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The Network Newsletter: tackling social exclusion in libraries, museums, archives and galleries

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The Network's Website is at www.seapn.org.uk and includes information on courses, good practice, specific socially excluded groups, as well as the newsletter archive.

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Did you see ...?

Museums Journal

The February 2014 issue¹ has some interesting articles, including:

- Deborah Mulhearn “Welcoming autistic visitors”, which looks at the work that some museums (eg the Mary Rose Museum) are doing with people with autism and their families² [pp20-23]
- Rebecca Atkinson “Safe refuge”, a round-up of developments in increasing refugees’ access to the UK’s cultural heritage³ [p59]

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

LGBT people and the UK cultural sector ...

For obvious reasons, I can’t review this⁴, so am including here (with permission) a review by Sue Sanders.

“At Schools OUT we have consistently worked since 1974 to change the law and culture on LGBT people and issues. We have been acutely aware that they are two distinct and linked areas that are crucial in enabling the safety and visibility of the diversity of LGBT people in a country.

John Vincent’s book is a useful and pretty comprehensive look at what happened in the UK in both areas since 1950.

The book will certainly educate those who have little knowledge of this momentous time and will enable those who were busy in the period in their own area to check out who else was doing what.

¹ *Museums Journal*, February 2014. Further information at: <http://www.museumsassociation.org/museums-journal>.

² Deborah Mulhearn’s article also refers the reader to the National Autistic Society website (<http://www.autism.org.uk/>), and mentions that there is advice on taking pupils with autistic spectrum disorder to a museum. These guidelines, written by the Mary Rose Trust, Portsmouth in partnership with St Anthony’s School, Chichester, are available at: <http://www.autism.org.uk/working-with/education/educational-professionals-in-schools/resources-for-teachers/going-to-a-museum-with-pupils-with-an-autism-spectrum-disorder-asd.aspx>.

³ The Dec 2013 issue of *Museums Practice*, available to Museums Association members (see: <http://www.museumsassociation.org/join/31072012-mp-newsletter>), has a range of articles about working with refugees.

⁴ John Vincent. *LGBT people and the UK cultural sector: the response of libraries, museums, archives and heritage since 1950*. Ashgate, 2014 (ISBN: 97814094386656). Further information at: <http://www.ashgate.com/isbn/9781409438656>.

We have as LGBT people and their allies in the last 64 years had a roller coaster ride. We take a step forward – the limited legalizing of homosexuality 1967 – and then back, with the immediate increase of men arrested for indecency and importuning.

Governments produce their laws from attitudes which are informed by culture, media, education and religion. Tracing how the latter has changed is obviously much harder than recording the change of laws. Vincent's reading is extensive: the book is valuable for the references and index. He cleverly sets the legal scene in his chapters and then goes on to describe the cultural landscape. What is shocking is how bereft that landscape is of LGBT material. Often when it is there it is negative and posits a dangerous world which influenced many to hide and or deny their sexual identity.

For me, reading the book as someone who was partially active back in the early seventies, it was a painful walk down memory lane remembering frustration, anger, long rants with friends, some alas now dead, and early action. I think it is quite hard for people now to understand how we in the days of no mobile phones, internet, photocopying, email etc. worked effectively, and the challenges we had to overcome.

Vincent as a librarian charts in particular how they deal with LGBT issues and is clear that the response is patchy and poor. How could it not be?

People need nourishment to write books; if you were going to write positive books, fact of fiction on LGBT people, where were they getting it?

So there are not that many positive books to put in the library. Are people going to be brave enough to take them out if they are there and how are they going to find them?

Questions we are still asking in 2014. There are still libraries that put their LGBT children's fiction in the problem section along with health issues!

Vincent documents the work of some Librarians to visibilise LGBT-themed books and the importance of so doing.

It is salutary to see how often it is a strong individual or a couple of people that form a group that work consistently and tirelessly to make a positive difference; it was ever thus I guess. We owe those pioneers a great debt.

While it is clear from Vincent's work and our own observations we are in a much better place than we were in the 1950s, it would be foolish to think we have reached nirvana.

Enter any museum and the lack of images of white able bodied gay men is striking. Black disabled, older, young lesbian, bisexual and trans

people are virtually invisible. We are a diverse community, but if we are represented, we are rarely represented as such.

