of museums to this theme is not existent at all, but that the report has focused on the key areas where museums are thought to contribute, and where there is evidence of the contribution – the issues and challenges around evidencing the contribution of museums to Health and Wellbeing (and, to a lesser extent, also to Stronger and Safer Communities) is given further consideration in Section 7 of this report.

Museums Contribution to Local Government Priorities in Yorkshire

2.12   A key task for the study was to assess the available evidence about the contribution of museums to local government priorities in Yorkshire.   The key approach to this was to **identify robust case study examples** with qualitative and quantitative impact assessments that relate to the indicator set or outcome area.   The primary datasets used were the Museums, Libraries and Archives (MLA) case studies database, MLA research resources, and I&DeA's (now Local Government Improvement and Development) case studies, with additional information sought for Yorkshire case studies and in particular Renaissance funded case studies, via a range of consultation mechanisms.

2.13   All of these sources were reviewed, focusing on case study evidence relating to museums specifically, and also to Yorkshire examples.   Appendix 2 explains this process in detail.

2.14   Based on all of the above sources, a long list of potential case studies was developed which included more than 150 examples.   However, by focusing on two key aspects – namely (i) the outcome themes, and national indicators, that are most relevant to Yorkshire local authorities; and (ii) case studies that are located within Yorkshire (supported by specific national evidence and case studies where relevant), the list of potential case studies was narrowed down.

2.15   Further assessment, in terms of assessing the scale, robustness and verifiability of case study evidence led to additional focusing of the case study list, reflecting the desire of the Steering Group and Study Team to include only the most robust examples.   Whilst having Yorkshire cases was desirable, a number of exemplar case studies from elsewhere have also been used.   In summary, Table 2.1 presents the list of case studies that was the result of these filtering processes.

2.16   As can be seen from Table 2.1, the themes that these case studies contribute towards are: Children and Young People; Stronger and Safer Communities; and Economy.   These broad themes are broken down into more specific areas in Sections 4, 5 and 6 which deals with each of these themes in turn.

2.17   Recognition of these themes as the main areas where museums can make a contribution in Yorkshire is supported by other research.   This has sought to identify the key areas where museums specifically, and culture more broadly, contribute to local government improvement agendas.

2.18   For example the work carried out by Cultural Intelligence[3] on behalf of MLA London and Arts Council England, London identified the main themes as being Stronger and safer communities; Children and young people; Adult health and wellbeing and Local economy.   Additionally, within Yorkshire, the Impact Evaluation 2002-07 of the Renaissance Yorkshire Hub[4] identifies the main impact areas as being: social impact; education impact; and economic impact.

2.19   Finally, recent work by Museums, Galleries Scotland[5] "*demonstrates that museums and galleries can: promote community cohesion and identity, instil health and wellbeing, break down societal barriers, offer a range of employment opportunities, be the catalyst for regeneration, and educate those of all ages and requirements.*" (MGS, p.2, 2010).

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[3] Delivering Local Area Agreements: the contribution of cultural activity, Cultural Intelligence Ltd, 2008

[4] Renaissance Yorkshire Hub Impact Evaluation 2002-07, Wafer Hadley, 2007

[5] How museums can help you – Government summary, Museums Galleries Scotland, February 2010

2.20   It should also be noted that, in terms of the key themes that the case studies are identified as contributing towards, these are the key, relevant themes. A number of case studies contribute to more than one local government improvement area, and could therefore have been placed in more than one theme.

Table 2.1: List of Case Studies			
Case study	**Location**	**Outcome theme**	**Sources of Evidence**
Magpie	North West	Children & Young People	Independent Evaluation Report, I&DeA case study
Creative Minds	Yorkshire	Children & Young People	Independent Evaluation Report
National/Regional Museum Partnership Programme (DCSM/DCSF)	National	Children & Young People / Safer & Stronger Communities	Independent Evaluation Report
Museums in a Box	Yorkshire	Children & Young People	MLA case study, additional documents from museum
Image and Identify	North West	Safer & Stronger Communities / Children & Young People	MLA case study; two Independent Evaluation Reports
Campaign! Make an Impact	Yorkshire	Safer & Stronger Communities	Case Study within Independent Evaluation Report
PAYP: Kids can do	Yorkshire	Safer & Stronger Communities	MLA case study; additional documents/presentation from project
Learning in the Limelight	Yorkshire	Safer & Stronger Communities / Economy	MLA case study
i transform	Yorkshire	Economy	Independent Evaluation Report
Economic Value of Independent Museum Sector	National	Economy	Independent Research Report
Assessment of the Contribution Of Museums, Libraries And Archives to the Visitor Economy	South East	Economy	Independent Research Report
Vivienne Westwood Exhibition – Economic Impact	Yorkshire	Economy	Independent Research Report

3. LOCAL GOVERNMENT IMPROVEMENT AND MUSEUMS – AN OVERVIEW

3.1 This section of the report presents a summary of the current issues for museums in the context of local government improvement, considers the contribution of museums in general to these agendas, and also the issues and challenges for museums around articulating and evidencing their contribution.

Issues for Museums in current context

3.2 During the last round of Local Area Agreements (LAAs) the museum sector experienced difficulty in securing meaningful inclusion in the development process and the final indicator set. Only two Local Authorities included National Indicator 10 as one of their 35 key indicators, with an additional five authorities including NI10 as a local indicator. Within the wider documents, 12% of Local Strategic Partnerships made reference to museum activities/services in their LAA's and/or Sustainable Community Strategies, whilst 20% had an aim, strategic objective or priority that encompassed museums.

3.3 A recent study on the role of the museums, libraries and archives sector in LAA processes provides some very pertinent lessons for this study[6]. The study found that **libraries tended to be better integrated than museums in LAA processes and thematic groups**. This is a result of the mandatory presence of a libraries service in every upper tier Local Authority, a higher number of library facilities (and natural footfall), and the delivery of a broader range of services to communities in comparison to museums. In comparison, Museums tended to be engaged with LAA processes at a comparatively later stage, with many museums professionals reporting the selection of the 35 priority National Indicators as a '*fait accompli*' by the time they were consulted.

3.4 Nevertheless, the report found evidence that the **sector was beginning to use LAA terminology and frameworks in business planning processes**. This included making the links between sector activity and LAA priorities, and ensuring that front line staff understand the LAA priority led approach (which is seen as being more accessible than previous target/indicator regimes).

3.5 Other key relevant findings from the report included:

- A **lack of appreciation of what the sector can offer** and lack of access to clear, tangible evidence about the impact that sector services have on LAA priorities is a barrier. Convincing chief executives and local politicians was one of the key challenges to be addressed.

- The **lack of a cultural champion at the executive level** within LSP or LAA structures and delivery mechanisms is seen by the sector as a significant barrier. This issue is made more challenging by the feeling that museum professionals in particular are no longer senior enough to be invited to major strategic policy area discussions.

- The **changing skill sets required of modern sector professionals**. The sector operates in a competitive, political, and performance driven partnership arena, and this demands increased case-making, engagement, influencing and managerial skills in addition to traditional professional skills.

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[6] The Role of MLA in Local Area Agreements, DC Research for MLA Council (2009)

Evidence of impact

3.6   The issues around **evidence of impact** identified[7] related to the ability of the MLA sector to be able to show clearly and convincingly to key partners evidence of the contribution of the impact that sector can have on a wide range of LAA priorities and agendas. The precise issues identified by the report were:

- A need to **make more of the connection** between MLA sector services and other priorities like education, health, reducing crime **through MLA sector projects.**

- Calls for there to be a constant stream of evidence of impact in **key Local Authority journals.**

- Suggestion that exercises involving **mapping the contribution** which culture can make to other LAA priorities and then seeking to **shape cultural activities around these priorities** would help.

- The need to ensure that whatever **evidence** is provided/developed **uses strong performance indicators and evaluation methods that are recognised by LAAs.**

Evidencing economic impacts

3.7   Over and above the contribution toward LAA priorities and National Indicators, there is an opportunity for museums in Yorkshire to better **evidence economic contribution to their localities** as a result of their core activities, especially with a change in government and an increased focused on value.

3.8   The quantification of economic value is potentially as useful as demonstrating contribution to other agendas, as it **quantifies impact and value that can be directly attributed to museum's core activities**. It moves museums away from a fear that performance indicators dictate their priorities, and provides quantification of their central activities. However, such evidence is only as good as the core data is collected by museums, and museum professionals will need to ensure that all staff appreciate the importance of recording such data.

3.9   Regardless of governance structure (local authority, trust or independent), the fact that **visitors are core to the viability of any museum** is well understood and accepted, especially at times of severe budgetary threat. Another recent MLA Council study[8] argues that whilst there is consensus around visitors and viability, it is equally clear that **the fundamental underpinning principle of museums in tourism terms is authenticity**. This means that visitors value the scholarship and academic authority that makes museums distinctive from other leisure attractions.

3.10   In terms of strengths, the study found that the **authentic experiences provided by museums** represent a key marketing strength by tourism stakeholders. This is based on an acceptance that heritage and culture is the driver for tourism in the UK, and that the sector possesses 'world class' museums and art galleries. Such arguments are support by recent evidence relating to the significance of the wider heritage sector on the UK economy.

3.11   'The Economic impact of the UK heritage tourism economy', (Oxford Economics, commissioned by the Heritage Lottery Fund) represents both a recent and a significant step in quantifying the impact of the 'heritage' sector to the UK

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[7] In the same study (The Role of MLA in Local Area Agreements, DC Research for MLA Council (2009))
[8] Tourism Strategy Scoping Study, DC Research for MLA Council, 2010

economy. It found that **heritage tourism is a £12.4 billion per annum industry**, and that heritage is a major motivation behind the tourism expenditure of both overseas and domestic visitors.

3.12 In terms of enhancing and **evidencing the economic benefit of activities,** there is evidence that elements of the museum sector are already taking action – for example the Association of Independent Museums' recently commissioned a study into the **Economic Value of the Independent Museum Sector**[9] (including a impacts toolkit for individual museums), and their recent 2010 conference is themed 'Tourism & the Visitor Economy'.

3.13 In addition there are also examples of economic impact studies of key exhibitions being commissioned (such as the Westwood and Banksy exhibitions in Sheffield and Bristol respectively), and also examples where independent museums have made a strong case for investment based on economic arguments.

