

Transforming Children's Futures



...by creating pathways for cultural participation

Amgueddfa Cymru's Strategy for supporting participation in cultural activities
for children, young people and families in poverty 2012-2015

national
museum
wales
cymru
amgueddfa



Foreword

Inequality of wealth has affected children more than any other demographic group, with the shocking fact that one in three children in Wales lives in poverty – the highest level in the United Kingdom. While, for most children, life chances in terms of health, wealth, safety and educational attainment have improved over the last generation, the life chances of vulnerable and disadvantaged children are as bad as ever, and in many cases worse. Children should not have to grow up against the odds.

Amgueddfa Cymru – National Museum Wales has always been about transforming children's futures by enabling them to experience life in the past and present. For many years it has had a commitment to creating pathways through which the children of Wales can participate in cultural activities and enrichment. Over the past decade, Amgueddfa Cymru has worked with partners supporting children and families in poverty to pilot projects that open up pathways and enable them to engage with culture in a positive and affirming way.

Transforming Children's Futures is our strategy for building on these projects and partnerships over the next three years and into the long term. It has been developed as a result of extensive discussion and consultation and we recognise that working in partnership with organizations 'on the ground' is essential if we are to forge the pathways that enable children, young people and their families living in low-income households to participate in our activities.

Each year, will publish an action plan which will provide more detail on the specific projects that we will be undertaking to deliver the aims and objectives set out in this strategy.



David Anderson, Director General

Context

One third of the children in Wales live in poverty. For them living in low-income households is about not having enough money, clothes, play, food, support, services or other things that are needed for a healthy life. **Growing up in poverty affects a child's health, education and economic future – their opportunities and life chances. Addressing poverty and inequality among children and young people is crucial to giving them the opportunity to make the most of their lives.**

The Children and Families (Wales) Measure 2010 placed a duty on the Welsh Government to publish a Child Poverty Strategy which focuses on how the Government's policies collectively contribute to three strategic objectives i) to reduce the number of families living in workless households; ii) to improve the skills of parents/carers and young people living in low-income households so they can secure well-paid employment, and iii) to reduce inequalities that exist in health, education and economic outcomes of children and families by improving the outcomes of the poorest. In recognition of the key role played by the Government's partners in the shared fight against child poverty, the Measure made action to work towards the shared goal of eradicating child poverty a statutory requirement across local authorities, Local Health Boards and a range of public bodies in Wales including Amgueddfa Cymru.

Amgueddfa Cymru was established by Royal Charter in 1907 and is both an independent charity and a Welsh Government Sponsored Body. In relation to the Measure, Amgueddfa

Cymru's focus relates to:

reducing inequalities in participation in cultural and leisure activities between children and between parents of children (so far as it necessary to ensure the well-being of their children)

Amgueddfa Cymru's Charter objective is 'the advancement of the education of the public' and in working towards our Vision of becoming a *world-class museum of learning* we are constantly developing new approaches to engaging with our visitors and non-visitors so that more and more people can enjoy the nation's collections. The National Museum of Wales started work in this area with the setting up of its Schools Service back in 1949. Revolutionary in its day, the Schools Service is now embedded in the core work of Amgueddfa Cymru and, with visits from over 230,000 pupils and students each year, Amgueddfa Cymru is the largest provider of learning outside the classroom in Wales. Over the past ten years Amgueddfa Cymru has developed a whole range of innovative and relevant participatory techniques to enable children and young people in participation poverty to engage with our work.

Transforming Children's Futures sets out objectives across a number of strands that seek to build on the best practice and partnerships we already have in place, and to grow these so that the impact of Amgueddfa Cymru's work in addressing participation poverty becomes increasingly powerful and effective. Making an impact to addressing child poverty in Wales is a key commitment for the long term.



Amgueddfa Cymru is a national organization, operating seven national museums and a collections centre across Wales (see left)

- 1. National Museum Cardiff**
- 2. St Fagans: National History Museum**
- 3. The National Slate Museum**
- 4. The National Roman Legion Museum**
- 5. Big Pit: National Coal Museum**
- 6. The National Wool Museum**
- 7. The National Collections Centre**
- 8. The National Waterfront Museum**

which represent exciting venues for life-long learning, and are well placed to help improve the attainment of children, in collaboration with their teachers and families. For each of the national museums and the National Collections Centre, the kinds of collections and the communities within which they physically, reside and through which they interact, determine the kind of approach to participation poverty that is adopted so that it responds to local drivers and requirements. With a range of rural and urban sites, we work, with our local partners, to ensure that the most appropriate approach in relation to rural and urban deprivation and the issues associated with these is adopted.

