

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.

Contents List

Can you help? Improving services for visually impaired people from BME communities – page 2

Did you see ...?

- *Every parent matters*/National Year of Reading 2008 – page 3
- UNICEF Report – page 4
- The Gender Equality Duty – page 4
- *Museums Journal* – page 4
- *The Guardian* Conference: “Managing New Realities 2007 – Integrated delivery of health, social care and housing” – page 4
- “History in their hands” – page 5
- *Contemporary slavery in the UK...* – page 5
- *The Corston report* – page 5
- *Heritage Funding Directory* – page 5
- *The poverty premium* – page 6
- Government Policy Review – page 6
- *Public libraries: a round-table discussion* – page 7

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

- “Reaching Readers” – page 7
- *Libraries for all: the role of libraries in a multicultural society* – page 8
- *Disabled people and heritage* – page 10

Tackling social exclusion – Government, Government Agencies and Local Government

- *Crossing borders ...* – page 10
- *The multi-dimensional analysis of social exclusion* – page 10
- *Stepping up action to prevent youth homelessness* – page 12
- *Growing up matters* – page 13
- *The Commission on Integration and Cohesion interim statement* – page 14

Tackling social exclusion – Other Agencies

- *Necessities of life ...* – page 14
- *Ends and means ...* – page 15
- *S.O.D@work* – page 15
- *Starting with Quick Reads ...* – page 16
- *The Vietnamese community in Great Britain – thirty years on* – page 16
- *Bolivians in London – challenges and achievements of a London community* – page 17

Health issues – Government, Government Agencies and Local Government

- *Getting healthy ...* – page 17
- *Communities for Health ...* – page 17
- *Positive steps ...* – page 18

Health issues – Other Agencies

- *HIV and Aids information* – page 18

Broader issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

- *Culture and creativity in 2007* – page 18

Broader issues – Government, Government Agencies and Local Government

- *Growing up in Scotland* – page 19
- *Heritage protection for the 21st Century* – page 19
- *Project, programme and change management toolkit* – page 20

Abbreviations and acronyms – page 20

Can you help? Improving services for visually impaired people from BME communities

Fran Devine from Manchester Libraries writes:

“Here in Manchester, we are trying to improve services for visually impaired people from BME communities. We've noticed that there's a real shortage of large print books and audio books in community languages. We have some very old large print books in South Asian languages but we don't have anything recent. Has anyone been able to source either large print or audio books, especially in Urdu? If you have, we'd love to hear from you and to find out how you bought them.

We've met someone who might be willing to publish large print books in Urdu, Urdu books on CD, and/or book/CD packs, but he wouldn't want to embark on producing them unless he knew that there would be a demand from UK libraries. If any other librarians are as eager to get this kind of stock as we are, can you please contact us and let us know if you'd be interested? If you could estimate the number of copies you might want, that would be very useful. We'd then be able to give the possible producer an idea of how many copies he should be making. The books would probably be popular fiction, with perhaps some humour books, books on religion, and books on Pakistan or world politics/current affairs, and they would tend to be shorter books rather than long ones.

Any ideas on what authors or books to consider for this project would be very welcome.

Interested? Want to discuss this idea? Please contact Sobia Gondal on 0161 224 1411 (email s.gondal@manchester.gov.uk) or Fran Devine on 0161 234 1986 (email f.devine@manchester.gov.uk).”

Did you see ...?

Every parent matters/National Year of Reading 2008

In announcing the launch of the Government's new drive¹ to engage further with parents, Alan Johnson MP also announced:

“We know that one of the most important things a parent can do to boost the educational chances of their children is to read to them. Simple yes – but in a busy world it doesn't happen enough. 30 per cent of parents don't read regularly with their young children – a vital but missed opportunity to boost their children's development. We watch an average of four hours television a day. If we read to our children for just a tenth of this every day, we'd give their chances a massive boost.

That's why I'm announcing that we will have a National Year of Reading starting in 2008 – ten years on from the first year of Reading –

¹ *Every parent matters*. DfES, 2007. Available to download as a pdf from: http://www.teachernet.gov.uk/doc/11184/6937_DFES_Every_Parent_Matters_FINALE_PDF_as_published_130307.pdf.

which I hope will bring about another step-change in attitudes to reading for purpose and pleasure.”²

UNICEF Report

You have no doubt seen media coverage of this new report – which shows just how much needs to be done in the UK to improve the lives of children and young people – but without full details³ of it. The report shows that UK children have the lowest levels of well-being in the developed world.

