The Network Newsletter – Ebulletin 311, 8 October 2020

Events

Events have been added to the Courses & Events pages on The Network website – see: http://www.seapn.org.uk/courses.

Black Lives Matter

"How the failure of multiculturalism led to the rise of Black Lives Matter"
https://theconversation.com/how-the-failure-of-multiculturalism-led-to-the-rise-of-black-lives-matter-144463?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20October%201%202020%20-%201746216910&utm_content=Latest%20from%20The%20Conversation%20for%20October%201%202020%20-%201746216910+CID_c4bb9136e548a6c98321f4b023a404cb&utm_source=campaign_monitor_uk&utm_term=How%20the%20failure%20of%20multiculturalism%20led%20to%20the%20rise%20of%20Black%20Lives%20Matter
(Source: *The Conversation*, 1 Oct 2020)
Thought-provoking article that argues:

> "[…] that one of the reasons Black Lives Matter came about in the first place is because the concept of multiculturalism has failed black people."

It concludes:

> "Research has found that those most likely to be prejudiced against Black Lives Matter are white people with conservative views. This is maybe not totally surprising but for there to be real change for black people it is vital that everyone is able to recognise the benefits of a more integrated society.
>
> This is where teaching children a broader curriculum that includes black history would help. As would a focus on past and present campaigns for racial and social justice. Indeed, this would help students to appreciate links between global histories and those of their own communities. Because without Black Lives Matter the promise of true multiculturalism will continue to remain something of a pipe-dream."

"How to support white British trainee teachers in their thinking and teaching about black British histories"
https://theconversation.com/how-to-support-white-british-trainee-teachers-in-their-thinking-and-teaching-about-black-british-histories-146948?utm_medium=email&utm_campaign=Latest%20from%20The%20Conv

ersation%20for%20October%201%202020%20-
%201746216910&utm_content=Latest%20from%20The%20Conversation%20f
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%201746216910+CID_c4bb9136e548a6c98321f4b023a404cb&utm_source=ca
mpaign_monitor_uk&utm_term=How%20to%20support%20white%20British%2
0trainee%20teachers%20in%20their%20thinking%20and%20teaching%20abou
t%20black%20British%20histories

(Source: *The Conversation*, 1 Oct 2020)
Important article that looks at practical ideas for decolonising the curriculum:

> "Black British history plays a significant role in the formation of British cultural identity and the history of the UK, and ought to be taught as such in UK schools.
>
> But evidence from my research on primary school teaching and learning about history and national identity shows that white British teachers – the dominant workforce in schools – are most likely to focus their classroom teaching on Eurocentric and white British cultural experiences and identities.
>
> These white British teachers are in need of support and guidance. They must be encouraged to challenge the biases that can lead to history being considered, by default, to be white and European. They should be guided to see and to apply the opportunities given by black British history, in order to present a wider, more nuanced understanding of history in the classroom."

"Black Lives Matter: Book lists for ages 0-16+"
https://literacytrust.org.uk/resources/black-lives-matter-book-lists-ages-0-
16/?mc_cid=910fdab504&mc_eid=a2d98ab814

(Source: National Literacy Trust *Training & Resources Update*, 1 Oct 2020)
Just a reminder that Network member, the National Literacy Trust, has produced:

> "[…] a series of book lists for children and young people of all ages to share black stories and promote black voices.
>
> All books featured in the book lists are by black authors and/or illustrators and exemplify the principles of the Black Lives Matter movement."

"10 ways to be an ally to Black LGBT people"
https://www.stonewall.org.uk/about-us/news/10-ways-be-ally-black-lgbt-
people?mc_cid=f3f73f8518&mc_eid=bfb9d438cb

(Source: *Stonewall Supporter Newsletter*, 1 Oct 2020)

> "Black LGBT people have been severely affected by the global pandemic, as well as the trauma of systemic racism, homophobia, biphobia, and transphobia experienced by the entire community. Now more than ever, we need allies to step up and take action.

We know that many people have looked to find ways to support the Black community during this time of immense pain and uncertainty. Sometimes this allyship can be positive and other times it can be misguided. Allyship is not a single step, it is an ongoing journey. It takes work, self-reflection and making that conscious decision over and over to step up until it becomes embedded in how we behave.

This Black History Month, some of Stonewall's Black LGBT staff have discussed the most effective ways to be an active ally to Black LGBT people."

"Black LGBT organisations you should know about"
https://www.stonewall.org.uk/about-us/news/black-lgbt-organisations-you-should-know-about
(Source: *Stonewall Supporter Newsletter*, 1 Oct 2020)
"This Black History Month, our Black LGBT staff have identified a number of Black-led LGBT organisations, community groups and social spaces that are doing incredible work and providing much needed support for Black LGBT people in the UK."

