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

Number 197, July 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

Apologies!

For a while, work on the Arts Council England paper on equality & diversity and public libraries has taken over, so I apologise for being a bit slow to pick up some of the items – I'll be catching up over the next few issues (I hope!).

Did you see …?

Museum Practice

The latest articles (available to MA members)[1] focus on ESOL. These include:

- Rebecca Reynolds "Providing ESOL learning in your museum" (subtitled "the benefits and challenges of starting a programme").

  In it, Rebecca Reynolds argues that:

  > "For many museums, offering an ESOL programme can help attract hard-to-reach audiences and establish new partnerships."

  In addition:

  > "They can also help museums widen access to and understanding of their collections. Last year Time and Tide Museum in Great Yarmouth worked with a local charity and young ESOL learners to create a museum trail of objects they identified with, and curated a pop-up exhibition of their own objects. [2]
  >
  > Such work demands time, energy and funding, but the resulting resources or objects can be added to the museum's collections. Any resources produced as a result of such work can also be used with other groups.
  >
  > Many museums use core-funding to run ESOL services. Individual ESOL-related projects (such as NMS's Magic Carpet World [3]) may receive funding from bodies such as the Heritage Lottery Fund.
  >
  > Money can also come from funds for events such as Refugee Week. Hackney Museum in London was awarded money through the local authority from the government's Controlling Migration Fund [4] to increase knowledge about migration."

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[1] See: http://www.museumsassociation.org/museum-practice.

[2] See: https://www.voicemag.uk/blog/takeover-day-2016-at-time-tide-museum.

[3] "Our popular Magic Carpet storytelling sessions at the National Museum of Scotland provided inspiration for a pilot Community Engagement project encouraging bilingual families with preschool children to enjoy the Museum." See: https://www.nms.ac.uk/about-us/outreach-and-engagement/past-projects/magic-carpet-world/.

[4] See: http://www.bcvs.org.uk/latest-news/item/new-140m-fund-launched-to-help-control-migration-in-england-and-the-uk.

- Rebecca Reynolds "Measuring the impact of ESOL" argues that there is some evidence of the impact of museums' ESOL work:

  > "In 2016, M Shed in Bristol conducted interviews and surveys with museum staff and about 250 ESOL learners, teachers and group leaders. It also looked at work produced by learners, and found that ESOL visitors learnt about the city and felt better connected to it after the visit."

  but that there is still much more in-depth assessment of the impact to be researched.

- Rebecca Reynolds "Developing ESOL activities and resources" is a very practical look at creating resources to use; and

- Domenico Sergi "ESOL Learners and community engagement" is a case study from the Horniman Museum.

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

Equalities and Diversity Action Plan

In its Action Plan for 2016-2020[5], CILIP flagged up that a key role will be to "Champion diversity and equality" [p4].

> "However, despite saying – and in some cases, doing – the 'right things', we do not feel that equalities and diversity are really 'living' values at the heart of our organisation (although they are absolutely core to the values many of us bring to our work as individuals). Our aim is to transform the way we think about equalities, diversity and inclusion so that they move from being something we talk about to a set of values which define us and which we see as fundamental to our success as an organisation.
>
> To this end, we have committed to creating, implementing, monitoring and improving an Equalities and Diversity Action Plan with the aim of becoming an organisation that truly represents and achieves diversity and celebrates and encourages it in others." [p1]

This *Equalities and Diversity Action Plan* was launched in July 2017[6]. It sets out what CILIP intends to do in five areas:

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[5] *Securing the future: Action Plan 2016-2020.* CILIP, no date [2016]. Available to download as a pdf (3820 kb) from:
https://www.cilip.org.uk/sites/default/files/documents/cilip_action_plan_2016_2020.pdf.
[6] *Equalities and Diversity Action Plan.* CILIP, 2017. Available to download as a pdf (229.27 kb) from:
https://www.cilip.org.uk/sites/default/files/media/document/2017/equalities_and_diversity_action_plan_final1.pdf.

- CILIP as an organisation
- Diversity & the membership
- Diversity & the profession
- Celebrating diversity
- Diverse and inclusive library, information and knowledge services.

