# The Network Newsletter: tackling social exclusion in libraries, museums, archives and galleries

## Number 173, September 2015

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The Network's Website is at www.seapn.org.uk and includes information on courses, good practice, specific socially excluded groups, as well as the newsletter archive.

## Contents List

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## Did you see …?

### *CILIP Update*

The September issue has a number of items of interest, including:

- "Results from research shows positive reading impact", which looks at the recent Reading Agency research[1] on the positive impact that reading has on people's lives [p8]
- "Lack of language skills damaging for disadvantaged youngsters", which briefly reports on the findings of the new Read On. Get On research[2] [p8]
- "Leadership for Libraries Taskforce: busy landscape but one clear short-term target" – Kathy Settle, the CE of the Taskforce, and Nick Poole, CE of CILIP, talk about the work of the Taskforce in the run up to the Spending Review [pp28-30]
- Helle Mortensen "Dyslexia? Welcome to our library!", which introduces the recent IFLA *Guidelines* and Checklist[3] [p48]

### *Museums Journal*

The latest issue[4] includes some important articles, eg:

- Patrick Steel "Sector welcomes Scottish strategic plan", a brief introduction to the Museums Galleries Scotland's national strategy delivery plan[5] [p11]

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[1] *Literature review: the impact of reading for pleasure and empowerment*. The Reading Agency, 2015. Available to download as a pdf (998.58 kb) from: http://readingagency.org.uk/news/The%20Impact%20of%20Reading%20for%20Pleasure%20and%20Empowerment.pdf. Assessed in *Network Newsletter*, 171, Jul 2015, pp9-10.

[2] Jerome Finnegan and Hollie Warren. *Ready to read: closing the gap in early language skills so that every child in England can read well*. Read On. Get On., 2015. Available to download as a pdf (1410 kb) from: http://www.savethechildren.org.uk/sites/default/files/images/Ready_to_Read.pdf. Assessed in *Network Newsletter*, 171, Jul 2015, pp2-3.

[3] *IFLA Guidelines for library services to persons with dyslexia – revised and extended*. IFLA, 2014. Available to download as a pdf (4970 kb) from: http://www.ifla.org/files/assets/lsn/publications/guidelines-for-library-services-to-persons-with-dyslexia_2014.pdf.
*Dyslexia? Welcome to our library! – inspiration for library services to persons with dyslexia*. IFLA, 2014. Available to download as a pdf (347.10 kb) from: http://www.ifla.org/files/assets/lsn/publications/dyslexia-guidelines-checklist.pdf.

[4] *Museums Journal*, Sep 2015. Further info from: http://www.museumsassociation.org/museums-journal.

[5] *Realising the vision: delivering public value through Scotland's museums and galleries 2015-2019*. Museums Galleries Scotland, 2015. Available to download as a pdf (955.43 kb) from: http://www.museumsgalleriesscotland.org.uk/research-and-resources/resources/publications/publication/648/realising-the-vision-delivering-public-value-through-museums-and-galleries-in-scotland.

- Sara Wajid "Women, prepare for a radical change", which looks briefly at the work of the Women Leaders in Museums Network [p15]
- Deborah Mulhearn "Untold stories", which looks at the growing inclusion of LGBTQ people in museums' work [pp20-25].

### *Teen Librarian Monthly Newsletter*

The latest issue[6] includes an interesting article about multiculturalism in publishing for young people:

- Pete Kalu "Multiculturalism in YA" [pp3-4].

### *Access …*

The latest issue[7] Includes:

- Sue Cook "'Rehabilitation through Literacy & Learning: the Role of Prison Libraries': a report on the All Parliamentary Group on Prison Libraries" [pp7-9]
- Becky Cole "Public librarians: what does EBLIP mean to you?", a brief introduction to the research that Becky is undertaking into evidence-based librarianship [p9]

### *Broadsheet*

The latest issue[8] includes a number of interesting articles, especially:

- Emily Hick "Engaging education", which outlines how "Lothian Health Services Archive have developed some innovative online resources using their UNESCO-recognised HIV/AIDS collections" [pp12-13] [9]

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## Tackling social and digital exclusion – Other Agencies

## *Getting by …*

This new book from Policy Press tells the story of St Ann's, an inner-city housing estate in Nottingham, from the perspective of an "insider" (Lisa Mckenzie lived on the estate for over 20 years, and built strong relationships with women and men on the estate).