How black working-class youth are criminalised and excluded in the English school system: a London case study
https://irr.org.uk/wp-content/uploads/2020/09/How-Black-Working-Class-Youth-are-Criminalised-and-Excluded-in-the-English-School-System.pdf
(Source: *MEMO* [*Minority Ethnic Matters Overview*], 676, 7 Oct 2020)
Important new research from IRR:

"[…] is concerned with what happens to black students who may never get the chance of learning about the post-war history of BAME settlement in the UK and the struggles for social and racial justice that followed. Its special focus is on the most marginalised young people in society; those excluded from mainstream school and caught up in youth violence. It sets out to explore the race and class aspects of school exclusions, providing a historical overview of the legislation, policy and practices that have forced so many young people, stigmatised as 'disruptive' out of the mainstream state educational sector.

"Why Europe has a racism problem"
https://www.socialeurope.eu/why-europe-has-a-racism-problem
(Source: email from Social Europe, 8 Oct 2020)
Important and challenging article:

"When it comes to police brutality and discriminatory policing, EU policy-makers often point fingers at the US but institutional racism in the police and criminal-justice systems is rife across Europe. For decades, the European Network Against Racism and anti-racist organisations on the ground have been reporting what racialised communities experience at the hands of the police: criminalisation, disproportionate stop-and-search and racial profiling, abuse, violence and even death."

The article concludes with a critical look at the European Commission's action plan:

> "This plan is ground-breaking: for the first time, the EU explicitly acknowledges the structural, institutional and historical dimensions of racism in Europe and the need to address them, through wide-ranging, proactive policies. This is an important shift from a limited focus on combating racial discrimination by individuals."

The authors stress the need for action to tackle systemic racism, not just focusing on individuals' actions – and are particularly concerned with the effects of racism on new arrivals into Europe.

Climate emergency – Libraries, Museums, Archives and Cultural and Heritage Organisations

"Museum of Oxford wins Sustainable Project of the Year"
https://www.heritagefund.org.uk/stories/museum-oxford-wins-sustainable-project-year
(Source: *Culture, Health and Wellbeing Alliance Bulletin*, Sep 2020)

> "The Museum of Oxford has just been crowned inaugural winner of The National Lottery Heritage Fund-sponsored Sustainable Project of the Year Award.
>
> The museum's exhibition, Queering Spires: a history of LGBTIQA+ spaces in Oxford, was recognised for its efforts in sustainably sourcing materials, reducing waste and carbon emissions and its use of socially responsible suppliers."

Tackling social and digital exclusion – Other Agencies

"Many young people still lack basic knowledge of the Holocaust"
https://theconversation.com/many-young-people-still-lack-basic-knowledge-of-the-holocaust-146937?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20October%207%202020%20-%201751916966&utm_content=Latest%20from%20The%20Conversation%20for%20October%207%202020%20-%201751916966+CID_fba55469b82b34be741c8aef6c85d746&utm_source=campaign_monitor_uk&utm_term=Many%20young%20people%20still%20lack%20basic%20knowledge%20of%20the%20Holocaust
(Source: *The Conversation*, 7 Oct 2020)

> "Since 1991, the Holocaust has been a mandatory topic in the National Curriculum in England. There is not the same formal requirement in Scotland, Wales or Northern Ireland, although teaching of the Holocaust does still occur.
>
> Despite existing in several different iterations, the Holocaust has remained a required element of Key Stage 3 (13 to 14-year-olds) history

teaching in English schools. Many students also learn about the Holocaust in other subjects, such as English and religious studies.

But the Centre for Holocaust Education based at University College London has found that it isn't just students who lack knowledge about the Holocaust.

The Centre's surveys of teachers in the UK found that some educators lack the firm subject understanding needed to grapple with such a complex historical topic.

A key sticking point appears to be the vagueness with which the National Curriculum frames study of the Holocaust. There has been a consistent lack of guidance relating to how or why the Holocaust should be taught.

This means the nature of Holocaust education in schools remains heavily dependent on the actions of individual teachers. So although several organisations offer courses for educators to help expand their knowledge in this area, participation is voluntary. As such, it is unsurprising that the quality of Holocaust education is inconsistent across the UK."

Health & Wellbeing issues – Libraries, Museums, Archives and Cultural and Heritage Organisations
The role of arts in improving health & wellbeing
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918253/The_role_of_arts_in_improving_health_and_wellbeing.pdf
(Source: MARCH Mental Health Network *Newsletter*, Sep 2020)
> "This evidence summary draws together literature on the role of arts in improving health and wellbeing […]
>
> It focuses on how arts engagement can impact on 1) social outcomes, 2) youth development and 3) the prevention of mental and physical illness. It also considers how Social Prescribing programmes that have used arts interventions can impact on the above three outcomes. The evidence summary assesses the type and quality of evidence available for each outcome.
>
> This report was commissioned prior to the COVID-19 pandemic and completed in March 2020." [Taken from: https://www.gov.uk/government/publications/evidence-summary-for-policy-the-role-of-arts-in-improving-health-and-wellbeing]
>
> "We focused on four types of arts activities: performing arts (e.g. activities in the genre of music, dance, theatre, singing, film, etc.); visual arts, design and craft (e.g. crafts, design, painting, photography, sculpture, textiles, etc.); literature (e.g. activities such as writing, reading, attending literary festivals etc.); and culture (e.g. going to museums,

galleries, exhibitions, concerts, the theatre, community events, cultural festivals, and fairs)." [p4]