The Gender Equality Duty

The Government is starting a ‘countdown’ to 6 April 2007 when the Gender Equality Duty comes into force.

Under the new legislation, all public authorities in England, Wales and Scotland must demonstrate that they are promoting equality for women and men, and that they are eliminating sexual discrimination and harassment.

The Equal Opportunities Commission has launched a new website⁴ which includes guidance on how public authorities can implement the gender duty, and answers to FAQs about the legislation.

Museums Journal

The latest issue has an interesting article⁵, “Food glorious food”, which reports on a new travelling exhibition developed by the Greater Fens Museums Partnership, that aims to address a range of issues from the role of guest workers to climate change.

The Guardian Conference: “Managing New Realities 2007 – Integrated delivery of health, social care and housing”

At the latest Guardian conference⁶, Hilary Armstrong MP gave a speech, “The integration of public services to deliver personalised outcomes”⁷. The following quote is particularly significant for MLAs:

² Taken from the letter from Alan Johnson MP – see:

http://www.teachernet.gov.uk/doc/11184/AJ_parenting_letter.pdf.

³ *Child poverty in perspective: an overview of child well-being in rich countries*. UNICEF (Innocenti Report Card 7), 2007. Available to download as a pdf (1.559 Mb) from: http://www.unicef-icdc.org/presscentre/presskit/reportcard7/rc7_eng.pdf.

⁴ See: <http://www.eoc.org.uk/Default.aspx?page=15016>.

⁵ Simon Stephens “Food glorious food”, *Museums Journal* February 2007, pp28-29, 31.

⁶ See: <http://society.guardian.co.uk/managingnewrealities>.

⁷ See:

http://www.cabinetoffice.gov.uk/about_the_cabinet_office/speeches/armstrong/pdf/realities.pdf.

“So lastly, I want to mention something about the availability of good information and advice as a tool to help citizens make more informed choices, based on their own needs.

As you know, more and more people are already driving this process themselves – sharing information and experience with each other and building their own support networks. I believe that this can be incredibly empowering – and not least for some of the most excluded groups. So we are currently looking at the potential role for Government to facilitate this kind of networking – so citizens and service users can talk to each other about how best to help themselves and get the best out of the services on offer.”

“History in their hands”

The current issue of *Adults Learning* has an interesting article⁸ by Faye Kalloniatis (Museum Education Manager, Norwich Museums), looking at a museum-based course for ESOL learners, which uses the museum’s collections and sites as an integral part of the students’ learning.

Contemporary slavery in the UK ...

You have probably seen media references to this report⁹ from JRF, which is:

“... the first comprehensive review of the current extent of slavery in the UK and the different forms it takes, such as trafficking for sexual or domestic labour, forced labour or debt bondage.”¹⁰

The Corston report

Again, you may have seen references in the media to this new report which looks at vulnerable women in the criminal justice system – the full report¹¹ has now been published.

Heritage Funding Directory

Heritage Link's web-based *Heritage Funding Directory*¹² provides a comprehensive guide to sources for anyone undertaking heritage projects.

⁸ Faye Kalloniatis “History in their hands”, *Adults Learning*, 18 (6) February 2007, pp26-27. *Adults Learning* is produced by NIACE – for further information, see: www.niace.org.uk.

⁹ Gary Craig *et al.* *Contemporary slavery in the UK: overview and key issues*. JRF, 2007 (ISBN-13: 978-1-85935-572-5). Available to download as a pdf (370 Kb) from: <http://www.jrf.org.uk/bookshop/eBooks/2016-contemporary-slavery-UK.pdf>.

¹⁰ Taken from: <http://www.jrf.org.uk/bookshop/details.asp?pubID=864>.

¹¹ *The Corston report: a report by Baroness Jean Corston of a review of women with particular vulnerabilities in the Criminal Justice system*. Home Office, 2007. Available to download in sections as pdfs from:

<http://www.homeoffice.gov.uk/documents/corston-report/>.

¹² See: <http://www.heritagelink.org.uk/fundingdirectory/main/fundinghome.php>.

Heritage in this context means: historic landscapes, parks and gardens; industrial, transport and maritime heritage; archives and spoken history; archaeology; heritage skills and conservation; and heritage interpretation and education.

Heritage Link was set up in 2002 by national heritage groups to promote the central role of the voluntary movement in the sector and to make their voice heard collectively and coherently. It now has 80 members – national organisations including the National Trust, Civic Trust, Council for British Archaeology, Campaign to Protect Rural England [CPRE] and The Society for the Protection of Ancient Buildings [SPAB] as well as many smaller and more specialised heritage groups^{13, 14}.

