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

Number 193, March 2017

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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 March 2017 issue includes:

- "Longlist controversy sparks debate as awards look to address diversity issues", which looks at the issues around the announcement of the Carnegie and Kate Greenaway longlists [p7]
- "Library and services central to tackling town's literacy woes", which reports on Middlesbrough's "new drive to increase literacy, with libraries at the heart of the proposals" [p8]
- "Homeless project exhibition", which briefly reports on a series of workshops for homeless people, hosted at Manchester Central Library[1] [p9]

Museums Journal

The March issue[2] has a number of interesting pieces:

- Simon Stephens "Treat the elderly as you would any other group" (Editorial column), which briefly looks at the needs of older people [p4]
- Morris J Vogel "US must not turn its back on refugees" (Comment column), which emphasises the importance of new arrivals to the US (the author is Director of the Tenement Museum in New York[3]) [p14]

Tackling social and digital exclusion – Libraries, Museums and Archives

Skills for the Future funding

HLF have just announced[4] Skills for the Future funding for 18 organisations. As the press release states:

> "The National Lottery is investing £10.1million in 18 projects across the UK to help train a new and more diverse generation of heritage craftspeople, digital specialists and entrepreneurs.
>
> A strong focus will be placed on people who may never have considered a career in heritage. There will be opportunities for ex-servicemen training as dry stone wallers, young novices working on historic ships,

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[1] See: https://lovinmanchester.com/news/manchester/a-emotional-exhibition-about-what-life-is-like-being-homeless-in-manchester-is-at-central-library; and http://www.librarylive.co.uk/event/the-homeless-library/.

[2] *Museums Journal*, Mar 2017. Further info at: https://www.museumsassociation.org/museums-journal.

[3] See: http://tenement.org/.

[4] See: https://www.hlf.org.uk/about-us/media-centre/press-releases/splashing-cash-%C2%A3101million-help-widen-heritage-talent-pool.

women training as steam boiler engineers and people from areas of high unemployment working in museums and visitor attractions […]

This funding is part of a wider commitment made by HLF in the Government's Culture White Paper [5]. It will address specific skills shortages to ensure our buildings, landscapes, species, industrial heritage and museum and archive collections are sustained for the future, as well as developing important public engagement skills."[6]

The full list is included in the press release, plus greater detail about seven of the successful applications. There is also a brief outline of some of the applications on the MA website.[7]

Tackling social and digital exclusion – Other Agencies

"Supporting hidden young carers"

Published in June 2016, this web resource[8] from The Children's Society summarises types of support available, and also links to other resources.

It starts with an introduction to who young carers are:

"The 2011 Census revealed there were 166,363 under-18s who identified as carers. However, as mentioned earlier, low rates of self-identification and other factors mean the true figure is likely to be much higher. Research shows that young carers have generally poorer educational attainment; on average their families earn £5000 less than families with no young carers; and young carers are more likely to have special educational needs themselves […]"[9]

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[5] *The Culture White Paper*. Cm 9218. DCMS, 2016. Available to download as a pdf (6290 kb) from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/510798/DCMS_The_Culture_White_Paper__3_.pdf. This was assessed in *The Network Newsletter*, 182, Jun 2016, pp8-17.

[6] Taken from: https://www.hlf.org.uk/about-us/media-centre/press-releases/splashing-cash-%C2%A3101million-help-widen-heritage-talent-pool.

[7] See: http://www.museumsassociation.org/museums-journal/news/17032017-further-skills-for-the-future-funding-announced?dm_i=2VBX,EVV6,27LU0M,1JSCE,1.

[8] "Supporting hidden young carers", *Research in Practice*, Jun 2016, https://www.rip.org.uk/news-and-views/blog/supporting-hidden-young-carers/?utm_source=Non-Partner+e-bulletin&utm_campaign=af8cabd228-Non_Partner_ebulletin_March_2017&utm_medium=email&utm_term=0_4146f9bdbb-af8cabd228-37923201.

