



Journey to Justice: Footsteps to Freedom in the North East

Evaluation Report

July 2015

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## 1. Executive summary

*Journey to Justice: Footsteps to Freedom in the North East* was the pilot of a programme of exhibitions and events which, it is hoped, will be replicated in various forms in cities and communities across the UK. Journey to Justice's vision is for social justice for all, and its mission is to:

- Inspire and empower people to take action for social justice through learning from human rights movements

The objectives for achieving this are to:

- Reawaken public awareness of the long history in the UK and globally of individuals and movements who take a stand for freedom, equality and human rights.
- Educate through creative arts and multimedia programmes which excite debate.
- Motivate people to see that injustice can be challenged and that they have the knowledge and skills to play an important role in bringing about change.
- Equip people to take practical action for social justice, encompassing an intergenerational approach.
- Build networks of people working for social justice and human rights.



*Visitors at the exhibition*

Journey to Justice was invited to Newcastle by Brian Ward, Professor in American Studies at Northumbria University, to coincide with an international conference he was organising to mark the 50<sup>th</sup> anniversary of the Selma campaign. An associated project, *The Shadow of Selma*, was to involve local partners and work in schools. By working together, the university and Journey to Justice could reach people beyond the conference's academic audience.

Newcastle University was also keen to support Journey to Justice, as the university had awarded Martin Luther King an honorary doctorate in 1967 and will be marking the 50<sup>th</sup> anniversary in 2017. Kate Hudson, Newcastle University's Engagement Manager until December 2014, found Journey to Justice via its website. The university saw Journey to Justice as part of its "support for community and city events that promote civil rights, encourage and enable community action, and celebrate the King legacy." Both Newcastle and Northumbria universities supported Journey to Justice financially and in numerous ways in kind.

The Journey to Justice exhibition took place at Discovery Museum, Newcastle, between 4 April and 3 May 2015. The exhibition covered stories of less well-known people who were active in the US civil rights movement, and people who are (or have been) taking action for social justice in the UK. Young people from youth organisation Space 2 took part in an oral history project, delivered by Curiosity Creative and funded by the Heritage Lottery Fund, to interview local social justice activists, and these interviews formed part of the exhibition. Over 3,300 people visited, and 51% of people who responded to the visitors' survey said that it had inspired them to take action for social justice. Discovery Museum staff were very pleased to host the exhibition as it supports their work in the field of social justice, and it brought a new audience of adults into Discovery Museum, which mainly attracts families. The exhibition was staffed by a team of volunteers who talked to the visitors and carried out the survey. Exhibitions at Discovery Museum are not usually staffed by volunteers, and museum staff thought that it was a very effective way to engage visitors. The date for the exhibition had been chosen to coincide with Northumbria University's international conference to mark the 50<sup>th</sup> anniversary of the Selma campaign, so that the university and Journey to Justice could work together to reach people beyond the academic audience for the conference. The Journey to Justice programme also supported a display about Martin Luther King's visit to Newcastle which was curated by Lindsey Bruce at the Great North Museum, with staff and students of Northumbria University who provided the content.

There was an extensive programme of events to accompany the exhibition, from schools' workshops to the International Human Rights evening and a sold-out evening about Martin Luther King and his connection with Newcastle. The Journey to Justice in the North East launch event took place at the Great Hall of Discovery Museum, with speakers and singers. The date chosen, 4 April, is the anniversary of Martin Luther King's assassination in 1968. This highly successful afternoon set the foundation and gave a context for the Journey to Justice aims and programme.

Training for young people and adults in community organising and campaigning was another important strand of the Journey to Justice programme. Movement for Change and Journey to Justice provided training for young people at Children North East, several of whom are already active in the campaigning group Poverty Ends Now. Movement for Change, Facing History and Ourselves and Journey to Justice provided training for adults working in community organisations. Interviews carried out with participants some six weeks after the training days showed that participants are already putting what they had learned into practice in their campaigns and workplaces.

Journey to Justice attained a high profile during the course of the exhibition and events, which has led to stronger links with local human rights-related organisations in the North East. Many visitors to the exhibition and participants in events said that they would like to stay in touch with Journey to Justice, and there is now a database of 550 people forming a network of people in the region who wish to support human rights and social justice. The North East steering group will continue, as will North East Co-ordinator Bethany Elen Coyle, and they are participating in local initiatives and organising an Action Day in the near future when people can meet to discuss priorities and plan future events and activities.

Journey to Justice in the North East has met its intended outcomes and made more connections with organisations and individuals, creating a network of people working with human rights and social justice. Piloting the exhibition, events and activities has provided invaluable experience for developing the programme for future UK-wide venues, several of which are now in the planning stages. All this would not have been achieved without the dedication and commitment of the Journey to Justice team, volunteers, trainers, partner organisations and funders.

## **2. Aims and outcomes of the project**

### **2.1 Background to Journey to Justice: Footsteps to Freedom in the North East**

Journey to Justice's vision is for social justice for all, and its mission is to:

- Inspire and empower people to take action for social justice through learning from human rights movements

The objectives for achieving this are to:

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- Equip people to take practical action for social justice, encompassing an intergenerational approach.
- Build networks of people working for social justice and human rights.

Journey to Justice: Footsteps to Freedom in the North East was the pilot of a programme of exhibitions and events which will take place in cities across the UK. Another pilot planned for October in Sheffield has been postponed to Spring 2016.

Journey to Justice was launched at an event at Discovery Museum on 4 April 2015, with speakers, singers and musicians - the launch programme is at Appendix 1. The exhibition was opened by Marcia Saunders, a former US civil rights activist whose story is one of those told in the Journey to Justice exhibition, with a child from the Kingsmeadow Community Choir.





*Cutting the ribbon at the exhibition opening, Marcia Saunders (right)*

All 350 tickets were taken, and more people joined the waiting list and for spare seats. It galvanised interest and enthusiasm for Journey to Justice, and was often referred back to by people who had attended. BBC TV covered the launch and it was broadcast on *Look North* that night and given good coverage by *Good Cause TV* and in *The Chronicle* and *The Journal*:

<http://journeytojustice.org.uk/wp/wp-content/uploads/2015/03/THE-JOURNAL-JtoJ-300315.pdf>

“The Journey to Justice Newcastle launch was a diverse and inspiring event for all who attended. The inclusive nature of the launch ensured voices from all campaigns, from the civil rights movement to tackling poverty today - were heard. All linked by the way normal people see something that is wrong and strive to change it. Our highlights were Archie’s inspiring speech, the photographs from campaigns and of course the singing!”  
*PEN (Poverty Ends Now) group*

“The inclusiveness of J2J shone through. Especially important was putting people on stage who clearly are not often given such a platform alongside confident experienced speakers and leaders and the MP.”

Central to the programme was a travelling exhibition focused on the role of less well-known men, women and children in the US civil rights movement, its links to the UK, and what makes a human rights movement succeed. It was accompanied by many events, combining Journey to Justice’s themes of:

- Human rights movements in history and now
- The arts of social protest
- Examining social change and how to achieve it

The exhibition took place at Discovery Museum in Newcastle during April 2015, and the events programme was hosted at venues throughout Newcastle and Gateshead. For the full programme, see [www.journeytojustice.org.uk/projects/footsteps-to-freedom](http://www.journeytojustice.org.uk/projects/footsteps-to-freedom). It included music, arts, walks, films, an evening about international human rights, and training courses for young people and adults about taking effective action for social justice. The aim was to attract people who do not see themselves as powerful or having a “voice”, as well as people who are already active in areas of social justice. Participants examined how injustice can be challenged and were encouraged and enabled to take action on issues of social justice.



*Journey to Justice launch, Great Hall, Discovery Museum*

Journey to Justice was invited to Newcastle by Brian Ward, Professor in American Studies at Northumbria University, to coincide with a conference he was organising to mark the 50th anniversary of the Selma marches and a project: *The Shadow of Selma* which was to involve local partners and school work. Initial contacts were made by Carrie Supple, director of Journey to Justice, with other people and organisations across the North East whose work is focused on social justice (young people, artists, refugees, anti-racism, anti-poverty, human rights, etc): artists, film makers, musicians, teachers, students, museum staff, staff of Children NE, Show Racism the Red Card, Crossings, Gateshead College, Citizens UK, Newcastle, Northumbria and Sunderland Universities, TUC, CVS, community organisers and local politicians including Chi Onwurah MP, Catherine McKinell MP, Councillor Dipu Ahmed and Lord Jeremy Beecham. Carrie lived and taught in Newcastle in the 1980s and retained contacts with people from the social justice world.

Bethany Elen Coyle, who is a project manager and community musician, was appointed as the local co-ordinator working two days a week. She had offered to

play this role as a volunteer but happily, funding from Newcastle University was secured and used to pay her. A North East Journey to Justice steering group was created from the interested groups and individuals to oversee the development of the programme, and it is continuing, with new members recruited during the pilot, in order to build on the legacy of the achievements of the exhibition and events programme. The involvement and generosity of local partners was crucial to the pilot.

Funding for the pilot was received from:

- Newcastle University
- Heritage Lottery Fund (Sharing Heritage grant)
- Embassy of the United States, London - Cultural Affairs Office
- Barbour Foundation
- Northumbria University
- Sigrid Rausing Trust
- Trusthouse Charitable Foundation
- Anonymous personal donations

And Journey to Justice and its supporters organised various fundraising activities including preview screenings of ‘Selma’, a cocktail party and student societies (Fem Soc and a group of Masters Social Work students) ran events.

Journey to Justice worked with many partners, including Tyne & Wear Archives and Museums, Newcastle University and Northumbria University and grassroots groups. This was one of the most pleasing aspects of the project. Partners are listed in Appendix 2.

## **2.2 Programme outcomes**

The following outcomes were planned for the Journey to Justice programme:

- Increased awareness of the long history in the UK and globally of individuals and movements who have taken a stand for human rights
- Increased knowledge of what the key factors are for any human rights movement to succeed - including the role of music and the arts
- People engaging in Journey to Justice activities believe that they can challenge injustice
- People engaging with Journey to Justice activities have developed new knowledge and skills regarding how to effect change
- As a result of participating in Journey to Justice activities, participants are inspired and empowered to take action for social justice
- The Journey to Justice exhibition programme creates a lasting network of people committed to social justice

These outcomes were achieved through the very successful exhibition, which was attended by over 3,300 visitors, and the programme of events and training which reached schools, youth organisations and adults. A team of volunteers, from a range of backgrounds and ages, carried out research, helped with PR and fundraising, staffed the exhibition and helped with events.



### 3. Evaluation methodology

An independent evaluator was appointed to carry out the evaluation of some strands of the Journey to Justice programme. The evaluation of the exhibition and events will inform the development of future Journey to Justice programmes in other cities. The following events, which were central to the Journey to Justice pilot, were evaluated:

- Travelling exhibition at Discovery Museum
- Oral history project with young people focused on Tyneside's struggles for social justice
- Music workshops
- Training for young people at Children North East
- Training for adults who work with young people and community groups

In-person or telephone interviews were carried out with key Journey to Justice members and project partners:

- Carrie Supple, Project Director
- Bethany Elen Coyle, North East Project Co-ordinator
- Professor Brian Ward, Professor of American Studies, Northumbria University
- Andrea Henderson, Newcastle University Engagement Manager, Corporate Affairs Directorate
- Alex Henry, Curiosity Creative (for oral history project)
- Carolyn Ball, Discovery Museum and Archives Manager, Tyne & Wear Museums
- Emma Cockburn, Sustrans (attended training for adults)
- Children North East: five young people and one staff member (attended training for young people)

Appropriate quantitative and qualitative methods were used, depending on the event and the participants. The evaluator attended some of the events and training workshops as a participant observer in order to get a better understanding of the activity, and to speak to the participants.

The following methods were used for each strand of the evaluation:

Strand	Methods
Exhibition	Visitor numbers counted by volunteers Visitor and Discovery Museum staff survey, administered by volunteers
Exhibition volunteers	Online survey, after the exhibition finished
Oral history project	Baseline session at start of project, with young people Reflections Books completed at end of

	each session by participants Qualitative discussion at end of final session In-person or phone interviews with some participants, after end of project
Music workshops	Online surveys for teachers Discussion and questions with pupils at end of sessions
Training for young people	Baseline and summative questionnaires Discussion session six weeks after the training
Training for adults	Baseline and summative questionnaires Phone interview with one participant six weeks after the training

### **Exhibition survey**

Volunteers attended a training session to find out about the Journey to Justice programme, and to be briefed about their role within the exhibition. The visitor survey was trialled with them during the training sessions, in order to refine it and make it as straightforward to administer as possible. The volunteers completed paper surveys with visitors, or in some cases the visitor took the survey away and returned it. The link to the online version of the survey (using SurveyMonkey) was included on the form, in case anyone wished to take the survey away and complete it at home. There was no WiFi or fixed internet connection in the gallery, so the surveys could not be entered directly into SurveyMonkey. The Project Director collected the completed paper surveys every day, and entered the data into SurveyMonkey. This meant that she was aware straight away of the visitors' responses, and could act on any which needed attention without delay.

### **Equality forms**

Exhibition visitors, participants in the training events and the volunteers were asked to complete equality forms (demographic data) so that the Journey to Justice organisers could know whether a wide range of people were participating. The equality forms should only have been completed by people aged 16 years or over, as they included questions about religion and sexual orientation which as best practice are not asked of under 16s. The equality form was on a separate sheet from the exhibition survey, so that the equality responses would remain anonymous. People could complete the equality forms by themselves.

Only a very few people did not want to complete the equality form, and there was an option "Do not wish to give this information" for all the questions. Some people queried the categories included in the Ethnic Background section; the Office for National Statistics categories for England were used, so that there was a sound basis for the categories. A few people wrote their nationality rather than their ethnic background.

The equality forms from the exhibition were entered into a spreadsheet by the Project Director for analysis, and the evaluator entered the forms from the oral history project and the training sessions.

## 4. Volunteers

### 4.1 Recruitment and training

A team of approximately 20 people was essential to deliver a programme of events on this scale. They were recruited through:

- Newcastle Volunteer Centre
- Journey to Justice North East steering group
- Volunteer Newcastle website
- Northumbria University placement scheme for History students, *Your Graduate Future*
- Newcastle University Student Ambassadors programme
- Newcastle University volunteering organisation, SCAN
- Newcastle College, Events Management and Film Studies students
- Presentation at Conversation Group for people with English as an Additional Language Star & Shadow Cinema
- Word of mouth

The Northumbria University students carried out research, helped with publicity, social media and fundraising, and some became exhibition/events volunteers. Seven Northumbria University students worked with Journey to Justice from late January 2015 for eight weeks on work placement as part of the History Department's *Your Graduate Future* programme. Some gave outstanding support, others were less committed. The organisers would definitely plan to recruit work experience students again but with a different structure.

All the volunteers who helped with the exhibition and events took part in a half-day training session to find out more about Journey to Justice, and to trial the exhibition visitor survey. The exhibition volunteers had an induction session at Discovery Museum before the exhibition opened, with the Journey to Justice Director and Discovery Museum staff. Unfortunately the exhibition installation had not been completed in time, so the volunteers could not familiarise themselves with the exhibition at this session.



*Training for Student Ambassadors, Newcastle University*

17 of the volunteers helped to staff the exhibition: talking to visitors, counting visitor numbers, administering the survey, ensuring that the audio on the jukebox and the headsets were working properly. Discovery Museum has never hosted a temporary exhibition which has been staffed by volunteers like this before, and the museum staff felt that this was very successful.

#### **4.2 Exhibition volunteers' survey - outcomes for volunteers**

The exhibition volunteers were invited to complete an online survey about their experiences as a volunteer, and asking for suggestions of how the exhibition could be improved in the future. 11 of the 17 responded. Their comments about the exhibition are covered in section 5 below; this section covers their comments about the training and other aspects of being a volunteer.

Most of the respondents said that they decided to apply to be a volunteer because of the importance of social justice, and their interest in it. One person (an overseas student) said that she wanted the opportunity to improve her English, and another said that she is studying American History, is already a museum volunteer, and wishes to pursue a career in museums.

All the respondents felt that communication with the Journey to Justice team was good or very good. All rated the training good or very good, apart from one who rated it as neutral. One person would have liked to see the exhibition before the opening, but there had been a delay with the installation so this was not possible. Another found the training was a bit too long.

“Although completely understandable due to time constraints and the exhibition still being rigged up, it would have been good to see the exhibition and have a read through its content before the day(s) of volunteering. Nevertheless, the training day ran by Nicola, Carrie and Bethany as well as the induction session at the Discovery Museum were enjoyable and very informative and helpful.”

All the respondents said that they had had good or very good support from the Journey to Justice team, while they were volunteers:

“There was a real sense of team spirit amongst all involved with Journey to Justice. Bethany and Carrie's enthusiasm and dedication positively impacted on the team of volunteers. It is clear to see how hard they and the rest of the team work.”

Seven of the respondents enjoyed being a volunteer very much, and four enjoyed it quite a lot. They described the best things about it being:

- Finding out more about the civil rights movement and its links with Tyneside
- Meeting other volunteers
- Meeting members of the public and talking to them about their experiences of social justice
- Doing more volunteering
- Seeing that the exhibition encouraged visitors to attend other Journey to Justice events.

“I have met some brilliant inspiring people both within the JtoJ team as well as the visitors to the exhibition. It was great to share a common interest and care for social justice and human rights. The volunteering experience was enjoyable as well as fulfilling. The flexibility on hours etc. was great, I didn't feel pressured to commit more than I could but also felt my help was welcomed and appreciated no matter how minimal it was.”

A couple of people commented that they did not enjoy it when the exhibition was quiet; the first two weeks of the exhibition took place during the school Easter holidays and the second two weeks were during term-time, when it was quieter. Some others said they would have liked to have more time to attend other Journey to Justice events, but their studies and other commitments prevented it.

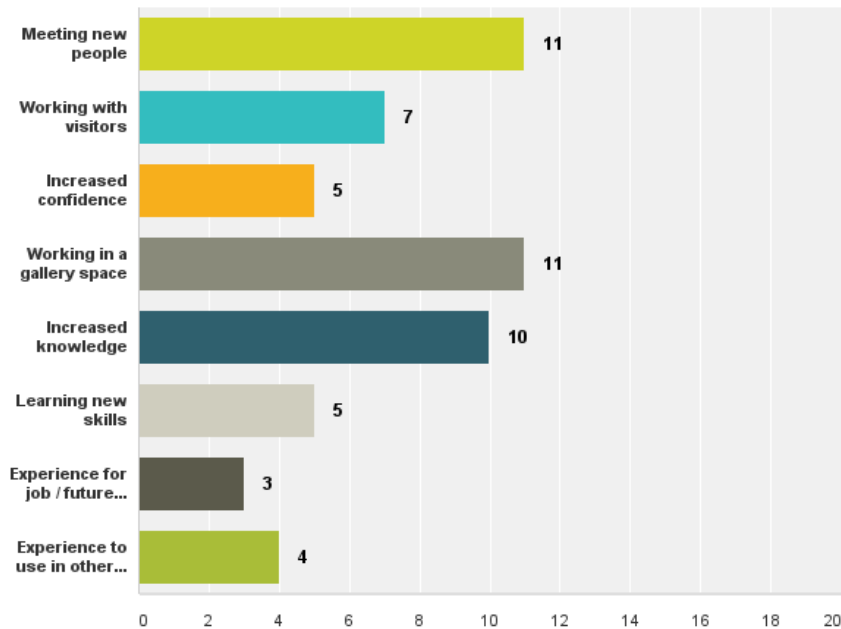
The respondents said that they had all gained personal benefits from being a volunteer:

- Meeting new people
- Working with visitors
- Increased confidence
- Working in a gallery space
- Increased knowledge
- Learning new skills
- Experience for job / future employment
- Experience to use in other things you are involved with



**Q11 What personal benefits have you gained from being a volunteer: (please tick all which apply)**

Answered: 11 Skipped: 0



Six of the respondents said that involvement with Journey to Justice had inspired them to take further action for social justice, and some of them gave more details:

“I regularly participate in various types of political activities but my involvement in Journey to Justice and working with Carrie especially after seeing her hard work and passion for justice has inspired me to focus more time and energy into researching and campaigning more for marginalized peoples whether it be immigrants across Western Europe or the LGBT community in Russia.”

“I intend to carry on the JtoJ legacy wherever I go. I will keep in contact with JtoJ and look forward to working with the team again in the future whether in the North East or beyond - let's make JtoJ a nationwide organisation! As a recent graduate, JtoJ has inspired me to pursue a career in the charity and community sector if possible or, at the very least, dedicate my spare time outside of work to the social justice cause.”

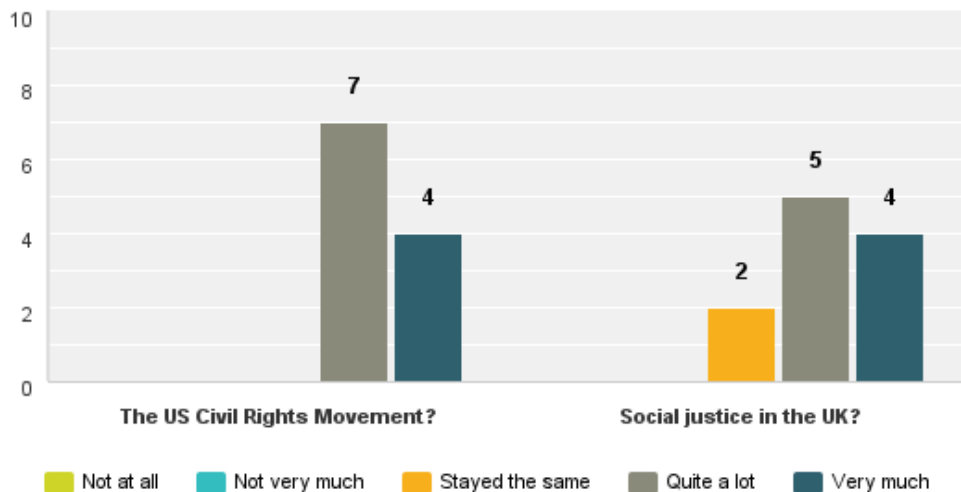
“I'm thinking of starting a campaign with a couple of friends at my University to raise more awareness about Female Genital Mutilation occurring all over the world and how to fight it.”

“Help homeless people.”

The exhibition had increased the respondents' knowledge about the US civil rights movement and social justice in the UK:

## Q10 Has the exhibition increased your knowledge about:

Answered: 11 Skipped: 0



Nine of the respondents said that they would like to keep in touch with Journey to Justice.

## 5. Journey to Justice travelling exhibition

### 5.1 Venue and content

Discovery Museum hosted the exhibition from 4 April to 3 May 2015, as it supports their work for social justice. The museum provided support from their staff, photocopying and rooms to hold the schools workshops. There was some publicity support from the marketing and learning departments. Discovery Museum was an ideal location for the exhibition because it is in central Newcastle, is a well-known and well-respected venue, and attracts families and adults from a wide range of backgrounds. Journey to Justice enjoyed the partnership with and help from staff.