This is set out in a table and:

> "[…] includes 'quick wins' to allow us to make positive progress toward our overall goal of becoming an organisation that celebrates and reinforces equalities, diversity and inclusion, as well as longer term-goals and actions to address the issues we have identified that are more embedded and structural." [p2]

Although not saying so in so many words, the Plan does acknowledge the difficulties in some areas, such as Diversity & the membership, and Diversity & the profession, given the current economic climate and the perception of librarianship & information work as a career (as well as the reluctance by some CILIP members to respond to equality/diversity survey questions), and the longer-term goals include:

> "Identify and target structural barriers to inclusion through positive action, with specific emphasis on:
>
> - Age
> - Ethnicity
> - Gender […]
>
> Consider effective actions to make Professional Registration and recognition more accessible and attractive to a wider audience." [pp6-7]

Possibly the most interesting – and challenging – aspect of the Plan is the intention to establish Diverse and inclusive library, information and knowledge services, as this will need to be at arms-length; ways will need to be found to engage all types of library in this work urgently.

One minor wording quibble – the Plan states:

> "In the short term CILIP will **work with existing partners** such as Amnesty, CDEG and The Network to improve our awareness and understanding of issues relating to diversity, identity, equalities and inclusion. In the longer-term we will actively seek to **develop new partnerships** with organisations that are acknowledged for their practice in equalities, diversity and inclusion and learn from their best practices." [p10]

Surely CILIP would want to do both?

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"Resource Roundup: Teaching and Curriculum Supports on Antibias and Social Justice"

The US *School Library Journal* published this important and useful article[7] in response to the racism and violence in Charlottesville.

It begins:

> "In the wake of the tragic events in Charlottesville, VA, this past weekend, educators around the country are grappling with how to address current events in the classroom and create space for meaningful discussions about racism, bigotry, and violence. As the start of a new school year looms, teachers are faced with an educational – and moral – obligation to help young people process what's happening in the news and within their own neighborhoods and cities. Numerous organizations and associations have stepped up to offer lesson plan ideas, discussion guides, links to thought-provoking articles, and excellent booklists for a range of ages and reading levels, sharing them via #CharlottesvilleCurriculum on Twitter. We've collected some of the best resources below and added a few of our own picks."

It includes sections on:

- Classroom and curriculum support
- "Inservice: educate yourself", such as *Curriculum* …[8]
- Booklists, such as *Social justice booklist*[9]
- "Programming, Outreach, and Library Policy".

This last category includes some very interesting and useful links:

- "Skokie Library tackles race"[10], which outlines a programme to explore race:

> "The mission was to celebrate and uplift the voices of this diverse community, where nearly 100 languages are spoken and more than 40 percent of the population is foreign born. The largest immigrant groups in recent years are from Iraq and Pakistan. Past

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[7] Kiera Parrott "Resource Roundup: Teaching and Curriculum Supports on Antibias and Social Justice", *School Library Journal*, 21 Aug 2017, http://www.slj.com/2017/08/books-media/resource-roundup-teaching-and-curriculum-supports-on-antibias-and-social-justice/# .

[8] Jon Greenberg "Curriculum for White Americans to educate themselves on race and racism – from Ferguson to Charleston", *Citizenship & Social Justice*, July 2015, http://citizenshipandsocialjustice.com/2015/07/10/curriculum-for-white-americans-to-educate-themselves-on-race-and-racism/.

[9] Katherine Bassett, Brett Bigham and Laurie Calvert (eds). *Social justice booklist*. National Network of State Teachers of the Year, 2017. Available to download as a pdf (4860 kb) from: http://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf.

[10] Amy Koester and Amita Lonial, "Skokie Library tackles race", *School Library Journal*, June 2015, http://www.slj.com/2015/06/diversity/about-race-a-community-event-shifts-from-celebrating-diversity-to-discussing-race/.

celebrations have recognized the cultures and literature of our Asian Indian, Filipino, Assyrian, Greek, and Korean communities.

Why? The truth is recognizing and celebrating diversity does nothing to address the systemic, daily racism that affects our communities and many of our library patrons."

