

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

**Number 63, October 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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## The Newsletter – format and email list

### Format – Contents list

I have received a suggestion that it would be useful to add a contents list, so one has been added for this issue to test this out – please let me know whether you think this is a useful addition which you'd like to see become a permanent feature!

### Email lists

Two quick points: firstly, a reminder that, if you have colleagues who would like to receive the newsletter direct by email, please let me know.

Secondly, there seems to be an increasing number of “out-of-office” messages which go to everyone on the JISCMAIL list (a couple of people have just raised this with me), and I wondered whether people are leaving their PCs on “reply-to-all”? If so, please could you see if it's possible to switch to “reply” only, so the reply will just come to me as the sender? Many thanks.

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## Did you see ...?

### Launch of Community Archives website

Just in case you haven't seen this, the National Council on Archives has launched Britain's first community website for archives<sup>1</sup> to celebrate the start of this year's Archive Awareness Campaign.

The site is still growing, but, at present, it has a range of information about and links to fascinating archives collections, grouped under the headings:

- Black, minority and ethnic communities
- Local or regional communities
- National collections
- Special interest communities.

This year's Archive Awareness campaign launches this autumn with a record number of events taking place in archives across the UK over the next few months. The 2006 theme is 'Neighbourhoods and Woods' and encourages people to investigate the history of their own community and woodland.

### Diversity Group *Newsletter*

The latest issue<sup>2</sup> includes a number of interesting short articles, including:

- "Stirring Memories" [p2], an outline of Wolverhampton's project to collect and publish reminiscences of people living in the Blakenhall area of the city
- "CulturED in Lincolnshire" [p3], "tailored Cultural Diversity activity sessions for schools"
- "Chinese collection at High Wycombe Library" [p6], a short description of Buckinghamshire's work to develop their provision for the Chinese community.

### *Literacy Today*

The latest issue includes a wide range of useful articles, reviews and information, including:

- Jack Soper "RaW encourages tale-telling" [p12] which gives an overview of the next stage of the campaign, a greater focus on families
- Marek Kazmierski "Free with Words" [p13], a written version of Marek's presentation to the Library and Information Show about his work at Feltham Young Offenders Institute.

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<sup>1</sup> See: <http://www.communityarchives.org.uk>.

<sup>2</sup> Diversity Group *Newsletter* Autumn 2006. For further information about this CILIP group, see: [www.cilip.org.uk/dg](http://www.cilip.org.uk/dg).

## **Why families value libraries**

Just in case you haven't seen this, MLA have just published this promotional booklet<sup>3</sup> with the key findings from the "Families Love Libraries" campaign.

## **Schools ETC**

The latest issue<sup>4</sup> includes a number of interesting short articles, including:

- Paddy O'Dea "Joining forces" [pp10-12], an outline of progress in England, Scotland, Wales and Northern Ireland in integrating children's services, including a really helpful rundown of what the process is called in each of the four nations (with brief case studies)
- Deidre de Barra "Widening the safety net" [p14-15] which looks at sources of support for developing school-based emotional well-being strategies
- "Welcoming words", [pp22-23], a case study showing how All Saints Roman School in Glasgow has developed strong links with the diverse local community (including asylum-seekers – of whom it's estimated there are some 2,100 in the Springburn area).

## **Adults Learning**

The latest issue<sup>5</sup> includes a number of interesting articles, for example:

- Derek Grover, Peter Lavender and Jane Ward "It's not just about language" [pp8-10], and overview of NIACE's new report on ESOL [see below]
- Darshan Sachdev "The challenges of accession" [pp11-14], which looks at the barriers to study faced by people from the 8 new Accession [A8] countries. This also includes a useful pair of maps with statistics showing how many people from the A8 countries have become registered workers in the UK, and their distribution across the UK.

## **Race map of Britain**

You may have seen recent press coverage<sup>6</sup> of the "race map" drawn from ONS statistics – the full report<sup>7</sup> and supporting maps and other information are now available on the ONS website<sup>8,9</sup>.

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<sup>3</sup> *Why families value libraries: key findings from the "Families Love Libraries" campaign*. MLA, 2006. Available to download as a pdf (927 Kb) from: [http://www.mla.gov.uk/resources/assets/F/families\\_value\\_libraries\\_10317.pdf](http://www.mla.gov.uk/resources/assets/F/families_value_libraries_10317.pdf).