The role that Schools OUT has played in initiating LGBT History Month back in 2005 is recognized throughout the book and in an appendix which is gratifying. We know that it and the Public Duty of the 2010 Equality Act has fuelled exhibitions, events, plays, poetry, films and photos that have begun to fill the massive gap about us. We also know that we are still so dependent on the individual in an institution who is passionate about the issue. In the ten years we have been going we have seen how, when just one person leaves, an entire organisation's support for the month collapses. We still need to embed the concept into our cultural institutions.

Schools are of course the most crucial place. Vincent charts the media's poor response to the vital work of *No Outsiders* that enabled so many schools to use effectively the few children's books that are inclusive of LGBT people and issues. The work in education is vital and we at Schools OUT have also initiated *The Classroom*, a website which has over forty free lesson plans that usualise LGBT people and issues in lessons that are relevant to the national curriculum.

We know only too well how patchy the work is in schools and how many teachers are still afraid to be either out to their pupils or deliver appropriate inclusive lessons even though *Ofsted* make it clear they require them to deliver such lessons and the Public Duty requires them to.

The work continues, while the law is crucial in allowing our visibility and safety it is the culture that enables and sustains it. We have had law that outlaws discrimination based on gender, ethnicity and disability for several decades. But it is clear with the disproportionate numbers of black people in prisons and mental health institutions, a death and/or serious assault on a woman every three days, the lack of equal pay for women and the massive unemployment of disabled people and the recent scapegoating of them as 'welfare scroungers' that the law has not achieved equality. The law has been working for some of us as LGBT people for less than a decade – for some, equality is still not there.

The work Vincent records is inspiring; he makes it clear it is vital and needs recording. Not just for LGBT people but for everyone as we all need to learn about all humanity.

We need to ensure the work continues and is inclusive. We are a diverse community, we need to see hear and celebrate that diverse culture.

February is upon us; there are events up and down the country that are: *Claiming our history - Celebrating our present - Creating our future*

Check our Events Calendar:

www.lgbthistorymonth.org.uk/event-clandar

Enjoy, learn, indulge, immerse yourself and spread the word, if you want a society that respects itself and Educates OUT prejudice.”

Sue Sanders, co-chair Schools OUT/LGBT History Month
February 2014

Tackling social and digital exclusion – Other Agencies

The ups and downs of LGBs’ workplace experiences ...

This new report⁵:

“... summarises the findings of a national study into the workplace experiences of lesbian, gay and bisexual (LGB) employees. Funded by the Economic and Social Research Council and supported by the Equality and Human Rights Commission the report provides a sound and reliable account of contemporary life of LGBs in relation to bullying, harassment and discrimination at work.” [p4]

The report draws on six case studies: an NHS Trust; the Royal Navy; a prison; a worldwide financial company; a national charity; and an international retailer.

Key findings from this research include:

- “LGBs were more than twice as likely to be bullied and discriminated against than heterosexual employees
- One in five (19.2%) bisexuals report the highest levels of bullying with a third reporting regular bullying
- One in six (16.9%) lesbians report bullying at work with approximately a third reporting regular bullying
- Gay men report more than double the levels of bullying compared to heterosexuals
- LGBs are one and half times more likely to experience a range of negative acts compared to heterosexuals and these were highest for lesbians and bisexuals. In some cases, LGBs were nearly three times more likely to encounter certain negative acts compared to heterosexuals. These include:
 - ‘People avoiding physical contact with you at work’

⁵ Helge Hoel, Duncan Lewis and Anna Einarsdóttir. *The ups and downs of LGBs’ workplace experiences: discrimination, bullying and harassment of lesbian, gay and bisexual employees in Britain*. Manchester Business School, 2014. Available to download as a pdf (3920 kb) from: <http://lgbatwork.portals.mbs.ac.uk/Portals/0/PDF/The-Ups-and-Downs-of-LGBs-Workplace-Experiences.pdf>. There is further information about the study available at: http://lgbatwork.portals.mbs.ac.uk/?utm_source=LGF+weekly+bulletin&utm_campaign=5b8666d687-LGF+Weekly+Bulletin+02+04+2014&utm_medium=email&utm_term=0_43f936b912-5b8666d687-197315569.

