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

Number 200, October 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

Did you see …?

ARC Magazine

As noted in a recent *Ebulletin*[1], "Qisetna – Talking Syria" won the CAHG overall award for 2017. The latest issue[2] of *ARC Magazine* features the work of the CAHG more widely, and also includes details of the other award-winners[3]. There is a long article[4] about Qisetna and what the project has achieved:

> "Qisetna was born to challenge the mainstream media narrative, as a response to reconnect a truly diverse community who once lived door-to-door, sharing each other's ancient cultures and faiths, music, calligraphy, flavours, and humour."

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

State of the Nation 2017 …

This is the latest report[5] from the Social Mobility Commission, which has had considerable media coverage (particularly since the resignation of the key team[6]).

In this fifth annual report, the Commission looks again at "[…] our country's lamentable social mobility track record" [p iii]. It recognises the continuing issues around the labour and housing markets, but looks particularly at the:

> "[…] widening geographical divide. The Social Mobility Index reveals a growing gulf between our country's great cities (especially London) and those towns and counties that are being left behind economically and hollowed out socially. England is a small country with a large and growing gap between those places that offer good opportunities for social progress – what we have called social mobility hotspots – and those that

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[1] *The Network Newsletter – Ebulletin*, 245, 27 Nov 2017, http://www.seapn.org.uk/uploads/files/Networkebulletin-no-245.pdf, pp3-4.

[2] *ARC Magazine*, 240, Dec 2017.

[3] See: http://www.archives.org.uk/news/678-talking-syria-wins-national-award.html.

[4] Juan DelGado "Qisetna: Talking Syria", pp11-14.

[5] *State of the Nation 2017: social mobility in Great Britain*. Social Mobility Commission, 2017. Available to download as a pdf (15320 kb) from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/662744/State_of_the_Nation_2017_-_Social_Mobility_in_Great_Britain.pdf.

[6] See, for example: Michael Savage "Theresa May faces new crisis after mass walkout over social policy", *The Guardian*, 3 Dec 2017, https://www.theguardian.com/politics/2017/dec/02/theresa-may-crisis-mass-walkout-social-policy-alan-milburn; and Jules Birch "Social mobility: the widening gap between government rhetoric and reality", *Inside Housing*, 4 Dec 2017, https://www.insidehousing.co.uk/comment/social-mobility-the-widening-gap-between-government-rhetoric-and-reality-53469.

do not – the coldspots. Some parts of the country are far more conducive to social mobility than others:

- Disadvantaged children are 14 percentage points less likely to be school-ready at age five in coldspots than hotspots: in 94 areas, under half of disadvantaged children reach a good level of development at age five.
- 51 per cent of London children on free school meals achieve A* to C in English and maths GCSE, compared with an average of 36 per cent in all other English regions: in Westminster 63 per cent get good English and maths GCSEs, but in the Isle of Wight only 27 per cent do.
- In Kensington and Chelsea, 50 per cent of disadvantaged youngsters make it to university, but in Hastings, Barnsley and Eastbourne, the university participation rate for this group falls to just 10 per cent.
- One-quarter of young people are NEET (not in education, employment or training) in South Ribble compared with 1 per cent in North Hertfordshire.
- In 71 largely rural areas, over 30 per cent of people earn below the voluntary living wage: average wages in the worst-performing area, West Somerset, are £312 a week, less than half those in the best-performing areas of Wandsworth, Richmond upon Thames and Westminster.
- In Bolsover, just 17 per cent of residents are in professional and managerial occupations compared with 51 per cent in Oxford.
- In Blaby, Rochford and Harborough, 80 per cent of families own their home but in Tower Hamlets the figure is just 18 per cent." [p iv]

In addition, the report identifies five trends:

- "[T]he biggest divide is between London (and the commuter belt areas around it) and the rest of the country." [p iv]
- "[…] the inner cities of our country are no longer the worst-performing areas for social mobility, though they are not yet the engines of social mobility they have the potential to be." [p v]
- "[…] the new social mobility coldspots in our country are concentrated in remote rural or coastal areas and in former industrial areas, especially in the Midlands. There, youngsters from disadvantaged backgrounds face far higher barriers to improved social mobility than those who grow up in cities and their surrounding hinterland […] It is perhaps not surprising that the bottom five coldspots are Carlisle, Corby, Weymouth and Portland, Newark and Sherwood, and West Somerset, which is overall the worst part of the country for social mobility." [p v]
- "[…] there is no direct correlation between the affluence of an area and its ability to sustain high levels of social mobility. While affluent areas tend to outperform deprived areas in the index, a number of places buck the trend. Some of the most deprived areas in England are hotspots, including most of the London boroughs at the top of the index. Outside of London, Slough is a hotspot despite being in the most deprived 40 per cent of areas. Conversely, some affluent areas are among the worst for