<sup>4</sup> *Schools ETC* [extending to communities] is published by ContinYou, see: [www.continyou.org.uk](http://www.continyou.org.uk).

<sup>5</sup> *Adults Learning* 18 (2), October 2006. *Adults Learning* is the journal of NIACE – for further information, see: [www.niace.org.uk](http://www.niace.org.uk).

<sup>6</sup> For example, *The Independent* 6 October 2006: "The race map of Britain" p1; Maxine Frith "Revealed: the racial and religious diversity which defines a nation", p2.

## **WeCan!**

The Autumn issue<sup>10</sup> includes a summary of some of the Civic Pioneers projects (eg the “Negative to Positive” project in Sheffield, working with refugees). Civic Pioneer projects are based on partnerships between the public, voluntary sector, and public sector agencies.

## **Renaissance in the Regions**

Just in case you haven’t seen this, the “Headline figures for Hubs 2005/6” are now available – as the MLA website<sup>11</sup> says:

“The nine Hubs have easily surpassed the key participation targets set for them by the Department for Culture Media and Sport. Hubs increased contacts with children aged 5 – 16 by 50% in the three years to March 2006 – double what they had been asked to achieve. A second key target set Hubs the challenge of generating an extra half million visits by new users predominantly from social classes C2, D or E, and Black and Minority Ethnic individuals. Over the two years this was being measured (2004/5 & 2005/6) Hubs attracted nearly two million new users, with over 900,000 of them coming from the priority groups.”

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## **Tackling social exclusion – Libraries, Museums and Archives**

### ***Library services for immigrants: a report on current practices***

The US Office of Citizenship has recently produced this report<sup>12</sup> which:

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<sup>7</sup> Office for National Statistics. *Focus on ethnicity and religion – 2006 edition*. Palgrave Macmillan, 2006 (ISBN: 1-4039-9328-9). Available to download as a pdf (2.9 Mb) from:

[http://www.statistics.gov.uk/downloads/theme\\_compendia/foer2006/FoER\\_Main.pdf](http://www.statistics.gov.uk/downloads/theme_compendia/foer2006/FoER_Main.pdf).

<sup>8</sup> See: <http://www.statistics.gov.uk/StatBase/Product.asp?vlnk=14629>.

<sup>9</sup> I had considerable difficulty finding this, so many thanks to David Knock at ONS for sending me the links.

<sup>10</sup> *WeCan!* Autumn 2006. Available to download as a pdf (873 Kb) from:

[http://www.communities.gov.uk/pub/855/WeCanAutumn2006\\_id1503855.pdf](http://www.communities.gov.uk/pub/855/WeCanAutumn2006_id1503855.pdf).

*WeCan!* is the “Together We Can” newsletter, and “Together We Can” is the Government’s action plan to get citizens and public bodies working together to make life better, led by the Department for Communities and Local Government’s Civil Renewal Unit See: <http://www.communities.gov.uk/index.asp?id=1502431>).

<sup>11</sup> See:

[http://www.mla.gov.uk/webdav/harmonise?Page/@id=73&Document/@id=26434&Section\[@stateId eq left hand root\]/@id=4332](http://www.mla.gov.uk/webdav/harmonise?Page/@id=73&Document/@id=26434&Section[@stateId eq left hand root]/@id=4332).

<sup>12</sup> *Library services for immigrants: a report on current practices*. Office of Citizenship, US Citizenship and Immigration Services, 2006. Available to download as a pdf (336 Kb) from: [http://www.uscis.gov/graphics/citizenship/Library\\_Services\\_Report.pdf](http://www.uscis.gov/graphics/citizenship/Library_Services_Report.pdf).

“... identifies current practices in library services for immigrants and offers ideas for libraries that wish to provide programs and services for immigrants living in their communities. The report, which provides sample suggestions and strategies, is not a comprehensive guide, as there are likely many other promising approaches for assisting immigrants in libraries nationwide.”

It looks at:

- Partnerships
- Collections
- Information services
- Programmes and events
- Outreach
- Planning.

