



The Network Newsletter – Ebulletin 348, 7 February 2022

Events

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

Black Lives Matter

“Enacting change – rolling out our Race Equality Action Plan”

<https://blogs.bl.uk/living-knowledge/2022/01/enacting-change-rolling-out-our-race-equality-action-plan.html>

(Source: LinkedIn)

British Library blogpost about their Anti-Racism Project (and, for background, see: <https://blogs.bl.uk/living-knowledge/2021/03/towards-an-action-plan-on-anti-racism.html>).

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

“Manchester Jewish Museum launches project to share hidden stories from the Holocaust”

https://www.museumsassociation.org/museums-journal/news/2022/01/manchester-jewish-museum-launches-project-to-share-hidden-stories-from-the-holocaust/?utm_campaign=2083881_28012022&utm_medium=email&utm_source=Museums%20Association&dm_i=2VBX,18NXL,27LU0M,4TH2Y,1

(Source: Museums Association email updates, 28 Jan 2022)

“Manchester Jewish Museum has launched a year-long project to uncover hidden stories from the Holocaust in its collections.

The initiative will see Becky Prestwich, a local artist, writer and theatre director, work with Jewish and non-Jewish young people in Manchester to develop a public event for Holocaust Memorial Day 2023.”

“Equality, Diversity & Inclusion: Toolkit”

<https://rebuildingheritage.org.uk/resource/edi-toolkit/>

(Source: *Heritage Update*, 460, 27 Jan 2022)

New from Rebuilding Heritage*:

“There is compelling evidence showing that organisations, including those in the heritage sector, who embrace Equality, Diversity and Inclusion (EDI) are more successful creatively [...]

At its core, a robust EDI Toolkit can simplify the process of understanding what your employees, volunteers, stakeholders and audiences are really thinking about your business. The information gathered using the Toolkit will be vital in putting a successful EDI Strategy and Action Plan in place.

The elements of the EDI toolkit can be used individually or in conjunction with the others. It depends on what you want to understand about your business.

The individual elements are:

- Employee Survey
- Focus Groups
- 1-2-1 Interviews
- EDI Audit
- Accessibility Audit
- Digital Audit”

As well as the Toolkit, Rebuilding Heritage have also published:

- “Equality, Diversity & Inclusion: Inclusive Communications”, <https://rebuildingheritage.org.uk/resource/inclusive-communications/>
- “Equality, Diversity & Inclusion: The Workplace Passport”, <https://rebuildingheritage.org.uk/resource/workplace-passport/>
“First used more than a decade ago by BT, a Workplace Passport is a live, confidential record between an employee and their manager of adjustments agreed between them to support the employee’s work. This can cover health and disability, but is not limited to these aspects. The employee owns the passport and can share it with anyone who needs to know about their circumstances and needs. Flexible working, and particular types of office furniture may be part of the picture – but accommodations should not be narrowly defined by those two aspects.”
- A three-part podcast series:
“How to talk”, <https://rebuildingheritage.org.uk/resource/equality-diversity-inclusion-how-to-talk/>.
“How to start”, <https://rebuildingheritage.org.uk/resource/edi-podcast-how-to-start/>
“How to recruit”, <https://rebuildingheritage.org.uk/resource/equality-diversity-inclusion-how-to-recruit/>

* “Rebuilding Heritage has been coordinated by the Heritage Alliance and funded by the National Lottery Heritage Fund. It was designed to support the heritage sector, in its broadest sense, in its response to the Covid-19 crisis by helping organisations and businesses address their immediate challenges and transition to recovery” [Taken from: <https://rebuildingheritage.org.uk/about/>]

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

“Levelling up: four problems with Boris Johnson’s flagship project”

https://theconversation.com/levelling-up-four-problems-with-boris-johnsons-flagship-project-176386?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20February%207%202022%20-%202194321754&utm_content=Latest%20from%20The%20Conversation%20for%20February%207%202022%20-%202194321754+CID_d57aa3d6a67cd9095f7b5ac9004f702d&utm_source=campaign_monitor_uk&utm_term=Levelling%20up%20four%20problems%20with%20Boris%20Johnsons%20flagship%20project