The poverty premium

You may also have seen media coverage of this new briefing¹⁵ which shows that:

“the poorest families in the UK pay higher prices than better-off families for basic necessities like gas, electricity and banking. The costs that poor families bear in acquiring cash and credit, and in purchasing goods and services, can amount to a ‘poverty premium’ of around £1,000 – 9 per cent of the disposable income of an average-size family.” [p1]¹⁶

Government Policy Review

The Government has just published an updated version of the “Public Services” strand of the Policy Review – this revised version is itself based on the review paper, *Policy review: public services*¹⁷, which was published in January. This paper argues that:

“... in order to improve public services over the next ten years, the Government should:

- Take further steps to empower citizens to shape services around them
- Encourage the greatest possible diversity of provision of public services
- Encourage public servants to achieve more, by breaking down old demarcations and giving them more flexibility

¹³ Taken from: <http://www.heritagelink.org.uk/about.asp>.

¹⁴ Source: MLA West Midlands March E-Alert.

¹⁵ *The poverty premium: how poor households pay more for essential goods and services*. Save the Children/Family Welfare Association, 2007. Available to download as a pdf from: http://www.savethechildren.org.uk/downloads/poverty_briefing.pdf.

¹⁶ Source: Community Care email alert, 6 March 2007.

¹⁷ Prime Minister’s Strategy Unit. *Policy review: public services*. Cabinet Office, 2007. Available to download as a pdf (361 Kb) from: http://www.cabinetoffice.gov.uk/policy_review/documents/public_services.pdf.

- Reach out to the most excluded
- Create a new partnership between the state and the people based on rights and responsibilities.”¹⁸

The Policy Review Working Groups were:

“established by the Prime Minister to examine cross-cutting policy challenges for the future and assess the long-term strategic priorities of the UK.

They are chaired by the Prime Minister and attended by members of the Cabinet. Between those sessions, Cabinet and other ministers will be holding seminars and stimulating debates on issues for the future.

The five groups are:

- Britain and the World
- Environment and Energy
- Public Services
- The Role of the State
- Security, Crime and Justice

There is also a strand of work focussing on Economic Dynamism. This work will be steered by the full Cabinet, with the Economic Affairs, Productivity and Competitiveness (EAPC) Committee following up with more detailed work.”¹⁹

Public libraries: a round-table discussion

In December, the Smith Institute “convened a round-table discussion on the future direction of public libraries, in order to seek a shared vision of the public library in the 21st century, aiming to identify both obstacles to adaptation and potential levers for action” [p2], and the report²⁰ has just been published.

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

“Reaching Readers”

“Reaching Readers” is a new Black and minority ethnic readers and writers initiative from the “Reading Partners” consortium.

¹⁸ Taken from:

http://www.cabinetoffice.gov.uk/policy_review/public_services/index.asp.

¹⁹ Taken from: <http://www.pm.gov.uk/output/Page10600.asp>.

²⁰ *Public libraries: a round-table discussion*. The Smith Institute, 2007. Available to download as a pdf (721 Kb) from:

<http://www.newstatesman.com/pdf/publiclibraries.pdf>.

“It aims to help the consortium’s library and publisher partners to understand how their offer to readers can better reflect the diverse world around us.

The consortium consists of nine major British publishers ... and the UK library network; it is led by The Reading Agency ...

Six case studies have been developed as part of the Reaching Readers initiative. These look at the important work libraries are doing with black and ethnic minority people across England and the big strides already made. The areas they are based in – Birmingham, Leeds, Lewisham, Manchester, Newham and Norfolk – will be the focus for six 2007 library and publisher ‘skills sharing’ projects to help build the readership for BME writers.”²¹

Just for background information:

“Reading Partners is a partnership consortium which aims to revolutionize the way public libraries and adult publishers work together. Following the success of the two year pilot led by The Reading Agency and nine publishers, a second phase with a focus on expanding the BME market is now underway ... Reading Partners is setting out to build a new public / private sector interface to expand the market for reading, influenced by what readers say and with partnerships between publishers and libraries at its heart.”^{22, 23}

Libraries for all: the role of libraries in a multicultural society

This publication²⁴ is about multicultural librarianship in the Czech Republic.

After a brief introduction which sets the scene, it looks at:

- How to create a multicultural library, which includes:
 - Public libraries and their role in a multicultural society
 - Ten reasons to offer multicultural library services – recommendations of the IFLA Section on Library Services to Multicultural Populations
 - Diversity in Libraries – a project for libraries and all their users

²¹ Taken from:

<http://www.readingagency.org.uk/documents/ReachingReadersCaseStudies.doc>.

