

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

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

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Did you see ...?

Schools ETC

The latest issue of *Schools ETC*¹ includes a very useful guide to ways to inspire those who “don’t want to know” – it has a timely reminder about “Junking those generalisations”!

Tackling homelessness

Just in case you haven’t seen this, DCLG have just updated their homelessness web-pages² – these include the latest statistics, plus links to key documents.

“Your local library – a resource not to be overlooked”

The latest issue of the *LINks Bulletin*^{3, 4} includes a valuable reminder of the role that public libraries play in promoting health information.⁵

¹ “Don’t want ... but need”, *Schools ETC*, 6, September 2007, pp10-12. Further information about ContinYou at: <http://www.continyou.org.uk/>.

² See: <http://www.communities.gov.uk/housing/homelessness/>.

£60 million boost for young Londoners

An additional £60m is to be provided for activities for young people in London.

The funding package will run over two years, £20 million will come from the Mayor's London Development Agency and £40 million from the Department for Children, Schools and Families. The Government's contribution is part of the substantial investment in places to go and things to do for teenagers announced in the youth strategy, *Aiming high for young people*⁶, in July. This money will be made up of cash to fund positive activities for young people and money for the Youth Opportunity and Youth Capital Funds.

The £20m from the Mayor will comprise two main elements: a 'universal' offer across all London Boroughs, which will sit alongside the extended Youth Opportunity and Youth Capital Funds and will provide more things to do and places to go for young Londoners. The second element will be allocated on a more targeted basis for young people at risk of exclusion, building on the approach of Positive Activities for Young People.^{7, 8}

Opportunities for MLAs here?

“Every Child a Writer”

The Government has also just launched a new scheme to support primary school children. “Every Child a Writer” joins “Every Child a Reader” and “Every Child Counts” as part of a package of intensive support to develop effective intervention strategies and train teachers to provide support to those who need it most.⁹

WeCan!

The latest issue¹⁰ of this DCLG newsletter includes:

³ *Local Involvement Network (LINks) Bulletin* 6, 28 September 2007, pp7-8.

⁴ The Local Government and Public Involvement in Health Bill – currently going through Parliament – includes plans to replace Patient Forums with Local Involvement Networks (LINks). For further information, see: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_077266.

⁵ Thanks to Geoff Smith for alerting me to this – and for getting the piece into the Bulletin!

⁶ *Aiming high for young people: a ten year strategy for positive activities*. HM Treasury/DSCF, 2007. Available to download as a pdf from: http://www.hm-treasury.gov.uk/media/2/6/cyp_tenyearstrategy_260707.pdf.

⁷ Taken from: http://www.london.gov.uk/view_press_release.jsp?releaseid=13752.

⁸ Source: National Youth Agency Electronic Youth Policy Update 173, 26 September 2007.

⁹ See: http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2007_0171.

¹⁰ *WeCan!* Autumn 2007. Available to download as a pdf (3629 Kb) from: <http://www.communities.gov.uk/documents/communities/pdf/wecanautumn07>.

- “Anchors at the heart of the community”
“Community anchors sit in the heart of their communities. They are frequently the driving force in community renewal, often in the most deprived areas of the country and their strength comes from their intimate knowledge of local needs ... Do you know an anchor organisation?” [p7]

Could MLAs become ‘anchor organisations’?

- “Breaking down the barriers to community ownership” [pp16-17], which includes mention of the redevelopment of Lambeth’s Clapham Library.

Developing a National Strategy for Museums In England

Just in case you haven’t seen this, DCMS have given MLA the task of delivering a unified national strategy for English museums. The MLA website¹¹

has further details, including the timetable for delivery.

Public Library Journal

The latest issue¹² has a number of interesting articles, including:

- John Dolan “Listening and learning” [consultation on *Blueprint for excellence*] [pp2-4]
- Pat Beech “To read is to see” [the RNIB National Library Service] [pp6-7, 10]
- Linda Corrigan “Feeling our way slowly forward” [public library services for visually impaired people] [pp8-10]
- John Vincent “Changing, going, gone” [explores some of the context within which we are operating] [pp15-19]
- Debbie Kemp and Martin Dutch “Mind and body at one stop” [report on Sheffield’s Uppertorpe Library which is part of the local Health Living Centre] [pp24-26]

ARC

The latest issue¹³ of *ARC* (the journal of the Society of Archivists) has a number of interesting articles, including, in a special maps feature, Sarah Chubb and Izzy Mohammed “‘From Sylhet to Smethwick’: using maps to support a sense of place and identity” which describes work by Sandwell Community History and Archives Service and Birmingham Archives and

¹¹ See: http://www.mla.gov.uk/website/policy/museum_policy/museumintro.