St Ann's had been the focus of the then ground-breaking study, *Poverty: the forgotten Englishmen*[10], which, whilst highlighting the effects of poverty on one

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[6] *Teen Librarian Monthly Newsletter*, Sep/Oct 2015. Available to download as a pdf (914.7 kb) from: https://ya2z.files.wordpress.com/2015/09/tlmseptember15.pdf.

[7] *Access: Journal of the Public and Mobile Libraries Group*, 7, Autumn 2015. Available to download as a pdf (2700 kb) from: http://www.open-shelf.ca/150915-well-being/.

[8] *Broadsheet: magazine of the Scottish Council on Archives*, 34, Sept 2015. Available to download as a pdf (6420 kb) from: http://www.scottisharchives.org.uk/broadsheet/issue34.pdf.

[9] The online resources are at: http://hiv-aids-resources.is.ed.ac.uk/.

community, was written by an outsider – what Lisa Mckenzie has achieved is to revisit the themes of this work, and re-cast them with an insider's eye.

The book sets the scene well, describing how the community has had to become self-reliant – and the benefits and drawbacks of this. There is immense strength in a community's building its own worth (and the author sees working-class culture as a set of common positive values, and the community itself values its 'multi-cultural' approach), but, at the same time, she shows how this, in turn, isolates people on the estate from the wider world – for example, with many residents having almost no contact with the wider Nottingham.

What she does well is, as she puts it, telling "small stories", and it is through these that some of the complexity of relationships on the estate is examined – for example, the hierarchy and 'pecking order' within the community. Lisa Mckenzie began her research by looking at the lives and roles of women on the state, then, realising that men hardly appeared at all, she obtained further funding to research what exactly men's roles were.

The book looks at the value systems that the residents have developed (having recognised that their lives often are not valued at all outside the community), and the rewards that they give themselves, noting how these rewards are often sneered at by middle-class observers.

Finally, she looks at inclusion and exclusion, particularly the way that the community has protected itself by cutting itself off from many mainstream services, and the threats posed by austerity and poverty, lack of work, the drugs trade on the estate, and, primarily, by the attitudes of outsiders to a vibrant, mixed community.

This is an immensely readable book, telling the stories of the St Ann's inhabitants in their own words. (I always leave Introductions in books until the end, and, in this case, I was particularly glad I had, as the Introduction is the only part of the book that lapses into "sociology-speak".)

Highly recommended.[11], [12]

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## *Monitoring poverty and social exclusion in Wales 2015*

This "Findings" report[13] from the New Policy Institute analyses the latest data to show trends in work, poverty, housing and benefits sanctions in Wales.

Headlines include:

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[10] Ken Coates and Richard Silburn. *Poverty: the forgotten Englishmen.* Penguin ("A Penguin Special"), 1970; 4th ed, Spokesman, 1983.
[11] Thanks to Devon Libraries for obtaining this book for me.
[12] Thanks to John Pateman for additional comments on this book.
[13] Adam Tinson and Tom MacInnes. *Monitoring poverty and social exclusion in Wales 2015.* JRF ("Findings"), 2015. Available to download as a pdf (267.87 kb) from: https://www.jrf.org.uk/report/monitoring-poverty-and-social-exclusion-wales-2015. Also available from the same webpage in Welsh: *Monitro tlodi ac allgáu cymdeithasol yng nghymru 2015.*

- "An average of 700,000 people were in poverty in Wales in the three years to 2013/14, equivalent to 23 per cent of the population.
- Compared with ten years earlier, there are more people of working age (particularly young adults) in poverty and fewer children and pensioners. Poverty has risen in working families and fallen in workless families.
- Twenty-seven per cent of people in a family with at least one disabled adult are in poverty, compared with 23 per cent overall. The poverty rate in these families rises to 33 per cent if disability benefits are excluded from income.
- There has been no reduction in the extent of low pay in Wales for a decade, with the proportion of jobs that are low paid remaining at around 25 per cent. In total, 270,000 jobs, mainly held by women, are paid below two-thirds of the UK median hourly wage." [p1]

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

## The Accessible Information Standard

The latest CILIP *Health Libraries Group Newsletter*[14] includes a very useful article[15] about the Accessible Information Standard:

> "Did you know that a new mandatory Accessible Information Standard is being introduced in the NHS and publicly-funded social care in England? The SCC|1605 Accessible Information Standard is a mandatory standard as part of the Health and Social Care Act 2012 […]" [p10]

There is further information available on the NHS England website[16], which includes a link to the *Guidance* document – this is particularly useful:

> "SCCI1605 Accessible Information – the Accessible Information Standard – directs and defines a specific, consistent approach to identifying, recording, flagging, sharing and meeting the information and communication support needs of patients, service users, carers and parents, where those needs relate to a disability, impairment or sensory loss.
>
> It is of particular relevance to individuals who are blind, d/Deaf, deafblind and/or who have a learning disability, although it should support anyone with information or communication needs relating to a disability, impairment or sensory loss, for example people who have aphasia,

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[14] *Health Libraries Group Newsletter*, 32 (3), Sep 2015. Available to download as a pdf (788.74 kb) from:
http://www.cilip.org.uk/sites/default/files/documents/HLG%20Newsletter%20September%202015%20v.1.pdf.
[15] Ruth Carlyle "Accessible Information Standard: briefing for health librarians and knowledge service managers", pp10-11.
[16] See: http://www.england.nhs.uk/ourwork/patients/accessibleinfo-2/.

autism or a mental health condition which affects their ability to communicate.

The Standard will apply to all providers across the NHS and adult social care system.

**The Accessible Information Standard – quick guide (how)**

There are five basic steps which make up the Accessible Information Standard:

> **1. Ask:** identify / find out if an individual has any communication / information needs relating to a disability or sensory loss and if so what they are.
> **2. Record**: record those needs in a clear, unambiguous and standardised way in electronic and / or paper based record / administrative systems / documents.
> **3. Alert / flag / highlight**: ensure that recorded needs are 'highly visible' whenever the individuals' record is accessed, and prompt for action.
> **4. Share**: include information about individuals' information / communication needs as part of existing data sharing processes (and following existing information governance frameworks).
> **5. Act**: take steps to ensure that individuals receive information which they can access and understand, and receive communication support if they need it." [p55]

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## Health & Wellbeing issues – Other Agencies

### "Dementia without Walls"

"Dementia without Walls" is a JRF initiative:

> "Since 2012 we've been working to strengthen the collective voice of people with dementia, support dementia-friendly communities and encourage people to think differently about dementia."[17]

2015 is the final year of this project, and JRF are publishing a series of reports and also creating a legacy.

The first four reports include:

> ***On the journey to becoming a dementia friendly organisation – sharing the learning for employers and organisations***
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> > "In 2013 the Joseph Rowntree Foundation and Joseph Rowntree Housing Trust committed to becoming a more dementia-friendly

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[17] Taken from: http://www.jrf.org.uk/topic/dementia-without-walls.

organisation and employer. This paper shares the lessons that have been learnt."[18]

This paper[19] outlines the importance of organisations becoming dementia-friendly, and how the Foundation and the Trust set about doing this. It includes three "dimensions" (which the staff identified: JRF/JRHT's services to support people living with dementia; support for JRF/JRHT staff with informal caring responsibilities; support for JRF/JRHT staff who continue to work while living with dementia); and also three cross-cutting themes: raising awareness of staff; involving people with dementia; sharing learning and influencing).

The conclusions and key learning are particularly useful. These include:

- Increase awareness about dementia and related issues among staff to challenge perceptions and attitudes

- Use an organisation-wide approach and involve all staff

- Secure senior management buy-in and support

- Involve people with dementia and their carers

- Support staff or services users affected by dementia

- Ensure the physical environment is welcoming for people with dementia

- Influence service provision

- Share learning and influence others. [Taken from pp16-17]

***Developing a national user movement of people with dementia – learning from the Dementia Engagement and Empowerment Project (DEEP)***

This paper[20] describes the growth of DEEP over the period 2012–2015:

"The Dementia Engagement and Empowerment Programme (DEEP) is a growing user movement across the UK. It connects involvement/influencing groups of people with dementia – groups where people with dementia are working together to raise

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[18] Taken from: http://www.jrf.org.uk/publications/journey-becoming-dementia-friendly-organisation.

[19] Sarah Frost. *On the journey to becoming a dementia friendly organisation – sharing the learning for employers and organisations.* JRF, 2015. Available to download as a pdf (142.28 kb) from: http://www.jrf.org.uk/sites/files/jrf/Becoming-dementia-friendly-summary.pdf.