²² Taken from:

http://www.readingagency.org.uk/projects/organisations/reading_partners.html.

²³ Source: CILIP Weekly Information World, 9-15 March 2007.

²⁴ Barbora Hořavová and Daniela Richterová (eds). *Libraries for all: the role of public libraries in a multicultural society*. Multicultural Center Prague, 2005. Available to download as a pdf from:

http://www.eukn.org/binaries/eukn/eukn/practice/2007/3/libraries_for_all.pdf.

- Inspiration from abroad, including:
 - International Library – a project of the Municipal Library in Frankfurt am Main
 - A melting pot in Germany? Strategies of introducing successful intercultural programs in German children's libraries
 - Public library services for ethnic minorities – the Danish strategy
- Multicultural activities in Czech public libraries, including:
 - Cooperation with the Vietnamese community – Municipal Library in Cheb
 - Week of national minorities – Jiří Mahen Library in Brno
 - Cooperation with the Roma community – Municipal Library in Rožnov pod Radhoštěm.

There are also some sections available in Czech only.

As the document stresses:

“Today, libraries can help the development of civil society in their communities. Their task is to support lifelong learning, independent decision-making and intellectual development. Furthermore, they must help satisfy the cultural needs of all without exception, offer active use of free time, entertainment and recreation and also promote social integration at local level, development of local communities and the countryside, provide information in support of SMEs (Small and Medium Sized Enterprises), disseminate human knowledge and protect cultural heritage.

In this respect, public libraries must be intensively involved in multicultural issues, broaden their services designed for minority users (the handicapped, national minorities, the unemployed and other disadvantaged social groups) and strengthen their role in this area.

Libraries are public, democratic and open institutions. Often, they serve as the cultural, information and growingly also as the educational center in their communities. They offer a safe and accommodating environment with qualified services. Thus far, however, Czech public libraries have not fully identified with their role of institutions functioning as a natural intercultural meeting point, a place where people can communicate freely and learn about each other and where members of ethnic and national minorities can learn about the majority society. As libraries have not made this one of their top priorities, they still need to transform their services and their character further.” [p10]

This is a really interesting look at how multicultural provision is being developed in the Czech Republic – useful background reading.²⁵

²⁵ Thanks to Kevin Harris for alerting me to this.

Disabled people and heritage

HLF have just produced this factsheet²⁶ which highlights awards made by HLF to projects which have directly benefited disabled people – a timely reminder of how HLF funding can be used to address this important area of social exclusion.²⁷

Tackling social exclusion – Government, Government Agencies and Local Government

Crossing borders ...

The Audit Commission has just published this report²⁸ which:

“is intended to help local authorities and their partners manage local changes, by understanding better what is going on locally and developing appropriate strategies and services. It will be most useful for organisations in areas with limited recent experience of migrant workers. The report also suggests how national and regional responses could be better targeted to support local change.” [p5]

The report summarises changes that have taken place, as a way of helping people understand why they have occurred, and then goes on to make recommendations to improve local and national responses.

The multi-dimensional analysis of social exclusion

The Social Exclusion Taskforce has just published this important new report²⁹ produced by the University of Bristol.

“The purpose of this project was to review existing sources on multi-dimensional disadvantage or severe forms of social exclusion

²⁶ *Disabled people and heritage*. HLF, 2007. Available to download as a pdf (282 Kb) from: <http://www.hlf.org.uk/NR/rdonlyres/4A9BB4D0-CA7D-4372-92FE-38C85ED1EB20/4171/HLFDisabilityandHeritage.pdf>.

²⁷ Thanks to Tony Crosby (Policy Officer – Access and Disability, HLF) for alerting me to this.

²⁸ *Crossing borders: responding to the local challenges of migrant workers*. Audit Commission, 2007. Available to download as a pdf (1 Mb) from: <http://www.audit-commission.gov.uk/Products/NATIONAL-REPORT/05CA5CAD-C551-4b66-825E-ABFA8C8E4717/CrossingBorders.pdf>.