offering good education and employment opportunities to their most disadvantaged residents. Some of the coldspots are among the least deprived areas in the country – for example, Cotswold and West Berkshire. Disadvantaged youngsters in these areas can be somewhat neglected, especially if they are dispersed across isolated rural schools. Similarly, some affluent places have high levels of low pay despite high average salaries. In St Albans, for example, half the population are in well-paid professional roles, but a quarter earn below the voluntary living wage." [p v]

- "[…] local policies adopted by local authorities and employers can positively influence outcomes for disadvantaged residents. Two decades ago, London's state schools were routinely described as the worst in the country. Now they are the best. The education attainment of disadvantaged children has dramatically improved thanks to initiatives like London Challenge and the combined efforts of local councils, teachers and governors. Similarly, until recently, the North East had some of the worst careers advice in the country. Today, it is leading the way on good-quality careers advice – a consequence of collaborative efforts to improve performance." [p vi]

The report makes a number of recommendations, grouped under its different chapter headings. These include:

Early Years

- "Every local authority should develop an integrated strategy for improving disadvantaged children's outcomes. This should include:
    - quality improvement support for early education settings, including collaborative working groups, tailored advice and comprehensive training for early years teachers
    - driving uptake of the early education offer for disadvantaged two-year-olds and ensuring that they do not lose places to children eligible for the 30-hour offer
    - ensuring that all parenting support programmes are evidence based and experimenting with ways to offer effective advice to more parents.
- Early education and childcare providers should invest pupil premium funds in evidence-based practice using the Early Education Foundation's toolkit." [p19]

Schools

- "Regional School Commissioners should be given responsibility for monitoring and managing the supply of teachers within their regions and should work with universities, schools and Teach First to develop sub-regional strategies with the right incentives to attract, recruit and keep teachers, offering region-wide opportunities for development and progression.
- The government should launch a fund for schools in rural and coastal areas to explore innovative approaches to partnerships with other schools in order to boost attainment.

- Regional School Commissioners should work with the combined authorities to ensure coherence between skill development and local industrial strategies." [p39]

Youth

- "Local Enterprise Partnerships should follow the approach of the North East Local Enterprise Partnership, which works to improve careers support for young people by facilitating collaboration between employers, schools and colleges via joint groups and websites.
- Universities should play a more active role in their local community by encouraging local employers to hire graduates and organising student volunteering in isolated areas nearby.
- Government should develop education and skill policies to better support disadvantaged young people in isolated areas; for example, by targeting any unused apprenticeship levy funds at regions that have fewer high-level apprenticeships." [p56]

Working lives

- "Central government should put social mobility and place at the heart of the industrial strategy, with a focus on rebalancing economic and work opportunities.
- Central government should rebalance the national transport budget to deliver a more equal share of investment per person and contribute towards a more regionally balanced economy.
- The Department for Education and the Department for Business, Energy & Industrial Strategy should collaborate on Opportunity Areas, aiming to improve educational attainment and labour market opportunity in coldspot areas.
- The Department for Business, Energy & Industrial Strategy should match the Department for Education's £72 million Opportunity Area fund to boost quality employment in coldspot areas.
- Local government should develop a new deal with employers and educators for inclusive employment, based on jointly agreed local social mobility action plans, using the Social Mobility Employer Index as a framework for employer action.
- Local government should support and incentivise accredited voluntary living wage employers and ensure that the local council is also accredited." [p75]

English regional snapshots

- "Combined authority mayors and local government leaders should put social mobility at the heart of economic and educational development and take coordinated action to tackle the social mobility challenges of their areas by each developing a ten-year social mobility strategy with clear progress measures.
- This should include a focus on improving transport links to social mobility hotspots in rural and coastal areas.

- Schools should work with local employers to meet the key Gatsby careers support benchmarks (a set of critical careers support requirements based on international standards) and to ensure that all young people are well prepared for work.
- Local government should develop shorter-term action plans with employers, educators, universities and other key local stakeholders to improve opportunities for local disadvantaged people." [p 95]

Because the data are collected differently, the report does not focus in quite the same way on Scotland and Wales.

