

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

Number 54, February 2006

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The Network's Website is at [www.seapn.org.uk](http://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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## Network information, etc

To see whether it makes the newsletter easier to use, I have added headings for the main sections, and then used the lines to divide the sections (rather than separating each item). I'd be grateful for any comments – is this easier to use?

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## Did you see ...?

### **RecordKeeping**

The latest issue<sup>1</sup> of the journal from The National Archives includes a number of interesting articles:

- Louise Ray "Capturing the Public Value of Heritage" – a report of the two-day conference, held in January, which explored some of the current thinking around the theory of 'Public Value' (pp15-16)
- Carolyn Abel "Black history is not just for October: Northamptonshire Black History Project" (pp24-27)
- Caroline Smith "Bethlem Royal Hospital Archives and Museum" (pp31-33).

### **Impact**

The latest issue of *Impact* includes a summary<sup>2</sup> of the presentation given by Ayub Khan at the "Mainstreaming Equality" Conference, held in November 2005.

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<sup>1</sup> *RecordKeeping 7*, Winter 2006. Available to download (in sections) as pdfs from: [http://www.nationalarchives.gov.uk/services/recordkeeping.htm?source=ddmenu\\_services10](http://www.nationalarchives.gov.uk/services/recordkeeping.htm?source=ddmenu_services10).

## **“Where we live!”**

Launched on 13 February, “Where we live!” is a new collaboration<sup>3</sup> between Arts Council England, the Commission for Architecture and the Built Environment, DCMS, English Heritage, MLA and Sport England. This is intended to build on the joint document, *Bringing communities together ...*<sup>4</sup>

Over the next year, the partnership will be working with key Government bodies to articulate the value of culture to sustainable community planning and to provide a full range of cultural benefits for as many communities as possible over the long term.

Particular priority will be given to the designated Growth Areas (Thames Gateway; London Stansted/Cambridge/Peterborough; Milton Keynes and the South Midlands; and Ashford ) and Housing Market Renewal Areas (the Pathfinder market renewal areas are: Birmingham and Sandwell; East Lancashire; Humberside; Manchester and Salford; Merseyside; Newcastle and Gateshead; North Staffordshire; Oldham and Rochdale; South Yorkshire) but the partnership aims to see its vision of culturally vibrant communities realised throughout the country.

## **“Building Community in a Diverse Society”**

David Miliband MP gave the first Scarman Lecture on 31 January, and the text is now available<sup>5</sup> – it gives an extremely useful snapshot of developments in the UK over the last 25 years, and also argues the case for developing a “strong multiculturalism”.

## **“Building Stronger Communities” Conference**

You may also have seen coverage of the speech<sup>6</sup> by Jim Fitzpatrick MP to the New Local Government Network conference on 2 February, in which he outlined the approaches that the Government is looking for:

“... local government and local partners must work together to find the best ways of engaging, involving and empowering citizens in their neighbourhoods and communities. That is not optional if we are to build

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<sup>2</sup> Ayub Khan “The challenges of fulfilling specific needs within an integrated library service – a library perspective” *Impact* 9 (1), Spring 2006. *Impact* is the journal of CILIP’s Career Development Group – for further information about CDG, see: [www.careerdevelopmentgroup.org.uk](http://www.careerdevelopmentgroup.org.uk).

<sup>3</sup> For further information, see: <http://www.wherewelive.org.uk/>. There is also a leaflet available to download as a pdf (1.03 Mb).

<sup>4</sup> *Bringing communities together through sport and culture: Oldham 2004*. DCMS, 2004. Available to download as a pdf (996 Kb) from: [http://www.culture.gov.uk/global/publications/archive\\_2004/bringing\\_communities\\_together\\_booklet.htm?properties=archive%5F2004%2C%2Fsport%2FQuickLinks%2Fpublications%2Fdefault%2C&month=](http://www.culture.gov.uk/global/publications/archive_2004/bringing_communities_together_booklet.htm?properties=archive%5F2004%2C%2Fsport%2FQuickLinks%2Fpublications%2Fdefault%2C&month=). Noted in Newsletter 39, December 2004, p6.

<sup>5</sup> See: <http://www.odpm.gov.uk/index.asp?id=1163360>.