The exhibition was designed by HKD and installed by Keyboard Group. Images, audio (using iPods and Bluetooth headsets) and text about people involved in the civil rights movement were mounted on panels forming “bus stops”. A juke box played songs of social justice, and visitors could sit at the lunch counter, reflect on questions about social justice and write their comments on labels which they could tie onto a barrier. One of the “bus stops” focused on local history of struggles for social justice and was created as part of a Journey to Justice project with young people, funded by a Heritage Lottery Fund Shared Heritage grant. The young people carried out oral history interviews with people who are active in social justice in the North East and carried out library and archive research. The project is described in more detail in section 6 below, and in a separate evaluation report.



*Visitor listening to oral history interviews in the exhibition*

Discovery Museum staff were pleased with the content of the exhibition and felt that it worked well with the traditional Discovery audience, which is families. They observed that people stayed a long time in the exhibition and read a lot; they were not just browsing. Museum staff were very impressed with the level of interactivity, and did not receive any negative comments about the exhibition. They said:

“Sometimes it reminded me of a cathedral in the gallery, the way people were reading all the panels in silence...Many spent hours here.”

“There are some truly shocking stories told in the exhibition and that is the right way to do it, people should be shocked and horrified at such a shocking and horrific abuse of people and their basic human rights, sometimes I think museums are guilty of not showing the whole picture because they want to play safe and not invite too much criticism.”

The part of the exhibition about Ruby Bridges was particularly effective (and affecting); many respondents to the visitors’ survey cited it as the part which they would remember most. People could not understand parents not wanting to have their children educated with a black child.

The photograph of Emmett Till’s open coffin provoked some discussion with some of the visitors (in a positive way) about how death is treated today, and what happens to the body when someone dies.

It is unusual for Discovery Museum to have an exhibition on a subject about something outside of Tyneside, as the museum normally curates local history exhibitions. A member of the museum staff said:

“I know that some visitors to the Discovery Museum were pleased to see a slightly different approach to exhibition curation and the way in which information was displayed. A personal view is that recognising the political nature and social history has not always been uppermost in British museum curation, in fact many venues have steered clear of it and in my humble opinion are the worse for not taking this approach.”

Another person said:

“I like how you included failures as well as successes - it’s very refreshing.”

During the course of the exhibition, some books and activities were added for younger children to play with whilst their adults were looking at the exhibition. Adults could talk to older children about the exhibition. One visitor said that they would:

“Ensure that my children understand the significance and learn from history.”

There was a table in the gallery with information about local human rights related organisations, but it could have been more prominent. A volunteer researched local human rights related organisations e.g. for refugees, older people, the environment and found out whether they need volunteers, and this is now on the Journey to Justice website. It is important that the exhibition gives visitors the opportunity to consider what future action they might take for social justice.

## **5.2 Volunteers**

Most of the time, there were two volunteers on duty in the exhibition, counting visitors, welcoming visitors and giving them exhibition guides, making sure the AV equipment was working properly, and carrying out the visitor survey. If there was only one person on duty, it was hard for them to do all the tasks when it was busy. Occasionally there were three or four on duty, which was too many.

One of the Discovery Museum staff said:

“The exhibition provoked discussions between staff and visitors. It was great to have volunteers here all the time. There was a really good vibe about the exhibition.”

Exhibitions at Discovery Museum normally only have one room attendant on duty, or none at all, so this level of volunteer support for visitors was unusual. TWAM staff felt that it was very beneficial and commented that on the whole the volunteers engaged well with the visitors. However, occasionally volunteers were reading or using their laptops, which is not appropriate and should be discouraged.

One of the key tasks of the volunteers was to carry out the survey with visitors, to find out their opinions of the exhibition and whether or not it had inspired them to take further action for social justice. Because there were two entrances / exits to the gallery, people did not all leave by the same doorway so it was not possible to stop everyone as they left. Instead, the survey was carried out in the gallery using the “continual ask” method - asking everyone who crosses an imaginary line or passes a particular point. Using this method helps to ensure that a cross-section of visitors are surveyed, not just the people who have (for example) read all the panels, or who have been particularly talkative with volunteers during their visit.

Volunteers asked the visitors who completed the survey also to complete an equality form, to see whether the exhibition was reaching a wide range of people. In the volunteers’ survey responses, one volunteer specifically said that she enjoyed carrying out the surveys with visitors:

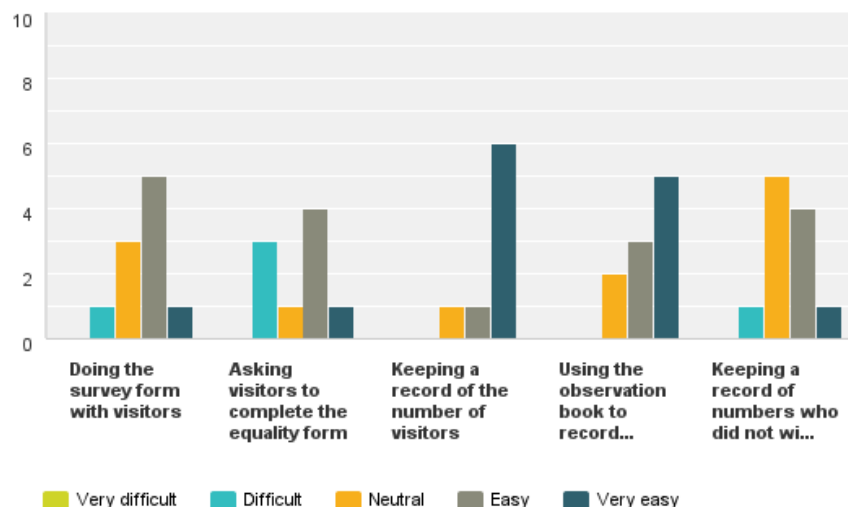
“I loved being a part of such an inspiring organisation and learning more about the civil rights moment through it. I particularly enjoyed doing the surveys as I got to hear a few stories from the visitors about their own personal journey to justice and what had inspired them.”

However, two of the volunteers said that they found it difficult to ask people to complete the equality forms:

“Asking people to fill in the survey and to fill in the equality form with me stood there made me feel very awkward and made the participant less comfortable answering me, the equality form in particular caused a few people to get quite cross about why I wanted the information. I found more people wanted to help with the form if I handed it to them when they went in and simply asked for them to bring it back to me.”

#### Q4 How did you find:

Answered: 11 Skipped: 0





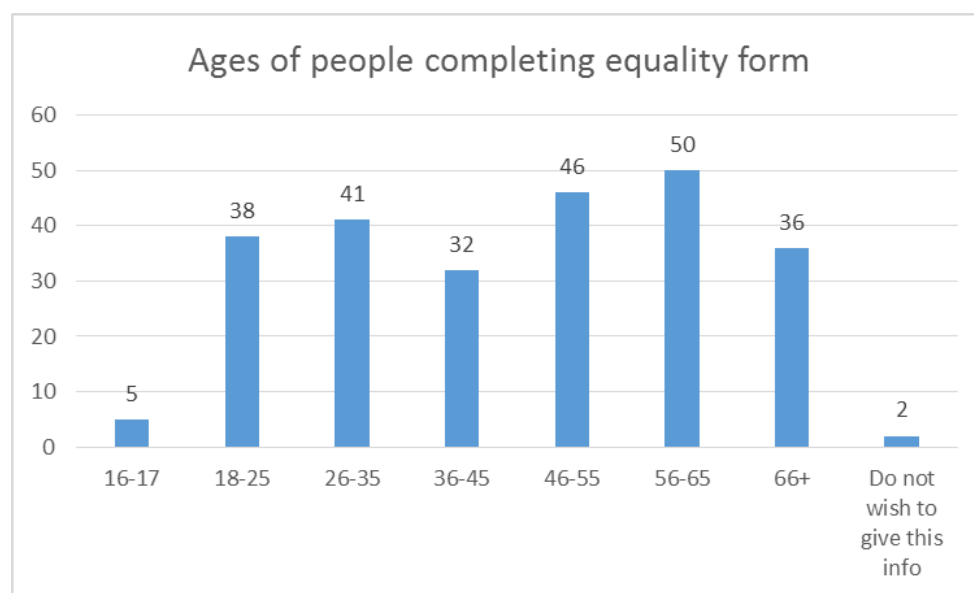
Volunteers counted the number of visitors with a manual clicker. They wrote observations and comments in a book to provide a record, and made a note of the number of people who did not wish to complete the survey.

### 5.3 Visitors

Over 3,300 visitors saw the Journey to Justice exhibition, well exceeding the target of 3,000 visitors. The number of visitors was recorded by the volunteers with a manual clicker, and compared with the overall number of visitors in the museum, which is counted by an electronic counter at the entrance.

#### Age

250 people aged 16 and over completed an equality form; the chart below shows that there was a good spread of ages amongst the visitors (two respondents did not wish to give their age):



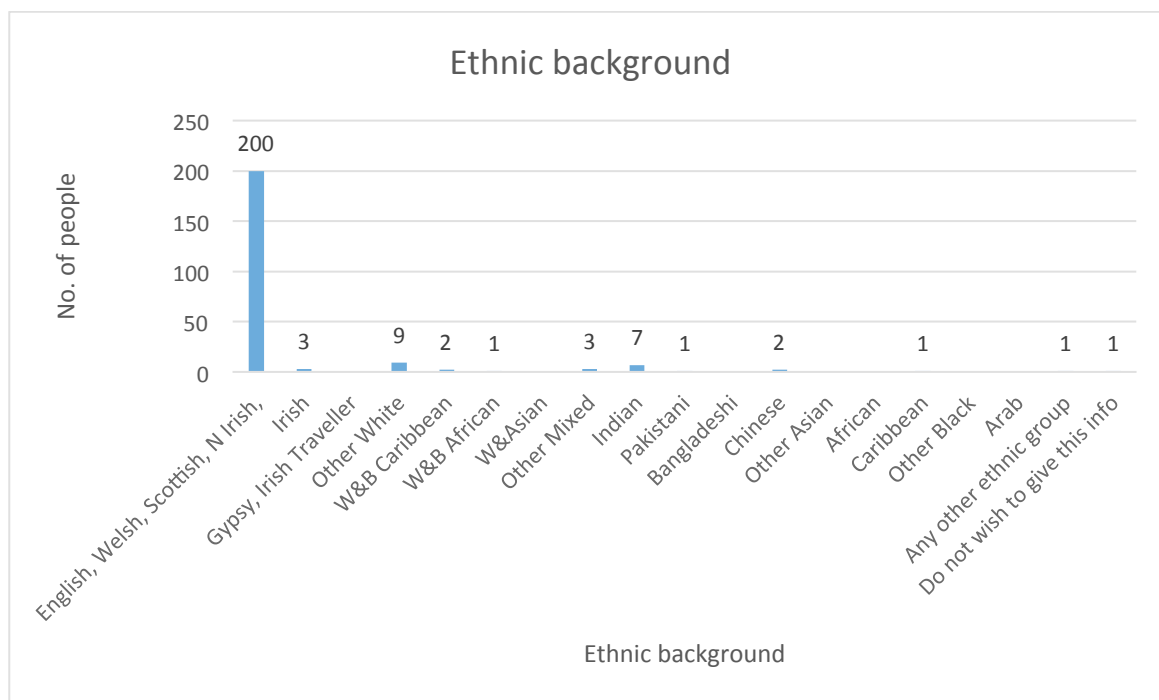
TWAM staff said that the exhibition had brought a different audience, compared to Discovery's usual family audience - there were more singles and couples, from student age upwards. The oldest visitors were in their 80s.

#### Gender

140 respondents were female, 103 respondents were male, and one identified as Other.

#### Ethnic background

The majority of visitors were from a white background; respondents in the "Other White" category were all from Europe.



A few respondents wrote their nationality rather than their ethnic background. One person commented:

“White or black does not cover much. Being Polish means something to me. Being white is nothing.”

Other descriptions given were:

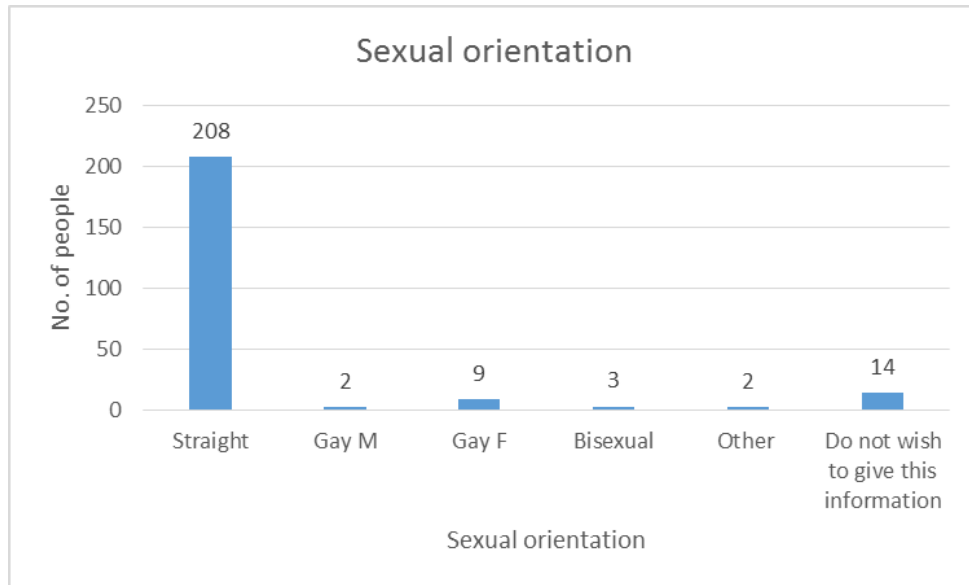
- Prussian/German/Polish
- German/Prussian/Estonian
- Jewish (two responses)
- Polish
- British/Irish/German
- Italian
- English-German
- Iranian
- European
- Malaysian/Chinese
- White/Persian
- Just Me
- Human Race

### Disability

Of the respondents, 19 said they had a disability, 220 said they did not, and 5 did not wish to give that information.

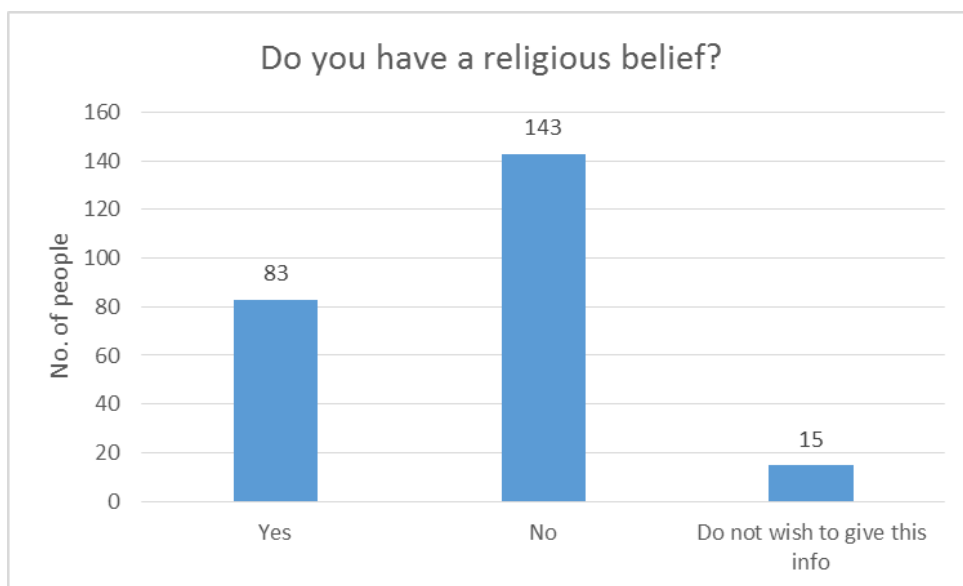
### Sexual orientation

Regarding sexual orientation, the majority were straight, and 6% of respondents did not wish to give this information.

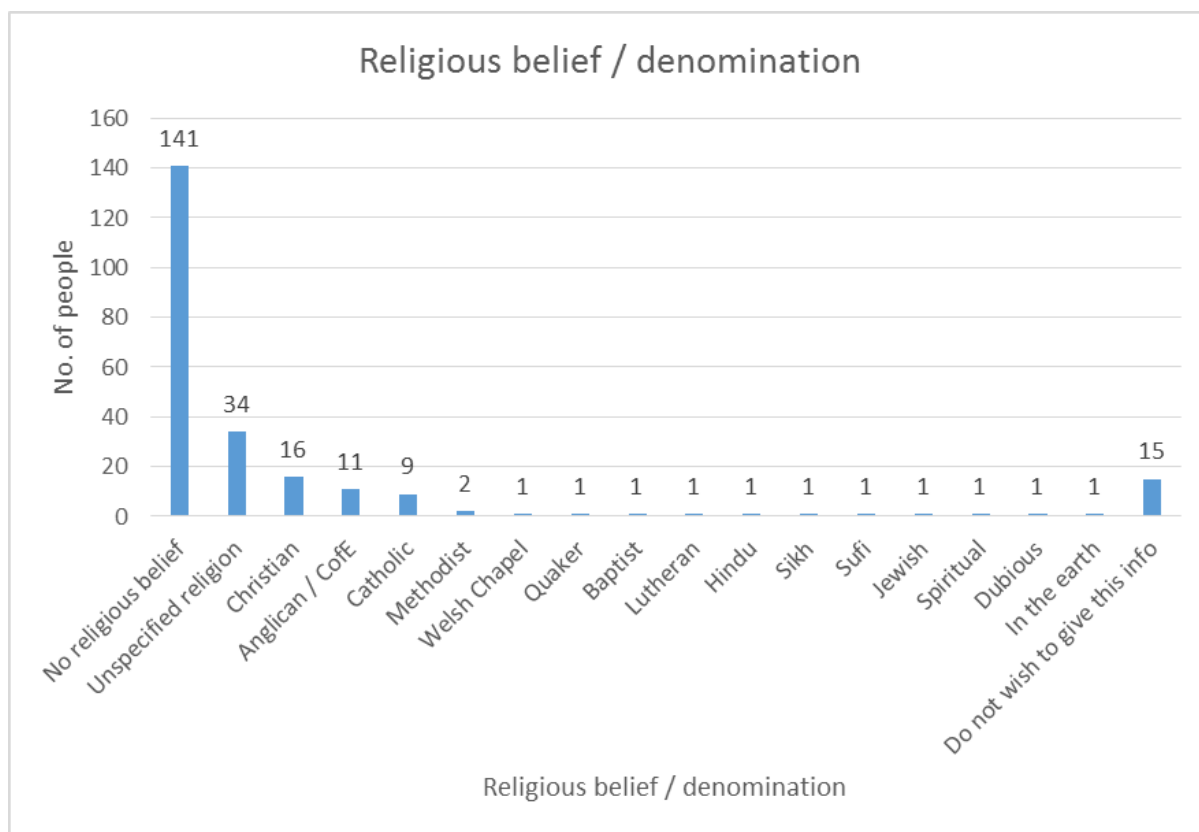


### Religious belief

143 respondents said that they did not have a religious belief, 83 people said that they did, and 15 (6.2% of respondents) did not wish to give this information.



Of the people who said that they had a religious belief, some noted their religion, denomination or belief. 40 were Christians and six were of other religions or beliefs.



## 5.4 Visitors' survey

### 5.4.1 The survey

The exhibition volunteers carried out a survey with visitors, to capture their views about the exhibition and whether or not it had encouraged them to take action for social justice. 292 surveys were completed, and 3,300 visitors were counted at the exhibition. This gives a 6% margin of error<sup>1</sup> at 95% confidence level<sup>2</sup>, so although the responses given do not reflect those of all the visitors, it nevertheless gives a good indication.

The survey questions covered visitors' opinions of the exhibition, their understanding of the civil rights movement and social justice, and what action they might take in the future. They were also asked for any suggestions for improvements to the exhibition, which is covered in section 5.5 below.

### 5.4.2 Visitors' opinions of the exhibition

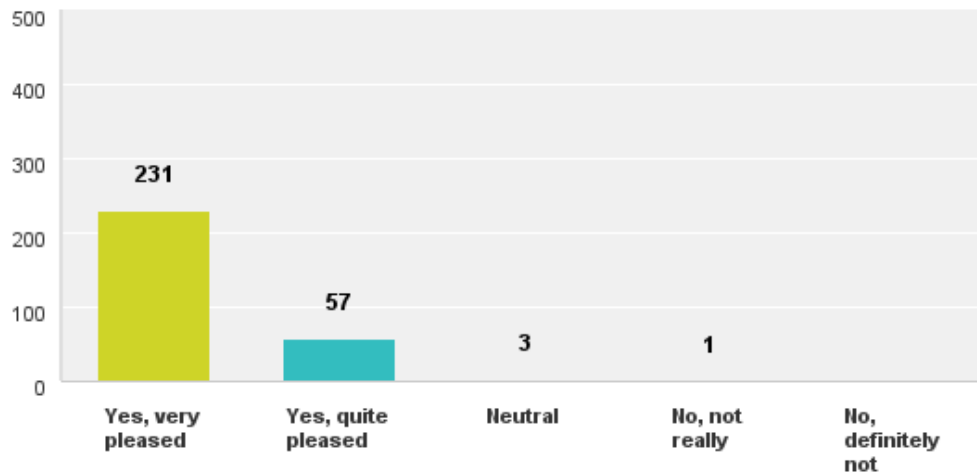
Visitors were asked whether or not they were pleased that they had visited the exhibition - "enjoyed" was perhaps not appropriate, because of the nature of the exhibition content.

<sup>1</sup> Margin of error: A percentage that describes how closely the answer the sample gave is to the "true value" in the population (number of visitors). The smaller the margin of error is, the closer to the exact answer at a given confidence level.

<sup>2</sup> Confidence level: A measure of how certain it is that the sample (number of completed surveys) accurately reflects the population (number of visitors), within its margin of error. Common standards used by researchers are 90%, 95%, and 99%.

## Q1 Are you pleased that you came to see the exhibition?

Answered: 292 Skipped: 0



“Yes, very pleased - But I didn’t stay long - too hard to read - so horrific.”

“This is more inviting than any other gallery and I love the smell of it!” [the smell of the wood used for the display panels]

“There was a lot of information set out in an accessible way.”

Visitors were asked which aspect of the exhibition they would remember most, and why. Most people mentioned the content of the exhibition, and Ruby Bridges was mentioned by far the most, by 77 people. 16 people said the panel about Emmett Till was the most memorable, and 11 found the Memphis sanitation workers the most memorable and another 10 the Birmingham children’s protest.