- "Free Library of Philadelphia Hosts First-Ever Social Justice Symposium for Teens"[11], which describes an event in a library service where staff were encouraged "[…] to challenge the status quo, to come up with innovative programs and service ideas as our role in the community changed."

- "The power of nonneutral librarianship"[12], which summarises an ALA Conference panel discussion, "You Can't Stay Neutral on a Moving Train: Making Critical Librarianship Tangible Through Library Programs and Exhibits": "Though many feel that the library should remain objective in the face of controversial issues and simply make materials available to patrons without putting forth an opinion, the academic and public librarians on the panel argued that neutrality is not an option. They discussed critical librarianship—using the library to take a stand on political and social justice issues—and shared how they rely on programs, installations, and exhibits to start conversations about sociopolitical topics, highlight the voices of the marginalized, and challenge accepted narratives in thought-provoking ways."

- "Why social justice in the library?"[13]

- "Social Justice and You"[14], a blogpost by the US Association for Library Service to Children, which draws together ideas to incorporate social justice into your work.

Great to see librarianship responding in this way – could there be similar responses in the UK?[15]

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[11] Erin Hoopes, "Free Library of Philadelphia hosts first-ever social justice symposium for teens", *School Library* Journal, Sep 2016, http://www.slj.com/2016/09/teens-ya/free-library-of-philadelphia-hosts-first-ever-social-justice-symposium-for-teens/.
[12] Mahnaz Dar, "The power of nonneutral librarianship", *School Library Journal*, July 2017, http://www.slj.com/2017/07/programs/the-power-of-nonneutral-librarianship-ala-annual-2017/. Already included in *Ebulletin* 238, 28 July 2017.
[13] Margo Gustina and Eli Guinnee, "Why Social Justice in the Library? | Outreach + Inreach", posted on *Library Journal* online, 8 Jun 2017, http://lj.libraryjournal.com/2017/06/library-services/why-social-justice-in-the-library-outreach-inreach/#_. Assessed in *The Network Newsletter*, 196, June 2017, pp4-5.
[14] ALSC, "Social justice and you", *ALSC Blog*, 14 Jan 2017, http://www.alsc.ala.org/blog/2017/01/social-justice-and-you/.
[15] Source: *Library Journal Reviews*, 21 Aug 2017.

Tackling social and digital exclusion – Other Agencies

Making the difference: breaking the link between school exclusion and social exclusion

 IPPR have just published this important new report[16]:

> "This report examines the cost of school exclusion, its causes and, importantly, the role that workforce development can play in addressing this growing national problem. New research into the causes of exclusion suggests that there are increasing numbers of children with complex and acute needs. These young people face challenges in accessing specialist services beyond their school, and the environments they learn in may be exacerbating their mental ill health. Often these pupils are excluded late in their school career, when much damage to their learning has already been done. Once they are excluded, often close to their exams, the teachers they work with are increasingly likely to be unqualified and only temporary." [Full report, p9]

Key findings include:

> "This report reveals the cost to the state of failing our most vulnerable children at school.
>
> • Every cohort of permanently excluded pupils will go on to cost the state an extra £2.1 billion in education, health, benefits and criminal justice costs. Yet more pupils are being excluded, year on year.
>
> New analysis reveals that official data is only the tip of the iceberg in terms of the full extent of exclusion.
>
> • Despite only 6,685 reported permanent exclusions last year, 48,000 of the most vulnerable pupils were educated in the AP [alternative provision] sector, which caters for excluded students. We reveal that still more pupils are not captured in any government data, yet are functionally excluded from mainstream school.
>
> We identify key factors in rising exclusion rates.
>
> • There are increasing numbers of children with complex needs – where mental ill health, unstable or unsafe family environments and learning needs combine. Yet a lack of workforce development in schools compounds the challenge students face. Half of school

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[16] Kiran Gill, Harry Quilter-Pinner and Danny Swift. *Making the difference: breaking the link between school exclusion and social exclusion.* IPPR, 2017.
Full report available to download as a pdf (836.88kb) from:
https://www.ippr.org/files/2017-10/making-the-difference-report-october-2017.pdf.
Summary report available (116.28kb) from: https://www.ippr.org/files/2017-10/making-the-difference-summary-october-2017.pdf.

leaders say their teachers cannot recognise mental ill health, and three in four say they cannot refer effectively to external services.