<sup>6</sup> See: <http://www.odpm.gov.uk/index.asp?id=1163426>.

stronger communities and tackle social injustices that have festered for far too long ... Our basic ingredients for progress are – devolution, a joined-up approach and empowerment.”

### **“Libraries, Learning Regeneration and Renewal” [sic]**

Phil Woolas MP gave a speech<sup>7</sup> on 8 February 2006 to the All-Party Parliamentary Group on Libraries, in which, amongst other things, he said:

“... there are questions around whether the service as a whole is touching the people who could most benefit from what it has potentially got to offer. I am particularly concerned, here, that the most vulnerable people in our society should benefit. Our vision of sustainable communities includes everyone, not just those who are better at getting what they need. Any decent society should put the most vulnerable at the top of the priority list and we certainly do. I believe social exclusion is something we must get rid of and for many people learning in its widest sense could hold the key.”<sup>8</sup>

### **“A bit of hush for homework”**

The latest (and last) issue<sup>9</sup> of *Extra Time* has an article which highlights the importance of homework club provision (although, sadly, it does not mention public library study support), particularly for overcrowded households (500,000+ in England alone).

The article draws on recent research by Shelter<sup>10</sup>, which “reported that:

- Children are sleeping with their parent or parents, frequently one or two children in the same room and sometimes sharing the same bed
- Children are having to sleep in living rooms or hallways
- Teenagers of different sexes are forced to share bedrooms, sometimes for years.

Depression, stress, and harm to children's health were all cited as common effects of overcrowding, as well as a lack of space to do homework and not being able to have friends over”.<sup>11</sup>

The article also draws on research<sup>12</sup> published in 2004 by the Institute of Education, which suggests that homework can cause “family arguments, anxiety and emotional exhaustion”: the article quotes the author, Susan Hallam, as saying “[Homework clubs] provide a suitable learning environment

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<sup>7</sup> See: <http://www.odpm.gov.uk/index.asp?id=1163728>.

<sup>8</sup> Thanks to Terry Hanstock for alerting me to this via lis-pub-lis.

<sup>9</sup> “A bit of hush for homework” *Extra Time* 37, Spring term 2006, p11.

<sup>10</sup> Liam Reynolds. *Full house? How overcrowded housing affects families*. Shelter, 2005 £14.25 (ISBN: 1-903595-52-5).

<sup>11</sup> Taken from: <http://england.shelter.org.uk/howtohelp/howtohelp-4482.cfm>.

<sup>12</sup> Susan Hallam. *Homework: the evidence*. Institute of Education (Bedford Way Paper 21), 2004 £9.99 (ISBN: 0-85473-695-6).

with appropriate resources and adult help if necessary and they take the pressure off the parents.”

### “Travelling players”

The same issue of *Extra Time*<sup>13</sup> also has a two-page spread article which looks at the benefits to Travellers of out-of-school hours learning; it also includes some basic facts about Travellers, a list of resources and websites, and some best practice examples and top tips.

### “Hard travelling”

The latest issue of *Adults Learning* includes an article<sup>14</sup> about Ted Rudge who, having retired from work without any qualifications, went on to a new course, a Certificate of Higher Education in Birmingham Studies, and, from there, published a book<sup>15</sup> about the Gypsy community in Birmingham.

### **Community Services Group Journal**

The latest issue<sup>16</sup> has a number of key articles, including:

- Jackie Manners “Bridging the Gap in West Sussex” – work with prisoners and people on probation (pp5-6)
- Jane Burslem “The Gateway for visually impaired people to books, reading and libraries” – an introduction to the Gateway project (pp7-8)
- Ruth White “Library service at Immigration Removal Center Hasler” (pp9-10)
- Cathy Gormal “Macmillan Cancer Information Service in Renfrew Library” (pp11-12)
- Shruti Jain “North East Museums Libraries and Archives Council: Cultural Diversity” (pp15-16)
- John Vincent “Looked-after children: the role of public libraries” (pp3-4)
- Plus articles on information literacy (pp13-14); the Assisted Living Foundation (p17); CSG at Umbrella 2005 (pp18-19); and an account of the CSG Northern Branch’s course, “Libraries: access for all?” (pp19-20).

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<sup>13</sup> Jody Hopkinson “Travelling players” *Extra Time* 37, Spring term 2006, pp16-17. *Extra Time* “supporting out-of-school-hours learning” is published by ContinYou – see [www.continyou.org.uk](http://www.continyou.org.uk).