¹² *Public Library Journal* 22 (3) Autumn 2007.

¹³ *ARC: Archives, Records Management & Conservation*. September 2007, pp32-33.

Further information about the journal is at:

<http://www.archives.org.uk/publications/arcthesocietysmonthlynewsletter.html>.

Heritage to support a local community group's exploration of their sense of identity.

Museums Journal

The September issue¹⁴ has a number of interesting articles, including:

- Dea Birkett "MySpace meets the museum" – getting teenagers and younger children involved in creating exhibitions [pp30-31, 33]
- Aaron Davies "The antiques roadshow" – about museums outreach, including Pembrokeshire's outreach work with their Romany Gypsy community [pp34-35].

Hate on the state ...

Just in case you haven't seen media coverage¹⁵ of this new report¹⁶ – which alleges that:

"a number of public libraries in the UK stock substantial quantities of literature preaching violent jihad in the most heavily Muslim areas of the country." [p3]

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

Toy libraries ...

A new report¹⁷ from NATLL looks at the contribution which toy libraries make to:

"securing better outcomes for children and of the support which they offer to parents and to the wider community ...

The study drew on five case studies which were suggested by the national association as likely to be representative of good practice and

¹⁴ *Museums Journal*, 107 (9), September 2007.

¹⁵ See, for example: <http://news.bbc.co.uk/1/hi/uk/6980888.stm>.

¹⁶ James Brandon and Douglas Murray. *Hate on the state: how British libraries encourage Islamic extremism*. Centre for Social Cohesion, 2007 (ISBN-10: 1-903386-62-4). Available to download as a pdf from: <http://www.socialcohesion.co.uk/pdf/HateOnTheState.pdf>. The Centre for Social Cohesion (<http://www.socialcohesion.co.uk>) has been established by Civitas (<http://www.civitas.org.uk/>) to "supply regular briefings on trends and new developments".

¹⁷ *Toy libraries: their benefits for children, families and communities*. National Association of Toy and Leisure Libraries, 2007. Available to download as a pdf (905.31 Kb) from: <http://www.natll.org.uk/pdfs/CapacityReportJune07.pdf>.

operating in areas of economic and social disadvantage in different parts of England.” [p1]

The report urges that consideration is given to including a toy library in every children’s centre and within extended schools provision.

Tackling social exclusion – Government, Government Agencies and Local Government

Promoting interaction between people from different ethnic backgrounds

This report¹⁸, ¹⁹ has been produced as a result of some research, commissioned by the CRE:

“... into the informal social interactions between people from different ethnic backgrounds in two areas in Britain. The research focused on what people mean by interaction, and on the motivations that might lead to greater interaction in the future. The project forms part of the CRE’s research programme on integration, which examines ways of encouraging interaction between all members of society.” [p1]

Of particular interest is the analysis that the researchers have undertaken to identify different types of interaction:

“Growth interactions are about broadening one’s identity and values, and take place with people with whom one shares curiosity. It is through growth interactions that people change the way they see themselves and others, and find new things in common. But growth interactions are hard to engineer; and, by changing people, they can threaten to dilute people’s sense of identity.

Opportunity interactions are about broadening one’s external environment, and take place with people with whom one shares potential benefits. Networks, self-help groups, campaigns and committees can bring people from different backgrounds together and open up new opportunities. However, they can also risk reinforcing inequality, if membership is drawn only from certain groups.

Grounding interactions are about consolidating one’s identity and values, take place with people with whom one shares a history, and help to build individual self-confidence and pride. However, by strengthening the bonds within groups, they risk accentuating the differences and distinctions between groups.

¹⁸ *Promoting interaction between people from different ethnic backgrounds: a research project for the Commission on Racial Equality – final report by SHM.* CRE, 2007. Available to download as a pdf from:

<http://www.cre.gov.uk/downloads/interaction.pdf>. (SHM = Salford Health Matters.)

¹⁹ Source: NFER *ontheweb*, August 2007.