Presenting the information as individual people’s stories was very effective and 77 people referred to story or stories in their responses:

“The individual stories, which make the struggle ‘more real’.”

A couple of people were struck that this had happened in their lifetimes - one of them is the same age as Ruby Bridges. Another referred to the children taking part in the Birmingham protest as being the same age as her children.

28 people cited the information about the UK, and a further four people found the examples from the North East the most memorable.

“The parts of the UK where events took place to ensure equal rights for all. I was unaware of the extent of activity within the UK.”



Several people noted aspects of the exhibition design. 16 people said they liked the music and the jukebox and 11 said that they liked the audio recordings. Four people liked the lunch counter and another four liked the barrier where people could write their comments on labels.



*Visitors at the lunch counter*

The poetry written by young people from George Mitchell School in Leyton was mentioned by three people.

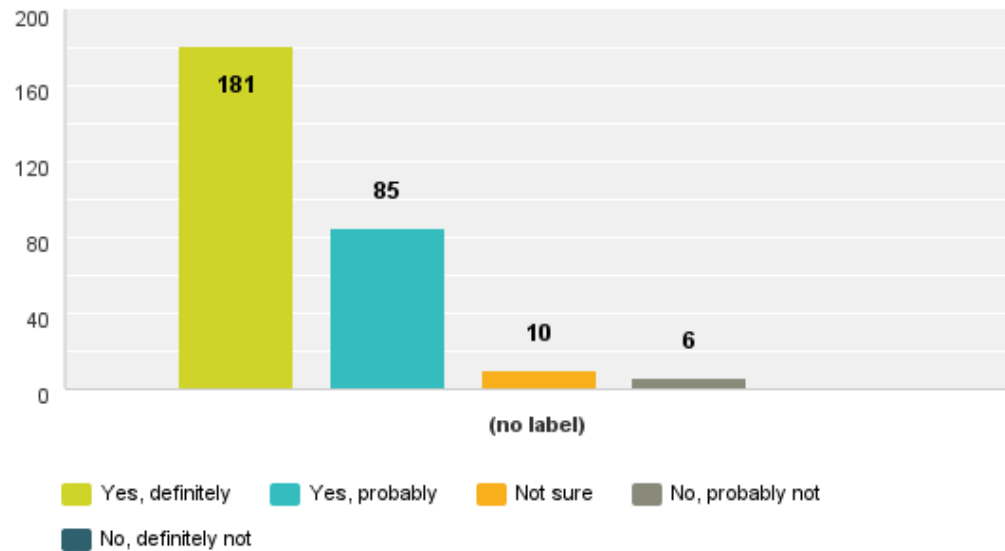
Two people said that the exhibition was smaller than they had expected, and would have liked it to be bigger. Overall the exhibition had an impact on visitors:

“I think everything I have been seeing and learning today about human rights and courage of people will have a great impact for a long time.”

Almost all the respondents said that they would tell their friends about the exhibition.

### Q8 Will you tell your friends about the exhibition?

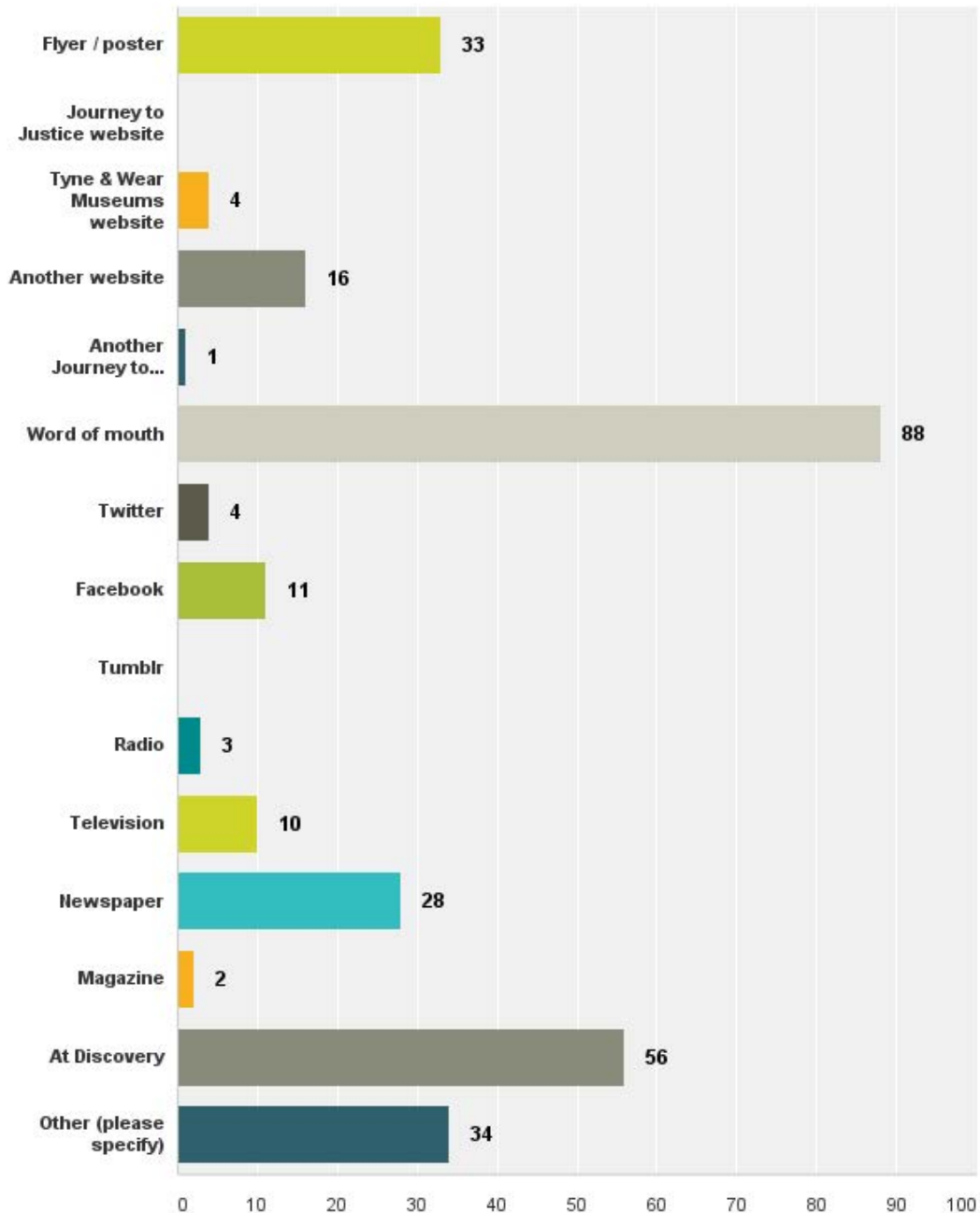
Answered: 282 Skipped: 10



The chart below shows where respondents had found out about the exhibition. “Other” includes universities, churches, other organisations.

### Q9 Where did you find out about the exhibition? (Please tick all which apply)

Answered: 263 Skipped: 29

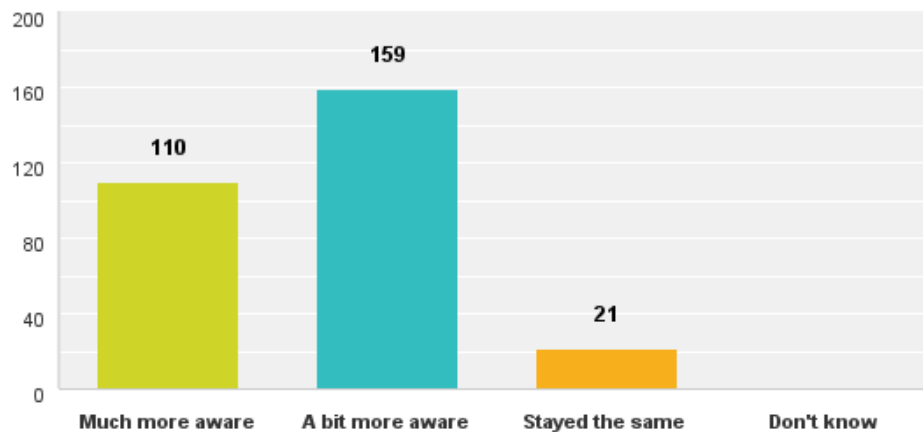


Most respondents had found out through word of mouth, and by coming across the exhibition while they were at Discovery. Press coverage (radio, TV, newspapers and magazines) had brought more respondents than social media. Curiously, none of the respondents said they had heard about it from the Journey to Justice website, but people had found out via the Tyne & Wear Museums website and other websites. Fliers and posters had been another effective means of communication. One person said he had seen a poster at his barber's.

### 5.4.3 Knowledge and understanding of the US civil rights movement and social justice

#### Q2 Did the exhibition make you more aware of the history of the US civil rights movement?

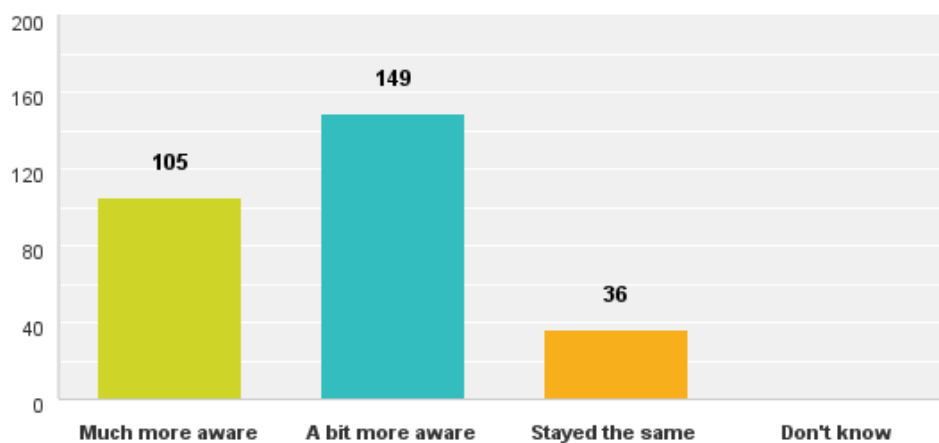
Answered: 290 Skipped: 2



Four people said that they knew a lot about the US civil rights movement already.

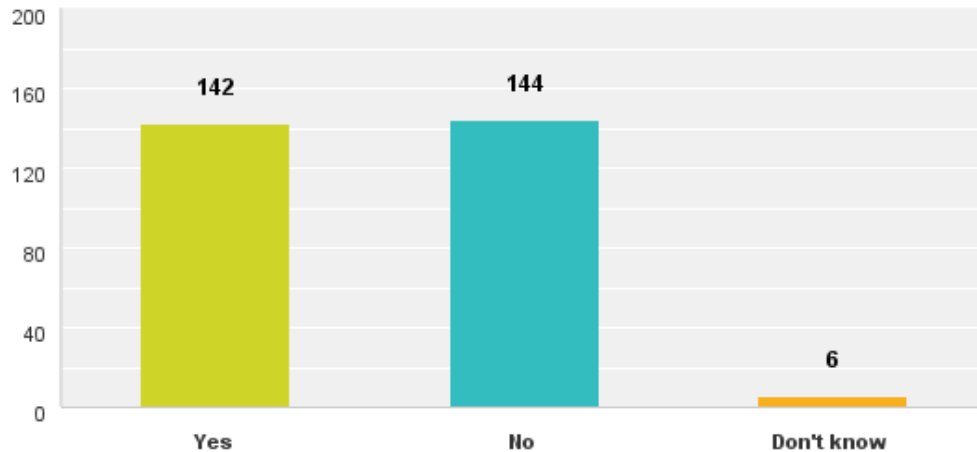
#### Q3 Has the exhibition made you more aware of the history of human rights movements in the UK?

Answered: 290 Skipped: 2

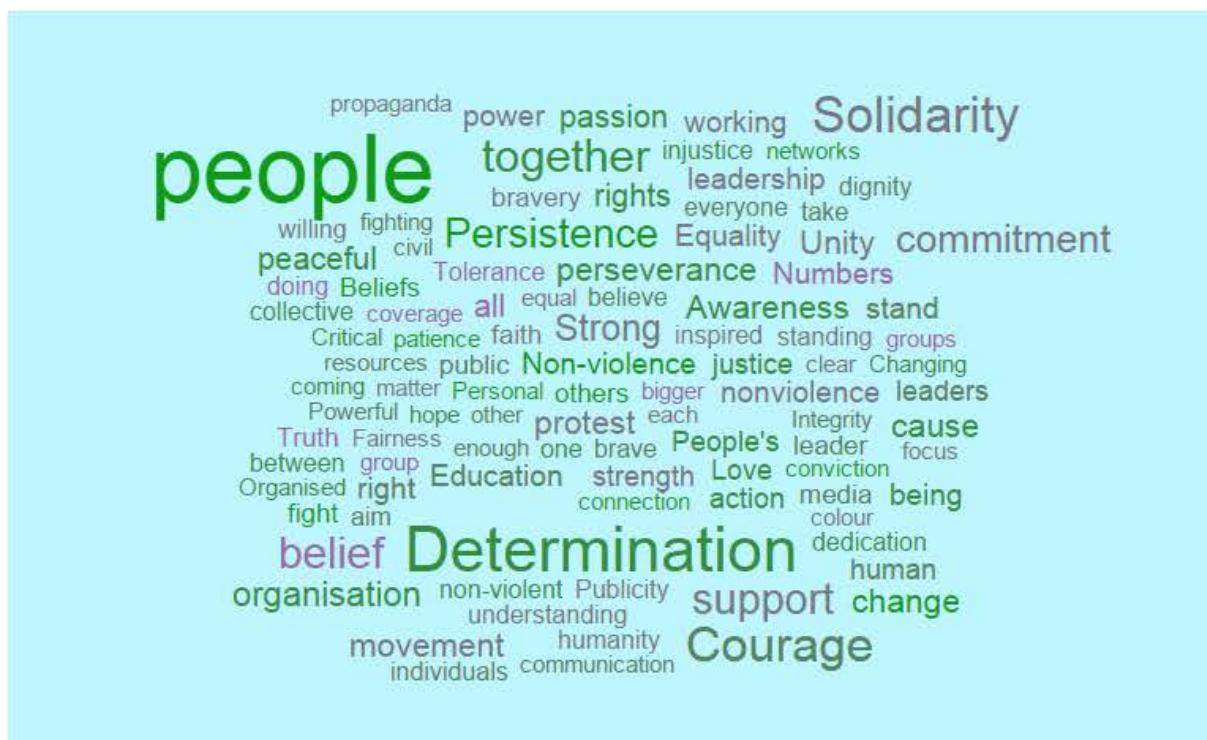


#### Q4 Before you came to the exhibition, did you know about Martin Luther King's link with Newcastle?

Answered: 292 Skipped: 0



Visitors were asked what they thought were the most important factors which make a human rights movement succeed.



The word cloud shows the relative importance of words chosen. Some respondents said that a strong leader was important (such as Martin Luther King), some said grass-roots organisations were equally important, and some said that grass-roots



organisations were more important than a strong leader. One person commented on the international perspective:

“International solidarity, support and commitment to the struggle. The US civil rights movement was linked to the international trade union movement, anti- colonial movements and non-aligned countries' movement.”

Three people mentioned actions which would involve more or less self-sacrifice: withdrawing labour (and therefore losing income), being willing to go to prison, and martyrdom - though it was not clear whether the respondent meant death or extreme suffering.

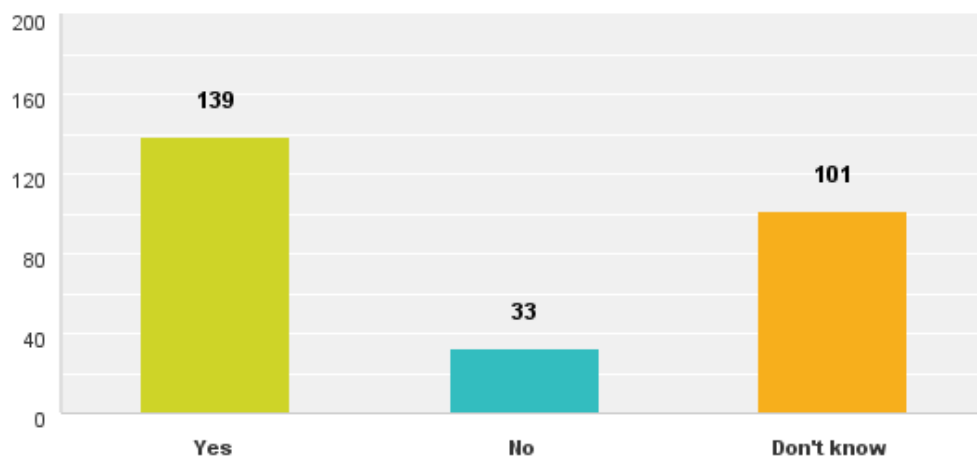
One person made a very practical point about what would make a human rights movement succeed:

“A large number of volunteers who are motivated to put hours of work into boring admin.”

#### 5.4.4 Visitors' responses about future action

##### **Q7 Now that you have seen the exhibition, has it inspired you to do anything?**

Answered: 273 Skipped: 19



139 respondents (51%) said they had been inspired to do something, and 131 described what they planned to do. They fell into the following categories:

- Tell children (family or pupils) and students (school or further / higher education) about the importance of social justice and human rights
- Tell other people (generally)
- Help others (no specific examples of action)
- Do more of the activities respondent was already involved in

- Take new action (specific examples given)
- Get my organisation to do more (work or voluntary organisation)
- Take more part in politics (e.g. campaigning / voting in forthcoming General Election)
- Stand up for own rights
- Find out more information

Specific things which they would do, included:

“Check out the Journey to Justice website and continue campaigning for social justice here and abroad.”

“To volunteer in organisations that promote human rights.”

“Be more active politically and stand up for my own rights.”

“Be more socially aware, support by writing to MPs etc about injustice.”

“More around social justice in the museum programme.”

“Continue to fight oppressors. It's easy to get compassion fatigue - this exhibition will re-energise me.”

“Be less passive when confronted with inequality.”

“Ensure that my children understand the significance and learn from history.”

“Always felt should do more - I hear about Medecins Sans Frontieres and vulnerable people/social justice. Not sure how it will evolve. I'm privileged and should do more. I have the resources.”

134 respondents said that they would like to keep in touch with Journey to Justice, and 104 said that they would like to be contacted in three months' time, to see what continuing impact the exhibition was having on them. However, some people's email addresses were very difficult to read, so in future volunteers need to check that the addresses are written clearly.

## **5.5 Suggested improvements to the exhibition**

As Discovery Museum was the first venue for the Journey to Justice travelling exhibition, it was expected that some alterations might need to be made for future venues. Volunteers, visitors and Discovery Museum staff made suggestions of how the exhibition could be improved. Some people wanted: it to be bigger, with more information about the background to the civil rights movement and what the protests achieved; information about Native Americans; more about Martin Luther King's visit to Tyneside and other stories from the UK and today.

Several people suggested that there should be more activities for children, so that they would be engaged while their parents or carers were looking at the exhibition. This was implemented during the course of the exhibition, with books

and an abacus, to complement the story of Ruby Bridges. Discovery Museum staff advised against providing paper, pencils and crayons in case anyone should draw on the exhibition panels. Whatever activity is provided, the adults must be able to see the children so that they are supervised all the time. The Project Director has suggested setting up a focus group of young people of different ages to with whom to consult and who could help Journey to Justice implement suggested improvements.



*The exhibition juke box*

There were a few technical issues which needed to be resolved, such as making sure the music on the jukebox was always working, and that the volume on the headsets was correct. Accessibility for people with visual or hearing impairments needs to be improved, including with regard to lighting and background noise from visitors and other museum exhibitions.

More details of suggested improvements are at Appendix 3.

## 6. Oral history project

This oral history training and research project, for young people to find out about people who have been active in social justice in the North East, was funded by a Heritage Lottery Fund Sharing Heritage grant of £9,900. A full evaluation of this Sharing Heritage project is available as a separate report.

Young people from the youth organisation Space 2 in Newcastle carried out oral history interviews with five people who are active in social justice in the North East, two of whom had met Martin Luther King when he received an honorary doctorate from Newcastle University in 1967:

- Theresa Easton: Chair, Artists Union England
- Maureen Foster: anti-fascism, LGBT rights, anti-deportation
- Meredyth Bell: former Newcastle University student, met Martin Luther King when he received his honorary doctorate at Newcastle University in 1967
- Keith Hodgson: UNISON, workers' rights
- Paul Barry: a Newcastle University student in 1967 had photographed Martin Luther King for *The Courier* when he received his doctorate



*Space 2 participant (left) and Curiosity Creative's Alex Henry (centre) interviewing Meredyth Bell (right), who met Martin Luther King at his degree ceremony in 1967*

These oral history interviews formed a key part of the Journey to Justice travelling exhibition, which took place at Discovery Museum. The interviews have been accessioned into Tyne & Wear Archives and Museums' collection, as an important record of the struggle for social justice in the North East.

The young people learned oral history skills with Curiosity Creative, and carried out research to find out about Newcastle's heritage relating to migration, anti-racist movements the struggle for democracy, and Martin Luther King's visit to Newcastle. They visited Tyne & Wear Museums and Newcastle City Library to carry out the research, and took part in a research session with adults from Westgate P.A.S.T. They met with Professor Brian Ward of Northumbria University, an expert

in the US civil rights movement, to find out about more Martin Luther King's visit to Newcastle.



*Making zines with Theresa Easton*

As art and music have been very influential in social protest, the final session of the Sharing Heritage project was a day with artist and activist Theresa Easton, learning print making skills to create zines. Zines are often used as visual way of presenting a social justice message, which are easy to reproduce and distribute. Bethany Elen Coyle, musician and North East Co-ordinator for Journey to Justice, taught the young people songs which are associated with social justice movements



*Young people and the exhibition panels created as part of the oral history project*

Over 3,300 visitors to the Journey to Justice exhibition were able to listen to the oral history interviews, and many have been inspired to take action for social justice. The interviews now form part of Tyne & Wear Archives and Museums' permanent collection of oral history. Four of the young people were interviewed for the evaluation after the project, and all said that they would be able to use the skills they had learned for campaigning work and for future jobs. The oral history interviews will be on the Journey to Justice website, to make them available to an even wider audience.

## **7. Music Workshops**

### **7.1 Overview of the workshop programme**

Bethany Elen Coyle, musician and North East Co-ordinator for Journey to Justice, held a series of workshops for schools, where they visited the Journey to Justice exhibition at Discovery Museum, and then learned and wrote songs about social justice. It was intended that similar workshops would be held for groups of young people with disabilities, arranged in conjunction with the Access Officer at Discovery Museum. Unfortunately these could not take place as they had been scheduled for the school holidays, and it was later found out that the groups only meet during term time.