<sup>14</sup> Paul Stanistreet “Hard travelling” *Adults Learning* 17 (6), February 2006, pp24-25. *Adults Learning* is published by NIACE – see: [www.niace.org.uk](http://www.niace.org.uk).

<sup>15</sup> Ted Rudge. *Brumroamin: Birmingham and Midland Romany Gypsy and Traveller culture*. Birmingham Libraries, £11.95 (ISBN: 0-7093-0246-0). Further information from: Marje Westley, Bookings and Sales, Birmingham Central Library, Chamberlain Square, Birmingham, B3 3HQ; tel: 0121 303 2868.

<sup>16</sup> *Community Services Group Journal* 34, Winter 2005.

## Tackling social exclusion – Libraries, Museums and Archives

### Delivering Library Services for Disabled People

MLA have just launched a new website<sup>17</sup> to provide a “one-stop information and learning resource for library staff relating to access and equal opportunities for disabled people”.

Resources include:

- A link to the MLA Disability Portfolio Guides
- A link to the Share the Vision/MLA *Best practice manual*
- Case studies.

The case stories introduce a number of interesting people with (or working with people who have) a range of disabilities, and are a good starting point in using the website.<sup>18</sup>

“The training package consists of 10 modules. It is designed to be a flexible self-study package, which can be used by individuals and groups from senior management to front-line staff.”

### “Image and Identity”

During this spring, artwork by young people from around England, including young NCH service users, can be seen at the V&A’s “Image and Identity” exhibition in London (16 March–12 April 2006).

The V&A works in partnership with five regional galleries and museums to engage young people with the arts and inspire them to create their own artwork. Young artists explore their own identities and cultural differences and develop critical skills. Some of their artworks will go on show regionally, and the V&A will also showcase selected pieces.

For example, young people in Sheffield, Barnsley and Doncaster, including 5–16 year olds from four local NCH projects, created artworks with support from two local artists and Sheffield Galleries & Museums Trust. They explored the theme of pattern, taking inspiration from the patterns around them in their everyday lives and from the gallery’s collection of works by John Ruskin, the influential Victorian artist and writer.

Their artwork (including on-screen images and giant wallpaper banners) is on display at the Millennium Galleries, Sheffield from 14 January to 17 April 2006.

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<sup>17</sup> See:

[http://www.mla.gov.uk/website/programmes/Delivering\\_Library\\_Services\\_for\\_Disabled\\_People/Home\\_Page](http://www.mla.gov.uk/website/programmes/Delivering_Library_Services_for_Disabled_People/Home_Page).

<sup>18</sup> Thanks to Carol Dixon for alerting me to this.

Gallery exhibition dates as follows:

- [Birmingham Museums & Art Gallery](#) (ongoing)
- [Shipley Art Gallery, Tyne & Wear Museums](#) (2 February–15 March)
- [Brighton & Hove Royal Pavilion](#) (21 March–16 April)
- [Victoria & Albert Museum](#) (16–12 April)
- [Manchester City Galleries](#) (29 April–2 July)<sup>19</sup>

## Reading groups for visually impaired people

Carrie Ward<sup>20</sup> from Luton Library Service has just checked, via lis-pub-lis, where there are reading groups for visually impaired people, and has listed:

- Bedford
- East Lothian – Tranent
- Essex – Chelmsford
- Gateshead
- Hampshire – Alton, Eastleigh, Farnborough, New Milton, Petersfield, West End, Winchester
- Harrow
- Lambeth – Clapham
- Lancashire – Lockstock Hall
- Luton
- North Yorkshire – Pickering
- Reading
- St Helens
- Stoke-on-Trent
- Tameside – Stansfield
- Torbay
- Walsall
- Windsor

In addition, Hilary Doherty has notified me of 4 groups in Derbyshire – Chesterfield, Dronfield, Ripley and Buxton; and Lesley Robson has notified me of one in Dudley.

Do let me know of any more!

## Community Access to Archives Project

The Community Access to Archives Project [CAAP]<sup>21</sup> was a one-year project investigating the development of relationships between formal archives and

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<sup>19</sup> Thanks to the NCH e-newsletter for alerting me to this. This information has been taken from: <http://www.nch.org.uk/stories/index.php?i=326>.

<sup>20</sup> Thanks to Carrie for giving permission for me to include her list here.

