



## The Network Newsletter – Ebulletin 363, 21 October 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

#### “Black history at the Palaces”

<https://www.hrp.org.uk/black-history-at-the-palaces/>

(Source: *Heritage Update*, 479, 20 Oct 2022)

Historic Royal Palaces have added further content as part of Black History Month.

### Climate emergency/the environment – Government, Government Agencies and Local Government

#### “Economic prosperity: is it actually in our Nature?”

<https://www.gov.uk/government/speeches/economic-prosperity-is-it-actually-in-our-nature>

(Source: *Heritage Update*, 479, 20 Oct 2022)

Transcript of a speech given by Tony Juniper (Chair, Natural England), which tackles head-on some of the current arguments about growth v Nature:

“The question of whether we must sacrifice Nature for economic growth is not a new one, but the stakes have never been higher. Today we face not only into economic crisis, but also climate change and Nature emergencies, which means that if we take the wrong approaches, trading growth against environment, we risk plunging our country into a vicious spiral of decline, that is both ecological and economic.”

He concludes:

“Now is the time to take an integrated approach, whereby Nature recovery migrates to the centre of economic policy, and is no longer seen as an inevitable casualty of it.”

### Tackling social and digital exclusion – Other Agencies

#### **Digital youth index 2022**

[https://digitalyouthindex.uk/wp-content/uploads/2022/10/Digital\\_Youth\\_Index\\_Year\\_2.pdf?utm\\_medium=referral&utm\\_source=Referral&utm\\_campaign=DYI\\_Report\\_2022&utm\\_content=DYI\\_Report\\_2022\\_referral](https://digitalyouthindex.uk/wp-content/uploads/2022/10/Digital_Youth_Index_Year_2.pdf?utm_medium=referral&utm_source=Referral&utm_campaign=DYI_Report_2022&utm_content=DYI_Report_2022_referral)

(Source: Children & Young People Now *Update*, 17 Oct 2022)

The 2022 Nominet *Digital youth index* has just been published. This important new report shows that, for example:

- “95% of young people say they feel safe online, yet 4.2 million young people (29%) have experienced hate speech online.” [p7]
- “Around 1 in 4 young people have experienced violence (26%), trolling or abuse (23%), and/or sexual content (23%). Minority groups are most vulnerable to seeing negative content online, aided by the anonymity of the digital landscape.” [p7]
- “57% of young people want a job that uses advanced digital skills...  
...but a fifth (20%) of young people do not feel that they have received good foundational training from school to help them use digital technology.  
Half of young people (51%) still report teaching themselves digital skills (up from 48% in 2021).” [p7]
- “A quarter of young people (26%) do not have access to a laptop or similar device.” [p7]
- “More than one in three young people (37%) agree that going online has a negative impact on 'people like them'. This rises to over two in five among LGBTQ+ young people (44%), and almost half (47%) of young people with a mental health condition. Young people are feeling the impact of social media on people they can relate to, and it is affecting how they feel about themselves.” [p21]

### **Equality, Equity, Diversity & Inclusion – Libraries, Museums, Archives and Cultural and Heritage Organisations**

***If nothing changes, nothing changes: a report examining the status of anti-racism, equity, diversity and inclusion in the heritage sector across England***

<https://www.racearchive.org.uk/download/if-nothing-changes-nothing-changes-september-2022/?wpdmdl=6561&refresh=6352779439f181666348948>

(Source: *Heritage Update*, 479, 20 Oct 2022)

Important new research report, focusing primarily on museums and heritage organisations. Its key conclusion is:

“It was clear that there has been a push towards greater equity, anti-racist and effective EDI work across the sector. However, there is still a long way to go see a sustained and sector wide positive change.” [p7]

The report has a series of recommendations – and, probably, the first of these is of the greatest importance:

“EDI work needs to be treated as an essential and core part of the sector’s business. It is as important as collections care, marketing and

promotion, and financial management. Therefore, it should be embedded it into all aspects of organisational life.” [p9]

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

### **Equality, Equity, Diversity & Inclusion – Other Agencies**

#### ***More than words: promoting race equality and tackling racism in schools***

<https://uk.jkp.com/products/more-than-words>

(Source: *Diverse Educators Update*, Oct 2022)

“*More Than Words* is an easily implementable tool for all educators – teachers, senior leaders, governors and support staff – to help them look beyond fire-fighting racist incidents to create long-term systemic changes. Supporting teachers in a non-judgemental fashion, this book dismantles any myths they may be harbouring so they can engage with issues with an open mind, allowing them to create positive change. This comprehensive guide helps school staff to create a safe, inclusive and supportive environment for all young people.”

NB Charged-for publication.