The report isn't 'rocket-science', but does include some very valuable ideas and case studies for service development, for example, under outreach:

“As one working group participant noted, ‘Once you have found the immigrants living in your community, winning their trust is the next hurdle.’ Some immigrants may be wary of public institutions because of personal experiences in their home countries or a lack of knowledge about government services in the United States. It is important to have a plan to let the community at large, and immigrant communities in particular, know about library services. It is worthwhile to take the time to create a clear outreach message and make sure all library staff members know and understand this message ...

Participants recommended identifying a target audience as specifically as possible, taking into consideration where immigrants live and work, and then listing possible methods of communication into existing library-wide marketing plans ...

The following are strategies for helping immigrant patrons feel welcome and valued in the library:

- Recruit immigrants to serve on the library board.
- Hold library tours for immigrant groups and host public lectures on issues of interest to immigrant communities.
- Hold a series of round table discussions on immigrant issues at the library.
- Create an agency book club with peers from other community agencies to learn more about the immigrants in the community.
- Participate in local public events to publicize the library's services for immigrants, including visiting adult ESL programs and local employers who hire immigrants to let them know about library resources.

- Print a brief brochure or flyer—in English and in the native languages of a local community’s immigrants— that describes the library’s programs and services. Ask partners to distribute these throughout the community.
- Develop public service announcements ... for local radio stations.”

[p4]

The real significance of this report is that it is the

“result of a working group of librarians, adult educators, and community-based organizations that met in October 2004 to discuss current practices and strategies for immigrant services in public libraries.” [p5]

The working group recognised that:

“As public libraries continue to play an important role in welcoming immigrants into their communities, these suggestions for partnerships, collections, information services, programs, events, and outreach should prove useful to the thousands of libraries located in American communities.” [p5]

And, most significantly of all:

“The Office of Citizenship, within USCIS, convened this working group in support of its mission to facilitate the civic integration of immigrants”. [p5]

The Office of Citizenship is part of US Citizenship and Immigration Services [USCIS] within the Department of Homeland Security – which means that the role of libraries is recognised by the US equivalent of the Home Office.<sup>13</sup>

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## **Tackling social exclusion – Government, Government Agencies and Local Government**

### ***Action on stigma***

The DOH has just produced this document<sup>14</sup> to introduce

“... a national initiative that will provide guidance, advice and support to employers via eight regional employment support teams. This initiative will be delivered jointly by Shift, the anti-stigma and discrimination

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<sup>13</sup> Thanks to Helen Carpenter for alerting me to this.

<sup>14</sup> *Action on stigma: promoting mental health, ending discrimination at work*. DOH, 2006. Available to download as a pdf (311 Kb) from: <http://www.dh.gov.uk/assetRoot/04/13/95/69/04139569.pdf>.

programme, and the National Social Inclusion Programme, which are both part of the Care Services Improvement Partnership (CSIP)". [p1]<sup>15</sup>

The initiative focuses on the introduction of six principles:

1. Employers can demonstrate that employees are helped to look after their mental health by making them aware of the steps they can take to preserve and maintain their own and others mental well-being.
2. Employers promote a culture of respect and dignity for everyone, ensuring that staff are trained to recognise and be sensitive to mental distress or disability in others, whether they are workplace colleagues or customers.
3. Employers encourage awareness of mental health issues, so that employees are aware of the danger signs and understand the importance of seeking help early.
4. Employers can demonstrate that no one is refused employment on the grounds of mental illness or disability.
5. Employers make reasonable adjustments to the work environment for people with mental health problems so that they can continue working.
6. Employers can demonstrate that they take positive steps to ensure that people with mental health problems are not disadvantaged, in relation to the availability of their goods and services.

and supports these with brief case studies. There is also a feedback questionnaire.

### ***Opportunity for all***

*Opportunity for all*<sup>16</sup> was first published in September 1999, and set out the Government strategy for tackling poverty and social exclusion, and also established the indicators against which progress would be measured.

This document<sup>17</sup> is the 8<sup>th</sup> annual progress report. It gives a brief reminder of the strategy, with progress reports, some of which are in-depth, including:

- People of working age

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<sup>15</sup> For further information: CSIP, see: <http://www.csip.org.uk/Home>; Shift, see: <http://www.shift.org.uk/Home>; National Social Inclusion programme, see: <http://nimhe.csip.org.uk/SocialInclusion>.

<sup>16</sup> DWP. *Opportunity for all - tackling poverty and social exclusion*. The Stationery Office, 1999.