3.14 Finally, there is a compelling argument that emerged from the stakeholder consultations around articulating to museum professionals that failure to engage with the local government improvement agenda and wider priorities may constitute a real risk to their collections in the current funding context. Museum professionals will be very aware of a range of traditional and professionally understood risks to collections, and encouraging them see failure to engage and evidence as such a risk may help to influence planning by these services accordingly.

It will be therefore be useful for museums leaders to articulate that funding cuts, due as a result of the inability of museums to contribute to community and corporate priorities, are a risk to museum collections.

General contribution of museums to local government improvement

3.15 In general terms, the areas where museum contribution of local government priorities is most recognised (and on balance where evidence of impact is strongest) centre around:

- Economics (i.e. visitor economy and learning) and worklessness (i.e. helping people into employment).
- Cohesion and community capacity building, volunteering and the third sector.
- Children and young people, especially education and learning.

3.16 Whilst there is a lot of work by museums that is relates, or has relevance to health related priorities, evidence tends to suffer from the lack of strong causality between museum activity and participation and health outcomes.

3.17 In short, the most valuable evidence is that which relates to economic impacts, and links to the notion of the 'big society'.

Issues and challenges for museums in 'making the case'

3.18 A key message from the consultations undertaken as part of this study, and from other notable research is that museum managers must be very clear about the priorities that they want to align to, and the strength of the arguments that support alignment. The challenge for museums is to evidence what is delivered, and how this contributes to outcomes.

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[9] Economic Value of the Independent Museum Sector, DC Research for AIM, £2010

3.19 The challenge in **'making the case' involves getting senior decision-makers to value the service**. Over recent years, museums have overplayed advocacy approaches, basing arguments on substantial information but limited evidence, with the result being that little advocacy carries real weight for senior decision-makers. Moving forwards, **evidence based advocacy** needs to relate to real issues for local government and the relationship between these issues and collections.

3.20 Museum managers must be able to engage in partnership working, with showing an understanding of partner priorities being seen as the first step in demonstrating a museums ability to contribute towards them. Museums have got to get used to asking local government 'what are your priorities?', as well as putting time and effort into partnership engagement, and need to be armed with evidence (i.e. 'killer facts') at their fingertips. For example, in Leeds, all museum professionals are encouraged to provide constant 'drip feed' evidence, snippets, and anecdotes that can be passed to senior officers and councillors.

3.21 It is very important that messages are targeted to their audience. For example, the targeting of central policy development professionals in consulted local authorities has been successful - **providing corporate decision makers with clear evidence and arguments has been a successful tactic** in all the local authorities consulted. This approach leads with data, backed up with a strong story, and wide evidence of impact.

3.22 Balanced evidence is becoming increasingly important. Whilst performance in data terms is always important, the 'story' is also a vital tool for culture professional to use. However traditional museum evidence and advocacy, which typically fails to have significant relevance outside the museum and/or cultural sectors can tend to come across as being 'mood music', innocuous and unchallenging, but lacking impact, hard evidence and strategically convincing argument.

3.23 All museums departments in local authorities will be, or are being, asked to make savings, and it is **vital in this context that decision-makers better understand and value all aspects of museum activity**. Put simply, the lack of understanding in terms of the technical side of museums, and also the long-term responsibility that museums have in preserving collections for future generations needs to be woven into arguments so that decision makers understand and value this activity. It is precisely this authenticity provided by museums behind the scenes that is crucial in attracting visitors, and also that enables quality collections to be used to support delivery against wider priorities.

Outcomes Framework for Museums, Libraries and Archives

3.24 To capture sectoral contribution to outcomes, MLA Council has developed two assessment frameworks. These can be used to evidence contribution to outcomes and within local performance management frameworks. Some incidences of how to do this are indicated within the Outcomes Framework, but we would recommend that local areas think creatively about how they can best use them.

- **Inspiring Learning for All** is a framework which allows the sector to capture its contribution to learning outcomes.

- **Generic Social Outcomes** is a framework which allows the sector to capture its contribution to social outcomes.

3.25   Although MLA Council produced an outcomes framework in 2008[10], this lacked specific evidence of impact. As a consequence, a revised Outcomes Framework for Museums, Libraries and Archives was produced by MLA Council in April 2010.

3.26   The revised framework is designed to help museums, libraries and archives to demonstrate contribution to the achievement of local priority outcomes. It sets out, against The National Indicator set for Local Authorities and Local Partnerships, where museums, libraries and archives have the greatest impact. In doing this, it identifies where the sector adds value in its own right, and thus strengthens the case for investment in museums, libraries and archives.

3.27   The outcomes framework includes evidence of impact, and best practice, as well as suggestions for indicators that can be used. It should be regarded as a tool better enable the sector to be clearer about its contribution to communities, by outlining important MLA contributions to communities, evidence of MLA impact and best practice, and suggests performance indicators that localities can use.

3.28   Whilst useful and relevant in the context of this study, the framework still lacks tangible examples for services to use in developing their arguments in the short term.

Culture and Sport Outcomes Framework

3.29   The Culture and Sport Outcomes Framework is a web resource being developed by Local Government Improvement and Development (formerly I&DeA), and is currently in draft form and out for consultation (July 2010). It aims to help local authorities and their partners to measure and evidence the contribution of culture and sport provision to priority outcomes at the local level, as well as linking to national outcomes.

3.30   The framework is being developed to support local authorities who are looking to demonstrate the contribution of culture and sport to local outcomes. It includes ideas that culture and sport providers can tailor to their particular local circumstances although not all will be relevant to every place. It advocates local authorities and their partners selecting a basket of different types of indicator that together best demonstrate the sector's contribution to wider outcomes.

3.31   The Outcomes Framework will be structured around seven themes:

- Economy.
- Environment.
- Children and young people.
- Health and wellbeing.
- Older people.
- Safer communities.
- Stronger communities.

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http://www.mla.gov.uk/what/raising_standards/improvement/~/media/Files/pdf/2008/outcomes_framework_v2.ashx

4.   MUSEUMS AND CHILDREN AND YOUNG PEOPLE

4.1   This section of the report looks at the evidence relating to the contribution of museums towards local government improvement agendas linked to Children and Young People.

4.2   Children and young people is an agenda which is well recognised by national, regional and local evidence where museums contribute, and is (most likely) the area where the contribution of museums is best recognised by stakeholders and also best evidenced.

4.3   Particular areas of Children and Young People that museums contribute towards include **education and learning.**

4.4   Examples of the contribution of museums towards education include **Case Study 1 - Magpie** (Manchester Museums and Galleries Pilot) – a project that showed how museum based education sessions alongside incorporating teaching and learning activities that relate to museum education practice led to **added value** in terms of **educational attainment** (a mean progress of 3.4 points over two terms in terms of SATs results) for pupils that engaged with the project.

4.5   In addition, the project was also shown to have impacted positively upon **teaching practice** for those teachers directly involved as well as wider impacts on the participating schools. This influence on teaching practice is supported by other research[11] which found that 82% of teachers think that the museum experience is likely to influence classroom teaching.

4.6   **Case Study 2 - Creative Minds**, a project by Yorkshire Museums Libraries and Archives Council (YMLAC) delivered across all Yorkshire sub-regions, aimed to develop the network of learning provision for STEM (Science, Technology, Engineering and Maths) activities using the resources and expertise of the region's museums, archives and libraries. An evaluation of the project showed that "**Overall contact with a museum appears to have a positive effect in SATs results in STEM subjects**" (Hoshin, 2005, p.55).

4.7   Other national research[12] has shown that a programme supporting partnership between national and regional museums (**Case Study 3 – National/Regional Museum Partnership Programme**) had been highly successful and achieved "powerful learning outcomes for pupils, including evidence of increased attainment" (RCMG, 2007, p.1).

4.8   Further evidence[13] from the East of England has shown that "museums have a positive impact on attainment" for secondary school pupils, with 60% of pupils in the study achieving higher marks for assessed work after a museum visit compared to three previous assignment marks. This impact in attainment also showed that boys performed as well as girls in terms of this increase. The study also identified that museums can motivate pupils across a range of abilities, provide different models of engagement for schools, and provide imaginative resources for schools.

4.9   **Case Study 4 - Museums in a Box**, an outreach service project, run by Hull Museums for Key Stage 1 and 2 pupils in schools within Hull, is a half term

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[11] Inspiration, Identity, Learning: the Value of Museums, RCMG, University of Leicester, 2007

[12] Inspiration, Identity, Learning: the Value of Museums, RCMG, University of Leicester, 2007

[13] Engage, learn, achieve: the impact of museum visits on the attainment of secondary pupils in the East of England 2006-2007, MLA East of England/Renaissance East of England, 2007

learning project which facilitates pupils to develop their own mini-museums in school. Early indications are that the project has **contributed towards literacy** with 96% of children achieving improved writing levels, has provided a stimulus to under-achievers and also a challenge for gifted and talented children, has increased general participation in museums and has supported teacher development.

4.10   In addition to contributing to educational attainment, museums can also play a part in **positively influencing attitudes towards learning**. **Case Study 3 – National/Regional Museum Partnership Programme** has shown that "*the vast majority of pupils of all ages (over 90%) enjoy their museum visits and think they have learnt something*". Of particular note is that the research found that older boys are 'uncharacteristically enthusiastic' with 89% enjoying the experience and 60% being inspired by the museum.

4.11   Additionally, museums can provide a **positive learning environment**. For example, **Case Study 1 – Magpie**, as well as research commissioned in MLA in 2005[14], which showed that more than 80% of Key Stage 3 students agreed that the museum is a good place to learn in a different way to school.

4.12   The creative opportunities offered by museums can also contribute positively towards **looked after children** and improve the lives of vulnerable young people. An evaluation of a project in Manchester (**Case Study 5 - Image and Identity**) which is a partnership project led by the Victoria & Albert Museum along with NCH showed that "the power of the museum experience to inspire and motivate learning in vulnerable young people is very clear".

> **Key Messages**
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> ▪ Museums can clearly contribute to **increased educational attainment** (see Case Study 1 – Magpie, Case Study 2 – Creative Minds, and Case Study 4 – Museums in a Box).
>
> ▪ Museums provide a **positive learning environment** (see Case Study 3 - National/Regional Museum Partnership Programme).
>
> ▪ Museums can **positively influence attitudes to learning and education** (see Case Study 1 – Magpie and Case Study 5 – Image and Identity).