### **Disability issues – Libraries, Museums, Archives and Cultural and Heritage Organisations**

#### **“Blind and partially sighted library users (World Sight Day 2022)”**

<https://dcmslibraries.blog.gov.uk/2022/10/13/blind-and-partially-sighted-library-users-world-sight-day-2022/>

Blogpost by Lara Marshall (RNIB, Libraries Engagement Manager), which highlights some of the resources available at RNIB (and other resources, such as the “Reading Sight” website, <https://readingsight.org.uk/>).

### **Neurodiversity issues – Other Agencies**

#### ***Neurodiversity toolkit***

<https://www.diverseeducators.co.uk/neurodiversity-toolkit/>

(Source: *Diverse Educators Update*, Oct 2022)

New toolkit which gives a brief intro to neurodiversity and has links to a series of useful articles.

### **Migration issues – Government, Government Agencies and Local Government**

#### ***Safe and legal routes to the UK for people seeking protection***

<https://researchbriefings.files.parliament.uk/documents/CBP-9630/CBP-9630.pdf>

(Source: *MEMO [Minority Ethnic Matters Overview]*, 763, 17 Oct 2022)

Important new HOC Library “Research Briefing” which looks at the notion of ‘safe and legal’ entry routes and assesses the numbers making use of these and other routes into the UK.

## Migration issues – Other Agencies

### ***The situation of the Hazara in Afghanistan***

[https://www.hazarainquiry.com/files/ugd/525f48\\_c697e483f02c4c10a7eb04947eefb72b.pdf](https://www.hazarainquiry.com/files/ugd/525f48_c697e483f02c4c10a7eb04947eefb72b.pdf)

(Source: National Secular Society *Newsline*, 7 Oct 2022)

“The Inquiry is a joint effort of cross-party Parliamentarians from both Houses and experts (the Inquiry Team) working together to reveal atrocities and promote justice for the Hazaras in Afghanistan and Pakistan.” [p4]

“This report finds that Hazara in Afghanistan, as a religious and ethnic minority, are at serious risk of genocide at the hands of the Taliban and Islamic State–Khorasan Province (IS-K). This finding engages the responsibility of all states to protect the Hazara and prevent a possible genocide, under the UN Convention on the Prevention and Punishment of the Crime of Genocide (the Genocide Convention) and customary international law.

When the Taliban took control of Afghanistan in 2021, it significantly affected the situation faced by the Hazara and reversed the 20-year progress made in addressing the marginalisation and discrimination experienced by this minority group. The return to power of the Taliban has included brutal acts of violence against the Hazara throughout Afghanistan and a return of terror.” [p5]

According to Wikipedia (<https://en.wikipedia.org/wiki/Hazaras>):

“The Hazaras [...] are an ethnic group native to and primarily residing in the Hazaristan (Hazarajat) region in central Afghanistan and generally scattered throughout Afghanistan. They are one of the largest ethnic groups in Afghanistan [...] and are also significant minority groups in neighboring Pakistan, mostly in Quetta [...] and as well as in Iran [...] They speak the Hazaragi dialect of Persian, which is mutually intelligible with Dari, one of the two official languages of Afghanistan [...]

Hazaras are considered to be a persecuted group in Afghanistan [...] and their persecution has occurred various times across previous decades [...]

### **“The UK’s Homes for Ukraine scheme is failing both refugees and their hosts – here’s why”**

[https://theconversation.com/the-uks-homes-for-ukraine-scheme-is-failing-both-refugees-and-their-hosts-heres-why-189897?utm\\_medium=email&utm\\_campaign=Latest%20from%20The%20Conversation%20for%20October%2012%202022%20-%202427424269&utm\\_content=Latest%20from%20The%20Conversation%20for%20October%2012%202022%20-%202427424269+CID\\_f2bfa920e97c8c998c6f7fd60d03799&utm\\_source=campaign\\_monitor\\_uk&utm\\_term=The%20UKs%20Homes%20for%20Ukraine%20scheme%20is%20failing%20both%20refugees%20and%20their%20hosts%20%20heres%20why](https://theconversation.com/the-uks-homes-for-ukraine-scheme-is-failing-both-refugees-and-their-hosts-heres-why-189897?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20October%2012%202022%20-%202427424269&utm_content=Latest%20from%20The%20Conversation%20for%20October%2012%202022%20-%202427424269+CID_f2bfa920e97c8c998c6f7fd60d03799&utm_source=campaign_monitor_uk&utm_term=The%20UKs%20Homes%20for%20Ukraine%20scheme%20is%20failing%20both%20refugees%20and%20their%20hosts%20%20heres%20why)

(Source: *The Conversation*, 12 Oct 2022)

Important assessment of progress with the scheme:

“The UK government’s Homes for Ukraine refugee hosting scheme has seen more than 180,000 Ukrainians granted visas so far. With more than 7 million Ukrainians scattered across Europe, this has, of course, been the right thing to do.

