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

Number 219, May 2019

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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 …?

Museums Journal

The May issue includes:

- Geraldine Kendall Adams "Subject expertise and public engagement have to exist", which argues that this should not be an 'either/or'. As Tehmina Goskar (Curatorial Research Centre[1]) is quoted as saying: "But objects are not just there to make the background look pretty. Our only unique aspect is our collections." [pp12-13]
- Amanda Parker "Time to rethink beliefs around 'cultural fit'" ["Comment" column], which argues that: "We need to look at who works where, what roles diverse employees occupy and what qualities we consider to be a 'good fit' for leadership positions. If we cannot rethink our assumptions around 'cultural fit' in the workplace itself, then we'll fail to make the arts sector truly inclusive." [p14]
- Sharon Heal and Richard Sandell "How should we define a museum in the 21st century?" ["Comment" column], where the two contributors debate whether it's timely to redefine the purpose of museums [p17]

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

Enhancing arts and culture in the criminal justice system: a partnership approach

This new guidance[2] has just been produced by the National Criminal Justice Arts Alliance and ACE:

> "This guide is for artists, arts organisations and cultural institutions interested in working in criminal justice settings. It is designed to assist the development of high quality arts and cultural practice in these unique environments, emphasising the practical, creative and ethical considerations.
>
> This document outlines the complex and changing nature of the criminal justice system and makes the case for why reaching out through the arts to those who are socially excluded is valuable, not only to the individual, but for arts and culture collectively […]" [p8]

It starts by setting the context, drawing on previous research[3] into the role of arts in criminal justice, which "[…] highlights examples of how the arts can

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[1] See: https://www.curatorialresearch.com/.

[2] Jessica Plant and Dora Dixon *et al. Enhancing arts and culture in the criminal justice system: a partnership approach*. Clinks, 2019. Available to download as a pdf from: https://www.artsincriminaljustice.org.uk/wp-content/uploads/2019/06/Enhancing-arts-and-culture-in-the-criminal-justice-system.pdf.

support positive changes linked to personal agency, efficacy and identity, which are linked to the highly individualised journey of desistance." [p8]

It then very briefly outlines the current policy context (primarily focusing on inclusivity, investment in the arts, wellbeing) and notes that, according to a 2018 survey, popular opinion is shifting: "[…] only 11% of people thought the arts shouldn't be available to those in contact with the criminal justice system." [p10]

The report then outlines its vision: "Why arts and culture in criminal justice settings?" This begins with a sketch of the current state of the criminal justice system:

> "The people in contact with the criminal justice system are drawn, to a large extent, from some of the most marginalised and disadvantaged people in our society. The Prison Reform Trust's 2018 *Bromley Briefing* [4] highlights the overrepresentation of people from low socio-economic groups, care leavers and those from black, Asian and minority ethnic (BAME) communities, with particular overrepresentation from black, Muslim and Gypsy, Roma and Traveller communities." [p12]

and then goes on to outline 'what we know':

- "Art, design and creativity have the power to transform lives, enabling personal development and fostering positive relationships
- Arts and cultural opportunities can help reduce crime by unlocking untapped talent, improving wellbeing and boosting employability
- Exhibitions and performances engage wider communities and challenge negative stereotypes about people with criminal records
- Art produced by diverse and unheard voices enhances art and culture for all." [p12]

There is a very brief look at some of the available evidence and the benefits of artistic development.

This is followed by a section with 'A strategic vision for enhancing arts and culture in criminal justice settings'; this includes:

- Creative pathways: "Our vision is for people to be able to move from audience member, to creative participant, to freelance artist or employee in a thriving creative economy. Within the criminal justice system we would like to see arts and culture valued and embedded across all areas of prison and probation, from health and education to industry and in rehabilitation and resettlement services." [p14]

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[3] Charlotte Bilby, Laura Caulfield <u>and</u> Louise Ridley. *Re-imagining futures: exploring the process of desistance*. Arts Alliance, 2013. Available to download as a pdf from: http://nrl.northumbria.ac.uk/16846/1/Re-imagining_Futures_Research_Report_Final.pdf.

[4] Alex Hewson <u>and</u> Emily Knight. *Bromley Briefings prison factfile*. Prison Reform Trust, 2018. Available to download as a pdf from: http://www.prisonreformtrust.org.uk/Portals/0/Documents/Bromley%20Briefings/Autumn%202018%20Factfile.pdf.