For Scotland, it concludes:

"Education and employment outcomes vary widely across Scotland – with deprived, post-industrial areas tending to report lower outcomes, while affluent rural areas tend to report higher outcomes. Even within authority areas, there are large gaps in outcomes between the most deprived and least deprived parts of the area. The Scottish Government's focus on narrowing the attainment gap and also widening access to further and higher education is very welcome. Further analysis of attainment gaps by local area could help to direct extra support to areas with the most need, while also focusing local stakeholders on the problem." [p138]

For Wales:

"Every local authority area in Wales has relative strengths and weaknesses across the life stages. But it is disadvantaged youngsters, particularly in areas with high levels of deprivation, who appear to be losing out most in the crucial early years of their lives and in their school years. In Torfaen, as few as 18 per cent of young people eligible for free school meals achieve the equivalent of grades A* to C GCSE in the Core Subject Indicator. But affluent areas are also failing their disadvantaged pupils, with attainment gaps as large as 41 percentage points in Monmouthshire where seven in ten more advantaged youngsters achieve good grades.

Further analysis on the transition from school into post-16 institutions is required to understand the current destinations for people between ages 16 and 19. Better data would help to identify the barriers in place for young people in Wales, and to pinpoint any coldspot areas where young people from disadvantaged backgrounds are falling behind particularly badly. As parts of the economy in Wales seek to grow, it is paramount that barriers that prevent less advantaged young people from flourishing are understood and acted upon." [p153]

The picture is grim. The report is also scathing about some of the approaches that have been taken:

"There is, however, a mind-blowing inconsistency of practice. It is the breeding ground for the local lottery in life chances that exists today. It is, of course, a matter for local decision-makers to attune their policies and

priorities to the needs of their local communities. In a heavily resource-constrained climate, local councils are continually having to make difficult choices about where to allocate resources and focus efforts in order to get the biggest bang for their buck. But all too often schemes start up and then wither away. Initiatives often lack scale. Experience is usually not pooled. Most worryingly of all, evidence about what works to improve social mobility is, at best, not properly embedded in local policies and programmes. At worst, it is ignored. When that happens, precious public resources are wasted and the potential for social progress is lost." [p vi]

This is an important piece of research, well worth reading, especially in terms of the support it may help give to our search for resources.[7]

Tackling social and digital exclusion – Other Agencies

UK poverty 2017 …

JRF have just published this report[8].

> "This research examines trends in poverty over the last 20 years. It presents analysis of the main factors driving these trends, including changes in employment, skills and pay and state support for working-age families and pensioners. The report also explores aspects of life which are closely linked to poverty – the quality and security of housing, mental and physical health and relationships within families and more widely. Finally, it examines trends in factors which have a strong impact on the prospects of future poverty: education and financial resilience." ["Findings", p2]

The key points from this research are:

- "Poverty among children and pensioners has risen in the last few years. 30% of children and 16% of pensioners now live in poverty.
- One in eight workers live in poverty – 3.7 million.
- 47% of working-age adults on low incomes spend more than a third of their income (including Housing Benefit) on housing costs. More than a third of working-age adults receiving Housing Benefit now have to top it up out of their other income to cover their rent […].
- 30% of people living in a family with a disabled member live in poverty, compared to 19% of those who do not.

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[7] Source: Equality and Diversity Forum *Newsletter*, 1 Dec 2017.
[8] JRF Analysis Unit. *UK Poverty 2017: a comprehensive analysis of poverty trends and figures*. JRF, 2017. Available to download as a pdf (6480 kb) from:
https://www.jrf.org.uk/report/uk-poverty-2017?utm_medium=email&utm_campaign=JRF%20weekly%20round-up%20wc%204%20December%202017&utm_content=JRF%20weekly%20round-up%20wc%204%20December%202017+CID_09b26a44ab9e3144a7f1175ecd227a69&utm_source=Email%20marketing%20software&utm_term=Read%20the%20research.
There is also a "Findings" summary available (135.55kb).

- Nearly a quarter of adults in the poorest fifth of the population experience depression or anxiety.
- More than one in 10 working-age adults in the poorest two fifths, and around one in six pensioners in the poorest fifth, are socially isolated.
- 20% of those in the poorest fifth have 'problem debt'. 70% of people in work are not contributing to a pension." ["Findings", p2]

The report concludes:

"Over the last 20 years the UK has succeeded in reducing poverty significantly among those groups traditionally most risk – pensioners and families with children.