The schools which took part were:

- Christchurch Primary School, Newcastle (Year 5/6)
- Hotspur Primary School, Newcastle (Two Year 4 classes)
- St Benet's RC Primary, Ouston, Co Durham (Year 5)
- Kingsmeadow School, Dunston, Gateshead (Years 7-10)

The schools had a further three sessions with Bethany in school, and their work culminated in a performance at Northumbria University on 10 July 2015. Unfortunately only Hotspur was able to take part; St Benet's, Kingsmeadow and Christchurch were not able to take part in the performance because of other end of term commitments which had arisen at school, such as Sports Day. This was disappointing, because planning the workshops and the performance with the schools had started in October 2014.

Bethany has a good long-term working relationship with the schools, and this helped overcome the problem of the TWAM learning staff not promoting the workshops to schools. Two other schools were to have taken part, but due to OFSTED inspections and other commitments, they were unable to.

### **7.2 Workshops at the exhibition**

The schools were introduced to the exhibition and its themes by Bethany Elen Coyle. Afterwards the pupils were able to:

- Remember and describe stories told in exhibition
- Describe examples of human rights within the exhibition (either violation or advocacy)
- Recognise examples of protest and campaigns within the exhibition



- Participate in the process of learning and performing musical materials related to Journey to Justice themes
- Identify subjects and themes and discuss the creation of materials and composition of music around these



*Bethany Elen Coyle, JtoJ NE co-ordinator with school's workshop participants at the exhibition*

After visiting the exhibition, the pupils moved to one of the education spaces at Discovery Museum and learned songs about social justice with Bethany.

Teachers from St Benet's and Hotspur responded to an online survey about the workshops at the exhibition. They said that the workshops had fitted into the curriculum for PSHE, Thinking Skills, Citizenship and History. Neither of them had ever taken their pupils (either at their present school, or at previous schools where they had worked) to a similar exhibition or event which explores themes of human rights and social justice.

The teachers said they would be able to use the songs and musical skills, which the pupils learned, in assemblies and to support their learning about human rights. One of the teachers suggested it would be good to have images to accompany the songs, so that they could better understand what they were singing about.

Both teachers said that the workshop had inspired them to do more work in school about social justice:

“The pupils were extremely interested in the exhibition and workshop and really wanted to find out more and discuss human rights and how the world has been affected by people's attitudes. The project made the children more aware of injustices because they could relate to the stories shown in

words and pictures. I think it's important for all pupils to be more aware of human rights and social justice.” (St Benet’s)

“We are developing our work with our Deeds Not Words Project involving the suffragette movement and civil rights in America and South Africa.” (Hotspur)

They made suggestions for schools’ visits to the exhibition at future venues:

“Keep the exhibition as interactive as possible. Pupils enjoyed the fact that they could hear voices from real events, read and look at pictures and record their own thoughts. It would be good if someone could to show the pupils round the exhibition in a general way before they focused on the areas that interested them.” (St Benet’s)

“The exhibition was really interesting. We think it should be suggested to schools that enough adults come on the visit so that children can go into very small groups to help with the reading and explanations of some of the stories.” (Hotspur)

### 7.3 Workshops in school and performance at Northumbria University



*Hotspur Primary School perform “Songs for Social Justice”  
at Northumbria University*

The pupils have been able to explore various aspects of social justice, and listed themes which they felt strongly about:

- Equality
- Self-esteem
- Education



- Religion
- Racial equality
- Ending war
- Sharing the world's resources
- Global warming
- Conserving the environment
- Saving fuel
- Anti-smoking
- Deforestation
- Homelessness
- Poverty

Bethany worked with the pupils to create songs and raps which they learned, to perform at the “Sing for Social Justice” concert at Northumbria University. Despite the planning for the workshops and performance having started last Autumn, three of the schools were unable to take part as other commitments arose. Nevertheless, the Hotspur pupils gave a moving performance, singing their own songs and established ones which Bethany had taught them.

The pupils demonstrated that they now feel more empowered to stand up for social justice and able to make a difference.

## 8. Training for young people in skills & theories of grass roots activism

### 8.1 Background

As Journey to Justice's aim is to inspire and empower people to take action for social justice through learning from human rights movements, a two-day training session was organised for young people who are already active in social justice campaigning but had not yet had any formal training. 11 young people from Children North East (plus two members of staff) attended the training session run by Jack Madden of Movement for Change, and Martin Spafford, Journey to Justice Secretary and an experienced history teacher. The young people are involved in Poverty Ends Now (a campaigning organisation for young people, <http://www.children-ne.org.uk/pen-poverty-ends-now-%E2%80%93-children%E2%80%99s-manifesto-poverty>), Newcastle Youth Council and Youth Focus North East. The training was funded by a grant from the Trusthouse Charitable Foundation, the Barbour Foundation and the proceeds of Newcastle's preview screening of *Selma*.

Some of the participants had attended the Journey to Justice launch, and so they already had some knowledge of the US civil rights movement and how it relates to their campaigning.



*Members of Poverty Ends Now speaking at the Journey to Justice launch*

The first day involved:

- What is community organising?
  - Build teams
  - Listen
  - Strategise
  - Take action
  - Negotiate
- Negotiation skills, based on role play about the Melians and Athenians (a confrontation between the people of Melos, a colony of Sparta, and the Athenians in 416-415 BC)
- Building power
  - What is power? How would you define it?
  - 3 circles of power (state, market, civil society)
  - Where is power in society?
  - How do we build our own power?
  - Who would you build power within your community?
- Role play about the Greensboro lunch counter sit-ins, to show the benefit of non-violent protest

The role play on negotiations between the Melians and Athenians helped participants develop negotiation skills. The participants took it in turns to be Melians (in the weaker position) and Athenians (in the stronger position) to identify which lines of negotiation would be most effective for the Melians to achieve their desired outcome.

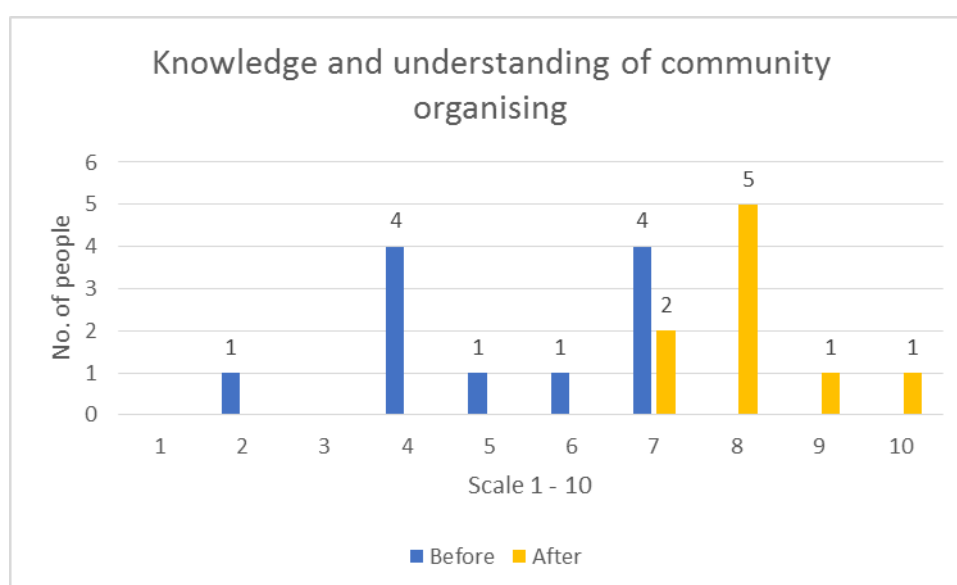
The second role play was about the Greensboro lunch counter sit-ins, where black students sat peacefully at the Woolworth's 'whites-only' lunch counter, to gain equal treatment in shops and restaurants. The role play compared the participants' reactions if the students acted peacefully, with reactions if they were violent, and there was discussion of how the two approaches would be portrayed in the media. The participants saw how a peaceful protest could be more effective.

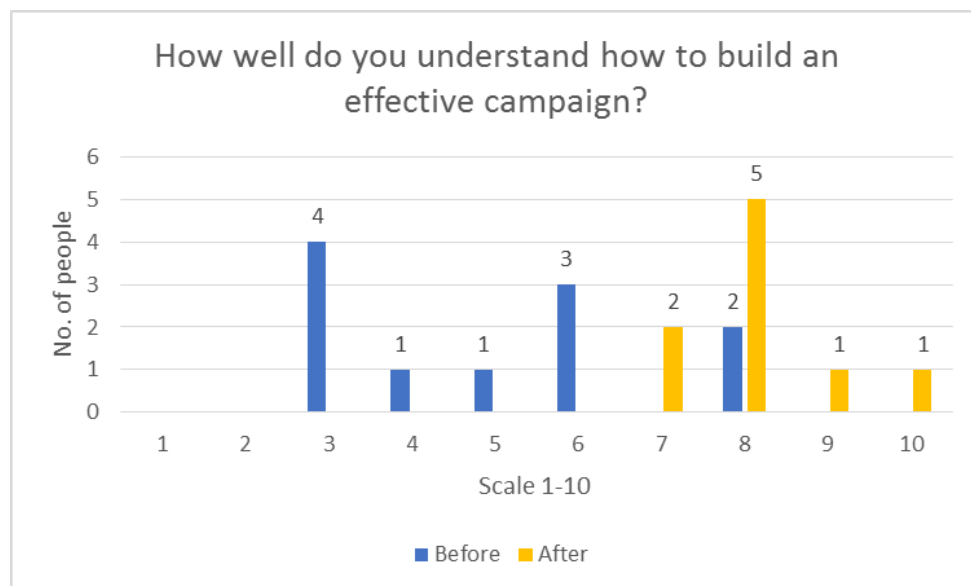
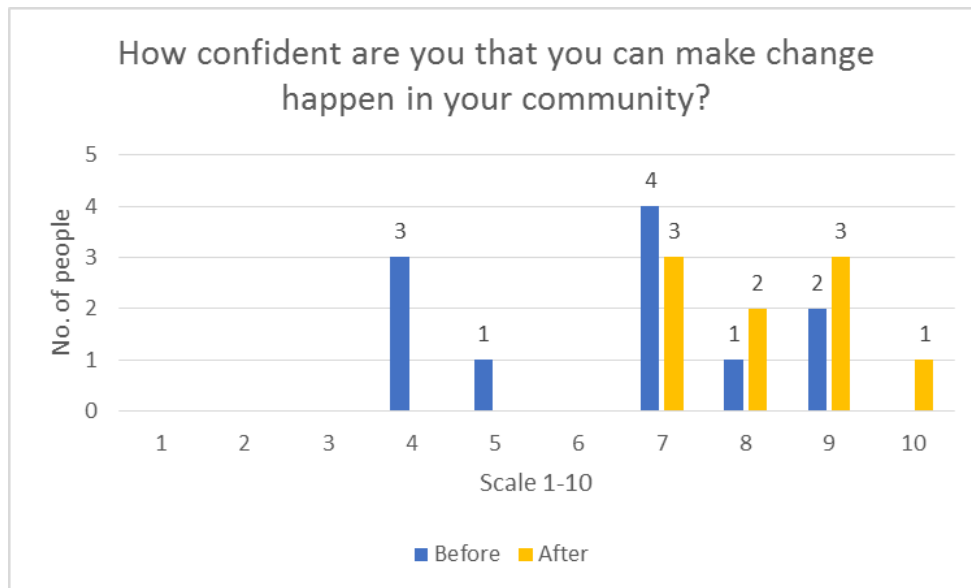
On the second day, Celina Dunlop, photo editor at *The Economist*, brought objects which she has collected, relating to the civil rights movement.

Unfortunately only two young people attended the second day; some of the others were away at a residential course for the Youth Parliament on the second day, and some saw the second day as optional and did not attend. Children NE staff agreed that they should have been more strict about attendance, and that their planning had made the second day clash with the residential course.

## 8.2 Outcomes of the training

Participants completed baseline questions at the beginning of the first day, and summative ones at the end of the day. The following tables show how their knowledge, understanding and opinions changed as a result of the training:





The young people's responses show that their knowledge, confidence and understanding about community organising, campaigning and effecting change increased significantly as a result of the training.

They were asked what barriers they perceived which prevent change happening. Before the training session, they said:

- Decision makers
- Getting decision makers' support / attention
- Decision makers not listening
- 1. Strong opposing side that is better resourced and equipped
- 2. Misunderstanding / ignorance of the problem
- 1. Politicians 2. Lack of structural compassion and equality
- People not accepting the change to come

- 1. People who think that there is no solution or way of making change happen and therefore refuse to help. 2. I think this can be overcome if people treat things like this a lot more positively
- Places to meet people to build up the campaign. It can be hard to know who or where to start to try to change.
- Age - limited of where I can go and resources and lack of understanding Financial support
- Lack of experience and training and still being young myself

After the training, they said:

- Politicians and decision makers
- Funding for the work and organisation
- Money, media portrayal of the vulnerable
- A lack of supporters
- Ignorance from those who don't understand
- Myself
- Not having a lot of people

The factors they thought necessary for community organising to succeed, before the session, were:

- Having the community at the heart of it
- Power
- Solidarity, rational discussion and engagement
- Unity, common cause
- A group of people, manifestos
- Young people with a driven goal
- A variety of people willing to work together to make a change
- Willing participants, decision makers, financial support, awareness / access to media
- Co-operation
- Everybody feeling involved and trusting each other, understanding that not everyone will agree on the same things and compromising for the better.

After the training, they listed the following factors:

- Support / research/people
- Having a clear plan - structure, support and solutions to the problems.
- Common cause
- Contacts
- Lots of people who believe the same things coming and fighting together
- Solidarity and recruitment
- Planning, organising and strategy
- A group of people. Power

Of the nine people who completed the questions at the end of the day, six of them agreed very strongly that they had found the training useful, and three agreed. They all said that the level of training was about right - neither too easy nor too complicated. They all agreed or agreed strongly that they would be able to use the training in their communities and that it was relevant to their organisations.

The young people said that the most useful parts were:

- Sharing experiences
- Applying strategies to our campaigns
- Power
- Strategy planning
- Debates from different sides
- How to deliver points and most important things to have a good argument
- Civil rights movement and tactics
- All of it

Only one person stated something she had not found useful, and that was the role play.

“I thought it was excellent and I found all information and help incredibly useful.”

(Young person)

Some six weeks after the training session, the evaluator went back to Children North East to talk to the participants about the impact the training was having on their campaigning. They were already putting into practice some of the things they had learned, notably the need for developing a strategy, and to start by tackling things which were easier to win. Their current campaign is to ensure that pupils receiving free school meals receive all the daily allowance they are entitled to, rather than any underspend reverting to the school catering company (as opposed to the pupils or the school). Pupils believe they should be able to use their dinner money allowance at breakfast time as well as lunch time.

The young people had learned valuable points about the media and the representation of facts in campaigns, for example some of the photographs taken during civil rights protests were staged to make a particular point, and how people's motives for action were represented.

The young people - and the Children North East members of staff who attended - found the training very effective because it was active and relevant:

“It's not just men in suits telling you what to do.”

(Young person)

“This is the first training I've attended which inspired me to do something. It was really good. We know what the next part of our campaign is now. It was good last year [when we went to Parliament, met MPs and were listened to] but it didn't achieve any change.”

(Member of staff)

“We needed to have a strategy, and now we have one.”

(Member of staff)

Some of the young people had found the Greensboro lunch counter role play very affecting and effective, to demonstrate the value of non-violent protest. One

person had found the role play quite scary and intimidating when everyone took the violent approach. Others said they found learning about this very helpful for their campaigning, and they had talked to their colleagues about it and the importance of non-violent protest.

One of the young people, who also took part in some of the Oral History project sessions, said that his whole experience of Journey to Justice had made him more politically aware. His political views have moved to the left and he says he is now a socialist, and had voted in the General Election.

Eight of the respondents would like Journey to Justice to contact them in three months' time to find out about continuing impact of the training and Journey to Justice programme.

The training for the young people has been very effective and has met the Journey to Justice outcomes:

- Increased awareness of individuals and movements who have taken a stand for human rights
- Increased knowledge of factors which can make a human rights movement succeed
- Believing that they can challenge injustice
- Developed new knowledge and skills to effect change
- Inspired and empowered to take action for social justice
- A lasting network of people committed to social justice

## **9. Training for adults in community organising and campaigning**

### **9.1 Background**

Two days of training for community organising and citizenship education were held for youth and community workers and others interested in developing their practice, using Journey to Justice's unique combination of human rights history, the arts and social change. The first day was delivered by Jack Madden of Movement for Change, following the same outline as the training for Children North East. The second day was delivered by Michael McIntyre of Facing History and Ourselves. Through studying the US civil rights movement, participants made the connection between history and the moral choices they confront in their own lives. Facing History has interactive approach to aspects of US Civil Rights history, focusing particularly on how non-violent methods helped achieve political and social change.

### **9.2 First day - training delivered by Movement for Change**

Seven people attended, who work for Sustrans, Acorn Communities and Children North East. One person was a student and one was not working at present, but used to work for Save the Children.



*Jack Madden, Movement for Change, leads training day for community organisations*

Jack Madden of Movement for Change delivered the training. It covered:

- What is community organising?
  - Build teams
  - Listen
  - Strategise
  - Take action
  - Negotiate
- Negotiation skills, based on role play about the Melians and Athenians (a confrontation between the people of Melos, a colony of Sparta, and the Athenians in 416-415 BC)
- Building power
  - What is power? How would you define it?
  - 3 circles of power (state, market, civil society)
  - Where is power in society?
  - How do we build our own power?
  - With whom would you build power in your community?
- Role play about the Greensboro lunch counter sit-ins, to show the benefit of non-violent protest

Jack Madden gave examples of successful campaigns which communities have achieved, working alongside Movement for Change.

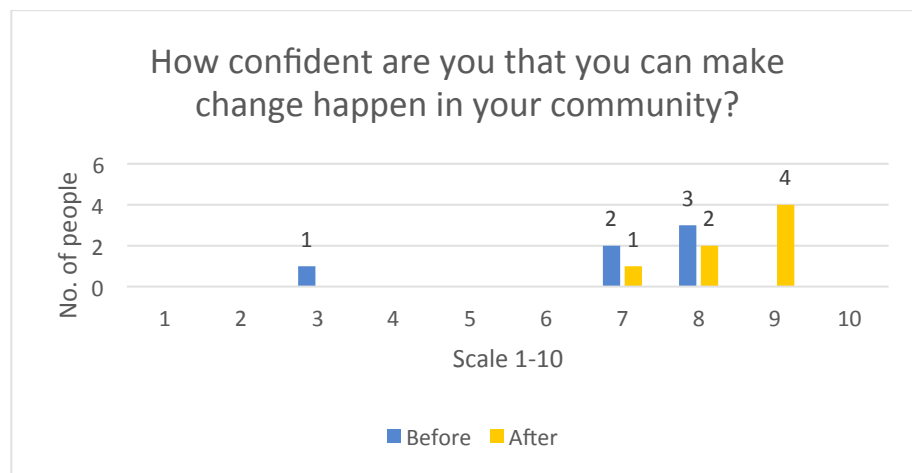
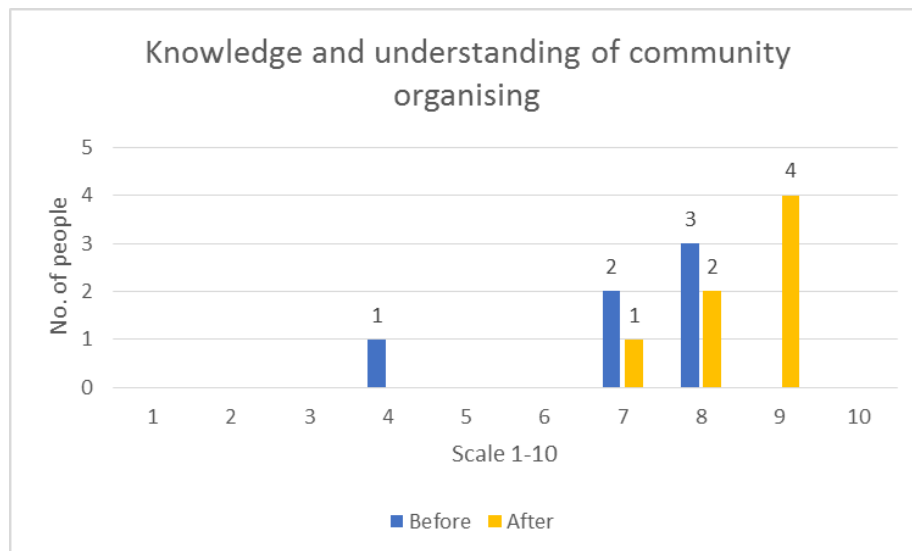


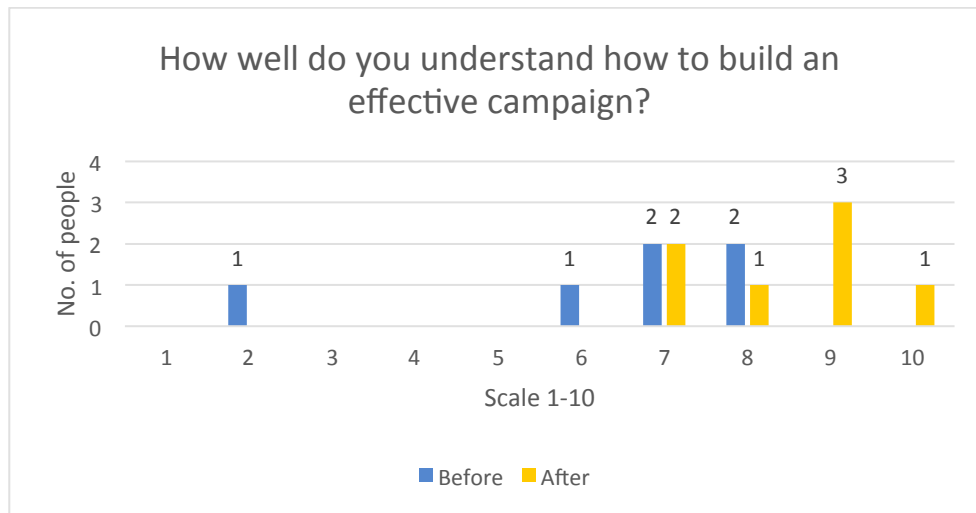
The participants carried out role plays about negotiation and the value of peaceful protest, as in the Children North East training day.