[20] Rachael Litherland. *Developing a national user movement of people with dementia – learning from the Dementia Engagement and Empowerment Project (DEEP).* JRF, 2015. Available to download as a pdf (427.5 kb) from: http://www.jrf.org.uk/sites/files/jrf/developing_movement_dementia_summary.pdf.

awareness about dementia – to policy-makers and decision-makers, to influence local dementia practice and strategy, and to challenge the existing narrative about what it is like to live with dementia." [p2]

It includes case studies, practical tips for making the most of DEEP groups, and suggests some ways forward for this growing movement:

"At the time of writing there are 50 groups in the DEEP network, translating as 1,000 voices of people with dementia, as well as a number of individuals with dementia who work as activists/influencers independently rather than as part of a group." [p2]

### *Evaluation of the Bradford Dementia Friendly Communities Programme*

This evaluation report[21] identifies:

- "the distinctive features of the Bradford Dementia Friendly Communities Programme, which reflect the diverse geography and culture of the district;
- how people with dementia can influence what a dementia friendly Bradford should be like;
- the main challenges which will need to be addressed to ensure that progress continues;
- the learning for others who are trying to build dementia friendly communities." [title page]

### *Evaluation of the York Dementia Friendly Communities Programme*

Similarly, this report[22] identifies:

- "the distinctive features of the York Dementia Friendly Communities Programme, which promotes a wide range of innovative projects;
- how people with dementia have been involved in shaping the York programme;
- the opportunity for York to integrate health and social care services and to focus on the wellbeing of people with dementia and their carers;
- the learning for others who are trying to build dementia friendly communities." [title page]

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[21] Janet Dean *et al*. *Evaluation of the Bradford Dementia Friendly Communities Programme*. JRF, 2015. Available to download as a pdf (864.8 kb) from: http://www.jrf.org.uk/sites/files/jrf/Evaluation_Dementia_Friendly_Communities_full.pdf.
[22] Janet Dean *et al*. *Evaluation of the York Dementia Friendly Communities Programme*. JRF, 2015. Available to download as a pdf (783.3 kb) from: http://www.jrf.org.uk/sites/files/jrf/Evaluation_york_dementia_friendly_fullnew.pdf.

These reports provide valuable learning to feed into our work to help create dementia-friendly communities and organisations.[23]

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## *Poor beginnings …*

This new report[24] from the NCB is based on official data from Public Health England, and looks at four key measures of young children's health and well-being – obesity, tooth decay, injury and 'school readiness'.

What NCB found was that:

> "Thousands of children are obese, are suffering from tooth decay, are victims of accidental injury and do not develop well before starting school. However, a child's chance of being affected by one of these poor outcomes depends a great deal on where they grow up." [p1]

As an example:

> "[…] rates of tooth decay vary widely. In West Sussex, just under one in ten children aged five suffers from tooth decay, while in Leicester over half of five-year-olds have poor dental health. This means *a five year-old in Leicester is five times more likely to have tooth decay than one of their peers in West Sussex.*" [p1 – emphasis theirs]

The report has been published in part as a timely reminder for local authorities who will be taking on responsibility for young children's public health services from October 2015. The report argues that:

> "[…] they must focus on working with local agencies to improve young children's health. It is also important for national government to provide continuing support and challenge local authorities and regions to improve young children's health and narrow the gap between children living in different parts of the country." [p1]

There is useful background information here for planning service provision and building connections.[25]

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

### *Learning in libraries*

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[23] Source: JRF *Weekly publications and blogs*, w/b 31 Aug 2015.

[24] *Poor beginnings: health inequalities among young children across England*. NCB, 2015. Available to download as a pdf (4780 kb) from: http://www.ncb.org.uk/media/1228318/ncb_poor_beginnings_report_final_for_web.pdf.

[25] There is also an interactive map for checking information in your area, but I found this very difficult to operate! See: http://www.ncb.org.uk/poorbeginnings.

This new report[26] summarises the presentations and discussions at a one-day forum held in May 2015, which focused on the outcomes of IMLS-funded learning-based projects, and what broader recommendations could be drawn from these.

As the Acting Director of IMLS[27], Maura Marx, says in her opening message:

> "Libraries have always been learning places. Yet there has been a shift in recent years, taking place in the types of learning experiences that libraries are offering their communities. This movement challenges us to better understand how to support learning, far beyond reading. We must consider not only how we offer these new learning experiences, but also how we, as professionals, learn in order to gain the expertise to do so. This shift reinforces our belief that libraries offer much more than access to books. For a young child in a hands-on making program, a teenager creating a video presentation, a new American learning English as a second language, or a senior sending their first email – libraries are natural partners in supporting individual learning objectives." [p4]

The document includes brief reports on:

- Participatory learning – defined as "active learning – doing – not just passively absorbing the content of a subject; and second, the notion that learning is a social process." [p6]
- "Embracing the early learning ecosystem", building on successes in work with young children
- Adult learning (with particular mention of supporting learning for new arrivals)
- The importance of linking library research to practice
- Digital literacy and inclusion
- "Shaping the profession".

