

SHADINATA TRUST

**CREATING A CENTRE FOR EXCELLENCE
IN ARTS, RESEARCH AND EDUCATION**

FEASIBILITY STUDY

**Daniele Lamarche
December 2000**

The Shadinata Trust is a voluntary organisation working to raise youth awareness about Bengali history, culture and heritage. It now wishes to develop a resource centre and archive for creative work, academic study, new models of performance and documentation.



Supported by the London Borough of Tower Hamlets, Central Stepney Regeneration Team and funded by European Union, European Regional Development Fund (ERDF). Special thanks to Shadinata's Feasibility Steering Group members, Ansar Ahmed Ullah, Julie Begum, Sunahwar Ali and Shiraz Islam.

Shadinata

A Resource Centre for Bengalis in Britain

1 EXECUTIVE SUMMARY

“When I took part in Shadinata’s poetry workshops, I was really surprised at my own creativity...”

Introduction

This paper sets out the key findings of a feasibility study undertaken over a six month period on behalf of the Shadinata Trust. Supported by the Central Stepney Regeneration Team, with funding from the European Regional Development Fund, this study looks at the viability of developing a Bengali heritage and cultural centre in Britain.

For over a decade, the Shadinata Trust has worked, in Britain, to promote awareness of Bengali history and cultural identity through educational workshops, seminars, publications and cultural activities. There are some 250,000 - 300,000 Bengalis living in Britain and their experience is an integral part of its’ history and cultural heritage. **No centre currently exists, however, to document the Bengali community’s unique contributions to British society.**

Young Bengalis have spoken candidly about their experiences of alienation from mainstream society and the restrictions this poses to their potential contributions to a wider arena. As part of its goal to promote Bengali culture to a wider international audience, Shadinata Trust is therefore poised to establish a resource centre that will provide a forum for Bengali culture, research and history. It also aims to bridge cultural gaps and give young members a significant voice within 21st Century Britain.

Objectives

Shadinata’s feasibility study aims to:

- outline gaps in existing resource provision;
- define an innovative strategy for working with young residents of Stepney, Tower Hamlets and wider afield;
- identify potential partnerships for the future;
- make concrete recommendations for the creation of a Bengali resource centre, driven by a new generation of British Bengalis, to explore and create new forms of expression for a unique cultural phenomena;
- act as a guide for a youth steering group to set up and develop Shadinata’s visions for the future.

Methodology

This study entailed consultation with over eighty representatives of organisations in the fields of education and academic study, archival and cultural resources, community organisations and statutory institutions. It also features feedback from a range of young British Bengalis residing in the London Borough of Tower Hamlets who participated in brainstorming sessions and focus groups.

Observations

Inputs has been sought from across the community but, given resource limitations, the author has not aimed to offer a definitive analysis of educational and cultural patterns of young British Bengalis. Rather, the study aims to provide insight on practical measures for addressing gaps in current provisions and propose structures to facilitate the shaping of a future voice of British Bengalis.

Recommendations

A plan of action has been drafted, drawing on this feasibility study's findings, to set out recommendations for the Shadinata Trust's next steps. The recommendations are summarised below:

- Establish educational and cultural facilities for community-based activities exploring issues of heritage and identity;
- Develop educational study packs, a website, digital and printed archives on the presence of Bengalis in Britain;
- Explore the potential of study tours to Bangladesh, youth exchange programmes and local history tours which also examine the presence of Bengalis world-wide;
- Operate as a 'not-for-profit' business, selling educational resources as well as providing advice, consultancies and services in this field to statutory, voluntary and community sector agencies in order to support its charitable activities.
- Initially the Trust will target services to Tower Hamlets and ultimately broaden its reach to the United Kingdom and internationally.

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2 PURPOSE OF STUDY

Feasibility Study Objectives

The objectives of this study are to meet the following targets:

- (a) ***Identify existing provision*** in areas of work in which Shadinata is interested and make recommendations to the Shadinata Steering Group accordingly;
- (b) ***Examine expectations*** and define facilities, within the context of Shadinata's aspirations, which are appropriate to the organisation's targeted age group, as well as for a wider potential audience;
- (c) ***Liase and establish partnerships*** with institutions and organization whose objectives, activities and skills are compatible with those of the Shadinata Trust;
- (d) ***Identify a venue*** space which is appropriate to the activities and functions of the Shadinata Trust;
- (e) ***Assess the 'marketability'*** of materials which can be developed by the Shadinata Trust for use in schools, community centres, youth groups, within the Shadinata resource centre itself, and for a wider public audience;
- (f) ***Propose a programme*** of activities which can be developed in the short-term and longer term by the Shadinata Trust;
- (g) ***Outline a strategy*** for the development of management and staffing models for the Shadinata resource centre, detailing appropriate structures for funding, policy development, systems for working with partner organizations, volunteers and members of the general public;
- (h) ***Identify potential weaknesses*** within the proposed structures as a means of re-enforcing a decisive strategy and good practices for the young voluntary organisation;
- (i) ***Outline*** steps to be taken to move this project forward into the next phase of development.
- (j) ***Provide list of targets, action plans and financial projections and risk assessments*** to support the findings of this study.

3 BENGALIS IN BRITAIN AND THE ROLE OF THE SHADINATA TRUST

Educational Profile: Bengalis in Britain

According to the 1991 census, some 160,000 Bengalis of Bangladeshi origin live in Britain. The largest concentration of Bengali speakers outside of Bangladesh live in Tower Hamlets, which boasts of some 50,000 Bengali speakers or 22.7% of Britain's Bengali population. Some 5% of British Bengalis live in the London Borough of Newham, Camden, the City of London, Westminster, Hackney, Luton, Oldham and Bradford. Birmingham and Manchester are also home to a smaller concentration of Bengalis.

While more Bengalis enter higher education each year, with post-16 study increasing from 39% in 1989 to 70% in 1993, where to date, it has stabilized in keeping with national averages, they nonetheless remain one of the most under-represented mother tongue groups in higher education. Only 21% of Bengali residents of Tower Hamlets are currently in higher education. Yet, as Bengali mother-tongue speakers represent 50% of some 30,000 school students represented in Tower Hamlets¹, it is crucial that educational facilities in the borough support, represent and enhance educational elements in the National Curriculum and in further education which reflect the specific cultural identity of young Bengalis students.

Employment Indices for British Bengalis in Tower Hamlets

While the Shadinata Trust remit has focused on working nationwide and indeed, internationally, its natural base lies in the heart of the Bengali community of Tower Hamlets.

Unemployment in the borough stands at nearly 40% while some 60% of adult residents have no academic qualifications. Outside of the traditional Bengali sectors of employment in catering and the 'rag trade', Bengalis make up only 8.3% of the borough's total workforce in 1998².

A range of sociological factors contribute towards this picture. Statistically, for instance, Bengalis are six times more likely to live in extremely overcrowded housing conditions.

Conflicts facing a new Generation of British Bengalis

Few facilities exist at present through which a new generation of Bengali young people can gain insight into their unique historic and cultural background as British Bengalis.

In the London Borough of Tower Hamlets, which has the largest concentration of Bengalis outside of Bangladesh, Bengali young people face educational under-achievement and are marginalized from the mainstream labour market. Such factors also point towards a likelihood of cultural marginalisation.

The projection of negative images of Bangladesh from the west has exacerbated conflicts arise naturally for young people growing up between two very different and cultures, leaving many feeling insecure about their identity as a fresh generation of British Bengalis.

¹ Multilingual Capital: 1999 – The languages of London's schoolchildren and their relevance to economic, social and educational policies - John Eversley and Philip Baker, ed.

² Julia Heynat, *ibid*

Shadinata: Existing Services and Future Potential

Under the auspices of the Nirmul Committee, Shadinata Trust has run workshops, produced newsletters and publications exploring issues of Bengali culture and identity relevant to young British Bengalis.

Services to date have been developed by a small group of dedicated volunteers and management members for organisations listed in the appendix. In this respect, the potential of the Shadinata Trust has been limited. Sample materials currently available include:

- newsletters with a focus on youth, community and culture;
- publications on topics such as the Bengali Language Movement, Bengali Independence;
- training packages with worksheets, questionnaires;
- Seminars and educational workshops facilitated in colleges, schools, youth clubs and community centres in Tower Hamlets, Camden and Islington, with publications, video films, news clippings and questionnaires to stimulate discussion on Bengali culture.

A New Vision for Shadinata

As part of its goal to promote Bengali culture for a wider international audience, the Shadinata Trust now seeks to establish a centre whose main activity will be in the field of culture, research and education. Shadinata also proposes to develop projects which are compatible with its educational aims while providing income generation to support other aspects of its non-profit work. The establishment of an internet café in its premises, for instance, can offer an ideal base through which to facilitate exhibitions, recreational and cultural activities in a financially sustainable environment.

The first objective of the group will be to design educational materials relevant to 16 to 25 year old age group. The format and design of materials will address the needs of students in further education, youth groups, visitors on educational exchange programmes and the remit of the National Curriculum.

The launch of activities and events relating to the cultural identity of Bengalis in Britain is a priority. Feedback from consultation with young people and professionals in the fields of education, creative arts, youth and community work has suggested future activities ranging from the development of peer group skills-exchange workshops to the production of newsletters, publications, a website, displays, exhibitions, video films, radio programmes and music mixes for festivals and centre-based events.

Activities developed in conjunction with local training organisations can also contribute towards Shadinata's resource-base on contemporary cultural and educational materials. Local history tours with reference to contemporary trends in Bengali culture, will also be explored.

While consolidating its cultural and educational facilities, Shadinata will also explore the logistics of setting up an archival resource based on written, visual and electronic information for use by members of the general public. Shadinata will also liaise with local, national and international educational institutions to develop joint research projects, seminars and workshops.

Shadinata's cultural and educational materials can be extended in a second phase of development to cater to demands identified from a wider or more specialised audience. The potential need, for instance, of non-governmental organizations for induction packs preparing employees for work in Bangladesh, or demands for materials and activities appropriate to primary school children in the classroom and youth clubs, can be developed accordingly.

Youth exchanges within Bengali communities nationally and abroad could also incorporate seminars, cultural exchanges and creative activities with a focus on new trends in Bengali culture. Ultimately, study tours could also be developed as a source of income generation.

4 DEVELOPING A STRATEGY

Learning from Previous Experience

An outline of Shadinata's strategic objectives was established as a result of discussion and feedback from a range of sources. Shadinata's activities and experience to date served to inform its own assessment of its strengths, weaknesses, and demand for services and activities within the realm of Bengali culture, heritage and educational facilities.

Gaps in Existing Provisions

It has been important to establish, for instance, that while national resources, such as the British Library or the School of Oriental and African Studies, house literary, historical and cultural materials in relation to Bangladesh and, nearer to home, the Kobi Nazrul Centre is set to develop resources relating to the rebel poet's work, no resource centre in Britain presently documents the history of Bengalis in Britain.

Extensive networking with some seventy service providers in Tower Hamlets and other London boroughs of cultural activities and events, training, academic, archival, creative and educational resources in voluntary and statutory sectors helped us to ascertain the nature of existing facilities, identify gaps in current provisions and to examine common objectives for future work in partnership with appropriate organisations and institutions³. Details of organisations visited are further elaborated in the following sections of this report.

What the Young People Said

While young people in focus groups spoke of a desire to develop skills and participate in creative activities and events, they also acknowledged limitations in their understanding of their own cultural roots. When they had the opportunity to visit Bangladesh or participate in activities demanding active research into topics such as the cultural diversity of Bengalis, however, individuals said a whole new interest in their roots opened up. More importantly, perceptions of themselves as a fresh generation and of contemporary Bengalis took on a whole new meaning and depth.

The views of young Bengali people from youth clubs, local colleges and community organisations offered feedback about perceptions of their needs and identities as British Bengali. The Shadinata Trust's launch of the Bengali Peoples' Houses project raised discussions about potential activities and the relevance of different types of cultural resource facilities. Proposals for future projects were also discussed in brainstorming sessions and are detailed in the appendix of this report⁴.

³ See appendix for details of organizations and individuals contacted

⁴ See details on Shadinata's brainstorming questionnaire and outcomes for this TH2000 sponsored event

Findings of recent focus group studies conducted by *Arts Worldwide*, including debates with young Bengalis aged 16-25 regarding issues of cultural identity, creative involvement in Multimedia projects⁵ and creative activities, also informed this study.

A brief from the recent survey conducted by consultant Nick Smith for Tower Hamlets' College and the local authority's planned *Ideas Store* also informed debates about local peoples' preferences for learning⁶.

Conclusions

Shadinata's proposition for a multi-functional resource centre has been received with enthusiasm, input and suggestions. A summary of feedback from questionnaires and brainstorming sessions is detailed further in this report.

5 MARKET RESEARCH, POTENTIAL PARTNERS AND PRODUCTS

5.1 POTENTIAL PARTNERS

Mainstream institutions and community organization have been visited for consultation and exploration of links in common for future partnerships. Listed below are brief notes in this regard.

....Peer education....archives.....Enrichment.....Engagement.....Participation.....
quality of standards.....role models.....sustained work.....

Asian Dub Foundation Education (ADFED)

35 Union Street, SE1.

ADFED has recently liased with Shadinata to run workshops for young people to mix and present their music at Shadinata's launch party. Given the importance of contemporary Asian musical influences and lyrics, highlighted by bands such as ADF, Joi and local groups, as vehicles for expressing new visions of British Bengali identities, Shadinata expects further collaboration with ADFED in future.

Bangladesh High Commission – Cultural Centre

Coburn Square, London E3

The High Commission has recently been funded by Tower Hamlets' Regeneration Team to establish a cultural centre. We have not, as yet, been able to obtain further details about this project and are awaiting feedback from the High Commission.

Given difficulties in accessing information in regard of this centre, we do not consider this resource would duplicate Shadinata's proposed community-based facility. Shadinata could, as appropriate, explore a role as an interface between what appears to be a fairly formal protocol for accessing information from the High Commission for use within the local Bengali community, and vice-versa.

⁵Arts Worldwide – Bangladesh Festival – Community Events Project – Evaluation Report 1999

⁶ Ideas for Learning – Regeneration Forum – Nick Smith, Consultant – November 2000

Charter 88

18 Victoria Park Square, E2 9PB. Email: info@charter88.org.uk

Contact: Clare Ramsaran, Education Co-ordinator

Charter 88 offers background information, points for debate, facilitators' notes for four workshops sessions on democracy, citizenship and rights issues. As Charter 88 targets a similar age group to Shadinata, the Education Co-ordinator has expressed enthusiasm at the possibility of facilitating joint programmes for workshops around issues of citizenship, voting and human rights.

Community Radio Initiatives

Contact: Sally Manser, Consultant

While specific feedback about its remit was not made available at the time of writing, the establishment a community radio facility is currently being explored for Tower Hamlets.

Shadinata should examine potential scope for developing and contributing music and documentary programmes of interest for local viewers and general members of the public to this project.

Cultural Industries Development Agency (CIDA)

Contact: Mhora Samuel, Tom Fleming

CIDA role in the locality is to support, advise, help raise the profile and finance small businesses in the local cultural industries. Already, CIDA has been supportive in helping Shadinata to locate resources through which to design and develop its work and will undoubtedly be a key contact for Shadinata's development in the future.

Eastside Arts

178 Whitechapel Road, E1 1BJ, **Contact:** Denise Jones

Activities range from an annual bursary for East End writers to support of young peoples' initiatives in film scriptwriting training⁷. Eastside's wide remit relating to the written word, also features a weekly writers' group for readings and discussions, seminars and talks by authors. Eastside also actively contributes to events marking Black History Month and International Women's Week. Eastside works in schools, running book clubs, after school activities such as story telling and writers' residencies.

Current school primary school residencies include the exploration of Muslim and Jewish culture in a neighbourhood with roots in both communities, a *Magic Me* inter-generational book project and *Right up your Street*, a project mapping the presence of writers in the borough.

Further Contact: Eastside operates a range of activities which are informed by years of effort and experience. It would be an asset, therefore, for Shadinata to consult with Eastside as appropriate when developing new initiative for publications and activities in this domain.

Four Corners Film Workshops

113 Roman Road, E2 0QN, **Contact:** Lyn Turner, Technical Director

⁷ See details on *Transmission* with regard to film training project

From Super 8 to Super 16 film and digital facilities, Four Corners runs training courses for women, refugees and ‘marginalized’ sectors of the local community in film-making. It also facilitates short courses for a wider public in areas such as directing, filming, sound technology and editing. A short film project is also presently being developed in conjunction with individuals and organisations in the East End who wish to produce their own film. Four Corners aims to work with local individuals and groups and welcomes collaboration on projects with groups such as Shadinata.

HOAX at the Lux

2-4 Hoxton Square, N1 6NU **Contact:** Mark Bullus. *Tel:* (7) 684-2397. email: info@hoax.co.uk

Located in the complex housing the Lux Cinema, café and digital training facilities, the HOAX gallery sponsors exhibitions of digital works, photography, and installations on site and further afield.

Future projects include plans to facilitate cultural events offsite with local input. HOAX is therefore open to proposals from Shadinata for jointly inspired and facilitated mixed-media events.

Kabi Nazrul Centre

30 Hanbury Street, E1 6QR **Contact:** Ashraf Mahmud Newsar, Programme Co-ordinator

The Kabi Nazrul Centre opened in 1982 as a community centre named after a Bengali poet and writer who, inspired in a lifelong struggle against tyranny, oppression and religious sectarianism, has become a symbol for Bengali culture and language.

Outcomes from a recent feasibility study reviewing the centre’s long-term priorities, include refurbishment of the Centre for disabled access, facilitation for a new local management committee

and the appointment of a new Programme Co-ordinator. A library of Nazrul’s work, arts and crafts facilities for local women, drama workshops tailored to the needs of disabled participants, music classes for younger generations of British Bengalis, dance classes, poetry and drama performances, all represent initiatives tailored to celebrate Bengali culture in the spirit of Nazrul’s work.

Further Contact: The 21st of February 2001 or ‘*Martyrs Day*’ in Bangladesh, is tentatively set for the re-opening of the centre because of its significance in the history of Bengali culture and language. It might be of interest, therefore, for Shadinata to look at linking up with events programmed by the Kobi Nazrul Centre where activities of cultural significance are relevant to Shadinata’s own initiatives.

Museum in Docklands

Unit C24 – Poplar Business Park, Poplar High Street, E14 9RL, **Contact:** Andy Topping

Originally set up as an adjunct to the Museum of London, the Museum in Docklands boasts of 50,000 objects and artefacts, 52,000 photographs, 7000 books, ledgers and a collection of paintings relating to the working history of the London’s river, port and people from Roman times to the present.

The Museum is currently developing 12 permanent galleries, an auditorium, education / function suite and a temporary exhibition space at West India Quay, a historic warehouse in the Isle of Dogs. It also aims to reflect, through its exhibitions, the community in which it resides.

Further Contact: The Museum is keen to collaborate with local organisations and develop exhibitions for when its temporary space opens in 2002. It hopes to engage visitors and users through its public programme, library and archives which include, for instance, 650 hours of taped interviews dating back to the 1920's with port workers, old sailors and individuals in the docklands during wartime.

New Avenues Youth and Community Project

162A Brick Lane, E1

Contact: Derek Cox

Tel: (7) 247-0933

Established in the Brick Lane area for several decades, New Avenues is one of the few remaining community organisations located in Brick Lane with a 'community' remit for youth work and advice.

Avenues runs a range of activities including work with young girls, boys from Somali and Bengali origins, 'detached' youth work. Derek Cox, Co-ordinator, has expressed interest in linking with Shadinata for local history documentation, educational and cultural projects involving young people.

Queen Mary College Drama Department

Mile End Road, E1

Contact: Steve Knapper / Paul Heritage s.t.j.knapper@qmw.ac.uk. Tel: (7) 882-3197

The curriculum of the Drama Department explores performance composition, live arts and elements such as inter-active theatre. Within the latter element, for instance, students are developing performances with local community and youth groups to explore social, cultural and historic elements of Comedia and carnival traditions around the world.

Further Links

As a first point of call, Drama Tutor Steve Knapper has earmarked Shadinata as a potential partner for the said carnival project which will hopefully be performed at Spitalfields Market next year.

Pan Project Centre for Intercultural Arts

The City Lit, 16 Stukeley Street, WC2B 5LJ. Email: info@pan-arts.net. Tel: (0207) 831-4399

Contact: Amanda Evans, Mita Banerjee

The Pan Project aims to reflect the rich and varied cultural heritage of contemporary Britain. It brings together performers from different cultural backgrounds to create inter-disciplinary and integrated arts. It runs workshops, community programmes, summer schools, lectures and festivals. Interactive arts workshops featuring acting, poetry, music and dance recently run throughout London for young people have culminated in a series of performances exploring racial violence at the Museum of London.

Further Contact: Pan Project co-ordinators have expressed interest in exploring partnerships with Shadinata for creative and cultural education projects in their forthcoming programmes of activities.

Tower Hamlets Summer University (THSU)

Canon Barnett School, Gunthrope Street, E1 7RQ / Tel: (7) 790-2198/*Email: info@summeruni.org*

Contact: David Holloway

Tower Hamlets Summer University was established to provide a range of vocational and educational short courses which offer new skills and confidence to 12 year olds upwards. By encouraging independent learning in a creative and practical environment, the College.

Shadinata has liased with THSU for the inclusion of short courses and workshops in its programme. With adequate support, publicity and facilitation, this programme offers a key opportunity through which to further develop and promote Shadinata's educational and cultural activities.

Transmission

C/o Eastside Arts, 178 Whitechapel Road, E1 1BJ

Contact: Dhiraj Mahey / Pippa Andrews / Chevon Wilson

Funded by the European Union, Transmission is a local voluntary project promoting training in film and radio scripting and production for 16-25 year olds. It explores links with broadcasters, film production companies, commercial radio, local groups and professionals within the industry.

Facilitators meet for discussion and practical workshops on the media, how it works, and how to write for it. Links with 'hands-on' film production outlets have been established.

Further Contact: Transmissions is interested in linking with local groups to work on scripts for film and theatre. They have also expressed interest in the possibility of developing projects with Shadinata.

Victoria and Albert Museum

Cromwell Road, London SW72RL/ Email: e.nightingale@vam.ac.uk

Contact: Eithne Nightingale, Education

The V&A is holding a major temporary exhibition coinciding with the centenary of Queen Victoria's death to reassess the legacy of the Victorians. It explores themes including the impact of Victorian military and economic expansion, fuelled by technology, on the rest of the World.

As part of its education programme, the V&A will invite students in higher education to interview people from culturally diverse communities on their reactions to material exhibited. A resulting video will be shown a part of the exhibition in order to engage people with roots in different parts of the former British Empire on the effect of Victorian perception on people of all backgrounds today.

Whitechapel Arts Gallery

81-82 Whitechapel High Street, E1 7QX. Email: info@whitechapel.org

Contact: Russell Martin, Education Officer

The Whitechapel's Educational Programme links primary, secondary schools and youth groups with Artist Residency Programmes, workshops and activities integrating into the gallery's own programme of exhibitions and events. Videos produced by school children, for instance, preface each new event to help make exhibitions more accessible. The work of resident artists and

young educational partners are also exhibited both in the Gallery foyer, as well as in the venues where these projects are based.

In this context, Russell expressed enthusiasm for further contact with Shadinata as the Whitechapel links with local community groups for workshops and one-off projects with young people.

Links for Future Partnerships

Individuals and organisations interested in establishing joint initiatives with the Shadinata Trust are detailed throughout this report. Some contributions will come through members' participation in Shadinata's advisory board, while others have expressed interest in developing joint cultural or educational activities. Detailed below are bullet points noting contacts with whom Shadinata can explore options for future activities.