Strokes are about consolidating one's external environment, and take place with people with whom one shares a community. Strokes are typically fairly superficial – saying hello in the street or exchanging chit-chat. They help develop a sense of belonging and contribute to good community relations, but there is a risk of complacency if this is mistaken for deeper interaction between groups.” [p2]

This research can be used to deepen work on community cohesion and social capital, by identifying how effective interactions can be developed.

Our shared future – letter from Hazel Blears

DCLG have just published a letter²⁰ from Hazel Blears to Darra Singh, Chair of the Commission on Integration and Cohesion, in which she sets out the Government's interim response to the report.

The letter mentions:

- A significant increase in funding for local authorities
- A new and extended emphasis on cohesion in the Public Service Agreement
- That, in January, the Government will publish best practice for different types of areas that turns the “family groups” identified in the report into a set of clear practical actions
- “We will also provide additional support to the group of areas you identify as experiencing particular challenges from new migration. Together with the Improvement and Development Agency we plan to produce a consistent template for a local area information pack – outlining to new arrivals their rights, their responsibilities and the local customs – no later than January 2008. This will build on work already done in Cornwall, and in East Lancashire, where local packs ensure that migrant workers know their rights but also give them practical advice about laws and local customs. We will also be offering new teams to support local areas experiencing particularly rapid change.”
- The launch in December of consultations on a new interfaith strategy
- Publishing guidance on translation, aimed at local authorities, Government Departments and their agencies
- Setting up in the early new year a new web-based One Stop Shop on Cohesion, developed in partnership with the Institute of Community Cohesion. This will bring together in one place all the information needed by cohesion practitioners, policy-makers and other organisations from a whole range of sectors.
- Publishing in January a mainstreaming toolkit, aimed at setting out just how organisations from Arts Council England to the Academy for Sustainable Communities can contribute to our shared agenda. And this will also include new cohesion impact assessments – voluntary rather than statutory, but aimed at illustrating how local decisions on

²⁰ See: <http://www.communities.gov.uk/documents/communities/pdf/hazelblearsletter>.

regeneration and wider investments need to be taken in the context of shifting demographic patterns, and the Commission's key principle of "visible social justice".

- Related to this the Government will also publish new Cohesion Guidance for Funders, focused on how existing funding streams – for example, support given to the Third Sector – can be used to prioritise cohesion
- A renewed commitment to citizenship and civic pride.

The new performance framework for local authorities & local authority partnerships

Just in case you haven't seen this, the new framework²¹ has just been published.

"This document sets out the headline definitions of the 198 indicators which will underpin the new performance framework. This national indicator set has been developed as part of the Comprehensive Spending Review 2007 so that it reflects the Government's national priorities. Performance against each of the 198 indicators will be reported for every single tier and county council Local Strategic Partnership.

Local Government is also responsible for many other services and activities valued by local people: these are not directly reflected in the national indicator set. It does not mean those activities should stop. It means that it is right for local authorities, and not Whitehall, to set their own priorities, and monitor performance themselves.

The national indicator set will be the *only* measures on which central government will performance manage outcomes delivered by local government working alone or in partnerships. From April 2008, all other sets of indicators, including Best Value Performance Indicators and Performance Assessment Framework indicators, will be abolished."
[p4]

The indicators will measure against:

- Stronger communities
- Safer communities
- Children and young people
- Adult health and wellbeing
- Tackling exclusion and promoting equality
- Local economy
- Environmental sustainability.

²¹ *The new performance framework for local authorities & local authority partnerships: single set of national indicators*. DCLG, 2007. Available to download as a pdf (899 Kb) from:
<http://www.communities.gov.uk/documents/localgovernment/pdf/505713>.

An action plan for community empowerment: building on success

DCLG and the LGA have just published this joint action plan²² for taking forward a shared community empowerment agenda.

It focuses on three key outcomes:

- “Greater participation, collective action and engagement in democracy
- Changes in attitudes towards community empowerment
- Improved performance of public services and quality of life.” [p5]

DCLG and the LGA are seeking feedback on this action plan – see: <http://haveyoursay.communities.gov.uk/forums/57/ShowForum.aspx>.

In launching this action plan, Hazel Blears also announced that 18 local authorities have been nominated as 'empowerment champions' – they are: Lewisham, Southwark, Portsmouth, Brighton, Plymouth, Wiltshire, Ipswich, Great Yarmouth, Nottingham, High Peak, Sheffield, East Riding, Birmingham, Wolverhampton, Newcastle and North Tyneside, Cumbria and Salford.²³

An elephant in the room

This new training manual²⁴ has been written by Blair McPherson, Director of Community Services, Lancashire County Council²⁵.