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[14] What did you learn at the museum today? RCMG, University of Leicester, 2005

5.   MUSEUMS AND STRONGER AND SAFER COMMUNITIES

5.1   This section of the report looks at the evidence relating to the contribution of museums towards local government improvement agendas linked to Stronger and Safer Communities.

5.2   Stronger and Safer Communities are well recognised by national, regional and local evidence as areas where museums can contribute towards local government improvement agendas. Specific areas of Stronger and Safer Communities that museums contribute towards include the development of social cohesion and community development, community engagement, volunteering and also diversionary activities.

5.3   The general **association between museums (and wider cultural activity) and stronger communities** is shown by the results of national research[15] which showed that people taking part in cultural activities are 20% more likely to know 'many people' in their neighbourhood and 60% believe that 'many of their neighbours can be trusted'. Whilst this represents a correlation and not a causation, it is nevertheless significant.

5.4   Furthermore, research[16] has also found that almost half of museum visitors say that they feel motivated to do something related to what they have seen, with almost two-thirds strongly agreeing that their visit to the museum was inspirational. Importantly, 45% of museum visitors agree that they **feel more positive towards other people and their culture and beliefs as a result of their museum visit**.

5.5   The 2007 evaluation report[17] about **Case Study 3 – National/Regional Museum Partnership Programme,** which, as a programme, was designed to "strengthen relationships between museums and communities", found a **strong emphasis in the museums on working towards social inclusion**, and that the impact of engagement with museums on vulnerable individuals can be powerfully illustrated.

5.6   **Case Study 6 - Campaign! Make an Impact** – is a project in Hull which encouraged young people to become active citizens, by using the campaign to abolish the transatlantic slave trade as a means for them to consider how to be active in society today. Campaign! has an impact on both the outcomes for the schools (e.g. schools confidence to use museums, provision of different learning experiences, positive impact on pupil motivation, and esteem for the school) and also, the **outcomes for the young people involved – which included developing skills for active citizenship and raising aspirations**.

5.7   **Case Study 5 – Image and Identity** also shows that museums' projects can **increase young people's self esteem** as well as help them **develop a deeper understanding and respect for other cultures** (in this case, Islamic art and culture).

5.8   In terms of safer communities, one further aspect that museums can offer relates to the provision of **diversionary activities** which can help to address anti-social behaviour, reduce fear of crime in the community, and also help to address re offending.

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[15] Taking Part Survey, 2006, DCMS

[16] Renaissance and the Regions, MLA and MORI, 2004

[17] Inspiration, Identity, Learning: the Value of Museums, RCMG, University of Leicester, 2007

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5.9   **Case Study 7 – PAYP 'Kids can do'** focused on children and young people (8-13 year olds) in the most deprived parts of Sheffield, with Museums Sheffield being part of a consortium that delivered Positive Activities for Young People (PAYP), providing arts, crafts and heritage activities. The project contributed to a **range of social outcomes** including: helping children and young people to **enjoy life and make a positive contribution**; building the **capacity of community and voluntary groups**; and **improving group and inter-group dialogue and understanding**.

5.10   Museums can also help to **support social inclusion** by engaging with socially excluded groups. One example of this within Yorkshire is the Territories project[18] which works with a wide range of community groups each year to achieve a range of aims including to: help local people get to know works of art; bring in people who would not otherwise visit, provide creative learning opportunities, and engender community ownership.

5.11   Such projects can also target more specific groups to help develop **community engagement** – for example, Journeys through Textiles[19] is a project aimed at women from predominantly South Asian backgrounds, which supports the community engagement work of Bradford Museums and Galleries.

5.12   **Case Study 8 – Learning in the Limelight**, which focused on providing informal adult learning activity for a range of target groups (including traditional adult learners, non-traditional hard to reach groups, and wider community groups) contributed to a range of social outcomes – including **strengthening public life**.

5.13   Another Stronger and Safer Communities area where museums do clearly contribute towards strengthening communities is around **volunteering**. As well as strengthening communities, volunteering is also recognised as a route towards other local government agendas, with evidence[20] that 50% of organisations felt that their **volunteering opportunities helped volunteers to become more employable** (thereby linking to the Economy theme) and also that almost three-quarters of organisations stating that they believed **volunteering had helped volunteers to participate in lifelong learning**.

Key messages

- National research shows that **participants in museums are more actively engaged in their local communities**.

- Museums can **support and influence social and community cohesion** (see Case Study 3 - National/Regional Museum Partnership Programme) and can help strengthen public life (see Case Study 8 – Learning in the Limelight).

- Museums **engagement with young people** can support a range of key outcomes – such as **active citizenship** and **raising aspirations** (Case Study 6 – Campaign! Make an Impact), **developing deeper understanding and respect** (Case Study 5 – Image and Identity), and **engagement in positive activities** (Case Study 7 – PAYP Kids can do).

- National research has found that **volunteering can increase** both the **employability** and the **participation in lifelong learning** of museum volunteers.

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[18] http://research.mla.gov.uk/case-studies/display-case-study.php?prnt=1&prjid=368
[19] http://research.mla.gov.uk/case-studies/display-case-study.php?prnt=1&prjid=458
[20] Volunteering in Museums, Libraries and Archives, MLA/Institute for Volunteering Research, 2005

6.   MUSEUMS AND ECONOMY

6.1   This section of the report looks at the evidence around the contribution of museums towards local government improvement agendas linked to the Economy. Whilst there is an obvious contribution of museums towards the economy via direct employment and procurement effects, this is true of any similar service area. This section therefore focuses upon areas where museums add further value and provide additional contributions to local economies.

6.2   There are particular aspects that are recognised and evidenced as being where museums contribute most towards local government improvement agendas around the economy. Specifically, the two key areas of Economy that museums are recognised as contributing towards are: (i) adult learning and improving skills; and (ii) the visitor economy.

6.3   In addition, museum-led (or more broadly culture-led) regeneration is an area where museums can play a wider regeneration role, supporting the physical renewal of an area.

6.4   Firstly, in terms of **adult learning and improving skills**, areas where museums can contribute include the offer of flexible learning opportunities, as well as offering informal routes to engagement in skills and adult learning, especially for those disengaged from the labour market.

6.5   **Case Study 8 - Learning in the Limelight** focused on informal adult learning activity at four sites across York. The aim of the project was to engage with both traditional adult learners as well a non-traditional (hard to reach) groups, as well as wider community groups. More than 2.500 people attended the range of events and an independent evaluation revealed that the project[21] achieved a range of outcomes including: **increased knowledge and understanding; promoted the development of new skills; and provided creativity, inspiration and enjoyment**.

6.6   Another project focused on adult learning is Medicine at the Movies, a partnership between six medium sized medical museums across the country. Each museum, including the Thackray Museum in Leeds, had a group of adult learners (which were drawn from marginalised or non-traditional museum user groups) and through engagement in the project, participants reported increased social skills, enjoyment, building confidence, engagement with museums, and skills for life.

6.7   Additionally, Medicine at the Movies is also thought to have contributed to other local government agendas (such as health and well being and community engagement and cohesion).

6.8   **Case Study 9 – i transform** is a project that worked with community based adult learning groups, engaging them in adult learning at museum sites – including site exploration, development of interests, and production of materials for incorporation into interpretation at each site. Alongside the achievement of **new skills development**, and **encouraging participants to make use of other local learning facilities**, participants noted that one of the most significant outcomes for them was **increased confidence**.

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[21] The evaluation assessed the outcomes of the project based on the Inspiring Learning for All's Generic Learning Outcomes and MLA's Generic Social Outcomes (http://research.mla.gov.uk/case-studies/display-case-study.php?prnt=1&prjid=525)

6.9   As noted in Section 3, there is a clear role for museums in articulating their contribution to the **visitor economy**, not least because the recent change in government, alongside reductions in public sector spending and the wider economic situation will make the economic arguments about museums, tourism and the visitor economy more important.

6.10   The role and contribution of museums to the visitor economy is well recognised, and a range of studies have recently identified the strong contribution of museums (and the wider cultural sectors) to the visitor economy.

6.11   In headline terms it is clear that museums make a highly significant contribution to UK tourism. At the national level, the national museums are well established as tourism attractions in their own right, with research showing that cultural activities, including museums and galleries, attract international visitors to the UK and are seen as some of Britain's core strengths, with **eight of the top 10 UK visitor attractions in 2008 being museums and galleries**[22].

6.12   Research about the economic, social and creative impacts of museums and galleries[23], argues that the UK's museums and galleries could, with greater capacity to expand and improve, allow this country to be a world leader in creativity and scholarship. This research found that in 2006, overseas visitors to major UK museums and galleries spent £350 million as a result of their visit and UK visitors, who spend considerably less per visit, were estimated to have spent £245 million in 2004-5. The study also found that visitor surveys show that the vast majority of visitors have a positive experience in major museums.

6.13   Within Yorkshire the role and contribution of museums has also been considered[24] and it is noted in this report that:

- Museums and galleries are more popular than any other type of attraction in Yorkshire.
- Market growth for Yorkshire's museums is double the national average.
- Visitors rate museums, galleries and sculptures as the best of Yorkshire.
- Museums and galleries deliver the highest visitor satisfaction in the region.
- Visitors to museums and galleries are high spenders.

6.14   In terms of quantitative assessment of impact, 'The Economic impact of the UK heritage tourism economy'[25], found that heritage tourism is a £12.4 billion per annum industry, and that heritage is a major motivation behind the tourism expenditure of both overseas and domestic visitors.

6.15   **Case Study 10 – Economic Value of the Independent Museum Sector**, a recently completed study commissioned by the Association of Independent Museums estimated that the independent museum sector could be worth in the region of £610 million. The report showed the importance of independent museums to local, regional and national economies. This included the scale of direct, indirect and induced employment, and also the impact of museums procurement spending. Most notable was the scale of contribution of museums to the economy via the **economic impact of visitors**. Furthermore, the

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[22] www.nationalmuseums.org.uk/.../museums_tourism_briefing_apr09.pdf

[23] Museums and Galleries in Britain: Economic, Social and Creative Impacts, T Travers (London School of Economics) for National Museum Directors' Conference and Museums, Libraries and Archives Council, 2006.

[24] Popular, Prized and Full of Potential: Yorkshire Museums and the Tourist Offer Briefing Paper for Renaissance Yorkshire on behalf of the Yorkshire Museum Directors' Conference

[25] Carried out by Oxford Economics, commissioned by the Heritage Lottery Fund (2010)

contribution and importance of the volunteer workforce for museums was also noted.

