



The Network Newsletter – Ebulletin 345, 13 December 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

Understanding racial disparity: how it affects children in their early years and within the youth justice system

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1037289/URD_3_pager_2021.pdf

(Source: MEMO [Minority Ethnic Matters Overview], 727, 6 Dec 2021)

A new, brief infographic giving key facts & figures.

Supporting decolonisation in museums

[https://ma-](https://ma-production.ams3.digitaloceanspaces.com/app/uploads/2021/11/07135807/Supporting-decolonisation-in-museums-final-version.pdf)

[production.ams3.digitaloceanspaces.com/app/uploads/2021/11/07135807/Supporting-decolonisation-in-museums-final-version.pdf](https://ma-production.ams3.digitaloceanspaces.com/app/uploads/2021/11/07135807/Supporting-decolonisation-in-museums-final-version.pdf)

(Source: Museum Association update, 9 Nov 2021)

Important new guidance from the MA:

“This document is intended as a prompt for thinking, discussion and action on decolonising. It offers tools for those who want to improve their practice through decolonial thinking and suggests initial steps for those who are committed to this work, but don’t know where to start. It also aims to give strength and support to those already doing this work.”
[p5]

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

Coronavirus/COVID-19

Impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing in Key Stage 1: research report

Report: <https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Impact-on-KS1-Closures-Report.pdf>

Background article: https://www.tes.com/magazine/analysis/primary/3-long-term-areas-focus-primary-catch-efforts?utm_campaign=1023787_NFER%20Direct%20December%202021&utm_medium=email&utm_source=National%20Foundation%20For%20Education%20Research&dm_i=4R3K,LXYJ,10J6KZ,2N6LS,1

(Source: NFER Direct, Dec 2021)

New report which:

“[...] outlined the negative impact that school disruption and partial closures had on these pupils' learning in reading and maths based on assessments taken by more than 10,000 key stage 1 pupils (five- to seven-year-olds) from 168 representative schools in the autumn term of 2020 and the spring and summer terms of 2021.

In particular, we found that children were, on average, around two to three months behind where they might have been had the pandemic not happened.

Furthermore, the gap between disadvantaged pupils and their peers had widened from pre-pandemic levels.” [Taken from background article]

Funding & Opportunities

“Scottish Government’s £1.25 million Public Library COVID Relief Fund”

https://www.gov.scot/news/lifeline-for-libraries/?utm_campaign=89295_CILIP%20Scotland%20Newsletter%20December%202021&utm_medium=email&utm_source=The%20Chartered%20Institute%20of%20Library%20and%20%20Information%20Professionals&dm_i=6WFS,1WWF,9VBO9,8CKN,1

(Source: *CILIP Scotland Newsletter*, Dec 2021)

“The Scottish Government’s £1.25 million Public Library COVID Relief Fund will support 23 projects around the country to re-connect communities with their libraries.”

The news-story also includes a list of library services that received funding and what it is for.

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

“‘This is a place for me, I’m welcome here’: how libraries are reaching out after Covid”

<https://inews.co.uk/news/this-place-for-me-im-welcome-here-how-libraries-reaching-out-covid-1309804>

(Source: *Public Libraries News*, 24 Nov 2021)

Positive news-story in *I*, showcasing the work by BookTrust to support and develop library use.

Tackling social and digital exclusion – Other Agencies

“The UK’s digital divide could be costing you hundreds of pounds in energy bills”

https://theconversation.com/the-uks-digital-divide-could-be-costing-you-hundreds-of-pounds-in-energy-bills-170819?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20November%2026%202021%20-%20202128221063&utm_content=Latest%20from%20The%20Conversation%20for%20November%2026%202021%20-%20202128221063+CID_c26081a0e5a9a1953d9caea218389dc3&utm_source=c

[campaign_monitor_uk&utm_term=The%20UKs%20digital%20divide%20could%20be%20costing%20you%20hundreds%20of%20pounds%20in%20energy%20bills](#)

(Source: *The Conversation*, 26 Nov 2021)

“Digital systems certainly have their benefits, including easier service monitoring for suppliers and more clarity around bill breakdowns for customers. Yet despite the UK being a global leader in digital technology, there’s still a significant ‘digital divide’ between those who have full access to the digital world and those who remain excluded from it. This gap has only expanded during the pandemic [...]