Participation in culture works

The work that we have developed over the last decade is based on a substantial body of evidence that shows that museums can act as agents of social change and inclusion (Sandell, 1998) and that participation works. Further evidence demonstrates the importance of extra-curricular learning activities for developing children's ability to engage with education and to grow their confidence of their ability to learn. For example, our own experiences, which are described in the case studies throughout this document, show that targeted provision that enables children, young people and their families living in deprivation to engage with cultural activity can have huge impacts on self-development, esteem and aspirations. The Cultural Learning Alliance has also demonstrated the impact of cultural learning on the lives of children and young people based on a review of all available large-scale English-language data, funded by the Paul Hamlyn Foundation. These impacts include the findings that learning through arts and culture improves attainment in all subjects, participation in structured arts activities increased cognitive abilities, students from low-income families who take part in arts activities at school are three times more likely to get a degree and students who engage in the arts at school are twice as likely to volunteer and are 20% more likely to vote as young adults.

The report 'Tackling Poverty and Disadvantage in Schools: working in the community with other services' published by Estyn, Her Majesty's Inspectorate for Education and Training in Wales, states that schools can raise the achievement of disadvantaged learners by raising aspirations, out-of-school-hours learning,

developing a community focus, and by working with the community, parents and other agencies. The report also noted that effective schools in disadvantaged areas attach great importance to extra-curricular and out-of-school hours provision, including cultural enrichment, and that Family Learning schemes, particularly in literacy and numeracy, can raise educational attainment for children and parents. This finding was also made in the Joseph Rowntree Foundation report 'Combating child poverty in Wales: are effective education strategies in place?' where the evidence showed that schools alone cannot overcome the links between child poverty and low education achievement.

The value of participation has also been demonstrated on a large scale through the £7m 'Find Your Talent' project co-ordinated by CCE (Creativity, Culture & Education) as a pilot in ten areas across England. This project was set up to find out what it would take to provide high quality cultural experiences for all children and young people, regardless of age or ability. Children and young people were offered regular involvement with arts and culture both in and out of school, giving young people the chance to learn musical instruments, perform on stage, attend performances and experience their cultural heritage. It helped them to develop new skills and get work experience in the fast-growing creative industries and helped hundreds of thousands of children and young people by giving them access to cultural experiences – which have had a big impact on personal development and the development of life skills including creativity, problem solving and teamwork.

Targeting our work

Amgueddfa Cymru feels that it is important to extend our work to the broadest possible definition of children and young people living in low income households. Therefore, **Transforming Children's Futures** is targeted at children and young people under 25 years of age together with their families who are living in low income households. When we refer to families we don't only mean people related by blood or marriage; we believe that families have a right to define themselves. No matter how they are constructed, we will do our best to support all families living with low income to participate in cultural activities, thus supporting them to live positive futures.

Working towards understanding the barriers to visiting, Amgueddfa Cymru has carried out three research studies in the last ten years, which provide us with information on why people from less affluent backgrounds choose not to visit museums. These studies indicate that a low awareness of the museum offer perceptions of stereotypical notions of museums as boring, dusty and unchanging places with odd-looking objects in glass cases and transport issues are among the main barriers. All of these factors have been taken into account in the development of our project-related work in this area over the past decade. Other studies, including the CCE 'Finding your talent' programme, that have looked at barriers to access and how to overcome them concur with these kinds of findings.

To ensure that our work to address participation poverty is targeted at those children and families who most need our

input and engagement, we work in partnership with local organizations on the ground in areas such as Communities First partnerships. The Welsh Government is currently proposing new structures for delivering the Communities First programme with a greater focus on evidencing the impact that locally funded activities have toward three strategic outcomes: Prosperous communities, Learning communities and Healthier communities. The Communities First Learning priorities include encouraging more community members (particularly from groups perceived as hard to reach) into basic skills, ICT and key skills training, improving parental skills, supporting family engagement in education, supporting young people to achieve their potential at school, working with educational facilities to support alternative curriculum activities for young people who are at risk of not being in education, employment or training, supporting local people to access employment and training, learning through arts and culture and encouraging young people in positive activities (e.g. to reduce anti-social behaviour). Amgueddfa Cymru is well placed to support delivery in many of these areas.