(Source: *The Conversation*, 7 Feb 2022)

I have included this as it is the first article I’ve seen that explains exactly what the ‘Levelling Up’ White Paper involves, especially the concept of six ‘capitals’:

- Physical capital (eg housing, infrastructure)
- Human capital (eg skills, health)
- Intangible capital (eg ideas and innovations)
- Financial capital (eg business finance)
- Social capital (eg community, trust)
- Institutional capital (eg local leadership)

It is where these are missing from a particular area that it needs to ‘level up’.

(It all seems a bit reminiscent of the work that went on some while ago, drawing on Robert Putnam’s research into different forms of social capital ...)

NB Fuller assessment of the White Paper to appear in *The Network Newsletter*.

Tackling social and digital exclusion – Other Agencies

Press release: “FSM eligibility changes will make tracking progress of disadvantage pupils ‘almost impossible’”

https://www.nfer.ac.uk/news-events/press-releases/changes-to-fsm-eligibility-will-make-tracking-progress-of-disadvantage-pupils-almost-impossible/?utm_campaign=1058526_NFER%20Direct%20February%202022&utm_medium=email&utm_source=National%20Foundation%20For%20Educational%20Research&dm_i=4R3K,MORI,10J6KZ,2QX25,1

(Source: *NFER Direct*, Feb 2022)

“A new report by NFER warns that recent and anticipated changes to free school meal (FSM) eligibility will make it ‘almost impossible’ to track the attainment of disadvantaged pupils relative to their non-disadvantaged peers over the next decade.”

The report is available to download from: <https://www.nfer.ac.uk/investigating-the-changing-landscape-of-pupil-disadvantage/>.

The key findings include:

- “Our research demonstrates that the transitional arrangements introduced by the Government to smooth the roll out of Universal Credit are significantly increasing the number of free school meals eligible pupils.
- The Covid-19 pandemic has amplified this trend, with the number of free school meal eligible pupils increasing by almost 300,000 between January 2020 and 2021.
- The pupils who became newly eligible for free school meals during the pandemic were disproportionately drawn from more disadvantaged areas, and from schools which were most disadvantaged before the pandemic.
- These changes in free school meal eligibility will affect the composition of the disadvantage group. On average, newly free school meal eligible pupils have higher attainment compared to those who are already eligible, albeit lower attainment than their non-disadvantaged peers.
- Over the coming decade, it will become increasingly hard to tell whether apparent changes to the attainment gap are being driven by changes to the composition of the disadvantage group, economic conditions or genuine attainment changes.
- The Pupil Premium grant has not been successful at ensuring that funding for disadvantaged pupils is protected over time.”

In addition, a blogpost by NFER Senior Economist, Anusha Ghosh, first published in *Schools Week*, argues that “We can’t support disadvantaged pupils if we can’t monitor their outcomes”, https://schoolsweek.co.uk/we-cant-support-disadvantaged-pupils-if-we-cant-monitor-their-outcomes/?utm_campaign=1058526_NFER%20Direct%20February%202022&utm_medium=email&utm_source=National%20Foundation%20For%20Educational%20Research&dm_i=4R3K,MORI,10J6KZ,2QXCF,1.

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

“Co-curated opportunities in museums for neurodiverse young adults”

<https://www.autisminmuseums.com/co-curated-opportunities-in-museums-for-neurodivergent-young-adults-jan-2022/>

(Source: *Autism in Museums Newsletter*, Jan 2022)

New blogpost from Leeds Museums and Galleries, outlining the development of some work with neurodivergent young people – and how much the Museum learned from the process about good ways of working.