- A partnership approach: "Artists, governors, policy-makers and institutions – including galleries, museums, theatres and prisons – all have an important role to play in developing creative pathways for people in contact with the criminal justice system." [p14]

- Work with specialist arts organisations

- Work with cultural institutions: "Larger mainstream arts and cultural organisations and buildings can take an important position to expand opportunities for people in criminal justice settings. Embracing diverse influences not only elevates the work of our artists and our cultural offer, but is also the key to the future success and sustainability of the sector […]

  Galleries, theatres, libraries and other cultural spaces and institutions should make sure they are open and accessible to people with experience of the criminal justice system and proactively engage with and include the voices of those on the margins of society. Many high-profile organisations have already developed delivery expertise through longstanding and successful local partnerships with prisons in their communities, such as the Watts Gallery (with 10 years' outreach work in young offender institutions) and Snape Maltings (with 20 years' work at HMP Warren Hill)." [p16]

- Employment for people with convictions in the creative industries

- Individual artists: "Independent facilitators and artists have much to contribute – and a great amount to gain – by engaging with the criminal justice system. They can provide something unique in a criminal justice context, including new perspectives, flexible approaches and positive role models.

  Art tutors in prisons support and inspire students in prisons around the country. Visionary artists/writers-in-residence have a long history of delivering innovative programmes of creative work within prisons." [p20]

This is followed by a practical toolkit which includes twelve good practice principles (eg Work with integrity and optimism; Amplify the voice of people with lived experience); and Step-by-step guidance to developing a project (eg Ask yourself why you want to carry out this work; Consider the criminal justice setting; Build relationships).

Following some information about the NCJAA and how the guide was put together, it then includes a "Draft model to explore how to enhance creative skills and employment opportunities for people in the criminal justice system" (Appendix 1); "A brief overview of the criminal justice system and its agencies" (Appendix 2); and further resources (Appendix 3).

The whole guide is illustrated with brief case studies and examples.

Useful step-by-step guidance, recommended.[5]

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BAME staff experiences of academic and research libraries

This important new report[6] has just been published by SCONUL.

> "This research was commissioned by SCONUL (Society of College, National and University Libraries) and was aimed at documenting the lived experience of Black, Asian and minority ethnic (BAME) staff working in academic and research libraries across the UK. The research deployed an essentially qualitative approach involving a focus group and one-to-one in-depth interviews with BAME staff." [p5]

The key findings from the survey (which "[…] were later reinforced by the perceptions and views collated from the focus group and one-to-one interviews" [p5]) included:

1. "44% of BAME staff surveyed had experienced racism at the hands of either a work colleague or service user or both;
2. 65% of those who had experienced racism had reported it;
3. 80% of those who had reported racism said it had not been resolved to their satisfaction;
4. just over half of respondents (53%) felt that their workplace valued equality and diversity and had an inclusive culture." [p5]

These are followed by 17 findings that emerged from the qualitative element of the research, for example:

1. "BAME staff feel under pressure to perform to a higher standard than their white counterparts and feel that they are being monitored. This was especially the view among those who believed their ethnicity particularly stood out.
2. Some BAME staff were conscious that they belonged to a minority ethnic group and this added to their sense of being monitored whilst undertaking their workplace duties.
3. The need for greater ethnic diversity of the library workforce was a strong sentiment expressed by BAME staff.
4. There was a view that lack of diversity in the library profession was not being acknowledged, nor taken seriously, by the senior management of academic and research libraries.
5. Participants noted that senior roles in the library profession are dominated by white individuals. Institutional barriers were identified as a hindrance to the progression of BAME staff to the upper levels of library hierarchies. BAME staff were perceived as experiencing a glass ceiling." [pp5-6]

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[5] Source: email from the National Criminal Justice Arts Alliance, 13 Jun 2019.

[6] Mohammed Ishaq and Asifa Maaria Hussain. *BAME staff experiences of academic and research libraries.* SCONUL, 2019. Available to download as a pdf from: https://www.sconul.ac.uk/sites/default/files/documents/BAME%20staff%20experiences%20of%20academic%20and%20research%20libraries_0.pdf.