<sup>17</sup> *Opportunity for all: eighth annual report 2006 – strategy document*. DWP, 2006. Available to download as a pdf from: <http://www.dwp.gov.uk/ofa/reports/2006/pdf/StrategyandIndicators-FullReport.pdf>.



- Meeting aspirations for later life
- Communities.

It then focuses in some detail on the progress made in tackling child poverty; as this section concludes:

“We have made considerable progress in tackling child poverty as the indicators of progress which follow show. But we realise that we have some way to go if we are to meet our ambition of eradicating child poverty by 2020.” [p60]

Finally, the report has tables showing a summary of progress against the indicators.

### ***Opportunity for all – indicators***

The report is accompanied by a separate annex report<sup>18</sup> which includes the detailed assessment of progress against the indicators.

### ***Rural disadvantage: reviewing the evidence***

This new report<sup>19</sup> is one of a series produced to review rural issues.

“This overview explores the difference living in a rural area makes to being ‘disadvantaged’. It pulls together existing contemporary evidence on disadvantage in rural England and provides an assessment of the wide range of social, economic and environmental causes of disadvantage. We also examine what the available information tells us about how policy responses are working in rural areas.” [p6]

The report looks at access to opportunity (including different forms of disadvantage):

“Whilst we have concentrated on examining the extent and nature of rural disadvantage, we have also examined briefly who is affected by, or at risk of experiencing, disadvantage. We have included in our review, information on how disadvantage is experienced at certain key points in people’s lives particularly for younger people and older people ... Some limited information is also pulled together to examine some of the issues faced by some groups of people in rural areas, notably women, people from black and minority ethnic groups, gypsies and travellers and migrant workers ... [p7]

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<sup>18</sup> *Opportunity for all: eighth annual report 2006 – indicators document*. DWP, 2006. Available to download as a pdf from:

<http://www.dwp.gov.uk/ofa/reports/2006/pdf/StrategyandIndicators-FullReport.pdf>.

<sup>19</sup> *Rural disadvantage: reviewing the evidence*. Commission for Rural Communities, 2006. Available to download as a pdf from:

<http://www.ruralcommunities.gov.uk/files/CRC31-RuralDisadvantage-reviewingtheevidence.pdf>.

It also reviews attitudes to rural disadvantage.

It is accompanied by *Hidden Voices* – a DVD film of real life experiences of living in rural England<sup>20</sup>.

The other titles in this series are:

- *Rural disadvantage: priorities for action*<sup>21</sup>
- *Rural disadvantage: quality of life and disadvantage amongst older people – a pilot study*<sup>22</sup>, a report to the Commission on new research to understand better how older people living in rural areas experience disadvantage
- *Attitudes to rural disadvantage: a segmentation analysis*<sup>23</sup>, a report to the Commission on new research on rural attitudes to disadvantage.

## **Being healthy ...**

The Learning and Skills Council and the Quality Improvement Agency<sup>24</sup> have recently published a leaflet<sup>25</sup> which outlines how key health messages can be promoted via family literacy, language and numeracy work – and how this route can be used to reach hard-to-reach groups.

## **Muslims in London**

The GLA has just published a report<sup>26</sup> to bring “together in one volume the information available on the Muslim communities of London.” [p2]

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<sup>20</sup> The Rural Media Company. *Hidden voices*. Commission for Rural Communities, 2006. DVD is available to view at:  
[http://www.ruralmedia.co.uk/index.php?news\\_id=19#](http://www.ruralmedia.co.uk/index.php?news_id=19#).

<sup>21</sup> *Rural disadvantage: priorities for action*. Commission for Rural Communities, 2006. Available to download as a pdf from:  
[www.ruralcommunities.gov.uk/data/uploads/CRC29-RuralDisadvantage-Prioritiesforaction.pdf](http://www.ruralcommunities.gov.uk/data/uploads/CRC29-RuralDisadvantage-Prioritiesforaction.pdf) (see Newsletter 58, June 2006, p7).

<sup>22</sup> *Rural disadvantage: quality of life and disadvantage amongst older people – a pilot study*. Commission for Rural Communities, 2006. Available to download as a pdf from: <http://www.ruralcommunities.gov.uk/files/CRC19-Qualityoflifeanddisadvantageamongstolderpeople.pdf>.