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

“SEND in Museums”

https://sendinmuseums.org/?mc_cid=a65310ad42&mc_eid=a92006d267

(Source: *GEM eNews*, 159, 27 Jan 2022)

Launch of the new website:

“SEND in Museums provides clear guidance for museum, heritage or other arts and cultural professionals, on supporting the inclusion of children and young people with Special Educational Needs and Disabilities (SEND).

Whether you are new to this audience, an experienced learning officer, or a museum director looking for evidence to support investment in SEND inclusion, this website is your most comprehensive resource.”

Migration issues – Government, Government Agencies and Local Government

“Afghan citizens resettlement scheme”

<https://www.gov.uk/guidance/afghan-citizens-resettlement-scheme>

(Source: West Midlands Strategic Migration Partnership *e-Bulletin*, 9, Feb 2022)

The Scheme opened on 6 Jan 2022.

“The scheme will prioritise:

- those who have assisted the UK efforts in Afghanistan and stood up for values such as democracy, women’s rights, freedom of speech, and rule of law
- vulnerable people, including women and girls at risk, and members of minority groups at risk (including ethnic and religious minorities and LGBT+)”

Migration issues – Other Agencies

“Newcastle project finds community better than detention for asylum claims”

https://www.bbc.co.uk/news/uk-england-tyne-60125207?mc_cid=07c5b844cb&mc_eid=7d8713d645

(Source: *Free Movement Weekly Newsletter*, 31 Jan 2022)

“A pilot project funded by the Home Office has found it is more humane and less expensive to support asylum seekers in the community rather than in detention centres.”

“Wellbeing cards and translated resources”

https://www.redcross.org.uk/get-help/get-help-with-loneliness/support-and-resources-for-adults/wellbeing-cards?utm_source=newsletter&utm_medium=email&utm_campaign=one_week_till_the_refugee_week_conference&utm_term=2022-01-31

(Source: email from Counterpoints Arts, 31 Jan 2022)

From the British Red Cross:

“A number of our wellbeing activities, including our wellbeing cards and kindness calendar, have been translated into different languages to allow more people to use and share our resources. These will help you cope with everyday issues and also develop personal skills to manage feelings of worry and loneliness.”

Languages include English, Arabic, Farsi, Pashto and Tigrinya.

“Lockdown Learning: English Language Conversation Clubs Online”

<https://learningandwork.org.uk/news-and-policy/lockdown-learning-english-language-conversation-clubs-online/>

(Source: West Midlands Strategic Migration Partnership *e-Bulletin*, 9, Feb 2022)

“Learning and Work Institute worked with Learning Unlimited to research and develop a new set of resources aimed at volunteers supporting adult English language learners and organisations using volunteers in this role. These resources are free to use for all” [Taken from WMSMP *e-Bulletin*]

“It’s like rubbing salt on the wound”: the impacts of Covid-19 and lockdown on asylum seekers and refugees

https://eprints.ncl.ac.uk/file_store/production/278292/9CA31F73-22E2-4362-B45B-1EC82308EA7E.pdf

(Source: email from Peter Hopkins, Newcastle University to sanctuary@jiscmail.ac.uk, 27 Jan 2022)

“The research draws upon a UK-wide survey of service providers working with or for refugees, as well as interviews with service providers, refugees and asylum seekers in Glasgow and Newcastle-Gateshead.”
[p1]

The report notes particularly the impact of the closure of public spaces and digital exclusion.

LGBTQ+ issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

“Daring to be Different’: Being Young and Gay in 1987”

https://thetcj.org/in-residence-articles/daring-to-be-different-being-young-and-gay-in-1987-by-debra-doggett?mc_cid=8410d6b64a&mc_eid=6c2c393f7c

(Source: *The Therapeutic Care Journal Newsletter*, 1 Feb 2022)

Interesting blog post by Debra Doggett (Senior Archivist, The Planned Environment Therapy Archives and Special Collections):

“To mark LGBTQ+ History Month in the UK, this article explores what it meant to be part of the LGBTQ+ community in 1987 through the lens of the Lesbian and Gay Youth Movement.”