At the beginning and the end of the day, the participants were asked to rate on a scale of 1 to 10:

- Their knowledge and understanding of community organising
- How confident they were in making change happen in their communities
- How well they understand how to build an effective campaign

The charts below show that the participants' knowledge, understanding and confidence increased as a result of the training:





At the start of the training day, the participants identified some barriers which prevent change from happening, and some suggested how they could be overcome:

- Overcoming apathy. Realising successful action. Achieving quick wins
- Capacity within a community. Distractions. Dichotomies e.g. personal vs. collective, conservatism, fear of change
- Politicians. Money. Media bias on key issues
- Distinguishing meaningful change from token projects and having long term or strategic impact
- My shyness and so how to convince the other people
- Apathy. Balance of power not in your favour. Ignorance of what injustices exist

At the end of the day, they identified the following barriers:

- Putting the time in. Getting out door knocking
- My own ability to engage people. Power dynamics
- Capacity within the community
- Lack of confidence / clarity. Politicians
- Building a team - dedicated
- Money. Motivate other people
- Lack of power

At the start of the day, they suggested factors which make community organising succeed:

- One to one relationships. Mass action. Sustainability
- Teams, groups of friends working together. Keen individuals
- Unity. Clear ideas
- The process, building meaningful relationships
- A leader. A strong will. Good arguments. A non-violent organisation
- Persistence. Understanding of power and dynamics. Drive. Passionate about cause

After the training, they suggested the following factors for success:

- People. Power
- Stories. Relationships. Being tactical / strategic

- Building relationships. The people. The team. Having achievable, winnable goals. Strategy and tactics
- Clear strategy
- People - relationships, passion
- A leader. Resources. Non-violent organisation. Information and knowledge
- Keep it personal

Five people agreed strongly that the training had been useful, and two agreed. The level of training had been about right - not too complicated, and not too easy. The most useful parts of the training were the negotiating and the strategy planning.

Around six weeks after the training day, the evaluator carried out a telephone interview with one of the participants from Sustrans, to find out her views on the training now that she had had some time to reflect on it. The most useful things for her had been examples of where campaigning has succeeded (such as Movement for Change's campaign for improved rural bus routes in Shropshire) and of how individuals can be powerful, such as in the film *Made in Dagenham* (equal pay for women working at the Ford factory in Dagenham). The time has to be right for campaigning to succeed.

The participant has been able to put some of the learning into practice at work. She is now encouraged to put forward examples of individual people when putting a case to Newcastle City Council, for example: how they would benefit from, or be disadvantaged by, a particular outcome. Rather than referring to outcomes for people in general, Sustrans will take particular individuals along to council meetings to help support their case.

The training has changed her views - she now believes that individuals can make a difference if they feel empowered.

The evaluator had planned a second interview, with one of the participants from Acorn Communities, but because the participant had been off work for some time, she returned the questions by email. She had been recommended to attend by a colleague, because they thought that the power analysis part of the day would be useful for their roles as community organisers. She wrote that the most useful aspect of the training was:

“The Melian Dialogue exercise was very interesting and the way the exercise was delivered gave very interesting insights into power dynamics. The stories of success in his field the trainer delivered were an inspiring way to complete the day and demonstrated that by following the principles we had been taught, successes could be had. He was a very good storyteller and demonstrated the vital role of storytelling in campaigning and gaining influence.”

When asked whether the training had changed her opinion about anything (either regarding work, or an aspect of social justice), the participant wrote:

“Not really - because I agreed with most of the principles anyway but it did cement in my mind the importance of returning to the fundamental principles in my day to day work. It was also nice to meet like-minded people from diverse organisations and hear how they put the same principles into practice.”

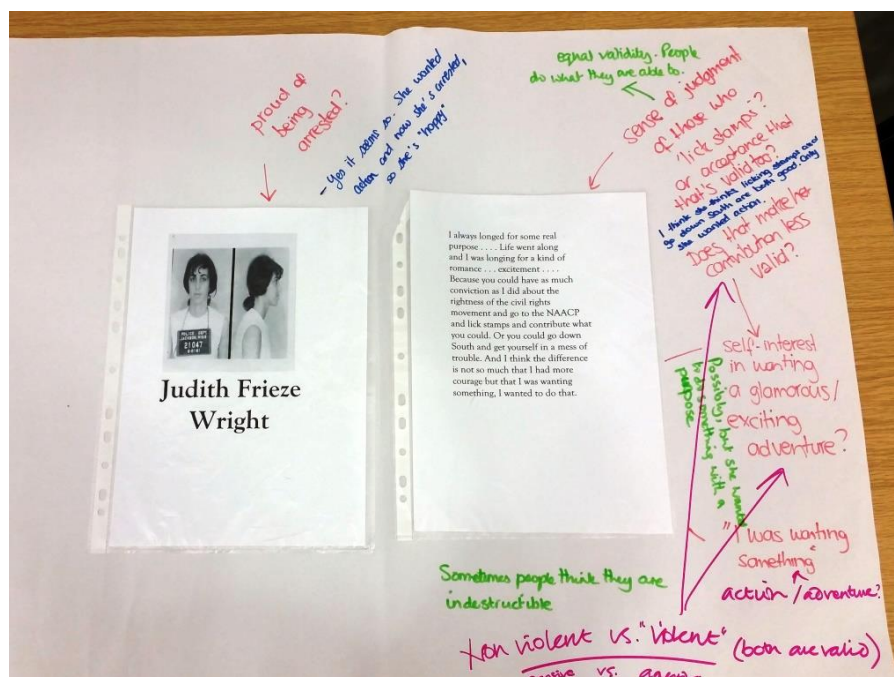
The participant said that she would like to stay in touch with Journey to Justice in the North East:

“Yes! I really enjoyed the course and more than that - I felt the people who organised, facilitated and contributed were very authentic and had a lot of integrity. The lady that attended the course who had set up the Discovery Museum exhibition spoke really passionately about it and I really enjoyed her contributions. They clearly knew about their field and cared deeply about what they were working on. You can’t fake this and I think more than anything this would encourage me to keep in touch with J2J.”

The participant from Children North East had also attended the training day for the young people, and had taken part in their follow-up evaluation session. She said that the training on developing strategies, in this training day and the Children North East’s one, had been extremely helpful in encouraging and enabling her and her colleague to develop a strategy for Children North East, as well as helping her develop a strategy with the young people for Poverty Ends Now.

### 9.3 Second day - training delivered by Facing History and Ourselves

Michael McIntyre, Senior Programme Co-ordinator for Facing History and Ourselves UK, delivered the second day of training. It was attended by four people, two of whom had attended the first day as well (the student and the person from Children North East), another student and a representative of the Anne Frank Trust.



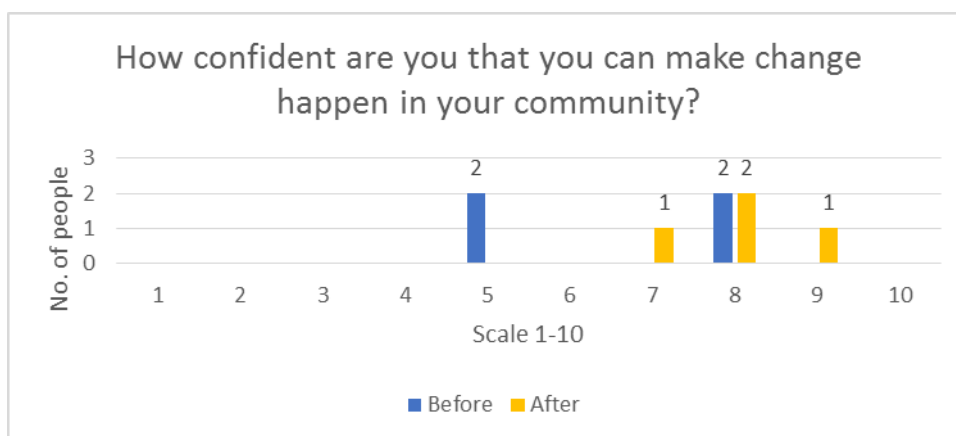
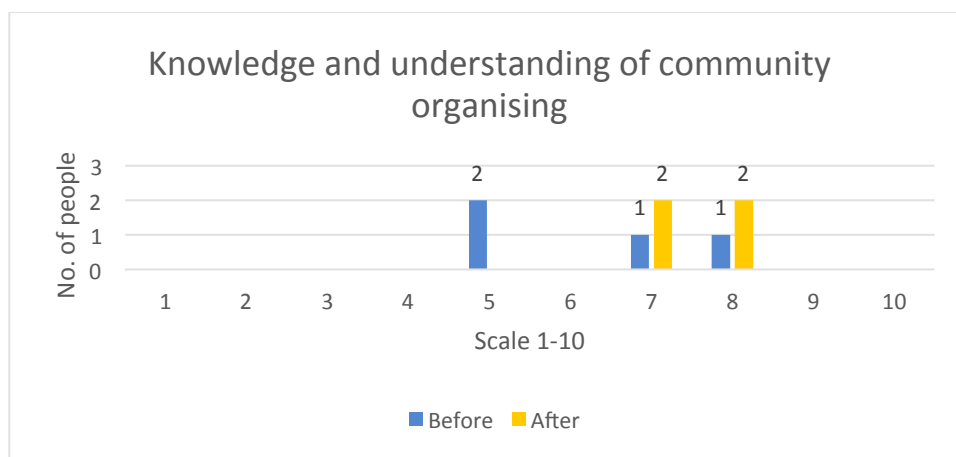
Learning from Freedom Riders

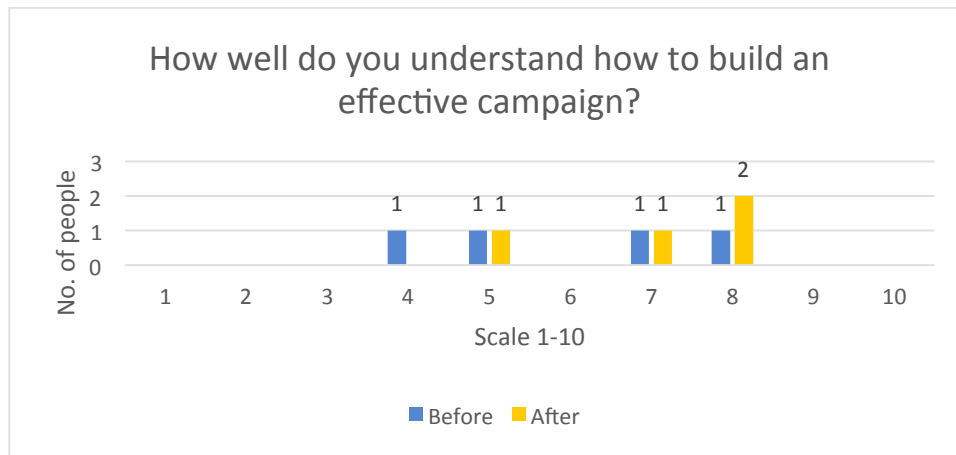
Michael McIntyre's training was based on individuals who were active in the US civil rights movement, in contrast to the Movement for Change training which focused on examples from the present day in the UK. Michael McIntyre focused on human qualities of the activists, for example students at Little Rock High School and the people who took part in the Freedom Rides. A UK example was the Bristol Bus Boycott.

At the beginning and end of the day, the participants were asked to rate on a scale of 1 to 10:

- Their knowledge and understanding of community organising
- How confident they were in making change happen in their communities
- How well they understand how to build an effective campaign

The charts below show that the participants' knowledge, understanding and confidence increased as a result of the training:





At the start of the training day, the participants identified some barriers which prevent change from happening:

- Fear of standing up to the majority
- Lack of organisation. Lack of resources
- Apathy. People too busy with other things
- Funding / (dis)organisation / disinterest

At the end of the day, they identified the following barriers:

- Resistance. Uncertainty about how to act
- No leader - No resources - No organisation
- Opposition based on habit, misunderstanding, prejudice
- Resources. Time. Commitment. Innovation. Interest

At the start of the day, they suggested factors which make community organising succeed:

- Cohesion. Money
- A leader. Resources. A non-violent organisation. A strong will.
- Contacts. Passion. Networks
- Media, communication

At the end of the day, they identified the following factors for success:

- Clear cause
- A leader - Resources - A strong will to improve something. A non-violent organisation
- Common vision. Communication (internally and with public). Determination
- Common aims

The barriers and success factors identified before and after were similar, but all the participants said that they had found the training useful and that it was at the right level. The most useful parts cited were:

- The short films
- Sharing ideas and experiences
- Discussions

All the participants said they would be able to use the training in their communities, and both the participants who are working, said that the training was relevant to their work.

This training day met the Journey to Justice outcomes:

- Increased awareness of individuals and movements who have taken a stand for human rights
- Increased knowledge of factors which can make a human rights movement succeed
- Believing that they can challenge injustice
- Developed new knowledge and skills to effect change
- Inspired and empowered to take action for social justice
- A lasting network of people committed to social justice

The participants valued being able to meet with other like-minded people and to find out what social justice actions other organisations were involved with. They wanted to stay in touch with Journey to Justice.

## 10. Other events

The evaluator attended some other events as a participant observer. The events were not formally evaluated, but the following observations were made.

### 10.1 Art of Social Justice, exhibition at Sanctuary Art Space, Gateshead

An art exhibition was held at Sanctuary Art Space, Gateshead, from 7 to 30 April, to show the work of pupils from Corbridge Middle School's Art Club, graffiti art and photography by young people with CoMusica, and Paul Piercy's Black Portraits.



*Work by CoMusica on display at Art Space, Gateshead*





*Corbridge Middle School Art Club at the Art of Social Justice launch*

The Art Club pupils carried out their own research into people who are, or have been, active in human rights, made art work and wrote about the person or issue they had chosen. Their chosen people and themes ranged from Malala Yousafzai to women's rights activists, to persecution of Jewish people, justice for gay people and racism.

Teenagers from CoMusica (a youth arts project based at Sage Gateshead) created graffiti art, photographs and placards with messages about social justice.

Paul Piercy exhibited some of his portraits of people who are champions of human rights and needs, and are either in prison (or were imprisoned when their portrait was painted) or have died. Their faces are painted in black impasto to represent the fact that they cannot be seen in person, but nevertheless, close up the paint reveals the detail of their faces.

Corbridge Middle School art teacher, Gaynor Walker, who organised the project there, organised a launch of the exhibition and to bring her 29 artist pupils on a bus. Their parents, carers and grandparents were invited and several attended. Talking to some of the pupils, their parents, and the art teacher, it was clear that the pupils had carefully researched social justice and human rights issues. Other adults at the launch were very impressed with the quality of their art work and the



thought and consideration they had given to their chosen person or cause. Many commented on how incredibly powerful the art work was and how affected they were by it.

“All the work is amazing, thoughtful and inspiring....mature beyond the years of the artists...you don't see art like this every day.”

“As a teacher of RE and Citizenship I thoroughly enjoyed the interpretations, especially those linked to modern themes. It is so important...I would have been so proud of work of this calibre!”

There was a comments book available throughout the course of the exhibition, in which visitors could write their comments. One visitor was so impressed by the work, she has been in touch with Journey to Justice and is now on the NE steering group.

### **10.2 Pits and Protest - music of North East heritage at the North of England Institute of Mining and Mechanical Engineers, Newcastle**

Tyneside folk musicians Benny Graham and Johnny Handle performed songs, told stories and showed images and photographs about mining heritage and protest in the North East. The evening was well attended, with tickets available via an online booking system. There was some discrepancy with the cost of the tickets between that advertised on the fliers and the information on the booking website, and also over the starting time of the event. As a result, some people arrived more than half an hour before the start, so some of them went away and came back again. For future events, these details need to be double-checked, but it did not seem to cause a problem on this occasion.

As people arrived at the reception desk and showed (or bought) their tickets, it was a good opportunity to ask them where they had heard about the event.

### **10.3 Newcastle Human Rights Heritage Walk**

This was organised by Pete Sagar, local historian, of A Living Tradition. The walk started at the Amnesty International bookshop on Westgate Road, and took participants to several locations around the city which are associated with people who have been active in social justice. The walk was due to last for two hours and finish at the Amnesty bookshop, but in fact took longer. Nine people (five of whom were associated with Journey to Justice) started the walk but most had to leave at various points during the walk.

The evaluator had planned to ask the participants some questions about the walk:

1. How did you hear about the walk?
2. Has the walk inspired you to take any social justice action?
3. Have you been to see the Journey to Justice exhibition at Discovery Museum yet?

The questions were prepared on A6 cards so that the participants could easily complete them at the end of the walk. However, as almost everyone had left during the course of the walk, it had not been possible to do this and it was not practicable to stop people to complete the questions before they left.

Nevertheless, in conversation it had been possible to find some answers to the questions. Most of the participants already had some involvement in social justice actions, such as volunteering at the Amnesty bookshop or working with refugees. Those who had not already been to the exhibition, were planning to do so.

For future walks, it is important to ensure they finish at the advertised time and place. People may have other commitments afterwards. The walk was advertised through Amnesty International, the Quakers and other networks, but may have benefitted from greater publicity, perhaps via other organisations which arrange history-based walks and through other local human rights organisations. Publicity needs to be more concerted and planned well ahead.

#### **10.4 International Human Rights evening**

The International Human Rights evening presented speakers from China, Armenia, the BAM Sistahood project, local refugee organisations and the nationally acclaimed Centre for Applied Human Rights based at York University. The speakers were well received but the opportunity to discuss solidarity between human rights campaigners and what those in the audience can do to take action for social justice was missed. The event took place after Gary Younge's keynote lecture for Northumbria University's conference about Selma, but at a different venue, which may have reduced the number of people attending.



*Gabi Kitoto speaking at the International Human Rights evening*

## 11. Equality

The Journey to Justice team members were keen that exhibition visitors, volunteers and training event participants should complete equality questionnaires, to see whether the exhibition and event programme was reaching a wide range of people. The equality form was based on the categories which the Office for National Statistics suggests for use in England, and the form is at Appendix 4. The form covered:

- Age
- Gender
- Ethnic origin
- Disability
- Sexual orientation
- Religious belief

There were no questions about occupation (to indicate social class) because the method for assigning occupation to social class is very time-consuming.

All the categories had the option of “Do not wish to give this information”. A few exhibition visitors refused to complete the equality form because they felt it was intrusive, or they did not see why Journey to Justice needed this information. One visitor did not want to fill in the ethnic background section because he felt it was inappropriate, given that the exhibition covered civil rights and equality.

The equality forms were separate from the exhibition surveys, so that they would remain anonymous - on the exhibition surveys, people were invited to leave their contact details to remain in touch with Journey to Justice.

The volunteers were briefed on the training days about how to administer the equality forms. They were told to only ask people aged 16 or over to complete them, because the forms contain sensitive information (ethnic origin, sexual orientation and religious belief) which should not be asked of under 16s (Market Research Society Children and Young People Research Guidelines). Visitors were to be given the forms to complete themselves.

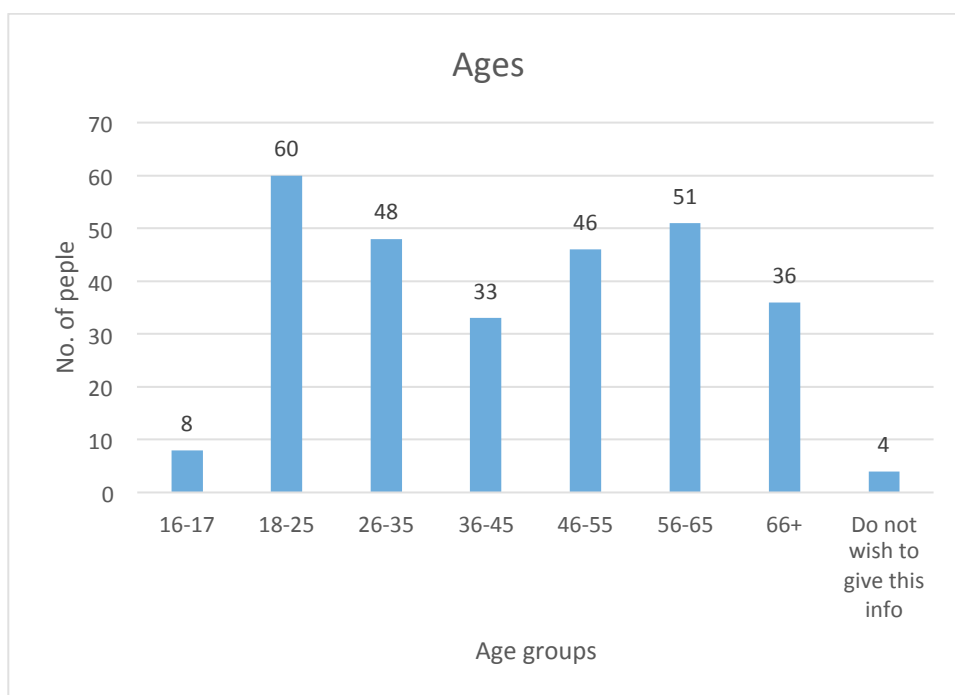
A box was put in the gallery into which visitors could put the forms when they had completed them. They would remain anonymous because did not have to hand them back to the volunteers.

### 11.2 Analysis

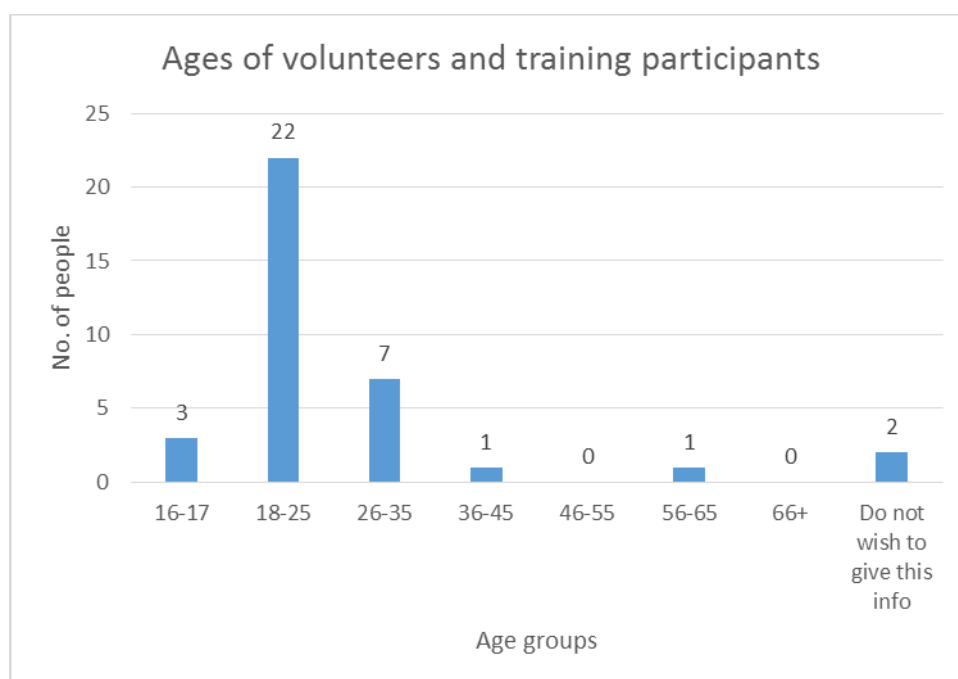
The following charts show the responses from the visitor surveys, the volunteers, and those who took part in the training days.