These reductions were achieved in three main ways:

- the choices of successive governments to increase the support given to these groups through benefits, tax credits and pensions
- rising employment
- increasing home-ownership.

However, very little progress has been made in reducing poverty among working-age households without children." [Full report, p99]

The conclusions continue:

"The prospects for solving UK poverty currently look worrying. Changes to benefits and tax credits for working-age families are reducing the incomes of many of those on low incomes. High housing costs continue to reduce the amount those in poverty have to meet other needs. Inflation is rising and is higher for those on lower incomes than for better-off groups. This squeeze on living standards is also storing up problems for the future. The majority of those on low incomes have no savings and are not building up a pension. In addition, the decreasing proportion of the working-age population buying their own home means that in the future more older people are likely to still be renting than is currently the case.

The UK's success in increasing employment rates means that many of those who are now out of work are disabled or have health conditions, have young children or are caring for disabled adults; some experience several of these circumstances. This makes it far harder for them to find and sustain work, and more likely that when they do get work it is low-paid and part-time. Improving the opportunities for disabled people, carers and those working part-time to not only find work but earn more could greatly reduce the pressure on the benefit and tax credit system. Reducing housing costs and increasing the availability of truly affordably housing would also contribute to this." [Full report, p99]

Finally:

"The impact of poverty on physical and mental health and on relationships within families adds to the disadvantages facing those growing up or living on low incomes, and makes it harder for them to

move out of poverty. Enabling those in poverty to improve their incomes and reduce their costs, as well as addressing the negative impacts of low incomes, would help to prevent future poverty.

Solving poverty in the UK will require urgent action in five areas:

1. Reform of Universal Credit so people keep more of what they earn and a lifting of the working-age benefits freeze so incomes keep up with prices.
2. Reduce the cost of living, particularly housing, for those on low incomes.
3. Improve education and skills, especially among children from low-income backgrounds and adults in low-paid work.
4. Work with employers and business to create more and better jobs where they are needed, and to offer more opportunities and better pay to people who currently struggle to enter and gain from work – particularly disabled people, those caring for adults or children, and part-time workers.
5. Work with communities and service providers to improve health, family relationships and social support to reduce the damage done by poverty and improve prospects." [Full report, p100]

JRF is therefore launching a call to action:

"The analysis highlights that the three factors which have led to a fall in poverty and are now under question; state support for many of those on low incomes is falling in real terms, rents are increasing, and rising employment is no longer reducing poverty. As a result, JRF is calling for a national mission to transform the prospects of millions of people living in poverty in the UK."[9]

Some of the areas suggested for urgent action are very much within the cultural sector's remit.[10]

Health & Wellbeing issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

"Patient and public information – how can libraries help?"

This is a guest Libraries Taskforce blogpost[11] from Holly Case (Outreach Librarian for Surrey & Sussex Healthcare NHS Trust), which looks at the developing role for libraries in providing access to information for patients.

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[9] Taken from: https://www.jrf.org.uk/report/uk-poverty-2017?utm_medium=email&utm_campaign=JRF%20weekly%20round-up%20wc%204%20December%202017&utm_content=JRF%20weekly%20round-up%20wc%204%20December%202017+CID_09b26a44ab9e3144a7f1175ecd227a69&utm_source=Email%20marketing%20software&utm_term=Read%20the%20research.
[10] Source: JRF *Weekly round-up*, 8 Dec 2017.

It makes some important points, including:

- There is an increasing need for patients to better self-manage their health conditions
- There are indications that up to 43% of adults don't fully understand text-based health information
- It argues that: "Librarians and libraries are absolutely the right people to support the creation, provision and signposting of patient information and there are a number of reasons why. We are experts in finding, appraising, and packaging information based on our users' needs."

In 2015, HEE published *Knowledge for healthcare …*[12] Under this:

"For the first time, health libraries must ensure that their service is making some sort of provision of Patient and Public Information."

Health libraries have been asked to achieve and promote at least one of the following:

1. "Helping healthcare staff to provide high quality patient information
2. Walk-in use of print resources for reference
3. Enquiry service for patients and the public
4. Collaboration with the local public library service
5. Facilitating patient / public health literacy
6. The library open to the public"

Collaboration between health and public libraries is critical – the blogpost finishes by suggesting that one route for this could be via Health Information Week, the next one being due to take place from 2-8 July 2018[13].