- ‘Experiencing unwanted physical contact e.g. touching, grabbing, groping’
- ‘Being confronted with unwanted jokes or remarks which have a sexual undertone’” [p4]

What the report also shows very clearly is that there are ‘dangers’ in LGB people being more open about themselves (linked to a strong perception that it is up to them to manage the situation around them):

“Whilst the majority of the LGBs in this study are open about their sexuality at work, one in five remains closeted. Our report shows that wanting to be ‘more open’ about one’s sexuality showed significant associations with negative outcomes including reporting higher levels of bullying and discrimination. This has implications for organisations and managers in how disclosure of sexuality is managed ...

Heterosexual discussants also revealed their ignorance of the challenges facing LGBs when it came to managing boundaries and inappropriate behaviour, with several believing it was LGBs’ responsibility to challenge and address these issues. Of particular insight was the ignorance and fear displayed regarding bisexuality, echoed in perceptions that everyone has a right to know so that no-one would be shocked.” [p4]

The report also points the way forward:

“To make progress on some of the key problems identified by our study, it must be the responsibility of organisations to discuss and establish behavioural standards and boundaries for acceptable conduct with respect to sexual orientation, as with other protected employee groups, and the duty of managers to ensure that such standards are respected and upheld without being considered moralists and killjoys. Equally, although less overt but at least as damaging, managers must also challenge attempts at social exclusion of LGBs.” [p35]

This is an important piece of work which usefully helps shape the way that organisations of all types can improve the workplace for LGB people (and everyone).⁶

Cities, growth and poverty: evidence review

At present, there is considerable focus on the role of cities:

“There is a consensus that cities are important for economic growth. The Government is devolving powers to the largest and fastest-growing urban areas and providing incentives to encourage growth. A set of ‘City Deals’ have been agreed and the prospective Single Local Growth Fund will

⁶ Source: LGF *Bulletin*, 4 Feb 2014.

give cities more control over local spending in areas such as skills, transport and European development funds.”⁷

However, this new report⁸ from JRF questions the idea that cities are necessarily ‘engines of growth’.

The key findings show that:

- “Economic growth does not always reduce poverty. Many of the most economically successful city economies have experienced stable or increasing poverty rates even during periods of economic growth.
- Increases in output or productivity at a local level are important for economic success, but have little short-term impact on poverty. Employment growth has the most significant impact. The quantity and quality of new jobs is the critical factor in reducing poverty in cities.
- The benefits of growth in innovative, knowledge-based sectors will not automatically trickle down to households in poverty. There is no guarantee that all citizens will benefit from growth in their local economy and growth may not reach all parts of a city. Cities need to be clearer about who will benefit from different local growth initiatives and how.
- The impact of employment growth on poverty depends on the sector of new employment, its quality, the characteristics of the population and local factors such as the quality of transport links.
- A balance and range of skills is particularly important in both ensuring urban economic growth and reducing poverty. Low and intermediate-level skills and the quality of entry-level jobs should be considered integral to developing a sustainable urban economy.
- Cities should not approach growth and poverty as two separate agendas. Reducing poverty brings a range of economic and financial benefits, which can be important in driving local economic growth and managing future demand on local public services.”⁹

⁷ Taken from: http://www.jrf.org.uk/publications/cities-growth-and-poverty-evidence-review?utm_medium=email&utm_campaign=Weekly+publications+and+blogs+wb+27th+Jan++3rd+Feb+2014&utm_content=Weekly+publications+and+blogs+wb+27th+Jan++3rd+Feb+2014+CID_7f0a980394bbed4674404cf3035cb8fd&utm_source=Email%20marketing%20software&utm_term=Publication%20Cities%20Growth%20and%20Poverty%20Evidence%20Review.

⁸ Neil Lee, Paul Sissons, Ceri Hughes, Anne Green, Gaby Atfield, Duncan Adam and Andrés Rodríguez-Pose. *Cities, growth and poverty: evidence review*. JRF, 2014. Available to download as a pdf (1770 kb) from:

<http://www.jrf.org.uk/sites/files/jrf/cities-growth-poverty-full.pdf>. Summary (225.76 kb) available from: <http://www.jrf.org.uk/sites/files/jrf/cities-growth-poverty-summary.pdf>.