5.2 POTENTIAL PRODUCTS 1 – EDUCATIONAL MATERIALS FOR SCHOOLS AND YOUTH CLUBS

5.2.1 Recommendations

A number of suggestions and ideas have emerged from discussion with regard to teaching materials which would reflect the interests of second and third generation Bengalis and allow for interactive involvement. Key points include:

- demand for workshops and educational materials for primary and secondary school students which reflect their particular cultural identity;
- the need to explore means of developing information which is accessible to a wide spectrum of ages, regardless of literacy levels;
- the need to develop materials, including worksheets and games, for visitors on exchange programmes which could also be used in schools;
- Demand for an internet facility would allow for young people to easily and regularly contribute sound tracks, videos, research material and news updates to the project;
- CD-ROM and internet facilities which would allow for a wider group of users, academics in particular, to engage and use resource materials from Shadinata;
- A website designed in an accessible format and structured so that detailed expanses of text can be found alongside simple summaries or phrases;
- Active imagery, music and video clips which can stimulate intended audiences should be included;
- Consideration of an element of exchange programmes with Bangladesh, which would allow for Shadinata to also become involved in developing educational materials and training for people preparing to go abroad. Long term, this could also be extended to larger non-governmental organisations nationally;

- In terms of *activities*, Shadinata might want to consider working flexibly so that permanent staff can liaise with individuals who can produce short term work ranging from video films to tours, teaching materials and interactive computer programmes.
- Similarly, tutors could be hired for one-off activities ranging from story-telling to workshop programmes involving music-mixing or research.
- The production of good quality and topical video films has also been suggested.
- Consultancy services for surveys, workshops and activities relating to youth culture and identity, can target statutory, voluntary and community sector agencies.

Charges Envisaged for Services

Taking into consideration the extent to which workshops be run voluntarily by members and trustees, the following expenses will also need to be initially covered by grants and income generating activities. Recommendations for funding activities are detailed in the funding section of this document.

- costs of materials;
- facilitators' fees;
- centre costs;
- admin costs.

Ongoing assessment of service marketability

Assessment and evaluation of Shadinata's services and materials must be ongoing, as must consultation with institutions and organisations such as those listed below, in order to identify specialised outlets through which to market Shadinata.

- Youth groups and schools who have already taken part in sessions;
- Development Education Centres;
- Colleges and Further Education Centres;
- Youth Services throughout London;
- Head teachers;
- Training Centres;
- Education Centres;
- Voluntary Sector organisations;
- Festival and Events facilitators;
- Departments of the local authority, such as the Personnel Department, which facilitate training in-house or for other organizations.

5.2.2 School's, Citizenship's and the National Curriculum

5.2.3 New Elements of Citizenship Education

'*Citizenship Education*' offers a new element in the National Curriculum targets for learning in schools. The revised curriculum is based on a set of values, aims and purposes which entail helping young people to address a crucial set of issues not previously formalized in the educational agenda.

Outside of addressing issues of sustainability, the environment and globalisation, '*Citizenship*' studies also target the acquisition of skills, knowledge and attitudes reflecting the cultural

heritage of local people, as well as that of cultures and traditions other than those immediately represented in Britain.

The objectives of the Shadinata Trust in facilitating young Bengalis awareness of their current identity, with reference to their cultural and historic roots, can easily be integrated into this new area of study.

Longer term options for initiating study trips Bangladesh and exchange programmes abroad could also be developed in light of these educational objectives.

5.2.4 Strategies for the London Borough of Tower Hamlets

In terms of the *Strategic Plan for the Education Service, 1998-2002*, one relevant focus for the London Borough of Tower Hamlets, for instance, *section 4.1* of this policy document entitled *Broad, Balanced and Relevant Curriculum* refers to a target for September 2000 to:

- ‘Facilitate schools to work with key specialists in local community museums, theatres, galleries, environmental, sports and residential centres;
- ‘Audit citizenship education existing at KS3. Disseminate good practise and INSET on use of programme of study in preparation for introduction in 2002’;
- ‘Support artists in residence projects in partnership with London Arts Board (LAB) to enable schools to explore creative approaches to learning using professional artists’;
- ‘Develop and disseminate good practice guidance for the implementation of Citizenship in all schools, with particular reference to anti-racist elements. Continue to support and extend existing citizenship projects in Tower Hamlets.’⁸

5.2.5 Global Citizenship and the National Curriculum

On another level, *Global Citizenship*, or an encouragement of understanding of global issues and inter-dependence within a formal education environment, also fits within the new Citizenship curriculum. Formats through which key elements can be identified and incorporated into classroom skills have been extensively developed by Oxfam, as summarized in *A Curriculum for Global Citizenship*⁹.

5.2.6 Mother Tongue Classes and Out of School Learning

Although Mother Tongue projects in Tower Hamlets largely work with young people aged between 6-16 years, potential exists to explore Bengali culture and heritage through language classes after school.

This department has made use of Shadinata material in the past and might be interested in materials offered in future which specifically cater to the younger age groups with whom they work.

⁸ *Strategic Plan for the Education Service 1998 –2002: Year 3 / 2000-2001*

London Borough of Tower Hamlets Education

⁹ *A Curriculum for Global Citizenship, A guide for Teachers and Education Workers*
Oxfam Development Education Programme, 274 Banbury Road, Oxford OX2 7DZ

5.3 POTENTIAL PRODUCT 2 –AN ARCHIVAL ROLE & EXHIBITION SPACE

A gap exists in provisions for an archive and resource centre documenting the presence of Bengalis in Britain. When Shadinata set out to explore potential links with existing libraries and institutions, it was greeted with interest and offers of support in kind from librarians and community heritage bodies who recognise the volume of work necessary to develop this field.

While the most comprehensive facilities of this nature have been developed at the Humanities Education Centre, with 400 books on Bangladesh, artefacts, A small bookshop is also available to teachers. The need for an accessible *community-based* resource facilitating dynamic information exchanges was clearly identified by archivists, academics and young British Bengalis.

There are strong arguments for establishing both a digital archival systems, accessible to individuals on site and further afield, alongside an archive of printed material. As highlighted in the section on the venue proposed for Shadinata's resource centre, an exhibition and internet café space as part of Shadinata's facilities would also be compatible with this format. The parameters of such an archive, however, need to be further defined in the early stages of Shadinata's development.

Highlights of notes taken from recent meetings with relevant groups are detailed below.

5.3.1 *Black Cultural Archives, Brixton*

The Black Cultural Archives offers a strong model as an archival and cultural resource in the community. It offers a combination of publicly accessible printed records including news clippings, literature and exhibition material relating to the history of Black People in Britain, alongside an exhibition space and bookshop-cum-crafts shop front representing black cultural traditions.

This unique combination of a commercial bookshop in a community base, coupled with further information available upstairs, meant that an archive of a good academic standard sits side by side with very accessible cultural artefacts. The bookshop owner/worker who, until that time, had rented the premises from the Black Cultural Archives themselves, previously facilitated workshops and activities promoting black history, literature and culture in schools.

5.3.2 *Rita Chadha, Eastside Heritage Trust*

Eastside Heritage Trust uses a realm of creative facilities to highlight and celebrate cultural issues with individuals and organizations throughout East London. The Trust's activities range from producing newsletters with local youth groups to sponsoring one-off events. They include projects listed below:

- A qualified archivist has logged a combination of personal stories and images from within the community for the Eastside Heritage Trust;
- The Trust publishes books, with support from Newham Council, on topics ranging from personal reminiscences to documentation of contemporary community issues;
- Exhibitions and information are regularly featured in celebrations;

- In conjunction with youth organizations, Eastside features activities such as designing web pages using sound, images and video clips to re-create and illustrate time periods, colloquial social events or turning points in history.

Obstacles Rita encountered when developing an archival system ranged from technical challenges and the difficulties in attracting archivists to work in voluntary sector organizations to copyright issues for photographs or recorded interviews. She has offered to make herself available, within a restricted timetable, for advice and queries of relevance to her own experiences in this regard.

5.3.3 *Marika Sherwood, Black and Asian Archives Working Party*

Marika extended an invitation for a representative from Shadinata to attend future meetings. She described the challenges of breaking with traditional colonialist representations of black people in Britain and in ensuring representation of a black historical presence in archival institutions. She also noted a shortage of Black and Asian representation nationally amongst archivists.

5.3.4 *Omar Khan/ Michelle Lafleche, Runnymede Trust*

Omar detailed the Runnymede Trust's latest research projects, following on from a period of difficulty in sourcing finance for their endeavours.

Runnymede is currently debating the possibility of dispensing of old materials regarding black people in Britain and possibly, might be prepared to share copies or original archival materials with other likeminded organisations.

5.3.5 *Chris Lloyd, Tower Hamlets Local History Library*

Chris spoke about their resource of 40,000 publications in the form of documentation, images and news clippings, and of the benefits of its experienced and qualified staff in helping with enquiries. Material in Bengali, he explained, was somewhat problematic, however, as neither he nor his other colleague in the section spoke Bengali and could not read or translate material available. Their stock collection policy is to retain only material which is published in or makes reference to this borough.

Chris and his colleague are in the process of putting the library's catalogue onto computer. The catalogue will then be accessible at all community libraries and ultimately, on the internet.

The Ideas Stores project intends to dramatically change library services in Tower Hamlets and the future of the Local History Library and Archives is not clear at this stage.

Shadinata's interest in future developments has therefore been noted with interest.

5.3.6 *Ideas Stores Robin Beattie, London Borough of Tower Hamlets, Acting Head of Strategy and Programmes*

The notion of the Ideas stores is to combine facilities for inter-active learning, crèche and community activities within the Tower Hamlets' Library services at new sites. The first site earmarked is behind the Sainsbury superstore in Whitechapel. The aim is to ensure the borough's educational facilities are geographically accessible to a wide range of local residents.

The Ideas Store is still in early stages of inception. However interest has been expressed in the possibility of Shadinata making use of new Ideas venues or of linking with their services for the future.

5.3.7 *John Eversley, Public Policy Research Unit, Queen Mary and Westfield College, University of London.*

John has been involved in surveys within the Ocean Estate regarding the community development activities of SHADA, the New Deal for Communities and the Ideas Stores. While he did not feel these studies were specifically relevant to the aims of Shadinata, he has, however, previously been involved in exploring the possibility of setting up an archive of Bengali history in the community.

John expressed a personal interest, as well as a potential interest on behalf of Queen Mary and Westfield College, in creating a centre which might bring together and build on existing resources for a research and education centre. A focus on public services, from local government in East London to the National Health Services (NHS) would be particularly relevant, but local history and social research, with a specific remit for the Bengali community, could also be incorporated.

John agreed that though challenging, there is a distinctive need to consolidate the 'ephemeral' material available with regard to the establishment of Bengali communities in Britain. He also emphasized the impact that the Ideas Store is likely to have over the next decade on the direction of public information systems in Tower Hamlets.

5.3.8 *Eastend online Archive*

With support from a Peabody Trust grant, a small group of individuals in Tower Hamlets have begun to develop an online archive of individual stories and photographs to document the heritage and current activities in the area.

5.3.9 *Alice Mackay, Librarian, Bishopsgate Institute*

Opened in 1894, Bishopsgate Institute continues to fulfil an independent educational and cultural role in the constantly changing environment of the City and East London borders. At the heart of the Institute is Bishopsgate Library, a public reference library which also holds important printed and archive collections on London and working class history. The Institute also runs a programme of lunchtime and evening courses for City workers, including local history tours.

Building on the successful completion in 1999 of a refurbishment and conservation project supported by the Heritage Lottery Fund, the Library is seeking to expand its role as a resource for learning by making the historical collections more accessible to our local and national audience. In particular, the Library aims to improve its coverage of the history of recent immigrant groups in East London, and to involve local people in community and family history activities.

Alice MacKay, Chief Librarian, sits on the panel of the Raphael Samuel Centre for Metropolitan Cultural History, which promotes local history research projects in East London. It is hoped that such projects will help contribute towards a paucity of printed and archival material relating, in particular, to the local Bengali community. The Institute is also a member of the "Ten Generations" consortium, one of the New Opportunities Fund digitilisation projects, which will create a digital London history database of which immigration is a major theme.

Future activities might include an exhibition on Spitalfields Market, photographic documentation projects or short courses in liaison with local groups. It might, therefore, be worth exploring opportunities to develop further links between this established institution and Shadinata on the ground.

5.3.10 Humanities Education Centre / Tower Hamlets School Library Service Resources on Bangladesh

A search on 'Bangladesh' at the Humanities Education Centre (HEC) has produced a listing of 400 publications available in Tower Hamlets for educational use. Further details about the Humanities Education Centre are detailed elsewhere in this report, but it is useful to note that a combination of archival and artefactual resources, coupled with facilities to produce publications, sell books and crafts, has proved popular with local teachers.

5.3.11 Community-Based Activities:

Shadinata expects to collaborate further with Asian Dub Foundation's Educational Programme to help facilitate further workshops and opportunities for young people to develop and promote a new generation of Asian music mixes;

- The possibility of developing programmes of music, news and documentary features for community radio initiatives currently being examined in Tower Hamlets offer key vehicles through which to fulfil Shadinata's aim to promote and develop new fusions of Bengali culture;
- Longer term possibilities of collaborative work with the Concordia Centre in Stepney should be explored for educational and cultural projects;
- It might be of interest to link up with events programmed by the Kobi Nazrul Centre where activities of cultural significance are relevant to Shadinata's own initiatives;
- New Avenues has expressed interest in linking with Shadinata for local documentation of the stories of the first Bengalis arriving in East London;
- Pan Arts project has expressed interest in exploring links with Bengali groups in East London for the development of video, photographic, performance, dance and music-based activities;
- The Drama Department of Queen Mary College has asked to put students on its community production course in touch with the Steering Group Shadinata for project development in 2001;
- Tower Hamlets Summer University Programme offers key opportunities through which to further develop and promote Shadinata's educational and cultural activities;
- Transmissions has expressed interest in collaborative film and television development work;
- The Whitechapel Gallery has expressed enthusiasm for further contact for educational work;
- Additionally, detailed in the appendix are project which individual youth groups have proposed for joint development with Shadinata for the future. Groups who have asked Shadinata to facilitate workshops for their users.

5.3.12 Publicity and Education Packs

- Students from the University of East London have offered to update and develop a permanent website for Shadinata;
- Tutors at the Hoxton Bibliotec and Tower Hamlets College have also offered to help develop print designs for Shadinata as part of their courses in digital graphics;
- As Charter 88 targets a similar age group to Shadinata, the possibility of facilitating joint programmes for workshops and the development of educational materials should be explored;
- Students in Tower Hamlets College's Anthropology course might also be able to inform and support initiatives to develop both academic, archival, digital and educational resources;
- An extensive appendix to this document lists samples of education pack and link organizations who can support Shadinata's further development of its own educational materials;
- As detailed in the 'Action Plan', Shadinata will take advice from its advisory panel and local teachers to tailor educational information to National Curriculum Targets for schools and gaps in local provision for material relating to the cultural identities of young British Bengalis;
- Shadinata will also liaise with organizations such as the *Out of School Learning* initiative of LBTH's Education Department or Tower Hamlets Youth Exchange Project to examine potential for designing learning packs geared towards their specific requirements.

5.3.13 Archival Facilities

- Tower Hamlets Local History Library and Archives, Bancroft Library is keen to make news-clippings in Bengali available for translation and study purposes;
- John Eade at University of Surrey at Roehampton has expressed willingness to make material available, under the right circumstances, documenting the developing of voluntary sector organizations in Tower Hamlets;
- Alice Mackay at Bishopsgate Library has expressed willingness to explore options for joint cultural activities and support for the running of courses in the community;
- The Runnymede Trust might be prepared to offer access to relevant archival materials;
- Contact with organizations and institutions listed in the appendix in West Bengal and Bangladesh should be explored;
- Marika Sherwood of the Black and Asian Archives Working Party has invited Shadinata to take part in their future schedule of meetings;
- Eastend Online has positively welcomed input into their electronic archive from Shadinata;
- Rita Chadha of Eastside Heritage Trust works collaboratively with local groups and is scheduled to develop a Tower Hamlets-based project;

- Robin Beattie at the IDEAS Stores has recommended maintaining contact so as to explore future possibilities for joint work;
- Maher Anjum has similarly suggested the possibility in future for further links with SHADA, both in terms of activities and possible long-term space facilities;
- Max Weaver of London Guildhall University has recommended an early meeting with himself and individuals at Guildhall University who are responsible for archives in order to explore future potential for a Bengali resource centre.

5.3.14 Academic Links

As detailed elsewhere in this document, potential interest in joint research projects has been expressed by academic and research institutions. Once Shadinata has firmly established its resource base within the community, further links with research and educational institutions must be explored as a priority.

5.3.15 Training Facilities

- Just as the Hoxton Bibliotech and Tower Hamlets College's Digital Graphic Department are prepared to explore the design of Shadinata educational materials as part of their training programmes, so too it has been suggested that students in tourism or anthropology could make contributions towards Shadinata's future programmes in history tours and archival resource materials. Links for catering facilitation would also be key to developing an internet café facility.
- In terms of media development, Hoxton Hall, which offers training in community theatre, music technology and music tutor training has expressed interest in linking with Shadinata for work placements while representatives at BEAC suggested links with film and video technology students at the London Guildhall University can explore joint documentation projects.

5.3.16 Cultural Exchange Programmes and Study Tours

There may be further scope to explore links with the Sylhet Partnership both to offer training for members of the European partners to this schemes, as well as to explore possibilities of linking cultural and educational exchanges to the remit of this initiative.

Any initiatives to develop study group tours or exchange programmes by the Shadinata Trust should be informed by the experience of organisations such as the Daneford Trust and the Council for International Exchanges. Such initiatives should therefore be explored as part of the establishment and development of Shadinata as a resource centre.

5.4 POTENTIAL PRODUCT 3 – A RESOURCE FOR COMMUNITY RESEARCH AND DOCUMENTATION

5.4.1 Shadinata as a Resource for Community Research and Documentation

5.4.1.1 Linking with Academic Institutions

Local academic institutions and those working within a brief of relevance to Bengalis have been contacted to explore possibilities for joint academic research. Timetables and geographic constraints mean it has not been possible to fully explore links with academic institutions in

Bangladesh, but the establishment of such links has been recommended as part of Shadinata's action plan.

5.4.1.2 Summary of Feedback from Meetings

Support has been expressed in general for future initiatives to develop a Bengali resource centre from which academic studies can be pursued. It will be necessary, however, to discuss possibilities of future liaison once Shadinata has established a concrete programme for research and academic study.

Some individuals have been particularly helpful in highlighting areas for further potential development of both a resource centre and academic study.

John Eade, Centre for Bangladeshi Studies University of Surrey at Roehampton

John Eade has previously participated in research initiative in the London Borough of Tower Hamlets and continues to support local organisations through participation in seminars, talks and lectures. He has provided contacts for students who have written theses of relevance to Bengalis in Britain and Bangladesh, while mooting the possibility of making contributions from his own documentation relating to early meetings, conferences and events sponsored from within the voluntary sector in Tower Hamlets, should an appropriate facility be established.

Anne Kershen, Centre for the Study of Migration Queen Mary and Westfield College

Anne Kershen has extensive experience of contributing towards the establishment of the Jewish Museum of Everyday Life in Finchley and of the Jewish Museum in Camden. She is also a Trustee of the Ralph Samuels Chair at East London University for the purpose of local history research, documentation and conservation.

Her own focus on migration in East London also informs her ability to offer advice and guidance as Shadinata has establishes itself as an academic resource.

Margaret Burr, Humanities Education Centre Tower Hamlets Professional Development Centre

Margaret Burr has developed one of the most comprehensive archives of resources for teachers in terms of printed and artefactual materials relating to the local Bengali community and Bangladesh. Her experience and expertise in facilitating educational materials, library resources and exchange programmes between Tower Hamlets and students in developing countries establishes her as an invaluable local source for advice.

Annette Zera, Principal, Tower Hamlets College

Annette Zera outlined current initiatives within the college including a major survey carried out in conjunction with London Guildhall University and the London Borough of Tower Hamlets on attitudes of local residents towards learning. Information from the 'Learning for Life' study will be made available in January 2001.

Georgie Weymuss, Anthropology Tutor, Tower Hamlets College

Georgie Weymuss from the same college, has also described interest amongst her students to explore links between Bengali communities in Britain and their roots in the colonial development of India and Bengal. It has been suggested, for instance, that students from this course might be able to contribute towards Shadinata's archive, as in the case of scholars

recommended by John Eade. Similarly, students may be able to make ‘on hand’ contributions to developing the archival and resource facilities for the centre.

William Radice, School of African and Oriental Studies

In the face of limitations of time constraints, Professor Radice has expressed willingness to participate in talks and seminars as appropriate for a tutor of Bengali language.

Michael Young, Director, Institute of Community Studies

Time constraints meant that we were unable to meet in person, but the Institute for Community Studies has forwarded details and information about their current initiatives in research and surveys relating to social issues East London. Current projects include consultations with regard to housing and policy with regard to social needs of residents in East London.

Aswani Sharma, Centre for New Ethnicities, University of East London

Phil Cohen, former director of the Centre for New Ethnicities Research (CNER) at University of East London has recently left his post, but has suggested that future links could be developed with advice from Dr. Aswani Sharma. CNER has most recently been involved with Richmix initiatives to liaise with schools and local groups for the production of exhibitions and documentation relating to contemporary Bengali culture.

Diane Hoskins, London Guildhall University (LGU)

Time restraints, unfortunately, meant that a meeting with the Diane, who is apparently responsible for the re-development of the Fawcett Library, has not been possible. However the Vice Provost of LGU has generally expressed positive support for Shadinata’s work in conjunction with outreach to the local Bengali community and suggested that at a later date, meetings could be arranged with individuals within Guildhall University with experience of facilitating archival resources.

5.5 POTENTIAL PRODUCT 4 – LOCAL BENGALI HISTORY TOURS

A growing demand for factual and experiential introductions to Bengali culture in the Brick Lane area is evident. Given a range of audience demands for distinctive information of educational and entertainment value, Shadinata proposes to develop and facilitate a series of tours for individual visitors to the areas, group tours, local people, school groups and individual wishing for more than a traditional info-tour.

Given a dramatic increase of 25% over the last twenty years of visitor in the UK to places of cultural activity such as museums, this initiative offers a unique opportunity to develop facilities of educational, tourism and cultural value which can become financially self-sufficient in the long term. The activity-based nature of tours also helps to make inroads to the remaining 68% of the UK population which does not at present visit indoor museums.

It is proposed that history tours be developed to cater to distinctive audiences including:

- Student tours, including visitors on educational exchange programmes;
- Guided tours for visitors;
- Self-guided audio-tours for tourists and local residents;
- Rickshaw tours;

Participants' existing familiarity with Bengali culture and the nature of information or entertainment sought will dictate the format of available tours. While maintaining an educational element at all times, we recognize the value in developing selective tours such that tourists to the area might appreciate a simple introduction to cultural and culinary elements of Brick Lane while local people might value information about the early origins of the Bengali community in the area.

Printed information and audio-tours can be made available so that an individual can follow a walking trail or an atmospheric audio-tour in which factual information might be blended with off-sounds and Asian music, while groups can be offered personalised guided tours. Rickshaw tours, on the other hand, can cater for individuals actively seeking to immerse themselves in an animated cultural experience. Local rickshaw services such as *Scratch Project* have expressed willingness to link up for this purpose.