6.16   A report for the South East, **Case Study 11 – Assessment of contribution of museums, libraries and archives to the visitor economy** considered the role that museums (along with archives and libraries) play in the wider visitor economy for the South East, with museums being identified as the major element of this in attracting visitors.

6.17   A Yorkshire specific example of the economic impact of key exhibitions is **Case Study 12 – Economic Impact of Museums Sheffield on the Visitor Economy**. This study researched Sheffield's role in attracting visitors to South Yorkshire, the economic value they derive, and the specific impact of the relationship between Museums Sheffield and the Victoria and Albert Museum. It found that Museums Sheffield facilities are an important element of the Sheffield destination with the venues generating over 1.2 million visits annually generating £23.3 million to the local economy, and supporting 440 FTE jobs.

6.18   Key factors to support this impact include the fact that Museums Sheffield has enjoyed a special relationship with the V&A Museum since the opening of the Millennium Gallery. The international quality of the gallery and its facilities has enabled Sheffield to host numerous exhibitions from the V&A within its formal partnership agreement, which in turn has generated additional visitors and spend to the city and region.

Key messages

▪   Museums can offer a range of **adult learning opportunities that help to engage a range of groups**, including those furthest from the labour market, in both informal and formal learning opportunities (see Case Study 8 – Learning in the Limelight and Case Study 9 – i transform).

▪   Museums play an **important role in attracting visitors to an area**, and there are **clear economic impacts associated with this** (see Case Study 10 – Economic Value of the Independent Museum Sector, Case Study 11 – Assessment of contribution of museums, libraries and archives to the visitor economy, and Case Study 12 – Economic Impact of Museums Sheffield on the Visitor Economy).

7.   SUMMARY, KEY ISSUES AND CONSIDERATIONS

7.1   This section summarises the key findings from this report and also identifies key issues and consideration for museums in relation to both evidencing the role and contribution of museums to key local government improvement agendas, and also the advocacy of this role and contribution to key local government agendas.

Summary of Contribution of Museums

7.2   This report has shown, particularly in Sections 4 to 6, the contribution that museums make to key local government agendas.   The key messages are summarised below.

Children and Young People

- Museums can clearly contribute to **increased educational attainment**
- Museums provide a **positive learning environment**
- Museums can **positively influence attitudes to learning and education**

Stronger and Safer Communities

- National research shows that **participants in museums are more actively engaged in their local communities**.
- Museums can **support and influence social and community cohesion** and can help **strengthen public life**.
- Museums **engagement with young people** can support a range of key outcomes – including **active citizenship, raising aspirations**, **developing deeper understanding and respect**, and **engagement in positive activities**.
- National research has found that **volunteering can increase** both the **employability** and the **participation in lifelong learning** of museum volunteers.

Economy

- Museums can offer a range of **adult learning opportunities that help to engage a range of groups**, including those furthest from the labour market, in both informal and formal learning opportunities
- Museums play an **important role in attracting visitors to an area**, and there are **clear economic impacts associated with this**

Summary of Evidence Issues and Considerations

7.3   This report has drawn together case study evidence (supported by wider research studies) about the contribution of museums to key local government agendas in Yorkshire. Drawing on the experience of this study, there are a number of points to note about the current position of the use of evidence in making the case for the contribution of museums towards local government improvement agendas.

7.4   First, a key message from this study, and from other recent research, is that museum managers must be very clear about the priorities that they want to align to, and the strength of the arguments that support this alignment. The challenge for museums is to evidence what is delivered, and how this contributes to outcomes.

7.5   This study has shown that the key local government agendas in Yorkshire where museums are thought to contribute (and where there is case study evidence) to support this are: **Children and Young People; Stronger and Safer Communities; and Economy**.

7.6   As noted in Section 2, Adult Health and Wellbeing this process has not been identified as a local government improvement area where museums contribute and where there is case study evidence to support this contribution. Whilst other research (e.g. MLA London (2008), MGS (2010) has identified adult health and wellbeing as an area where museums contribute, there is currently a lack of verifiable independent evidence to support the contribution of museums to this agenda. This omission could be addressed in the future with the creation of case studies that evidence the impact that museums in Yorkshire make to this core priority.

7.7   This should not be taken as an indication that the contribution of museums to health does not exist, but that stakeholder perspectives and case study evidence do not fully support and evidence the contribution **at this time**. One potential consideration from this is for museums to assess how evidence of the contribution of museums to the health agenda can be developed, and to take steps to gather this evidence.

7.8   Such considerations needs to be balanced against the views from consultees in this study (supported by the views of key local government representatives identified in other research), that **museums are best served by focusing on the key local government improvement areas where there is evidence of a clear role and contribution** from museums rather than trying to make the case across a wider range of themes, and thereby potentially weakening the strength of the case.

Summary of Advocacy Issues and Considerations

7.9   In general terms, this report highlights the ongoing need to advocacy and evidence to be increasingly interlinked. To date, whilst many museums have recognised the important of advocacy, approaches have tended to be overplayed. Such **arguments have typically been based on lots of information, but limited evidence, often appearing as 'mood music' that fails to convince** senior decision-makers. It may be the case that further research is needed to explore value for money in relation to these outputs and outcomes.

7.10   Moving forwards, **evidence based advocacy needs to relate to real issues for local government and the relationship between these issues and collections**. Museums need to be able to show clearly and convincingly evidence of the contribution of their impact on local government, and this needs to be articulated in such a way that key audiences appreciate and are convinced by the evidence and the related advocacy based upon the evidence.

7.11   Importantly, **evidence based advocacy arguments should increasingly focus on how the museums can help to deliver the key priorities of other service areas**. These priorities might involve education, increasing participation of particular groups and communities, and economic and visitor impacts, and could extend to museums providing services where appropriate to local government through the commissioning process.

7.12   Notwithstanding this need to show contribution to other priorities, museums should also use wherever possible **evidence based advocacy approaches that highlight the wider value of what is arguably their core purpose** –

preserving, caring for and exhibiting interesting and valuable collections for the enjoyment of the public. This report highlights some of the strong emerging evidence as to the economic value that museums have in their localities.

7.13   For more advice and information on targeted approaches to advocacy, see the Museums Association guide: http://www.museumsassociation.org/love-museums/advocacy-advice).

APPENDIX 1 – CASE STUDIES

Case Study 1 – MAGPIE (Manchester Museums & Galleries Pilot)

MAGPIE operated over two phases and involved over 40 schools. It aimed to support the NW Museums Hub to achieve 38,000 new contacts between children and regional hub museums; and 57,000 visits by new users predominantly specific socioeconomic and BME groups. MAGPIE has two aims:

- To enable collaborative ways of working to develop between classroom and museum/gallery professionals.
- To use children's first-hand experience in museums and galleries to raise attainment in writing at Key Stage 2.

A consultant was employed to manage and deliver the project to encourage the creative use by schools of museums and galleries in Manchester (particularly those within the NW Hub), in order to achieve a 25% increase in contacts with school children (aged 5-16) by March 2006.

MAGPIE achieved an increase in pupil attainment in writing that was 35% greater than nationally set expectations for progress. Pupils involved in museum and gallery literacy through MAGPIE activities have:

- Enhanced their writing through first-hand experience and language development.
- Improved their speaking and listening skills, leading to improved writing.
- Written at a greater length and with greater enjoyment.

Location: North West

Case Study Contribution to Local Government Priorities: Children and Young People (educational attainment, positive learning environment)

Target Groups/Users/Audience: Key Stage 2

Evidence of Impact and Outcome of Case Study

An evaluation of MAGPIE highlights a considerable impact on teacher practice, confidence and satisfaction in teaching writing. Teachers reported improvements in many aspects of pupils' writing. The impact on grammar and punctuation appears to have been less marked. In addition, pupils wrote at greater length and with greater enjoyment. For a sample of 176 pupils progress, was measured through voluntary standard assessment tests (SATs), highlighting mean progress of 3.4 points over two terms.

There were 579 sessions with museums involving 16,933 pupils, of which 13,440 were new to the host museum. A total of 41 schools were involved.

Verifiability of Evidence: Yes, action research/ project evaluation undertaken by a collaboration of education authorities, museum services and universities who were stakeholders in the project.

Further Sources of Information about Case Study

Link to case study: http://www.idea.gov.uk/idk/aio/5430371

Project evaluation: http://www.leeds.ac.uk/educol/documents/160880.htm; or http://i.dmtrk.net/CmpDoc/2008/479/193_magpie-literacy-programme-research-report-2006.doc

General Information Leaflet about Magpie project: http://www.mla.gov.uk/what/programmes/renaissance/regions/north_west/news/~/media/North_West/Files/2009/MAGPIE_literacy_leaflet_2009.ashx

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Subsequent developments

In 2008/9 MAGPIE expanded by involving all primary year groups, Early Years, Family learning, Networks of schools and ITE in projects that explored the MAGPIE approach further.

Secondly the University of Warwick report on MAGPIE was been an invaluable resource for convincing not only funders but also head teachers and schools about the value and impact of the project.

Contact details

Julie Howse, Primary Consultant Museums and Galleries, Manchester City Council, 0161 234 7097, j.howse@manchester.gov.uk.

Case Study 2 – Creative Minds

Creative Minds was a Yorkshire MLA Council project funded Yorkshire Forward, to increase the provision of Science, Technology, Engineering and Maths education provided by Museums, Libraries and Archives in Yorkshire. It was grant funding scheme offering grants of up to £5,000 for the delivery of direct learning opportunities in STEM subjects.

Originally piloted in 2002 in Halifax and Sheffield, the project provided STEM based learning opportunities at Eureka! (the museum for children in Halifax) and the Sheffield Industrial Museums Trust for children aged 5 to 18 (5 to 12 at Eureka!).

In 2004 the project was rolled out by Yorkshire MLA Council across Yorkshire to develop the network of learning provision for STEM activities using the resources and experience of museums, libraries across the region.

Location: Initially Halifax and Sheffield, then rolled out across Yorkshire & The Humber

Case Study Contribution to Local Government Priorities: Children and Young People (education attainment)

Target Groups/Users/Audience: Young people aged 5 to 18

Evidence of Impact and Outcome of Case Study

Overall **contact with a museum appears to have a positive effect on SATs results in STEM subjects**. However, evaluation evidence suggests that there are **some examples where the improvement is spectacular** (such as KS2 Science 4+ in the Humber, and KS2 Maths Level 4+ in North Yorkshire).