But after six months of the scheme the challenges that hosting refugees has posed to essential public infrastructure – including childcare, healthcare, housing – are evident.”

See also:

**“Ukrainians in the UK face a homelessness crisis and the government needs to act now”**

[https://freemovement.org.uk/%ef%bf%bcukrainians-in-the-uk-face-a-homelessness-crisis-and-the-government-needs-to-act-now/?mc\\_cid=d618d2ce98&mc\\_eid=7d8713d645](https://freemovement.org.uk/%ef%bf%bcukrainians-in-the-uk-face-a-homelessness-crisis-and-the-government-needs-to-act-now/?mc_cid=d618d2ce98&mc_eid=7d8713d645)

(Source: *Free Movement Weekly Newsletter*, 17 Oct 2022)

This briefing summarises the current schemes for housing Ukrainian refugees (with some useful background info, eg at 4 Oct, over 134,200 Ukrainians had arrived), but highlights the threat of homelessness.

And:

**“Displaced Ukrainians in Scotland – six months on”**

<https://spice-spotlight.scot/2022/10/14/displaced-ukrainians-in-scotland-six-months-on/>

(Source: *MEMO [Minority Ethnic Matters Overview]*, 763, 17 Oct 2022)

“This blog analyses the Scottish Government’s involvement in the operation of the Homes for Ukraine Scheme six months after it was introduced.”

**“How much influence does the media have over the hostile environment?”**

[https://freemovement.org.uk/how-much-influence-does-the-media-have-over-the-hostile-environment/?mc\\_cid=d618d2ce98&mc\\_eid=7d8713d645](https://freemovement.org.uk/how-much-influence-does-the-media-have-over-the-hostile-environment/?mc_cid=d618d2ce98&mc_eid=7d8713d645)

(Source: *Free Movement Weekly Newsletter*, 17 Oct 2022)

Really useful brief article:

“The government’s hostile environment policy is well-rehearsed and the media has played a significant and long-term role in developing the rhetoric that we see today. It is undoubtedly being used as a political tool to promote the hostile environment dialogue we have grown so accustomed to. But how is this affecting public opinion, or the choices of those looking to travel to the UK as a migrant or refugee?”

It looks at coverage in the media today, and stresses the importance of accurate storytelling.

## **“Strip home office of responsibility for migrant children, sector leaders urge”**

<https://www.cypnow.co.uk/news/article/strip-home-office-of-responsibility-for-migrant-children-sector-leaders-urge>

(Source: Children & Young People Now *Update*, 17 Oct 2022)

“Sector leaders are calling for the Home Office to be stripped of its responsibility for unaccompanied asylum-seeking children following reports that more than 100 children went missing from government-funded hotels in just 14 months.”

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

### **“How can your museum engage children, young people and families with LGBTQ+ heritage?”**

<https://www.culturehive.co.uk/resources/how-can-your-museum-engage-children-young-people-and-families-with-lgbtq-heritage/>

(Source: *Heritage Update*, 479, 20 Oct 2022)

Very useful new guidance:

“This guide by Kids in Museums is designed to support the work of museums to represent and include queer communities and engage children, young people and families with LGBTQ+ heritage.”

### **You, Me, Story! Learning Guide**

<https://globallearninglondon.org/resources/ymslg/>

(Source: email from Gill Harris, Head of Tower Hamlets Schools Library Services, 20 Oct 2022)

“Our resource brings to the fore the role of storytelling in lifting the profile of oppressed communities by sharing experiences and being a window into worlds that people otherwise might never encounter, whilst also exploring language and allyship.

Non-binary storytellers Amelia Armande and Alex Etchart developed their work to build storytelling tools and activities, by adapting the fantastical tale of Asu-Shu-Namir a non-binary figure from Mesopotamian mythology, as told by Amelia, as well as Alex’s video of the folk song Johnny Barnes, into a practical storytelling lesson on identity and what’s important to each one of us.

The “Learning Guide”, which is aimed at KS3, is freely available online – see: <https://padlet.com/GLLSpace/YouMeStory>. The guide includes an exploration of LGBTQIA+ terminology and why words matter, along with activities and tips to explore the fascinating world of storytelling and links to a plethora of other books and resources to explore.

*18 Hours and Global Learning London are members of the [Consortium of Development Education Centres](#), which brings together independent, not-for-profit organisations that support and deliver global learning in schools and communities across England. Global Learning London is an integral part of [Tower Hamlets Schools Library Service](#).”*