The report details these findings, and concludes with an important statement on how SCONUL is intending to pursue change, including in:

- Leadership

- Voice, eg "How can we support members to listen actively to the experiences of BAME colleagues?" [p47]

- Zero tolerance: "It is clear from the report that while there might, in theory, be zero tolerance of racism within our institutions, this isn't the reality BAME colleagues experience. We need to understand what is going wrong, including with how complaints are captured, and how our responses to complaints are falling short." [p47]

- Cultural and behavioural change

- Active support for BAME staff, eg a mentorship programme

- Effective partnerships for change, eg "What evidence do members need to argue for change and who might provide that and how? How might we work with colleagues in CILIP, in library schools and beyond to promote librarianship as a profession to BAME communities?" [pp47-48]

We must look out for these changes being implemented – and maybe learn from this report to inform other sectors too.[7]

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

Home Office Indicators of Integration framework 2019

The Home Office has just published its latest framework[8] (which builds on and replaces the original 2004 Framework[9]).

> "The 2019 Indicators of Integration herein are intended to be a tool to help plan integration interventions at local or national levels, and to promote and measure integration in a broad range of diverse contexts.

[7] Source: Weekly update from the CILIP CEO, 17 Jun 2019.

[8] *Home Office Indicators of Integration framework 2019*. Home Office (Research Report 109), 2019. Available to download as a pdf from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805870/home-office-indicators-of-integration-framework-2019-horr109.pdf.

[9] Alastair Ager and Alison Strang. *Indicators of Integration: final report*. Home Office Research, Development and Statistics Directorate (Home Office Development and Practice Report), 2004. Available to download as a pdf from: https://webarchive.nationalarchives.gov.uk/20110218141321/http://rds.homeoffice.gov.uk/rds/pdfs04/dpr28.pdf. This was assessed in *The Network Newsletter*, 40, Jan 2005, https://www.seapn.org.uk/uploads/files/newsletter_ns_40.pdf, pp7-10.

The indicator set can contribute to the measurement of the experiences of any group of people whose integration into communities or society is of concern." [p13]

It starts by considering what is meant by integration:

"This report treats integration as a multi-directional process involving multiple changes from both incoming and diverse host communities." [p11]

and then goes on to outline the structure of the Framework. It is arranged under four headings:

- Markers and means
- Social connections
- Facilitators
- Foundation.

Each of these then has 'domains' within them, as follows:

- Markers and means
    - Work
    - Housing
    - Education
    - Health and Social Care
    - Leisure

- Social connections
    - Bonds
    - Bridges
    - Links

- Facilitators
    - Language and Communication
    - Culture
    - Digital Skills
    - Safety
    - Stability

- Foundation
    - Rights and Responsibilities.

The report then goes on to look at the key principles underpinning the Framework:

- Integration is multi-dimensional: "It is important to recognise that integration cannot be measured by using indicators from a single domain, any more than a successful integration strategy or plan would focus only on activity in a single domain – measurement of integration requires drawing on indicators from across the domains." [p20]

- Integration is multi-directional: "For example, the development of diverse social networks depends on the willingness of both receiving communities and newcomers such as migrants or refugees to engage with each other. The provision of services may require service providers to recognise new differences within their changing community of users and adapt their service provision or methods accordingly." [p20]

- Integration is a shared responsibility

- Integration is context specific: "Integration can be measured only in relation to particular populations in a particular context and within a particular timeframe. Therefore, no universal targets can be set as indicators of 'successful' integration that can be fit for all communities or for all time." [p21]

Section 6, "How to use the Indicators of Integration framework", illustrates how to choose appropriate measures. It distinguishes between:

- "**Outcome indicators** [which] measure changes in people's lives that can reflect progress in integration, e.g. obtaining a job or achieving a particular level of education.
  - These success measures can be collected at the individual level and also aggregated to inform local and national integration analysis and policy.

- **Local and national good practice** indicates practices and structures at local and national level known to underpin effective integration.
  - Local-level actors who might adopt these practices include local authorities, education providers, community organisations and groups.
  - National-level actors would include national governments, non-government and international organisations, and national media." [p23, emphases theirs]

The Framework then focuses on choosing what to measure:

"The choice of which measures to collect will be guided by priorities in a particular context, the key questions to be answered, as well as practical and resources constraints on data collection and handling." [p23]

how to measure change, and how to make comparisons, as well as how to recognise barriers to integration. Finally, this section highlights the separately-published toolkit[10] which provides "[…] greater detail on how to use these measures to collect data with a specified population which will be comparable to that which is available in the public domain for larger representative samples." [p26]

For each domain, the Framework then offers a list of 'Outcome indicators', plus:

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[10] Available to download as a pdf from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805875/home-office-integration-interactive-toolkit-2019.pdf.

- Local Good Practice – practices and structures at local level essential to underpin effective integration

- National Good Practice – practices and structures at national level essential to underpin effective integration.