<sup>23</sup> *Attitudes to rural disadvantage: a segmentation analysis report*. Commission for Rural Communities, 2006. Available to download as a pdf from:  
<http://www.ruralcommunities.gov.uk/files/Rural%20Dis%20report%20FV%20Combined%20March%202006.pdf>.

<sup>24</sup> The QIA has been set up to work across the learning and skills sector to improve performance – see: [www.qia.org.uk](http://www.qia.org.uk).

<sup>25</sup> *Being healthy: promoting health messages through family literacy, language and numeracy*. LSC/QIA, 2006. Copies of the leaflet can be obtained from QIA Publications, [qia@prolog.uk.com](mailto:qia@prolog.uk.com), ref: FLLN/BE.

<sup>26</sup> *Muslims in London*. Greater London Authority, 2006 (ISBN: 1-85261-900-7). Available to download as a pdf from:  
<http://www.london.gov.uk/gla/publications/equalities/muslims-in-london.pdf>.

As well as giving a range of very useful information (eg “The 2001 Census provided details of self-assessed levels of health by faith, which showed that 24 per cent of Muslim women and 21 per cent of Muslim men suffered limiting long-term illness and disability.” [p5]), the report also includes a number of recommendations for monitoring and research; eliminating disadvantage and discrimination; and improving representation.<sup>27</sup>

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## Tackling social exclusion – Other Agencies

### *Moving on ...*

The National Information Forum have just published a self-help information guide for young care-leavers in England and Wales, *Moving on*<sup>28</sup>.

It includes sections on rights; sources of legal advice; finding somewhere to live; benefits; budgeting; education; volunteering; employment; additional help for disabled young people; "information for living" (eg police; libraries; debt; etc), health; "someone to talk to" (eg about bereavement, despair, mental health).

The information is also available on a newly-launched website at: <http://info4movingon.org.uk/index.htm>.

### **Poverty and social exclusion**

At the beginning of September, the Prime Minister gave a major lecture<sup>29</sup> at an event hosted by JRF, and, to tie in, JRF produced a series of independent briefing papers, including:

- *Some possible broader areas of concern*<sup>30</sup> which looks at the needs of three groups of people who may otherwise fall through the net of the new Social Inclusion Taskforce [sic]: people who fail to reach minimum educational standards, at 16/19 and beyond; people unable to find independent, affordable housing; people living alone, people who are disabled (including mental health), and people who are in workless households.

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<sup>27</sup> Thanks to *Newsline*, 27 October 2006 for alerting me to this. *Newsline* is the newsletter of the National Secular Society – for more information, see: <http://www.secularism.org.uk/>.

<sup>28</sup> *Moving on: a self-help information guide for young care leavers in England and Wales*. National Information Forum, 2006. Further details from NIF, tel: 020 7402 6681; email: [info@nif.org.uk](mailto:info@nif.org.uk).

<sup>29</sup> See: <http://www.pm.gov.uk/output/Page308.asp>.

<sup>30</sup> Peter Kenway and Guy Palmer. *Social exclusion: some possible broader areas of concern*. JRF, 2006. Available to download as a pdf (470 Kb) from: <http://www.jrf.org.uk/bookshop/eBooks/1943-overcoming-social-exclusion.pdf>.

- *Where poverty intersects with social exclusion: evidence and features of solutions*<sup>31</sup> which argues that income poverty and social exclusion need to be tackled together.
- *Working with young children and their families to reduce risks of anti-social behaviour*<sup>32</sup> – the report that received all the media coverage! – which reports on research into the most effective interventions with children, young people and families.

### **Connecting British Hindus ...**

This new research report<sup>33</sup> by the Runnymede Trust (commissioned by the Hindu Forum of Britain, and sponsored by DCLG) gives a snapshot of the position of the Hindu communities in the UK, and includes, for example:

- Relating to the State
- Government engaging with Faith Communities
- Cohesive communities, Civic participation, Community representation
- Understanding the Hindus in Britain; Contribution of Hindu communities to British society
- Immigration and integration
- Identities in transition; Asian, Indian, Hindu, Desi and British; Trans-nationalism and British identities
- Intergenerational change
- Hinduism in schools; in the media
- Dealing with/impact of racisms
- Inequalities within Hindu communities; Diversity within – caste, traditions and change
- Young people; Older people; Women; People with disabilities; LGBT communities
- Building a pluralistic human rights culture.<sup>34</sup>

### **Be Roma or Die Tryin'**

In July, the Roma Support Group, a charity working with London's East European Roma (Gypsy) community, launched a DVD, *Be Roma or Die Tryin'*.