It then draws together four key recommendations and areas for future work:

1. Connect LIS education and professional development to 21st century librarianship

2. Pursue research that connects with library practice

3. Design participatory learning programs that demonstrate innovation and scalability

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[26] Chrystie Hill, Merrilee Proffitt and Sharon Streams (eds). *Learning in libraries*. [Report of a 'convening' held on Thursday, May 14, 2015 at Kansas City Public Library, Kansas City, Missouri]. Institute of Museum and Library Services, 2015. Available to download as a pdf (3640 kb) from: http://www.imls.gov/assets/1/AssetManager/IMLS_Focus_Learning_in_Libraries_Final_Report.pdf.

[27] "The mission of IMLS is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. We provide leadership through research, policy development, and grant making. IMLS supports key issues of national concern […]" Taken from: http://www.imls.gov/.

4. Develop cross-disciplinary collaborations that advance library services nationwide.

Recommendation 3 includes:

> "Design and develop new library programming models that provide participatory learning experiences for patrons across the lifespan. Possible audiences might include, but are not limited to, young children and their families; teens and tweens, un- and underemployed adults, and senior citizens. Meaningfully include the underserved and underrepresented. Implement intentional strategies for broad dissemination and scaling up rather than single local implementations. Demonstrate the efficacy of programs through evidence based program evaluation."[28]

Recommendation 4 includes:

> "Engage in mutually beneficial national partnerships with allied organizations beyond the library sector with the potential to broadly elevate the role of libraries and expand library services to new audiences. We need to expand our notion of the communities we serve, making sure that universal, inclusive design principles result in services that meet the needs of those we may not see in our buildings on a regular basis: the underserved from all ages, ethnicities, socio-economic conditions, and locations, and those with varying abilities and disabilities. More research is needed for reaching historically underrepresented or marginalized groups. People want to see and hear themselves reflected in library staff and service."[29]

Although obviously about the US experience, nevertheless this report includes much that is relevant to the UK.[30]

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## *Cultural value and inequality: a critical literature review*

This literature review[31] explores:

> "[…] the specific relationship between cultural value, a key topic of academic and practitioner interest over the last 5 years, and inequality." [p3]

The review is in four sections:

- Defining inequality

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28 Taken from: http://blog.imls.gov/?p=5999.
29 Also taken from: http://blog.imls.gov/?p=5999.
30 Source: WebJunction *Crossroads*, 2 Sep 2015.
31 Dave O'Brien and Kate Oakley. *Cultural value and inequality: a critical literature review – a report commissioned by the Arts and Humanities Research Council's Cultural Value Project*. AHRC, 2015. Available to download as a pdf (479.31 kb) from: http://www.ahrc.ac.uk/documents/project-reports-and-reviews/cultural-value-and-inequality-a-critical-literature-review/.

- Drawing up a working definition of cultural value
- A discussion of inequality and consumption
- Production.

As it notes, this review is very timely – media attention has been focused recently on, for example, issues around race and gender in TV and film, and, leading on from this, on class. The review notes the major gap in data-collection and in the Equality Act of class:

> "[Given that] there is no requirement on public agencies to collect data in terms of social class and thus the debate about class discrimination in particular has to be carried out against a background of absent or less than comprehensive data." [p14]

The conclusion highlights key areas for future research, based on the following ideas:

1. "All of the research reviewed suggests an undeniable connection between cultural value and inequality.
2. Understanding that connection is impeded by problems with data.
3. Public policy must do more to provide robust data, particularly about cultural production.
4. Research has shown the relationship between cultural value and inequality. As a result, future research, funded by RCUK, must focus on understanding how the relationship between inequality and cultural value functions, in the context of consumption and production." [p4]

Useful background reading (and the references are excellent), although I found it a bit dense![32]

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## Abbreviations and acronyms

CILIP = Chartered Institute of Library and Information Professionals
EBLIP = Evidence Based Library and Information Practice
IFLA = International Federation of Library Associations and Institutions
IMLS = Institute of Museum and Library Services
JRF = Joseph Rowntree Foundation
LIS = library and information studies
NCB = National Children's Bureau

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[32] Source: *National Alliance for Arts in Criminal Justice News*, Aug 2015.