On another level, the beauty of the tour scheme lies in its potential to offer new and creative experiences both to visitors and young local people alike. Audio-tours, for instance, can be creatively developed as abstract art-form, in the genre of the hugely popular Janet Cardiff tours launched by Art Angel from the Whitechapel Library site.

In addition, Tower Hamlets tutors in leisure and tourism are keen to develop partnerships for dynamic work placements to offer students hands-on experience of the practical development of local tourism initiatives. While limited in scope, such a scheme could also open up opportunities for longer term employment of local young people.

5.6 POTENTIAL PRODUCTS 5 – STUDY TRIPS ABROAD / EXCHANGE PROGRAMMES

5.6.1 Targeting an Audience

Shadinata wishes to explore scope to develop commercially viable study tours to Bangladesh for members of the public. Guided visits to museums, historic sites and scenic areas can be coupled with exchanges with college students, forays into village life, schools, and previously inaccessible areas of Bangladesh such as the southern Hill Tracts of Bangladesh.

Participants might include teachers, professionals working with British Bengali people or Bengalis themselves who wish to gain insight into the history or contemporary culture of Bangladesh.

5.6.2 A Youth Element

Young people have expressed interest in the experience of groups such as the Marchmont Community Centre, which developed an educational study tour to Bangladesh as part of their youth programme.

Fundraising seminars were organised for young people identifying sources to finance the trip. Other participants co-ordinated travel logistics, researched Bangladesh's history and identified places of interest to visit. Educational seminars and presentations were also made upon their return in schools, voluntary sector groups and youth clubs.

Income generating study tours can therefore be complemented by subsidised places for young British Bengalis who actively participate in their organisation. Alternatively, separate trips can be developed to cater to distinctive audiences for study tours.

5.6.3 Youth Exchange Programmes

The development of national and international youth exchange trips can also provide for the production of educational and creative documentation. As with the initiative for study tours to Bangladesh, exchange trips would be rewarding to participants and contribute to Shadinata's cultural and education archive. Materials comparing experiences of Bengalis in different continents and that of individuals from different cultural backgrounds, would be particularly valuable.

Links exist already between groups in Tower Hamlets and abroad. Professional organisations dealing with exchange programmes are detailed below and in the appendices. An outline of funding logistics for a sample exchange programme is also detailed in the section on *Sample Proposals for Funding*.

5.6.4 Developing Educational Materials

Aid and development organisations such as *One World Action* and *Actionaid*, have produced educational materials on Bangladesh as authored by Bengalis in Britain and in Bangladesh. As part of Shadinata's study tour and exchange programme proposals, therefore, the possibility of developing educational and training materials as part of its consultancy initiatives should be explored.

5.6.5 Contacts for Further Liaison

Listed below is a sample of local organisations whose interests and experiences overlap with Shadinata's proposed study tours and exchange programmes. Groups whose interests might be serviced by materials developed as part of these initiatives are also detailed in the appendix.

i) Out of School Learning and the Bangladesh-UK Trust

The Bangladesh-UK Trust arose from the notion that, given large numbers of British children temporarily enrolled in schools in Sylhet, teachers there could benefit from a better understanding of the British schooling system. At the same time, children from the British education system would benefit if their studies abroad paralleled educational curriculum in Britain.

The UK-Bangladesh Trust therefore supports a programme for teachers in Sylhet to receive training through an exchange programme with learning resources in Tower Hamlets.

Shadinata's development of education packs might therefore be of interest to the *Out of School Learning* initiative and Bangladesh-UK Trust, particularly if combined with study trips to Bangladesh.

ii) The Graduate Forum

The Graduate Forum was developed to facilitate the representation and networking of graduates from the London Borough of Tower Hamlets. It promotes employment links in areas such as law, IT and finance, and runs summer training programmes, events, workshops and seminars of relevance to members. It also facilitates placements for local graduates to develop skills and make contributions within 'real life' working environments.

The concept of the *Graduate Forum* was born, in part, from a realisation that economic investment were actively promoted by aid institutions and the Bangladesh High Commission,

while a huge potential for human investments from western trained and educated Bengalis remains unexplored.

British Bengalis with skills ranging from business management, urban development and computing to teaching, social work and technological skills could be prime candidates for exchange programmes with Bangladesh. Yet aid organisations providing opportunities for young people to develop skills abroad, have failed to address this sleeping potential interest for recruitment to their programmes.

It is hoped that some of these issues might be addressed through the twinning programme recently initiated between municipalities in Tower Hamlets, Denmark and Sylhet. Depending upon the evolution of this project, such potential could be tapped through government-sponsored recruitment and training for English-speaking and professionally trained persons therefore offers extensive potential for economic and cross-cultural contributions.

iii) The Sylhet Partnership

In order to network with local initiatives, Shadinata might also examine the training needs of the Sylhet partnership between Tower Hamlets Council, Denmark and Sylhet Town in Bangladesh. Initiated under the auspices of the European Community in 1996, this partnership facilitates links and exchanges to share expertise in areas such as the regeneration and development of urban areas.

The Partnership is at a very early stage of development. There may be future scope, however, to explore links with the Partnership both to offering training for members of the European partners to this scheme, as well as to explore possibilities of linking a cultural and educational exchanges to the remit of this initiative. In early 2001, an Officer from Tower Hamlets will become established in Sylhet and can help facilitate activities twinning these metropolitan areas together.

iv) Daneford Trust

The Daneford Trust has extensive experience of linking with individuals and partner organizations in Britain and abroad, to support and develop educational and work experience exchange programmes. It was, for instance, instrumental in supporting the Marchmont Community Centre in its initiative for make a youth trip visit to Bangladesh.

Any initiatives to develop study group tours or exchange programmes by the Shadinata Trust, therefore, should be informed by a wealth of experience available through this organisation.

5.7 POTENTIAL PRODUCT 6 – TRAINING AND SKILLS EXCHANGES

5.7.1 Opportunities for Skills Exchanges

While Shadinata Trust does not endeavour to establish itself as a primary facility for training, it is in an ideal position to provide a venue to which trainees in areas ranging from tourism, education, youth work, computer technology, digital design, administration, translation, library or archival skills to theatre design, film-making, community radio development and music technology can be developed.

Shadinata has identified academic and training institutions to explore links for work placements where students and trainees can contribute to specific projects while developing skills in a practical working environment.

In exchange for practical input from work placements, Shadinata can offer individuals the benefits of ‘real life’ experiences. While placements will not be considered as a substitute for paid staff, their involvement will provide a means of networking and sharing resources available through the Shadinata Trust.

Appropriate structures to ensure support and supervision of placements are paramount for work placement and trainees. They should include elements such as Job Descriptions, Induction Packs and Mechanisms for Support and Supervision.

Potential Partners in the Creative Arts

Digital and Print Design, Events Management, Film, Theatre and Music Technology Consultation with tutors at Tower Hamlets College, the Hoxton Bibliotec and Guildhall University in fields such as digital graphics have suggested there is ample scope for website, printed and audio-visual design of educational materials. While Sally Manser, a consultant exploring options for the establishment of community radio in the borough, could not comment fully on future plans for this project, this would also offer an obvious option for placement and work experience.

Tutors at the Hoxton Bibliotec have suggested developing materials for Shadinata as part of a course project or work placement secondments, while students at the University of East London have already designed Shadinata’s initial website for the launch of the TH2000 ‘Other Peoples’ Houses’ project as part of their coursework. Lastly, it has been suggested that links to Guildhall University’s programme of film and media studies can provide further opportunities for joint development of projects.

Links for Initiatives in History, Tourism and Leisure

In terms of history tours, for instance, tutors at Tower Hamlets College’s Leisure and Tourism Department have expressed enthusiasm for developing active work placements for course students, while Bill Fishman at the Centre for Migration Studies at Queen Mary and Westfield College incorporates local tours into his own history curriculum.

Lastly, Hoxton Hall, which offers training in community theatre, music technology and music tutor training has expressed interest in work experience placements for the development of cultural events.

Catering and Work Experience Programmes

A number of training initiatives in the borough focus on equipping young people to work in the catering industry. Shadinata could therefore offer an innovative opportunity for young people on works experience to help manage a small café concern in a dynamic and multi-faceted environment.

Teacher Training

Based in Poplar, the Urban Learning Foundation provides a course of teacher training which might yield placements for the Shadinata Trust’s educational development programme Further details of training lists are listed in the appendix.

6 AN ACTION PLAN TO MAKE THE SHADINATA TRUST A REALITY

6.1 PROPOSED PROJECTS– A SUMMARY

An overview of projects recommended as a result of consultation with potential users of Shadinata's service is outlined here below. The breadth and variety of activities raised demonstrates that a flexible and imaginative approach to community education, history, culture and training is required to meet demands from a varied group of users.

6.1.1 Shadinata: educational training resource for schools, youth clubs and colleges:

- ***Marketing and Partnerships***

Schools, colleges and youth clubs in Tower Hamlets and in the greater London area are envisaged as the target audience in the initial stages. Advice should be taken from Development Education Centres which specialise in this area of work and include the Humanities Education Centre at English Street, the Development Education Association, an umbrella body offering support networks to local training bodies, and LONDEC which develops publications and training specifically around issues of race, culture and identity with regards to the Asian sub-continent.

- ***Consultation with focus groups, teachers and youth workers on education materials proposed***

Focus groups suggested that a wide range of materials be developed with input from potential users and professionals with knowledge of the National Curriculum, youth work and issues of concern to a new generation of British Bengalis.

Youth club materials, in contrast to school materials, can incorporate games which stimulate discussions, videos, such as one developed by Leeds DEA with young people themselves, or websites, as has been done in Norwich, which allows individuals to download information, games and materials. The latter facility might, for instance, be useful to after-school clubs or bodies who might not have the opportunity to invite visitors from outside to generate activities and discussions.

A niche market for developing materials appropriate to educational youth exchanges could also be explored. Information packs, maps and background materials are regularly sent to groups visiting London or local centres such as Tower Hamlets Youth Exchange Project. Shadinata therefore needs to develop models for educational materials with which to consult and identify potential audiences and users of its services before negotiating partnership agreements for further development of specific materials to meet the needs of specific audiences and clientele.

Issues raised:

Work with primary school aged children: a number of groups suggested catering to a wider age group, as younger people can certainly benefit from appropriate educational materials dealing with issues of Bengali culture;

Standards of materials and workshops: were highlighted by several groups as crucial considerations with respect to their interest in such a project;

Input from young people was considered crucial, whether in developing a CD-rom facility, printed information or videos;

Defining a 'Bengali' identity: "Bengali" identity is, for heritage purposes, defined as a cultural rather than a geographic phenomena. The history of Asian immigration to East London, for instance, began with operations set out by the East India Company, originally based in Calcutta, West Bengal. The history of the Mughal Empire and of the Indian sub-continent are similarly intertwined with that of Bengalis, regardless of the specific areas in which historic transitions have been acted out.

6.1.2 *Shadinata as an Archival and Academic Facility:*

Defining a Scope for Relevant Materials: Material could range from background on the arrival of the first Bengali seamen in the UK to developments in Brick Lane in 1977, which led to the establishment of the first Bengali youth groups in Tower Hamlets. Historic links between Bengalis abroad and their cultural roots could also be explored.

Issues Raised:

The Relevance of Local History: It is imperative to maintain a specific focus when developing an archive which can realistically be collated. The Black Cultural Archives, for instance, restrict their own collection of books, videos and news clippings to the positive presence of Black people in Britain. A wider remit would otherwise duplicate existing resources, be physically difficult to house and unwieldy for administration purposes.

Local librarians and archivists have expressed concern that there is little exchange with the local Bengali community in terms of the deposition of materials for future archives, as well as in the use of existing materials. Enthusiasm and support for Shadinata's proposal to link to develop a contemporary archive in the form of oral history, video and digital information has therefore been expressed.

Existing Resources: The School of Oriental Studies and the British Library largely hold material focused on Bangladesh, while educational material at the Professional Development Centre, Bancroft's Local History Library, the Runnymede Trust, Centre for Bangladesh Studies at University of Surrey and Museum in Docklands hold a mix of data about the Bengali presence in Britain. A challenge for Shadinata, therefore, would be to collate and make such information more accessible to local people and members of the general public.

To complement existing resources, Shadinata might consider focussing on issues such as immigration, women's experience of living in Britain, community development and culture with reference to Bengalis in Britain.

Potential Partnerships as mentioned elsewhere, several bodies, from John Eade at University of Surrey and Alice Mackay, Chief Librarian at the Bishopsgate Institute to the Runnymede Trust at the Barbican, which is currently considering disbanding its existing printed library, might provide useful links for academic and archival resources.

Other local facilities to explore include archival facilities being developed by the Association of Black Archivists, links with institutions in Bangladesh and West Bengal, the Institute of Community Studies in Victoria Park and Tower Hamlets' own initiative for the development of an IDEAS Store which will combine libraries with community and educational activities.

6.1.3 *Facilities for research, exhibitions and events :*

Potential Partnerships and Venues for Exhibitions and Events

A range of existing and projected facilities for performing arts, exhibitions and events exist locally. Interest in supporting or exhibiting works by Shadinata has been expressed by the Museum in Docklands. Richmix and the Concordia Centre have also suggested Shadinata contribute to future schedule of seminars, workshops, exhibitions and events.

Links for Developing Projects: Groups such as Transmissions, which helps train young people in Newham, Hackney and Tower Hamlets to develop film and radio scripts, is keen to examine the possibility of joint activities. BEAC, the advisory arm of Guildhall University, has similarly expressed interest in exploring links with Shadinata. The Whitechapel Gallery is also developing extensive educational and cultural links within the community for which potential links need be explored.

Schools, Community and Youth Organisations: On another level, groups ranging from Youth Action, which was inspired by the Shadinata Brainstorming Questionnaire to explore identity and culture through a video documentary project, St Hilda's Youth Club, the Limehouse Project and others who have expressed interest in developing creative projects with Shadinata, can help facilitate input from young people to ensure a wider range of perspectives and people are represented and benefit from such projects.

Issues Raised:

What sort of Support can Shadinata offer to Outreach Projects? Youth clubs would like to participate in events such as the development of video documentaries or music mixes, but need support. Shadinata must therefore outline steps and facilities it can offer towards this end.

The Role of Young People in Informing such Developments: If materials and activities are aimed at 16-25 year olds, to what extent will young people also have a real stake in developing such projects?

6.1.4 Developing Shadinata's Resource Centre as an Internet Café

It has been suggested that Shadinata combine an 'internet café' with an exhibition space and archival facility. If a trading arm were developed for Shadinata, artefacts and books might also be sold. To date, no specific facility exists in the area which links the traditional Bengali catering industry with new trends in internet café provisions.

Creating an accessible recreational facility of this nature would help to attract a wider range of users who might not visit traditional community centres or academic facility. Such a facility could also offer potential revenue income through which to support the organization's educational and community activities while inviting young people to actively become involved in the running of the centre through its catering facilities.

Issues Raised:

How can Shadinata ensure that a venue which has a recreational element remains open to all potential users? While Shadinata could flourish as a combined resource centre, it is crucial to ensure that young Bengali women also felt comfortable making use of this space.

Links with training organizations: It was also suggested that a café facility could offer opportunities for young people training in catering to gain work experience in a community environment.

A Mix of Formal and Informal Environments for Learning: An internet facility offers an ideal vehicle to combine informal with formal learning environments. It would be important, however, to accommodate these different interests in a sensitive and balanced manner.

6.1.5 Study Tours to Bangladesh

Brainstorming sessions suggested that young people *do* think about Bangladesh, their cultural and historical links to it, when they have the opportunity to actually visit. Wider exposure to Bangladesh, however, is restricted when family reunions are involved.

This phenomena gives rise to two suggestions. Firstly, Shadinata should consider a programme of Study Tours to Bangladesh for young people, teachers and members of the public, incorporating preparatory educational sessions to examine the history and culture of Bengal and later, produce written, visual or performance-based projects on their return in order to inform others about the findings of their visit and develop further materials for general cultural and educational consumption.

Secondly, Shadinata could consider developing ‘consultancy’ services for larger Non-Governmental Organisations such as Voluntary Services Overseas, Raleigh International or, as appropriate, Oxfam, which contract Europeans to Bangladesh.

Issues Raised:

Timetables: Setting up such as programme would take time and resources. If desirable as part of Shadinata, it could be developed in the longer term in order to complement training objectives.

Finances: A programme could be developed in which some participants pay while others raise sponsorship, with support of some subsidy.

Link Organisations: Youth workers at the Marchmont Community Centre in Camden have already linked with the Daneford Trust which has extensive experience of setting up exchange programmes to support young people who initiated, funded and documented a visit to Bangladesh in order to organise and facilitate talks in schools and community centres on their return.

6.1.6 Work Exchange Programme:

Skills and human resources in computer technology, business and urban regeneration could match economic exchanges through work placements for students training as Social Workers, Teacher Trainees and Business Students etc. While being of service to institutions in Bangladesh, young people of Bengali origin would have the opportunity to learn about their country.

6.1.7 Training through Lectures and Seminars

The viability of such an initiative could be explored in partnerships with academic institutions or bodies such as the Tower Hamlets Regeneration Team, the Business-Educational Trust¹⁰ and the organizers of the Mildred Gordon Seminars which brought successful business people to tell young people in Tower Hamlets of their own experiences. Youth clubs, colleges and schools would need to be approached for recommendations about the potential relevance and interest around such themes.

¹⁰ Contact details listed in appendix

6.1.8 Targets and Outputs

Targets and outputs are based on a combination of areas of work identified on the basis of Shadinata's existing services and objectives, as well as those defined with potential partner organisations and young people, detailed in the previous section of this report.

Targets for 2001-3:

Given that Shadinata needs to establish both its office base, management, funding and staffing structure in the course of the first half of the year, it is recommended that for a nominal fee, workshops prioritise groups serving disadvantaged youth as part of a process of designing an education pack to accompany events, activities and materials already developed by the trust. Outreach activities in the first half of the year particularly, will serve to help inform Shadinata's establishment of a base and resource centre.

In the second year, however, Shadinata will be in a better position to run fee paying workshops, training and consultancies, while developing other income generating activities such as its internet café, local history tours, study groups to Bangladesh and a digital archive for subscription.

The development of Shadinata's archival resources, through the collation, translation, filing and digitalisation of materials should also be substantial enough by this time to ask for subscription fees from organisations, or membership fees for individuals wanting to make use of its services for more than a trial period designed to ensure resources remain accessible.

While it is assumed that the bulk of groundwork for proposed activities will be underway by this point in time, activities requiring a combination of finance, skills and support, targets will not necessarily follow timetables outlined sequentially. Projects such as the making of a video film, for instance, can be undertaken according to the nature of support available through partnership links.

2003-5

By this stage of development, Shadinata should have established its services, networks, resources and contacts to maintain routine services, such as those listed below, while exploring and developing contracts with educational establishments, non-governmental organisations, statutory and youth services according to the needs of individual bodies.

A projected sample of activities could include:

- *Use of resources centre, internet facilities and archives by 200 persons per week;*
- *Facilitation of 24 educational workshops per annum;*
- *Facilitation of six training sessions for statutory, private and educational organisations in the form of inductions for personnel to work abroad or Bengali cultural awareness sessions;*
- *Production of 2 printed or digitalised works for cultural or educational purposes;*
- *Production of monthly newsletter;*
- *Facilitation of 12 tours for exchange students, schools, tourists and members of the public;*

- *Co-ordination of two study tours per annum for a mix of teacher and professionals, as well as young people in mixed subsidised initiatives;*
- *Production of one survey / research study relating to the Bengalis in Britain and abroad in conjunction with academic body*

6.1.9 ACTION PLAN FOR SHADINATA

Listed below are targets for action, which will facilitate the establishment of the Shadinata Centre.

.Targets for 2001

First Quarter

- Establish Shadinata's Youth Steering Group membership;
- Arrange in-house training sessions as necessary in management practices, in conjunction with outside agencies;
- Establish a basic infrastructure for Shadinata by drafting documents incorporating its Aims and Objectives, Equal Opportunities Policy, etc;
- Make arrangements necessary to manage the organisation's finances, e.g. appoint/elect a treasurer, set up book keeping system etc;
- Negotiate the establishment of an office base and, as appropriate, a resource centre or internet facility for Shadinata;
- Launch Shadinata's new space as part of an event or cultural celebration;
- Explore funding sources for basic office overheads, staff, computer and catering facilities for the establishment of an internet cafe;
- Explore funding options for publication of education materials and for one-off activities, such as a summer programme or autumn cultural event;
- Liase with groups such as Pan Arts who have expressed interest in developing performances in conjunction with Shadinata Trust;

Second Quarter

- Initiate meeting of educational advisory sub-committee for development and consultation on format for presentation of new educational materials;
- Liase with educational bodies to take advice on formats and design for materials to be produced;

- Facilitate workshops, as requested, by organizations such as the New Generation Youth Club in Shadwell, the Limehouse Project or Marchmont Community Centre in Camden as part of a process of sampling educational tools and materials for publication;
- Continue consultation process with potential users groups to produce educational materials relevant to their needs;
- Continue to develop workshops as agreed with link organisations for performance activities and events;
- Plan for the launch of Shadinata's new materials and appropriate outreach activities to accompany this, or other celebrations;
- Liase with training and community catering organizations to consider catering provisions and staffing, as appropriate, of an internet café facility;
- Initiate event for Shadinata's full Advisory Panel to meet and participate in seminar or event highlighting Shadinata's status and potential for future;

Third Quarter

- Subject to funding, develop staff structures to appoint, induct, support and review the performance of new workers for Shadinata;
- Taking initial consultations into consideration, develop a strategy with staff for the promotion of Shadinata's educational services to the widest possible clientele;
- Establish parameters for the monitoring and evaluation of Shadinata's performance and service delivery;
- Consolidate staffing structures as necessary and introduce systems to support and facilitate work placements and trainees within the organization;
- Establish initial links for academic research with institutions in Bangladesh and West Bengal;
- In consultation with the Archive and Resources Advisory Panel, outline structures necessary for the development of an archival resource;
- Subject to venue considerations, explore launch of Shadinata's internet café facility;
- Proceed as necessary with developments for a joint performance or cultural event, in liaison with partners and advisors in cultural matters;

Fourth Quarter

- Consult, as appropriate, with academic, archival and library institutions on the further development of Shadinata's archival resources;

- Subject to human resources, consider the development of further educational or creative facilities in which young people might have a direct input. For instance, the co-ordination of a screening for films developed by youth groups, individuals and organizations such as Transmission, St Hilda's Youth Club, On the One or Four Corners Film Workshop combined with screenings of classical or documentary Bengali films could offer young people a platform to exhibit their work, highlight the public profile of the Shadinata Trust and offer viewers insight into the heritage of Bangladesh;
- Explore the possibility of developing income generating local history tours;

Targets for 2002

- Consolidate structures necessary for Shadinata to formalise its Youth Steering Group and membership;
- Explore, as appropriate, research projects to be developed in partnership with young people and appropriate academic institutions;
- Explore Shadinata's options for digitalising archival material;
- Promote Shadinata's educational services and explore links throughout Britain;
- Explore Shadinata's potential to develop study tours to Bangladesh;
- Explore Shadinata's potential to develop exchange programmes within Britain and with partners abroad;
- Review options for a permanent base for Shadinata with facilities for an internet cafe;
- Schedule a series of exhibitions relevant to British Bengalis; Shadinata's work with cultural and exchange initiatives should help provide material;
- Review the performance of Shadinata to date and revise its development strategy accordingly;

Targets for 2003 – 2005

- Expand, refine and promote the services of Shadinata, based on evaluation information obtained through its last review;
- Consolidate resources and archival initiatives in partnership with link organisations;
- Prepare for launch of exchange programmes with accompanying resources and educational materials as appropriate to produce performances, cultural activities or publications which can be worked upon and launched later in the year as part of an ongoing programme;
- Building on experience of first exchange programme, develop schedule for forthcoming year accordingly, integrating targets into Shadinata Trust's overall activities in resource and event production for the forthcoming two years;
- Seek a mixture of funding support and fee-paying parties for launch of study tours, complete with educational materials, link partners and advice from outside bodies;
- Review and assess study tour achievements and devise schedule for following two years, bearing in mind financial, human and information resources necessary, as well as targets for exhibitions, publications and exchange performances which can result from such tours;
- Examine options for tourism development schemes, including exhibitions, talks and walks based on themes relating to the presence of Bengalis in Britain, their contributions to the history of the Docklands and local area, as well as issues focusing on questions of Bengali identity and culture;
- Launch of Shadinata tour programme and schedule for forthcoming two years.