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<sup>31</sup> Donald Hirsch. *Where poverty intersects with social exclusion: evidence and features of solutions*. JRF, 2006. Available to download as a pdf (340 Kb) from: <http://www.jrf.org.uk/bookshop/eBooks/1948-overcoming-social-exclusion.pdf>.

<sup>32</sup> Carole Sutton, David Utting and David Farrington. *Working with young children and their families to reduce risks of anti-social behaviour*. JRF, 2006. Available to download as a pdf (70 Kb) from: <http://www.jrf.org.uk/events/poverty-social-exclusion/documents/young-children-anti-social-behaviour.pdf>.

<sup>33</sup> *Connecting British Hindus*, an enquiry into the identity and public policy engagement of British Hindus by the Runnymede Trust, commissioned by the Hindu Forum of Britain. Hindu Forum of Britain, 2006. Available to download as a pdf from: <http://www.hfb.org.uk/FileServer.aspx?oID=307&IID=0>.

<sup>34</sup> Thanks to the *New Audiences and Access Network Newsletter*, 10, September 2006 for alerting me to this.

"This short documentary is co-produced by the Roma Support Group and Hi8us South and has been created by young Polish Roma refugees from East London. It is a journey through their heritage and across their city, examining Britain's ignorance of Roma culture while celebrating the new life they have made for themselves."<sup>35</sup>

The DVD is accompanied by a KS3 class discussion and activity pack<sup>36, 37</sup>.

### ***Letting the future in***

This publication<sup>38</sup> from Community Links includes case studies of 74 practical projects that have made a positive impact for children and young people across the UK, showing how they hit "Every Child Matters" targets.

### ***'More than a language' ...***

NIACE have just produced this report of their Committee of Inquiry into English for Speakers of other Languages<sup>39</sup>.

"The situation described in this report gives serious cause for concern. Over the last six years there has been very significant investment of public funds in ESOL provision ... Effective ESOL is critical to empowering adults to gain independence and control over their lives, to increasing social inclusion and cohesion and to the country's skills agenda. It is also of increasing importance to a wide range of key government policies, including community regeneration, combating racism, improving health and housing, as well as the obvious areas of education and skills. Demand for ESOL provision is rising, in part from migrant workers from the new members of the European Union, but also from refugees and there is significant unmet demand from members of settled communities. Despite the substantial investment, funding is not always well targeted to those in greatest need, and the quality of provision is worryingly patchy, with too much sub-standard provision. In some parts of the country there are not enough qualified

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<sup>35</sup> Taken from press release.

<sup>36</sup> For further details of the DVD and supporting material, see: <http://www.beromadvd.net>.

<sup>37</sup> Thanks to Helen Carpenter for alerting me to this.

<sup>38</sup> *Letting the future in: a celebration of innovative projects for children and young people*. Community Links, 2006 (ISBN: ISBN 0-9544047-7-7). Further information from: [http://www.community-links.org/ourwork/LTFI\\_page173.aspx](http://www.community-links.org/ourwork/LTFI_page173.aspx).

<sup>39</sup> *'More than a language': NIACE Committee of Inquiry on English for Speakers of Other Languages – chaired by Derek Grover CB*. NIACE, 2006 £12.50 (ISBN 10: 1-86201-313-6). Further information from: <http://www.niace.org.uk/Publications/M/MoreThanLanguage.asp>.

teachers, and the structure of ESOL teaching qualifications is in urgent need of the reform which is now under way.” [p4]<sup>40</sup>

The report makes 39 recommendations, covering some general points; social inclusion (these are quoted below); ESOL and work; quality; teacher training; funding and entitlements.

The social inclusion recommendations are:

“7. The DfES should ensure that the links with ESOL policy, provision and providers have been effectively made in relation to each of the key aspects of the implementation of *Every Child Matters* and the 14–19 strategy.

8. The DfES and appropriate partners should commission a national programme to develop, test and disseminate models and materials for ESOL to support civic and democratic participation.

9. The planned improvements to ESOL for offenders in custodial and community settings should be pursued actively in a planned and monitored programme if the current deplorable state of ESOL for offenders is to be remedied.” [p8]

Overall, the report calls for greater coordination of policy and planning for ESOL provision and its integration into the full range of Government policies.

