

The Network Newsletter – Ebulletin 240, 9 September 2017

Events

Events have been added to the Courses & Events pages on The Network website – see: <http://www.seapn.org.uk/courses>.

Consultations

“Second sector-wide National Alliance for Museums Health and Wellbeing (NAMHW) survey”

<https://www.surveymonkey.co.uk/r/NAMHWsecondsurvey>

(Source: *Newsletter from the National Alliance for Museums, Health & Wellbeing*, 21 Aug 2017)

“In 2016, NAMHW carried out a major preliminary survey to map health and wellbeing interventions and innovations in heritage organisations. It resulted in an online [database](#) and the [Museums for Health and Wellbeing: A Preliminary Report](#).”

We would be very grateful if you would complete a new survey, which is accessible via [the above link]”

Tackling social and digital exclusion – Libraries, Museums, Archives and Cultural and Heritage Organisations

“Resource Roundup: Teaching and Curriculum Supports on Antibias and Social Justice”

<http://www.slj.com/2017/08/books-media/resource-roundup-teaching-and-curriculum-supports-on-antibias-and-social-justice/#>

(Source: *Library Journal Reviews*, 21 Aug 2017)

This is the kind of article that the *School Library Journal* does so well:

“In the wake of the tragic events in Charlottesville, VA, this past weekend, educators around the country are grappling with how to address current events in the classroom and create space for meaningful discussions about racism, bigotry, and violence. As the start of a new school year looms, teachers are faced with an educational – and moral – obligation to help young people process what’s happening in the news and within their own neighborhoods and cities. Numerous organizations and associations have stepped up to offer lesson plan ideas, discussion guides, links to thought-provoking articles, and excellent booklists for a range of ages and reading levels, sharing them via #CharlottesvilleCurriculum on Twitter. We’ve collected some of the best resources below and added a few of our own picks.”

NB Fuller assessment to appear in *The Network Newsletter*.

Tackling social and digital exclusion – Government, Government Agencies and Local Government

The Lammy Review: an independent review into the treatment of, and

outcomes for, Black, Asian and Minority Ethnic individuals in the Criminal Justice System

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643001/lammy-review-final-report.pdf

This has received major media coverage – here is the full report. There is also an outline of what it covers in the press release:

<https://www.gov.uk/government/news/lammy-publishes-historic-review>.

Clinks have published a statement on the Review, see:

http://www.clinks.org/community/blog-posts/clinks-statement-lammy-review?utm_source=Light%20Lunch&utm_medium=Email&utm_campaign=light_lunch501, which also has a number of useful links, including one to a *Huffpost* article by Baroness Lola Young (who had chaired the review into improving outcomes for young black and Muslim men in the criminal justice system), http://www.huffingtonpost.co.uk/baroness-young/prison-reform_b_17912030.html.

Tackling social and digital exclusion – Other Agencies

Prison: the facts

<http://www.prisonreformtrust.org.uk/Portals/0/Documents/Bromley%20Briefings/Summer%202017%20factfile.pdf>

(Source: Clinks *Members Policy Briefing*, Jul 2017)

Latest in the “Bromley Briefings” from the Prison Reform Trust:

“Facts and figures provide a better basis than opinion for policy and practice change. Drawn largely from government sources, these facts chart the extraordinary rise in prison numbers over the last twenty years, inflation in sentencing and the social and economic consequences of overuse of custody. They reveal the state of our overcrowded prisons and the state of people in them, the impact of deep budget cuts, the pace and scale of change in the justice system and the scope for community solutions to crime.” [p1]

Commission on Inequality in Education

<http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf>

(Source: News from the Cultural Learning Alliance, 26 Jul 2017)

The Social Market Foundation’s Commission has produced this report. Key findings include:

- “The performance gap between the richest and the poorest has remained persistently large between the mid-1980s and the mid-2000s, with no significant improvement.
- GCSE performance at age 16 across England reveals marked disparities between regions, with over 60% of pupils in London achieving 5 good GCSEs (including English and Maths) compared to 55% in the West and East Midlands.
- Comparing the performance of 11-year olds born in 2000 with those born in 1970 reveals that the geographic area a child comes from has become

a more powerful predictive factor for those born in 2000 compared to 1970.

