



– The Collective Voice of Scotland’s Cultural Sector.

DCMS Inquiry: Social Impact of Participation in Culture and Sport

Which programmes best demonstrate the positive social impact that participating in sport and culture can have on the five central themes of this inquiry?

Theme 1: Social Mobility

- 1.1 Recent research suggests that the economy will need one million new creative jobs by 2030¹. In disadvantaged areas cultural career paths are often hidden from view; access to cultural activity at a young age can highlight alternative career pathways which can have life-long benefits for those involved. Increasing access to and participation in a variety of cultural activity enables young people to consider their options differently.
- 1.2 The charity Sistema Scotland works in deprived areas of Glasgow, Stirling and Aberdeen. It provides an intensive orchestral programme for school-age children and young people with the aim of changing lives fostering confidence, discipline, teamwork, pride and aspiration in those taking part. Entry to and participation in the programme is free and includes instruments, lessons, snacks and day trips. The key findings of a recent evaluation were that participation in the programme increased school attendance and attainment rates, improved emotional wellbeing and aspirations to healthy living, and supported the acquisition of skills for work and life including self-discipline, time management and organisation².
- 1.3 The Scottish Government allocates £10 million per year to deliver the Youth Music Initiative. This aims to create access to high-quality music-making opportunities for young people aged 0-25 years, particularly for those who would not normally have the chance to participate. A recent evaluation of the YMI concluded that it is contributing to building a fairer Scotland and tackling inequalities by engaging those who wouldn’t normally get involved, particularly young people experiencing socio-economic disadvantage³.
- 1.4 These examples indicate that high-quality programmes including regular contact with professionals in the industry can provide young people with role-models as well as skills and experiences which might not otherwise be available to them. Research shows that social mobility

¹ https://www.nesta.org.uk/sites/default/files/the_creative_economy_and_the_future_of_employment.pdf

² http://www.gcph.co.uk/assets/0000/5059/Sistema_summary_updated.pdf

³ http://www.creativescotland.com/_data/assets/pdf_file/0003/32754/YMI-Evaluation-Executive-Summary.pdf

depends to a large degree on incomes, and that educational attainment – and thus earning power – is also strongly linked to poverty. Engaging and inspiring young people from disadvantaged backgrounds into higher education, targeted apprenticeships and ultimately skilled, rewarding and well-remunerated jobs will help to close the education, attainment and income gap.

Theme 2: Health

- 2.1 The Committee will be aware of the major report published last year by the All Party Parliamentary Group on Arts, Health and Wellbeing which brings together a range of evidence in this area. Specific Scottish examples include those outlined below⁴. Scottish research indicates that people who had participated in a creative or cultural activity were 38% more likely to report good health compared to those who did not; for those who participated in dance, the figure rises to 62%⁵.
- 2.2 Tayside NHS Arts Trust (THAT) works in communities with people who are recovering from or living with long term health conditions. THAT began as an experimental programme to research how arts can support patients by delivering health and wellbeing in communities. THAT have now produced research and evidence which shows that over 50% of participants reported benefits including improvements to mood, confidence, communications, concentration and socialisation⁶. This programme provides work for local artists in their own community.
- 2.3 Artlink Central inspires social change through extraordinary participatory arts experiences and aims to challenge, empower and include people, value the creative voice and enhance wellbeing. Artlink developed a Creative Conversations Toolkit to help people with dementia. The kit was created in consultation with dementia specialists and has been through trials with the NHS. Evaluation found that the project had ‘established that the creative opportunities provided by the toolkit have the potential to increase confidence, reduce anxiety, affirm identities, support positive social connections and provide opportunities to engage in enjoyable and purposeful activities’⁶ benefits of the kit are as follows: Stimulates conversations and meaningful activity, everything you need in one place, reduces pressure, anxiety and feelings of isolation, saves time and resources, months of activities and conversation starters, can be used in one to one and group settings, suitable for in the home and in care settings⁷.
- 2.4 Pianos on Prescription is a social enterprise in Glasgow designed to help people experiencing social isolation, loneliness, depression and long-term health conditions. The idea for the project partly originated from pianos already being in key public areas throughout the city; as they were placed there during the Commonwealth Games. A Pianos on Prescription pilot project saw a small number of patients with mental health or social problems referred informally by GPs and