²⁹ Ruth Levitas *et al.* *The multi-dimensional analysis of social exclusion*. Cabinet Office: Social Exclusion Task Force, 2007. The full document, except for Appendix 7, is available to download as a pdf (1.8 Mb) from: http://www.cabinetoffice.gov.uk/social_exclusion_task_force/documents/research/multidimensional.pdf. The entire document can be downloaded as separate sections from: http://www.cabinetoffice.gov.uk/social_exclusion_task_force/publications/research/multidimensional.asp.

characterised as ‘deep exclusion’; to recommend possibilities for secondary analysis of existing data sets to explore the dynamics of ‘deep exclusion’; to identify any relevant gaps in the knowledge base; and to recommend research strategies for filling such gaps.” [p9]

The research team began by drafting a new working definition of social exclusion, which pulls together key points from a number of existing definitions:

“Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole.” [p9]

They then went on to state that:

“Severe or deep exclusion was therefore defined as follows:

Deep exclusion refers to exclusion across more than one domain or dimension of disadvantage, resulting in severe negative consequences for quality of life, well-being and future life chances.” [p9]

In order to plot the effects of different dimensions of exclusion, the team drew up a matrix, the Bristol Social Exclusion Matrix, or B-SEM, which contains 10 dimensions of potential importance in social exclusion:

Resources:	Material/economic resources Access to public and private services Social resources
Participation:	Economic participation Social participation Culture, education and skills Political and civic participation
Quality of life:	Health and well-being Living environment Crime, harm and criminalisation

[taken from p10]

The team also emphasised that:

Some people most at risk of social exclusion are omitted entirely from household surveys. They include all of the population living in institutions, such as some children in local authority care or in young offenders’ institutions; disabled children in residential care; disabled adults; those hospitalised or in prison; older people in residential care; and some asylum seekers, notably those in holding institutions. Homeless people are also missed by household surveys. Other groups are under-represented in household surveys, including some of those most vulnerable to social exclusion, such as some minority ethnic

groups, those on low incomes and residentially mobile populations including travellers.

There are also sections of the population who, although technically eligible for inclusion, are under-represented in social surveys. Again, these are often groups who may be particularly vulnerable to social exclusion, such as those on low incomes. Even where representation is proportionate, the numbers in vulnerable groups may be too small for further analysis unless original sample sizes are very large. This applies, for example, to the numbers of minority ethnic respondents in many surveys. Different research strategies need to be put in place to investigate the dynamics of social exclusion in vulnerable groups excluded from or underrepresented in household surveys. [pp10-11]

Finally, the report recommends widespread use of the B-SEM and that research includes people who are risk of social exclusion.

The significance of this work is in the revised definitions (including the notion of “deep exclusion”) and the call for more detailed research into the exclusion of those frequently omitted from any kind of survey.

Important background reading.

Stepping up action to prevent youth homelessness

DCLG have just announced a package of improvements to tackle homelessness amongst young people. These include:

- “A new partnership with YMCA England and Centrepoin to deliver a National Youth Homelessness scheme, including developing a network of supported lodgings schemes across England and ensuring young people have access to them. This will provide short-term respite support to young people, giving them a place to stay whilst they work through problems and increase the chances they can return to the family home
- Setting up a committee of formerly homeless young people, who will advise Ministers directly on policy by sharing their experience and concerns ...
- Establishing a new Centre of Excellence in every region where those councils that have already made good progress in tackling youth homelessness will share expertise with neighbouring councils and agencies. This will aim to step up prevention by making mediation services between guardians and young people more available as well as increasing expertise available through-out the country.
- A new National Homelessness Advice Service is also being launched in partnership with Shelter and the Citizens Advice Bureau (CAB). This will give everyone across the country the opportunity to access

homelessness advice through trained advisers at CABs, to prevent their family from becoming homeless ...”³⁰

In addition, Yvette Cooper MP also launched 'Foundations for Life', a new project between Centrepoin and LandAid – this is a new venture that will see the transformation of hostels into learning centres that will provide young homeless people with opportunities for work and training opportunities.

Growing up matters

This new report³¹ looks at transition³² for younger people with complex needs (“Complex care needs include acute and chronic medical conditions, multiple and profound impairments, behaviour problems and learning difficulties. Two or more of these characteristics were used to define the focus for the study.” [p1])

The report states:

“The numbers of these young people are relatively small. There are approximately 13,300 children with disabilities in long-term residential care ...

Young people with complex needs:

- are often placed long distances away from their families and communities which can make transition planning especially difficult; and
- usually require lifelong care which needs to be carefully planned for.

This generates additional complexity for those young people and their families and carers and for the organisation of services. These issues have been examined many times before, especially for young people with disabilities ...