- While Asian students born in 1970 performed poorly, Chinese, Indian and Bangladeshi-heritage children born in 1999/2000 were the best performers. White students have fallen from outperformers to under-performers on average.” [p6]

Health & Wellbeing issues – Other Agencies

Not by degrees: improving student mental health in the UK's universities

Full report: https://www.ippr.org/files/2017-09/1504645674_not-by-degrees-170905.pdf

Summary: <https://www.ippr.org/files/2017-09/not-by-degrees-summary-sept-2017-1-.pdf>

(Source: *IPPR Newsletter*, 8 Sep 2017)

Major new report from IPPR:

“Levels of mental illness, mental distress and low wellbeing among students in higher education in the UK are increasing, and are high relative to other sections of the population.

Around three-quarters of adults with a mental illness first experience symptoms before the age of 25. As the student population comes to more closely reflect the UK’s wider socioeconomic and demographic make-up, a growing proportion of students are affected by mental illness. Over the past 10 years there has been a fivefold increase in the proportion of students who disclose a mental health condition to their university.” [Summary, p1]

Amongst other recommendations, the report argues that:

“The HE sector should collectively adopt student mental health and wellbeing as a priority issue, with individual institutions developing their own ‘whole-university’ approaches subject to audit and quality assurance, and underpinned by common principles which draw on best practice.” [Summary, p1]

Disability issues – Government, Government Agencies and Local Government

The United Nations Convention on the Rights of Persons with Disabilities: what does it mean for you?

Full version (pdf): <https://www.equalityhumanrights.com/sites/default/files/the-united-nations-convention-on-the-rights-of-persons-with-disabilities-what-does-it-mean-for-you.pdf>

Easy Read version: <https://www.equalityhumanrights.com/sites/default/files/the-united-nations-convention-on-the-rights-of-persons-with-disabilities-what-does-it-mean-for-you-easy-read.pdf>

Word version also available from: https://www.equalityhumanrights.com/en/publication-download/united-nations-convention-rights-persons-disabilities-what-does-it-mean-you?utm_campaign=GB+e-

[newsletter+%7C+August+2017&utm_source=emailCampaign&utm_content=&utm_medium=email](#)

BSL version: https://www.youtube.com/watch?v=FA_neJK0TKc&feature=youtu.be

(Source: EHRC *Newsletter*, Aug 2017)

“This updated guide explains what the Convention on the Rights of Persons with Disabilities is and what it means for you, the obligations of governments who have signed up to it and the role of the Equality and Human Rights Commission in its implementation.

It explains:

- what the Convention is
- its key principles
- how it can be used by disabled people and their organisations to bring about change at a local and national level
- where you can find useful resources about and further information on the Convention”

Disability issues – Other Agencies

Calibre's new app-based download service

<https://www.calibre.org.uk/page.aspx?sitesectionid=268&sitesectiontitle=Download+Service+-+Introduction>

(Source: email from Christine Ronaldson, 9 Sep 2017)

“Calibre is very proud to announce a brand new award-winning app-based download service. The service is the first of its kind in the UK that has been designed especially for visually impaired people to be able to download and listen to books on mobile devices such as smart phones (Apple and Android) or tablets. It has been developed for Calibre by i-Publishing Consultants and Brandon Cross Technologies.

Our download service will complement our current postal services available on USB memory sticks or CDs. Existing Calibre members will be able to use this service free of charge, in addition or as a replacement for our postal services – the choice is entirely yours!”

Migration issues – Other Agencies

Mapping ESOL provision in Greater London

https://www.london.gov.uk/sites/default/files/gla_esol_-_combined_report.pdf

(Source: “Latest updates from Learning and Work Institute”, 13 Jul 2017)

Report by the Learning and Work Institute (formerly NIACE and CESI):

“In February 2017, L&W was commissioned by the Greater London Authority to undertake a mapping exercise of formal and informal provision of English for Speakers of Other Languages (ESOL) in London, and undertake work to identify the language learning needs of resettled Syrian refugees in London.