<sup>21</sup> See: <http://www.nationalarchives.gov.uk/partnerprojects/caap/>.

community archives using case studies drawn mostly from Hackney and West Yorkshire.<sup>22</sup>

As Frieda Midgley from The National Archives says:

“Community archives are collections of material that encapsulate a particular community's understanding of its history and identity, often 'unofficial' records that might not normally be preserved, let alone widely available. For the communities involved, community archive projects offer a means to explore community identity and develop community cohesion and pride, and provide opportunities for capacity building, and learning and skills development. For mainstream archives and other heritage bodies, community involvement offers a mechanism for broadening audiences and combating social exclusion, developing mutual trust between the archives service and the community, and advising on the proper care of unique material. For everyone, they offer a chance to preserve and celebrate 'grassroots' heritage.”<sup>23</sup>

## ***Giving value***

Published by the National Council on Archives, *Giving value*<sup>24</sup> sets out to summarise for funders the NCA priorities for archive development in the UK over the next five years.

The five key priority areas for 2005-2010 are:

- Online access
- Engaging new audiences
- Sustainable development
- Interpretation
- Excellence and Innovation.

Included in the “Engaging new audiences” priority are:

- Delivering outreach services
- Addressing social exclusion
- Development of, and partnership with, Community Archives
- Developing innovative uses of archives to deliver formal and informal education
- Improving marketing of archive services
- Developing a more diverse workforce.

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<sup>22</sup> Copies of the CAAP Final Report and Outreach Pack are still available. To request one, please contact Liam Greenshields at:

[liam.greenshields@nationalarchives.gov.uk](mailto:liam.greenshields@nationalarchives.gov.uk). The documentation is also available to download at: [www.nationalarchives.gov.uk/partnerprojects/caap/documents.htm](http://www.nationalarchives.gov.uk/partnerprojects/caap/documents.htm).

<sup>23</sup> Thanks to Frieda Midgley for alerting me to this.

<sup>24</sup> *Giving value: funding priorities for UK Archives 2005-2010*. National Council on Archives, 2005. Available to download as a pdf from: [http://www.ncaonline.org.uk/materials/nca\\_giving\\_value.pdf](http://www.ncaonline.org.uk/materials/nca_giving_value.pdf).

The key priority areas are illustrated with case studies, for example SEMLAC's "Marketing Archives to New Audiences" project.

The report concludes with a summary of the context over the last five years, which looks at major developments (such as the changing role of The National Archives; regionalisation; legislative changes; the funding picture; and user trends). Finally, there is an appendix listing the "chronology of change".

There is also a supplement<sup>25</sup>, *A guide to Giving Value*, which gives general advice about funding applications; and then links each of the key priorities to strategic recommendations. There is a "Next Steps" section and appendices showing a flow chart for preparing an application; and an example of how externally-funded projects might sit within an archive's long-term strategic aims.

Recommended.

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## Tackling social exclusion – Government and Government Agencies

### National Refugee Integration Forum website

The National Refugee Integration Forum [NRIF] website<sup>26</sup> was launched by the Home Office on 8 Feb 2006.

The first section of the website to go live covers educational issues and has been developed through a close collaboration between members of the Home Office, the education sub-group of the NRIF and the Department for Education and Skills.

Information currently on the site includes over 50 case study examples of good practice in Early Years, Primary, Secondary and 16-19 settings. These include, for example, how storytelling and puppetry sessions and after-school clubs can complement the more standard practices of out-of-school-hours learning and extra language tuition to help refugee children adapt to life in the UK. The content is tailored to tie in closely with "Every Child Matters".<sup>27</sup>

There is a wealth of information in the sections on the "Integration of Refugee Children ([www.nrif.org.uk/Education/index.asp](http://www.nrif.org.uk/Education/index.asp)) and, for example, there is a case study on out-of-school-hours learning at:

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<sup>25</sup> *A guide to Giving Value: a supplement to "Giving value: funding priorities for UK Archives 2005-2010"*. National Council on Archives, 2005. Available to download as a pdf from: [http://www.ncaonline.org.uk/materials/nca\\_giving\\_value\\_guide.pdf](http://www.ncaonline.org.uk/materials/nca_giving_value_guide.pdf).

<sup>26</sup> [www.nrif.org.uk](http://www.nrif.org.uk).