Our study shows that things have not improved enough and that there are still organisational and systemic problems in many areas which makes the experience very difficult for too many young people. It also highlights that for those young people with the most complex needs,

³⁰ Taken from press release:

<http://www.gnn.gov.uk/Content/Detail.asp?ReleaseID=269340&NewsAreaID=2>.

³¹ *Growing up matters: better transition planning for young people with complex needs*. CSCI, 2007. Available to download as a pdf (1 Mb) from: http://www.csci.org.uk/PDF/growing_up_matters.pdf.

³² “Transition in this study is defined as a process that occurs when children move to adulthood, involving physical and psychological developments coupled with changes to roles and relationships with family and friends, care staff and the wider community. Transition of care services takes place at different ages depending on the service, usually 16 for health services, 18 for social care services and up to 19 for moves from school to college-based education.” [p1]

and who live away from home, transition does not receive the strategic and operational attention from councils it should do.” [pp1-2]

The Commission on Integration and Cohesion interim statement

As you may have seen in the press, the Commission has issued its interim statement³³ which summarises progress to date and responses it has received, and then sets out something of its agenda.

The following key insight gives a flavour of work to date:

“There is room for improvement in the language we use to debate integration and cohesion – somewhere between the oversimplified use of terms in some media, and the dry academic debate of research papers, we think there is room for practical guidance for local areas delivering strategies to bring communities together and create shared futures.

We also recognise that integration and cohesion are one element in a wider jigsaw that will ensure a healthy society – and that integration and cohesion are dependent on a foundation of equality and social justice.” [p15]

Tackling social exclusion – Other Agencies

Necessities of life ...

Help the Aged have recently published a new report³⁴ which looks at poverty amongst older people. The report found that:

“The research reveals the often very low expectations of older people in relation to their living standards. The research team was sometimes genuinely shocked by the modest nature of what disadvantaged older people regarded as being everyday essentials. While all groups and individuals commented on the importance of maintaining their independence in terms of the quality of their lives, not all regarded being able to afford to participate in common social activities – such as having friends or family around for meals or attending weddings – as necessities of life. This points to the degree to which the experience of poverty has been internalised by many disadvantaged older people

³³ *Our interim statement*. Commission on Integration and Cohesion, 2007. Available to download as a pdf (835 Kb) from: <http://www.integrationandcohesion.org.uk/upload/assets/www.integrationandcohesion.org.uk/cicinterim.pdf>.

³⁴ Thomas Scharf *et al.* *Necessities of life: older people's experiences of poverty*. Help the Aged, 2006 (ISBN-10: 1-84598-013-1). Available to download as a pdf from: <http://www.keele.ac.uk/depts/so/csq/downloads/Necessities%20of%20life.pdf>.

over the course of their lives. Very few of the research participants had ever been well off during their early years or their working lives, and most had consequently become accustomed to getting by on a modest income.” [p5]

The report highlights implications for policy and research, including:

- Diversity
- The importance of social support
- Access to information
- The need to revise measures of older people’s poverty.³⁵

Ends and means ...

CASE [the Centre for Analysis of Social Exclusion] has just published this new report³⁶ which:

“... was commissioned to help the Secretary of State for Communities and Local Government ‘stand back and ask what role social housing can play in 21st Century housing policy’. Its aim is to provide the background and analytical framework against which the implications of different answers to such a fundamental question can be debated both inside and outside government. Amongst other issues the report covers key questions raised by the terms of reference, in particular:

- What can social housing do in helping create genuinely mixed communities?
- Can the way we run it encourage social mobility and opportunities, including in the labour market, for people to get on in their lives?
- Can social housing and other support be more responsive to changing needs and enable greater geographical mobility?” [p1]

Useful background reading.

S.O.D@work

This is a new interactive, web-based guide³⁷ to sexual orientation discrimination in the workplace, with brief information on:

- Direct and indirect discrimination
- Harassment and victimisation

³⁵ Source: *Innovations in Information*, 12 (3) 2006. *Innovations in Information* is published by the National Information Forum – for further information, see: www.nif.org.uk.

³⁶ John Hills. *Ends and means: the future roles of social housing in England*. CASE (CASE report 34), 2007. Available to download as a pdf from: <http://sticerd.lse.ac.uk/dps/case/cr/CASEREport34.pdf>.

³⁷ See: <http://www.sod-work.co.uk/index.html>.

- Exceptions that are allowable by law
- Suggestions for ways of taking matters further if they are not resolved locally.³⁸

Starting with Quick Reads ...

The Vital Link have just produced this guide³⁹ to engaging new readers, which has been created to support the publication of eight Quick Reads titles on 1 March.