Data from the Welsh Index of Multiple Deprivation 2011 also provides us with an indication of where deprivation is concentrated. In addition, on a school by school basis, the percentage of pupils eligible for free school meals can be used as an indication of background poverty for each school. This is an important indicator for us in ensuring targeted provision moving forward.

Strategic Aim 1

Transforming Children's Futures... through school visits to their national museums

Case Study: Start project

Amgueddfa Cymru secured additional money to enable it work with schools serving economically deprived areas, with which we previously had not had a particularly strong relationship. The initiative provided funding for two visits to National Museum Cardiff for each school, the opportunity to work with artists at the Museum and also back at school, together with a final display of students' work at the Museum.

The objectives included: to increase each child's confidence in visiting the Museum, encouraging each one to think of the Museum as their own and to create a project that is sustainable, encouraging pupils to visit the Museum with their families. Several hundred children between the ages of 7 and 11 have been involved in the project, with their teachers and some families. The vast majority of students said that they would like to visit again. As a result of the success of the first year, the Prince's Foundation for Children and the Arts has funded work for a further two years.



Actions for 2012-2015	Desired outcomes
<p>Work with partner organizations to develop specific targeted collections based projects in which Amgueddfa Cymru actively develops relationships with a number of schools (based on either high FSM eligibility or Communities First areas criteria).</p>	<p>Pupils in schools that have not visited national museums before become engaged with the national collections for the first time. Children and young people living in low income households will have more confidence, better self-esteem, higher aspirations, improved social and thinking skills and have experienced exciting opportunities for getting involved in creative activities.</p> <p>Measure: testimonial evidence from participants of impact.</p>
<p>Continue to support the Welsh Government's commitment to free entry to national museums by providing schools in areas of deprivation with targeted marketing and sufficient information and resources to undertake a successful self-guided visit to one of the national museums across a range of curriculum areas.</p>	<p>More schools understand the relevance of national museums to them and as a result enable their pupils to participate in cultural activities. Children and young people living in low income households will have more confidence, better self-esteem, higher aspirations, improved social and thinking skills and have experienced exciting opportunities for getting involved in creative activities.</p> <p>Measure: increase in the number of visits from schools in areas of multiple deprivation within travelling distance to a national museum and testimonial evidence from participants of impact.</p>
<p>As part of our regular visitor profiling work undertake further research on the barriers that exist for schools, within travelling distance, to visiting national museums. Then, work with schools and partner organizations to develop solutions for overcoming the barriers, e.g. transport costs, that exist to visiting the national museums.</p>	<p>More schools are able to visit national museums and as a result enable their pupils to participate in cultural activities. Children and young people living in low income households will have more confidence, better self-esteem, higher aspirations, improved social and thinking skills and have experienced exciting opportunities for getting involved in creative activities.</p> <p>Measure: increase in the number of visits from schools in areas of multiple deprivation within travelling distance to a national museum and testimonial evidence from participants of impact.</p>

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Strategic Aim 2

Transforming Children's Futures... through web-based museum projects

Case Study: Spring Bulbs/SCAN – education for sustainable development

During 2010, following a specially targeted promotion to Communities First areas, 24 schools took part in the Spring Bulbs for Schools project – a cross-Wales experiment that involves primary school students in exploring the impact of climate change on flowering times of bulbs, and encourages the development of science and IT-related skills. A total of 1,048 Communities First pupils took part and both the first and second prize winners were from Communities First schools. The project as a whole has involved 63 schools across Wales – of which 38% were from Communities First schools.



Case Study: Working with Communities First

The National Slate Museum is working in partnership with Communities First Bowydd and Rhiw (Blaenau Ffestiniog) to offer a series of visual arts workshops to the area's young people.

The main aims are to:

- develop young people's skills in art and technology
- use local artists and facilitators as role-models, demonstrating that it is possible to make a living in north Wales through visual arts
- encourage a sense of pride in this area, using it as inspiration for the work
- create a multi-media exhibition to be displayed at the National Slate Museum and virtually through the People's Collection



Actions for 2012-2015	Desired outcomes
<p>Work with our partners on People's Collection Wales to raise the profile of the initiative so that it becomes an intuitive place for children and families living in low income households in communities to visit and deliver projects that reach out to those not within travelling distance of one of the national museums.</p>	<p>Young people who have not worked on national museums projects before become engaged through a web-based resource for the first time. Children and young people living in low income households are engaged in cultural/skills-based activity and enthused and stimulated by the challenges.</p> <p>Measure: Increased number of engaged young people and testimonial evidence</p>
<p>Continue the SCAN project (see case study), making a particular effort to develop internet-based projects with schools not in close proximity to national museums.</p>	<p>Pupils who have not worked on national museum projects before become engaged through a web-based resource for the first time. Children and young people living in low income households are engaged in cultural/skills-based activity and enthused and stimulated by the challenges.</p> <p>Measure: Increased number of engaged pupils and testimonial evidence.</p>