Overall, it’s the most vulnerable within society – refugees, older people, low-income families, disabled people and many others – who are disproportionately affected by digital exclusion [...]

The good news is that there are ways to overcome the challenges of navigating these systems. For refugees, migrants, older people and those less familiar with the UK’s digital energy system, barriers can be overcome by turning to trusted connections such as friends, family or community organisations.

These connections provide people with advice and guidance about energy services, translate bills, help them explore how to use new technologies or act as the mediator between them and energy suppliers.”

Making change: what works?

<https://www.ippr.org/files/2021-11/making-change-what-works-october21.pdf>

(Source: Runnymede Trust *Newsletter*, Dec 2021)

Interesting new report from IPPR and the Runnymede Trust:

“This report seeks to understand what key ingredients enable movements to realise significant change – as well as what we can learn from movements associated with partial or little change. Our definition of a movement is broad, encompassing everything from mass public activism, through the work of think tanks and policy advocacy groups, to charities that deliver crucial services.” [p10]

It takes the struggles for LGBTQ+ rights, race equality, climate action, and health inequality as its examples.

Breaking reoffending cycles in the criminal justice system: mapping causal factors, leverage points and funding flows

<https://www.thinknpc.org/resource-hub/breaking-reoffending-cycles-in-the-criminal-justice-system/>

(Source: New Philanthropy Capital *Weekly Update*, 13 Dec 2021)

Because the criminal justice system is so complex, New Philanthropy Capital:

“[...] have therefore created a systems map of the key factors that influence reoffending rates for people in the criminal justice system, with

the aim of identifying places that practitioners and funders can intervene to bring about long-term change in the system. We've identified 20 'leverage points' where changes would reduce reoffending. Onto this map, we have also layered an analysis of where, within this system, funding to charity sector organisations is going. Progress on reoffending depends on a greater understanding of how the criminal justice system works.

Our systems map and our funding analysis have enabled us to identify some key recommendations for funders and government.”

The map and accompanying report are available at the above weblink.

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

“Public Health is Part of Library Outreach”

https://www.webjunction.org/news/webjunction/public-health-library-outreach.html?utm_source=SFMC&utm_medium=email&utm_content=December+1+2021+Crossroads&utm_campaign=&utm_term=WebJunction%20Crossroads

(Source: WebJunction *Crossroads*, Dec 2021)

Brief report (with weblinks) from the US 2021 Association of Bookmobile & Outreach Services conference which “[...] featured at least six sessions focused on outreach librarians working with public health partners [...]”

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

“Children and young people's mental health”

Background: <https://committees.parliament.uk/work/1001/children-and-young-peoples-mental-health/publications/>

Report:

<https://committees.parliament.uk/publications/8153/documents/83460/default/C&YPN>

article: <https://www.cypnow.co.uk/news/article/marginalised-children-worst-hit-by-covid-mental-health-crisis-mps-warn>

(Source: *Children & Young People Now Update*, 9 Dec 2021)

The House of Commons Health and Social Care Committee has just published its latest report on children and young people's mental health.

According to *Children & Young People Now*:

“Children from ethnic minorities, low-income families and LGBTQ+ communities have ‘faced the largest impact on their mental health’ amid the Covid-19 pandemic [...]”