The guide gives a brief introduction to Quick Reads; then sets out the role of The Vital Link; looks at the importance of reading for pleasure and the role of libraries; and, finally, an introduction to using Quick Reads resources.

This is followed by introductions to the eight new titles (including suggested activities, background reading and web-links).

Finally, there is specific guidance on the ICT element of the resources (using www.quickreadsideas.org.uk); a full list of Quick Reads titles (with availability); and a brief guide to additional sources of support for working with emergent readers.

The Vietnamese community in Great Britain – thirty years on

The Runnymede Trust has just published a brief report⁴⁰ on the Vietnamese communities in the UK, which “aims to present the reader with a snapshot of the Vietnamese community in Britain, with particular focus on the London area” [p2].

As the report says:

“One cannot think of the Vietnamese community and their British-born children solely as the refugees who arrived as ‘boat people’ nearly 30 years ago. Nowadays the composition of the Vietnamese community is varied. The different subcategories that we assume make up a Vietnamese community – the first-generation refugees, the British-born Vietnamese, the undocumented migrants, the asylum seekers, the overseas students – will have their own set of pressing socio-economic issues.” [p1]

³⁸ Source: Gay Business Association Focus newsletter, March 2007.

³⁹ *Starting with Quick Reads: The Vital Link guide to engaging new readers*. DfES, 2007. Available to download as a pdf from: <http://www.literacytrust.org.uk/vitallink/StartingwithQRVLguide.pdf>.

⁴⁰ Jessica Mai Sims. *The Vietnamese community in Great Britain – thirty years on*. Runnymede Trust (Runnymede Community Studies), 2007. Available to download as a pdf from: [http://www.runnymedetrust.org/projects/Com%20Studies%20-%20Vietnamese%20\(2\).pdf](http://www.runnymedetrust.org/projects/Com%20Studies%20-%20Vietnamese%20(2).pdf).

The report includes valuable background information, as well as a list of useful organisations and websites.

Bolivians in London – challenges and achievements of a London community

The Runnymede Trust has also just published a report⁴¹ on Bolivians in London.

“This report presents a rudimentary depiction of one of the Latin American groups: Bolivians. The information deficit on Bolivians is particularly acute; virtually no studies have been conducted on Bolivians in the UK, and even information as basic as the total number of Bolivians living in London is missing, although some estimates are available ...”

Health issues – Government, Government Agencies and Local Government

Getting healthy ...

In the October Newsletter⁴², there was a mention of the LSC/QIA leaflet, *Being healthy ...*⁴³, 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.

They have now produced further guidelines⁴⁴ for local authorities on how to introduce health-related work into family literacy, language and numeracy work.

Communities for Health ...

The Department of Health has just published⁴⁵ this series of case-study examples and best practice from the first round of pilots of Communities for

⁴¹ Kjartan Páll Sveinsson. *Bolivians in London – challenges and achievements of a London community*. Runnymede Trust (Runnymede Community Studies), 2007. Available to download as a pdf from:

[http://www.runnymedetrust.org/projects/Com%20Studies%20-%20Bolivian%20\(2\).pdf](http://www.runnymedetrust.org/projects/Com%20Studies%20-%20Bolivian%20(2).pdf).

⁴² *The Network Newsletter ...*, 63, October 2006, p10.

⁴³ *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, ref: FLLN/BE.

⁴⁴ *Getting healthy: guidelines for local authorities on introducing health-related work into family literacy, language and numeracy programmes*. LSC/QIA, 2006. Copies of the leaflet can be obtained from QIA Publications, qia@prolog.uk.com, ref: FLLN/GH.

⁴⁵ *Communities for Health: learning from the pilots*. DH, 2007. Available to download as a pdf (775 Kb) from: <http://www.dh.gov.uk/assetRoot/04/14/32/25/04143225.pdf>.

Health⁴⁶. These pilots detail how communities have addressed a wide range of health issues and tackled health inequalities. Rural and urban deprived areas have worked to address obesity, healthy eating, mental health and sexual health.

Libraries – particularly as a source of information (and pedometers!) – are mentioned frequently.

Positive steps ...

The Department of Health has also recently published practical guidance⁴⁷ on improving mental health services for Black and ethnic minority communities.

It gives practical advice (with some case studies) on:

- Cultural diversity
- Good practice in engaging communities
- Working with South Asian and African Caribbean communities
- Lists of contacts and useful resources.

A very useful introductory practical guide.