There are obviously areas which are of particular interest and value to us. These include, for example:

Health and Social Care

Locally:

- Patient information available in accessible forms regarding service entitlements, provision and relevant health risks
- Local policies and referral pathways to enable access to health and social care

Nationally:

- National initiatives to improve health literacy

Leisure

Outcome indicators:

- % membership of local library

Locally:

- Availability and promotion of libraries with policies to enhance access

Nationally:

- Strategies encouraging inclusive leisure activities

Social bridges

Locally:

- Community celebrations that bring together different ethnic backgrounds
- Existence of organised groups such as cities of sanctuary and welcome groups
- Provision of activities aimed at encouraging participation of diverse groups

plus parallel examples under Language and communication; Culture; and Digital skills.

As well as the toolkit (noted above), this publication is also accompanied by:

- *Theory of change for achieving integration*, an interactive, one-page pdf guide[11]

- *Theory of Change Guide notes Part A*, which is "[…] for anyone working on integration and seeking a Theory of Change for Integration." [Part A, p5][12]

- *Applying Theory of Change Guide notes Part B*, which is to: "[…] is to guide practitioners and organisations in using a Theory of Change (TOC) for Integration framework and developing their own theories of change for programmes and strategies. This guide can be useful particularly for smaller organisations with minimal resource, charities and local government." [Part B, p5][13]

- Excel spreadsheet version of the toolkit[14]

- *Integrating refugees: what works? What can work? What does not work? A summary of the evidence* [please see below]

This is an important update to how integration can be assessed – recommended.[15]

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Integrating refugees: what works? What can work? What does not work? A summary of the evidence

As noted above, this guidance[16] accompanies the Indicators of Integration framework.

This is a short, useful summary. 'Headlines' include:

What works?

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[11] See:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805874/theory-of-change-for-achieving-integration-2019.pdf.
[12] See:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805872/home-office-indicators-of-integration-framework-2019-theory-of-change-guide-notes-parta.pdf.
[13] See:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805873/home-office-indicators-of-integration-framework-2019-theory-of-change-guide-notes-partb.pdf.
[14] Available to download from: https://www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019.
[15] Source: *MEMO* [*Minority Ethnic Matters Overview*], 615, 11 Jun 2019.
[16] Joseph Coley *et al. Integrating refugees: what works? What can work? What does not work? A summary of the evidence*. Home Office, 2019. Available to download as a pdf from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805878/intergrating-refugees-2019.pdf.

- Cultural orientation

- Language skills are intrinsic to refugee integration and wellbeing – for example: "English for speakers of other languages (ESOL) classes with a mixture of nationalities are particularly effective for the development of higher language skills as refugees meet people of different communities and cultures, allowing them to establish social networks and practise English outside of the classroom." [p5]

- High-quality social connections promote integration – for example: "Research indicates that the quality of social networks within and between communities, and transnationally, is positively related to the overall wellbeing of refugees." [p6]

- Partnerships between migrant refugee community organisations and other institutions can promote positive change and integration

- Effective integration projects are tailored to the needs of refugees and involve long-term investment

What can work?

- Projects that are adaptable, developed from best practice, codesigned, co-delivered and effectively evaluated – for example: "Much more work is needed to collate good practice and to ensure that effective projects can access further funding without encountering overly bureaucratic processes." [p8]

- Focusing on the community – for example: "Providing education about the reality of migration and structured contact between majorities and minorities:
    o teaching intercultural communication skills;
    o myth-busting; and
    o embedding migrants in organisations to try and help them adapt from insider perspectives." [p9]

- Developing leaders in refugee communities

- Recognising the needs of different migrant groups – for example: "There should be 'no-one-size-fits-all' approach to integration." [p9]. The guidance suggests focusing on literacy levels; gender-sensitive policies (for women and men); health needs (eg PTSD); the needs of unaccompanied minors.

- Strategies at the national and local level are needed to facilitate integration

- Strategies that facilitate migrants' access to the labour market

- Rapid initial access to the labour market is important

- Placing resettled refugees in geographic locations conducive to employment

- Tailored support facilitates access to the labour market

- Support for employers to employ migrants

- The presence of family members facilitates integration

- Supporting migrants' physical and psychological health and minimising time spent in detention

What does not work?

- A lack of support for migrant refugee community groups

- Not recognising integration as a holistic and long-term process.

Very sensible guidance – it just needs to be followed …

Abbreviations and acronyms

ACE = Arts Council England
BAME = Black, Asian and minority ethnic
NCJAA = National Criminal Justice Arts Alliance
SCONUL = Society of College, National and University Libraries

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