As Cassandra Harrison (Chief Executive of Youth Access) is quoted as saying:

“We know that our members have better reach to young people of colour, LGBTQ young people, young refugees and young people who have experience of the justice system. Those are the groups of young people

who access our services. Our services are reaching them to a greater degree than CAMHS.” [p34]

Health & Wellbeing issues – Other Agencies

“What’s missing from English literature at school – emotion”

https://theconversation.com/whats-missing-from-english-literature-at-school-emotion-172114?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20December%201%202021%20-%202133021112&utm_content=Latest%20from%20The%20Conversation%20for%20December%201%202021%20-%202133021112+CID_5a0df361096455b6f92602f595cb9ec2&utm_source=campaign_monitor_uk&utm_term=Whats%20missing%20from%20English%20literature%20at%20school%20%20emotion

(Source: *The Conversation*, 1 Dec 2021)

Interesting article:

“The emotions we feel when reading may even help us show empathy, understand that others have opinions, and encourage us to help others. The emotional experience of reading is both individually and socially beneficial.

The link between reading and emotion is largely missing, however, from the reading experienced by young people in English literature lessons in England.”

Disability issues – Other Agencies

“Teaching visually impaired students – and making class materials more accessible for everyone at the same time”

<https://www.timeshighereducation.com/campus/teaching-visually-impaired-students-and-making-class-materials-more-accessible-everyone-same>

(Source: *Share the Vision Newsletter*, 313, Dec 2021)

Very useful practical tips for ensuring inclusive practice.

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

“Young people with autism participating in museums: finding my voice with the ‘Reimagine Remake Replay’ Project”

<https://www.autisminmuseums.com/young-people-with-autism-participating-in-museums-finding-my-voice-with-the-reimagine-remake-replay-project/>

(Source: *Autism in Museums Newsletter*, Oct/Nov 2021)

In this blogpost, Michael McConway shares his work on the 'Reimagine, Remake, Replay' Project and uses his lived experience of autism to suggest ways that museums can do more to communicate more effectively with autistic visitors. [Taken from *Newsletter*]

Migration issues – News

“Innovative Multaka-Oxford project at Oxford University Museums supported by £1m funding from Alwaleed Philanthropies”

<https://www.glam.ox.ac.uk/innovative-multaka-oxford-project-supported-by-1m-funding>

(Source: *Heritage Update*, 457, 3 Dec 2021)

“Multaka – which means meeting point in Arabic – uses the two University museums and the collections as a meeting point to bring communities together, strengthening cultural understanding through the mutual sharing of art, stories, culture and science. Multaka-Oxford aims to support up to 200 volunteers to develop new skills and volunteer as tour guides, all while deepening the understanding of Islamic art and culture across the wider community. The program works with local community organisations that support people settling in Oxford as refugees and asylum seekers and will be delivered by the History of Science Museum and Pitt Rivers Museum.”

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

Wiener Holocaust Library Refugee Map

<https://www.refugeemap.org/>

(Source: *Museum Crush*, 3 Dec 2021)

“This new website from The Wiener Holocaust Library lets you browse and search a selection of their rich collection of family papers, including diaries, photo albums, identity and emigration papers, Red Cross letters and recorded interviews.” [Taken from alert]

Migration issues – Government, Government Agencies and Local Government

“Summary of latest statistics”

<https://www.gov.uk/government/statistics/immigration-statistics-year-ending-september-2021/summary-of-latest-statistics>

The latest Government stats show that:

“There were 37,562 asylum applications (main applicants only) in the UK in the year ending September 2021, 18% more than the previous year. This is higher than at the peak of the European Migration crisis in 2015-16 (36,546 applications) and the highest number of applications since the year ending June 2004.”

Free Movement have commented on these stats at:

https://www.freemovement.org.uk/the-tragedy-in-the-channel-2021/?utm_source=rss&utm_medium=rss&utm_campaign=the-tragedy-in-the-channel-2021&utm_source=Free+Movement&utm_campaign=1dc5126388-Asylum+updates&utm_medium=email&utm_term=0_792133aa40-1dc5126388-116428530&mc_cid=1dc5126388&mc_eid=7d8713d645

(Source: *Free Movement Refugee and Asylum Update*, 25 Nov 2021)

Migration issues – Other Agencies

“Unaccompanied asylum-seeking children three years behind at school, report warns”

<https://www.cypnow.co.uk/news/article/unaccompanied-asylum-seeking-children-three-years-behind-at-school-report-warns>

(Source: Children & Young People Now *Update*, 2 Dec 2021)

Brief report drawn from new research:

“The study found a 37.4-month gap in attainment between unaccompanied asylum-seeking children and non-migrant children.