The manual is intended for use by managers, trainers and personnel staff in small discussion groups to raise the profile of equality and diversity within the organisation.

Sections in the manual have been set out so that they can be easily photocopied and used as handouts, and each section includes an introductory synopsis; a set of fuller case studies; and questions to spark off discussion.

Part One, “Establishing equality in the workplace”, has three sections:

1. Leadership and Equality and Diversity – a longish introduction, plus a series of questions

²² *An action plan on community empowerment: building on success*. DCLG, 2007. Available to download as a pdf (347 Kb) from:

<http://www.communities.gov.uk/documents/communities/pdf/actionplan>.

²³ See:

<http://www.gnn.gov.uk/Content/Detail.asp?ReleaseID=324089&NewsAreaID=2>.

²⁴ Blair McPherson. *An elephant in the room: an equality and diversity training manual*. Russell House Publishing, 2007 £22.95 (ISBN-13: 978-1-905541-16-4).

²⁵ Blair McPherson was also the author of the article, “Goodbye Social Services, Hello Adult and Community Services”, extracts from which were published in *The Network Newsletter*, 62, September 2006, pp6-7.

2. Head-hunters, Beauty Parades and Trial by Sherry – an introduction, plus questions
3. Supermarkets show us the Way – an introduction, plus questions that focus on aspects of disability

These are followed by Good Practice A: Developing an equality and diversity training framework for the whole organisation.

Part Two, “Realising the benefits of a diverse workforce”, has one section:

4. Losing Balance on the Ladder – an article from *Community Care* magazine, which looks at why women and people from ethnic minority groups are under-represented in social care management.

This is followed by:

- Good Practice B: Balanced interview panels;
- Good Practice C: Climbing the ladder of success
- Good Practice D: How to recruit more black and ethnic minority staff
- Good Practice E: Black Workers Development Group.

Part Three, “Equality and Diversity as it applies to Service Delivery”, has two initial sections:

5. Faith, tolerance and the acceptance of diversity – introduction, plus set of questions
6. Chinese lesson (“how can white managers know what services black and ethnic minority people want?”) – introduction looking at the provision of services for Chinese people in Birmingham, plus a set of questions.

These are followed by:

- Good Practice F: Culturally appropriate care
- Good Practice G: What can I do as a manager?

There then comes another section:

7. Old and gay – an introduction, looking at provision of services for older LGBTs, followed by a set of questions
- Good Practice 8: Civil partnerships and sexuality.

Part Four, “Creating the Opportunities for Staff to Challenge and be Challenged”, includes five sections:

8. Creating a safe place (for staff to talk about issues openly), plus discussion questions
9. Challenging racism by letting people have their say – another article from *Community Care*, plus discussion questions

10. We are the champions – (creating champions to challenge inertia) also published first in *Community Care*, plus discussion questions
11. I hope I die before I get old – another article from *Community Care*, looking at ageism, plus discussion questions
12. Gay may be trendy but have attitudes really changed – scenarios, plus discussion questions.

This is followed by a short section of FAQs and an example of a training course for managers.

This is a useful starting point for people thinking about developing training in equality and diversity, drawing on Blair McPherson's practical experience. The scene-setting introductions give the trainer some background ideas to work with, and the discussion questions are very useful.

However, training in equality and diversity issues can often become fraught, especially when people are challenged (or the training gets 'too close to home'), and anybody starting to work in these areas (eg around LGBT or race issues) needs some training experience to draw on – and should also work with experienced trainers, at least to start with. The introductory sections will need considerable adaptation to meet local circumstances – a beginning trainer should not think that s/he can pick up this book and fly!

I can see this title working best as a prompt, to get managers and trainers discussing what they'd like to get over in and out of a training session, and to give some practical ideas for developing this. As Blair McPherson says, "The manual's starting point is that people need time and opportunity to think about and talk about equality and diversity issues ... " [p viii].

Tackling social exclusion – Other Agencies

Listen up!