As more pupils are excluded close to their exams, the capacity of the staff who work with excluded students is diminishing.

- New data analysis shows once a child is excluded, they are twice as likely to be taught by an unqualified teacher and twice as likely to have a supply teacher. Meanwhile, a leadership recruitment crisis in schools for excluded pupils has seen leader vacancies double between 2011 and 2016.

Poor staffing can lead to dangerous environments in schools for excluded pupils, particularly in 'cold spot' regions.

- A child excluded from school in the North East is around eight times more likely to attend an alternative provision rated 'Inadequate' by Ofsted. In some local authorities with the highest levels of exclusion, 100 per cent of pupils are in settings graded 'Inadequate'." [Summary report, p2]

The report's recommendations include:

"A new programme should be established, which develops expertise in the profession, connects exceptional teachers to schools for excluded children, and creates a community of leaders to drive increasing inclusion throughout our education system. Leaders graduating from this new programme – The Difference – would be the catalyst for change throughout the school system, working to break the link between school exclusion and social exclusion.

Research set out in this report points to four priorities for workforce development:

- improving preventative support for young people with complex needs in mainstream schools
- improving the commissioning and oversight of alternative provision (AP) for excluded pupils
- increasing and then maintaining the supply of exceptional teachers and leaders into AP
- developing an understanding of 'what works' in improving trajectories for excluded young people.

IPPR is calling for a new programme to develop specialist school leadership. Led by a dedicated charity named The Difference, this programme would be designed to address these problems by:

- recruiting exceptional early career teachers with leadership experience
- placing them in leadership positions in an AP school, and upskilling them through a two-year bespoke programme of on-the-job training accredited at Master's level

- developing a route back to mainstream leadership, through a careers programme which matches alumni with senior leadership vacancies leading inclusion
- pioneering evidence-led practice by using its own programme and partnership with existing research organisations to develop and disseminate a better understanding of 'what works' to support vulnerable and disengaged young people." [Full report, p8]

There is further information about "The Difference" on their project website[17] which states:

> "We believe that children with chaotic home lives, mental health challenges and learning difficulties deserve support, not exclusion. The majority of today's prison population were excluded when at school [...]"

This is an immensely important piece of work, linking exclusion from school to young people's social environment and then highlighting some of the impacts on their later life.[18]

Health issues – Other Agencies

Drivers of wellbeing inequality

This new research[19] was published at the beginning of October 2017.

> "The literature on the drivers of wellbeing inequality is growing, however, analysis so far has focussed almost exclusively on wellbeing inequality at a national level. This is the first paper to explore what drives wellbeing inequality at the local authority level in Great Britain.
>
> This analysis uses inequality in life satisfaction as the main dependent variable. This measure is univariate, measuring overall inequalities in life satisfaction within a local authority, independent of any other variable such as ethnicity or income. It is calculated using four years of Annual Population Survey data for over 200 local authorities. Using multilevel modelling, we find that higher deprivation, unemployment, and rurality are associated with higher inequality in life satisfaction, whereas higher median income, female life expectancy, engagement in heritage activities and use of green space are associated with lower inequality in life satisfaction." [p3]

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[17] See: https://www.the-difference.com/.
[18] Source: *IPPR Newsletter*, 13 Oct 2017.
[19] Saamah Abdallah, Hanna Wheatley and Annie Quick. *Drivers of wellbeing inequality: inequality in life satisfaction across local authorities in Great Britain*. What Works Wellbeing, 2017. Available to download as a pdf (1520 kb) from: https://www.whatworkswellbeing.org/product/drivers-of-wellbeing-inequality/.

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

Action guide for re-envisioning your public library

The first edition of this guide was assessed in Newsletter 177[20].