<sup>27</sup> This text has mainly been taken from the press release at: [www.egovmonitor.com/node/4569](http://www.egovmonitor.com/node/4569).



[www.nrif.org.uk/education/secondaryeducation/accessingservices/outofhours/earning.asp?=&01-00-03](http://www.nrif.org.uk/education/secondaryeducation/accessingservices/outofhours/earning.asp?=&01-00-03).<sup>28</sup>

## The Guide Neighbourhoods Programme

The Home Office has allocated £4.35 million to the Guide Neighbourhoods programme. This is to enable strong, successful resident-led neighbourhood organisations to share their knowledge and experience with other neighbourhoods trying to tackle similar problems. The programme was announced at the “Together We Can” conference on 8 December 2004 by the then Home Secretary, David Blunkett: it will run for 27 months to March 2007.

Ten Guide Neighbourhoods are already directly involved:

- Leicester North West Community Forum, Leicester
- Include Centre for Neighbourhood Management, Liverpool
- Goodwin Development Trust Ltd, Hull
- Balsall Heath Forum, Birmingham
- Burrowes Street Tenant Management Organisation Limited, Walsall
- Castle Vale Community Housing Association, Birmingham
- Eldonian Initiative, Liverpool
- Pembroke Street Estate Management Board, Plymouth
- Poplar Housing and Regeneration Community Association, Tower Hamlets, London
- Royds Community Association, Bradford

Resident consultants from a number of other neighbourhood organisations will be involved through the National Federation of Tenant Management Organisations<sup>29</sup>.

### “Together We Can”

“Together We Can” produces a newsletter, *We Can*<sup>30</sup>, and the Spring 2006 issue has just been published<sup>31</sup>.

### ***Data provision for Neighbourhood Renewal ...***

The NRU have just published the final report<sup>32</sup> of a research project which looked at what data was available to support Neighbourhood Renewal work.

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<sup>28</sup> Thanks to Helen Carpenter for alerting me to this.

<sup>29</sup> Further information from: <http://communities.homeoffice.gov.uk/civil/about-civil-renewal/civil-renewal-unit/guide-neighbourhoods/>.

<sup>30</sup> *We Can: the Newsletter of “Together We Can”*. See: <http://www.togetherwecan.info/newsletter.html>.

<sup>31</sup> Thanks to Helen Carpenter for alerting me to this.

<sup>32</sup> Neighbourhood Renewal Unit. *Data provision for Neighbourhood Renewal: final report*. ODPM, 2006 (ISBN: 1-85112-840-9). Available to download as a pdf (450.9Kb) from: <http://www.neighbourhood.gov.uk/publications.asp?did=1705>.

In this report, they highlight the main datasets arranged by theme, with initial sections on population, multiple deprivation and low income followed by sections on each of the six key Floor Target areas:

- Employment and enterprise
- Education and skills
- Health
- Housing
- Crime and community safety
- Liveability.

For each of the datasets, they explain why it is useful, whether it is regularly updated and/or available at small area level, and also where to get the data.

### ***Promoting effective citizenship ...***

This new guide<sup>33</sup> provides advice on what local authorities can do to support learning for effective citizenship; it builds on the work that many local authorities already do to widen participation, but also suggests further ways that councils can support people in learning how they can become more involved.

The guide is divided into seven chapters, each of which reflects a key challenge in promoting effective citizenship:

- Effective citizenship (includes why helping the public to become more effective citizens is a key issue for local authorities, and how it fits with current government policy)
- Learning and citizenship: (including the importance of formal and informal approaches to learning about effective citizenship)
- Tailoring initiatives to the target audience: (this chapter introduces ways of developing learning initiatives that reflect the needs of different social groups, with particular reference to young people, marginalised and under-represented sections of society, and 'the silent majority').
- Changing Council culture
- Measuring success
- Sustainability (shows how it takes time to build the confidence and capacity needed to enable people to become effective citizens).
- Links and contacts.

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<sup>33</sup> Rhys Andrews *et al.* *Promoting effective citizenship and community empowerment: a guide for local authorities on enhancing capacity for public participation.* ODPM, 2006. Available as a pdf (446 Kb) from: [http://www.odpm.gov.uk/pub/368/PromotingEffectiveCitizenshipandCommunityEmpowermentPDF446Kb\\_id1163368.pdf](http://www.odpm.gov.uk/pub/368/PromotingEffectiveCitizenshipandCommunityEmpowermentPDF446Kb_id1163368.pdf).