### **Black History in Dorset project**

A new project which explores Dorset's multicultural history has just got underway, and the organisers are looking for people with a story to tell who would like to become involved. The Black History in Dorset project, which is being run by Development Education in Dorset [DEED], will research the presence of African, Caribbean and Asian people across the county.

Dorset had many multicultural links in the past, and continues to do so today, yet the majority of local history books make no mention of these links. Many black people first came to Dorset from Africa in the seventeenth century as the slaves of local traders. Others may be the offspring of black American GIs stationed locally during the Second World War.

The project's organisers are also looking for volunteers to help with research, reading local history books and searching through County records. To find out more about becoming involved in the project, please contact Louise Boston-Mammah at DEED on 01202 739422 or [deed@gn.apc.org](mailto:deed@gn.apc.org).<sup>41</sup>

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<sup>40</sup> The quotations are taken from the Executive Summary which is available to download from: <http://www.niace.org.uk/projects/esol-enquiry/documents/ESOL-Inquiry-ExecutiveSummary.pdf>.

<sup>41</sup> Taken from: <http://www.mlasouthwest.org.uk/index.php?SID=6743&YEAR=2006&ID=28#SID@@@6743>.

## Broader issues – Government, Government Agencies and Local Government

### TGNK Cultural Framework

The Cultural Framework and Toolkit for Thames Gateway North Kent<sup>42</sup> [TGNK] was launched recently.

This is a major initiative aimed at helping integrate culture into the regeneration and growth of TGNK, and is the result of collaboration between the South East Cultural Agencies (including MLA SE), DCLG, DCMS, local authorities, local regeneration partnerships, SEEDA, the Regional Assembly, GOSE, National Lottery distributing bodies, and others.

As well as arguing the case for culture being part of any planning process, it also includes a section on ensuring that inclusion and community cohesion are built in to any developments.

### ***Study support ...***

DfES have recently published a new framework<sup>43</sup>:

“The purpose of this document is to place Study Support clearly in the context of the government’s other strategies to raise pupil achievement and to develop extended services in and around schools.” [p iii]

Following an introduction defining study support, the framework then goes on to include:

- Professor John MacBeath (Professor of Educational Leadership, University of Cambridge) “Study Support makes a difference”
- Section 1: Study Support and Government Policy for Children & Young People (including Every Child Matters; Youth Matters; DCMS strategies; community regeneration and cohesion)
- Section 2: Study Support: A strategic role for local authorities (including how study support relates to the local authority’s key roles; supporting raising achievement)
- Section 3: Study Support delivered by a wide variety of providers (primarily schools but also including libraries and museums).

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<sup>42</sup> *Sustainable culture, sustainable communities: the cultural framework and toolkit for Thames Gateway North Kent*. Southeast Cultural Observatory, 2006. Available to download as a series of pdfs – executive summary; framework; toolkit; appendices – from: [http://www.seco.org.uk/tgnk\\_cultural\\_framework\\_and\\_toolkit.html](http://www.seco.org.uk/tgnk_cultural_framework_and_toolkit.html).

<sup>43</sup> *Study support: a national framework for extending learning opportunities*. DfES, 2006 (ISBN (13): 978-1-84478-815-6). Available to download as a pdf (2.6 Mb) from: [http://www.standards.dfes.gov.uk/studysupport/816987/817959/study\\_support\\_framework.pdf](http://www.standards.dfes.gov.uk/studysupport/816987/817959/study_support_framework.pdf).

## Broader issues – Other Agencies

### “Multicultural Britain: From Anti-Racism to Identity Politics to ...?”

In June, CRONEM (the Centre for Research on Nationalism, Ethnicity and Multiculturalism)<sup>44</sup> organised a major conference, and abstracts of the papers are now available<sup>45</sup>. Whilst only abstracts, this fascinating selection gives a round-up of current issues, including, for example, “Religiosity and the politics of identity”, “Constructing and mediating identity and building a national culture: minority ethnic attendance and participation in the arts in Scotland”, and “Islamophobia and identity: experiences of second and third generation Muslim women in the North of England”.