This new version

> "[…] has been abridged and reorganized into three main modules – a Learning Pathway, Leading Pathway and Implementing Pathway – to enable library and community professionals to commit to focusing on a specific set of objectives – one pathway at a time. It contains activities and worksheets for evaluating the current level of activity and support for the library, determining goals and action steps, and planning and convening a community dialogue."[21], [22]

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Benchmarking Framework for library services

In September 2017, DCMS published this beta version of new guidance for public libraries, and the different parts of the Framework can be accessed from the main webpage[23].

The Framework was developed by the Local Government Association, working with Steve Wood & Associates on behalf of the Libraries Taskforce.

The *Introduction and recommended process …* sets out what the aim of the Framework is:

> "This Benchmarking Framework reflects best practice in sector-led continual improvement. It's been designed by the sector to support library services to develop their organisational capability to achieve enhanced and sustainable positive outcomes for the communities they serve. The Framework is not a product, an award or a badge; it is a journey of improvement across all aspects of the library service and its work (underpinned by self-assessment)."[24]

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[20] *The Network Newsletter …* 177, Jan 2016, http://www.seapn.org.uk/uploads/files/Newsletter-NS-177.pdf, pp8-10.

[21] Taken from: http://www.libraryvision.org/download_action_guide?utm_campaign=july2017news&utm_medium=email&utm_source=aspendpl, from where the guide can also be downloaded (you will need to sign in to do so).

[22] Source: email from The Aspen Institute, 26 July 2017.

[23] *Benchmarking Framework for library services.* DCMS, 2017. See: https://www.gov.uk/government/publications/benchmarking-framework-for-library-services.

[24] See: https://www.gov.uk/government/publications/benchmarking-framework-for-library-services/introduction-and-recommended-process-for-the-benchmarking-framework-for-library-services-version-1-september-2017.

and takes a pragmatic approach:

> "This is an improvement tool, not a compliance tool; no library service is expected to achieve all elements of the framework and no one ever will. Teams can choose which areas for improvement they want to work on, based on their specific circumstances."[25]

The Framework has two sections:

- the results of the library service (such as outcomes achieved)
- how an excellent library service organisation should operate in order to achieve enhanced outcomes for local people (based on the seven design principles included in *Libraries deliver*).

These design principles would ensure that local authorities:

- meet legal requirements
- are shaped by local needs
- focus on public benefit and deliver a high-quality user experience
- make decisions informed by evidence, building on success
- support delivery of consistent England-wide core offers
- promote partnership working, innovation and enterprise
- use public funds effectively and efficiently.[26]

The *Full (recommended) Benchmarking Framework for library services …* sets out exactly what the process involves (supported by a Guidance document[27]).

For example, it identifies 'characteristics of excellent library services', and illustrates how to assess against these – which are:

- Leadership
- Governance and management system
- Evidence-based decision-making
- Community consultation and engagement (which includes checking provision against the Children's Promise and the Six Steps Promise)
- Outcome-focused strategy and planning
- Collaborative working and enterprise
- Managing and developing people
- Managing financial and physical resources
- Service design, innovation and delivery
- Review, improvement and learning

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[25] See: https://www.gov.uk/government/publications/benchmarking-framework-for-library-services/introduction-and-recommended-process-for-the-benchmarking-framework-for-library-services-version-1-september-2017.

[26] See: https://www.gov.uk/government/publications/libraries-deliver-ambition-for-public-libraries-in-england-2016-to-2021/libraries-deliver-ambition-for-public-libraries-in-england-2016-to-2021.

[27] See: https://www.gov.uk/government/publications/benchmarking-framework-for-library-services/guidance-for-using-the-benchmarking-framework-for-library-services-version-1-september-2017.

In addition, a shorter (alternative) Framework template (HTML and downloadable template), an organisational model (downloadable template), and an improvement plan (downloadable template) are available to download from the website.

This looks as though it could be a helpful Framework – it will be interesting to see how it develops as library services start to use it.

Abbreviations and acronyms

CILIP = CILIP – The Library and Information Organisation
DCMS = Department for Digital, Culture, Media and Sport
ESOL = English for Speakers of Other Languages

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