6.2 ESTABLISHING AN ORGANISATIONAL STRUCTURE - STEERING SHADINATA TOWARDS THE FUTURE

Based on discussions with the steering group for Shadinata, members of its parent executive group, the Nirmul Committee and young people, the following strategies have been recommended as a means of establishing the Shadinata Trust as a formal body with charitable status.

6.2.1 A Youth Steering Group for Shadinata

Composition of an Interim Steering Group

It has been recommended that a Youth Steering Group be established to manage the day to day activities of Shadinata in its first year of development, while establishing structures and policies as necessary to become a fully fledged charitable trust. Responsibilities would also include the management of finances, staff, projects and cultural events relating to the Shadinata Trust.

The Youth Steering Group for the Shadinata Trust should ideally represent a cross-section of young British Bengali women and men who support the objectives of the organization. It will be supported through active participation from members of the Steering Group which has overseen

the fresh re-integration of the Shadinata Trust and guided by the priorities outlined in this feasibility study.

Until such time as it is able to establish basic structures and policies, it would operate independently but under the auspices of the constituted Nirmul Committee. To pave the way for an ethos of organizational ‘transparency’ and accessibility for new members, training sessions in management issues should be facilitated in-house and an induction pack developed for new potential participants.

A ‘Friends of Shadinata’ or membership system would also be established to invite individuals and organizations that support the objectives of the organization to become involved as active participants in activities. In return for a nominal membership subscription, members or ‘friends’ would receive two monthly newsletter mail outs about the trust’s activities, news of events and functions will also be available.

Establishing an Advisory Panel

During this interim period, representatives from partner organizations and individuals with expertise and experience in educational, cultural, academic and creative fields, would also be invited to participate in Shadinata’s advisory board. Members of the advisory board with expertise in these distinct fields would be asked to meet with steering group sub-committees to offer advice and support with regard to specific areas of Shadinata’s programme. Six monthly reviews of Shadinata’s work can also be developed around seminars and reunions for advisory group members and others interested in the progression of Shadinata’s work.

Potential Candidates for the Steering Group and Advisory Panel

Individuals listed in the appendix can be approached as potential candidates for Shadinata’s Trust’s Youth Steering Group or Advisory Panel. The list represents a cross-section of people who have actively contributed to the work of the Shadinata Trust, those who express interest in its work and those with skills and specialist knowledge who can contribute to Shadinata’s future development.

Following an induction session in which participants will be briefed on the objectives of the Shadinata Trust and the expectations of Steering Group members, between ten and twenty people will be identified for the Shadinata’s Youth Steering Group. Individuals with relevant expertise and experience can also be co-opted to the panel, as can be sectors of the community who are under-represented in terms of factors such as gender, sexuality or disability.

At the same meeting, Advisory Panel members will be offered an outline of objectives for the Trust, detailing their roles, expectations and contributions to be exchanged as part of this process.

6.3 PREMISES

Discussion about Shadinata's venue focused on the nature of space in which young British Bengalis and members of the public would feel comfortable.

Feedback from young people suggested Shadinata should hold events, exhibitions, talks and courses as part of its brief. An internet café space could also serve for income generating purposes and actively involve young people in its running. Exhibitions and talks could also fit with such a space.

Features required of a venue were therefore informed by a combination of factors. While creating an informal atmosphere, a digital and printed archive for academic research, a private office space and a meeting area for a combination of potential users also needed to be defined.

Practical logistics of space

Once general objectives for Shadinata's proposed service delivery had been agreed upon, a brainstorming session was held to further define venue considerations. Listed below are questions used to debate venue priorities within the function of the Shadinata brief.

- What priorities will dictate its location?
- What kind of a profile of activities would be attractive to visitors?
- Could public resources be shared?
- How much space is required for an office/archive/meeting and exhibition space?
- How would an office/ archive/ meeting space/ exhibition space fit together?
- What kind of atmosphere would be welcoming to visitors?
- What level of staffing is envisaged?
- How could placements fit in?
- What level of security considerations might be relevant?
- Should the space be available outside of office hours?
- What kind of expense is realistic?

Conclusions on Venue Considerations

Venue considerations have been dictated by a desire for public frontage to facilitate the organisation's visibility and accessibility to the local community. As a newly fledged organisation, an initial need to keep maintenance considerations to a minimum so as to focus on establishing administrative structures and services, was acknowledged.

Ultimately, a space of not less than 60 square feet would be necessary to incorporate facilities sought, while a minimum of health and safety features such as counters for display and serving of food, as well as a source for water supply, would be necessary for catering and café purposes.

Given, however, that an ideal space might not immediately become available, it was agreed that a mix of temporary and possible long term venues should be explored.

The Search for Space

A wide search examining existing and new potential venues in the heart of the Bengali community ensued. Stepney and Spitalfields were targeted for this purpose although a current

shortage of appropriate facilities in the former area led to the latter area becoming a stronger focus¹¹.

Summary of Findings

Given demands for a multi-purpose space, finding an ideal venue proved to be a challenge. Having searched in a variety of quarters, as detailed in the appendix, an initial proposal by Kenan Poleo, Widening Participation Manager for Guildhall University's Bengali Education and Advice Centre (BEAC) to share their shopfront space in Aldgate, opposite the Whitechapel Gallery seemed promising. BEAC is interested in carrying out more written and oral history research within the local community, and wishes to share space with community groups broadly reflecting their own objectives.

Shadinata's parallel objectives indicated a potentially productive and mutually helpful relationship. As a result, we discussed compatible links for future outreach and research initiatives, as well as the possibility of Shadinata being initially based at BEAC's university front in Aldgate.

Max Weaver, Vice Provost of London Guildhall University agreed that links with BEAC offered an ideal point of contact between Shadinata and LGU's outreach work within the local Bengali community. He suggested that such links could be further explored at a first stage of development, while taking advice on developing an archive from university personnel involved in this sector.

At the time of this writing, BEAC is currently recruiting new members of staff and has indicated that further negotiations would be preferable after new staff members are in place. While Kenan has offered to make the space available for the actual launch of the project in the meantime, the Feasibility Steering Group has suggested that, assuming that the necessary arrangements can be processed accordingly, the new university front premise be launched instead in the new year.

An alternative office space for Shadinata was kindly offered by the Bangladesh Welfare Association. Long term, space within the Richmix Centre, SHADA, and IDEAS Stores should also be explored.

Shadinata as an Internet Café Facility

The appearance of cafes and internet facilities in the Spitalfields area has accompanied a recent growth in tourism, creative and cultural industries. Outside of an internet café next to Spitalfields Market which occasionally holds 'non-representative' cultural events and another in Brick Lane which holds occasional poetry evenings, a gap in the market for the fusion of traditional elements of Bengali cuisine with modern demands for healthy foods and internet facilities has not yet been addressed.

By creating an exhibition-cum-internet café, Shadinata could ensure its accessibility as a recreational and educational space for people who might not normally visit venues for formal learning. Costs could be cut by limiting space and capital required for setting up an innovative catering service on site.

¹¹ See Appendix for copies of correspondence. Further information also available on venues considered through the Shadinata Trust.

The Café-Bar could establish itself as a popular place specialising in Bengali juices such as mango, pineapple, bananas, green coconuts and snacks such as puffed rice, roast chana, cha, spiced teas and hot snacks bought in from local community initiatives. Assuming basic health and safety provisions such as access to water, display cases and serving counters, capital costs would largely be limited to the purchase of computers and internet lines.

Refreshments could also be catered for through local cafes or community services such as the Bengali Women's Catering Group at the Bromley-by-Bow Centre.

6.4 STAFFING

6.4.1 A Team Co-ordinator

Given a brief to develop the structure of Shadinata's objectives, as well as the policies, practices and administrative systems through which to achieve these objectives, a Project Co-ordinator would need to secure a stable financial base for the organization at the outset, while overseeing the launch of educational and cultural projects.

6.4.2 A Culture and Educational Outreach Officer

With the assistance of a Culture and Educational Outreach Officer to develop appropriate cultural and educational materials, activities and events, Shadinata's Co-ordinator would, at the outset, need to focus on the establishment of organisational structures for Shadinata, while developing and implementing strategies to publicise the work of the organization, fundraise for future projects and involve participation from link organisations and target audiences¹².

At a later stage, the Educational Officer could also explore partnerships with community groups and exchange facilitators to develop and launch exchange and study trips. Issue of culture, heritage, history and identity for a new generation of British Bengalis could be explored through exchange initiatives which can also create a focus for the production of publications and activities celebrating and promoting Bengali culture.

6.4.3 Archivist and Information Officer

The remit of a part time Archivist and Information Officer would start with an assessment of requirements for the establishment of an academic, educational and cultural resource and archival facility relating to the history and experiences of Bengalis in Britain. Facilitation, for instance, of the translation from Bengali to English of articles already available through Tower Hamlets Library, or collation of information available through John Eade at University of Surrey at Roehampton, the Runnymede Trust and other sympathetic bodies could be coupled with creative initiatives through which to record the history of local British Bengalis. Oral history projects, visual, electronic, multi-media and performance-based approaches are just a few means through which historical documentation and re-enactments can be developed.

¹² See appendix for Model of Project Co-ordinator's Job Description

6.5 MARKETING SHADINATA

6.5.1 *Publications and Publishing Needs*

The organisation needs to establish itself, its image and information about its activities through stationary, logos, brochures and a website. In its second phase, educational materials for school-aged and college students, community centres and youth groups as well as for members of the general public should evolve. Information on the local community, for instance, could be developed in the form of a tour of the area or of leaflets which could be made available to visiting groups of young people on youth exchange programmes from abroad.

Materials could take the form of maps, images and text, games produced on printed paper or website facilities, simple A4 three-folded brochures and, in the longer term, publications and audio-visual materials related to the history of Bengalis in Britain, their root culture and traditions.

6.5.2 *Strategy for designs and printing*

In the short term, Shadinata requires basic printed materials in order to clarify and publicize its existence, as well as to offer information and contact points for further dialogue.

6.5.3 *Access to a Website*

In parallel with the design of Shadinata's logo, an organizational website also offers access and information about the organization free of charge to a wide range of potential users. A marketing tool, publicity bulletin board and background information site can be provided through this vehicle.

A website for Shadinata is presently being designed by students at University of East London (UEL) as part of the 'Other Peoples' Houses' (OPH) event. While this will act as a first stage in development of a long-term site, its access at present comes via the 'Tower Hamlets 2000' organization which is co-ordinating the OPH event. Some pages, therefore, can be replicated from this website for the development of a more general Shadinata site, but a more general 'front page' would be needed to focus on aspects of Shadinata other than those specific to the OPH event.

Several options are currently available for the second phase of Shadinata's website development. The UEL students carrying out the first phase of website development have suggested that they might be able to do more work on the site after meeting deadlines for the Tower Hamlets 2000 / OPH event.

A second option could come from the *Bibliotech*, another website development training scheme in Old Street. Tutors have suggested it may be possible for students to design options for website development as part of their course.

Brochures and Educational Materials Required:

While, of necessity, the website should address potential partner organizations, funders and parties interested in making use of services provided by the Shadinata Trust, it should also essentially be attractive to young people, British Bengalis in particular, within the 16-25 year old age group who might wish to partake in the Trust's activities or indeed, future projects for development.

Samples of educational materials are detailed in the appendix of this document.

6.6 POTENTIAL PATRONS, FUNDERS AND FUNDING STRATEGY

6.6.1 *Role Models for Organizations*

Despite the archaic connotations of the word '*patron*', an organization's *patron* can help highlight the group's profile and enhance its public credibility and visibility.

Patrons sometimes support organizations by offering talks, performances or contributions towards fundraising and public events, according to the nature of their skills.

Patrons can also play a decision-making role, where relevant to the work of an organization, and can advise, guide, support and publicise the work of an organization according to the remit of that cause.

6.6.2 *Profile of possible Patrons*

As it is desirable for a patron to instil confidence and credibility in an organization, that individual or group should have considerable public standing in their field of work or interest. It is crucial, also, that patrons reflect the values and interests of that group such that their public image helps enhance and projects the objectives of their patronned organization. Lastly, a patron might have potential access to resources and can help make such links for an organization.

As the Shadinata Trust aims to appeal to a wide range of users, the notion of a wide range of representatives for the Tower Hamlets community, arts, politics and history of Bangladesh helps reflect the richness and diversity of the project's programmes.

6.6.3 *Potential Patrons for the Shadinata Project*

The Shadinata project needs to consider Patronage in terms of its identity, potential audience for services and desired publicity.

Given a wide remit, which includes archival, educational and historical information, alongside a cultural brief which aims to be of interest to young people, potential sponsors could range from popular culture representatives in British Bengali music such as *Asian Dub Foundation* or *Joi* to Konnie Hoque on the *Blue Peter Show*. More established and classical representatives in the same sphere might include artists such as Ravi Shankar, George Harrison who highlighted the plight of Bengali refugees in the war of independence.

Politicians with an interest in Bangladesh or the local Bengali community, such as Lord Peter Shore, the Lord Mayor, Ken Livingstone or Oona King MP and Jim Fitzpatrick MPs, Tower Hamlets Mayor or the Bangladesh High Commissioner might be considered.

Academics and writers who as committed individuals, have chronicled the history of this area such as Rosina Visram, or the formidable economist and Nobel Prize Winner, Amartya Sen. Such a representative could provide a complement so that Shadinata could incorporate the three elements of youth culture, politics and academia into its team of supporters and patrons.

Launching a Patronage:

Ideally, patronage for the Shadinata Trust should be launched at the same time as the organization or its venue's initiation. In keeping with this timetable, queries and correspondence with relevant parties should therefore be initiated accordingly.

6.6.4 STRATEGIES FOR FUNDING

As with any young organization, the challenge facing the Shadinata Trust is to engender confidence in its newly outlined objectives with local people, voluntary sector organizations, statutory, educational authorities and funding bodies.

It is imperative, also, that the Shadinata Trust develop a wide spread of funding sources in order to ensure a stable base from which to operate in the future. This is particularly relevant in the initial stages of Shadinata's development when it is fully dependent on income from grants while establishing income-generating services.

6.6.5 Management Development

Given a need to evolve new models for management of the Shadinata Trust and its objective of encouraging young people and newcomers to actively contribute to its development, management training sessions would be an important component to ensuring its accessibility.

For this purpose, trusts such as the *Barings Foundation* and *The Bridge House Estate Trust* offer 'technical support' and training for voluntary sector organizations.

6.6.6 Funding for Revenue Costs

In order to launch the new concept of a centre for Bengali resources, Shadinata needs to ensure a stable source of funding for a minimum of three years from which to finance basic revenue and staffing expenses.

Funding sources which can guarantee such stability include the local authority, be it under the auspices of new initiatives for neighbourhood regeneration, education, culture, arts or community participation. Bids currently being processed under Tower Hamlets Regeneration Team's SRB6 initiative offer this possibility.

6.6.7 Launching the Initiative

In the event that fundraising shortfalls create obstacles to financing personnel through which to initiate such endeavours, short term options could include:

- hiring a fundraiser on a commission basis, such that costs of salary come directly from grants obtained;
- in developing a post for an initial worker, ensure that a percentage of that person's responsibility includes fundraising concerns, be it through a job-share arrangement or through an individual directly;

Alternatively, split funding for an initial post such that one or two days a week of that time can be streamlined for a fundraising post;

6.6.8 Capital expenses

Capital expenses, on the other hand, can be more easily obtained on a 'one-off' basis and materials sought from trusts, businesses and governmental institutions as new requirements arise.

6.6.9 Delivering the Goods

Given Shadinata Trust's youthful metamorphosis, it is imperative to continue producing quality activities, materials, events and initiative which are of benefit to educators, youth workers,

academics, international networks interested in elements of British Bengali identity and members of the public at large. The *'Targets and Outputs'* section of this report identifies tangible objectives in this respect.

6.6.10 Priority Initiatives

Given the Shadinata Trusts multi-purposed functions, a mix of educational, cultural and income generation activities are targeted for development in its first two years of operation. Partnerships in projects can also be initiated with organizations expressing interests in Shadinata's new initiatives.

Specific examples detailed here below are geared towards substantiating such areas of work.

(a) Educational Materials

The Shadinata Trust has worked extensively in schools, colleges, community centres and youth clubs around questions of Bengali history, culture and identity.

A first initiative of the organization, therefore, under the auspices of Shadinata's educational advisory group will be to rework and enhance the printed and digital value of background information, activities sheets, teacher's packs, recordings, videos or other materials used to facilitate activities meeting the requirements of the National Curriculum's new elements in Citizenship and of specific requests from client group.

Further links with interested parties can be explored to develop programmes of workshops and talks tailored to their particular needs. While offering services for a nominal contribution within the voluntary sector at the outset, revenue can also be obtained from users of services when Shadinata has fully established its new line of educational facilities.

(b) A Community Archive and Academic Resource

Another target in the Shadinata Trust's first years is the establishment of an archival facility. Establishing structures for the logging, organization, translation or digitalization as appropriate of printed information offered on a temporary basis constitutes a first step in making such materials as widely available as possible.

Once such a resource is established, subscription to services through Shadinata's archival facility can also serve as a basis for income to support its further development.

(c) A Celebration of Bengalis in Britain: Contributions to Black History Month

If we consider including the history of the Asian presence in Britain as part of *Black History Month*, this event can provide an opportunity for the production of creative and educational materials celebrating and acknowledging the presence of Bengali in Britain.

Working either on a local, national level or in conjunction with Bengali groups in other European and Western countries¹³, such an event could combine workshops, performances, visual, representational and installation-based activities encouraging young people to examine their own identities through creative media.

Activities, for instance, encouraging young people to explore their own experiences in light of their parents' experiences and contributions, could allow for the development of documentary information of educational and entertainment value to attract a wide inter-generational audience.

¹³ See sample list in appendix of Bengali cultural groups in France.

It could also offer non-Bengalis a rare insight into the roots of a community whose history is largely unrecorded.

Ultimately, contributions from such activities to Shadinata's archival and educational resources facilities fit within Shadinata's aim to develop a mix of community-based and income generation and community-based activities.

(d) Tourism and the Bengali Presence in Britain

History tours present a unique opportunity to develop participatory cultural facilities of educational and value for local people, visitors and tourists alike. It also offers local young people the opportunity to develop exhibitions and displays which can be incorporated into the tours through bringing visitors back to the Shadinata Centre, thus inviting a wider public to learn more about Bengali culture.

(e) Resource Implications of Internet Facilities

Assuming that computers can be obtained through fundraising initiatives, overheads for service providers and line rental for internet facilities constitute a minimum funding outlay. While offering internet access for a small charge, Shadinata could nonetheless generate a steady income through which to help cover costs for the centre overheads.

This initial study has focused on the implications of educational and cultural initiatives for Shadinata rather than on catering an internet provision for the centre. A cash flow analysis for such facilities must therefore be examined at the earliest possible opportunity as part of an exploration of sources through which to fund and maintain the services proposed by the Shadinata Trust.

(f) Potential for Cultural Grants and Activities

Unlike funding necessary to establish a working resource centre and office, one-off projects developed by the Shadinata Trust in the field of research, digitalisation of information, publication of materials, research, youth, educational outreach work and creative productions or events can be funded from a mixture of private trusts, local authority initiatives, European Community Inter-cultural initiatives and business funds.

(g) Study Groups to Bangladesh and Exchange Programmes

Funding sources for study group tours to Bangladesh should ideally be explored by participants in the initiatives themselves, depending upon the nature of activities envisaged. While, for instance, a pilot study group to Bangladesh might initially be subsidized through grant income, such an initiative could be developed on a fee-paying basis to generate financial self-sufficiency in the long term.

(h) Exchange Programmes with Bengali Communities Nationally and Internationally

In terms of educational exchange programmes, funding could undoubtedly be sought as part of an initiative to develop comparative educational or creative documentation between groups of individuals from minority cultural backgrounds.

Using connections with Bengalis in France, for instance, where Asian music groups such as Asian Dub Foundation are extremely popular, and where a festival of Bengali films, photographs, talks and seminars is currently being run in Lyon, a city near villages where some 70 Bangladeshi Chakma children have also been adopted by French families, there might be scope for exchanges on a cultural basis.

Rural French municipalities in rural areas are substantially funded for cultural exchanges. A cultural centre visited in the small town of Verson, Normandy, which chooses a foreign country for exploration throughout a year of school and youth projects, exchanges and programmes inviting artists and groups to exhibit, run workshops and educational talks, offers an example of one of many cultural centres in rural areas which are well sources for the development of cultural programmes.

6.6.11 Potential Funders

6.6.11.1 Making the Initial Contact

As described, funding for the initial establishment of the Shadinata Trust's staffing and revenue costs are best addressed through local and European government sources.

Funders with the potential to offer a three year establishing fund range from regeneration bodies involved in bids such as the current SRB6 initiative within the London Borough of Tower Hamlets, the Urban Initiative, Mainstream LBTH grants related to community education, creative arts and tourism, European Union inter-cultural facilities or forthcoming initiatives from the newly established office of the Greater London Authority.

Listed below is a sample listing of initial contacts for Regeneration Funding.

6.6.11.2 Funds for Regeneration

New Beginnings, New Settlements Partnership. GOL, 6th Floor, Riverwalk House, 157 – 160 Millbank, London SW1P 4RR. . **Email:** www.opengov.uk/london.

LBTH Regeneration Team Contacts: Mark Adams (Stepney), Patrick Harrison, David Richardson – Tel: (0207) 364-5000.

The LBTH Regeneration Team is leading a joint bid for organizations working with youth, training, employment and enterprise, women, education, arts/culture, estate-based centres and health.

Urban Initiative, Anwara Ullah, 26 Calvert Avenue, London E2 3TA. (0207) 613-6374. Email: www.urbaneastend@dial.pipex.co.

The Urban Initiative offers funding support to projects located in the geographic area of Shoreditch, East London.

Cultural Industrial Development Agency (CIDA) Business Development Centre, 7 – 15 Greatorex Street, London E1 5NF. (0207) 247-4710. Email: Info@cida.co.uk.

Set up to support the development of cultural industries in Tower Hamlets, it provides training support, publicity, advice, small capital grants and project development funding.

National Lottery Board: St Vincent House, 16 Suffolk Street, London SW1Y 4NL. Tel: (0345) 919191.

Funding is available for projects to identify community needs and implement practical solutions. Small grants of up to £5000 are also available to organizations with an income of less than £15,000.

6.6.11.3 Capital Funding

The funding of office equipment and facilities for the establishment of a resource centre should be sought as part and parcel of a bid for the creation of new staffing posts.

Additional items of creative or educational value, as well as facilities such as computers to establish an internet resource and archival facility can be sought independently through trusts and establishments with a remit supporting education, cultural industries, resources for minority ethnic communities and tourism; in the longer term, funds generated through Shadinata Trust's own activities can also be used for this purpose.

