



The Network Newsletter – Ebulletin 335, 28 July 2021

Events

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

Black Lives Matter

England Civil Society Submission to the United Nations Committee on the Elimination of Racial Discrimination

<https://www.runnymedetrust.org/uploads/CERD/Runnymede%20CERD%20report%20v3.pdf>

(Source: email from the Runnymede Trust, 14 Jul 2021)

“This report provides a civil society perspective to the United Nations Committee on the Elimination of Racial Discrimination (CERD) by examining the situation of race and racism in England. It has been drafted by the Runnymede Trust, following consultation with over 150 civil society organisations (CSOs) working to promote race equality and human rights [...]

The Black Lives Matter protests in 2020 demonstrated the urgent need to address glaring racial disparities in the enjoyment of economic, civil and political rights. In England, these protests were set against the backdrop of the Windrush scandal in 2018 and came in the midst of the COVID-19 crisis, which disproportionately impacted BME groups. These urgent developments in racial equality have all arisen over the past five years since the last UK periodic report to CERD.

Our report shows that racism is systemic in England and impacts BME groups’ enjoyment of rights. Legislation, institutional practices and society’s customs continue to combine to harm BME groups [...] As a result, in England, BME groups are consistently more likely to live in poverty, to be in low-paid precarious work and to die of COVID-19. Disparities facing BME groups in England are sustained across the areas of health, housing, the criminal justice system, education, employment, immigration and political participation.” [p3]

NB Fuller assessment to appear in *The Network Newsletter*.

Funding & Opportunities

“Bringing communities and archives together using digital technology”

<https://www.theaudienceagency.org/news/opening-archives-open-call-to-archives-and-communities>

(Source: email from Jonathan Ladd, TNA, to archives-nra@jiscmail.ac.uk, 22 Jul 2021)

“The Audience Agency is looking for 10 to 15 action research projects for an exciting new opportunity funded by the National Lottery Heritage Fund’s Digital Skills for Heritage. It is offering funding and support for projects, that use digital technology in some way to engage communities with archiving or archive collections.

Each successful project will receive:

- A £1,000 to £5,000 grant to support a new activity or piece of work that uses digital technology to engage communities with archives or archiving.
- Training and development to help get your idea off the ground and support to evaluate the outcomes of your project.
- A mentor who will offer one-to-one guidance, expertise and support through individually tailored sessions.”

Key dates involved are:

- Deadline for applications: 13 August 2021, midnight
- Successful projects announced: w/c 6 September 2021
- Project dates: 13 September 2021 – 28 March 2022
- Final showcase event: April 2022 (date TBC).

Further info on above weblink.

Tackling social and digital exclusion – Government, Government Agencies and Local Government

Press release: “£1 million education programme for Gypsy, Roma and Traveller children announced”

https://www.gov.uk/government/news/1-million-education-programme-for-gypsy-roma-and-traveller-children-announced?utm_medium=email&utm_campaign=govuk-notifications&utm_source=3fdb2943-21b1-436a-8c46-c71be653daa4&utm_content=daily

“Education programmes to help support Gypsy, Roma and Traveller pupils have been launched by the Communities Minister, Lord Greenhalgh, today (22 July 2021).

The new programmes will focus on boosting educational attainment, tackling exclusion and drop-out rates and improving pathways to employment for Gypsy, Roma and Traveller children, backed by £1 million government funding.

The pilot programmes will reach 150 schools and involve a range of targeted work, including:

- reducing drop-out rates by engaging families with pre-school children and those transitioning from primary to secondary school,
- targeting young people not in education, employment or training,
- fostering better cooperation between councils, schools and families and
- tutoring for catch-up lessons to support pupils whose education has been disrupted by the pandemic.

Bradford, Central Bedfordshire, Essex, Hillingdon and Surrey have been chosen as the pilot areas, with the programmes informing future government work that make a real difference to the lives of people in the community.”

Press release: “Safe housing and support for rough sleepers experiencing violence and abuse”

https://www.gov.uk/government/news/safe-housing-and-support-for-rough-sleepers-experiencing-violence-and-abuse?utm_medium=email&utm_campaign=govuk-notifications&utm_source=85bef068-fcab-4382-be37-55ce82f1d7d5&utm_content=daily

“The Respite Rooms Trial Programme will see 12 local areas across England share £3.7 million to fund accommodation and expert support for victims of violence and abuse [...]

The 12 areas across England that will receive funding under the trial programme are: Bournemouth, Christchurch and Poole, Birmingham, Bristol, Camden, Hastings and East Sussex, Exeter, Leicester, Liverpool, Manchester, Nottingham, Portsmouth and Westminster.”

Tackling social and digital exclusion – Other Agencies

“Do Book Giveaway Programs Promote the Home Literacy Environment and Children’s Literacy-Related Behavior and Skills?”

<https://journals.sagepub.com/doi/pdf/10.3102/0034654320922140>

(Source: CILIP Public and Mobile Libraries Group *Newsletter*, Jul 2021)

“In a meta-analysis research paper, recently published in the Review of Educational Research, the following key findings confirmed the efficacy of Book Giveaways for promoting early literacy and lifelong attainment:

- Book giveaway programs are positively associated with frequency of shared book reading and other literacy-promoting aspects of the home environment.
- Participation in book giveaway programs is positively associated with children’s scores on literacy-related behaviour and skills in preschool and the early years of school.
- Personal contacts in a health care setting, as implemented by Reach Out and Read, increases the effects of book giveaway programs on the home literacy environment and on children’s literacy-related behaviour and skills.