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LGBTQ issues – Other Agencies

School report …

This is the third School Report[14] from Stonewall and it:

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[11] Holly Case. "Patient and public information – how can libraries help?" *Libraries Taskforce Blog*, 13 Nov 2017, https://librariestaskforce.blog.gov.uk/2017/11/13/patient-and-public-information-how-can-libraries-help/.

[12] *Knowledge for healthcare: a development framework for NHS library and knowledge services in England 2015-2020*. Health Education England, 2015. Available to download as a pdf (10010 kb) from: https://hee.nhs.uk/sites/default/files/documents/Knowledge%20for%20healthcare%20-%20a%20development%20framework.pdf.

[13] See, for example: http://kfh.libraryservices.nhs.uk/patient-and-public-information/health-information-week/.

[14] Josh Bradlow, Fay Bartram and April Guasp, with Vasanti Jadva. *School report: the experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017*. Stonewall, 2017. Available to download as a pdf (3370 kb) from: http://www.stonewall.org.uk/sites/default/files/the_school_report_2017.pdf.

"[…] marks ten years since the publication of the first study in 2007. It is the first to include the specific experiences of trans pupils, reflecting Stonewall's decision to extend its remit to campaign for trans equality in 2015. With over 3,700 respondents, it is the most comprehensive survey into the current experiences of LGBT pupils in Britain today." [p5]

Comparing this year's findings with the previous two reports, it shows that:

- "Lesbian, gay and bi pupils are less likely to experience homophobic and biphobic bullying at school. In 2017 45 per cent of LGBT pupils are bullied for being lesbian, gay, bi or trans in Britain's secondary schools and colleges, down from 55 per cent of lesbian, gay and bi pupils who experienced homophobic bullying in 2012 and 65 per cent in 2007.

- Homophobic language at school is still prevalent but decreasing. This year's report found that 52 per cent of LGBT pupils hear homophobic remarks such as 'faggot' or 'lezza' 'frequently' or 'often' in school, down from 68 per cent in 2012 and 71 per cent in 2007.

- Schools are much more likely to say that homophobic bullying is wrong. In 2017 68 per cent of LGBT pupils report that their school says that homophobic and biphobic bullying is wrong, up from 50 per cent in 2012 and 25 per cent in 2007.

- Pupils are more likely to be taught about LGBT issues at school. In 2017 40 per cent of LGBT pupils have never been taught about LGBT issues in school, down from 53 per cent in 2012 and 70 per cent in 2007.

- Experiences of poor mental health remain alarmingly high. This year's report found that 61 per cent of lesbian, gay and bi pupils (who aren't trans) have deliberately harmed themselves at some point, compared to 56 per cent in 2012. It found that 22 per cent had attempted to take their own lives, compared to 23 per cent in 2012." [p8]

In her Foreword, Ruth Hunt (CE, Stonewall) says that:

"But while there is much to celebrate, this study shows how much there is left to do. Nearly half of LGBT young people are still bullied for being LGBT at school, and only one in five have learnt about safe sex in relation to same-sex relationships at school. LGBT young people continue to experience unacceptably high levels of poor mental health. Online, nearly all LGBT pupils are exposed to offensive content about LGBT people, and just one in three think that online companies will do something about it if reported.

For trans pupils in particular, the findings are alarming: nearly two in three trans pupils are bullied for being LGBT at school, one in ten have received death threats, and more than two in five have tried to take their own lives. While a growing number of schools are supporting their trans pupils, too many are not equipped to do so. It is vital that this is remedied as a matter of urgency.

At the same time, LGBT young people who are disabled, or who receive free school meals, are at heightened risk of being bullied and experiencing poor mental health. LGBT young people who are black, Asian and minority ethnic are particularly unlikely to have someone at home they can talk to about being LGBT, while bi and trans young people suffer from a persistent lack of role models at school. It is clear that much remains to be done until every young person in Britain can grow up free to reach their full potential."

The report covers:

- Prevalence of homophobic, biphobic and transphobic bullying
- What does the bullying look like?
- Responding to bullying and language
- Policies
- Teaching about lesbian, gay, bi and trans issues
- Support for lesbian, gay, bi and trans pupils
- Wellbeing and mental health
- Going online
- Support outside of school.