This important new report²⁶ argues for fundamental change in basic service provision of mental and emotional health services for young people, and calls on commissioners to designate a lead agency and person to co-ordinate the commissioning of services for young people aged 16-25.²⁷

²⁶ Ines Garcia, Christina Vasiliou and Kim Penketh. *Listen up! Person-centred approaches to help young people experiencing mental health and emotional problems*. Mental Health Foundation, 2007 (ISBN-13: 978-1-906162-04-7). Available to download as a pdf (2030 Kb) from:

<http://www.mentalhealth.org.uk/publications/?EntryId=49929&char=L>.

²⁷ Source: NYA Health News Summary 13-19 October 2007.

The Nuffield Review of 14-19 Education and Training

This Review²⁸ is now collaborating with Rathbone²⁹ to undertake an “Engaging Youth Enquiry” which aims to:

- “Develop a better understanding of the young people who are the targets of the current policy to reduce the so-called ‘NEET’ figures: Who are they? Why do they leave the education and training system early? What are their aspirations and what do they see as their needs?”
- Identify effective types of intervention and understand why they work in collaboration with practitioners and young people.
- Work with providers and policy makers to develop suggestions for practice and how these can best be supported by national and local policy.”³⁰

The Review has just published a briefing paper³¹, setting out its aims and work programme.

Toolkit for linking: opportunities and challenges

Produced by the UK One World Linking Association³², this toolkit³³ looks at how to develop successful linking:

“Linking aims to create relationships between diverse cultures which benefits both partners.

The members are the people in each partner community who involve themselves in the link. They may be individuals or representatives of local organisations, such as a church, health or school, or local council.” [p1]

“The strength of linking is in the direct ‘people to people’ approach to addressing needs and solving problems. A partnership between two communities working together can be a short term or long term initiative. The benefits below apply to all successful links.” [p2]

²⁸ For background information about The Nuffield Review, see: <http://www.nuffield14-19review.org.uk/about.shtml>.

²⁹ Rathbone “works towards helping anyone whose needs have not been met by education, or who needs support to overcome their barriers to learning, training or employment.” See: <http://www.rathboneuk.org/default.aspx>.

³⁰ Taken from: <http://www.nuffield14-19review.org.uk/cgi/documents/documents.cgi?t=template.htm&a=162>.

³¹ *Engaging youth enquiry: new approaches to engaging youth: understanding the problems and implementing the solutions, July 2007-October 2008 – briefing paper*. The Nuffield Foundation, 2007. Available to download as a pdf (230.04 Kb) from: <http://www.nuffield14-19review.org.uk/files/documents162-1.pdf>.

³² See: <http://www.ukowla.org.uk/main/aboutukowla.asp>.

³³ *Toolkit for linking: opportunities and challenges*. UK One World Linking Association, 2006. Available to download as a series of pdfs from: <http://www.ukowla.org.uk/main/toolkit.asp>.

It includes information on:

Why link	Partnership
Contexts	Principles of Linking
Communication and Language	Problem Solving
Engaging Critically	Resourcing the Link
Equality	Starting a Link
Learning from Linking	Strategic Planning
Linking for Advocacy and Action	Sustaining a Link
Making a Difference	Visits and Exchanges
Monitoring and Evaluation	The Wider Community

There is also a series of sector leaflets, including a local authority one³⁴, ³⁵.

Gatehouse Media Ltd

Gatehouse³⁶ publish adult beginner reader books and resources for use in Adult Literacy and ESOL. Many of their books have been written by adults who have previously experienced reading difficulties; they are a source of inspiration to all those who strive to improve their circumstances and overcome, in particular, social exclusion.

They are also engaged in a project called “Write About”³⁷ which is a new voluntary initiative established to promote writing, by ordinary people, about social issues which have impacted on their lives. Their first project, “Write About ... Bullying”, focuses on the issue of bullying from the perspective of the victim. They are encouraging people to write about their experiences as victims of bullying in all contexts eg at school, at home, in the workplace, cyber-bullying etc. The project will provide an opportunity for participants to express themselves and to help others who are currently experiencing bullying, and will link to established support organisations operating in the field.

Alf Morris: people’s parliamentarian

This biography³⁸, the first of Alf Morris, by Derek Kinrade, explores the life and career of the world’s first Minister for Disabled People.

As Derek says:

³⁴ See:

<http://www.ukowla.org.uk/Toolkit/sector%20leaflets/Local%20Authority%20links%20sector%20leaflet.pdf>.

³⁵ Source: ContinYou catalogue, 2007 supplement.