Health & Wellbeing issues – Other Agencies

How has Covid-19 and associated lockdown measures affected loneliness in the UK?

https://whatworkswellbeing.org/wp-content/uploads/2020/08/COVID-LONELINESS-2020.pdf

(Source: MARCH Mental Health Network *Newsletter*, Sep 2020)

What Works Wellbeing with the MARCH Network team working on the COVID Social Study have published this briefing paper on how COVID-19 has affected loneliness; 'headlines' include:

- "People who felt most lonely prior to Covid in the UK now have even higher levels of loneliness. This increase began as physical distancing and lockdown measures were introduced in the UK, in March 2020.
- Adults most at risk of being lonely, and increasingly so over this period, have one or more of the following characteristics: they are young, living alone, on low incomes, out of work and, or with a mental health condition.
- The impact on wellbeing from people at risk of loneliness is likely to be compounded by other economic and social impacts experienced by the same people, such as those experiencing job losses and health anxieties." [p1]

Ageing in place for minority ethnic communities

Full report:
https://www.ambitionforageing.org.uk/sites/default/files/Ageing%20in%20Place%20for%20Minority%20Ethnic%20communities%20Report.pdf
Briefing [summary]:
https://www.ambitionforageing.org.uk/sites/default/files/Briefing%20Ageing%20in%20Place%20for%20Minority%20Ethnic%20communities.pdf
(Source: MARCH Mental Health Network *Newsletter*, Sep 2020)

> "This research project was developed to explore the types of social infrastructure that people aged 50 and over from ethnic minority communities use in specific places.
>
> The aim of this project is to understand how organisations working with ethnic minority groups engage with older members from their community and how this might have changed over time and to explore how individuals from ethnic minority communities use places, organisations and services for social contact and interaction."

Key findings include:

- "Weaker social connections, informal and often fleeting interactions in shared spaces, are particularly important for maintaining a sense of cultural or religious identity and for feeling a sense of connection to the neighbourhoods in which they live.

- It is important that older people with a shared cultural identity have places where they can meet to maintain their sense of identity, and to maintain relationships and networks between people who share some form of commonality.
- Community and voluntary organisations that were led from within minority ethnic communities, as well as other vital social infrastructure such as parks and shopping spaces need investment and support to continue to exist.
- Specialist funding and support is vital for organisations working with minority ethnic groups. These groups provide significant social value so funders should consider how they can contribute to an equitable partnership working model.
- As lockdown restrictions begin to lift, the planning and re-design of public and shared spaces must be supported so they can meet both socially distancing guidelines and age-friendly principles to ensure there is a social space for local people.
- More research is needed to explore different ways of supporting communities and how the voluntary sector can meet the needs of older people from different minority ethnic backgrounds." [Both quotations taken from: https://www.ambitionforageing.org.uk/ageinginplace?utm_source=The%20King%27s%20Fund%20newsletters%20%28main%20account%29&utm_medium=email&utm_campaign=11791430_NEWSL_HWB%202020-09-14&dm_i=21A8,70QBQ,V54ZAI,SCQBD,1]

The places taking part in this research were: Birmingham, Camden, Hackney, Leicester and Manchester.

LGBTQ+ issues – Libraries, Museums, Archives and Cultural and Heritage Organisations
"Trans and Nonbinary Library People Are Everywhere"
https://www.libraryjournal.com/?detailStory=trans-and-nonbinary-library-people-are-everywhere-trans-script
(Source: *LJXpress – Library Journal*, 29 Sep 2020)
First article in a new series in Library Journal:

> "Welcome to Trans + Script, a column dedicated to amplifying the voices of transgender, nonbinary (nb), and queer library people and highlighting topics related to their experience in libraries."

The lead author writes:

> "When thinking about a theme for this first column, I kept circling back to the simple idea that trans/nb library people are everywhere. We're in big cities, small towns, rural communities, on military bases, in areas of wealth, and in areas of poverty. We're in all kinds of positions. Some of us are 'nobody knows my trans history' stealth, some of us are 'shout it from the rooftops' out. You've probably encountered at least one of us, though you may not know it.

Why is that reality important enough to be the first topic in this column? Because even though there are a lot of us and we're everywhere, representation still matters. It is meaningful for both trans/nb people and cisgender people to hear and celebrate our stories and experiences.

In that spirit, what better way to start than by sharing the experience of a trans library branch manager working in West Indianapolis, IN, Jayne Walters' story speaks to the impact of representation and the joy of being her authentic self at work"

And, finally …
Frozen fairytales for all ages
http://www.countrybooks.biz/CB-Books.php?searchType=NEW&searchText=FROZEN%20FAIRYTALES%20FOR%20ALL%20AGES
(Source: email from the author, Evelyn Foster, 7 Oct 2020)

"*Frozen fairytales for all ages* is a book for those of any age who love the Frozen films!

A collection of uplifting wintry world tales: perfect for birthday or Christmas."

As Evelyn says: "I've had a fairytale book published and hope to donate a large part of the proceeds to food banks."