## ***Being a young carer ...***

The CSCI has just published the report<sup>34</sup> of a Young Carers' Workshop. Apart from some very moving evidence of the workload that some children carry, it also has some important conclusions, particularly about these young people's information needs:

"It can stop you getting on with much of your own life as a child or a young person. It can make it hard to balance what you need to do at school with what you need to do to care at home, and it can make it likely that you will not do well at school. That can make your chances of getting a good job later in life less than they would have been. It can make it hard to get and keep friends. It is stressful and there are risks to your own health. You suffer from the negative way people generally react against people with a disability, like the person you are caring for. As a young carer you need help, knowledge and more understanding from others. You need help when you need it, not just the sort of help that has to be regularly scheduled whether you need it at the time or not, and you need practical things like equipment to move or lift a heavy adult. You need knowledge – of how best to care for someone, about their particular disability, and about risky things like how to give medication and how to lift people ... And you need the general public, as well as other children, to have a better understanding of what it means to have a disability, and to give help rather than rejection."

## **ORRION**

The Neighbourhood Renewal Unit has recently launched ORRION<sup>35</sup>, the Online Race Resource for Improving Outcomes in Neighbourhoods.

This toolkit aims to improve outcomes for BME communities, by providing practical assistance, information and guidance to help practitioners, partnerships and policy-makers deliver improved outcomes for BME communities in deprived areas.

This and other toolkits are available on the renewal.net web-pages<sup>36</sup>.

## ***A Councillor's guide***

The IDeA have recently published a guide<sup>37</sup> for Councillors to what works – and what doesn't – in neighbourhood renewal and social inclusion.

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<sup>34</sup> Roger Morgan. *Being a young carer: views from a young carers workshop*. CSCI, 2006. Available at: [http://www.csci.gov.uk/publications/childrens\\_rights\\_director\\_reports/young\\_carers.pdf](http://www.csci.gov.uk/publications/childrens_rights_director_reports/young_carers.pdf).

<sup>35</sup> See: <http://www.renewal.net/toolkits/OrrionToolkit/>.

<sup>36</sup> See: <http://www.renewal.net/Toolkits.asp>.

<sup>37</sup> *Neighbourhood renewal and social inclusion: a Councillor's guide*. IDeA, 2005. £15.00 (£13.50 each for orders of 10+) (ISBN: 0-7-488-9271-0). Available to

## Tackling social exclusion – Other Agencies

### ***The future of mental health ...***

The Local Government Association, the NHS Confederation, the Sainsbury Centre for Mental Health and the Association of Directors of Social Services have worked together to produce a visionary policy paper<sup>38</sup>, setting out what mental health services could look like by 2015.

“By 2015, mental wellbeing will be a concern of all public services. Undoubtedly there will still be people who live with debilitating mental health conditions, but the focus of public services will be on mental wellbeing rather than on mental ill health ...

Schools will include emotional literacy in curricula and will support students experiencing problems. Employers will compete to become ‘Wellbeing Workplaces’ which demonstrate good practice in supporting staff who experience problems and in positively recruiting those who have had mental health conditions. Mental health services will be integrated into ordinary health and other services: in libraries, GP surgeries and schools ...” [p1]<sup>39</sup>

### ***Small places, close to home***

Community Links<sup>40</sup> publish “Ideas Annuals”, in which they share innovative, practical ideas.

The “Ideas Annual” for 2005 celebrates the contribution made by asylum-seekers, refugees and those who work with them, and is divided into 4 sections:

- Information and advice
- Health and wellbeing
- Arts and culture
- Work and training.

Within each section, there is a page of information about initiatives and projects, with contact details for each. Examples include:

- Information and advice – Multikulti; Refugee Access; Welcome to Your

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download as a pdf (301 Kb) from: <http://www.idea-knowledge.gov.uk/idk/aio/1199190>.

<sup>38</sup> *The future of mental health: a vision for 2015*. The Sainsbury Centre for Mental Health, 2006. Available to download as a pdf (161 Kb) from: [http://www.scmh.org.uk/80256FBD004F3555/vWeb/flKHAL6KPEKD/\\$file/mental+health+futures+policy+paper.pdf](http://www.scmh.org.uk/80256FBD004F3555/vWeb/flKHAL6KPEKD/$file/mental+health+futures+policy+paper.pdf).