Verifiability of Evidence: Yes, Project was reviewed as part of wider Evaluation of STEM Activities (Hoshin for Yorkshire Forward, August 2005).

Further Sources of Information about Case Study

Link to more information:

http://www.mylearning.org/museums/museum.asp?museumid=20

Link to Hoshin STEM evaluation report (Creative Minds at pages 53 to 57):

http://www.yorkshirefutures.com/system/files/ww_docs/DAB02%20STEM%20Evaluation.pdf

Contact details

Justine.reilly@mla.gov.uk (currently on maternity leave. DC Research pursuing alternative contact).

Case Study 3 – National/Regional Museum Partnership Programme (DCMS/DCSF)

Since 2003 the Department for Culture, Media and Sport (DCMS) and the Department for Education and Skills (DfES), now the Department for Children, Schools and Families (DCSF), have jointly sponsored a partnership between national and regional museums in England that is designed to increase and deepen relationships between museums and schools and to strengthen relationships between museums and communities. The emphasis of the programme has been in quality and innovation rather than increase in volume of use and, as a result, museums, schools and communities have been able to try new things, take risks and explore possibilities in a way that could not otherwise have happened.

Location: England

Case Study Contribution to Local Government Priorities: Children & Young People (educational attainment, attitudes towards learning); Safer & Stronger Communities (social inclusion)

Evidence of Impact and Outcome of Case Study

The Research Centre for Museums and Galleries at Leicester University was commissioned to evaluate the programme during 2006-2007. Twelve national museums with over fifty regional museum partners were together involved in seventeen discrete projects across England.

The key findings include:

- A strong emphasis on working towards social inclusion.
- Effective and deepening partnerships between the educational sector and the museum sector.
- Powerful learning outcomes for pupils including evidence of increased attainment.
- The potential for strong partnerships between museums and communities.
- An increase in participants with museums recording contacts with 47,511 pupils and 23,786 community participants across the programme.

Verifiability of Evidence: Yes, independent evaluation

Further Sources of Information about Case Study

Evaluation documents:

http://www.le.ac.uk/ms/research/pub1100.html

Case Study 4 – Museums in a Box

The Museum in a Box project is an outreach project which uses genuine artefacts from Hull Museums' handling collections to inspire pupils to create their own museum in school.

The Museum in a Box project involves pupils creating their own mini-museums in schools using artefacts from Hull Museums' handling collections. The project allows them to take a lead role in this process and has proven to raise pupils' attainment in literacy, a key agenda for schools in Hull. Pupils develop the skills needed to be curators through three interactive and hands-on museum-led sessions (two in school focusing on developing enquiry skills to enable pupils to independently research their artefacts, and one in a museum investigating the how to create elements of their museum).

Location: Hull, Yorkshire and the Humber.

Case Study Contribution to Local Government Priorities

Case Study Contribution to Local Government Priorities: Children and Young People (educational attainment)

Target Groups/Users/Audience: Key Stage 1 and 2.

Evidence of Impact and Outcome of Case Study

Literacy impacts:

▪ One pilot school found in their assessment that **writing levels were significantly improved in 96% of children** by participating in the Museums in a Box project.

▪ Raising attainment in literacy was one of the projects main aims as this is outlined in one of the pilot schools' whole school improvement plan. Speaking and Listening skills were developed on a whole school basis when pupils from the pilot classes gave tours to their fellow pupils around their museum.

Participation impacts

▪ The loan of real artefacts from Hull Museums' handling collection and the real life experiences provided a **stimulus for under-achievers** whilst the project as a whole provided a challenge for gifted and talents pupils.

▪ Research has proven **pupils who participated in Museums in a Box are now visiting museums regularly with parents**.

Verifiability of Evidence: Not independently verifiable, Museums in a Box does not seem to have been externally evaluated, but some self-evaluation has been carried out.

Further Sources of Information about Case Study

http://www.mylearning.org/museumsinabox;

http://www.mylearning.org/jpage.asp?jpageid=2665&journeyid=536

http://research.mla.gov.uk/case-studies/display-case-study.php?prnt=1&prjid=470

Contact details

Jane Avison, Education Manager, Hull Museums Service, jane.avison@hullcc.gov.uk, 01482 318737

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Case Study 5 – Image and Identity (Manchester City Galleries Looked After Children)

Image & Identity is a partnership project led by the Victoria & Albert Museum along with with NCH, the children's charity and five regional galleries and museums (Manchester City Galleries; Birmingham Museums & Art Gallery; Royal Pavilion, Libraries and Museums, Brighton & Hove; Sheffield Galleries and Museums Trust; Tyne & Wear Museums). It was by DCMS and DfES under the Strategic Commissioning Partnerships Programme for Education.

The project aims to increase young people's self-esteem, develop their creativity and understanding of diverse cultures, shared identities and attitudes to learning. This was delivered through involving artists and designers leading a range of creative workshops in which young people create their own artwork in response to museum collections.

Location: Manchester, North West (as well Birmingham, Brighton & Hove, Sheffield and Tyne & Wear).

Case Study Contribution to Local Government Priorities

Case Study Contribution to Local Government Priorities: Safer & Stronger (increased confidence/self esteem, understanding and respecting other cultures); Children & Young People (attitudes towards learning).

Target Groups/Users/Audience: Children & Young People

Evidence of Impact and Outcome of Case Study

Overall, the project focused on achieving qualitative results with relatively low numbers of participants. There is also some evidence that the young people gained a deeper understanding and respect for Islamic art and culture in the Manchester case study. Evidence from the young people also suggests that the artists provided strong role models for them. Working with professional artists and with high quality collections also proved to be key in making the young people feel respected by the galleries.

An internal evaluation was carried out by Manchester City Galleries to measure learning outcomes against GLOs. This evaluation fed into the external evaluation of all the Strategic Commissioning National and Regional projects, which was carried out by the Research Centre for Museums and Galleries (RCMG) in 2007. A further evaluation conducted by Nicky Boyd is also available (see links below).

Verifiability of Evidence: Yes, independent Evaluation conducted by Nicky Boyd / Museum Learning and Evaluation Consultant, 2007.

Further Sources of Information about Case Study

Project link:http://www.manchestergalleries.org/whats-on/community-programmes/current-projects/image-and-identity/

Link to case study: http://research.mla.gov.uk/case-studies/display-case-study.php?prnt=1&prjid=205

Link to evaluation documents:

http://www.le.ac.uk/museumstudies/research/Reports/IIL.pdf (case study on pages 274-290)

http://www.vam.ac.uk/files/file_upload/44488_file.pdf

Subsequent Developments

Recognised as making a real different to the lifes of many of the young people who engaged with the Project, DCMS has funded further work in Manchester and four other

places, and the V&A, including the 'Design for Life' project, which targets same client group:

http://www.manchestergalleries.org/whats-on/community-programmes/current-projects/design-for-life/

Contact details

Leisa Gray, Manchester City Council, 0161 235 8844, l.gray@manchester.gov.uk

Case Study 6 – Campaign! Make an Impact

Campaign! Make an Impact was initially a project led by the British Library working in partnership with Harewood House and Hull Museums with support from the Citizenship Foundation.

Pupils from three schools, Eastlea School in Newham, London, Winifred Holtby School Technology College in Hull and Easingwold School near York, were actively involved in the selection, development and running of a modern day campaign. This was achieved through building the pupils' understanding of the historic context of social and political campaigning to enable them to develop a political campaign based on a contemporary issue of their choice.

Teacher placements have also been offered at each of the three partner venues aimed at increasing their skills in using heritage organisations and collections with their pupils.

Campaign! Make an Impact is now a national programme in partnership with the MLA Council, and funded through the DCMS/DCSF Strategic Commissioning Programme. The model uses collections and past campaigns to aid understanding of the basics of campaigning, and then supports children and young people to develop campaigns about issues close to their hearts.

Location: Hull, York, London

Case Study Contribution to Local Government Priorities: Safer and Stronger Communities (active citizenship, raising aspirations)

Evidence of Impact and Outcome of Case Study

Campaign! has an impact on both the outcomes for the schools (e.g. schools confidence to use museums, provision of different learning experiences, positive impact on pupil motivation, and esteem for the school) and also, the outcomes for the young people involved – which included developing skills for active citizenship and raising aspirations.

Verifiability of Evidence: Yes, independent evaluation report included Campaign! as a case study.

Further Sources of Information about Case Study

http://www.bl.uk/campaign

http://www.bl.uk/learning/resources/pdf/campaignbookletfinal.pdf

Case study included as part of wider evaluation of DCMS/DCSF National/Regional Museum Partnership Programme (pages 308 to 323):

http://www.le.ac.uk/ms/research/pub1100.html

Subsequent Developments

Further work has been commissioned with Hull Museums and across North Yorkshire as a result of this work, as well as enquires from further afield.

Campaign! has also been nationally featured in the Curriculum materials (http://www.tellussurvey.org.uk/Information.aspx) at all age groups, linking to NI 110 young people making a positive contribution and NI 69 Bullying.

Contact details

Alison Bodley, Campaign! Make an Impact Programme Manager, 01904 637339

aabodley@tiscali.co.uk, www.bl.uk/campaign

Case Study 7 - Positive Activities for Young People (PAYP): 'Kids can do'

Museums Sheffield was part of a consortium awarded funding for delivering positive activities for young people (PAYP) in Summer 2008 through the provision of arts, crafts and heritage activities linked to two exhibitions held at Millennium Gallery and Weston Park Museum at the time (Vivienne Westwood and Space Age).

Southey Green is one of the most deprived parts of Sheffield. The contract with the City Council had specific aims about significantly increasing the arts, crafts and heritage provision for young people; engagement of young people and engagement of the voluntary and community sector.

Case Study Contribution to Local Government Priorities

Case Study Contribution to Local Government Priorities: Stronger & Safer (positive activities)

Target Groups/Users/Audience: Children and young people aged 8-13 in the target neighbourhoods of Sheffield

Evidence of Impact and Outcome of Case Study

According to the Case Study, the main phase of activity resulted in 2265, with two extension periods providing a further 2435 young people places.

Second tier GSOs identified included: encouraging healthy lifestyles and contributing to mental and physical wellbeing; helping children and young people to enjoy life and make a positive contribution; building the capacity of community and voluntary groups; improving group and inter-group dialogue and understanding; encouraging familial ties and relationships; and improving the responsiveness of services to the needs of the local community.