[9] Taken from: https://www.rip.org.uk/news-and-views/blog/supporting-hidden-young-carers/?utm_source=Non-Partner+e-bulletin&utm_campaign=af8cabd228-Non_Partner_ebulletin_March_2017&utm_medium=email&utm_term=0_4146f9bdbb-af8cabd228-37923201.

with a link to The Children's Society report[10] on young carers, which gives further background information; the headline findings from this report are:

1. "Latest census statistics reveal there are 166,363 young carers in England, compared to around 139,000 in 2001. This is likely to be an underrepresentation of the true picture as many remain under the radar of professionals.
2. One in 12 young carers is caring for more than 15 hours per week. Around one in 20 misses school because of their caring responsibilities.
3. Young carers are 1.5 times more likely than their peers to be from black, Asian or minority ethnic communities, and are twice as likely to not speak English as their first language.
4. Young carers are 1.5 times more likely than their peers to have a special educational need or a disability.
5. The average annual income for families with a young carer is £5000 less than families who do not have a young carer.
6. There is no strong evidence that young carers are more likely than their peers to come into contact with support agencies, despite government recognition that this needs to happen.
7. Young carers have significantly lower educational attainment at GCSE level, the equivalent to nine grades lower overall than their peers e.g. the difference between nine B's and nine C's.
8. Young carers are more likely than the national average to be not in education, employment or training (NEET) between the ages of 16 and 19." [p5]

The web resource then goes on to highlight the work of The Children's Society's "Include Programme"[11] which:

"[…] reaches out to young carers from all communities through our national and local programmes, helping voluntary and statutory services supporting young carers. We also campaign for change and promote best practice with central and local government and work in partnership with social workers, teachers and health care professionals to deliver solutions that consider the needs of the whole family."[12]

The web resource then looks briefly at three areas: BME young carers; young people caring for a parent or sibling with HIV; and young carers from asylum-seeking families.

BME young carers

The Children's Society published a report and policy briefing in Feb 2016, *'There's nobody is there – no one who can actually help?' …*[13], which showed

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[10] David Hounsell. *Hidden from view: the experiences of young carers in England*. The Children's Society, 2013. Available to download as a pdf (1370 kb) from: http://www.childrenssociety.org.uk/sites/default/files/hidden_from_view_final.pdf.
[11] See: http://www.youngcarer.com/.
[12] Taken from: http://www.youngcarer.com/.
[13] Sarah Wayman, Phil Raws and Helen Leadbitter. *There's nobody is there – no one who can actually help?': The challenges of estimating the number of young carers and knowing how to meet their needs.* The Children's Society, 2016. Available to download

that BME young carers faced the same issues as White young people, but compounded by language barriers, bullying, racism and fear or lack of understanding of services.

Caring for a parent or sibling with HIV

The Children's Society has also produced a web-based toolkit[14], *Supporting young carers in families affected by HIV*, which links to a range of other resources and information.

Young carers from asylum-seeking families

In terms of young carers from asylum-seeking families, the web resource highlights some of the major issues they are likely to face, and also has a link to the "Refugee Toolkit"[15]:

> "This is a good practice resource designed to enable all service providers to stay informed about the needs, rights and entitlements of refugee and asylum seeker young carers and their families and to carry out effective and appropriate signposting and joint working.
>
> Developed by The Children's Society Family Health Inclusion Project and funded by the Department of Health this is a tool for all adult and children's services practitioners, education, health and other agencies in contact with refugee and asylum seeking families. Particularly those working with families affected by ill-health and disability and where there are young carers.
>
> Using this resource will help ensure asylum seeking and refugee families have better access to appropriate health services."

This is a very useful set of resources for helping us understand further the needs of young carers.[16]

Migration issues – Other Agencies

Supporting Roma Voices

This important new report[17] has recently been published.

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as a pdf (2180 kb) from:
http://www.childrenssociety.org.uk/sites/default/files/CFD094_YoungCarers_Report_V10_LOW%20RES%20SINGLE%20PAGES.pdf.
[14] *Supporting young carers in families affected by HIV*. The Children's Society, http://www.youngcarer.com/resources/families-affected-hiv.
[15] "Refugee Toolkit", The Children's Society, http://www.refugeetoolkit.org.uk/.
[16] Source: email from Research in Practice, 21 Mar 2017.
[17] Philip Brown *et al. Supporting Roma Voices*. University of Salford Sustainable Housing & Urban Studies Unit, 2016. Available to download as a pdf (7570 kb) from: http://www.salford.ac.uk/sustainable-housing-and-urban-studies-unit/downloads/SRV-Final-Report-Dec-2016.pdf.