⁴ http://www.artshealthandwellbeing.org.uk/appg-inquiry/Publications/Creative_Health_Inquiry_Report_2017.pdf

⁵ <http://www.gov.scot/Resource/0043/00430649.pdf>

⁶ http://www.nhstaysidecdn.scot.nhs.uk/NHSTaysideWeb/idcplg?IdcService=GET_SECURE_FILE&Rendition=web&RevisionSelectionMethod=LatestReleased&noSaveAs=1&dDocName=prod_261742

⁷ <https://static1.squarespace.com/static/575041e386db43b347abfedc/t/577398ff893fc001ed2b00b3/1467630910872/Summary+of+Findings.pdf>

community links practitioners. Project participants receive one-to-one attention through music lessons and are supported through a process of strengthening connections with others⁸.

Theme 3: Crime Reduction

- 3.1 Cultural social enterprises are leading crime reduction by providing employment opportunities to adults from deprived areas who lack confidence and deem themselves to be unemployable. The Scottish Prison Arts Network (SPAN) is a professional network for artists across art forms engaged in the field of criminal justice.⁹ Some examples of work include a Theatre Nemo pilot project which brought offenders' families into a prison setting to work together on an animation project. This project supported offenders to develop their 'social capital', which is now well-established as a key factor in the process of desistance from crime.
- 3.2 The 'Inspiring Change' programme was a co-ordinated programme of arts interventions that ran in 5 Scottish prisons throughout 2010. Among the many benefits listed in the final report were significant improvements among participants in the attitudes or behaviour which lead to offending and greater acceptance of responsibility in managing their own behaviour and understanding of the impact of their offending on victims and on their own families¹⁰. A crucial factor in this and indeed many of the evaluated projects noted above is the involvement of highly qualified and experienced professional artists and creative practitioners in the delivery of projects.

Theme 4: Education

- 4.1 Key research findings from the report Imagine Nation published last year by the Cultural Learning Alliance are:
- Participation in structured arts activities can increase cognitive abilities by 17%.
 - Learning through arts and culture can improve attainment in Maths and English.
 - Learning through arts and culture develops skills and behaviour that lead children to do better in school.
 - Students from low-income families who take part in arts activities at school are three times more likely to get a degree.
 - Employability of students who study arts subjects is higher and they are more likely to stay in employment.
 - Students from low-income families who engage in the arts at school are twice as likely to volunteer.
 - Students from low-income families who engage in the arts at school are 20% more likely to vote as young adults.
 - Children who take part in arts activities in the home during their early years are ahead in reading and Maths at age nine¹¹.

⁸ <http://www.firstport.org.uk/case-studies/item/646-pianos-on-prescription>

⁹ <http://www.scottishprisonarts.net/>

¹⁰ <http://www.artsevidence.org.uk/media/uploads/evaluation-downloads/mc-inspiring-change-april-2011.pdf>

¹¹ <https://culturallearningalliance.org.uk/evidence/evidence-reports/>

4.2 Féis Rois brought together young people from five different schools in the Highlands to give them new, musical experiences aimed at enhancing their confidence and self-esteem. The young people had additional support needs and were able to develop transferable skills for life beyond school. The DIGIT project provided a range of positive learning and social experiences aimed at developing confidence for encounters with new challenges.

Theme: Community Engagement and Diversity

5.1 Creative Scotland's arts and diversity survey carried out in Autumn 2016 showed that the professional arts sector in Scotland is not particularly equal or diverse. Men earn more than women, and women are more likely to be the main carers of children. Many cited economic limitations as a barrier, there is a culture of unpaid internships and opportunities for apprenticeships are sparse¹². However, the positive outcome of this survey is that the sector has recognised that there is a problem and that it needs to act.

5.2 The Drake Music Project is a leading charity for people with disabilities. They launched the first ever digital orchestra. They work with technology to enable even those with severe physical disabilities to be able to communicate using music and to be identified as a musician instead of as a disabled person¹³.

5.3 BEMIS Empowering Ethnic Minorities and Cultural Minorities Communities in Scotland successfully use a range of cultural programmes including a film-series and a culinary-series to promote inclusion, democratic citizenship and human rights education¹⁴.

¹² http://www.creativescotland.com/_data/assets/pdf_file/0017/42920/Arts-and-Diversity-Survey-Summary.pdf

¹³ <https://drakemusicscotland.org/about/>

¹⁴ <https://bemis.org.uk/>