<sup>39</sup> Developed from a reference in CILIP *Update* 5 (1-2) January/February 2006, p2.

<sup>40</sup> Community Links is a network of projects run by local people, tackling issues in the inner-city communities of East London. See: [www.community-links.org](http://www.community-links.org).

- Library (with a synopsis of the first phase)
- Health and wellbeing – African Women’s Welfare Group; Praxis housing scheme
- Arts and culture – “Colours of hope” (about writing by Roma children); Southwark Refugee Artists Network
- Work and training – Form Filling project in Newham; Refugee Aid and Development.

An important celebration of good practice.

### **“In the Picture”**

This is a three-year project<sup>41</sup> by Scope to promote the inclusion of disabled children in young children’s books, to be launched later in Spring 2006.

“In The Picture” is also carrying out research into methods of sharing information with young disabled children. Initially the research will involve completing a brief questionnaire to establish the types of resources that are out there. If you would be interested in completing a questionnaire or know of any resources please email: [inthepicture@scope.org.uk](mailto:inthepicture@scope.org.uk).<sup>42</sup>

### ***The geography of poor skills and access to work***

The Joseph Rowntree Foundation have just published the results<sup>43</sup> of a piece of research looking at the relationships between place and work availability.

Key findings include:

- “There are substantial numbers of jobs at the lower end of the labour market with limited skills requirements despite an overall increase in the share of employment accounted for by managerial, professional and associated jobs needing higher level skills.
- Geographical variations in the occupational structure of employment have become more pronounced over time. London and surrounding areas in southern England have the greatest concentrations of jobs in occupations associated with higher level skills.
- The percentage of people in employment varies noticeably at regional and local levels. London and local areas in Scotland and northern England with a manufacturing or mining heritage have amongst the lowest percentages of employed people.
- Both people- and place-based factors influence participation in work: people with no qualifications are less likely to be in work than those

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<sup>41</sup> See: <http://www.childreninthepicture.org.uk/>.

<sup>42</sup> Thanks to Scope’s e-journal, *Early Years Roundabout* 37, February 2006 for this information. For further information about *Roundabout*, email [earlyyears@scope.org.uk](mailto:earlyyears@scope.org.uk).

<sup>43</sup> Anne E Green and David Owen. *The geography of poor skills and access to work*. JRF, 2006. £17.95 (ISBN: 978-1-85935-429-2). Also available to download as a pdf (3.59 Mb) from: <http://www.jrf.org.uk/bookshop/eBooks/1859354300.pdf>.

with higher level qualifications – especially in more depressed local labour market areas.

- The majority of people commute only a short distance to work, but those in occupations associated with low levels of skill typically travel shorter than average distances.
- The researchers conclude that geography matters most for people with poor skills. Those with poor skills have fewer opportunities and face more constraints in the labour market – both in skills terms and geographically – than their more highly skilled counterparts. The quantity and quality of jobs available locally is of particular importance for low skilled people.”<sup>44</sup>

### ***Experiences of new immigration at the neighbourhood level***

JRF have also just published a review<sup>45</sup> of the evidence of what is known about the effects of new immigration at the local level. The review concludes that, as yet, we know, very little, and points the way to further work.

What they have found from the evidence is:

- “Regardless of their legal status, new immigrant households who are experiencing social and economic disadvantage typically live in poor quality housing in inner city neighbourhoods often characterised by deprivation and social exclusion. The challenges raised by living in such locations can be compounded by the problems that some new immigrants encounter accessing the care, support and assistance they require.
- These neighbourhoods are often home to other immigrant households and established minority ethnic populations and can be rich in various resources vital to helping new immigrants meet the challenge of satisfying their material needs, coping with hostility and discrimination, engaging with key services and negotiating a place in British society.
- New immigrants settling in neighbourhoods with a more limited history of minority ethnic settlement appear more prone to harassment, abuse and violence. Community tensions, however, are not inevitable. New immigrants appear to receive a better reception in areas where local residents have been prepared in advance for their arrival.
- The settlement of new immigrant households in deprived neighbourhoods can serve to compound their own deprivation and reinforce existing areas of exclusion and disadvantage. New immigration also has the potential, however, to strengthen social cohesion and promote neighbourhood sustainability”<sup>46</sup>.