- Book giveaways provided at more frequent intervals, as is the case with Reach Out and Read and particularly Imagination Library, have a greater effect on parental literacy-promoting attitudes and behaviours and therefore on children’s literacy-related behaviour and skills than those provided once or a few times as is the case with Bookstart.” [Taken from PMLG *Newsletter*]

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

“Death positive libraries: An invitation”

<https://www.librariesconnected.org.uk/news/death-positive-libraries-invitation>

(Source: Libraries Connected update, Jul 2021)

“Death positive libraries aim to remove the barriers to talking about death and dying through a range of innovative activities that appeal to diverse communities.

Thanks to funding from Wellcome Trust, The Wolfson Foundation and Carnegie Trust UK, Redbridge, Kirklees and Newcastle library services, and a team of academics from the University of Northumbria including Dr Claire Nally & Dr Stacey Pitsilides, have been developing events and activities that focus on engaging residents in conversations around death, dying and planning for end of life since 2018 [...]

The time is now right to scale up and rollout a framework of support so that all UK library services can be death positive libraries. Libraries are uniquely placed to be a centre for bereavement support as well as a trusted space where conversations about death and dying can take place with caring staff on hand to help [...]

Working with colleagues across the sector, including the Universal Library Offer groups, we plan to create a national framework to enable all libraries to be death positive, so they can provide effective support focused on death-related issues for their communities.

Our approach will include identifying regional champions to act as advocates and developing toolkits and training to increase confidence and understanding. We also plan to develop partnerships with relevant organisations and services, as well as support the development of pilot projects at local, regional and national levels.”

To hear more about this work, please register your interest at:

<https://www.surveymonkey.co.uk/r/deathpositivelibraries>.

“Opportunities & Challenges of social prescribing of arts and culture”

<https://www.london.gov.uk/city-hall-blog/opportunities-challenges-social-prescribing-arts-and-culture>

(Source: MARCH Mental Health Network *Newsletter*, Jul 2021)

Blogpost from the Mayor of London and London Assembly on the opportunities and challenges of social prescribing.

“We set out to explore the links between arts, culture and social prescribing; with the aim of identifying best practice and understanding what the Mayor of London could do to support future ‘cultural social prescribing’ projects.”

The post outlines what was discovered and what key challenges there were, and then makes a series of recommendations, including:

- “Training for voluntary and community organisations, volunteers, GPs, link workers, facilitators and artists to learn more about culture and social prescribing
- Embed culture and social prescribing into existing work – including linking with emerging community hubs and building on wave of community engagement since outbreak of COVID-19”

Health & Wellbeing issues – Government, Government Agencies and Local Government

Chief Medical Officer’s Annual Report 2021: health in coastal communities
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1005216/cmo-annual_report-2021-health-in-coastal-communities-accessible.pdf

You have probably seen some of the considerable media coverage of this report:

“The central argument of this report is that the health challenges of coastal towns, cities and other communities are serious, and their drivers are more similar than their nearest inland neighbour. This means a national strategy to address the repeated problems of health in coastal communities is needed in addition to local action. If we do not tackle the health problems of coastal communities vigorously and systematically there will be a long tail of preventable ill health which will get worse as current populations age.” [p2]

Migration issues – News

“Refugees recreate historic picture to celebrate 70 years of protection”
<https://www.theguardian.com/world/2021/jul/28/refugees-recreate-historic-picture-to-celebrate-70-years-of-protection>

(Source: email from Sally Copley, Asylum Reform Initiative, 28 Jul 2021)

Just in case you missed this news story in *The Guardian*:

“People granted sanctuary in UK since 1951 gather to celebrate anniversary of UN refugee convention”

Migration issues – Other Agencies

Migration and English language learning after Brexit

https://learningandwork.org.uk/resources/research-and-reports/migration-and-english-language-learning-after-brexit/?vgo_ee=QPKkT1SxgsiUdFucpWmZgU5Xw8lcJbZJCEP4X9vwpSQ%3D

(Source: Learning and Work Institute *Supporter Newsletter*, Jul 2021)

New report from the Learning and Work Institute:

“This report looks at the future for English for Speakers of Other Languages (ESOL) learning in the context of new immigration policies, the recovery from coronavirus, and Adult Education Budget devolution. Drawing on desk research and stakeholder interviews in the West Midlands region, the report considers key questions for the sector and policy makers, including:

- What’s behind ESOL policy in England?
- Who needs ESOL?
- Who learns ESOL, and who is missing out?
- What are the implications of changes to immigration policy for the demand for ESOL?
- How should the ESOL sector respond?

The report highlights that the potential benefit of ESOL to the UK economy is often ignored and sets out the following key findings:

- ESOL policy needs a stronger emphasis on economic and social integration
- Learning opportunities must meet diverse needs
- Barriers to ESOL need to be addressed through flexibility in funding and provision
- AEB funding needs flexibility to meet needs and skills agendas
- New immigration policy will affect the language profile of new arrivals
- Demand for ESOL may shift to higher levels and vocational needs”