It also has a list of recommendations (eg for schools, DfE, Ofsted, local authorities and multi-academy trusts); an outline of the methodology used; and support and resources (primarily from Stonewall).

Recommended.[15]

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

The Mendoza Review: an independent review of museums in England

The Review[16] has just been published by DCMS.

As the MA describes it:

"[The Review] was led by Neil Mendoza, a former banker and non-executive board member of the Department for Digital, Culture, Media and Sport (DCMS). It was commissioned by government in response to the 2016 Culture White Paper, which called for "a wide-ranging review of

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[15] Source: email from Stonewall, 18 Aug 2017.

[16] Neil Mendoza. *The Mendoza Review: an independent review of museums in England*. DCMS, 2017. Available to download as a pdf (2080 kb) from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/663128/The_Mendoza_Review_an_independent_rreview_of_museums_in_England.pdf.

national, local and regional museums, working closely with Arts Council England (ACE) and the Heritage Lottery Fund (HLF)."[17]

The Review identifies as many of the existing funding streams as possible; and also makes a number of recommendations for developing "roles and responsibilities":

> "We have set out and delineated clear roles and responsibilities divided as follows:
>
> - a joined-up approach from government
> - a clearer museums role for DCMS
> - national responsibilities for national museums
> - a stronger development function for ACE
> - a more effective use of National Lottery funding
> - the closer involvement of Historic England
>
> We have also set out how Local Authorities can best make use of their museums and some best practice suggestions for the sector itself." [p8]

These appear as a set of nine recommendations:

- Adapting to today's funding environment
- Growing and diversifying audiences
- Dynamic collection curation and management
- Contributing to placemaking and local priorities
- Delivering cultural education
- Developing leaders with appropriate skills
- Diversifying the workforce
- Digital capacity and innovation
- Working internationally

Of particular interest to us are the sections on growing and diversifying audiences; contributing to placemaking and local priorities; delivering cultural education; and diversifying the workforce. The Review includes brief case studies to illustrate how the recommended actions could be developed.

The Review also recommends that:

> "DCMS will facilitate the development of a Museums Action Plan with ACE and HLF to deliver on these priorities by September 2018. Where applicable, this will include the national museums. It will set out how they will deliver these priorities, aligning capital and resource funding, grant programmes, and support over the next four years." [p12]

As you will no doubt have seen, there has been considerable media interest, including an editorial statement in *The Guardian*[18] and an article in response by

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[17] Simon Stephens "Report calls for a more strategic approach to museum funding", MA News, 14 Nov 2017, http://www.museumsassociation.org/museums-journal/news/14112017-report-calls-for-a-more-strategic-approach-to-museum-funding.

Neil Mendoza[19], plus a brief assessment by the MA[20]; in addition, the latest issue of *Museums Journal*[21] has, in its "Voxpop" column, a set of comments on the Review, which again give it a mixed reception – for example from Laura Pye, Head of Culture, Bristol:

> "On the whole I think the review is a positive and it's great that it paints a positive image of the sector. But I worry it could lead to us becoming complacent as a workforce.
>
> There has been a lot of talk about whether the sector is in crisis? The dictionary definition of crisis is: 'A time when a difficult or important decision must be made.' On this definition then, yes, I think we are at this point. And while I think the review touches on the main areas of 'crisis', I worry that it doesn't make enough of its seriousness and the need for change."[22]

Abbreviations and acronyms

ACE = Arts Council England
CAHG = Community Archives and Heritage Group
DCMS = Department for Digital, Culture, Media and Sport
DfE = Department for Education
JRF = Joseph Rowntree Foundation
MA = Museums Association

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[18] "The Guardian view on the museums review: where's the cash?", *The Guardian*, 17 Nov 2017, https://www.theguardian.com/culture/commentisfree/2017/nov/14/the-guardian-view-on-the-museums-review-wheres-the-cash.
[19] Neil Mendoza "A more positive picture of museums flourishing across England", *The Guardian*, 15 Nov 2017, https://www.theguardian.com/culture/2017/nov/15/a-more-positive-picture-of-museums-flourishing-across-england.
[20] Simon Stephens "Report calls for a more strategic approach to museum funding", MA News, 14 Nov 2017, http://www.museumsassociation.org/museums-journal/news/14112017-report-calls-for-a-more-strategic-approach-to-museum-funding.
[21] *Museums Journal*, Dec 2017, p12.
[22] See: https://www.museumsassociation.org/museums-journal/comment/01122017-voxpop.