⁹ Taken from: http://www.jrf.org.uk/publications/cities-growth-and-poverty-evidence-review?utm_medium=email&utm_campaign=Weekly+publications+and+blogs+wb+27th+Jan++3rd+Feb+2014&utm_content=Weekly+publications+and+blogs+wb+27th+Jan++3rd+Feb+2014+CID_7f0a980394bbed4674404cf3035cb8fd&utm_source=Email%20marketing%20software&utm_term=Publication%20Cities%20Growth%20and%20Poverty%20Evidence%20Review.

The research also suggests that key issues for cities include:

- Leadership
- Jobs
- Skills.

Finally, it starts to develop recommendations for cities, which it has divided into four types:

- “cities experiencing strong output growth;
- cities experiencing employment growth;
- cities with both output and employment growth;
- cities experiencing little growth at all.” [p71]

Important background research report.

Health & Wellbeing issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

“House of Memories”, National Museums Liverpool

Dawn Carroll writes:

“House of Memories is an award-winning museum dementia awareness training programme – in 2013, it won the ‘Learning Together in Health and Social Care Award’ from NHS England North West. Created by National Museums Liverpool, it provides the health, social care and housing workforce with practical skills and resources to support people to live well with dementia.

House of Memories builds on National Museums Liverpool’s extensive experience of connecting older people with arts and culture, and demonstrates how participation in museum activities has a meaningful impact, especially for people living with dementia.

Since its inception in January 2012, *House of Memories* has trained more than 4000 health and social care workers. The one-day training programme provides participants with practical and interactive experiences to:

- introduce basic knowledge about the forms of dementia,
- represent the challenge faced by people with early stage and progressive dementia, as well as their families and carers
- share memory activity resources linked to the objects, archives and stories at the Museum of Liverpool.

Drama and interpretation is at the heart of the training day, creating a profound, emotional experience and an effective, interactive learning model.

As part of the *House of Memories* programme, the Museum of Liverpool also offers a 'Memory Suitcase' loan service. The suitcases contain objects memorabilia and photographs which can be used and help care workers to engage with those that they are caring for.

Following a successful run of training dates in Liverpool, the programme received support from the Department of Health to extend the training and produce resources in collaboration with museums and galleries in Salford, Bury, Sunderland and Newcastle. The *House of Memories* 'Northern model' was independently evaluated by the Institute of Cultural Capital to measure the impact and transferability of the programme, with extremely positive results [¹⁰] ...

The Department of Health is supporting the extension of the programme to the Midlands region (Birmingham, Nottingham and Leicester) in March 2014. There are still places available at Birmingham Museums & Art Gallery on 11 and 12 March, and Leicester Guildhall on 18 and 19 March. To book please call Megan Croucher on 0151 478 4240 or email learning@liverpoolmuseums.org.uk.

In October 2013, *House of Memories* also secured funding from four North West social housing partners to deliver a bespoke *House of Memories* programme for 600 housing workforce and tenants' association participants. On the back of the success of the training, a second phase will be delivered in February 2014 with our local Strategic Housing Partnership.

House of Memories is now in the process of developing a digital app, which is being co-produced with people living with dementia and their carers. The app will give people access to objects from the Museum's collection, enhanced by multi-media content. It will also provide carers with a toolkit to enable them to carry out reminiscence activities in their workplace or at home. The digital app and the training programme in Liverpool, which runs until March 2015, are being funded by Mi – More Independent [¹¹] ...

¹⁰ Kerry Wilson and Lauren Grindrod. *An evaluation of House of Memories Dementia Training Programme: Northern Model*. National Museums Liverpool, 2013. Available to download as a pdf (1250 kb) from: <http://www.liverpoolmuseums.org.uk/learning/documents/HoM-evaluation-Northern-model-2013.pdf>.

¹¹ Mi "is a Government-funded initiative that is being piloted across four UK regions. Liverpool has been chosen as one of the pilot areas.

The Mi partnership is funded by the Technology Strategy Board, the UK's innovation agency (<https://connect.innovateuk.org/web/dallas>), which finds ways to boost the UK economy through technological innovations.

Mi has been designed to:

- enable you to take charge of your health, wellbeing and lifestyle
- use technology to allow you to feel safer and live more independently in your own home
- give peace of mind to yourself and your family

To find out more about *House of Memories*, please visit the website www.liverpoolmuseums.org.uk/houseofmemories.”