#### **Age**

The chart below shows the ages of all the people who completed the equality form.



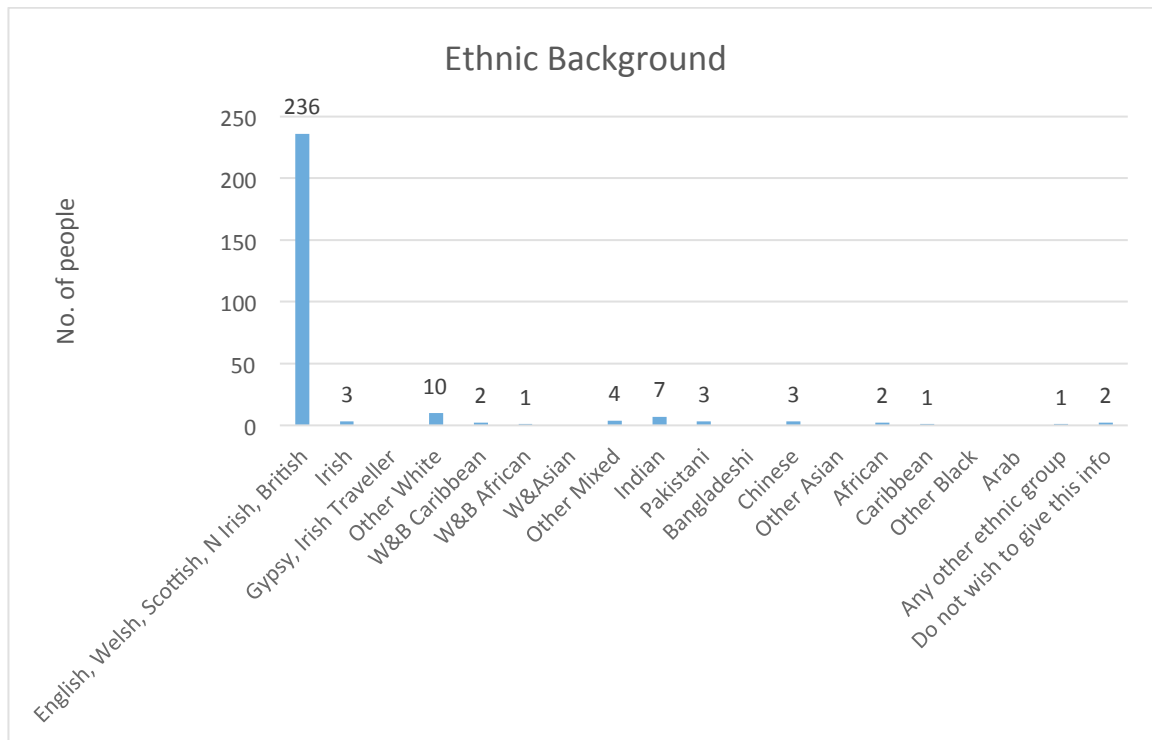
Almost all the volunteers and training participants were aged 35 or under, and the majority were aged 18-25. In addition, two of the Children North East trainees were aged 14 and one was 15.



167 of the respondents were female, 103 were male and one person identified themselves as “other”.

### **Ethnic background**

The majority of respondents were white. People who ticked the “other white” category were European - they noted their nationality.



2009 data from the Office for National Statistics gives the following percentages for the population of Newcastle, for comparison:

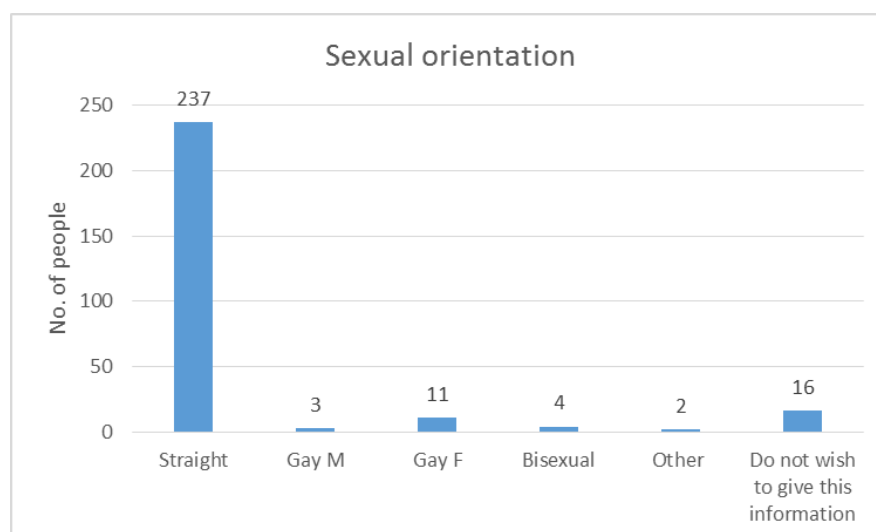
% White	% Mixed	% Asian or Asian British	% Black or Black British	% Chinese
83.61	1.62	7.03	1.48	0.88

### Disability

85 people said that they have a disability, 146 people said they do not, and 20 did not wish to give that information.

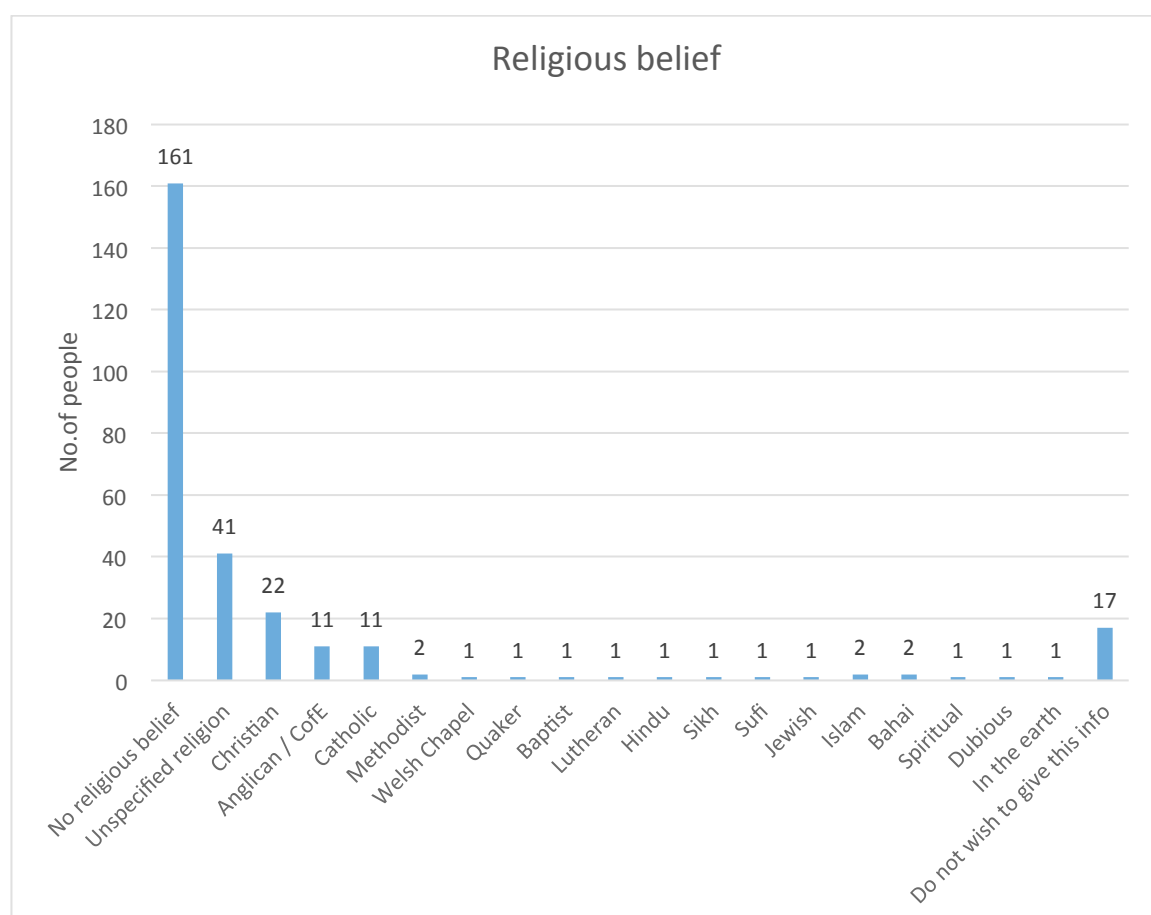
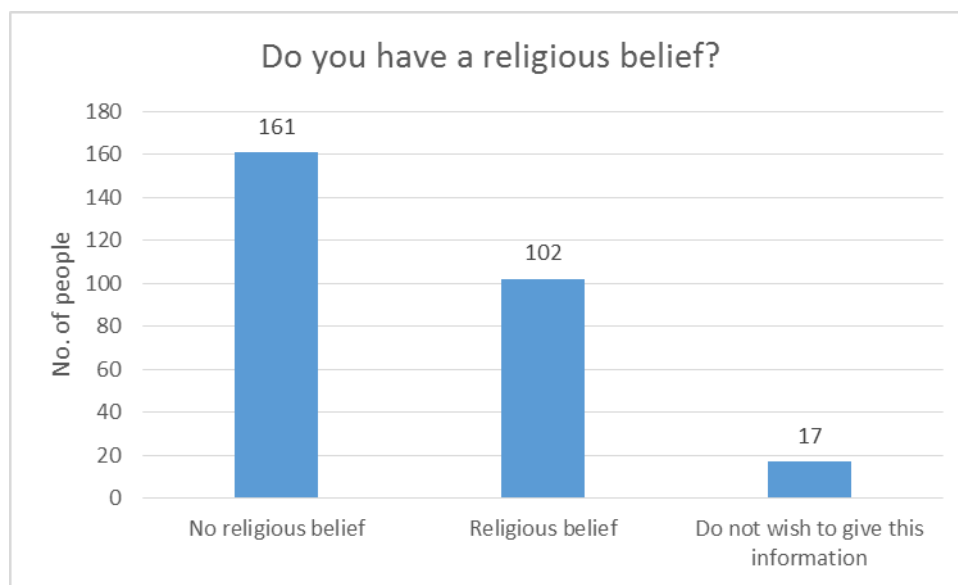
### Sexual orientation

The following chart shows the respondents' sexual orientation:



## Religious belief

The following charts show the respondents' religious beliefs:



## 12. Recommendations for the future

### 12.1 Planning the programme

The date for the Journey to Justice exhibition and events was chosen to coincide with Northumbria University's academic conference about the march at Selma, marking its 50<sup>th</sup> anniversary, which was followed by the 60th BAAS (British Association for American Studies) conference. Fortunately the gallery at Discovery Museum was available at the same time. Northumbria University provided funding and in-kind assistance for Journey to Justice, and Journey to Justice became the public outreach face of the conference, reaching an audience which the conference would not, and which the university itself would not have had the human resources to reach.

Journey to Justice benefitted from being linked to Professor Brian Ward and his teams' conferences. This meant that over 100 American Studies specialists were in Newcastle and the conference organisers promoted Journey to Justice and encouraged participants to visit the exhibition. The conference organisers gave 20 tickets for their Gary Younge keynote lecture to Journey to Justice, which was very popular. As a result, Journey to Justice received a boost, including potential partners for future venues.



*Professor Brian Ward with young people at Space 2,  
who took part in the oral history project*

Journey to Justice had a presence at related events e.g. the Northern TUC conference and publicised the work of other organisations e.g. Show Racism the Red Card, Freedom from Torture and UNITY. It might be worthwhile, when planning programmes in future venues, to link up more formally with other organisations which have relevant events, so that they can be of mutual benefit as happened with Church Action on Poverty who organised a day of events to coincide with Journey to Justice's work and the forthcoming General Election.

Although it was a full house for the launch event, it might be wise to avoid major holidays and festivals: the launch coincided with Easter and Passover, so many people were away; on the other hand, that meant others were free to travel and attend.

The Journey to Justice events programme was packed, with some events (such as the launch and the event about Martin Luther King's visit to Tyneside) very popular, whereas others, e.g. the Bayard Rustin film, were less well attended. Professor Brian Ward suggested that the events programme should be planned carefully to take into account events which the universities and other organisations (for example the Lit & Phil) were holding, especially if those events would be likely to attract a similar audience as the Journey to Justice event.

Having too many events in the programme is very demanding for the Journey to Justice team and volunteers to deliver everything, and may reduce the number of people who attend. On the other hand, there needs to be sufficient events to give the programme momentum and visibility. The Journey to Justice Director considers that the most significant factor was that there was not enough PR and marketing in advance, and although the Journey to Justice team printed thousands of posters and flyers, had a strong social media presence and worked with local people, they would have benefitted from someone with local knowledge who was dedicated to publicity. There should have been more targeted PR; (there was some and special thanks go to a local supporter for this), but not enough. In future it might be possible to receive help from a local PR firm pro bono, or PR students from local universities or colleges on placement.

## **12.2 Communication with sponsors and partners**

Communication with most of the sponsors and partners had been effective, and a lot of in-kind support was provided by Tyne & Wear Museums, Newcastle University and Northumbria University, for which the Journey to Justice team is very grateful. For example Northumbria University provided a room in visiting staff residence for the Journey to Justice director at no charge for two months.

Tyne & Wear Museums and Archives were very helpful regarding the exhibition. However, their publicity and learning departments did not promote the exhibition sufficiently, and so joint publicity with host venues should be clarified with future venues.

Newcastle University provided funding which enabled Journey to Justice to employ a local organiser and substantial in-kind support, as part of the run-up to the 50<sup>th</sup> anniversary commemoration of Martin Luther King's honorary doctorate awarded by the university in 1967. The in-kind support included rooms and lunch for training days, paying the Student Ambassadors for their time on duty at the exhibition, and Newcastle University paid for the International Human Rights evening at Northern Stage. Journey to Justice is immensely grateful for all the support they received but the terms of the grant were not clearly written down before the University member of staff, who authorised it and had liaised with Carrie, left and was replaced by someone else. There were therefore some misunderstandings about how part of this funding was to be used. This included lack of clarity about who was responsible for funding the proposed exhibition



about Martin Luther King at the Great North Museum, what the content of the exhibition would be and the level of involvement of GNM staff. Arrangements had been made via a series of informal meetings with nothing minuted and each party had a different understanding of what was agreed.

Communications with Space 2, for the oral history project, were not successful. Despite many planning meetings with the staff beforehand, Space 2 had not recruited young people to take part in the project in advance, and did not give them sufficient information to ensure that other participants could attend subsequent project sessions. The young people themselves confirmed that they had not received the information they had anticipated from the Space 2 staff.

For programmes in future venues, it should be considered whether major partners should join the steering group. While most of those involved were satisfied, communications with **all** partners need to be effective in order for the programme to succeed and Memoranda of Understanding should be drawn up well in advance, to ensure that all parties are fully aware of their responsibilities.

### **12.3 Publicity**

Journey to Justice had good coverage in *The Journal*, *Evening Chronicle*, on BBC radio and television. A Journey to Justice supporter helped write a press release for the launch and paid for it to be sent to Source Wire which meant it received wide publicity. Members of the steering group and some partners were helpful but in future, Journey to Justice needs a detailed communications plan to take account of all available publicity outlets and the copy deadlines for publications such as *The Crack* (North East listings magazine).

The thousands of posters and fliers created a level of awareness in the city. Whenever the team handed out publicity e.g. at an anti-racism march, recycled food events etc. several people said that they had seen them already. They were displayed in shops and many other locations. Members of the Journey to Justice team were told by some people that they had managed to have high visibility in the city and by others that it wasn't enough!

Social media (Facebook and Twitter) was well used to promote the exhibition and events and these should form part of any future communications plan. More details of the reach and engagement of Facebook posts and Tweets are at Appendix 4.

Attracting schools was not as successful as hoped; those which took part in the workshops were ones the local Project Co-ordinator had worked with already. The Northumbria students on placement emailed all the schools in Newcastle, Gateshead, Northumberland and Co Durham, but this should have been done earlier and in a more targeted way. It was not made sufficiently clear with Tyne & Wear Museums that the TWAM learning staff would send information to schools. Publicity sent via partners who had relationships with schools was not very fruitful.

It is always difficult to get information to the right person in schools; it is best if there is a personal connection or network to reach them by. Schools are also constrained by the curriculum, timetable and costs for transport and staff cover, so it has to be very clear what the benefits and learning outcomes will be of any

proposed visit. Perhaps Journey to Justice should offer to make more school visits if it proves too complicated for groups to be released.

The training for adults had been intended for teachers as well as community workers, so this training needs to be carefully targeted at teachers, ideally via existing networks.

Despite their best efforts, the Journey to Justice team realise that they did not reach or attract enough BAME groups, nor did they reach groups for people with disabilities. This is something to address in future communications plans and when developing partnerships. There was a more significant number of BAME performers and presenters in the Journey to Justice programme than in audiences.

## 12.4 Exhibition improvements

As this was the first venue for the travelling exhibition, it was likely that various alterations and improvements would be needed to make the exhibition even better. Some changes were implemented during the course of the exhibition (such as a banner at the entrance, activities for children and stating the duration of the audio). Other alterations can be made for future venues, such as increased content particularly for local and other UK stories. More provision needs to be made for people with disabilities, with regard to the height of the ballot box and lunch counter, and for people with visual and hearing impairments. The suggested improvements to the exhibition are at Appendix 3.



*Carrie Supple, JtoJ director with banner at the entrance to Discovery Museum*

## 12.5 Training workshops

The content of the workshops was well received by the young people and adults, and they said they have already been able to put what they learned into practice.

The training days for Children North East showed the importance of ensuring that the organisation recruits people who can attend the full course, and that the dates are arranged so that they do not clash with any other events involving participants.

Not as many people attended the adults' training days as originally hoped, and no teachers attended despite or perhaps because of the sessions being held in the Easter holidays. There needs to be more targeted publicity and promotion to teachers and youth and community workers via existing networks which are known to be effective at reaching them.

### **12.6 Recruiting volunteers**

Recruiting volunteers through the Newcastle Volunteer Centre was significant and fruitful, bringing in volunteers of different ages and backgrounds. It was also particularly beneficial to recruit volunteers through Newcastle and Northumbria Universities and Newcastle College. Journey to Justice was delighted with the numbers and quality of volunteers.

The training sessions for the volunteers were necessary to ensure that they were familiar with the Journey to Justice events programme, the exhibition, and their role in staffing the exhibition. It is important to make clear that they need to engage well with exhibition visitors, and that they should not be reading or using their laptops, for example, while on duty in the exhibition.

In addition to volunteers recruited locally, Journey to Justice benefitted from and is hugely grateful to management committee members, volunteers and friends and family who came to Newcastle to support many of the pilot events.

### **12.7 Oral history project**

These recommendations are taken from the oral history project evaluation report:

#### ***12.7.1 Allow enough time for project planning***

Plenty of time was needed for Journey to Justice and Curiosity Creative to plan the project and find appropriate activists to interview. For this project, some of the activists were people already known personally to Journey to Justice and Curiosity Creative, and Murphy Cobbing of BBC Radio Newcastle made the introductions to Meredyth Bell and Paul Barry. In future, with a longer lead time, another option could be to focus on particular themes for the interviews. For example, Discovery Museum has mainly a family audience, and so themes of families, children and poverty would have had a resonance with many visitors to the exhibition.

Finding a project partner early (see below) would enable the young people to take part in some of the project planning which would give them more ownership of the project, and a wider range of skills.

#### ***12.7.2 Find appropriate project partners***

Space 2 was chosen as the youth organisation partner because it works in Newcastle with a large number of young people from different backgrounds. A Memorandum of Understanding set out what was required from each partner, but these requirements were not always achieved with regard to Space 2's

communications between the partners (Journey to Justice and Curiosity Creative) and the young people, and with project planning. One of the young people suggested that the opportunity to take part in the project should have been extended to other organisations, and suggested the YMCA, Streetwise and Mesmac. In fact Journey to Justice had approached Streetwise as a possible partner, but it had turned out not to be practicable.

In future, Journey to Justice should make more extensive enquiries about the capacity of possible partners to deliver on a project like this, especially when particular outputs (content suitable for a high-profile public exhibition) have to be achieved within a particular time frame. A Memorandum of Understanding should be drawn up much earlier than it was in this case and it should be made much more explicit what is expected of all the partners.

### ***12.7.3 Plan ahead with project partners***

It is important to plan well in advance with all project partners to ensure that everyone is fully aware of their responsibilities within the project, and to allow enough planning time to plan the project well. Several planning meetings did take place with Journey to Justice, Curiosity Creative and Space 2, to make clear what the project would involve. It would also have been helpful for Curiosity Creative to meet with Space 2 staff and potential participants together, before the first oral history session, to present the aims of the project clearly, to encourage young people to take part, and for everyone to get to know each other better. This would also give the opportunity for the young people to have some input into the planning process thus offering them new skills as well as more ownership of the project.

### ***12.7.4 Recruit appropriate participants***

The six young people originally recruited for the project did not turn up on the day, so Space 2 had to recruit people who were at their premises on the morning the project started. As it turned out, this worked well as they were older (mainly in their early 20s rather than aged 14 and 15 years) and so possibly more able to deal with the demands of learning many new skills quickly, and to interview adults whom they had not met before. However, they did not know much about the project in advance.

For future projects, it will be important to allow sufficient time for the oral history specialist to meet with the young people in advance to build relationships with them, and to brief them about what the project will involve and what their role will be. Curiosity Creative had tried to meet the young people before the project started, but difficulty of communications via Space 2 meant that this was not possible.

The age and ability of participants should also be considered, if particular outputs such as exhibition content is to be produced. The participants need to be able to learn the necessary skills in a short time, and to be confident enough to work with and interview adults whom they have not met before.

#### ***12.7.5 Allow enough time for the oral history training and interviewing***

One of the aims of this project was to provide content (oral history recordings and text and photo panels) for an exhibition, which demands material of a sufficiently high quality for the purpose. This was achieved for the Newcastle exhibition, but it may be advantageous to allow more time for training the participants in the relevant skills so that they are more confident in carrying out the interviews. For this project, there was insufficient time for the participants to carry out the post-production work, so the editing and creation of the interviews in a suitable format for the exhibition was carried out by Curiosity Creative in partnership with Journey to Justice.

#### ***12.7.6 Enable young people to record their own oral histories/digital stories***

Recording their own oral histories, or making digital stories about issues of social justice which are relevant to them, will give young people more of a voice. It will enable other people to understand the factors which affect young people's lives and can be another way of campaigning for social justice. If accessioned into a museum or archive collection, the oral histories or digital stories will provide a permanent record of aspects of young people's lives today.