The GSOs helped Museums Sheffield to target the aims and objectives in contract with the City Council. According to the Case Study, the real value of the GSOs was as an exercise in structuring advocacy work for Museums Sheffield and the sector more generally (as set out in the presentation). The GSOs helped articulate, understand and communicate the project outcomes. The GSOs helped show the deeper value of museums community engagement beyond 'photo opportunities and brownie points.'

Verifiability of Evidence: Yes, internal evaluation carried out, where MLA's Generic Social Outcome (GSO) framework was used to analyse and present evidence of impact.

Further Sources of Information about Case Study

Link to case study: http://research.mla.gov.uk/case-studies/display-case-study.php?prnt=1&prjid=460

Link to evaluation evidence: http://www.museums-sheffield.org.uk/PDFs/GSOs.pdf

Subsequent Developments

Museums Sheffield and partners have continued to delivery PAYP activities in 2009/10 and 2010/11 on the back of the evidenced performance of the project.

Contact details

Jon Bradley, Museums Sheffield, 0114 278 2675, jon.bradley@museums-sheffield.org.uk

Case Study 8 - Learning in the Limelight

Learning in the Limelight focussed on informal adult learning activity at four sites - York Art Gallery, York Castle Museum, Yorkshire Museum and Museum Gardens during the month of October 2009, as part MLA's Learning Revolution Festival.

The project aimed to open up spaces after dark, including outdoor spaces and thereby attracting substantial new audiences to enjoy and benefit from over 40 events during the month of October 2009. Learning in the Limelight aimed to offer activity at night, after hours and outdoors and emphasised practical and creative opportunities. York Museums Trust wished to encourage learning for pleasure, geared to a whole range of abilities.

The project was aimed at the following target groups:

▪ Traditional adult learners to offer them extended activities based on feedback from previous programmes and projects

▪ Non-traditional hard to reach groups to meet demand for access to York Museums Trust's sites and collections in an innovative way and at times and dates that suited non-visitors (e.g. in the evening)

▪ Wider community groups to meet the demand from them to be more fully involved in volunteering, decision making and more long term sustained informal adult learning opportunities.

Location: York, Yorkshire

Case Study Contribution to Local Government Priorities: Safer & Stronger Communities (strengthening public life), Economy (developing new skills)

Target Groups/Users/Audience: Adults over 19 (including new learners, adults with learning difficulties, young adults involved in practical learning, adults influencing YMT work through role in partner consultative groups).

Evidence of Impact and Outcome of Case Study

The project was intended to contribute to learning & skills, raising participation, health & well-being, community empowerment & active citizenship outcomes. In total, 2,607 people attended the events held over the 4 York Museums Trust sites during the October 2009 Learning in the Limelight festival.

An independent evaluation assessed the outcomes of the project using GLOs and GSOs. It revealed that Learning in the Limelight increased knowledge and understanding; promoted the development of new skills; provided creativity, inspiration and enjoyment; improved behaviour and progression; strengthened public life; and encouraged health and well-being.

Verifiability of Evidence: Yes, an independent evaluation was commissioned and delivered, although it is not currently publicly available.

Further Sources of Information about Case Study

Link to case study:

http://research.mla.gov.uk/case-studies/display-case-study.php?prnt=1&prjid=525

http://www.mla.gov.uk/news_and_views/press_releases/2009/Learning_festival

Contact details

Martin Watts, York Museums Trust, 01904 697960, martin.watts@ymt.org.uk.

Case Study 9 – i transform

The i transform project at Leeds Museum Service was funded by the Learning Revolution Transformation Fund, and worked across a range of community based adult learning groups at three Leeds Museum Service sites. Adult learners explored the sites, developed their interests and produced materials for three interactive tables that would be permanently incorporated into the interpretation at each of the sites.

Location: Leeds

Case Study Contribution to Local Government Priorities: Economy (developing new skills, increased confidence/self esteem)

Target Groups/Users/Audience: Adult learners

Evidence of Impact and Outcome of Case Study

The project has been evaluated by two independent evaluators. Lessons learned will be carried forward and used to inform the Service's Adult Learning Strategy.

The target group was adult learners from eight community groups in the local catchment areas of Temple Newsam House, Lotherton Hall and Kirkstall Abbey. The participants ranged from 19 to 76+ from a variety of backgrounds and socio-economic areas. Some of these groups were already formed whereas others have formed as a result of the project bringing like-minded people together.

Participants gained new and in some cases unexpected skills, particularly around art techniques, and they also gained knowledge about the sites they were working on. However, participants identified other outcomes as being more significant to them, in particular increased confidence, feelings of ownership towards the site and knowing how to engage with the space. In terms of skills gained, the most significant changes happened when participants stepped outside their comfort zone and tried something new.

Participants have all engaged in learning programmes, working with artists and multimedia specialists, developing new skills in different areas. The project has also encouraged participants to make use of other local learning facilities such as the local studies department of Leeds City Council library service which they have done independently and expect to be able to build on this in the future.

Verifiability of Evidence: Yes, project was independently evaluated by Abigail Hacket (http://www.abigailhackett.co.uk/) and Dr Kate Pahl (Sheffield University).

Further Sources of Information about Case Study

Awaiting detail on links to publicly available material.

Subsequent Developments

i Transform was a time limited project, with no further development opportunities through the Learning Revolution Transformation Fund. Leeds Museums and Galleries envisage evidence from i-Transfrom will garner support from other funders in the future by proving a track record of working in close partnership with community and adult learning groups (which was very much a proactive two way process) and through the use of new technologies.

Contact details

Dominique Attwood, Leeds Museums and Galleries, 0113 2414565, Dominique.attwood@leeds.gov.uk

Case Study 10 – Economic Value of Independent Museum Sector

The Association of Independent Museums (AIM) commissioned DC Research to estimate the Economic Value of the Independent Museum Sector in January 2010. The purpose of the study was to carry out research into the economic value that can be attributed to the independent museum sector, with the research being used for advocacy work by AIM at a national level on behalf of the sector, and by individual and small groups of independent museums at the local and regional levels.

The research was commissioned to demonstrate to national, regional and local partners how important independent museums are to a thriving economy.

At a time of austerity and a culture of funding cuts, the independent museum sector needs to make its case, and provide clear, robust evidence of the economic value that independent museums provide to tourism and the wider economy. Importantly, this needs to be articulated in such a way that key audiences outside the sector (including central government, national and regional tourism organisations, regional development agencies and other potential funders) appreciate and are convinced by the evidence and the related advocacy based upon the evidence.

Case Study Contribution to Local Government Priorities: Economy (visitor economy)

Target Groups/Users/Audience: All museums

Evidence of Impact and Outcome of Case Study

Taken together, the total impact of the independent museum sector is estimated to be at least in the order of **£610 million** (although this could be as high as £930 million). This is broken down as follows:

- Across the independent museum section, visitors (estimated to be over 9 million) represented around **£364 million of gross visitor impacts.**

- At least **£124 million of direct, indirect and induced impacts** as a result of spending on goods and services by independent museums (although impact might be as high as £349 million).

- At least 5,800 full time equivalent direct, indirect and induced jobs supported by the sector, equivalent to a further **£122 million** (although impact might be as high as 10,500 jobs, equivalent to £219 million).

The project involved the study team consulting with a selection of key partners, conducting a survey of the whole AIM Membership, and producing an **impacts toolkit** that museums can use to demonstrate the impact of their activities to their local and regional economies.

Verifiability of Evidence: Independent economic impacts research delivered by DC Research Ltd which included an economic impact assessment driven by primary data.

Further Sources of Information about Case Study

The full report, executive summary and impacts toolkit can be downloaded from:

http://www.aim-museums.co.uk/pages/pg-18-aim-economic-impact-paper/

Contact details

Jonathan Durnin, DC Research Ltd, 0116 259 2390, jon@dcresearch.co.uk

Roger Hornshaw, Association of Independent Museums, aimadmin@aim-museums.co.uk

Case Study 11 – Assessment of the contribution of museums, libraries and archives to the visitor economy

Roger Tym & Partners (RTP) was commissioned by the Museums Libraries and Archives Council South East (MLA South East) to undertake an economic impact assessment of museums, libraries and archives in the South East region focusing on tourism.

The study sought to explore the role the sector plays in the wider visitor economy and quantify the economic value of the museums, libraries and archives sector through two research questions:

- How does the sector add to the tourism product? – The extent to which the sector forms part of the core product attracting both domestic and overseas visitors to the UK?

- How much does the sector contribute to the regional and local economy through direct and indirect visitor expenditure?

Location: South East

Case Study Contribution to Local Government Priorities: Economy (visitor economy)

Target Groups/Users/Audience: All museums

Evidence of Impact and Outcome of Case Study

Tourist visitors to museums spend £224million in the South East's visitor economy, with libraries and archives contributing a further £6million. Staying visitors contribute 60% of the total expenditure associated with visits to museums, libraries and archives. In the context of the overall South East visitor economy, museum, library and archive visits contribute around 2.25% of annual regional visitor spend.

Overall, museums, libraries and archives in the South East are estimated to support 15,245 jobs in direct employment within the facilities concerned, 3,307 through other businesses in receipt of visitor expenditure and 1,404 through indirect and induced effects. The total direct and indirect employment supported is 19,956 jobs.

Verifiability of Evidence: Independent economic impacts research delivered by Roger Tym & Partners including economic impact assessment driven by mix of primary and secondary research.

Further Sources of Information about Case Study

Link to case study and final reports:

http://research.mla.gov.uk/evidence/view-publication.php?dm=nrm&pubid=904

Contact details

http://research.mla.gov.uk

Case Study 12 – Economic Impact of Museums Sheffield on the Visitor Economy

Museums Sheffield has enjoyed a special relationship with the V&A Museum since the opening of the Millennium Gallery. The international quality of the gallery and its facilities has enabled Sheffield to host numerous exhibitions from the V&A within its formal partnership agreement, which in turn has generated additional visitors and spend to the city and region.

The Economic Impact of Museums Sheffield on the Visitor Economy researched Sheffield's role in attracting visitors to South Yorkshire, the economic value they derive, and the specific impact of the relationship between Museums Sheffield and the Victoria and Albert Museum.