"The Supporting Roma Voice project has aimed to address emerging knowledge gaps in the way in which the inclusion of migrant Roma in the UK is being addressed […]

This report explores the views and experiences of a large number of Roma people who have migrated to the UK in recent years. The research was designed in partnership with a team of researchers from the Roma communities and undertaken wholly by these researchers. The research study aimed to explore the following issues:

- The settlement and integration experiences of Roma migrants living in areas across the UK.
- The specific areas of community relations, housing, education, employment and social welfare and their role in settlement in the UK.
- The provision of knowledge that would enable local authorities and other services to enhance the settlement experience of Roma migrants now and in the future." [p v]

As this report is so ground-breaking, the key findings and recommendations are included here in full:

"Settlement and life in the UK

- The decision to move to the UK involved a combination of push and pull factors for respondents, coupled with an aspiration to improve the quality of their lives and those of their family members. However, a sense of opportunity afforded by the UK should be contextualised by the experience of persistent discrimination against Roma populations in their countries of origin, with particular reference to access to the paid labour market, education and positive community relations.
- Family members often played a central role in terms of settlement decisions when in the UK and in the provision of social support upon arrival. Furthermore, cases of destitution were not uncommon and in such instances people relied on the support of family and close networks in order to provide food and shelter until they were able to support themselves once more.
- Social relations between Roma and non-Roma populations were broadly seen as convivial to positive, with many examples provided of neighbourly behaviour. However, there were suggestions of negative relations between Roma and non-Roma populations in both workplaces and schools.
- Housing was emerging as a key area of concern, with the majority of people accommodated in private rented sector properties. These were routinely described as being in poor condition, with some evidence of apparent exploitation of people from within the Roma community who experienced vulnerability by landlords and letting agents.

Education

- Although the inclusivity of the UK education system was welcomed when compared to the discrimination experienced in their countries of origin,

Roma migrants had mixed views about the quality of education being provided to them in certain schools. In turn, there was some evidence of a notable number of Roma children being subject to bullying and harassment in schools by other pupils.

- The lack of English language skills and poor access to English language courses was seen as a major barrier to improving the overall settlement experience of Roma migrants. There was an overwhelming desire to learn English but inappropriate entry routes to do so. A lack of English skills was preventing people from communicating within their neighbourhood settings, engaging with key organisations (e.g. healthcare, education and local services), and securing more stable labour market opportunities. These issues were particularly acute for women and contributed to increasing their sense of isolation. In turn, there was increased stress placed on children, who were routinely assuming interpreting responsibilities for their parents owing to a lack of other options.

Work and welfare

- Entry into the paid labour market was a central priority for Roma migrants and was seen as the main way to enhance the immediate outcomes for their families and provide stability for the future. At the same time, the acquisition of employment was a crucial component in helping people from the migrant Roma communities to regard themselves as full and participatory members of society.
- Many of the people spoken to were working in industries characterised by unskilled roles, low pay and long hours. In turn, there was evidence of complex relationships in the workplace, which pointed to a sense of suppression of Roma within the labour market that seemingly inhibited their attempts to move out of unskilled roles. Their vulnerability in the labour market also indicated that they were particularly susceptible to labour market exploitation.
- Although a number of respondents reported accessing the social welfare system, Roma respondents routinely argued against the popular positioning of them as 'welfare tourists', often reportedly not claiming welfare benefits even when they were eligible. Financial support was often provided by family members.

The future

- Many respondents we spoke to had already realised their major aspiration in life by having migrated to the UK. The aspirations people had could be seen as modest and mundane. People were looking forward to improving their language skills, entering and progressing within the paid labour market, ensuring their children received a good education and living within a cohesive and non-discriminatory society. Since the fieldwork for this study was undertaken, the decision arising from the referendum on the desire to leave the European Union was delivered. The decisions that are now being taken on how the UK deals with the result of the referendum point to an immediate and medium-term future punctuated by uncertainty and precariousness for Roma currently in the UK.

- Many Roma people who took part in this work have arguably already 'integrated' into their local surroundings and have become full members of their wider neighbourhoods and communities. As such, owing to the size of the migrant Roma population in the UK, coupled with the persistent and, in some notable cases, increasing discrimination against Roma across Europe, members of the Roma community are likely to be a continuing presence across the UK for the foreseeable future.