#### ***12.7.7 Research opportunities with other organisations***

The research sessions at Discovery Museum and Newcastle City Library were valuable opportunities for the participants to find out more about social justice through studying documents and objects at first hand. The museum and library staff had gone to a lot of effort to prepare the sessions. For future projects, it would be good to involve partners such as museums, libraries and archives in planning the project.

#### ***12.7.8 Include creative activities as part of the project programme***

The zine making day was very popular, and the participants enjoyed learning about the importance of art and music in campaigning for social justice through the other Journey to Justice activities they had taken part in. Future Journey to Justice programmes should include more art and music activities for young people to gain ideas and skills which they can use in their own campaigns. The role of the arts in social justice is one of the key aspects of Journey to Justice's work.

### **12.8 Future plans for the Journey to Justice in the North East steering group**

Bethany Elen Coyle will continue as the North East Co-ordinator in a voluntary capacity until additional funds can be secured. The Heritage Lottery Fund suggested Journey to Justice apply for a larger grant in order to develop their work in the North East. The steering group will continue to promote Journey to Justice's mission:

- To inspire and empower people to take action for social justice through learning about human rights movements

Journey to Justice will work with Newcastle University on preparations for the 50<sup>th</sup> anniversary of Martin Luther King's degree award.

The steering group will hold an Action Day within the next few months, and invite the 550 people who have expressed an interest in staying in touch with Journey to

Justice. This will be an opportunity for people to discuss how Journey to Justice should progress, and what its priorities should be.

More events and activities will be organised to fit in with Journey to Justice's mission.

### **12.9 Future plans for Journey to Justice nationally**

Journey to Justice invited people from centres around the UK who had expressed interest in hiring the project, to come and visit the exhibition while it was in Newcastle. Two members of staff from the Ahmed Iqbal Ullah Race Relations Trust in Manchester came and are keen to help bring the exhibition programme to Manchester. As a result, four Journey to Justice volunteers went there to run a taster session on June 26th. People from other organisations visited the exhibition or heard about it, and Journey to Justice is in discussion with potential partners for 2016 and 2017 from the arts, education (FE and HE), museums and heritage in Leicester, Nottingham, Dundee, Bristol, Birmingham, Edinburgh and Hull - some directly as an outcome of this pilot. It is hoped that the exhibition will be launched in London in summer 2016.

All events planned for future venues must have opportunities for people to get involved in action for social justice.

Journey to Justice is planning to have a conversation about its Theory of Change, i.e. why does the team think that what they are planning and what they do, is likely to lead to the change they want. The pilots are testing this Theory of Change and Journey to Justice's outcomes framework. All this will be discussed at the AGM and team day on Saturday 14 November 2015 in London.

## **13. Emerging impact**

All Journey to Justice's intended outcomes were met in the Newcastle pilot:

- Increased awareness of the long history in the UK and globally of individuals and movements who have taken a stand for human rights

93% of respondents to the visitors' survey said that the exhibition had made them more aware of the US civil rights movement. Many of the remaining 7% said that they had a good knowledge of it already, for example through studying it at university. 88% said it had made them more aware of the history of human rights movements in the UK.

- Increased knowledge of what the key factors are for any human rights movement to succeed - including the role of music and the arts

Through the exhibition and the wide range of events, people are more aware of the role of music and the arts in human rights movements, and participants have been able to create their own work thanks to the schools' music workshops, CoMusica and Corbridge Middle School's art works for the exhibition at Sanctuary

Art Space, and the zine making day as part of the oral history project. The jukebox was a popular way to bring music to the exhibition. Respondents to the visitors' survey suggested their key factors for success, not least the very practical need of a lot of administrative time. Young people and adults learned about strategy, planning and non-violent protest from the Movement for Change and Facing History and Ourselves training.

- People engaging in Journey to Justice activities believe that they can challenge injustice

The young people taking part in the oral history project and the Movement for Change training now feel more empowered to challenge injustice, and many of the visitor survey respondents said that they will now challenge injustice by speaking up for others or for themselves.

- People engaging with Journey to Justice activities have developed new knowledge and skills regarding how to effect change

Visitors to the exhibition, training and oral history participants, and people who attended events have learned about examples from the past and the present day that they can use to effect change. The music workshops have encouraged pupils to think about social justice, and the Corbridge Middle School pupils carried out research about how individuals and movements have effected change.

- As a result of participating in Journey to Justice activities, participants are inspired and empowered to take action for social justice

51% of the visitor survey respondents said that they have been inspired to take action for social justice. The oral history project participants were inspired by the people they interviewed, and learned how they had found effective ways to achieve change. The young people and adults who took part in the training days are already putting what they have learned into practice, through Poverty Ends Now campaigning and in their workplaces.

- The Journey to Justice exhibition programme creates a lasting network of people committed to social justice

46% of the survey respondents said that they would like to stay in touch with Journey to Justice, and almost all the training and oral history participants did too. Along with the people who signed up at events, Journey to Justice now has 550 people who either signed up as being interested before the pilot or during it and would like to stay in touch. The North East steering group will invite them to an action day in the near future, to plan future events that they can be involved with. Links have been made or strengthened with many organisations in the North East which will continue; this was helped by making information about other human rights-related organisations available in the exhibition and on the website. Journey to Justice will be involved with planning Newcastle University's celebrations to mark the 50<sup>th</sup> anniversary of Martin Luther King's honorary doctorate award in 2017, and will maintain links with Northumbria University.



Having successfully met these outcomes, Journey to Justice hopes to see a lasting impact in the North East but it is vital the momentum gained as a result of the pilot is sustained. Everything learned through the pilot in Newcastle will inform the development of future exhibition programmes, to inspire and empower people to take action for social justice through learning from human rights movements.

## Appendix 1: Launch programme



### **Journey to Justice: Footsteps to Freedom in the North East**

**Grand Launch Saturday April 4<sup>th</sup> 2015**

**Discovery Museum, Newcastle upon Tyne**

**Journey to Justice aims to inspire and empower people to take action for social justice through learning about human rights movements [www.journeytojustice.org.uk](http://www.journeytojustice.org.uk)**

Opening of Journey to Justice: the exhibition: Marcia Saunders, former US civil rights activist

Welcome by our compere: Bethany Elen Coyle – Journey to Justice, North East Co-ordinator

Johnny Handle and Benny Graham – music of North East heritage

Mark Hutchinson, Chair, JtoJ and Carrie Supple, Director, JtoJ

Young people from Children North East and Space 2/Solar Learning

Crossings – building bridges between asylum seekers, refugees and the local community, through music

Parul Motin, teacher, George Mitchell School, Leyton, London reads poetry written by her students

Keith Hodgson – UNISON, retired and Archie Sibeko, trade unionist and freedom fighter

### **Refreshments**

Kingsmeadow Community Choir and NESS (North East Socialist Singers) – *Ella's Song*

Films: 1. Questions to Newcastle from Leyton 2. Martin Luther King's visit to Newcastle

Chi Onwurah MP for Newcastle Central

Brian Ward, Professor in American Studies, Northumbria University

Kingsmeadow Community Choir and NESS - *Solidarity Forever*

**A massive thank you to all our volunteers, partners, supporters and funders – see over**

Email: [info@journeytojustice.org.uk](mailto:info@journeytojustice.org.uk) Tel. 07711199198 Tweet: @freedomandjobs

#footstepstofreedom #humanrights #myjourneytojustice #jtoj #socialjustice



SIGRID RAUSING TRUST



## Appendix 2: Project Partners

A Living Tradition  
Angelou Centre  
Bar Loco  
Bridge and Tunnels Production  
Centre for Applied Human Rights, York University  
Children North East  
Christchurch Primary School  
Church Action on Poverty  
Citizens Advice Bureau  
City of Sanctuary  
CoMusica Arches Sage Gateshead  
Corbridge Middle School  
Curiosity Creative  
Curious Monkey  
Discovery Museum  
Facing History and Ourselves  
Good Cause TV  
Great North Museum  
Heritage Lottery Fund  
Hotspur Primary School  
Kingsmeadow Community Choir  
Ladies of the Midnight Blue  
Movement for Change  
NESS Collective (North East Socialist Singers)  
Newcastle Civic Centre  
Newcastle College  
Newcastle Council for Voluntary Service  
Newcastle University  
Newcastle Volunteer Centre  
North of England Institute of Mining and Mechanical Engineers  
Northern Stage  
Northern TUC  
Northumbria University  
Regional Refugee Forum North East  
RSA  
Sanctuary Artspace  
Scrumpy Willow and the Singing Kettle  
Settle Down Café  
Show Racism the Red Card  
Space 2  
Swingbridge Media

The Black Portraits  
The Crossings Project  
The Literary and Philosophical Society of Newcastle  
TWAM  
UNISON  
West End Refugee Service

## Appendix 3: Suggested improvements to the exhibition

### 1. Publicity outside the gallery

The main entrance to the Journey to Justice gallery in Discovery Museum was beside a busy corridor. A pop-up banner was installed at the gallery entrance, which acknowledged all the people who had contributed (financially or in-kind) towards Journey in Justice. However, it wasn't sufficiently clear what the exhibition was about so volunteers and visitors suggested there needed to be a welcome sign outside the gallery entrance, to encourage people to come in.

A pop-up banner advertising the exhibition was put in the main entrance to Discovery Museum, to draw visitors' attention to it as they entered the museum. 21% of people who responded to the visitors' survey said that they had heard about the exhibition on arrival at Discovery from staff on reception or because they happened to pass by the gallery.

### 2. Layout and size of the exhibition

The juke box and lunch counter were hidden from the main gallery entrance by the large introduction panel. Because they look enticing, it would perhaps be better to have them more visible, so that people passing by the entrance would be encouraged to come in.

It was suggested that instead of being in a 'loop', the layout should be in a zig zag or spread out, making it more difficult to miss any part of the exhibition. Several people entered via one entrance and left by the other, without seeing the whole exhibition.

An arrow was added to suggest to visitors where to start, and which way to go round the exhibition.

The edges of some of the panels were sharp, and Discovery staff suggested that they should be sanded.

A lot of people wanted the exhibition to be bigger, with more content:

- More information about the background to the civil rights movement and what the protests achieved
- Information about Native Americans
- More about Martin Luther King's visit to Tyneside
- More stories from the UK and about current human rights issues.

Many liked the look of the exhibition colours, photographs and design, and the fresh wood smell. Some people had not realised that each story was based on a bus stop, but those who did make the connection thought that it was a successful approach.

The Memphis sanitation workers' strike should be moved to be beside MLK's murder (which makes sense chronologically).

### **3. Introduction to the exhibition**

Journey to Justice's aims and mission need to be made more clear, even though it is written on the Introduction panel. The theme of a journey and bus stops needs to be more explicit. Perhaps there should be a clearer introduction to the structure of the exhibition i.e. starting with the US civil rights movement, its UK links, UK-wide and local history of struggles for social justice. Perhaps there should be a more stunning opening - another quote, question, or activity - a more compelling draw?

Someone suggested putting the UK map with struggles for freedom at the start of the exhibition, which would make a connection with the UK at the outset.

Another visitor asked for a board about the UN Declaration of Human Rights at the start.

The movement (often two-way) of ideas and people (Gandhi, Christianity, Bunyan, etc) should be made more explicit.

### **4. Stories**

A few people asked for more information on the UK's long history of struggles for freedom and rights and especially more local history - both for examples and links to the general struggle for rights. Another suggested there should be activities for finding out about local activists past and present. Someone suggested Journey to Justice contacts the Institute of Race Relations [they are in touch with them already] to discuss borrowing their exhibition about 'black struggles in the UK'.

There needs to be more labels on the UK map in order to cover the NW, NE and Yorkshire. There could also be more examples from Scotland, Wales and Northern Ireland. The team has since agreed examples and Keyboard Group will print them ready for the Sheffield pilot.

Some asked for more about MLK's visit to Newcastle and his receipt of an honorary degree from Newcastle University and for more of his speeches. Journey to Justice has been in touch with the Martin Luther King estate but permission to use his speeches is difficult and very expensive to obtain.

Someone asked for information about the riots/responses to MLK's assassination.

Not many people said stories of the civil rights movement were missing although one asked for information about John Lewis, SNCC leader. Some wanted more on the outcomes of the civil rights movement and of each campaign featured in the

exhibition. One person asked for more about Native Americans which is a priority for the exhibition team.

Journey to Justice would like to find a way to include a photo of Paul Robeson singing at a May Day rally in Glasgow in the 1960s. It was suggested that perhaps there should be something which shows “Whites Only” signs from the USA in the 1960s

Brian Ward wrote: “The Jackson sit-in photo features Joan Trumpauer Mulholland. There’s a great documentary about her (called *An Ordinary Hero*) and she travels to give talks - she’d be a person worth pursuing to visit future exhibitions and launches’. [Michael Gillender, a volunteer researcher, has since traced her and her organisation].

A few comments said information about current affairs in the United States and other countries should be added: Ferguson, [and now Charleston], Black Lives Matter, death, prejudice, brutality, fear/treatment/violence against black men; the significance of Obama’s Presidency. There needs to be more on human rights abuses and movements everywhere.

Journey to Justice could use the findings from visitors’ survey responses, regarding what makes a successful movement e.g. tactics and their impact.

#### **4. Pop-up panels**

The introduction and the DC March panels are a bit flimsy and come ‘un-done’ easily and there are a few other practical things which need fixing. Patrick Sheridan (who de-installed the exhibition and is storing it in Newcastle) has agreed to do them.

#### **5. Ballot box**

There was a suggestion that posters and / or newspaper articles could be put on the side of the bare ballot box. It might work well to run an election or genuine referendum about something using the ballot box, but it would have to be something meaningful.

The ballot box is too high for people using wheelchairs, and for children.

#### **6. Lunch counter**

Add stories of Native Americans e.g. Mary Bravebird - Journey to Justice needs to secure permission to use her photo. Correct the spelling of James Bevel (one ‘l’).

The lunch counter was on wheels and moved sometimes, which meant that the adjacent panels moved too. It needs to be fixed in place. It is also too high for people who use wheelchairs. The ‘Lunch Counter - Open to all’ banner above it was precarious and kept falling down, and needs to be firmly fixed.

There was nowhere for volunteers to store their bags nearby (although they could have put them in the museum’s lockers for £1 each time). Discovery staff suggested building a secure cupboard into the lunch counter, where volunteers could put their bags, as they tended to leave them lying around.

## **7. AV points**

Some people commented that the headphones meant that at busy times, people had to queue to listen to the recordings. However, if the recordings were available without headphones, the competing sounds from the different recordings would make them difficult to listen to. Some people found that the volume on the headphones was set too low for them to hear and didn't realise they could alter them.

A note was added to each bus stop to say how long each recording lasted so people would know in advance how long it would take. This information needs to be added permanently to each sign.

## **8. Music**

There were many positive comments about the power of the music that was played on the juke box. This was a mix of songs from the US civil rights movement and local and international freedom songs from history and contemporary recordings. A list of **all** the songs on the jukebox, and their lyrics, needs to be provided in a folder with different hinges as the current ones are difficult to use and break easily. Discovery Museum has an education licence which covers permission to play the songs in public. This will need to be addressed for future venues.

The CD of music on the jukebox needed to be re-started manually throughout the day, so there needs to be a way to ensure that it will play all day, perhaps using a repeat button on the CD player.

The jukebox was not very stable, as it was too heavy at the front and needed to be moved regularly, so that the volunteers could turn the music on and off and access the Ipods linked to the listening posts. This needs to be addressed.

## **9. Artefacts**

Objects about activism and protest could be added from the collection of future venues (e.g. museums, libraries, archives). Celina Dunlop has agreed to advise.

## **10. Interactive/audio-visual aspects**

Perhaps there could be a spoken guide to the exhibition.

A 'key' to the lunch counter questions was made and put by the barrier so people could understand what the different coloured tags represented. It might be necessary to make a more permanent and elegant key. Answering the questions on the lunch counter by writing on the colourful tags and tying them to the barrier was very popular and commented on positively by several visitors.

Although Discovery Museum staff praised the exhibition for the amount of interactive elements, it could be more interactive e.g. using animations and games. Visitors could make their own placards and recreate the **I Am A Man** image. For teenagers, perhaps there could be an exercise to simulate discrimination.



Jigsaws, books, maps, etc, were put into the gallery for children so they could be active while parents, carers and grandparents looked at the exhibition, but there needs to be more for small children. Activities could be highlighted in colours which relate to the exhibition themes. Ruby Bridge's desk (full of books for and poems by children) was very popular. Suggestions included: drawing/writing in response to stories. Journey to Justice could devise questionnaires or "treasure hunts" with clues for children and badges or prizes. But Journey to Justice should beware of making coloured pens or chalk available as children might draw on the exhibition. It would be good to consult a group of children and young people of different ages, to make suggestions.

#### **11. Accessibility for visitors with special needs**

A Journey to Justice supporter with SEN expertise and a contact of hers who is blind, are compiling ideas and Rob Latham, TWAM's Equalities Officer has offered ideas as well. He has invited the Project Director to speak about the Journey to Justice exhibition at a meeting in Discovery Museum in September.

Deaf people need a hearing loop and / or subtitles. Audio and visual displays must be easily accessible, taking on board issues such as lighting and background noise from either visitors or other museum exhibitions.

Workshops had been planned by Bethany (Journey to Justice NE co-ordinator) and Rob Latham (Equalities Officer, Tyne & Wear Museums) for people with autism and who are blind and deaf. However, it was not possible to arrange for any groups of people with disabilities to attend the workshops because they were programmed for the school holidays, when many groups do not meet. In the future, workshops need to be planned further in advance and appropriate dates chosen.

#### **12. Schools**

Schools need to be approached months in advance, via all possible networks. It needs to be agreed clearly with the host venue, that the venue will promote the exhibition and associated activities via its learning and publicity departments.

Preparatory work, activities for the visit and post-visit materials also need to be created well in advance to encourage schools to visit. The activities should be linked very clearly to the National Curriculum (all subjects) if Journey to Justice wants a significant take-up.

#### **13. Links with local social justice groups**

Journey to Justice should provide a notice board for local social justice groups to add their posters and contact details e.g. Amnesty International, refugee support groups, etc. There was a table in the gallery with local social justice groups' information but a notice board and providing the sort of information about local organisations which a Journey to Justice volunteer created, is likely to make more of an impact. It would encourage and enable visitors to take further action for social justice.

#### **14. Further tasks for the volunteers as visitors leave**

Make sure all names and emails on surveys and event sign-ins are very clear. Visitors could be given something to take home besides the guide e.g. badges.

If volunteers ask visitors for donations, there needs to be a suitable system in place to receive them. If they sell Journey to Justice wristbands or key rings, for example, there needs to be a cash handling system in place. Perhaps they could be sold at the venue shop? Journey to Justice asked Discovery Museum whether they could invite visitors to make a donation but were told this was not possible.

### **15. Website and legacy**

Should the profiles of the stories told in the exhibition be presented in a more dynamic way on the Journey to Justice website? The brand and website should be kept alive and could be an umbrella for all kinds of social justice events going on locally. There was a suggestion that the website needs more links and films etc.

One survey respondent requested that the events programme with talks and walks, films and singing and music every quarter or every year should continue. It could link in with local cinemas and groups.

A member of Discovery Museum staff, who was very complimentary about the exhibition, was enthusiastic about the idea of creating a legacy loans box or a travelling pop up exhibition (“a simple way would be to copy the panels onto banners which rolled up”), which schools and community groups could borrow. She suggested there could also be a downloadable schools’ learning resource online: “Philosophical and ethical activities could be developed for Journey to Justice team members to deliver in schools or as a downloadable resource.” This is being discussed by the national Journey to Justice team in connection both with the exhibition and the successful pilot of their approach in a school in Leyton, London.

## Appendix 4: Journey to Justice - Equality form

Journey to Justice wants to reach as wide a range of people as possible, so we would be very grateful if you would answer these questions. All the responses are anonymous. The data will only be used for the evaluation of Journey to Justice, and in accordance with the Data Protection Act 1998. [www.journeytojustice.org.uk](http://www.journeytojustice.org.uk)

<b>Age</b>		
	How old are you?	
	Do not wish to give this information	
<b>Gender</b>		<b>Tick</b>
	Male	
	Female	
	Other	
	Do not wish to give this information	
<b>Ethnic Origin</b>		
White		
English / Welsh / Scottish / Northern Irish / British		
Irish		
Gypsy or Irish Traveller		
Any other White background, please describe:		
Mixed / Multiple ethnic groups		
White and Black Caribbean		
White and Black African		
White and Asian		
Any other Mixed / Multiple ethnic background, please describe:		
Asian / Asian British		
Indian		
Pakistani		
Bangladeshi		
Chinese		
Any other Asian background, please describe:		
Black / African / Caribbean / Black British		
African		
Caribbean		
Any other Black / African / Caribbean background, please describe:		
Other ethnic group:		
Arab		
Any other ethnic group, please describe:		
Do not wish to give this information		
<b>Disability</b>		
Do you consider yourself to have a disability?	Yes	
	No	
	Do not wish to give this information	
<b>Sexual orientation</b>		
	Heterosexual or straight	
	Gay male	
	Gay female or lesbian	
	Bi-sexual	
	Other	
	Do not wish to give this information	
<b>Religious belief</b>		
Do you have a religious belief?	Yes (please specify):	
	No	
	Do not wish to give this information	

## Appendix 5: Twitter and Facebook analytics, 15 March to 15 May 2015

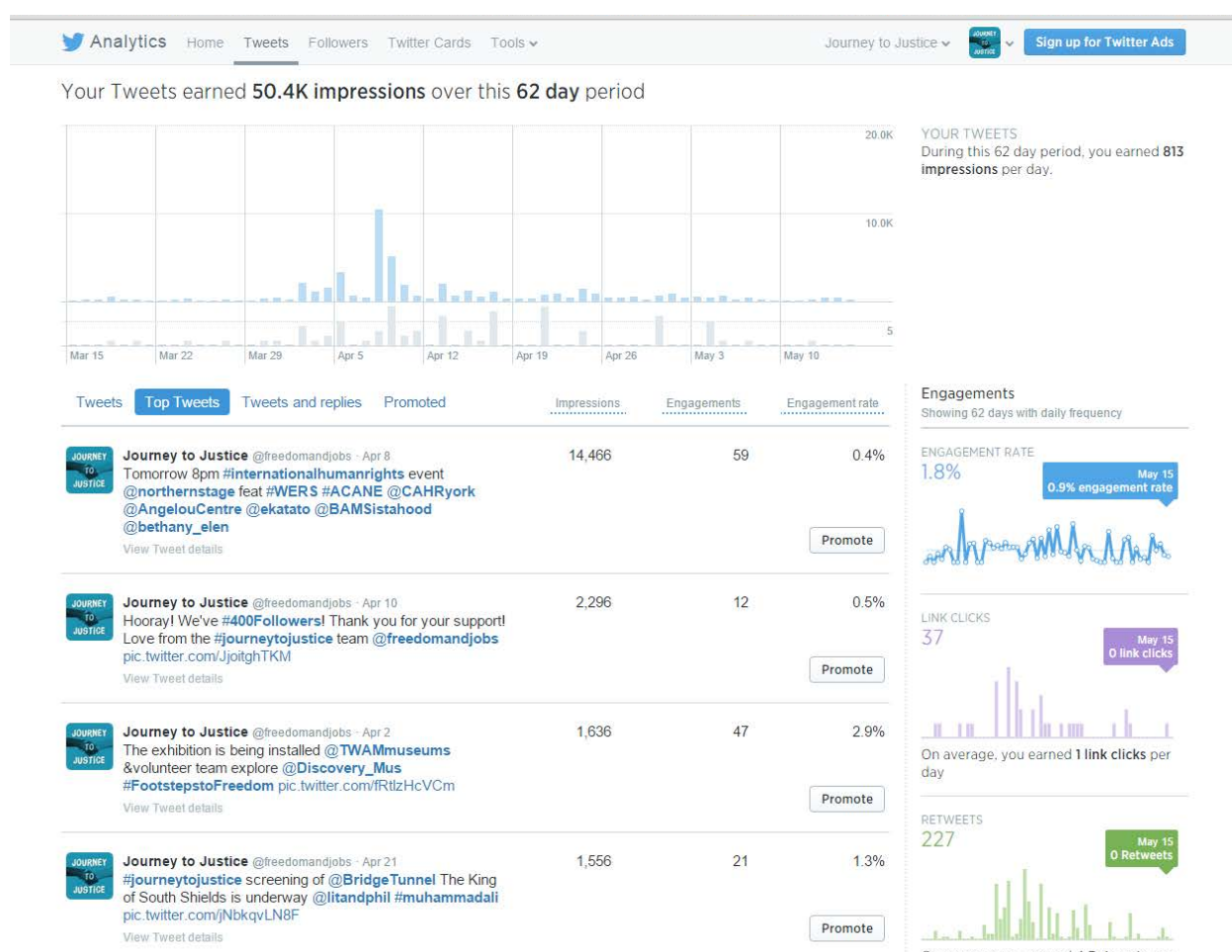
This period covers the exhibition dates, and two weeks either side. The following screen shots are from the analytics / Insight pages of Journey to Justice's Twitter account (@freedomandjobs) and Facebook page.