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Strategic Aim 3

**Transforming Children's Futures...
through visits to their national museums with their families**

Case Study: Impact of free entry

Free entry has an impact on children and families living in poverty. There has been an increase in numbers of people in the C2DE category visiting national museums since the introduction of free entry in April 2001. Before free entry, less than 250,000 visits were from these groups. Over the ten years of the policy, the figure has increased to over 500,000 – or one in every three visits. We are successful at attracting many more people from C2DE backgrounds compared to other cultural attractions in Wales, and particularly other national museums in the UK.



Case Study: Making History at St Fagans consultation – engaging young people

To help inform the proposed redevelopment of St Fagans: National History Museum, we have consulted with a large number of young people, from a range of organizations and areas including children and young people living in poverty.

We have involved them in hands-on activities at the Museum, an experimental sleep-over and asked about memories and perceptions, as well as their suggestions and advice. They had ideas of how we could advertise, the kind of activities we should arrange, how we should interpret the site and the things they would like to see and do.

They also told us things that they appreciated about the Museum. One of the accompanying youth leaders commented, 'It was a nice way to get these guys engaged with the project ... They were chuffed with their work.'



Actions for 2012-2015	Desired outcomes
<p>Work to maximise the impact of the Welsh Government's commitment to free entry to the national museums on children and families living in low income households by targeting marketing of the 'free entry' message in areas of deprivation within travelling distance of the national museums</p>	<p>Children and families living in low income households become more aware of the national museums as free places to visit and visit as a result. Children and families are enthused and stimulated by their cultural engagement.</p> <p>Measure: Increased numbers of children and families visiting from areas of deprivation and testimonial evidence.</p>
<p>Produce materials for the national museums that highlight the 'family-friendly' aspects and provide advice and guidance to parents on getting the most out of visits with their children.</p>	<p>Parents of children living in low income households understand how they can enjoy a successful fun visit to their national museums and more visit as a result. Children and families are enthused and stimulated by their cultural engagement.</p> <p>Measure: Increase in numbers of children and families visiting from areas of deprivation and testimonial evidence.</p>
<p>Review, and consult on, our strategy for exhibitions programming to ensure that the programme of changing displays includes child and family-friendly exhibitions and continue to develop programming of collections-focussed events and workshops targeted at families.</p>	<p>Increase in numbers of families visiting national museums regularly, particularly from areas of deprivation.</p> <p>Measure: Increase in numbers visiting with increased proportion from areas of deprivation.</p>
<p>As part of our regular visitor profiling work undertake further research on the barriers that exist for families, within travelling distance, to visiting national museums. Then, work with families and partner organizations to develop solutions for overcoming the barriers, e.g. transport costs and parking charges that exist to visiting the national museums.</p>	<p>More children and families, living in low income households, visit national museums and as a result and participate in cultural activities. More children and young people will have a greater voice in the service offered and the projects undertaken by our museums – and will be listened to.</p> <p>Measures: increase in the number of visits from families in areas of multiple deprivation within travelling distance to a national museum; number of young people living in low income households represented on panels; both supported by testimonial evidence</p>

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Strategic Aim 4

Transforming Children's Futures... through community-based projects

Case Study: Big Pit and Six Bells

A collaboration between Big Pit and Six Bells community that addressed the themes of education, regeneration through tourism, environment and health has enabled local people to work with a wider range of organizations and groups. Mair Sheen, from Six Bells Communities First, describes how the Museum has worked with the community: 'Through our partnership with Big Pit we have established a positive working relationship, one which underpins Six Bells Communities First's overall regeneration strategy for the localised and wider area.'

Through this project, Six Bells Communities First was able to receive support to develop the new Miners' Memorial. An artist visited Big Pit to meet with ex-miners, in particular ex-Six Bells miners, to gain a deeper understanding of mining and its impact on communities and to obtain artefacts that were used to create aspects of the memorial. Projects were developed with local schools.

Big Pit is also working with Six Bells Communities First on the development of The Ebbw Fach Trail. This project links the Ebbw Fach Valley through a series of walkways, cycle routes and signage. It is the trail group's aim to create additional walkways and signage to link Blaenau Gwent to Torfaen, through increased access to Big Pit and the World Heritage site at Blaenafon.