Location: Sheffield, Yorkshire

Case Study Contribution to Local Government Priorities: Economy (visitor economy)

Target Groups/Users/Audience: All museums

Evidence of Impact and Outcome of Case Study

This report quantifies the economic impacts of the relationship Museums Sheffield has with the V&A. Increased economic activity supports local jobs and business in localities, with direct, indirect and induced multiplier effects. The key findings of the report include:

- Museums Sheffield facilities are an important element of the Sheffield destination. The venues generate over 1.2 million visits annually generating £23.3 million to the local economy, and supporting 440 FTE jobs.

- The V&A relationship giving Sheffield first right of refusal on touring exhibitions outside of London has brought some significant benefit to the city with the V&A exhibitions contributing to nearly a quarter of a million visits and £5.7m to the economy in the last decade.

- The recent Vivienne Westwood exhibit was the most successful exhibit to date with nearly 39,000 visits, and generating £1.16 million of visitor spend in the economy with a return on investment of 2.9:1.

- The V&A brand is recognised and is beneficial in supporting the Sheffield brand, but in terms of exhibition impact, it is often the exhibit's brand (Westwood, Constable) and themes that tap into mainstream society that generate the best returns.

The report was used to

- To help in negotiations with V & A to extend the partnership between themselves and Museums Sheffield

- As leverage with the City Council, Creative Sheffield and Yorkshire South Tourism for further partnership funding for similar activity

- With Welcome to Yorkshire to demonstrate the economic impact to the region of this kind of show

Verifiability of Evidence: Independent economic impacts research delivered by Andrews Associates, 2009, economic impact assessment driven by a mix of primary and secondary research.

Further Sources of Information about Case Study and Contact details

Janet Thompson, Museums Sheffield, 0114 278 2672, janet.thompson@museums-sheffield.org.uk

APPENDIX 2 – APPROACH AND METHOD

This appendix provides a summary of the methodology adopted for the study, and focuses on the approach used to identify the key areas of local government improvement that the study has focused on, alongside the selection of the case studies that have been used in the report and reference tool.

Methodology

In brief, this study adopted a 5 stage methodology, covering inception and progress, desk research (phase 1); stakeholder consultations; desk research (phase 2); and reporting and toolkit production. Each of the stages is summarised below.

- **Stage 1 (inception, scoping and progress)** involved an inception meeting between representatives from the DC Research study team and Renaissance Yorkshire in mid April 2010. This was followed by a face to face progress meeting in late May 2010. These face to face meetings were supported by a variety of telephone and email progress updates and discussions throughout the study.

- **Stage 2 (desk research – phase 1)** involved carrying out a review of the local government priorities for Yorkshire (through the Local Area Agreements for each authority), and identifying a long list of potential case studies that provide evidence of the contribution of museums to local government improvement priorities.

- **Stage 3 (stakeholder consultations)** involved a range of one to one consultations with key stakeholders (a list of those consulted is included in Appendix 2), as well as a group discussion with the Yorkshire Museum Director's Conference's Local Government Working Group. These consultations were used to influence and inform the type, format and content of report and toolkit that would be most useful for museum leaders, as well as identifying the key challenges facing museums in evidencing contribution. Finally, the consultations also discussed what the key local government improvement agendas are, and identified any key examples of case studies for consideration as part of this study.

- **Stage 4 (desk research – phase 2)** involved the development of the structure and content of the report, case studies and reference tool. It considered the long list of case studies from Stage 2 and, based on an assessment of the strength and robustness of the evidence provided to support each individual case study, consideration of the key local government improvement agendas for local authorities in Yorkshire, an aim of ensuring an appropriate mix of case studies, selected a total of 11 case studies for inclusion in this report and reference tool.

- **Stage 5 (reporting and reference tool)** has involved the production of this Draft Final Report and Reference Tool, and will include in due course, the production of the Final Report and Reference Tool.

Local Government Priorities in Yorkshire

One of the key tasks from Stage 2 of the study was to develop an understanding of the current local government improvement priorities for local authorities in Yorkshire. This was achieved by carrying out a review of the 15 Local Area Agreements (LAA) for Yorkshire (there is an LAA for each of the unitary/upper tier authorities in the country).

The review focused on identifying the National Indicators included within each of the current LAA documents, and a matrix was produced that identified which national indicators each local authority has selected[26].

It should be noted that only national indicators (NIs) were used in the analysis (i.e. no local indicators are included), and that no distinction was made between 'core' national indicators and other national indicators.

In addition, some of the LAA documents listed the statutory DCSF/Children & Young People – Enjoy and Achieve indicators, whilst others did not. In order to address this, it was decided to include the statutory NI's (72, 73, 75, 87, 92, 93, 94, 99, 100, and 101) within the list for each individual LAA. This naturally puts these indicators at the top of the list in terms of most commonly selected NIs by Yorkshire local authorities.

As well as mapping the NIs, the analysis also includes the outcome headings as used in the original set of National Indicators when they were first published by the Department for Communities and Local Government (CLG) back in 2007. This is done to provide an analysis of local government improvement themes/priorities at a level above NIs – thereby attempting to 'future proof' this element of the study (against any potential changes to the performance management arrangements for local authorities). The rationale being that even if specific indicators may change, the higher level outcome themes are likely to remain broadly the same. This issue is an important one to bear in mind for all aspects of the development and application of this report and reference tool.

The tables below present a summary of the main results of this analysis in terms of the local government priorities. The national indicators and outcomes identified below are based on those NIs that are included in at least half of Yorkshire local authorities (i.e. at least 8 authorities out of a total of 15). Based on this 'cut-off' point the local government priorities for Yorkshire are summarised below in Table A2.1.

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[26] The LAA documents used in this review were sourced from the I&DeA website in early May 2010: http://www.idea.gov.uk/idk/core/page.do?pageId=8399582.

NI	National Indicator	Freq	%
**Table A2.1: Summary of most common National Indicators in Yorkshire LAAs**			
72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy	15	100.0%
73	Achievement at level 4 or above in both English and Maths at Key Stage 2	15	100.0%
75	Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths	15	100.0%
87	Secondary school persistent absence rate	15	100.0%
92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	15	100.0%
93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	15	100.0%
94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	15	100.0%
99	Looked after children reaching level 4 in English at Key Stage 2	15	100.0%
100	Looked after children reaching level 4 in mathematics at Key Stage 2	15	100.0%
101	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)	15	100.0%
112	Under 18 conception rate	14	93.3%
117	16 to 18 year olds who are not in education, employment or training (NEET)	14	93.3%
20	Assault with injury crime rate	13	86.7%
171	New business registration rate	13	86.7%
1	% of people who believe people from different backgrounds get on well together in their local area	12	80.0%
4	% of people who feel they can influence decisions in their locality	12	80.0%
155	Number of affordable homes delivered (gross)	11	73.3%
7	Environment for a thriving third sector	10	66.7%
16	Serious acquisitive crime	10	66.7%
30	Re-offending rate of prolific and priority offenders	10	66.7%
47	People killed or seriously injured in road traffic accidents	10	66.7%
120	All-age all cause mortality rate	10	66.7%
163	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 2 or higher	10	66.7%
164	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 3 or higher	10	66.7%
167	Congestion – average journey time per mile during the morning peak	10	66.7%
186	Per capita reduction in CO2 emissions in the LA area	10	66.7%
17	Perceptions of anti-social behaviour	9	60.0%
130	Social Care clients receiving Self Directed Support per 100,000 population	9	60.0%
195	Improved street and environmental cleanliness (levels of litter, detritus, graffiti and fly-posting)	9	60.0%
8	Adult participation in sport and active recreation	8	53.3%
40	Number of drug users recorded as being in effective treatment	8	53.3%
56	Obesity in primary school age children in Year 6	8	53.3%
110	Young people's participation in positive activities	8	53.3%
111	First time entrants to the Youth Justice System aged 10 – 17	8	53.3%
115	Substance misuse by young people	8	53.3%
152	Working age people on out of work benefits	8	53.3%
153	Working age people claiming out of work benefits in the worst performing neighbourhoods	8	53.3%
192	Percentage of household waste sent for reuse, recycling and composting	8	53.3%
**Source:** DC Research assessment of Yorkshire LAAs, May 2010			

DCResearch
Economics and Regeneration

Given the aforementioned issue about ensuring the report and toolkit are able to adapt to potential changes in the performance management arrangements for local government improvement, Table A2.2 below summarises the list of NIs from Table A2.1 above into themes, based on the outcome headings as used in the of National Indicator set when they were published by the Department for Communities and Local Government (CLG) back in 2007.

Table A2.2: Most Common National Indicator Outcome Themes from Yorkshire LAAs	
NI Outcome Theme	**Frequency[27]**
Children And Young People - Enjoy And Achieve	10
Local Economy	7
Safer Communities	6
Children And Young People - Make A Positive Contribution	4
Stronger Communities	4
Environmental Sustainability	3
Adult Health And Wellbeing	2
Children And Young People - Be Healthy	1
Children And Young People - Economic Wellbeing	1
Source: DC Research assessment of Yorkshire LAAs, May 2010	

Table A2.2 shows that the most common themes local government improvement for authorities within Yorkshire relate to Children and Young People, Local Economy, Safer Communities, Stronger Communities, Environmental Sustainability, and Adult Health and Wellbeing.

Whilst these indicators/outcome themes are the biggest local government improvement priorities for Yorkshire authorities, the extent to which museums do, or could, contribute to these priorities needed to be assessed. This enabled the list of local government priorities to be focused further and ensure that the case studies included within the report and reference tool are both appropriately focused on the priorities of local government within Yorkshire and that there is an underpinning rationale about museums potential contribution.

To identify the local government priorities that museums do/can contribute towards, an exercise of categorising each of the NIs listed above took place as part of the consultation stage of this study. A small number of key stakeholders were asked to score their assessment of the scale of contribution (actual or potential) of museums to each of the 38 national indicators identified in Table A2.1.

These scores were reviewed by the study team, and on the basis of the results, Table A2.3 below presents the national indicators that achieved the highest average scores.

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[27] This is the frequency with which these themes appear in the 38 NIs in Table 2.1. It counts each of the 38 NIs only once, irrespective of how often it appears in Yorkshire LAAs.