Health issues – Other Agencies

HIV and Aids information

The Community Care website has a very useful guide⁴⁸ to Aids and HIV, which includes statistics, basic health advice, and links to other websites of interest.

Broader issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

Culture and creativity in 2007

⁴⁶ The Communities for Health programme is one of a number taking forward commitments in the Public Health White Paper to improve health in the most disadvantaged areas – see:

http://www.dh.gov.uk/PublicationsAndStatistics/PressReleases/PressReleasesNotices/fs/en?CONTENT_ID=4106446&chk=XkPZam.

⁴⁷ *Positive steps: supporting race equality in mental healthcare*. DH, 2007. Available to download as a pdf (398 Kb) from:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_066059.

⁴⁸ See: <http://www.communitycare.co.uk/Articles/2007/02/22/103542/hiv-and-aids-information.html>.

DCMS have produced this report⁴⁹ which:

“... is a snapshot of the cultural life of the nation. It uses a handful of examples and case studies to illustrate the advances that have been made in the last few years. For individuals, for communities and for the economy, the importance of culture and creativity has never been greater.” [p5]

It mentions the key role of museums and libraries (the Summer Reading Challenge) in this work.

Broader issues – Government, Government Agencies and Local Government

Growing up in Scotland

The Growing Up in Scotland study is an important longitudinal research project that tracks the lives of cohorts of Scottish children from the early years. The findings from the first year of the Study have just been published⁵⁰. Topics covered in the findings include: the characteristics and circumstances of children and their families, pregnancy and birth, parenting young children (maternity leave, the first three months, problems, breastfeeding), parental support, child health and development, parenting styles and responsibilities, childcare and parental health.

Heritage protection for the 21st Century

DCMS have just published this White Paper⁵¹ for England and Wales with some UK-wide elements, which: “sets out a vision of a unified and simpler heritage protection system, which will have more opportunities for public involvement and community engagement.”⁵²

The proposals are based on three core principles: the need to develop a unified approach to the historic environment; maximising opportunities for

⁴⁹ *Culture and creativity in 2007*. DCMS, 2007. Available to download as a pdf (1.7 Mb) from: <http://www.culture.gov.uk/NR/rdonlyres/8B79CCFD-7EF9-4F51-80CC-531134C79575/0/CultureandCreativity2.pdf>.

⁵⁰ Simon Anderson *et al.* *Growing up in Scotland: Sweep 1 – overview report*. Scottish Executive, 2007 (ISBN-13: 978-0-7559-5330-1). Available to download as a pdf (1.5 Mb) from: <http://www.scotland.gov.uk/Resource/Doc/163083/0044329.pdf>.

⁵¹ *Heritage protection for the 21st century* (Cm 7057). DCMS, 2007 (ISBN-13: 978-0-10-170572-1). Available to download as a pdf (626 Kb) from: http://www.culture.gov.uk/NR/rdonlyres/D1933A0E-14F6-4AE0-8DDF-E6745380E88B/0/hrp_whitepaper_doc1.pdf.

⁵² Taken from:

http://www.culture.gov.uk/Reference_library/Consultations/2007_current_consultations/hrp_whitepaper07.htm.

inclusion and involvement; and supporting sustainable communities by putting the historic environment at the heart of an effective planning system.

Project, programme and change management toolkit

Just in case you haven't seen this, IDeA have recently launched some web-based information⁵³ to help local authorities and other public sector organisations "establish a culture of strong project and programme management skills." [taken from website]

The information has been arranged under the following headings:

- Developing competency in project and programme management
- Project and programme management - governance and process
- Developing a business case
- Project management methods and guidance
- Programme management
- Project portfolio management
- Change management
- Contract development
- Organisational transformation.

Abbreviations and acronyms

CILIP = Chartered Institute of Librarianship and Information Professionals

CSCI = Commission for Social Care Inspection

DCMS = Department for Culture, Media and Sport

DfES = Department for Education and Skills

DH – Department of Health

ESOL = English for Speakers of Other Languages

HLF = Heritage Lottery Fund

IDeA = the Improvement and Development Agency

JRF = Joseph Rowntree Foundation

LSC = Learning and Skills Council

NIACE = National Institute of Adult Continuing Education

QIA = Quality Improvement Agency

UNICEF = United Nations Children's Fund

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:

John Vincent
Wisteria Cottage
Nadderwater
Exeter EX4 2JQ

Tel/fax: 0845 128 4897

E-mail: john@nadder.org.uk

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⁵³ See: <http://www.idea.gov.uk/idk/core/page.do?pagelId=5817020>.