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## Abbreviations and acronyms

DCLG = Department for Communities and Local Government

DCMS = Department for Culture, Media and Sport

DfES = Department for Education and Skills

DOH = Department of Health

DWP = Department for Work and Pensions

GLA = Greater London Authority

GOSE = Government Office South East

JRF = Joseph Rowntree Foundation

LSC = Learning and Skills Council

MLA = Museums, Libraries and Archives Council

NIACE = National Institute of Adult Continuing Education

ONS = Office for National Statistics

QIA = Quality Improvement Agency

SEEDA = South East England Development Agency

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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>44</sup> See: <http://www.surrey.ac.uk/Arts/CRONEM/>.

<sup>45</sup> See: <http://www.surrey.ac.uk/Arts/CRONEM/cronem-conference-june2006/abstracts.htm#miller>.



## “Getting Engaged? Museums, Libraries and Archives working with their Communities”

This was a one-day conference, organised by MLA South East, held at Pallant House Gallery, Chichester on 16 October 2006.

After introductions, the keynote speech was given by **Marcus Weisen** (Policy Adviser: Inclusion & Communities, MLA). Marcus began by emphasising that there was a danger that this sort of work could become too policy-laden, rarefied and simplistic, and urged us to begin thinking about communities by looking at our own neighbourhood and by remembering that we all have plural identities.

He then flagged up some of the key policy themes within this area of work, for example:

- The importance of the development of ideas around social capital (and the usefulness of differentiating between bonding, bridging and linking social capital)
- The forthcoming Local Government White Paper which will look at the relationships between Government, local government and neighbourhoods
- DCLG’s work on sustainable communities<sup>46</sup>
- The “Fairness for All” agenda, and the setting up of the Commission for Equality and Human Rights<sup>47</sup>
- The publication of the *Values and vision: the contribution of culture* statement<sup>48</sup>.

The second speaker was **Marc Steene** (Education & Outreach Officer, Pallant House Gallery<sup>49</sup>). Marc gave a brief overview of the audience development work at the Gallery, emphasising the importance of partnership-working and working in consultation, and using two pieces of work as examples:

- The “Significant Objects” project, working with ASAP [the Asylum Seekers Activities Project] (which led on to the setting up of APASR [Arts Projects for Asylum Seekers and Refugees]. The project also involved working with a looked-after children group in Worthing, prisoners from HMP Ford, a housebound readers group in Shoreham and members of the general public<sup>50</sup>
- The setting up of the Disability and Access Focus group.

With colleagues and service-users, Marc then went on to outline their “Partners in Art” scheme<sup>51</sup> which partners people who have difficulties in

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<sup>46</sup> See: <http://www.communities.gov.uk/index.asp?id=1502377>.

<sup>47</sup> See: <http://www.cehr.org.uk>.

<sup>48</sup> See: [http://www.nationalmuseums.org.uk/values\\_and\\_vision.html](http://www.nationalmuseums.org.uk/values_and_vision.html).

<sup>49</sup> See: <http://www.pallant.org.uk/>.

<sup>50</sup> See: <http://www.pallant.org.uk/phg/html/outreach/signobjects/signobjects.htm>.

<sup>51</sup> See: <http://www.pallant.org.uk/phg/html/outreach/partnerships/partnerships.htm>.

accessing the arts because of disability, illness, injury or other reasons with volunteers.

Finally, in terms of presentations, **Isabel Hughes** (Head of Access & Learning, MLA SE) looked at some broad issues around the current work on cultural diversity, and raised a number of questions, eg:

- How do small independent museums engage with this agenda?
- Should we start with cultural change (linking with the community and being driven by its demands) or institutional change (changing the way we work)?
- There is a need for case studies; monitoring of the impact of our work; and data collection.

The afternoon sessions included workshops:

- Introduction to the range of existing tools (eg Inspiring Learning for All)
- Using objects and stories to engage diverse groups and individuals
- Guided tour of the Gallery.

Finally, there was a brief summing-up session.

This was a fascinating day, with lots to think about and explore. For me, I guess, the major points were:

- How much work there is going on, which some of us may not hear about
- Therefore, the need for MLA SE (and others) to continue to draw together and promote such exciting developments
- The 'distance' between those who know about toolkits and those who don't! Someone perceptively described the array of toolkits as a book without a front page – ie people may not know about them and/or may not understand their purpose, so continuous signposting/introduction to the tools is vital.

JV