NI	National Indicator
Table A2.3: Common National Indicators in Yorkshire LAAs for which museums do/can make a contribution	
110	Young people's participation in positive activities
7	Environment for a thriving third sector
1	% of people who believe people from different backgrounds get on well together in their local area
93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2
8	Adult participation in sport and active recreation
73	Achievement at level 4 or above in both English and Maths at Key Stage 2
94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2
117	16 to 18 year olds who are not in education, employment or training (NEET)
75	Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths
92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest
72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy
163	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 2 or higher
164	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 3 or higher
101	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)
17	Perceptions of anti-social behaviour
Source: DC Research assessment of Yorkshire LAAs, May 2010	

This assessment has provided a specific group of indicators that represent the priorities of local government in Yorkshire, where there is thought to be an existing, or a potential, contribution to the achievement of these priorities by museums.

To summarise, the outcome themes based on Yorkshire specific local government improvement priorities that have also been identified as areas where museums contributes are: Children and Young People (positive contribution; enjoy and achieve, and economic wellbeing); Stronger Communities; Local Economy; and Safer Communities.

Notably, this process has not identified Adult Health and Wellbeing as a local government improvement area where museums can contribute. This is a local government improvement priority that other research has identified and has shown the contribution towards (e.g. MLA London (2008), Museums Galleries Scotland (2010)). However, given that the results of the process outlined above have not led to the identification of Adult Health and Wellbeing as an area where museums strongly contributes, it has not been included as one of the main themes in this report. This should not be taken as an indication that the contribution of museums to this theme is not existent, but that the report has focused on the key areas where museums are thought to contribute.

One important aspect raised by consultees during this study is that museums are better served by focusing on the key local government improvement areas where there is a clear role and contribution from museums rather than trying to make the case across a wider range of themes, and thereby potentially weakening the strength of the case.

Museums Contribution to Local Government Priorities in Yorkshire

A second key task from Stages 2 and 4 of the method was to assess the available evidence about the contribution of museums to Local Government Priorities in Yorkshire.

As specified in the original Brief, the key approach to this element of the study was to **identify robust case study examples** with qualitative and quantitative impact assessments that relate to the indicator set or outcome area. The primary datasets to be used were the Museums, Libraries and Archives (MLA) case studies database (http://research.mla.gov.uk/case-studies/index.php) and I&DeA's case studies (http://www.idea.gov.uk/idk/core/page.do?pageId=8722587), with additional information to be sought for Yorkshire case studies and in particular Renaissance funded case studies.

In addition to the desk based review of case studies, part of Stage 2 of the study provided an **opportunity for museums services within Yorkshire to offer examples of case studies**/evidence of the contribution of museums to local government priorities. A call was put out (via a Renaissance Yorkshire e-bulletin) with a deadline set of 12th May 2010 for responses direct to DC Research. In total only two replies were received – one from Hull Museums and one from the Thackray Museum. Whilst the number of replies was less than expected, both responses provided case studies for potential inclusion within the toolkit, as both case studies have confirmed that they have, or will be able to provide in the near future, verifiable evidence (in different formats) to support the contribution to local government priorities.

The key case study source used in the review was the **MLA case studies database**. Searches of the MLA database for museums specific case studies (including archived case studies) resulted in the identification of 120 case studies in total, and a filtered 'regional' search for Yorkshire specific museums case studies identified 9 of the 120 as relating to Yorkshire[28].

In order to better understand the coverage of these 121 case studies, a matrix was created and analysis was carried out to identify which region(s) each individual case study relates to, and which social outcome(s) each case study is relevant for.

In terms of the 'social outcomes', Table A2.5 below summarises the number of case studies contributing to each social outcome theme within the MLA Case Studies database. It should be noted that each case study can identify multiple social outcomes, so the total of 279 shows that on average each case study has identified 2.3 social outcome themes.

The most common themes relate to: learning and skills; community cohesion and inclusion; raising participation; celebrating local identity; and community empowerment and active citizenship.

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[28] The original research of the MLA case studies database was carried out in May 2010 and 120 case studies were identified. Further searching in June 2010 indicated that additional case studies have been added. Rather than re running the full analysis, only those case studies specifically relating to Yorkshire were added, which resulted in one case study (for Learning in the Limelight) being added to the long list of potential case studies.

Table A2.4: MLA Case Studies by outcome theme	
Social Outcome Theme	**Number of Case Studies**
Economic impact	11
Community cohesion & inclusion	41
Celebrating local identity	36
Health & wellbeing	20
Learning & skills	65
Local infrastructure & regeneration	11
Tourism	12
Community empowerment & active citizenship	28
Raising participation	37
Local economy	0
Positive outcomes for vulnerable groups	13
Generic social outcomes (GSO)	5
Total number of social outcome themes	**279**
Source: DC Research assessment of MLA case study database. Note: some case studies do not identify any social outcomes, whilst others identify numerous social outcomes – hence the total in the table being well in excess of 120).	

In terms of geography, Table A2.5 below shows that only 10 case studies from the MLA case study database explicitly relate to Yorkshire.

Table A2.5: MLA Case Studies by Region	
Region	**Number of case studies**
East Midlands	3
East of England	8
London	7
North East	28
North West	26
South East	38
South West	1
West Midlands	6
Yorkshire and The Humber	10
Total no. of regions	**127**
Source: DC Research assessment of MLA case study database, May 2010. **Note:** some case studies do not identify any region, whilst others identify more than one region – hence the total in the table exceeding 120.	

One key issue with the MLA case study database as a source is that the case studies are based on self categorisation by the submitter of the case study. This is not a major problem but does raise the issue of a potential lack of consistency in categorisation.

Another source for the identification of case studies for inclusion within the toolkit are the **I&DeA case studies relating to museums and archives**. This source identified 10 case studies, and in terms of geographic breakdown they were located within four regions (North West, South East, South West, and West Midlands), and as such, none of these relate to Yorkshire. These case studies cover a range of outcome themes, and also vary in the level of detail available and the scale and verifiability of the evidence of impact for each case study.

Finally, the consultations that were carried out during this study were also used as a potential source of case study (and other) evidence of the impact of museums on local government improvement priorities. A number of examples of evidence were proposed

and/or provided during this stage, including specific case studies, general evidence reviews, and other work about contribution of culture to Local Area Agreements etc.

Identification of Case Studies

Based on all of the above sources, a long list of potential case studies was developed which included more than 150 case studies. However, by focusing on two key aspects – namely (1) the specific outcome themes and national indicators that are most relevant to Yorkshire local authorities and (2) the focus on case studies that are located within Yorkshire (supported by specific national evidence and case studies where relevant), the list of potential case studies was narrowed down. Further assessment of potential case studies, in terms of assessing the scale, robustness and verifiability of case study evidence led to a focusing of the case study list.

In summary, the following list of case studies was the result of these filtering processes.

Table A2.6: List of Case Studies			
Case study	**Location**	**Outcome theme**	**Sources of Evidence**
Magpie	North West	Children & Young People	Independent Evaluation Report, I&DeA case study
Creative Minds	Yorkshire	Children & Young People	Independent Evaluation Report
National/Regional Museum Partnership Programme (DCSM/DCSF)	National	Children & Young People / Safer & Stronger Communities	Independent Evaluation Report
Museums in a Box	Yorkshire	Children & Young People	MLA case study, additional documents from museum
Image and Identify	North West	Safer & Stronger Communities / Children & Young People	MLA case study; two Independent Evaluation Reports
Campaign! Make an Impact	Yorkshire	Safer & Stronger Communities	Case Study within Independent Evaluation Report
PAYP: Kids can do	Yorkshire	Safer & Stronger Communities	MLA case study; additional documents/presentation from project
Learning in the Limelight	Yorkshire	Safer & Stronger Communities / Economy	MLA case study
i transform	Yorkshire	Economy	Independent Evaluation Report
Economic Value of Independent Museum Sector	National	Economy	Independent Research Report
Assessment of the Contribution Of Museums, Libraries And Archives to the Visitor Economy	South East	Economy	Independent Research Report
Vivienne Westwood Exhibition – Economic Impact	Yorkshire	Economy	Independent Research Report

As can be seen from Table 2.6, the themes that these case studies contribute towards are: Children and Young People; Economy; and Safer and Stronger Communities. These broad themes are broken down into more specific areas in Sections 4, 5 and 6 which deals with each of these themes in turn.

It is worth noting that recognising these themes as the main areas where museums can make a contribution to local government improvement agendas for Yorkshire is supported by other research which has sought to identify the key areas where museums specifically and culture more broadly.

For example the work carried out by Cultural Intelligence29 on behalf of MLA London and Arts Council England, London identified the main themes as being Stronger and safer communities; Children and young people; Adult health and wellbeing and Local economy.

Additionally, within Yorkshire, the Impact Evaluation 2002-07 of the Renaissance Yorkshire Hub[30] identifies the main impact areas as being: social impact; education impact; and economic impact.

Finally, recent work by Museums, Galleries Scotland[31] "demonstrates that museums and galleries can: promote community cohesion and identity, instil health and wellbeing, break down societal barriers, offer a range of employment opportunities, be the catalyst for regeneration, and educate those of all ages and requirements." (MGS, p.2, 2010).

It should also be noted that, in terms of the key themes that the case studies are identified as contributing towards, these are the key, relevant themes. A number of case studies contribute to more than one local government improvement area, and could therefore have been placed in more than one theme (for example, Kids Can Do contributes to a range of outcomes, including both Children & Young People and also Stronger Communities, whilst Learning in the Limelight contributes to Economy (through learning and skills) and Stronger Communities).

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[29] Delivering Local Area Agreements: the contribution of cultural activity, Cultural Intelligence Ltd, 2008

[30] Renaissance Yorkshire Hub Impact Evaluation 2002-07, Wafer Hadley, 2007

[31] How museums can help you – Government summary, Museums Galleries Scotland, February 2010

APPENDIX 3 – CONSULTEES

The following individuals have been consulted as part of this study.

Name	Role
John Roles	Head of Service, Museums and Galleries, Leeds Council
Anna Siddall	Area Engagement Adviser, MLA Council
Neil Jacques	Head of Cultural Services North Lincs. Council
John Hampshire	John Hampshire, Sheffield Industrial Museums Trust
Michael Turnpenny	Museum Development Manager, Renaissance Yorkshire
Jaane Rowehl	Museum Development Officer, East Riding District Council
Simon Green	Assistant Head of Service for Culture and Lifestyle, Hull City Council
Nial Adams	Principal Museums Officer, East Riding of Yorkshire Council
Catherine Blanshard	Chief Officer for Libraries, Arts and Heritage, Leeds City Council
Paul Bristow	Senior Policy Adviser: Communities & Local Government, MLA Council

APPENDIX 3 – FURTHER BIBLIOGRAPHY

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