³⁶ Gatehouse Media Ltd, tel/fax: 01925 267778; email : info@gatehousebooks.com; website: www.gatehousebooks.com .

³⁷ See: www.gatehousebooks.co.uk/writeabout.

³⁸ Derek Kinrade. *Alf Morris: people’s parliamentarian*. National Information Forum, 2007. Available from: National Information Forum, PP 905, BT Burne House, Bell Street, London NW1 5BZ, £20.00 inc. p&p (£14.99 without p&p).

“In his long and remarkable political life, in both the Commons and Lords, Alf Morris has remained unostentatiously devoted to an agenda outside conventional political priorities, but unfailingly close to the concerns of the most vulnerable members of our society. His record is one of solid achievement, and his legacy is one, free from dubiety, for which so many people have cause to be grateful.”³⁹

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

MLA South East Health Information Toolkit

MLA SE have just launched their Web-based toolkit⁴⁰ which includes:

- Case studies, including:
 - Books on Prescription
 - Promoting health
 - Promoting reading
 - Signposting resources, services and websites
 - Health on the Web, including:
 - Recommended websites
 - Evaluating the quality of popular health websites
 - Referring enquirers to other services, including:
 - Handling enquiries from patients
 - Making referrals to local library & information services.
-

Health issues – Other Agencies

“The Black diaspora and health inequalities in the US and England”

New research⁴¹ suggests that:

“African Caribbeans living in England suffer poorer health, greater discrimination at work, and have lower incomes than their American counterparts ...”⁴²

³⁹ Taken from a Review Synopsis.

⁴⁰ See: <http://www.mlasoutheast.org.uk/libraries/health/healthtoolkit/>.

⁴¹ James Nazroo *et al.* “The Black diaspora and health inequalities in the US and England: does where you go and how you get there make a difference?” *Sociology of Health & Illness* (OnlineEarly Articles) – abstract available at: <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-9566.2007.01043.x>.

⁴² Taken from: <http://www.blackbritain.co.uk/news/details/2552/uk/>.

According to “Black Britain”⁴³:

“The study was set up to examine the pattern of inequalities between five ethnic groups in the US and England - black American, Caribbean American, white American, Caribbean English and white English. Other findings revealed that the prevalence of self-reported bad/poor health decreases steadily with increasing income for all groups. Poor health is also strongly related to exposure to racism. In both countries Caribbean second generation immigrants on the whole are financially better off than first generation immigrants but more likely to report exposure to racism and discrimination. It also found that differences in health between populations in the two countries appear to be related to both socioeconomic inequalities and differences in patterns of migration.”⁴⁴

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

Public libraries: promoting young people’s active involvement

The National Youth Agency have just published this piece of research⁴⁵, carried out by Rebecca Linley, which looks at the role of public libraries in supporting young people’s community action, and which outlines ways in which libraries might develop an “offer” in this area.

In addition:

“A new Youth Taskforce has been established at the Department for Children, Schools and Families to focus on delivering positive outcomes for young people – including steps to prevent them getting into trouble and encouraging them to have respect for their community.”^{46, 47}

⁴³ See: <http://www.blackbritain.co.uk/news/details/2552/uk/>.

⁴⁴ Source: IRR Weekly Digest, 28 September 2007.

⁴⁵ Rebecca Linley. *Public Libraries: promoting young people’s active involvement*. NYA, 2007. Available to download as a pdf from:

http://www.nya.org.uk/shared_asp_files/GFSR.asp?NodeID=95769.

⁴⁶ Taken from:

<http://www.gnn.gov.uk/Content/Detail.asp?ReleaseID=320070&NewsAreaID=2>.

⁴⁷ Source: NYA *e-youthaction* 30, October 2007.

Abbreviations and acronyms

CRE = Commission for Racial Equality [now part of the Commission for Equality and Human Rights]

DCLG = Department for Communities and Local Government

DCMS = Department for Culture, Media and Sport

DSCF = Department for Schools, Children and Families

ESOL = English for Speakers of Other Languages

FAQs = frequently asked questions

LGA = Local Government Association

LGBT = lesbian, gay, bisexual and transgendered people

MLA = Museums, Libraries and Archives Council

MLAs = museums, libraries and archives

NATLL = National Association of Toy and Leisure Libraries

NYA = National Youth Agency

NEET = not in education, employment or training

RNIB = Royal National Institute for the Blind.

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