Recommendations

- There is a significant need to increase the supply of suitable ESOL provision that can be accessed by all sections of the Roma community at varying entry points and for specific applications by taking into account the needs and the special characteristics of the local communities.
- In order to provide better access to basic services for Roma communities local authorities, and key local partners, should create opportunities for Roma community members to become interpreters.
- For the social inclusion of Roma in the UK to become a reality, policy-makers at all levels need to take into account the experiences many people have of deep-seated discrimination against Roma within their countries of origin. Actions to facilitate greater social inclusion need to account for the systematic exclusion that has occurred in the way in which people have been permitted access to education, the labour market, democratic systems, healthcare and so on.
- Awareness-raising initiatives should be undertaken by those involved, directly or indirectly, in Roma inclusion policy at both strategic decision-making and front-line levels within statutory and commissioning agencies. These should be delivered, where possible, by appropriately qualified Roma facilitators.
- In order to more effectively overcome prejudice and enhance more sustainable social relations and intercultural dialogue, policy-makers are also advised to invest in initiatives that bring together policy-makers, Roma and non-Roma people around common concerns and issues.
- There are many talented people within the Roma community who can help to foster greater inclusion and reduce social inequalities. However, for resources to allow these leaders to emerge local authorities and other key agencies should support the growth of leadership within the Roma communities by helping to facilitate training and providing people with opportunities.
- Local authorities with significant Roma populations living in their areas should encourage and support the development of Roma community organisations and community groups. This could be done by targeting funding opportunities towards such populations and proactively providing technical assistance and capacity building.
- Local authorities should take a proactive role in the wake of the discussions about the UK settlement as part of leaving the EU to ensure there are strategies in place to support Roma migrants, specifically as part of their wider work on migrant integration." [pp1-2]

This report gives us lots of pointers to areas where the cultural sector could make a huge difference to Roma communities' lives. Recommended.[18]

Broader issues – Libraries, Museums and Archives

New conversations: LGA guide to engagement

The Libraries Taskforce blog[19] has recently published a summary of the workshop sessions which looked at the development of a toolkit on how to carry out evidence-based, long-term and sustainable planning.

The post included a reminder about LG Inform:

> "[the] free tool that the LGA has produced that allows anyone to compare different types of datasets – library usage, health data, economic and skills data – at a local level"[20]

It also introduces *New conversations …*[21] This is "a guide for councillors and officers working to build a stronger dialogue between councils and residents."[22]

It includes 22 short chapters, with "tools, checklists, tests and real-life examples […]" [p8], divided into three sections:

- Section 1, the basics, "[…] lays down seven foundations for getting consultation and engagement right" [p8], which the guide suggests is a good starting point for assessing where your authority is

- Section 2, "Surpassing expectations [which] contains eleven pillars which support effective engagement, helping it to go further, build social capital, save money and create confidence in the council" [p8]

- Section 3 which looks at engagement work in the four local authorities that have participated in producing this guide: Hackney, Harlow, Greater Manchester Combined Authority, and Staffordshire.

The guide also includes links to documents for further reading, and a glossary.

This is a useful tool which can add depth to the work we are already undertaking with local communities, and can also ensure that consultation and engagement is meaningful and properly carried out (it has useful information about the legal background, eg consulting over changes to statutory services).

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[18] Source: Migrants Rights Network *Weekly Update*, 20 Mar 2017.
[19] Ian Leete "Evidence based planning: workshop", *Libraries Taskforce Blog*, 17 Mar 2017, https://librariestaskforce.blog.gov.uk/2017/03/17/evidence-based-planning-workshop/.
[20] See: http://lginform.local.gov.uk/.
[21] *New conversations: LGA guide to engagement*. LGA, 2017. Available at: http://www.local.gov.uk/documents/10180/8150261/New+Conversations+Guide+9-2.pdf/a5d96348-0866-4a6c-b6f4-61c33a12ac1d.
[22] Taken from: http://www.local.gov.uk/web/guest/publications/-/journal_content/56/10180/8287322/PUBLICATION.