Some bodies, such as Tower Hamlets 2000, provide surgeries to examine and help facilitate the fundraising applications of local voluntary sector organizations.

Further funding samples for Tourism, Cultural and Educational Activities and Events are listed in the Appendix.

6.7 INCOME GENERATION

The nature and specific mechanisms of income generating activities for Shadinata further detailed elsewhere in this document but will assume contributions from supporters of Shadinata, be they part of the Steering Group, Advisory Panel, partner organisation or individuals.

By the third year of Shadinata's establishment, revenue funds can be generated from:

- *Sale of publications and educational packs;*
- *Tendering of services for workshop facilitation and educational activities;*
- *Entrance to fee-paying events such as film screenings, exhibitions and cultural events;*
- *Subscription to an archival website service;*
- *Payments for participation in local history tours;*
- *Educational and training consultancies;*
- *Research and survey work facilitated with research institutions and academic bodies;*
- *Subscription for use resource and archives at the Shadinata centre;*

Participation from individuals in a network of some 400 individuals per annum will inform activities such as:

- *Production of Shadinata's newsletter;*
- *The running of workshops for disadvantaged youth;*
- *Writing and development of publications;*
- *Design of publicity, educational and exhibition materials for Shadinata;*
- *Establishment, collation and translation for an English-resource archive on Bengalis in Britain;*
- *Contributions by to the development of history tours;*
- *Contributions to the development of study tours.*

6.8 THREE YEARS INCOME AND EXPENDITURE PROJECTIONS

JOB TITLE	START DATE	HOURS PER WEEK	2001/2 Salary £	2002/3 Salary £
i) Project Co-ordinator	Sept 2000	35	25,000	25,000
ii) Culture and Education Officer	Sept 2000	20	18,000 pro-rata	18,000 pro-rata
iii) Archive and Information Officer	Sept 2000	14	18,000 pro-rata	18,000 pro-rata
Totals			21,250 (6 mths.)	42,500

A – GROSS STAFFING COSTS

SAMPLE PROJECTED REVENUE INCOME

	2001/02	2002/03	2003/05
INCOME	TOTAL INCOME	ESTIMATED INCOME	ESTIMATED INCOME
<u>Grants</u>			
Regeneration Objective 2 ESF	15,000	30,000	30,000
Contracts/Service Agreements			5000
Other Statutory / Education Authority	20,000	30,000	30,000
Trusts & Charities	10,000	20,000	20,000
TOTAL	45,000	60,000	65,000
<i>Fees from Activities</i>			
Subscriptions/Membership	50	200	350
Trading Income			
Sales of Educational Publications	100	400	800
History Tours		400	600
Study Tours			2000
<i>Services</i>			
Training Workshops	200	1500	3000
Consultancy		1000	3000
Fund raising and fee- paying events	250	1000	1500
Other			
TOTAL INCOME	600	4500	11,750

SAMPLE PROJECTED REVENUE EXPENDITURE

EXPENDITURE	ESTIMATE OF TOTAL EXPENDITURE 2001/2002	ESTIMATE OF TOTAL EXPENDITURE 2002/2002*	ESTIMATE OF TOTAL EXPENDITURE 2002 /2005**
Employee Costs	21,250	42,500	./.**
Staff Recruitment	2000	800	800
Insurance	200	400	400
Rent		12,000	12,000
Council rates		800	800
Water Rates		500	500
Gas & Electricity	400	1200	1200
Site Maintenance	500	800	800
Telephone	1200	2400	2400
Printing & Stationery	4000	8000	8000
Subscriptions Fees	250	300	300
Publications Purchase	500	1000	1000
Materials and Displays for Training	800	1200	1200
Design & Publicity	800	800	800
Postage	1600	2500	2500
Travel			
Volunteer Expenses	350	600	600
Translation Fees for	300	600	600
Archival Material		1000	1000
Audit and Accounts	800	800	800
Equipment	1200	1200	1200
Copier	400		
Fax Machine	3000		
Computers x 3	800		
Printer x 1	1000		
Overhead Projector		1200	1200
Video Camera			
Digital Camera	400		
Maintenance & repairs	250	400	400
Furniture & Fittings	1000		
Mgmt./ Staff Training	400	600	600
Programmes/Conferences	200	200	200
Contingency @ 3%	1275	2400	-/.**
TOTAL	45,000	84,000	-/.**

**Projections for 2002/03 include rental of premises based on rents of venues visited*

***Revenue overheads for 2003/5 will be consistent with previous years, excepting rises in staff costs according to the rate at which a range of services expand.*

6.9 RISK ASSESSMENT

In making recommendations to the Shadinata Trust on its future direction, a number of factors should be taken into account to ensure their success. This risk assessment simply outlines external factors and gages the degree of impact they may have on the Shadinata Trust's activities. The main areas of note are:

Ensure the relevance of proposed activities for the target audience: The challenge for Shadinata is to develop an 'all encompassing' service reflecting a wide range of interests. A delicate balance of skills and experience must be maintained while ensuring activities remain relevant to the changing needs of young people;

Supporting and Maintaining a Youth Steering Group: Shadinata aims to ensure its activities are developed by young people themselves, who may not have extensive experience in charitable management. For this reason, the Trust must ensure its advisory panel continues to guide and support younger members according to the nature of their expertise in projects undertaken;

Consolidating materials for a resource centre: The eclectic nature of materials currently available in regard of Bengalis in Britain may pose challenges. The Trust needs to develop clear structures for developing and making available stimulating materials which can also support wider activities of the Trust;

Donor priorities: Major sources of funding for cultural and educational programmes in Tower Hamlets are limited, although support for regenerative activities can offer fresh opportunities for Shadinata's initiatives;

Potential risks associated with Shadinata's proposed initiatives need to be weighed up on a regular basis: monitoring and evaluation systems are detailed below.

6.9.1 Monitoring and evaluation of performance

Monitoring and evaluation systems have been recommended for early establishment to assess the organisation's progress, inform future strategies, and review the organisation's structures, systems, finances and objectives. It is assumed that as the organisation activities expand, staffing levels and activities provided will be adjusted accordingly.

As many proposals are still in the conceptual stages, it is preferable at this point to work within a flexible format for forward planning rather than set fixed targets without reference to ongoing feedback as it progresses in its development.

One of the strengths of Shadinata Trust's multi-functional approach, however, lies in the organisation's ability to work on a spread of projects simultaneously. As a result, services can be developed and adjusted 'organically', according to changing demands of existing and potential clienteles. Elements of the review process, therefore, can help focus on initiatives as they catch the public imagination.

7.0 OUTCOMES AND CONCLUSIONS

The commissioning of this feasibility study has offered an invaluable opportunity to map out steps necessary to concretise proposed initiatives with accompanying facilities.

The need for such a resource has attracted a great deal of support and encouragement as a link between young British Bengalis and an accessible resource centre for professionals and members of the public is clearly lacking.

Support from local organizations and institutions has been extensive, be it from archivists and librarians offering access to materials or London Guildhall University and community groups such as Bangladesh Welfare Association offering temporary accommodations free of charge for Shadinata at the outset.

The willingness of creative agencies, community organisations, academics and individuals with relevant skills to link with Shadinata for forthcoming initiatives illustrates firm commitments to future partnerships.

The Next Phase of Development

Momentum for the next phases of development has already begun. Led by Shadinata's Youth Steering Group, workshops for Bengalis in music mixing, poetry rap and vjing culminated in a multi-faceted evening of traditional music, poetry and rave dancing as part of TH2000's "Other Peoples' Houses" project highlighting the rich variety of minority ethnic cultures in Tower Hamlets.

Plans to produce an educational pack, with support from TH2000, based on work collated by Shadinata members who have previously run workshops, has also resulted from this review. An advisory panel of teachers and educational co-ordinators will also be convened to help assist with the design of new materials.

Groups visited as part of this survey have requested follow up educational workshops and future initiation of cultural activities discussed as part of this survey. Other organizations, such as Tower Hamlets Youth Exchange, wishes to further discuss the development of materials for young visitors on educational exchange programmes.

Tourism

Given a dramatic increase of 25% over the last twenty years of visitor in the UK to places of cultural activity such as museums, Shadinata's proposed initiatives for visual displays in an internet café facility offers a unique opportunity to develop activities of tourism, cultural and educational value which can become financially self-sufficient long term.

New Cultural Initiatives Arising from Study

Shadinata's recent involvement in the Museum of London's current exhibition on 'Collecting 2000' coupled with interest by bodies such as Queen Mary College's Drama Department or Pan Arts, who wish to explore future initiatives with Shadinata, and are awaiting the launch of this report for discussion of further potential. This feasibility process, therefore, is dynamic and has helped to facilitate the organization's transition from conceptual discussions to the next phase of material development, concrete actions and commitments.

Shadinata's Feasibility Study as a Guide for New Members

As noted in the appendix, extensive consultation by myself and steering group members has led to the identification of people with skills and interest in Shadinata to join already active

members of its Steering Group. This feasibility, therefore, can also act as a guideline for new members of Shadinata's Youth Steering Group. While outlining steps for co-opt patrons, setting up a charity or approaching funding bodies for financial support, it also offers models of job descriptions, lists of contacts for further networking and summaries of suggestions from community groups for joint future initiatives.

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Acknowledgements

Special thanks to individuals who contributed time, advice and information to this study.

Mark Adams, LBTH Regeneration
Ayub Ali, Mother Tongue and Supplementary Schools
Janata Ali, Labo Project
Mr. Ahmed, Public Relations, Bangladesh High Commission
Esrah Ahmed, Cultural Strategy Group, Greater London Authority
Faisal Ahmed, Video Editing
Khadija Ahmed, Dame Colet House
Musleh Ahmed, Graduate Forum
Nadeem Ahmed, Hoxton Bibliotech
Nasima Ahmed - Central Foundation School
Nisar Ahmed, LBTH Regeneration Team
Maher Anjum, SHADA
Abdul Asad, Tower Hamlets Youth Exchange Programme
Cathy Battista, Artangel
Halima Begum, LBTH Regeneration
Panna Begum, Limehouse Project
Sherina Begum, Shadinata Steering Group
Robin Beattie, Ideas Stores, LBTH Client Services
Justine Bentham, Tower Hamlets Business-Educational Trust
Chris Bowler, Hoxton Hall
Margaret Burr, Humanities Education Centre
Andy Casson, BTCV
Patricia Chowdhury, New Generation Youth Club
Shofique Chowdhury, Bangladesh Welfare Association
Rita Chadha, Eastside Heritage Trust
Tim Cole, Cover Artwork
Joe Coella, Limehouse Project
Derek Cox, New Avenues Youth and Community Group
Gwenyth Dalles, Education, Commission for Racial Equalities
Richard Dunn, Ragged School Museum
John Eade, Bangladesh Studies Department, University of Surrey at Roehampton
Amanda Evans, Pan Project for Intercultural Arts
John Eversley, Public Policy Research Unit, Queen Mary and Westfield College
Tom Flemming, CIDA
Christine Gilbert, LBTH Education
Benjamin Green, ATUM
Nazneen Hakim, Camden Youth Service, Marchmont Centre
Melanie Hall, Consultant
Amanda Helal, I Cycle
David Holloway, Tower Hamlets Summer School
Nazmul Islam, Fairkey
Sarbjit Johan, LONDEC
Denise Jones, Eastside Bookshop
Polly Jones, Daneford Trust
Anne Kersten, Centre for Migration Studies, Queen Mary's College
Omar Khan, Runnymede Trust
Chris Lloyd, LBTH Local History Library

Alice Mackay, Bishopsgate Institute
Nadia Mackenzie, Development Education Association
Sally Manser, Consultant on Community Radio
Russell Martin, Education Officer, Whitechapel Arts Gallery
Rachel Matthews / Rashida White, TS2K
Dhiraj Mohey, Transmission
Fazlur Mohmon, Youth Worker, Tower Hamlets College
Fatima Matin, LBTH- Sylhet Partnership Programme
Kathleen Mullins, Consultant
Noore Nasneen, Step Forward
Ashraf Mahmud Newsar, Kobi Nazrul Centre
Eithne Nightingale, Victoria and Albert Museum
Ray Okonubi, Youth Worker, St Hilda's East
Kenan Paleo, Bengali Education Outreach , Guildhall University
Public Relations, Bangladesh High Commission
William Radice, School of African and Oriental Studies
Sita Ramamurty, Richmix Centre
Clare Ramsaran, Charter 88
David Richardson, LBTH Regeneration
Jill Rutter, Education and Information Officer, British Refugee Council
Muksood Shaikh, Youth Project Worker, On the One
Aswani Sharma, University of East London
Nick Smith, Consultant
Spike, Asian Dub Foundation Education
Tony Stevens, Daneford Trust
Taqi Sudderuddin, LBTH Regeneration
Andy Topping, Museum in Docklands
Foisal Uddin, Youth Worker, Tower Hamlets College
Nazir Uddin, Youth Action Scheme
Tipu Uddin, Researcher, Arts World Wide
Anwara Ullah, LBTH Regeneration
Sam Walker, Black Cultural Archives
Jane and John Wallet, Creative Design, Tower Hamlets College
Max Weaver, Provost, London Guildhall University
Georgie Weymss, Tower Hamlets College
Sarah Williams, LBTH Education
Nigel Winfield, Scratch Project
Lola Young, Black Cultural Archives, Middlesex University
Michael Young, Sue Chisolm, Institute for Community Studies
Annette Zera, Principle, Tower Hamlets College
Mark Adams, LBTH Regeneration
Jason Singh, LBTH Regeneration
Jamie Ounan, LBTH Regeneration

Appendix 1

FURTHER BACKGROUND READING ON TOWER HAMLETS AND BANGLADESH

In addition to background information and educational packs detailed within the appendices, profiles of education and cultural initiative in the London Borough of Tower Hamlets, Greater London and Britain, as well as background information on Bangladesh and programmes related to it are listed below.

Alleviating Poverty: Twenty Years of European Community Support to Asia
European Commission, Directorate General 1B, 1997
Rue de la Loi / Weststraat 200 / 1049 Brussels, Belgium

Arts Worldwide – Bangladesh Festival
Community Events Project – Evaluation Report 1999
309A Aberdeen House, 22 Highbury Grove, London N5 2DQ

Ideas for Learning: Regeneration Forum
Nick Smith, Consultant – November 2000

Bangladesh – An Introduction
External Publicity Wing, Ministry of Foreign Affairs, Government of the People’s Republic of Bangladesh –May 1999

Multilingual Capital: 1999 – The languages of London’s schoolchildren and their relevance to economic, social and educational policies - John Eversley and Philip Baker

Pathways to Access Action / Research and Evaluation Data Pack
Julia Heynat, Public Policy Research Unit, Queen Mary and Westfield College, 1999

Strategic Plan for the Education Service 1998 –2002: Year 3 / 2000-2001
London Borough of Tower Hamlets Education
LBTH Town Hall, Mulberry Place, 5 Clove Crescent, London E14 2BU

The Sylhet Partnership Office
An Asia Urbs Partnership Project between Tower Hamlets Council (UK), Horsens (Denmark) and Sylhet (Bangladesh)

Tower Hamlets Cultural Industries Development Agency (CIDA)
Draft Strategy Report, January 2000

Tower Hamlets People and Profile Pack
Produced by Corporate Equalities, 2000
LBTH Town Hall, Mulberry Place, 5 Clove Crescent, London E14 2BU

Appendix 2

SHADINATA TRUST QUESTIONNAIRE

Shadinata Trust was set up in 1992 to think about Bengalis in Britain, who they are and where they come from. It raises questions about our cultural roots and history. Film shows, history books, newsletters and workshops in youth clubs and schools are just some of the things the Trust has put together to explore these ideas.

We now want to know more about your interests. For instance, if there was a website for the Shadinata Trust, do you think it would be a good idea to set up an inter-active system for short videos, talks or even tours offering the history of Bengalis in Tower Hamlets? Could you help set it up? If a space for resources was set up, what do you think it needs?

We'd be grateful if you'd take a few minutes to fill out this questionnaire so we can find out about what you are interested in and resources would be useful to have in the centre.

TELL US ABOUT YOURSELF

How much do you know about Bengalis in Britain and abroad? Do you know:

- | | | |
|--|-----|----|
| - that evidence of the first Bengali in Britain dates from 1616? | yes | no |
| - of the 46 tribal peoples in Bangladesh? | yes | no |
| - about the war of independence in Bangladesh | yes | no |
| - the name of a Bengali Nobel Prize winner | yes | no |
| - the names of three Bengali DJs in Britain | yes | no |

Would you be interested in visiting Bangladesh yes no
(If you're interested in knowing answers to these questions, please tick this box and write your address at the bottom of this form)

Do you want to know *more* about Bengalis, where they've been and what they've done in Britain and abroad? yes no

If so, where do you think it should be possible to find out more?

In primary school classes	on the Internet
secondary school	through books
Summer University	through video films
Youth Clubs	Theatre
College	through music
in workshops	through walking tours

If not, why not? *(please explain)* _____

LINKING WITH BANGLADESH

Have you ever been to Bangladesh? yes no

If you have, has it made you more or less interested in learning about Bengali people? *more*
less I haven't been

If it was organised, would you be interested in:

(please tick if the answer is 'yes')

taking part in a study trip to Bangladesh

doing a year's placement work experience or in Bangladesh

if so, what is your field of interest?

teaching tourism business television arts

journalism architecture development studies computers

other _____

CREATING A BASE

Shadinata is looking at the possibility of creating a resource facility for visitors, placements and volunteers while acting as a base for outreach activities, research and training. What kind of place do you think would be most useful?

A resource facility for local people, visitors and students;

A library, video, computer and information library;

An Internet café-styled space with a 'digital' archive of computer information;

A resource including a meeting place for the exchange of ideas;

A place where young people can share experience in computers, video production etc;

A place including space to exhibit and exchange work and ideas on Bengali culture etc;

A place through which to find help for funding of creative ideas;

Other _____

What do you think is important about a project on Bengali culture and identity? What makes it work?

A Bengali resource has to be easy to get to for visitors from all over, but also from within the local Bengali community. Where do you think it would be best located and why?

WORKSHOPS AND TRAINING

Are you interested in Workshops or Training in:

(please tick)

Creating/contributing to a CD-ROM

dance

DJ-ing & music

filmmaking

journalism

computer graphics

creative writing

Bengali culture & heritage

theatre production

architecture

business & the media

radio production

Bengali history

fine arts

Other _____

What type(s) of training do you think would be most useful?

talks by other young people on how they got into these areas of work;
weekend workshops and demonstrations;
training courses leading to places in colleges or specialised institutions within or outside the borough;
Other _____

CELEBRATING OUR CONTRIBUTIONS

As part of the “*Other Peoples’ Houses*” exhibition in October 2000, Shadinata will help set up DJ sessions, videos and poetry workshops to help people from all sorts of communities to learn about local Bengalis. Can you come up with fresh (and not expensive!) ideas on things that could be done?

Would it be a good idea to set up a ‘Bengali Pride’ week or festival? *yes* *no*

Please add anything above which you think is important. Thank you!

Shadinata Trust has published books on the history of Bengalis in Britain, the War of Independence in Bangladesh and produces newsletters. Let us know if you’re interested in learning more about these projects or want to help develop them further.

If you want more information about the Shadinata Trust () ‘Other Peoples Homes’ () or if you would like to get directly involved(), please give your name and details below.

Name Address Tel:
.....
.....

Thank-you!

June 2000

Appendix 3

QUESTIONNAIRES AND FOCUS GROUP DISCUSSION

BRIEF

Feedback has been sought from an even gender mix of young people and has informed choices of venues for sessions. Groups ranging from three to ten people informed the place. Discussions and interviews, therefore, have been held with some thirty-five people. Responses have varied extensively, thus challenging stereotypes a 'typical' third generation Bengali.

Statistics of ages and gender have not been recorded in detail both because feedback and brainstorming sessions have operated in informal environments, and because the catchment size of groups does not make samples meaningful for statistical purposes.

For such purposes, two other major surveys have recently been carried out locally¹⁴ with respect to issues of culture and identity and attitudes towards learning, and can be drawn upon to further inform strategies for educational and cultural initiatives.

Consultations have therefore aimed to inform Shadinata's decisions related to the nature of a resource centre desired, and educational and cultural materials or activities considered relevant to British Bengalis. Given Shadinata's initiative at the time of sessions for the 'Other Peoples Houses' project, discussions also looked specifically at activities and projects participants might wish to develop in future. Further details of proposed joint activities for the future are listed in the appendix under *Outcome and Activities Proposed from Sessions*, while feedback about venues and the nature of teaching materials desired are also incorporated into those sections.

PROFILE FOR QUESTIONNAIRE SURVEY AND CONSULTATION

Numbers: between 30 - 60 + participants;

Gender: an even number of young women and men should be consulted;

Age Range: 'youth', in this instance, is defined as being between 16-25 years of age;

Geographic Remit: focus in particular on *Stepney* and *the London Borough of Tower Hamlets*, but can also work with a wider brief in the *Camden, Hackney, Newham, Islington* and *Westminster* areas;

Sample Locations: secondary schools, colleges and youth groups were targeted, as detailed in the appendix.

IDENTIFYING GROUPS FOR SURVEY AND FOCUS WORK

It was agreed that youth groups or community would be identified in each neighbourhood of Tower Hamlets, with particular emphasis being placed on the Stepney ward, a heart of the Bengali community and source from which the study has originated.

At the time of this survey, however, secondary schools were entering a busy exam period and many colleges were closed. While professors have been helpful in offering their time and advice,

¹⁴ See reference to surveys carried out by *Arts Worldwide* in 1999 and more recently, Tower Hamlets College, London Guildhall University and the London Borough of Tower Hamlets in a survey conducted by Nick Smith on *Learning for Life*

it has been difficult to make contact with students and secondary school teachers. Interest, however, in Shadinata's proposed educational initiatives was generally expressed. Time constraints on teachers who might otherwise develop educational initiatives such as those proposed might suggest a gap in existing teaching resources.

Feedback, therefore, has largely been drawn from youth groups as detailed. Parties appropriate for focus groups and brainstorming sessions were contacted, background information sent and, after an initial meeting or discussion, arrangements made to meet with young people for this purpose. Where it was not possible to meet young people directly, feedback from teachers, professors and youth workers has offered valuable insight to informed strategies for the Shadinata Trust.

GROUPS TARGETED FOR SURVEY

a) Local Colleges

Tower Hamlets College - Contact: Fazlur Rehman - (7) 510-7675

Queen Mary and Westfield College - Contact: Anne Kershen - (7) 975-5555

Tower Hamlets Summer University - Contact: Solyma Begum - (7) 790-2198

Guildhall University - BEAC – Kenan Poleo - (0207) 320-1380

b) Secondary Schools

Central Girls Foundation – Nasima Ahmed – (8) 981-1131

Morpeth School – Amanda Graham – (8) 981-0921

Mulberry Girls' School – Valbinda Panisa (7) 790-5504

St Paul's Way School – Martyn Coles - (7) 987-1883

North Westminster School – Jerry Hitchen – (7) 641-6400

c) Youth Clubs

Bangladesh Youth Movement – Fanu Miah – (7) 488-1831

Bishopsgate Youth Club – Stevie Foskett (7) 702-3970

Dame Colet House - Khadija Ahmed (7) 790-9077

Golden Moon Project – Shiraz Islam – (7) 364-5049

St Hilda's Youth Club - Ray Okonubi (0956) 898946

Kingsley Hall – David Baker (8) 980-5017

Labo - Janata Ali - (7) 790-9955

Limehouse Project – Panna Begum (7) 538-0075

Marchmont Community Centre, Camden – Nazneen Hakim – (7) 278-5635

New Avenues Youth & Community Project – Derek Cox (7) 247-0933

New Generation Youth Club – Patricia Chowdhury – (7) 423-9601

On the One – Muksood Shaikh (7) 364-1105

Tower Hamlets Youth Exchange - Abdul Asad - (7) 702-0515

Youth Action Scheme - Nazrul (0374) 777-070

FEEDBACK FROM GROUPS SURVEYED

Stepney

Labo Housing

18 – 36 Thomas Road, E14 7BJ

Contact: Janata Ali / Tel: (7) 790-9955

Janata proved to be both knowledgeable, helpful and committed to encouraging young people to explore their roots and identity. She has also worked extensively with young women, and had developed a rapport which provided an ideal setting within which to brainstorm about new models of heritage.