Impressions = no. of times users saw the Tweet on Twitter.

Engagements = no. of times a user has interacted with a Tweet. This includes all clicks anywhere on the Tweet (including hashtags, links, avatar, username, Tweet expansion), retweets, replies, follows and favourites.

Engagement rate = no. of engagements (clicks, retweets, replies, follows, favourites) ÷ total no. of impressions.

### 1. Top Tweets



## Top Tweets continued

Analytics
Home
Tweets
Followers
Twitter Cards
Tools

Journey to Justice
Sign up for Twitter Ads

<b>Journey to Justice</b> @freedomandjobs · Apr 5 Brian Ward @NorthumbriaHist discusses how JtoJ begins 50th celebrations of #MLK @UniofNewcastle @Discovery_Mus pic.twitter.com/eKpGUBFERo <a href="#">View Tweet details</a>	1,224	33	2.7%	Promote
<b>Journey to Justice</b> @freedomandjobs · Apr 24 "Racism is the black man's burden & white man's shame" #MLK @BBC documentary screening #journeytojustice @GNM_Hancock pic.twitter.com/rfTNqjbnrf <a href="#">View Tweet details</a>	1,160	34	2.9%	Promote
<b>Journey to Justice</b> @freedomandjobs · May 12 Some snaps our workshops @theresaeaston @bethany_elen @Cur_Creative @sherbtlemon @ChildrenNE @nicolaculture pic.twitter.com/jY6INEKEoM <a href="#">View Tweet details</a>	1,074	27	2.5%	Promote
<b>Journey to Justice</b> @freedomandjobs · Apr 24 Nick Megoram of @UniofNewcastle @NorthumbriaUni MLK Peace Committee speaks #journeytojustice #MLK event @GNM_Hancock pic.twitter.com/gTkCfYALPI <a href="#">View Tweet details</a>	1,073	22	2.1%	Promote
<b>Journey to Justice</b> @freedomandjobs · Apr 5 Thanks to our wonderful musicians @NESSingers @KingsmeadowCS @bethany_elen for singing so beautifully @Discovery_Mus pic.twitter.com/izpDFrUo9 <a href="#">View Tweet details</a>	997	28	2.8%	Promote
<b>Journey to Justice</b> @freedomandjobs · Apr 2 The stage is set...2days until our #FootstepstoFreedom exhibition opens @Discovery_Mus & our launch event is SOLD OUT! pic.twitter.com/RntM1bmTP6 <a href="#">View Tweet details</a>	971	23	2.4%	Promote
<b>Journey to Justice</b> @freedomandjobs · Apr 2 A sneak peak of our exhibition... @TWAMuseums @Discovery_Mus @NorthumbriaHist @UniofNewcastle pic.twitter.com/x5XkX2CjH-a <a href="#">View Tweet details</a>	941	34	3.6%	Promote

On average, you earned **4 Retweets** per day

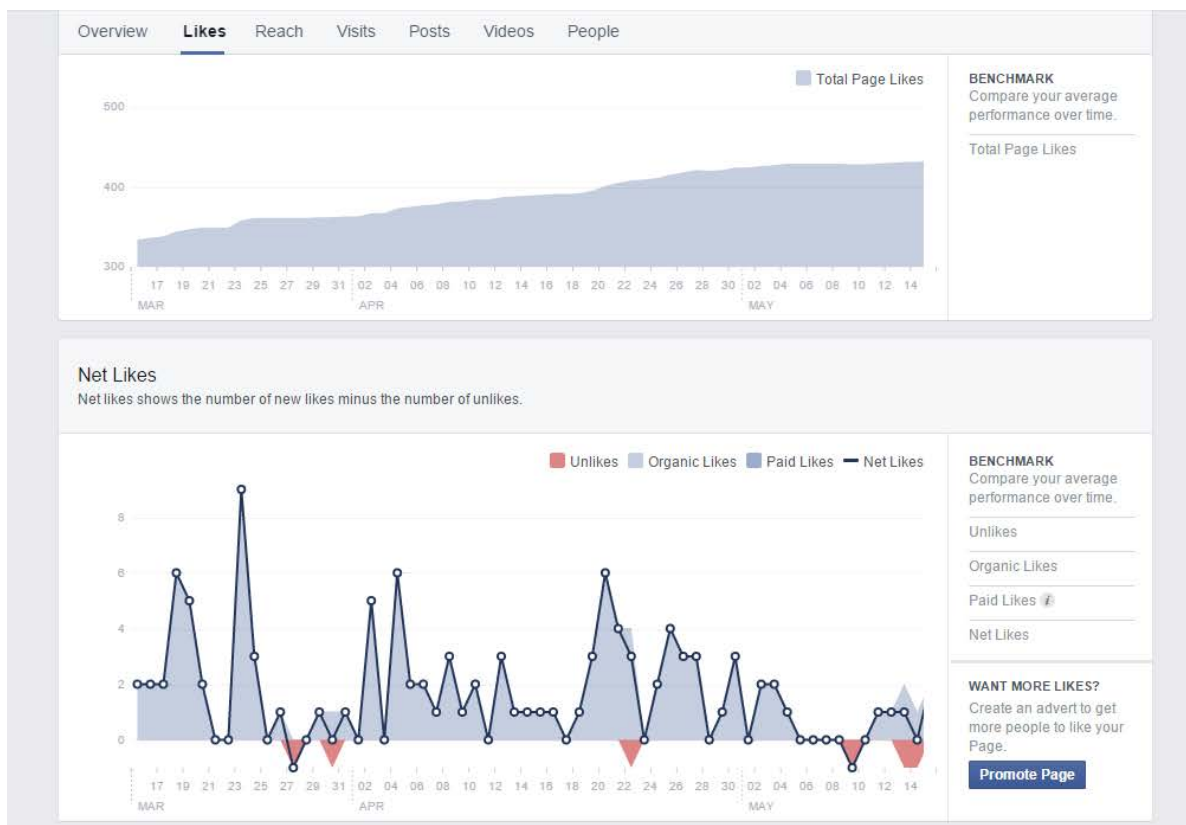
**FAVORITES**  
205

On average, you earned **3 favorites** per day

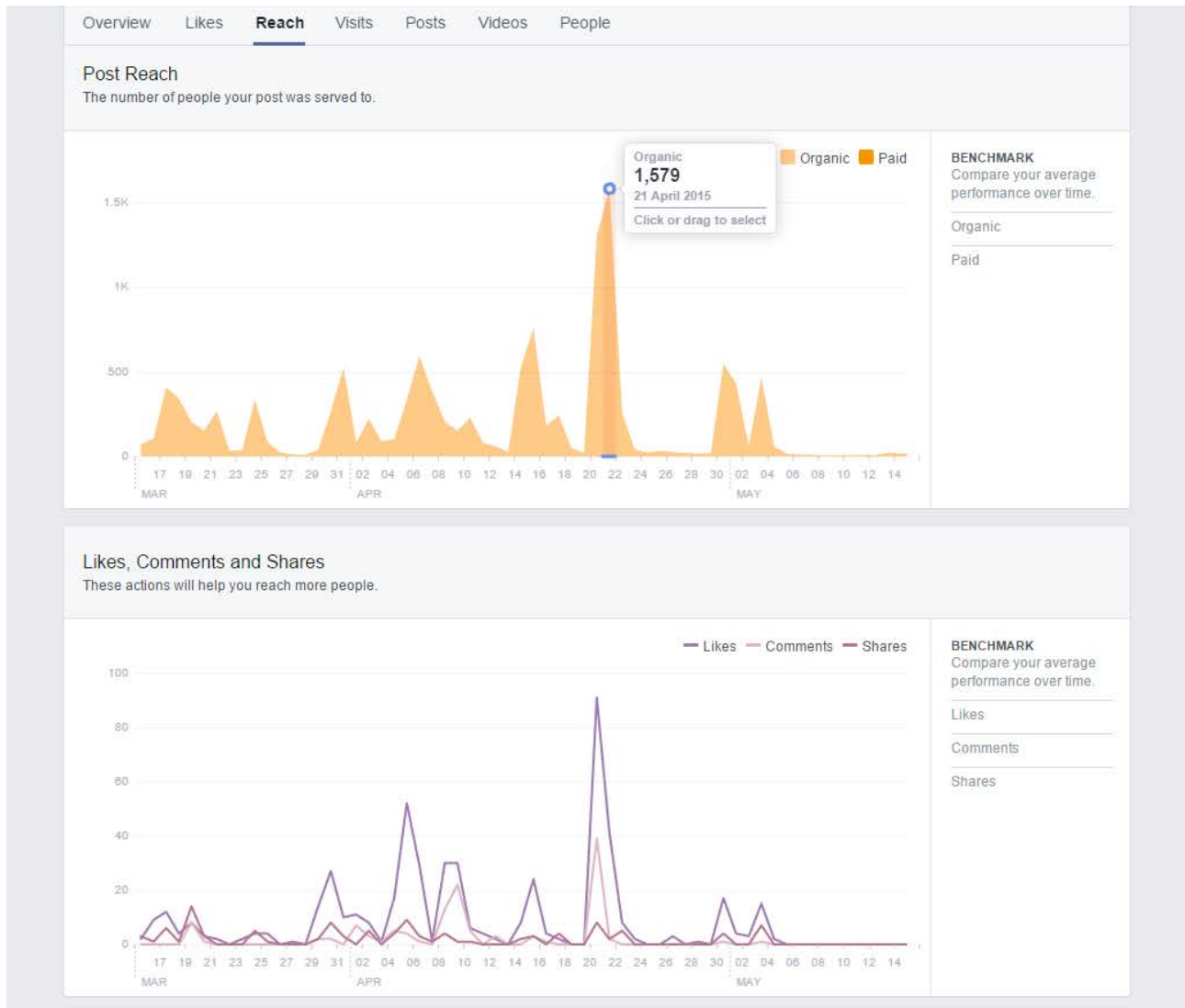
**REPLIES**  
15

On average, you earned **0 replies** per day

## 2. Facebook Likes



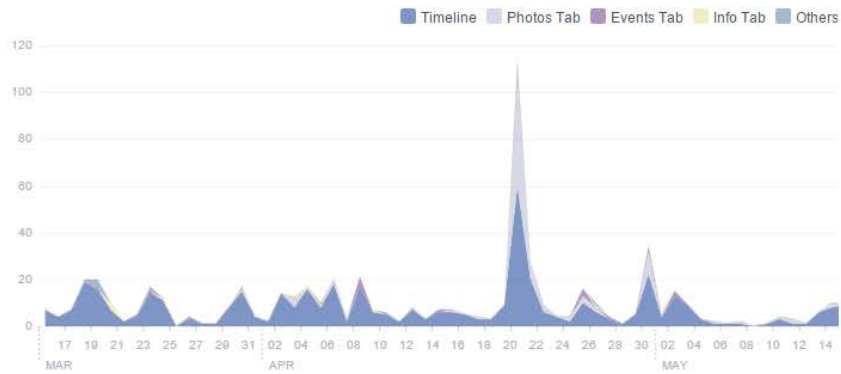
### 3. Facebook Reach



### 4. Facebook Visits (see following page)

### Page and Tab Visits

The number of times each of your Page tabs was viewed.

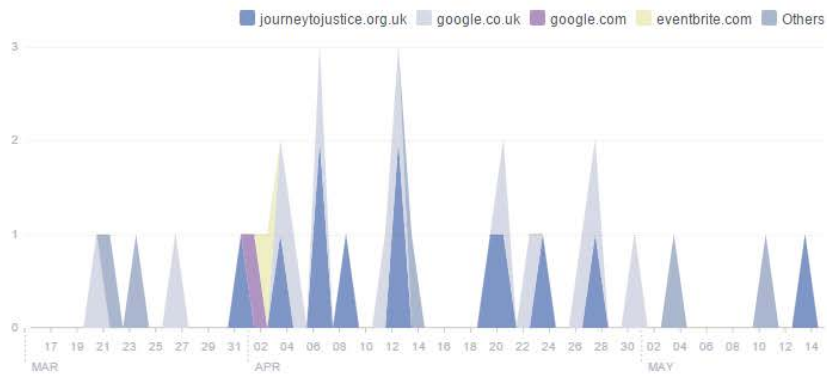


**BENCHMARK**  
Compare your average performance over time.

- Timeline
- Photos Tab
- Events Tab
- Info Tab
- Others

### External Referrers

The number of times people came to your Page from a website outside of Facebook.





















































**BENCHMARK**  
Compare your average performance over time.



























































- journeytojustice.org.uk
- google.co.uk
- google.com
- eventbrite.com
- Others










## 5. Facebook Posts 1

Overview	Likes	Reach	Visits	Posts	Videos	People
<div> <span>Reach: Organic/Paid</span> <span>Post Clicks</span> <span>Likes, Comments &amp; Shares</span> </div>						
Published	Post	Type	Targeting	Reach	Engagement	Promote
18/05/2015 14:43	 Today in Newcastle, our Journey to Justice NE - Footsteps to Freedom Coordinator Bethany Elen			331 	27 10	<a href="#">Boost Post</a>
03/05/2015 09:00	TONIGHT! Come join us for the Journey to Justice - Footsteps to Freedom handover celebration and			118 	2 1	<a href="#">Boost Post</a>
03/05/2015 08:30	 You've just 2 days left to catch our Journey to Justice exhibitions in Newcastle - one is at the			522 	17 13	<a href="#">Boost Post</a>
30/04/2015 23:26	 "The only weapons we have are our bodies, we need to pack them places so wheels don't turn"			164 	0 1	<a href="#">Boost Post</a>
30/04/2015 23:26	 "The proof that one truly believes is in action" #BayardRustin #BrotherOutsider			177 	0 3	<a href="#">Boost Post</a>
30/04/2015 22:48	 Photographs taken by Bethany Elen Coyle, at 'Journey to Justice - Pits and Protest' at the Mining			518 	628 1	<a href="#">Boost Post</a>
30/04/2015 17:59	 TONIGHT IN NEWCASTLE - 7.30PM!! A screening BROTHER OUTSIDER, film depicting the life and			312 	6 5	<a href="#">Boost Post</a>
22/04/2015 08:02	 Gwendolyn Brooks, poet, genius, wise woman. 'We are each other's harvest, we are each other's			193 	3 7	<a href="#">Boost Post</a>
21/04/2015 12:19	Check out tonight's fantastic event people! As part of our Journey to Justice Footsteps to Freedom program we're			159 	2 3	<a href="#">Boost Post</a>
21/04/2015 01:16	 Journey to Justice shared their album.			148 	10 1	<a href="#">Boost Post</a>
20/04/2015 22:33	 Photographs taken by Aziz Rahman at the Discovery Museum, Newcastle Upon Tyne on			70 	0 0	<a href="#">Boost Post</a>
20/04/2015 19:12	Don't miss out on our fabulous closing party... As the exhibition leaves town and events draw to a close, this			115 	2 1	<a href="#">Boost Post</a>
20/04/2015 12:28	We are happy to announce that this event is 'SOLD OUT' (if a free event can be so?) :) Commiserations if you			137 	1 2	<a href="#">Boost Post</a>
20/04/2015 11:39	Journey to Justice 'Footsteps to Freedom' continues... Tomorrow night at The Lit and Phil with an evening of film.			168 	18 7	<a href="#">Boost Post</a>

## Facebook posts 2

Overview	Likes	Reach	Visits	Posts	Videos	People					
17/04/2015 11:55		Today, 1pm at Space Six - (FREE) talk by Joe Street Free Southern Theatre: Telling Black			325		4 3			<a href="#">Boost Post</a>	
16/04/2015 17:54		Journey to Justice (@freedomandjobs): A huge thanks to the @Barbour Foundation for your			123		0 3			<a href="#">Boost Post</a>	
15/04/2015 16:32		We'd like to say a HUGE thank you to the Newcastle Uni FemSoc and our fabulous NE			337		8 15			<a href="#">Boost Post</a>	
15/04/2015 14:52		Feeling hungry in town today? Head along to Newcastle University's SU where the Feminist			452		14 15			<a href="#">Boost Post</a>	
14/04/2015 23:18		Journey to Justice, Curious Monkey and Space Six will be hosting Dr Joe Street from Northumbria			160		18 8			<a href="#">Boost Post</a>	
14/04/2015 19:34		Journey to Justice - Footsteps to Freedom Handover Celebration & Closing Party!			96		9 15			<a href="#">Boost Post</a>	
09/04/2015 12:35		We look forward to seeing you tonight for our International Human Rights event! It's going to be a special opportunity			80		2 1			<a href="#">Boost Post</a>	
09/04/2015 12:00		Photographs taken by Bethany Elen Coyle at Journey to Justice - Footsteps to Freedom			18		0 0			<a href="#">Boost Post</a>	
08/04/2015 18:23		Only 3 days to go until 'PITS AND PROTEST' - exploring our NE history of people, politics and protest - which			90		1 4			<a href="#">Boost Post</a>	
08/04/2015 13:58		Following on from our hugely successful (sell out!) exhibition launch event at the weekend which kicked off a			96		6 1			<a href="#">Boost Post</a>	
06/04/2015 21:54		JtoJ on Good Cause TV: <a href="https://www.youtube.com/watch?">https://www.youtube.com/watch?</a>			218		7 7			<a href="#">Boost Post</a>	
06/04/2015 18:19		Journey to Justice - House of Lords Event - 25/02/15			166		340 10			<a href="#">Boost Post</a>	
05/04/2015 21:53		Yesterday was wonderful. Packed out with 350 guests& all performers, speakers and volunteers			398		40 41			<a href="#">Boost Post</a>	
04/04/2015 23:36		We're on BBC1 Look North, 111mins in :)			288		40 53			<a href="#">Boost Post</a>	
04/04/2015 12:00		Journey to Justice - Exhibition Launch 4th April 2015			0		0 0			<a href="#">Boost Post</a>	
04/04/2015 12:00		Photographs taken by Aziz Rahman at the Discovery Museum, Newcastle Upon Tyne on			0		0 0			<a href="#">Boost Post</a>	

## Facebook posts 3

	Overview	Likes	Reach	Visits	Posts	Videos	People						
30/03/2015 23:45		An article about us in today's Journal newspaper...					956	<div><div></div></div>	55 48	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
29/03/2015 19:51		Only 6 days to go until our exhibition's grand launch event at the Discovery Museum! It's going to be unforgettable.					102	<div><div></div></div>	1 3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
24/03/2015 11:19		Please follow Journey to Justice on twitter: @freedomandjobs #FootstepsToFreedom					355	<div><div></div></div>	8 4	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
24/03/2015 11:14		Here's our latest newsletter...					186	<div><div></div></div>	11 9	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
19/03/2015 14:18		HOORAY! Tickets to our fabulous exhibition launch event are going fast, to avoid					162	<div><div></div></div>	4 1	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
16/03/2015 00:01		Major civil rights exhibition launches a national tour in Newcastle					223	<div><div></div></div>	8 30	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
13/03/2015 14:52		Highlights of our fantastic #footstepstofreedom events, for more info see...					148	<div><div></div></div>	0 0	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
13/03/2015 14:38		One of our fantastic #footstepstofreedom events, for more info see... <a href="http://journeytojustice.org.uk/project/footsteps-">http://journeytojustice.org.uk/project/footsteps-</a>					185	<div><div></div></div>	5 4	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
13/03/2015 14:33		PITS AND PROTEST with JOHNNY HANDLE and BENNY GRAHAM					118	<div><div></div></div>	0 82	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
13/03/2015 14:27		One of our fantastic #footstepstofreedom events, for more info see... <a href="http://journeytojustice.org.uk/project/footsteps-">http://journeytojustice.org.uk/project/footsteps-</a>					152	<div><div></div></div>	3 1	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
13/03/2015 14:22		ART OF SOCIAL JUSTICE - An exhibition by Paul Piercy, Corbridge Middle School and CoMusica Arches project					101	<div><div></div></div>	0 12	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
12/03/2015 18:20		Why Today's Activists Should Read Martin Luther King					216	<div><div></div></div>	0 3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
12/03/2015 18:19		INTERNATIONAL HUMAN RIGHTS - Activists share their journeys to justice, with discussion and workshops					205	<div><div></div></div>	0 2	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
12/03/2015 18:15		INTERNATIONAL HUMAN RIGHTS - Activists share their journeys to justice, with discussion and workshops					164	<div><div></div></div>	0 22	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post
12/03/2015 18:11		Another of our fantastic #footstepstofreedom events...					171	<div><div></div></div>	0 3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Boost Post