Case Study: Just Bling? – Learning Through Culture and Creativity

Just Bling? is designed to offer young people opportunities they might not otherwise have. Each individual aspect of the project has at its core a commitment to supporting vocational and community learning, extending personal and social education, assisting the development of participation and citizenship skills, strengthening outreach support to disadvantaged young people, improving the range and quality of support for young people and developing initiatives to encourage engagement in learning and training.

Just Bling? combines the arts, museums and the Communities First vision framework in an innovative way to provide new opportunities for young people. The project creates a range of experiences that enable participants to gain skills as they explore issues surrounding their own culture and heritage, together with the culture and heritage of others. The participants create objects, displays, images, films, exhibitions and multimedia resources, all presenting the views and ideas of young people themselves on jewellery and 'bling'. The activities boost confidence and self-belief among the target group, help build identity within communities and provide a means of celebrating the work and achievements of disadvantaged young people.

Amgueddfa Cymru has brought together groups of young people from Communities First areas to our museums around Wales, to work with artists and museum professionals to create their own 'bling' – anything from a simple ring to complex body adornments. The young people will also have their work displayed at the national museums during July-September 2012. The groups will go behind the scenes at our museums to choose the pieces they would like to include in their exhibition and to find out about the jewellery, artefacts and gems that we keep.

Just Bling? has been funded through the Communities First Outcomes Fund.



Case Study: On Common Ground

On Common Ground (2005) was a major arts and heritage initiative involving groups of young people in Rhondda Cynon Taff, Ceredigion, Torfaen, Caerphilly and Swansea, in areas regarded as disadvantaged. All the groups worked with experienced artists to explore aspects of their cultural heritage and create high-quality project work in the media of their choice – from animation to web design.

Each On Common Ground project generated a process and a product. The process helped participants gain 'soft' and 'hard' skills, such as self-esteem, group working, investigative research, communication, presentation, photography, painting, film-making, sculpture, web-page design and sound recording. The Open College Network course structure encouraged reflection, recognition and recording of these learning experiences. The product – the artwork – was a more tangible outcome, which was always a source of pride, and enabled participants to show their peers, families, communities and the public what they were capable of achieving. Amgueddfa Cymru exhibited all of the high-quality artworks so that thousands of people appreciated the creative skills young people use to explore their place in the world and the influences that the past had on them.

The project was funded by the European Social Fund the Heritage Lottery Fund, Lloyds TSB, Ernest Cook Trust and Amgueddfa Cymru.



Actions for 2012-2015	Desired outcomes
<p>Secure additional funding to further extend the kind of work done through the Bling project (see case study) to continue to work with young people up to 25 years old, outside the formal learning context, and in particular will seek to target young people who are either Not in Education, Employment or Training, or who are at risk of becoming NEET.</p>	<p>Young people who are Not in Education, Employment or Training or at risk of becoming NEET have valuable opportunities to create objects, displays, images, films, exhibitions and multimedia resources, all presenting the views and ideas of young people themselves on jewellery and 'bling'. Measures: numbers involved and testimonial evidence</p>
<p>Host regular youth forums at each national museum to enable young people to contribute significantly to the design and delivery of community focused programmes</p>	<p>Children and young people in low income households will have more confidence, better self-esteem, higher aspirations, improved social and thinking skills and have experienced exciting opportunities for getting involved in creative activities. Programmes will be more appropriately targeted. Measures: testimonial evidence</p>
<p>Develop projects within the South Wales Valleys and urban areas of deprivation in Wales to engage children and families living in low income households with their national museums.</p>	<p>Children and young people in low income households will have more confidence, better self-esteem, higher aspirations, improved social and thinking skills and have experienced exciting opportunities for getting involved in creative activities. Measures: testimonial evidence</p>
<p>Develop pilot projects with specific groups of children living in low income households targeting their particular needs including 'looked-after' children and Gypsy and Traveller children.</p>	<p>Children and young people in low income households will have more confidence, better self-esteem, higher aspirations, improved social and thinking skills and have experienced exciting opportunities for getting involved in creative activities. Measures: testimonial evidence</p>
<p>We will develop a pilot project holiday-time initiative involving either children living in low income households who are gifted/talented or who are in need of support at the time of transition from primary to secondary education.</p>	<p>Children and young people in low income households will have more confidence, better self-esteem, higher aspirations, improved social and thinking skills and have experienced exciting opportunities for getting involved in creative activities. Measures: testimonial evidence</p>

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Strategic Aim 5

Transforming Children's Futures... by providing opportunities for skills development

Case Study: Practising English at St Fagans: National History Museum

Following a very successful meeting with a local Communities First development officer, it became clear that the Museum's ambition to develop resources for visits by people learning English matched with the partnership's ambition to continue to support English-language lessons for people in the local area.