Limehouse Project

c/o Chisle House, Copenhagen Place, E14

Contact: Panna Begum / (7) 790-9955

Panna facilitates a weekly women's group. See *Outcome and Activities Proposed from Sessions* in the appendix for an outline of future activities proposed.

Youth Action Scheme

c/o Haileybury Centre, 79 Ben Jonson Road, E1

Contact: Nasir Uddin / **Tel:** (0374) 777 070

Located in Stepney, Youth Action has initiated sports programmes with partners in the United States and France which include networks with Bengalis overseas for 'friendly games'. For details of future joint activities proposed, see appendix of *Outcome and Activities Proposed from Sessions*.

Dame Colet House

Ben Jonson Road, E1

Contact: Kadija Ahmed / **Tel:** (7) 790-9077

Dame Colet has recently developed a new focus on work with women in the immediate locality. Activities include swimming classes, gardening, a community market scheme to make vegetables and fruit available at a low cost and plans for developing a catering business, as well as to sell clothes made at Dame Colet by local women. Major building developments are also currently underway to encompass the range of activities undertaken. Dame Colet also offers advocacy, advice and support to local women. Dame Colet welcomes suggestions for new projects, some of which are detailed in the appendix under *Outcome and Activities Proposed from Sessions*.

Mulberry Girls' School

Richards Street, E1

Tel: (7) 790-5504 / **Contact:** Valbina Panisa

Mulberry Girls School no longer runs a youth club from its premises.

Discussion with Syed Huq, Manager of the adjacent Asian Elderly Day Centre where students of Mulberry Girls School visit weekly for work experience, gave rise to ideas for projects detailed in *Outcome and Activities Proposed from Sessions*.

Bethnal Green***St Hilda's East***

18 Club Row, E2

Contact: Ray Okonubi / **Tel:** (0956) 898946

Previous club members have worked with community music and promoted new forms of Bengali musical heritage abroad. Music mixing reflects a unique local aspect of Bengali culture which. Opportunities for exploration of what Bengali identity, culture and heritage actually mean should be further explored. Other project proposed are also detailed in the section on *Outcome and Activities Proposed from Sessions*.

Poplar / Bromley by Bow***Kingsley Hall***

Powis Road, E3

Contact: David Baker, Chair / **Tel:** (0208) 981-8409

A site with more cultural roots linking the borough to famous individuals, from Charlie Chaplin and Gandhi to R.D. Laing and the Pankhurst Sisters, Kingsley Hall's brief includes the

development of archival facilities relating to its particular geographic area. Issues of local Bengali heritage would therefore complement its own current initiatives.

Wapping

Tower Hamlets Youth Exchange Programme (THYUP)

c/o Wapping Youth Club, Tench Street, E1

Contact: Abdul Asad / **Tel:** (7) 702-0515

With facilities to house up to twenty young people, THYUP links exchange visits from students abroad to local activities. Located above a youth club predominantly attended by British Bengalis, THYUP offers a unique opportunity to link activities and visits from students abroad to the agendas and interests of young people and organisations locally.

Given THYUP's brief of developing exchange programmes with individuals overseas, the Shadinata Trust's potential role as a facilitator for workshops and educational work with regard to Bengali culture offers grounds for further future links.

New Generation Youth Club

1A Lowood Street, London E1

Contact: Patricia Chowdhury / **Tel:** (0207) 423-9601

New generation youth club is located in shadwell, an area boasting of the highest rate under-25s in europe and the highest rate of overcrowding in the uk. The project has recently set up a training programme through a sister organisation in stepney while facilitating evening activities for young people in its solander gardens premises.

When Patricia displayed images of Bangladesh in the youth club, she was stunned by the response. Having become aware of the extent to which young British Bengalis are deprived of information on their cultural and historic roots, Patricia is enthusiastic about the possibility of incorporating workshops with a focus on race, culture and identity as part of the New Generation Youth Club's future programme of activities.

Bethnal Green Ward

Oxford House, Derbyshire Street, E2

Contact: Claire Maybury / **Tel:** (7) 739-9001

Claire expressed initial interest in the remit of the Shadinata Trust but unfortunately, has been on long term sick leave. With double her normal workload, her replacement, Shaynaz, has been unable to further discuss Shadinata's potential further.

Isle of Dogs

Tower Hamlets College,

112 Poplar High Street, E14

Contact: Georgie Weymuss, South Asia Studies Department/ **Tel:** (7) 510-7566

The South Asia studies department provides a good starting point for speaking to students about cultural identity, research and academic perspectives on the issue. With a wide brief on Asian history, religion, study of the Moghul Empire and the role of the East India Company, students' perception of their place in history is often transformed by their studies. Traditional stereotypes of Bangladesh are often disrupted, for instance, by the discovery of 'lost tribes' of Manipuri Jews and Chinese communities in Bangladesh.

It would be helpful, therefore, to involve students from this course in Shadinata's Youth Steering Group while asking students to help participate in the development of archival and academic study with reference to Bengalis in Britain and abroad.

Globetown***Morpeth Youth Club,***

Morpeth Street, E2

Contact: Amanda Graham / **Tel:** (8) 981-0921

Unfortunately, Amanda was not available to meet. Morpeth Youth Club's location within a school environment, however, means it is a useful point for future contact.

Bow***Central Girls' Foundation***

31-33 Bow Road, E3

Contact: Nasima Ahmed / **Tel:** (8) 981-1131

Although we discussed and corresponded with regard to materials which the Shadinata Trust aims to develop, Nasima was working within an extremely pressured timetable in order to finalise her work before the end of the school year. She invited Shadinata, therefore, to forward examples of publications envisaged so that she could inform future feedback from the perspective of concrete materials.

Contact with Other Boroughs

Given Shadinata's national brief, it is important to provide sample views from other boroughs. For this reason, Camden and Westminster were selected for brief focus work.

Westminster

North Westminster Community School

Upper School, North Wharf Road

Oaklington Road, W2 1LS

Contact: Jerry Hitchen, Head of Assessment / **Tel:** (7) 641-6400

Responsible for curriculum reviews and development, Jerry expressed interest generally in the possibility of using material relating to questions of identity and culture. Given time limitations, however, which made it difficult for Jerry to meet and talk on a theoretical basis, he expressed a preference for offering feedback once models of potential materials envisaged are made available for further inspection.

Camden

Marchmont Centre

62 Marchmont Street, WC1N 1AB

Contact: Nasneen Hakim, Youth Worker / **Tel:** (7) 278-5635

Marchmont Centre youth work activities range from a study trip to Bangladesh in partnership with the Daneford Trust, to work with young women in recording and digitalizing images and sounds for productions at events such as Camden's annual Bangladeshi Melas. Nazneen strongly supports British Bengali initiatives to develop their own creative and cultural initiative and was interested in future links with Shadinata.

Other Peoples Houses
Projects Brainstorms with Young People

As part of the focus group process, brainstorming on means of expressing and informing a wider public about young peoples' lives, interests and aspirations led to the formulation of projects which could be developed for display or re-enactment at the "Other Peoples' Houses" event in October 2000 or for future cultural events.

Listed below are specific projects which evolved from focus group discussions.

Background

There is substantial interest in workshops and creative productions for later display as part of youth work programmes and future events. Some materials are already available for show. Young people at St Hilda's Youth Club, for instance, have filmed and edited a video about their estate. Some of the following projects have been suggested:

(A) Youth Action: a football team going to the USA to play football would like to film the event and later edit in thoughts and questions which arise about their identity. Given that Bengalis raised in the USA have similar cultural roots to British Bengalis, but have been raised in a completely different environment, documentation of comparative experiences could provide a stimulating source of debate.

Logistics: The group have asked for support in editing their film, both in terms of facilities and personnel to advise and guide them through this process.

Contact: Nazir Uddin

(B) St Hilda's Youth Club: A proportion of young men in this club have experience of mixing music and working with groups such as Asian Dub Foundation's community and educational initiative. They have expressed interest in preparing for the Other Peoples' Houses event, and could put together some tracks as part of their youth programme for the summer. However, they would need access to music mixing facilities for this purpose.

A handful of young people in this project also have footage taken on holiday in Bangladesh. Could be mixed with footage locally to develop a narrative about the contrasting environments from which young peoples' identity emerges?

Lastly, as mentioned above, the group has already put together a film about their area. Other Peoples' Houses could provide an opportunity for their work to be showcased for a wider audience, both offering them a platform for their work as well as offering visitors insight into the lives and views of young people in the area.

Logistics

- (a) agree upon the nature of music/mixing/product desired and make arrangements as necessary for music mixing facilities and support;
- (b) Discuss video ideas and facilities.

Contact: Ray Okonubi

(C) Dame Colet House: Farida, a volunteer at Dame Colet, has pointed out that young women both in Stepney and Wapping are keen to become involved in creative activities over the summer holiday months. Given that poetry is one element of the event, Farida believes there would be enthusiasm to develop projects along this line.

Logistics: A key person, possibly Farida herself, would need to be identified as a facilitator to co-ordinate logistics for young women participating in this project.

Contact: Farida Khatun

(D) Limehouse Project: Given that many first generation Bengali women are at a loss in a world of British institutions, technology and consumables, an opportunity to demonstrate elements about which they are knowledgeable would help challenge an image of Bengali mothers as individuals with no skills at all.

Women from villages, shut away in council flats and separated from a world in which their expertise thrive, might also welcome the opportunity to share skills with developing a herbs or plant garden and depicting their healing qualities, as part of a cultural event.

Young women might also benefit from learning about their mothers' areas of expertise. A growing interest in Britain in herbalism also offers a unique opportunity for displays and demonstrations of contrasts between herbs and home remedies in Britain and Bangladesh.

Having examined models for allotment schemes developed in the Spitalfields and St Katherine's areas, women who are isolated at home could link into a herb project by growing herbs from seed at home. Developing and documenting a garden project in the Limehouse vicinity has also been suggested.

It was noted that a focus of local history has centred around the activities of men. Thoughts were mooted about young women interviewing and recording stories about their mothers' memories about village life in Bangladesh and the war of independence.

Having heard stories of the challenges, flexibility and strength and courage demonstrated by first generation Bengali women adapting to life in Britain, it was also proposed that their accounts could be recorded and offer a fresh perspective on a largely undocumented narrative. Such a project could also accumulate into an exhibition of texts and illustrations or booklet of value for future generations

NB - As an adjunct to the herb display notion, it is also striking that many of the first men coming to Tower Hamlets have been excellent cooks, partially because of the need to fend for themselves in the absence of wives, mothers and sisters. Perhaps an all-star recipe collection could be developed as part of this project?

Contact: Panna Begum - Limehouse Project

(E) On the One: It has been noted that special efforts made by tourists to visit the Cable Street Mural on St. George's Town Hall, is often frustrated by a lack of in-depth displays or information on the subject at the site. Yet Muksood Sheikh, for instance, who works with young people in the building's basement, has heard of a family locally which still has the bloodied t-shirt worn in the famous Battle of Cable Street.

Similarly, accounts from the late Charlie Goodman, made infamous in a photograph of his arrest at this event, could contribute towards creating a temporary display on site which could later be toured to other venues.

Links between elderly activists from the disappearing Jewish community and young Bengalis could also offer dynamic opportunities for exchanges relevant to identity and culture. If young men interviewed the older community with an eye towards either developing a permanent or mobile display, all parties concerned would be presented with a chance to learn from the experiences of a different generation.

Logistics: This is an ambitious project and might need to be developed in stages. In terms of young people, interviewing sessions by tape recordings or videos could be explored and used for the 'Joint House Events' programmed in the TH2000 event.

Longer term, such a project could also be explored with an eye towards a permanent display of artefacts and information to be based either at St. George's or possibly explored as a part of major developments of the park by the local St George's Church.

(F) Elderly Bengali Pensioners: Students from Mulberry Girls' School interested in careers in caring regularly visit the Day Care Centre for elderly Asian pensioners in Deancross Street, E1. While I was unable to make contact with key teachers or youth workers at Mulberry Girls' School, Syed Huq, Manager of the Day Care Centre, has commented that the pensioners 'come alive' with enthusiasm when interviewed by young students.

Given that Centre users include ex-Merchant Seamen and the first Bengalis to come to this area, as documented in books such as Caroline Adams', "Across Seven Seas", further exchanges and documentation of such accounts could be of great value to all participants concerned, while making a meaningful contribution to the story of Bengalis in Britain.

Logistics: Co-ordination, above all, is required, for young women interested in such a project to be identified, as well as for permission to be sought from Centre Users and administrators to carry out such a project. Equipment and editing facilities also need to be identified, alongside resources accordingly.

Contacts: Syed Huq, Asian Elderly's Club

(G) Bishopsgate Youth Club:

Pan Arts had wished to involve the Bishopsgate Youth Club on Mansell Street in its performing arts event held recently at the Museum of London. It has been suggested, therefore, that the young people involved in this group are already primed for workshops and activities which ideally, might also be launched in conjunction with the support of Pan Arts and Shadinata.

Contact: Stevie Foskett

(H) Tour of the History of Bengalis in East London: This project, perhaps, best be developed at a later date or as part of Black History Week in October of each year.

Written, recorded or guided tours could be developed to explore the history of Bengalis, colonialism or even of racial attacks in Tower Hamlets. Having prepared exhibitions on the presence of black people in Tower Hamlets, I am personally aware of some such sites and would be interested to explore such a project further.

Having spoken with a team of tutors for Leisure and Tourism at Tower Hamlets College, as well as with Bill Fishman at Queen Mary College, there is scope and demand for student placements on work experience to assist with developing information resources, facilitating guided tours and displays on local history.

Logistics: Several individuals linked to Shadinata have expressed interest in developing such a project with participation from young people. Any displays resulting from this project could also be of interest to the Museum in Docklands.

(H) Diversity, ethnicity and the tribal people of Bangladesh: Interest has also been expressed in the possibility of developing an exhibition to explore the diversity of Bangladesh and its people.

While this is an ambitious project, individuals in brainstorming sessions described amazement at discovering the sheer breadth and diversity amongst the people of Bangladesh. Georgie Weymuss, local tutor of Anthropology, also described students' research which revealed there are six tribes in Sylhet alone and forty-nine in the country at large. Assumptions that Bangladesh is solely an Islamic society was quickly dispersed by findings that Christians, Manipuri Jews, Hindus, Buddhists and practitioners of animistic beliefs exist side by side.

While this notion is ambitious, it could also incorporate an element of cultural exchange and activities linking local Bengalis and a wider British audience with minority groups in Bangladesh.

Appendix 4

CANDIDATES FOR SHADINATA YOUTH STEERING GROUP

A group of young people have already been involved in launching the Shadinata Trust's Other People's Houses Events and in editing video documentation on this event. They have, as a result, formed a kernel for the Shadinata Trust's Youth Steering Group.

It has also been recommended that individuals listed herein and any other interested parties be invited to learn more about the Shadinata Trust and responsibilities entailed in participation in the management of the organization as part of a Youth Steering Group and Advisory Panel for the organization's day to day management.

a) Candidates for Participation on Shadinata's Youth Steering Group

(1) Tipu Uddin

6 Freemantle House, Somerfield Street, E1 5DU

Tel: (7) 247- 7115 / (07974) 644 114

Tipu has not only experience and interests in new forms of Bengali cultural arts, but has also carried out extensive research with young people in focus groups for Arts Worldwide's initiative for the Bangladesh Festival held in 1999. Tipu has also been a lead person in setting up Shadinata's Bengali House as part of a local authority-led TH2000's 'Other Peoples' Houses' multi-cultural initiative.

(2) Sherina Begum

c/o Tower Hamlets Homeless Families Campaign

28 Commercial Street, E1 6LS

Tel: (7) 377-5185

Sherina, along with Tipu, has helped co-ordinate activities ranging from the Bengali component of the 'Other Peoples' Houses' initiatives to the Baishaki Mela and other cultural events and initiatives in the Spitalfields locality. As a resident of Stepney, she is also keenly aware of dynamics facing young British Bengalis in the area.

(3) Rahala Begum

32 Clifton House, Club Row, London E2 7HB

(07957) 636 597

Rahala has made key contributions to designing publications for Shadinata to date.

(4) Halima Begum

Regeneration Dept.,LBTH Town Hall, Mulberry Place,

5 Clove Crescent, E14 2BG

Tel: (0207) 364-4237

Halima has expressed, in particular, enthusiasm for the development with Shadinata Trust of projects for tourism with a focus on the history of Bengalis in Britain.

(5) Kazi Ruksana Begum

c/o Spitalfields Brady Arts Centre

192 Hanbury Street, E1

Tel: (0207) 247-0346

An arts officer with the Brady Centre, Ruksana is keen to help develop projects which offer a creative approach to responding to young Bengali peoples' needs.

(6) Nazneen Hakim
Youth Worker, Camden Youth Service
C/o Marchmont Centre, 62 Marchmont Street, London WC1
Tel: (0207) 278-5635

Nazneen has been active in co-ordinating activities and events ranging from a study trip to Bangladesh in partnership with the Daneford Trust, to work with young women in recording and digitalizing images and sounds for productions at events such as Camden's annual Bangladeshi Melas.

Nazneen has, in particular, been active in supporting young people to co-ordinate and produce both performances and educational activities themselves, and has expressed enthusiasm for linking up with bodies in other boroughs with comparable briefs.

(7) Polly Jones
196 Cable Street, London E1
Tel: (0207) 790-6420

A Trustee of the Daneford Trust, Polly has also lived and worked with people from the Chittagong Hill Tracts of Bangladesh. Polly is actively interested in promoting new and creative models of Bengali cultural activities for audiences in Britain.

(8) Farida Khatun
3 Woodstock Road, London E7 8NB
Tel: (07957) 232 281

Farida is part of a network of young women who have performed as dancers both for Shadinata as well as for Asian Dub Foundation in live and video filmed performances.

(9) Faisal Ahmed
c/o One the One, St George's Town Hall, 236 Cable Street, E1
Tel: (0956) 158 374

Faisal with substantial experience of film editing, Faisal has help edit a short video of the Shadinata launch party, as part of the Other Peoples' Houses project. His contributions to creative projects envisaged by Shadinata, therefore, are potentially considerable.

(10) Rushanara Ali
4 Beckwith House, Wadson Street, E2 9DW

Rushanara has worked as a research assistant to Oona King MP and as such, has both a wide perspective on issues of concern at present to a new generation of British Bengalis.

(11) Janata Ali
Labo Housing, 595/597 Commercial Road, London E1 OHJ
Tel: (0207) 790-9955

Janata has expressed interest as an outreach and community worker in helping to develop awareness amongst young Bengali people of their cultural roots and heritage. In this capacity, she has co-ordinated discussions and activities through which young Bengali people can explore their identity as a first generation of British Bengalis.

(12) Panna Begum
Limehouse Project, Cheadle House, Copenhagen Square, E14
Tel: (0207) 538-0075

Panna works primarily with women in the Limehouse area. She has expressed interest in linking with the Shadinata Trust for workshops and cultural initiative in which local woman can actively participate.

(13) Solyma Khatun
Tower Hamlets Summer University
Canon Barnett School, Gunthorpe Street, E1 7RQ
Tel: (7) 790-2198

Salema has experience both of course co-ordination and of working with issues of importance to young British Bengalis which can actively contribute towards helping to shape the format of future educational and creative material produced.

(14) Dhiraj Mohey
Transmissions
C/o Eastside Arts, Whitechapel High Street, E1 1BJ
Tel: (7) 739-1564

Dhiraj is part of a team of young scriptwriters who are looking to develop further projects in the area which encourage young people to develop both skills in creative media as well as outlets for future professions in these fields.

(15) Tahera Huda, Outreach Worker
Widening Participation Team, Guildhall University
133 Whitechapel Street, E1 7NT
Tel: (0207) 320-1000 x 2022

As a Bengali Outreach Worker for BEAC, Tahera could help develop a productive and longstanding rapport to help develop strategies for projects linking together the resources and experiences of Shadinata and BEAC.

(16) Sabina Chowdhury
16 Pear Tree Court, Glamis Road, E1W 3SR
Tel: (07944) 117 762

With an interest in website design and visual arts, Sabina is currently doing a degree in computer graphics. As a young British Bengali woman with a good understanding of digital design, Sabina has potential to offer valuable insight in developing appropriate and accessible educational material for school students and a wider public arena.

(17) Ayesha Hussein
c/o Tower Hamlets Homeless Families Campaign
28 Commercial Street, E1 6LS

Ayesha has actively contributed to brainstorming with regards to Shadinata's future, identifying gaps in existing provisions and helping to define initiatives for the future which can both be stimulating and beneficial for young Bengali people in Britain. She has also carried out research, as part of a visit to Bangladesh, on the range of cultures, religions and indigenous peoples co-existing in Bangladesh.

(18) Sania Choudhury
6 Underhill House, Burgess Street, E14 7AX

Sania was as key person in the development of outreach work and surveys carried out with Arts Worldwide to ascertain the interests and priorities of young Bengali people with regards to creative and cultural initiatives.

(19) Farida Khatun
c/o Dame Colet House, Ben Jonson Road, E1

Farida has worked as a volunteer offering advice and support to women at Dame Colet House as well as in Wapping neighbourhood.

(20) Nasneen Huda
Tel: (07951) 086 686

As a young British Bengali within the educational system and an a personal interest in photography, Nasneen has potential to offer valuable insight into developing appropriate and accessible educational materials for students in school and in a wider public arena.

Other people participating in organising the OtherPeoples' Houses event, including Moni Rahman, Mohammed Ali Juned and Foz Basit, should also be approached for further involvement in the Shadinata Youth Steering Group.

Appendix 5

Candidates for Shadinata's Education, Archival and Cultural Exchange Advisory Panel

The Advisory Panel for Shadinata can serve several functions. On one level, it has been suggested that a working group including teachers, persons working in the development of educational materials and academic issues can be approached to help advise and contribute towards Shadinata's development of an educational pack. In terms of its archival work, the views and advice from a separate but potentially overlapping group of individuals would also be helpful, as would the same again with regard to the development of study group exchanges, trips abroad, cultural and tourism events.

Individuals listed below have expressed support for the work of the Shadinata Trust.

(1) Sarbjit Johan (Education)
LONDEC, Instrument House, 209-215 Kings Cross Road, WC1X 9DB

Sarbjit has written and produced educational material relating to Asian peoples' experience of Britain, India's struggle for independence from Britain and women's roles in these contexts. She is also involved with networks relating to issues of concern to the Asian sub-continent and has therefore much in the way of experience advice to share.

(2) *Clare Ramsaran (Education)*
C/o GLA

Clare has a wealth of experience in developing educational materials on issues of race, gender and human rights. A local resident, Clare can also offer insight into the ways in which Shadinata could further develop relevant educational and creative facilities.