Dawn Carroll

Networks Manager
National Museums Liverpool
February 2014

Health & Wellbeing issues – Government, Government Agencies and Local Government

“Wellbeing and health policy”

The Department of Health has just published a range of key papers that look at “some of the important issues and relationships between wellbeing and health throughout someone’s life.”¹²

These include:

- *Wellbeing: why it matters to health policy*¹³, which is published as a pdf slide-pack, and includes a clear overview of the role of health in wellbeing – and what we can do to improve it
- *Wellbeing: why it matters to health policy – a summary of key points*¹⁴

Plus a compendium of factsheets, including:

- *Starting well – pregnancy to 5 years*¹⁵
- *Developing well – 6-11 years*¹⁶

-
- reduce the amount of time you have to spend on appointments, by supporting you to manage better at home

Mi offers a wide range of ways to increase independence, some of which are aimed at those with health needs. But it is also suitable for people who are looking ahead, and planning the next stage of their lives ...” See: www.moreindependent.co.uk.

¹² Taken from: <https://www.gov.uk/government/publications/wellbeing-and-health-policy>.

¹³ *Wellbeing: why it matters to health policy*. DH, 2014. Available to download as a pdf (1010 kb) from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277566/Narrative_January_2014_.pdf.

¹⁴ *Wellbeing: why it matters to health policy – a summary of key points*. DH, 2014. Available to download as a pdf (129.9 kb) from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277568/Wellbeing_-_why_it_matters_to_health_summary_of_key_points.pdf.

¹⁵ *Starting well – pregnancy to 5 years*. DH, 2014. Available to download as a pdf (269 kb) from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277569/Starting_Well.pdf.

- *Developing well – 11-19 years*¹⁷
- *Living well*¹⁸
- *Working well*¹⁹
- *Ageing well*²⁰
- *The relationship between wellbeing and health*²¹
- *Health behaviours and wellbeing*²²
- *Wellbeing and longevity*²³
- *Healthcare sector staff wellbeing, service delivery and health outcomes*²⁴
- *What works to improve wellbeing?*²⁵
- *International comparisons of health and wellbeing – where does the UK stand?*²⁶
- *Evidence gaps and current/ongoing research*²⁷

¹⁶ *Developing well – 6-11 years*. DH, 2014. Available to download as a pdf (178 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277571/Developing_Well_-_Under_11s.pdf.

¹⁷ *Developing well – 11-19 years*. DH, 2014. Available to download as a pdf (191 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277574/Developing_Well_-_11_to_19_years.pdf.

¹⁸ *Living well*. DH, 2014. Available to download as a pdf (260 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277575/Living_Well.pdf.

¹⁹ *Working well*. DH, 2014. Available to download as a pdf (157 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278138/Working_well.pdf.

²⁰ *Ageing well*. DH, 2014. Available to download as a pdf (350.8 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277584/Ageing_Well.pdf.

²¹ *The relationship between wellbeing and health*. DH, 2014. Available to download as a pdf (191.48 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277587/The_relationship_between_wellbeing_and_health.pdf.

²² *Health behaviours and wellbeing*. DH, 2014. Available to download as a pdf (218.53 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278140/Health_Behaviours_and_Wellbeing.pdf.

²³ *Wellbeing and longevity*. DH, 2014. Available to download as a pdf (219.22 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277588/Wellbeing_and_Longevity.pdf.

²⁴ *Healthcare sector staff wellbeing, service delivery and health outcomes*. DH, 2014. Available to download as a pdf (250.57 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277591/Staff_wellbeing_service_delivery_and_health_outcomes.pdf.

²⁵ *What works to improve wellbeing?* DH, 2014. Available to download as a pdf (172.53 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277593/What_works_to_improve_wellbeing.pdf.

²⁶ *International comparisons of health and wellbeing – where does the UK stand?* DH, 2014. Available to download as a pdf (201.63 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277595/International_comparisons.pdf.

²⁷ *Evidence gaps and current/ongoing research*. DH, 2014. Available to download as a pdf (103.41 kb) from:

This is a valuable resource, with data current at January 2014.²⁸

Abbreviations and acronyms

DH = Department of Health

LGB = lesbian, gay, bisexual

LGBT = lesbian, gay, bisexual and transgender

This Newsletter was compiled by John Vincent, and all items are written by him, unless otherwise stated. Please send any comments or items for the next issue to:

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277596/Evidence_gaps_and_ongoing_research.pdf.

²⁸ Source: NCB *Policy & Parliamentary Information Digest*, 7 Feb 2014.