Asylum seeking children are also more likely to be excluded, with a rate of 7.1 per cent, compared to 5.2 per cent for non-migrant children.”

The full research report, *The educational outcomes of refugee and asylum-seeking children in England*, is at: https://epi.org.uk/wp-content/uploads/2021/11/Refugee_asylum_working_paper_-EPI.pdf.

Afghan refugees in the UK

<https://migrationobservatory.ox.ac.uk/resources/commentaries/afghan-refugees-in-the-uk/>

(Source: EoE AS&R/MW *Newsflash* Oct-Nov 2021)

Update (Oct 2021) on the numbers of Afghan refugees arriving in the UK, plus more on the internal displacement within the country.

Afghanistan: COI Repository

<https://www.asylos.eu/Handlers/Download.ashx?IDMF=d6caf32a-b9ab-4a47-b678-4e412b838ec5>

(Source: EoE AS&R/MW *Newsflash* Oct-Nov 2021)

“This document is a collection of Country of Origin Information (COI) jointly compiled by Asylos and Clifford Chance law firm, quality reviewed by ARC Foundation and Asylos. Its purpose is to pre-empt COI needs that will arise as Afghans who have fled the current situation will make claims for international protection.

This is a living document intended to collect a) information on sources that are (still) reporting on the situation in Afghanistan and b) to collect relevant source excerpts. As we compile this document, the situation in Afghanistan changes rapidly. We will publish an updated version of this document on a weekly basis from September 2021 onwards.” [p3]

“Supporting Afghan Students in Schools”

<https://schools.cityofsanctuary.org/2021/11/09/supporting-afghan-students-in-schools-recording-and-resources>

(Source: EoE AS&R/MW *Newsflash* Oct-Nov 2021)

“On Wednesday 3rd November the Schools of Sanctuary Team at City of Sanctuary UK held a webinar in partnership with Refugee Education UK to help schools meet the needs of newly arrived Afghan students that

arrive in their community. This event brought together around 120 participants from across the UK [...]"

The recording and links to other resources have now been made available.

LGBTQ+ issues – Other Agencies

“One in five teachers is uncomfortable discussing LGBT+ topics with pupils, Just Like Us' poll finds”

<https://www.justlikeus.org/single-post/one-in-five-teachers-uncomfortable-discussing-lgbt-topics-with-pupils>

(Source: *PinkNews*, 18 Nov 2021)

“One in five (17%) teachers in the UK say they’re uncomfortable discussing LGBT+ topics with their pupils, new independent research by charity Just Like Us has found – 18 years since Section 28 was repealed in England and Wales.

Only a third (29%) of teachers are ‘completely comfortable’ talking about lesbian, gay, bisexual and trans topics in the classroom the poll of 6,179 primary and secondary teachers found, despite recent government guidance reinforcing the need to include LGBT+ topics in schools.”

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

“Public Libraries as Anchor Institutions in Smart Communities: Current Practices and Future Development”

https://www.researchgate.net/publication/330204810_Public_Libraries_as_Anchor_Institutions_in_Smart_Communities_Current_Practices_and_Future_Development

(Source: email from Fiona O’Brien, 10 Nov 2021)

Interesting article about a key role of libraries (and other organisations):

“Anchor institutions are organizations rooted in their local communities by mission, invested capital, and/or relationships to customers, employees, vendors and clientele. They include schools, libraries, museums, healthcare organizations, and other not-for-profit organizations that serve and support the community [...]"