A series of lessons were developed, based on the buildings and collections of St Fagans, which supported the work by the students in a number of ways: giving them the opportunity to practice their English in a new environment, providing them with new topics of conversation, helping them find out more about Welsh history and culture and giving them materials with which to develop their IT skills.

Visiting took place on a weekly basis over five weeks and the students, who are originally from a wide range of countries, explored a particular aspect of the work of the Museum with the Learning Officer. The tutor of the group said the experience was 'a beginning to them seeing Wales as "their" country'. The chance to learn away from the classroom gave the students a new boost and a new-found enthusiasm for learning.



Actions for 2012-2015	Desired outcomes
<p>Work with partners around our national museums and help them, where possible, to provide support skills in parenting. Collaborate with family-learning schemes run by Local Authorities, with Welsh Government funding which focus on improving the basic skills of parents and their children. Estyn has described them as 'an effective tool in breaking the cycle of underachievement by improving the literacy and numeracy skills in the community.'</p>	<p>Young parents gain skills and confidence in their abilities alongside their children.</p> <p>Measures: Numbers involved and testimonial evidence.</p>
<p>Develop a pilot project with a Flying Start team with a view to working with a wider range of Flying Start teams in the vicinity of the national museums. Flying start programme is a Welsh Government Initiative which includes parenting programmes, together with language and play sessions for 0-3 year olds and their families.</p>	<p>Young parents gain skills and confidence in their abilities alongside their children.</p> <p>Measures: Testimonial evidence.</p>
<p>Remove those structural barriers to employment which could prevent low-income parents considering Amgueddfa Cymru as an employer. This will include targeted advertising of vacancies in areas with high levels of children living in low income households, promotion of our travel Loan scheme in our job adverts and the promotion of our Childcare Vouchers scheme during the recruitment process.</p>	<p>More applications are made from young people and parents living in low income households as they are made aware of solutions to barriers which might otherwise prevent them from seeing that employment at Amgueddfa Cymru is possible.</p> <p>Measures: Numbers of applications being received from young people and parents living in low income households.</p>
<p>Provide training opportunities and work placements for young people living in low income households (promoting the fact that the costs of transport, meals and uniform, can be covered where necessary).</p>	<p>Young people and parents gain improved confidence at interview skills.</p> <p>Measures: numbers involved in scheme and numbers going on to be successful at interviews etc.</p>

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Strategic Aim 6

Transforming Children's Futures ... by supporting Amgueddfa Cymru staff, volunteers and trustees to become advocates and ambassadors for addressing child poverty

Actions for 2012-2015	Desired outcomes
Develop a comprehensive training programme for staff, volunteers and trustees on child poverty issues and deliver awareness raising across the organisation	<p>Staff, volunteers and trustees have ownership in the issues involved and feel able to make a difference.</p> <p>Measures: numbers being trained and impact of training through testimonial evidence.</p>
Undertake an audit and review key areas of the museum service for visitors on sites from a child poverty perspective	<p>All children, young people and families living in low income households who visit national museums receive a warm, friendly welcome and find the services they need to support their visits on offer.</p> <p>Measure: testimonial evidence</p>
Document our experiences through case studies and appropriate evaluation and disseminate good practice in the museum and heritage sector across Wales, as part of our commitment to delivering skills sharing through the Welsh Government's Museums Strategy for Wales working with CYMAL and the Federation of Museums and Art Galleries in Wales. Establish projects with the Universities and colleges in Wales to research and document practice.	<p>Best practice is shared across the sector in Wales, the UK and beyond.</p> <p>Measure: published case studies and skills-sharing sessions held.</p>
Develop a programme of outreach work to raise awareness and challenge perceptions of museums and museum employees through attendance at meetings of community groups to promote the Museum's work, including vacancies and volunteering opportunities, attending school careers events in areas with high levels of child poverty e.g. careers fairs, mock interviews, industry days with a diverse group of staff members (to challenge perceptions about the type of people who work in museums) .	<p>Greater understanding of careers in museums for young people living in low income households.</p> <p>Measures: testimonial evidence following outreach work.</p>

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