(3) *Alice Mackay, Chief Librarian (Archives /Cultural Activities)*
Bishopsgate Trust, 230 Bishopsgate, EC2M 4QH / Tel: (207) 247-6844

As a Trustee of the Ralph Samuels Chair at East London University for the purpose of local history research, documentation and conservation, Alice has expressed concern at the shortage of contributions of archival material from the local Bengali community. She also aims to actively integrate the Bishopsgate Institute's wealth of experience in education and library facilities with Bengali community organizations in the vicinity.

(4) *Anne Kershen / Shampa Leheri (Archives /Education)*
Queen Mary College, Department of Migration Studies, Mile End Road, E1

Anne Kershen has extensive expertise on issues of immigration to East London, and has helped set up the Jewish Museums in Finchley and Camden. Shampa, a research fellow, has recently published work examining links between Bengal and Britain.

(5) *Joyoti Grech (Cultural Activities /Education)*
Email: joyotig@yahoo.com

Theatre scriptwriter, story teller, poet, Joyoti has also facilitated Shadinata workshops.

(6) *ManzurIslam (Education /Archives)*
Email:

A scholar, university lecturer and author of short stories from Brick Lane.

(7) *Nilufar Ahmed (Education /Archives)*
Guildhall University, Calcutta House, Old Castle Street, E1/ Tel: (0207) 320-2213

As a fellow at Guildhall University, Nilufar is currently studying patterns of migration of Bengali women in East London.

(9) *Ayub Ali (Education/ Study Tours / Exchange Programmes)*
Sylhet Partnership - C/o LBTH Regeneration Team
Mulberry Place, 5 Clove Crescent, E14 2BG / Tel: (0207) 364-5000

A former social worker, founder member of youth clubs, the Graduate Forum and the UK-Bangladesh Trust, Ayub can be an invaluable contact in Sylhet.

*(10) Professor John Eade, Sociology and Anthropology Dept. (Archives and Education)
School of Sociology and Social Policy, Southlands College
University of Surrey Roehampton, 80 Roehampton Lane, SW15 5SL*

Head of the Centre for Bangladeshi Studies at Roehampton College, John has helped initiate research and studies with respect to the establishment of the Bengali community in Tower Hamlets and further afield.

(11) Naila Kabeer (Archives)

c/o Institute of Development Studies, University of Sussex, Falmer, Sussex

A Fellow at the Institute of Development Studies, Naila has researched and written about the experiences of women home workers in London and Bangladesh.

(12) Tony Stevens (Exchange Programmes)

Daneford Trust, 47 Blythe Street, E2

With a wealth of experience in exchange and educational visits and a small archive of material on countries such as Bangladesh, Tony Stevens would be a key contact in the event of Shadinata's development of educational visits and exchanges.

(13) Maher Anjum (Archives /Cultural Activities)

Stepney Housing and Development Agency (SHADA)

79 Ben Jonson Road, E1 / Tel: (0207) 780-7200

Maher has carried out surveys and research work into the needs and experiences of Bengali women in the Tower Hamlets area. On a personal level, she has also preserved artefacts of public interest with reference to the Bangladesh War of Independence.

(14) Mita Banerjee / Amanada Evans (Cultural Activities/ Education)

Pan Arts, C/o City Lit, 16 Stukeley Street, London WC2 / Tel: (0208) 831-4399

Mita and Amanda are performance artists with specialties in dance, storytelling and performance. Both have worked with schools and youth groups throughout London to create performances of excellence with over 500 participants.

(15) Anette Zera, Head (Education)

Tower Hamlets College

112 Poplar High Street, E14 OAF / Tel: (7) 510-1000

Time restrictions mean Anette is willing to advise and support Shadinata in an informal capacity rather than as a committee member.

(16) Ezra Ahmed (Cultural Activities /Exchange Programmes)

5 St Vincent's Mews, Fairfield Rd, E3 / Tel: (0208) 980-4179

A local writer with an interest in contemporary Bengali music and artforms, Ezra can offer insight as a representative on the GLA's Cultural Strategies Group and as former participant in study group tours to Bangladesh organised under the auspices of 'Shejuti'.

*(17) Hugh Chambers (Cultural Activities)
CIDA, Spitalfields Business Development Centre
7 – 15 Greateorex Street, E1 / Tel: (7) 247-4710*

Support in the way of advice, direction towards resources and appropriate networks are just part of Hugh's invaluable 'can do' attitude for Shadinata.

*(18) Spike / Lisa (Cultural Activities)
Asian Dub Foundation Educational Development, 35 Union Street, SE1*

ADFED runs workshops and facilities for music mixing with a particular Asian flavour.

*(19) Coco (Cultural Activities)
Email: coco@visionaryunderground.worldonline.co.uk*

Coco has extensive experience of digital design, displays and vy-ing images. She has also facilitated workshops with young people as part of the 'Other Peoples' Houses' Project.

Appendix 6

MODELS FOR EDUCATIONAL MATERIALS ON CULTURE, CITIZENSHIP AND DEVELOPMENT

Detailed below is a selection of materials available from agencies in the U K relating to youth work, race, citizenship, cultural identity, development studies and Bangladesh.

ANANSI MEETS SPIDERWOMAN

Phil Cohen & Lynda Haddock – A British Film Institute Publication

An anti-racist study pack with practical classroom activities such as stories, photography to help students devise an understanding of racism within their own cultural experiences.

CHARTER 88 - Email: info@charter88.org.uk

Information and Activity Pack

Offers background information, points for debate, facilitators' notes for four workshops sessions on democracy, citizenship and rights issues. The pack is designed to work with a wide range of users, from schools and colleges to youth groups. Its design could be examined as a model for Shadinata's proposed education packs.

COMMISSION FOR RACIAL EQUALITY EDUCATIONAL PUBLICATIONS

Learning for All: Standards for racial equality in schools

Sets standards for racial equality in seven core areas of activity in schools in England and Wales. By working towards these standards, schools will ensure they are taking steps to comply with various legal and local authority regulations.

ROOT OF THE FUTURE

This book shows how Britain has benefited from immigration and ethnic diversity throughout history. Educational packs and an exhibition are available.

DEVELOPMENT AND EDUCATIONAL DISPATCHES

Leeds Development Education Centre:

A video and resource catalogue for teacher and youth workers includes games, music, first-hand accounts and interactive exercises online and in print. It deals with topics ranging from Citizenship and International Cultural Exchanges to Fair Trade, Human Rights and Labour behind the Label.

Class, gender, race inequalities and the media, multiculturalism, xenophobia and racism throughout Europe are also explored. Other topics include Asian Workers' Struggles, forging new identities for refugees and minority ethnic groups or studies.

'*This City Life*', also enclosed, looks at the lives of children in Delhi, India, Nairobi, Kenya and Leeds in the U.K., featuring accounts about experiences of homelessness and strategies for survival.

DEVELOPMENT EDUCATION ASSOCIATION

A World of Difference – making Global Connections in Youth Work

Offers an overview of global youth work with Non-Governmental Organisations, Development Education Centres, themes and Education Youth Projects in Britain and throughout the world.

Other Development Education Association Publications:***Global Youth Work***

Regular Publication which brings a global perspective to youth work

Global Learning

For Adult and Community Education Learning

Bemde

Newsletter for Black and Ethnic Minority Groups engaged in Development Education

Literacy***The Global Perspectives.***

The Global Youth Work Advisory Service

Principles and Practices

For development education practitioner working with schools.

Global Perspectives in the National Curriculum

A handbook for teachers and advisers with concise guidance on opportunities for teaching and learning about global issues across the curriculum.

The World in our Neighbourhood

Black and ethnic minority communities and development education.

Globalisation and Higher Education

Guidance on ethical issues arising from international academic activities.

Partnerships for Development Education

Guidelines for collaborative working between Black and Ethnic Minority Groups and Development Educators.

HUMANITIES EDUCATION CENTRE

Aside from maintaining a dynamic resource centre detailed in this study, the HEC has produced a number of publications, a sample of which are detailed below.

Bangladeshi Children in Tower Hamlets

A Guide for Teachers

The guide is intended for new teachers to Tower Hamlets with Bengali children in their classes. It provides information about pupils' cultural backgrounds in Bangladesh and Sylhet, in particular while conversely supporting children of Bangladeshi parents who are born in Britain but know little about their cultural roots in Bengal.

Spanish Voices***Today's Children, tomorrow's world***

The project brings together young people from Guatemala, Spain, Western Sahara in Algeria and Tower Hamlets, using the framework of the United Nations Convention on the Rights of the Child. Children have used different media, including artwork, fax, the internet, letters and video to communicate with one another, using Spanish throughout to exchange information about themselves, their cultures, home environment and education.

We Live in the East End

A locality pack on Tower Hamlets for primary school students introducing four children in the borough from diverse cultural backgrounds. Learning skills in geography, history, citizenship and religion are linked to National Curriculum targets.

LONDEC PUBLICATIONS***India Fights Colonialism – Sarbjit Johal***

This teacher's pack is designed to meet the requirement for Students and Teachers covering the History Key Stages 3 and 4.

It examines the history of British colonialism from 1750-1900, documents the strategies of resistance used by the anti-colonial movement in India, highlighting ways in which women were involved in change and specific challenges they had to face.

Asian Workers' Struggle for Justice in the Diaspora

Brings together the struggles of Asian indentured labourers, Asian seamen (lascars), Asian railway and factory workers in Britain.

It also provides information about the conditions under which refugees are forced to work in Britain, ways in which such workers are organizing globally and how Asian women have confronted racism and challenged Immigration laws in Britain.

DEVELOPMENT EDUCATION**ACTIONAID*****'Bangladesh' the Hawlader family***

This publication forms part of Actionaid's development educational materials for schools and youth groups. It relates to the Geography component of the National Curriculum Key Stages 1 and 2 for children aged 10 and upward, and includes photo boards, a colour poster and a resource booklet.

ONE WORLD ACTION***Myths and Realities on Bangladesh***

Information written by young British Bangladeshi students, writers and actors who see Bangladesh from very different perspectives has been compiled by One World Action to offer alternative to predictable images, stereotypes and statements prevalent in Europe.

WORLDWARE***Bangladesh in Brief***

A brief fact sheet on Bangladesh produced by Worldaware as part of the *Salaam Bangladesh* Curriculum Project.

Appendix 7

CHARITABLE STATUS FOR SHADINATA

A Brief Overview on the Mechanics of becoming a Charity

a) Why set up a Charity?

The advantage of having charitable status means an organization can attract funds from certain institutions, trusts or individuals through schemes such as Pay as You Earn systems, while being eligible for tax breaks from inland revenue, council rates etc. It also offers access to training, support facilities and schemes which specify charitable status requirements.

Setting up a charity requires paperwork in the form of constitutions, certain policies and audited accounts. It requires evidence of systems of public accountability, for instance, through the election of management bodies and other means of involving potential members or interested parties.

b) Finances

In terms of finances, a charity cannot, for instance, work for profit or pay management representatives for services rendered, but it can, on the other hand, set up a trading arm in order to offer services and financial support to its non-profit activities.

c) Politics

A charity cannot operate represent political interests. In the case of campaigning or educational projects looking at social, historical and political issues, it is therefore important to ensure that the charity does not promote political beliefs as part of its charitable work.

d) Setting up a Trading Arm

Given that a charity cannot run profit-making operations, Shadinata should consider setting up a registered limited company as a subsidiary to the parent company in order to sell its services, publications and carry out income generating activities.

As a subsidiary owned by the parent company, the trading arm of Shadinata can be operated for the sole purpose of benefiting the charitable activities of the Shadinata Cultural and Heritage Trust.

Further contacts for advices on setting up a charity are detailed on the following page.

SETTING UP A CHARITY

Some of the same organizations produce books, leaflets and advice sheets on setting up a charity, training for management or trustees, management development and charity law. Some of the following documents can offer starting points for further details:

Charity Commission for England and Wales

Registering a Charity / CC21 – April 2000

Woodfield House, Tangier, Taunton, Somerset TA1 4BL

Website: www.charity-commission.gov.uk

NCVO Directory of Publications

Regents Wharf, 8 All Saints Street, N1 9LR

Website: www.ncvo-vol.org.uk

FURTHER INFORMATION ON FUNDRAISING

Contact Organisations and Directories

My own briefs on “*Fundraising: How and What For?*” as well as a list of sources for funding of ‘youth-related’ activities and events, including a very basic model for revenue expenses on small grants are available.

Further fundraising information, advice, directories of trusts and publications can be obtained from the following organizations:

National Council for Voluntary Organisation (NCVO)

11 Wharf Road, London N1

London Voluntary Sector Council (LVSC)

356 Holloway Road, London N7

Charities Aid Foundation (CAF)

Kings Hill, West Malling, Kent ME19 4TA

Directory of Social Change

RadiusWorks, Back Lane, London NW3 1HL

Appendix 8

Funding Samples for Tourism, Cultural and Educational Initiatives

- ***Cityside Regeneration – www.cityside.org.uk***
107a Commercial Road, London E1 6BG
Offer funding which helps to ‘raise the profile’ of the area’.
Cityside might be approached for support for publicity materials, cultural or educational projects that enhance the profile of the area for visitors.
- ***Awards for All, National Lottery Heritage Scheme***
TH2000 – c/o LBTH Town Hall, Mulberry Place, 5 Clove Crescent, E14 2BU.
Grants of up to £5000 are available to organizations with an income of under £15,000 wishing to produce materials, events or activities of relevance to our national heritage. TH2000 holds monthly surgeries at the Brady Centre for groups wanting support in this process.
- ***Spitalfields Market Community Trust.*** Attlee House, 28 Commercial Road, London E1 6LR.
Email: smct.org@virgin.net.
Spitalfields Market Trust funds projects benefiting inhabitants of Tower Hamlets and of the Bethnal Green area in particular. Its objectives include the advancement of education and other purposes of benefit to the local community.
- ***City Parochial Foundation***
6 Middle Street, London EC1A 7PH.
Areas targeted for funding are reviewed every five years. Until 2001, therefore, one of the priority areas includes ‘the need to tackle social isolation, injustice and exclusion...’ One of the areas of work supported by the Trust to achieve this end, therefore, is through ‘support for education and training initiatives and schemes.’
- ***Sir John Cass Foundation***
31 Jewry Street, London EC1.
The Foundation supports local initiatives of educational value. Projects range from ‘artist-in-residency’ programmes to cultural activities for young people.
- ***Bridge House Estates Trust Fund***
Chief Grants Officer, Corporation of London, PO Box 270, Guildhall, London EC2P 2EJ.
Priorities of the trust include ‘encouraging young people to take responsibility, involving young people actively in their communities, including inter-generational work’, as well as ‘The provision of technical assistance to voluntary organizations’ including ‘specialist training and organizational development’.
- ***Barings Foundation***
60 London Wall, London EC2M 5TQ.
The current programme includes ‘strengthening the voluntary sector’ through training support or consultancies, and ‘Arts and Education in the Community’.
- ***Bishopsgate Trust***
230 Bishopsgate, London EC2M 4QH.
This broadly defined brief supports local initiatives in the ‘relief of poverty’.

- **British Library Research and Development Fund**
86 Euston Road, NW1. Tel: (7) 412-7000
This fund has contributed towards the establishment of digitalized services for local history libraries in the vicinity.
- **Rail Track PLC**
Partnership in Giving Programme, PO Box 229, West Malling, Kent NE19 4AP.
Make substantial donations to charities in the field of regeneration.
- **Save & Prosper Educational Trust**
Sharon Gormer, Tel: (7) 588-1717
Offers small grants to charitable organizations working in the field of education.
- **The Granada Trust**
Stornoway House, 13 Cleveland Row, London SW1A 1GG Tel: 020 7451 6425
Offers small grants quarterly in areas including tourism, arts and arts facilities, education, training and job creation.
- **Esmee Fairbairn Charitable Trust**
1 Birdcage Walk, London SW1H 9JJ.
Funding covers arts and heritage, education and social research.
- **London Arts Board**
2 Pear Tree Court, London EC1R 0DS.
Under 'Education, Access, Production & Distribution,' Shadinata might further examine briefs under these headings for Cross Artforms (celebrating cultural diversity), Combined Arts (Inter-Disciplinary practices), Publishing New Writing (literary magazines, under-represented fiction or poetry), Music and Visual Arts.
- **The Arts Council of England**
14 Great Peper Street, London SW1P 3NQ.
The 'National Touring Programme', open to all areas of Contemporary Visual Art practice, offers one means of widely exhibiting work developed locally. Information on other areas of funding can be obtained direct from above.
- **Greater London Authority**
Romney House, Marsham Street, London SW1P 3PY. Email: www.london.gov.uk
The Cultural Strategies Group of the GLA does not yet have a budget with which to support new initiatives. They will however advice and re-direct groups to appropriate bodies and facilities accordingly.
- **National Endowment for Science, Technology and the Arts (NESTA)**
Fishmongers Chamber, 110 Upper Thames Street, EC4R 3IJ. www.nesta.org.uk
Nesta funds projects where science, technology and the arts meet. Fellowships, educational or pioneering projects, programmes of invention or innovation are invited to submit proposals.

- ***The Prince's Trust***

227A City Road, London EC1V 1JT. Tel: (0207) 251-1331.

The Prince's Trust supports young people, up to the age of 25 in setting up business projects. Start up grants, advice and support are available.

Morgan Stanley International Foundation

25 Cabot Square, London E14 4QA. Tel: (0207) 425-8000.

Arts and education are included in this fund which also supports projects in the locality of its offices.

- ***News International plc***

PO Box Virginia Street, E1 9XY. Tel: (0207) 782-6000

News International has supported a number of initiatives locally, particularly those related to the fields of media and photography.

- ***Algate and All Hallows***

Street, London EC3N 2GY. Tel: (0207) 480-5884

Aldgate and All Hallows funds educational and creative projects within the locality in particular.

Appendix 9

CONTACTS FOR FURTHER INFORMATION

CULTURE AND CREATIVITY

Benjamin Green, Atum Educational Trust, 2 Hewison Street, London E3 2HY.

Maggie Pinhorn, Liz Weston, Alternative Arts, 47 Brushfield Street, E1

Sally Manser, Consultant, Community Radio, 43 Lorne Road, London E7 0LL

Four Corners Film Workshop, 113 Roman Road, London E2 0QN. Tel: (8) 981-4243.

Susie Symes, Heritage Centre, 19 Princelet Street, E1. Tel: (0207) 247-5352.

Ashraf Mahmud Neswar, Kobi Nazrul Centre, 30 Hanbury Street, London E1.

Andy Topping, Museum in Docklands, Unit 2, Poplar Business Park, Poplar High Street, E14. Tel: 515-1162

Amanda Evans / Mita Banerjee, Pan Project Centre for Intercultural Arts, The City Lit, 16 Stukeley Street, London WC2B 5LJ. Email: info@pan-arts.net

Martin Frost, Sita Rahmamurty, Richmix Centre, 26 Calvert Avenue, London E2 7JP

Steve Knapp, Paul Heritage, Drama Dept., Queen Mary College, Mile End Road, E1.

Dhiraj Mohey, Transmission, Eastside Arts, 178 Whitechapel Road, London E1 1BJ. Tel: (0207) 739-1564. Email: transmission16@hotmail.com.

Russell Martin, Education Co-ordinator, Whitechapel Arts Gallery, 81 –82 Whitechapel Street, London E1 7QX. Email: RussellMartin@whitechapel.org

EDUCATION, CITIZENSHIP AND THE NATIONAL CURRICULUM

Clare Ramsaran, Charter 88, Education Co-ordinator, 16-24 Underwood Street, London N1 7JQ. Email: info@charter88.org.uk

Centre for Citizenship Studies in Education, c/o University of Leicester. Email: www.le.ac.uk/education/centre/citizenship/cs.html

Citizenship Foundation. Email: info@citfou.org.uk.

Gwyneth HC Dalles, London and South Region Regional Officer, Education, Commission for Racial Equality, 10/12 Allington Street, London SW1E 5EH. Email: www.cre.gov.uk

*Nadia Mackenzie, **Development Education Association**, 29 – 31 Cowper Street, London EC2A 4AT. Email: Devedassoc@gn.apc.org*

*Margaret Burr, **Humanities Education Centre**, Professional Development Centre, English Street, London E3 4TA. Email: hec@gn.apc.org*

*Sarah Williams, Service Head, Strategy and Resources, **London Borough of Tower Hamlets Education, LBTH Town Hall, Mulberry Place, 5 Clove Crescent, London E14 2BG.***

*Martin Cribbs, Service Head, Inspection Unit, **London Borough of Tower Hamlets Education, LBTH Town Hall, Mulberry Place, 5 Clove Crescent, London E14 2BG.** (Ref: Implementation of Citizenship in LBTH Schools)*

*Ayub Ali, Mother Tongue Curriculum, **Professional Development Centre**, English Street, London E3 4TA.*

*David Holloway, **Tower Hamlets Summer University**, Canon Barnett School, Gunthrope Street, E1 7RQ. Tel: (0207) 790-2198. Email: info@summeruni.org*

*Abbas Helal Uddin, **Chair, Education Committee**, Tower Hamlets Council, *clo* Members Department, Town Hall, Mulberry Place, 5 Clove Crescent, London E14 2BG.*

RESEARCH AND ACADEMIC INSTITUTIONS

Phil Cohen / Aswami Sharma, Centre for New Ethnicities, University of East London, Docklands Campus, 2-4 University Way, London E16 2RD. Email: p.a.cohen@uel.ac.uk

Professor John Eade, Centre for Bangladeshi Studies, University of Surrey at Roehampton, Room 107 Southlands College, Roehampton Lane, SW15

Dr. Anne Kershen, Centre for Migration Studies, Queen Mary College, Mile End Road, London E1

Kenan Poleo, Widening Participation & Community Liaison Manager, Guildhall University, 133 Whitechapel High Street, London E1 7QA. Email: poleo@lgu.ac.uk

John Eversley, Public Policy Research Unit, Queen Mary and Westfield College, Mile End Road, E1. Email: j.w.r.eversley@qmw.ac.uk

Georgie Weymss, Anthropology, Tower Hamlets College, 112 Poplar High Street, London E14 OAF

Michael Young, Institute of Community Studies, 18 Victoria Park Square, E2 9PF. Email: Michael.young@which.net

Yusuf Chowdhury, Social History Research Centre, 267 Malmesbury Road, Small Heath, Birmingham B10 0SE

Max Weaver, Vice Provost, Guildhall University, 133 Whitechapel High Street, E1 7QA.

Annette Zera, Principle, Tower Hamlets College, 112 Poplar High Street, London E14 OAF

Terry McNeill, Head of Department, Department of Political & Asian Studies, University of Hull, Hull HU8 7RX

HUMAN RIGHTS GROUPS WITH RESEARCH BRIEFS IN BANGLADESH

Susan Batley, South Asia Team, Amnesty International, 99 Roseberry Avenue, EC1. Tel: (7) 413-5651

Liz Philipson, Conciliation Resources, 173 Islington High Street, London N1.

Sophie Grigg, Survival International, 11-15 Emerald Street, WC1N 3QL. Tel: (0207) 242-1441

ARCHIVE AND LIBRARY RESOURCES

Alice McKay, **Bishopsgate Institute**, 230 Bishopsgate, London EC2M 4QH. Email: a.mackay@bishopsgatelib.freemove.co.uk.