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<sup>44</sup> Taken from <http://www.jrf.org.uk/knowledge/findings/socialpolicy/0046.asp#top>.

<sup>45</sup> David Robinson and Kesia Reeve. *Neighbourhood experiences of new immigration: reflections from the evidence base*. Joseph Rowntree Foundation, 2006. £14.95 (ISBN: 978-1-85935-441-4). Also available to download as a pdf (282 Kb) from: <http://www.jrf.org.uk/bookshop/eBooks/9781859354421.pdf>.

<sup>46</sup> Taken from: <http://www.jrf.org.uk/knowledge/findings/socialpolicy/0086.asp>.

This literature review is supported by two other pieces of work commissioned by JRF:

- One<sup>47</sup> look at what's new about 'new immigration' (comparing immigration now with that in the 1970s)
- And the other<sup>48</sup> at immigration, social cohesion and social capital: as the authors state:

"We confirm that new associational forms are developing – social capital is apparently being created. But these organisations perform an essentially defensive role in an environment of hostile immigration policy. They may resist participation in formal institutional frameworks. We contend, therefore, that this social capital constitutes the currency of differentiation, fragmentation and exclusion, not a vehicle of social cohesion that Putnam's concept implies". [p11]

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## Tackling social exclusion – Australia

### ***Community consultation and the 'hard to reach'***

A research project is currently underway in the Australian state of Victoria, looking at different models for engaging 'hard-to-reach' communities – a progress report<sup>49</sup> has just been published<sup>50</sup>.

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## Broader issues – Other Agencies

### **"Africa@21"**

The British Council's "Africa@21" project<sup>51</sup> involves capacity-building overseas, promoting African literature/British African literature, forming

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<sup>47</sup> Rob Berkeley, Omar Khan and Mohan Ambikaipaker. *What's new about new immigration in twenty-first century Britain?* JRF, 2006 (ISBN: 1-85935-446-7). Available only to download as a pdf (260 Kb) from: <http://www.jrf.org.uk/bookshop/eBooks/9781859354469.pdf>.

<sup>48</sup> Roger Zetter *et al.* *Immigration, social cohesion and social capital: what are the links?* JRF, 2006 (ISBN: 1-85935-444-5). Available only as a pdf (280 Kb) to download from: <http://www.jrf.org.uk/bookshop/eBooks/9781899354445.pdf>.

<sup>49</sup> Nicola Brackertz *et al.* *Community consultation and the 'hard to reach': concepts and practice in Victorian local government – main report.* Institute for Social Research, Swinburne University of Technology, 2005. Available at: [http://www.sisr.net/cag/docs/HardtoReach\\_main.pdf](http://www.sisr.net/cag/docs/HardtoReach_main.pdf).

<sup>50</sup> Thanks to the Policy Hub Bulletin, January 2006 (see: <http://www.policyhub.gov.uk/bulletins/>) for alerting me to this.

<sup>51</sup> Further information from: <http://www.encompassculture.com/readinggroups/africa@21/africa@21partners/>.

international links and broadening horizons via international online readers groups.

The partners are six African public libraries, six British Council libraries in Africa, and six UK library authorities (Birmingham, Blackburn-with-Darwen, Derbyshire, Essex, Glasgow and Lambeth).<sup>52</sup>

## Plain English

The IDeA has just published guidance<sup>53</sup> on using Plain English by local authorities (and others), with case studies and a link to Derby City Council's guidance document.

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## Abbreviations and acronyms

CILIP = Chartered Institute of Library and Information Professionals  
CSCI = Commission for Social Care Inspection  
CSG = Community Services Group of CILIP  
DCMS = Department for Culture, Media and Sport  
IDeA = Improvement and Development Agency  
MLA = Museums, Libraries and Archives Council  
NCH = NCH, the children's charity [formerly National Children's Homes] – see [www.nch.org.uk](http://www.nch.org.uk)  
NRU = Neighbourhood Renewal Unit  
ODPM = Office of the Deputy Prime Minister

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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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<sup>52</sup> Thanks to Laura Lang and Helen Carpenter for alerting me to this.

<sup>53</sup> See: <http://www.idea-knowledge.gov.uk/idk/core/page.do?pagelid=1536729>.