This work aims to support London boroughs participating in the resettlement of Syrian refugees to provide appropriate ESOL learning to resettled adult

Syrian refugees, and will contribute to the wider development of ESOL policy in London.” [p5]

It includes an overview plus reports on each London authority. The report found that:

“[...] demand for English for Speakers of Other Languages (ESOL) courses is higher than the supply [...]

There is also little information about local classes and learning opportunities often do not meet the needs of learners.” [Taken from: https://www.london.gov.uk/what-we-do/communities/migrants-and-refugees/english-language-training-why-it-important?_cldee=am9obkBuYWRkZXlub3JnLnVr&recipientid=contact-a50da9615eade411941000155d035a19-26fe7a3750c5430781bdb1c8471265fe&esid=5fa54453-e366-e711-9468-00155d035b20&urlid=9]

This is an important report (although, sadly, it doesn't mention libraries except as venues).

Refugees without refuge: findings from a survey of newly recognised refugees

https://www.refugeecouncil.org.uk/assets/0004/1432/Refugees_without_refuge_Sept_2017.pdf?utm_source=Refugee%20Council&utm_medium=email&utm_campaign=8657716_Guardian%20%2B%20Refugee%20Council%20Survey%20Results%20Email&utm_content=Refugees%20without%20refuge%20report%20link&dm_i=l6P,55KC4,31JHQG,JSNI5,1

(Source: email from the Refugee Council, 8 Sep 2017)

Important new report.

“In April and May 2017, the Refugee Council conducted a survey of refugees who had been granted refugee status since 2016 and had used our integration services. The survey was commissioned by the Guardian. A total of 54 people participated in the survey by telephone and answered questions about their experiences when they were new refugees, particular in relation to documentation, accommodation, employment and welfare benefits.” [p4]

The key findings include:

- “The majority (32) of respondents received their Biometric Residence Permit within two weeks of being granted refugee status. However, 13 people waited for six weeks or more to receive this vital piece of identification which can prevent newly recognised refugees from being able to access services and accommodation.
- 12 people who had been receiving asylum support waited more than four weeks for their National Insurance number.

- Only one person had a job at the end of the 28 day move on period. This is not surprising given that most people seeking asylum are not permitted to work, may not have key documents in place, and be focused on securing accommodation.
- 27 people reported difficulties in opening a bank account.
- Most of these newly recognised refugees were forced to rely on charities, friends and family, and foodbanks once their asylum support payments were terminated as Home Office support dropped away and employment had not been secured.
- None of the people who were living in asylum support accommodation had managed to find secure accommodation by the time they were evicted at the end of the move on period.
- Of the 54 respondents to the survey more than half; 31, slept rough or in a hostel or night shelter in the period after they were granted refugee status.
- 30 people reported feeling uncomfortable about relying on others for food, money or accommodation, and 12 said they felt unsafe.
- Many respondents reported negative feelings after being granted refugee status, and one reported multiple suicide attempts.
- Participants reported high levels of loneliness and isolation.” [p4]

Looked-after children & young people issues – Other Agencies

Reading in foster families

Full report: : <http://booktrustadmin.web-booktrust-g1.artlogic.net/usr/resources/1587/reading-in-foster-families-full-report.pdf>

Summary: <https://fileservers.booktrust.org.uk/usr/resources/1586/reading-in-foster-families-summary-report-.pdf>

(Source: email from Jenna Darby, Booktrust, 6 Jul 2017)

“This research was commissioned by BookTrust and undertaken by the National Children’s Bureau (NCB) to find out more about carers’ reading habits and attitudes, how they engage with reading with their children (particularly reading for pleasure), any barriers they face and any support that they need.

Key findings include:

- Foster carers are important reading role models for children.
- 90% of foster carers who read with their child reported that it had made a positive difference to the relationship between them and their child.
- Carers reported several barriers to reading in foster families.
- Placement stability is related to children’s reading abilities (as reported by carers).
- Carers would benefit from further support to help their children with reading.”

NB Fuller assessment to appear in *The Network Newsletter*.