Marika Sherwood, **Black and Asian Archive Working Party**, c/o Institute of Commonwealth Studies, 28 Russell Square, London WC1B 5DS. Email: [www.http://casbah.ac.uk](http://casbah.ac.uk)

Sam Walker, **Black Cultural Archives**, 374 Coldharbour Lane, London SW9

Steve Brock, www.eastend-online.co.uk

Rita Chadha, **Eastside Heritage Trust**, Stratford Old Town Hall, 29 The Broadway, London E15

Denise Jones, **Eastside Bookshop**, 178 Whitechapel Road, London E1. Tel: (0207) 247-0216

Deian Hopkin, **London Guildhall University**, 133 Whitechapel High Street, E1 7QA

Naz Hussain, **Ideas Stores**, LBTH Town Hall, Mulberry Place, 5 Clove Crescent, London E14 2BG. Tel: (0207) 364-4176

Institute for Race Relations, 2 Leake Street, WC1. Tel: (7) 837-0041

Eve Hostetler, **Island History Trust**, 197 East Ferry Road, London E14.

Maggie Hewitt, **Local History Project**, Oxford House, Derbyshire Street, London E2

London Metropolitan Archives, 40 Northampton Road, London EC1R 0HB. Email: ask.Ima@ms.corpoflondon.gov.uk

Anne Cunningham, **Head LBTH Library Services**, Bancroft Road, London E1.

Chris Lloyd / Malcolm Hamilton-Barr, **LBTH Local History Library**, Bancroft Road, London E1.

Omar Khan / Michelynn Lafleche, **Runnymede Trust**, 133 Aldermaston Street, London EC1A.

Julie Hunt, **Stepney Historical Trust**, C/o the Dockers' Club, 16-18 Ball Cox Street, London E1.

Bengali Literature and Archives

British Library, 96 Euston Road, London NW1
Tel: (7) 412-7000

Kanai Datta, **Book Supplier**, Tel: (01689) 870 188

Ruposhi Bangla, Bengali Books and Handicrafts, 220 Tooting High Street, SW17.
Tel: (8) 672-7843

Sources in India

Vivehanandu Banarjee, **The Asiatic Society**, 1 Park Street, Calcutta, India

National Library of Calcutta, Park Street, Calcutta, India

Holland

International Institute of Social History, Asia Department
Cruquisweg 31, NL - 1019 AT Amsterdam, The Netherlands
Fax: (31) (0) 20-665 4181

France

See lists in appendix

DIPLOMATIC & CULTURAL AGENCIES

Education Officer, **Bangladesh High Commission**, 28 Queen's Gate, London SW7 5JA
Tel: (0207) 584-0081

India House, Aldwych, Tel: (0207) 836-8484

CONTACTS FOR STUDY GROUPS, EXCHANGE PROGRAMMES AND DEVELOPMENT EDUCATION

ActionAid Education, Chataway House, Leach Road, Chard, Somerset TA20 1FR.
www.actionaid.org / deved@actionaid.org.uk.

The Central Bureau for International Education and Training
British Council, 10 Spring Gardens, London SW1A 2BN. Tel: (7) 389-4004.

The Commonwealth Youth Exchange Council, 7 Lion Yard, Tremadoc Road, London SW4 7NQ. Tel: (7) 498-6151

Tony Stevens, **Daneford Trust**, 47 Blythe Street, London E2 6LN. Tel: (7) 729-

Department for International Development (DFID) Email: enquiry@dfid.gov.uk

Musleh Ahmed, **Tower Hamlets Graduate Forum**, 9 – 15 Greatorex Street, E1

One World Action, Floor 5, Weddel House, 13 –14 West Smithfield, London EC1A 9HY. Email: owa@gn.apc.org

Toc H, 1 Forest Close, Wendover, Aylesbury, Bucks HP22 6BT

BENGALI HISTORY TOURS

Researchers and Tour Facilitators

Caroline Adams, **Consultant**

Cathy Battista, **Artangel**, 36 St. John's Lane, EC1 (Janet Cardiff Tour)

Clive Bettington, **Jewish East End Tours**. Tel: (7) 364-4447

Malcolm Barr-Hamilton, **Tower Hamlets Local History Library & Archives**
Tel: (0208) 980-4366 ext. 129

Rickshaw Services

Nigel Winfield, **Scratch Projects**, 34 Grove Dwellings, Adelina Grove, E1 3AE

Amanda Helal / John Maillard, **I Cycle**, 50 Grove Dwellings, Adelina Grove, E1 3AE

Tourism and Publicity Organisations

Cathy Stirrup, **Toureast London**, Tel: (0207) 531-1996

Melanie Cargill, Leisure and Tourism, **Tower Hamlets College**, 112 Poplar High Street, London E14 OAF

Tower Hamlets Information Services, 18 Lamb Street, E1. Tel: (020) 7364-4970

CONTACTS FOR WORK PLACEMENTS FOR CENTRE-BASED ACTIVITIES

Artec, 243 Junction Road, N19. Tel: (0207) 687-6060

*Nadeem Akhtar, **Bibliotech**, 245 Old Street, EC1V 9EY. Tel: (0207) 553- 4470*

*Kenan Poleo, Widening Participation &Community Liaison Manager, **Guildhall University**, 133 Whitechapel High Street, London E1 7QA. Email: poleo@lgu.ac.uk*

*Chris Bowler, **Hoxton Hall**, 130 Hoxton Street, London N1 6SH.*

*James Smith, **Social School for Entrepreneurs**, 18 Victoria Park Square, E2 9PF*

*Jane Wallet / Lisa Pask, **Tower Hamlets College**, Digital Graphics, Poplar High Street, E14 OAF. Tel: (0207) 538-3888*

*Melanie Cargill, **Tower Hamlets College**, Tourism & Leisure, 112 Poplar High Street, London E14*

*Justine Bentham, **Tower Hamlets Business-Educational Trust**, c/o Toynbee Hall, 28 Commercial Street, London E1 6LS. Tel: (7) 377-9497*

*Sue Gardener, **Urban Learning Foundation**, 54 East India Dock Road, London E14.*

SAMPLE CONTACTS WITH GROUPS ABROAD

FRANCE

***Institut d'Asie du Sud-Est**,
269, rue Saint-Jacques, 75005 Paris
Tél. : 01 46 33 31 80 /Fax : 01 46 33 16 48*

***Apsara**,
8, rue Papelots, 94400 Vitry-sur-Seine
Tél. : 01 46 77 93 76*

***Les Fous de Bengale**
c/o Jahangir Mesbah, 182, rue de Paris, 93100 Montreuil-sous-Bois*

***Galerie Mohanjit** Tél. : 01 43 29 53 66*

***Musée asiatique** Tél. : 01 48 09 00 73*

***École des langues orientales** Tél. : 01 49 26 42 35 / Fax : 01 49 26 42 99*

Paban Das, Urmimala Sen - Chanteurs bauls

Tél. : 01 45 86 23 06/ Fax : 01 45 82 96 28

Espace Senghor, www.ville_yerson.fr

MEDIA AND PUBLICITY

East London Free London Listings, Community Guide.
London Listings, PO Box 17452, London E2 9ST.

Eastend Life, C/o LBTH Town Hall, Mulberry Place, 5 Clove Crescent, London E14.

Spectrum Radio, 204 – 206 Queenstown Road, London SW8 3NR

Sunrise Radio

Bangla TV

Jonomot, Chicksand Street, London E1

Surma, 14 Wessex Street, London E2

Notun Din, c/o Brady Centre, 192 Hanbury Street, London E1

Sylheter Dak

Potrika

Live Magazine, Keith Villa, 102 Mallinson Road, London SW11 1BN

Tower Hamlets Information Services, 18 Lamb Street, London E1

Appendix 10

Background on Organisations visited for Shadinata workshops and seminars

Schools and Colleges

- Mulberry Girls' School
Richard Street, E1
- Oakland School
Old Bethnal Green Rd. E2
- St. Matthias School
Granby Street, E2
- South Camden Community School
Charlton Street, NW1
- Tower Hamlets Summer University
Gunthorpe Street, E1
- Tower Hamlets College
Poplar High Street, E14

Youth Clubs and Community Centres

- Bangladesh Youth Movement
Ponler Street, E1
- St Peter's Community Centre
London E2
- Jagonari Women's Centre
183 Whitechapel High St., E1
- Oxford House
Derbyshire Street, E2
- Wapping Youth Club
Tench Street, E1
- Tower Hamlets College
Arbour Square, E1

Appendix 11

BACKGROUND ON POTENTIAL VENUES

Further background information is available with regard to centres and venues listed below. Brief details of their facilities in relation to the Shadinata Trust are also outlined.

i) Defining the Space

Before identifying the space in our search for the ideal venue, we asked ourselves, young people through questionnaires and focus sessions, as well as professionals in education, culture and heritage some of the following questions:

The Space Itself

Who is our intended audience? What facilities would be attractive to this group? What are the practical logistics necessary?

- *What kind of archive eg*

audio-visual;
magazines and publications;
books;
interactive computer facilities;
photographs;
artefacts and objects;
other _____

- *Themes and Parameters?*

What sort of local history wants to be told?
What aspects of Bengal/Bangladesh are important?
history;
politics;
poetry;
films,
music;
tribes and traditions;
Other _____

Conclusion: Shadinata needs to:

offer a facility for research and academic pursuit;
focus on the Bengali community in London;
compile lists of sources for printed and digitalised information available; and
as far as is possible, streamline and centralised information available from a variety of sources.

ii) Venues Considered

Existing Centres and Community Facilities:

- Bangladesh Welfare Association – Shofique Chowdhury – (7) 247-2105;

- Brady Centre – (7) 247-9037;
- Dame Colet House - Khadija Ahmed - (7) 790-9077;
- Davenant Centre - Peter Ellis - (7) 377-6592;
- Eastside Bookshop – Whitechapel High Street – (7) 247-0216;
- Haileybury Youth Centre – Ben Jonson Road – (7) 790-4450;
- Kobi Nazrul Centre – 30 Hanbury Street – (7) 375-1320;
- Princelet Street Synagogue – Susie Symes – (7) 247- 5352;
- Spitalfields Small Business Association – Kay Jordan - (7) 247-0933;
- Whitechapel Mission (7) 247-8280;

Initiatives for New Centre Developments:

- Elisabeth Wharf /London Waterways - Alan Shaw / Maher Anjum - (7) 780-7200;
- SHADA/Concordia – as above;
- Professional Development Centre - Martin Cripps - (7) 364-5000;
- Richmix Centre - Sita Ramamurthy (7) 739-9203;

Private Developers:

- Artillery Mansion, 22 Frying Pan Alley, E1.
- Bishopsgate Goods Yard - Urban Space Mgmt. - (7) 377-2444 (Nigel); 515-7153;
- Redchurch Estate Shopfront, Redchurch Street, E1.

iii) Background on Venues

1) SHADA / Concordia Centre

Maher Anjum / Alan Shaw

79 Ben Jonson Road, E1 4SA. Tel: (7)780-7200

Concordia/Arches Space/Elisabeth Wharf

The Concordia arches will not be developed until 2002, as part of an 'inward investment' regeneration initiative to develop local facilities and attract further resources to the primarily residential neighbourhood of Stepney. It links a mix of commercial and community venues, ranging from the development of the local Elisabeth Wharf canal area through a British Waterway Board initiative, to that of private developments on the East Thames Gas Site which aim to mix residential use with facilities for a health and community centre. Situated in a ward with a large proportion of Bengali residents, elements of this development could, in the long term, be appropriate to Shadinata for venue consideration, if not a link point through which to develop further cultural activities in the Stepney neighbourhood.

2) Richmix Centre

Contact: Sita Rahmumurty, Artistic Director

26 Calvert Avenue, London E2. Tel: (0207) 739-2303

The Richmix Centre concept is that of a market place where cultural exchanges and cross-fertilisation foster a mix of hybrid and traditional art forms. Here they meet and merge to break new ground. Music, dance, fashion and food are seen as vehicles through which to project cross-migration projects nationally, internationally, and London wide.

Scheduled to open in late 2001, Richmix aims to attain long term financial self-sufficiency through rental of a mix of retail shop units, offices and artists studios at commercial rates. In exchange, all will benefit from co-promotional activities and marketing support. Public facilities range from a proposed café, exhibition space and recording studios to a dance studio cum meetings room, a theatre with a 500 person seating capacity and meeting rooms available for rent.

As part of its Community and Education work, the Richmix Centre aims to host cultural events such as film shows, talks and training session with links to local groups. Given dictates of space constraints, it also hopes to house a digital archive for public use. Its creative brief will also be reflected through proposed tenants ranging from community radio, television, computer and media projects to voluntary groups such as the Shadinata Trust. Substantial funding, however, is required to fully refurbish its premises.

3) Oxford House

Derbyshire Street, E2. Tel: (0207) 739-9001

Contact: Kim Adams

Situated within easy access systems in Bethnal Green, Oxford House is one of several traditional settlement houses set up by Oxonians who originally wished to bring culture and education to working class people in East London. Over the years, the centre has adopted a more grassroots-based approach to culture and education. Housing a mix of organizations ranging from national organizations such as NACRO, the Basque Society and Lesbian and Gay Christians to local groups such as Somali Youth & Welfare, Rainbow Film Society or Chinese Mental Health.

Oxford House is now developing its facilities to improve existing provision for performance and exhibition space, accessibility to all areas of the building, including the arts workshops and halls and hopes to complete the enlargement and enhancement of its premises subject to National Lottery confirmation in part, by the end of 2001.

Rent for office space runs at a rate of 16 per square foot, which includes security, heating, lighting and maintenance of communal areas. Telephone costs are not included. There is currently a waiting list, from which tenants are selected on a basis of their size and local or national connections, as a balance of this mix is sought and their ability to pay rent consistently and on time.

4) Bishopsgate Goods Yard

Bishopsgate Goods Yard, E1. *Tel:* (0207) 377-2444

Contact: Nigel Knight

The Bishopsgate Goods Yard, under arches at the bottom of Brick Lane, are currently being refurbished for rental as retail shops, businesses and space for designers, crafts workers and artists, as well as for community-based activities. They are particularly keen to ensure representation of local businesses and activities on their premises but are also clear that the arches space would not be suitable, for instance, for the catering trade.

Applicants, now numbering over one hundred, are going to be considered shortly. Space is available at the rate of £5 per square meter for summer 2000.

5) Whitechapel Technology Centre

Tel: (7) 247-4682

Availability: Upon enquiring, we were told that the space was occupied in full by Tower Hamlets Advanced Technology Training itself. No space options were available.

6) Kobi Nazrul Centre

30 Hanbury Street, E1. *Tel:* (0207) 377-8201

Contact: Neswar Ahmed

Availability: Kobi Nazrul does not intend to rent out space to outside groups. For details of activities, see section on 'Feedback on Consultations with Existing Provisions'.

Appendix 12 MODEL JOB DESCRIPTION

SHADINATA'S PROJECT CO-ORDINATOR

PROJECT CO-ORDINATOR JOB DESCRIPTION

Title of Post:	Project Co-ordinator
Accountable to:	Management Committee
Responsible for:	Overall responsibility for project, staff and volunteers
Grade:	£25,700 (fiscal point 37 – JNC)
	28 hours p. w. including some evening and weekend work
Location:	Shadinata Trust

BACKGROUND INFORMATION

Shadinata Trust has grown from a community initiative started eight years ago in order to offer educational workshops, produced newsletter and publications with an eye towards making educational material about Bengali culture and identity available to second and third generation youths. The target age group for such materials and activities has initially been set at 16-25 year of age, although long term, further material could be envisaged to suit the interest and demands of other audiences. Ultimately, Shadinata aims to promote Bengali culture within mainstream society.

A New Vision

The Shadinata Trust now seeks to establish a resource centre for young British Bengali people, as well as for a wider international public in the field of education, research and the creative arts. Creative documentation of issues relating to Bengali identity through video, music, publications, photographic exhibitions and the electronic media.

While continuing to develop its educational, training and creative brief with schools, colleges, community groups and youth clubs through peer education workshops, events and creative projects, Shadinata also wishes to initiate partnerships for study groups and exchange programmes relating to Bengali culture abroad. Seminars, films and research on current and historic trends in Bengali culture, as well as the use of peer education training to prepare participants for study trips through exploring issues of relevant to young people today can help in a process of creative means of collating and disseminating ideas in a way which is dynamic and relevant to a wide and diverse audience.

As part of this initiative, Shadinata seeks to work in partnership with local, national and international educational and research institutions firstly, to consolidate a single centre for archival and cultural resources relating to Bengalis in Britain and secondly, to develop joint research projects of interest to local people and beyond.

ESTABLISHING FOUNDATIONS FOR A BENGALI RESOURCE CENTRE

As a newly fledged voluntary sector organisation, the Shadinata Trust aims to consolidate its structure through developing sound policies, administrative systems and financing projects to be initiated at the outset.

A part-time Culture and Educational Outreach Officer and a part-time Archivist and Information Officer will also complement the Project Co-ordinator's overall brief to consolidate the existing work of Shadinata and project its aspirations to develop a high quality Bengali resource centre in the community over the next decade.

All members of staff are responsible for administrating their own work. They are managed by a voluntary and elected Management Committee made up of local young people, individuals with interests and expertise in the fields which Shadinata now aims to develop as part of its new vision.

The organisations is also supported by volunteers, and aims to initiate a scheme for work experience placements in the fields of tourism, education, creative arts, administration and computer to give their time in return for the opportunity to develop their own skills in a 'real life' working environment.

Funding for Shadinata is sought form statutory bodies, charitable trusts and our own fund-raising initiatives.

PURPOSE OF POST

The Project Co-ordinator has overall responsibility for the running of the Shadinata Trust, as well as the supervision and support of staff, volunteers and work experience placements.

ACCOUNTABILITY

The post holder will be responsible to the Management Committee for performance.

Whilst certain tasks described in the job description are sometimes shared out with other workers or management members, the Project Co-ordinator is ultimately responsible for ensuring that all tasks required of this post are dealt with.

GENERAL ETHOS OF THE SHADINATA TRUST

The Project Co-ordinator is expected to work within and contribute to the aims and objectives of the Shadinata Trust.

We aim to promote and facilitate wide participation in the work of the Shadinata Trust by a variety of users including young people, women, marginalized or disadvantaged persons.

We also aim to ensure that individuals involved in the work of the Trust are also offered the opportunity to develop their own skills in a supportive, creative and constructive environment for learning.

RESPONSIBILITIES OF THE POST

General

The post holder will ultimately be responsible for the smooth running of the Shadinata Trust's existing and future initiatives. S/he will work within and contribute to the objectives of the Shadinata Trust.

Shadinata aims to provide a community-managed service to address a need for a pro-active Bengali educational and cultural resource centre. While working alongside other community, statutory and academic institutions, it also aims to encouraging young Bengalis to educate themselves about their culture, history and new forms of creative expression or research into the experiences of Bengalis in Britain, and further afield.

Awareness and promotion of activities and initiatives in these fields which are not already covered by existing mainstream and community services are therefore key. Target areas of work are identified and reviewed with the management committee.

The post holder will be based at the Shadinata Trust's office centre. The main part of her/his duties will be the planning, supervision, fundraising, administration and co-ordination of the work of the newly-found Trust.

Good basic administrative skills are needed to run the office and service the management committee. Knowledge and experience of writing reports and fundraising is also necessary, as is the ability to supervise and support staff, volunteers and work experience placements.

Communication Skills

The development and support of systems which generate mutual respect between all parties involved in the work of the Shadinata Trust is essential. Input from members and users, as well as from volunteers, staff and placements, is crucial to encourage involvement and contributions from participants at all levels of the Trust's activities.

Service Development

The post holder will be responsible for the development and implementation of services of the Trust, in accordance with its aims, objectives and targets as identified through management procedures and agreements.

The post also focuses on enabling new and existing users to make informed choices about using and making contributions to services developed through the Shadinata Trust. This will include helping to identifying young Bengalis from the locality and further afield, as well as academics and individuals with skills in the creative arts who are unaware of our services, publicising activities and shaping them to cater to unmet demand.

The development of the quarterly programme of activities and publicity of those services, should reflect initiatives to meet these priorities.

Policy Development, Monitoring and Reviews

It is essential to monitor and review policies and keeping management members informed of new developments or concerns. Together with them, the post holder will identify gaps in policies, procedures and administration and draft/develop policies as appropriate to ensure smooth co-ordination.

The Project Co-ordinator will also oversee the collection and collating of statistics for use in evaluating projects.

Fundraising

The post holder is responsible, in conjunction with Management Members, for providing a strategy for funding Shadinata through planning meetings and yearly reviews.

The Project Co-ordinator will liaise with bodies responsible for statutory, charitable and private sector funding, and keep management members informed of new developments. It will also be a requirement to fill out funding applications or oversee any fundraising initiatives undertaken by management members, placements or volunteers.

Placements and Volunteers

The post holder will provide day-to-day co-ordination and support of placements and volunteers through interviews, inductions, reviews and preparation of paperwork, materials and timetables for individuals' programmes of work, training and personal development, as set out and agreed in an initial interview.

Administrative systems must also be developed accordingly.

In some cases, the culture and education worker or archivist will be directly responsible for supervising volunteers or placements themselves, with support, as necessary, of paperwork and policies developed by the Project Co-ordinator in consultation with all parties concerned.

Staff and Line Management

The post holder will be responsible for ensuring that the work programmes of all members of staff are regularly identified, monitored and reviewed. Members of staff must be supported and clear about their roles within the Shadinata Trust. Workers should also be kept informed at all times about developments relating to their areas of work.

On a weekly basis, this can be achieved through staff memos and briefing sessions on work targets. Fortnightly staff will also be held to share information and clarify roles of individuals within the team, as well as look at longer term planning.

Together and in keeping with feedback staff review meetings, the Project Co-ordinator will support workers in identifying long term and day-to-day targets according to workloads and internal and external training needs. Joint reviews of staff members along with a representative from the Management Committee must be held at the outset after one, three and six months as part of the new worker's probationary period. Joint reviews will thereafter be held on a six monthly basis.

The same staff monitoring process should also occur for the Project Co-ordinator with the support of management reviews and supervision.

In consultation with staff and Management Members, the Project Co-ordinator is also responsible for developing policies, procedures and maintaining paperwork in regard of staffing matters, from interviews and induction packs to staff reviews.

Management Committee

The post holder will service and attend monthly management meetings and sub-committee meetings as appropriate. S/he will keep members informed and updated on Shadinata's developments in all areas, support management members as necessary through making information available to ensure that sound judgement and decisions can be applied with respect to the Shadinata Trust's progress.

This may include helping to induct, train or make members aware of particular practices, systems or procedures within the Shadinata Trust.

Office Management and Maintenance

The post holder will ensure that all necessary repairs and maintenance of the building are carried out as necessary. S/he will also see that all equipment, supplies and stocks are maintained.

PERSON SPECIFICATION

*The following skills will be considered **essential** for a person undertaking the post of the Project Co-ordinator*

- Awareness of cultural, historic and educational issues of concern to Bengalis in Britain and abroad;
- Skills and experience of supervising members of staff, placements and volunteers;
- Experience and knowledge about publicising and initiating new projects;
- Experience or understanding of issues affecting young Bengali people in the heart of the Bengali community;
- Knowledge of the voluntary sector and the way in which it relates to the statutory sector;
- Good written, administrative and organisational skills;
- Ability to work with budgets and basic book-keeping skills;
- Computer literacy;
- Good inter-personal and negotiation skills;
- Ability to work as part of a team;
- Ability to work pro-actively.

ADDITIONAL SKILLS

The following **desirable** skills would be beneficial to candidates undertaking the remit of this post.

- Experience of developing and co-ordinating activities within the public sector;
- Ability to work out strategies and their practical implementation with regard to publicising services, activities and events;
- Experience or understanding of educational issues and the remit of the new Citizenship element in the National Curriculum for schools;
- Experience and an understanding of people requiring support in order to carry out research and academic pursuits;
- Experience of organising events and public activities;
- Skills or experience in the fields of creative arts;
- Experience and understanding of youth and community organisations' needs;
- Patience, enthusiasm and an innovative approach to new challenges.