Archives unlocked: delivering the vision

Launched at the end of March, this document[23] is:

> "[…] a companion to *Archives Unlocked* [[24]] and sets out our plan for making that vision a reality: releasing the potential of archives by achieving our ambitions of trust, enrichment and openness. This action plan gives an overview of the phases of delivery and a detailed plan for the first two years. This document will be updated annually with both the next phase of future work and progress to date." [p2]

The delivery plan includes a focus on three important areas "[…] which both offer opportunity and present challenge: digital, resilience and impact." [p3]

This will involve:

> "DIGITAL CAPACITY
> Develop the digital capacity of the archives sector, to preserve digital records, and increase discoverability of the paper and digital archive.
>
> RESILIENCE
> Build the sector's resilience to ensure more archives can meet and sustain the Archive Service Accreditation standard, open the sector to new skills and a more diverse workforce, increase income generation capacities, and support innovative service models.
>
> IMPACT
> Demonstrate the impact of archives by developing and expanding audiences, piloting approaches to using data and evidence, and influencing thinking in the IT, commercial and knowledge sectors." [p5]

The document then goes on to outline briefly the intended outcomes and results of this work; includes a handful of small case study snippets; and suggests the infrastructure needed to achieve these aims.

The plan has been developed from considerable consultation and should provide a strong basis for the future of the sector.

However, I was disappointed not to see more emphasis on the social responsibility role of archives, and the development of archive use by people who may not otherwise have thought of using them – the framework for scoping the infrastructure is very archive-orientated, as opposed to outward-looking (a point made in feedback on a much earlier draft).[25]

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[23] *Archives unlocked: delivering the vision*. The National Archives, 2017. Available to download as a pdf from:
http://www.nationalarchives.gov.uk/documents/archives/Action-Plan-Brochure.pdf.
[24] *Archives unlocked: releasing the potential*. The National Archives, 2017. Available to download as a pdf from:
http://www.nationalarchives.gov.uk/documents/archives/Archives-Unlocked-Brochure.pdf.
[25] Source: *Heritage Update*, 344, 30 Mar 2017.

Broader issues – Other Agencies

"Creative & Credible"

"Creative and Credible" was a knowledge exchange project funded by the ESRC between September 2014 and August 2015. It was a collaboration between UWE and arts consultants, Willis Newson.

> "The project sought to develop the knowledge, skills and resources of the arts and health sector around evaluation. In particular, it explored the role of arts-based perspectives and methods, emphasising the value of creative approaches used within a robust framework."[26]

One of the legacies of the project is the website[27].

The website is divided into four main sections:

- Preparing to Evaluate
- Approaches to Evaluation
- Evaluation Cycle
- Resources.

Preparing to Evaluate

This section includes the what is, why, who for, and how of evaluation (including the pros and cons of internal and external evaluation), and is very useful introduction to the main issues involved.

Approaches to Evaluation

This sections looks briefly at the different ways that work can be evaluated, including: quantitative; qualitative; economic evaluation approaches; creative/arts-based approaches; the use of case studies; and engaging participants.

Evaluation Cycle

The cycle includes consulting and setting aims for an evaluation; drawing up an evaluation protocol ("An evaluation framework or protocol describes what you are interested in evaluating and how you will go about doing it."); collecting and analysing data; and dissemination of findings.

Resources

The final, useful section contains resources and weblinks:

> "The resources in this section are those that came to light during the Creative & Credible project, either during the literature review phase, or through discussion and interview with members of the Stakeholder

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[26] Taken from: http://creativeandcredible.co.uk/about-us/.
[27] See: http://creativeandcredible.co.uk/.

Reference Group. This is not intended to be an exhaustive list of resources relating to arts and health evaluation, instead it provides background and references for all the elements discussed on the website."

This is a useful resource, especially as a reminder of good practice.[28]

Abbreviations and acronyms

BME = Black and minority ethnic
CILIP = Chartered Institute of Library and Information Professionals
ESRC = Economic and Social Research Council
HLF = Heritage Lottery Fund
LGA = Local Government Association
MA = Museums Association
UWE = University of West of England

This Newsletter was compiled by John Vincent, and all items are written by him, unless otherwise stated. Please send any comments or items for the next issue to:

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[28] Source: *Society Now*, 27, Winter 2017, p9.