

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

Number 49, October 2005

(formerly published as *Public Libraries & Social Exclusion Action Planning Network Newsletter*, issue 1, May 1999 – issue 29, September 2001)

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.

For a general overview of work to tackle social exclusion, see the CILIP Community Services Group site at <http://www.cilip.org.uk/groups/csg/si/index.html>.

Network news

This is more of a reminder – the email discussion lists operated by The Network are for people interested in working with and sharing information about:

- Refugees and asylum-seekers (the Welcome to Your Library list)
- Looked-after children
- Gypsies and Travellers.

Anyone can join – and as many people per authority/organisation as would like to.

To subscribe, just email John Vincent (john@nadder.org.uk), and he will make the arrangements.

Did you see ...?

“The Big Gay Read”

The BGR¹ is a campaign to discover the nation's favourite lesbian/gay novel. As well as an opportunity to vote for your favourite, there is a wealth of recommended fiction (and some non-fiction), as well as a huge list of titles.

There is a brief report of the launch and an outline of the campaign in the latest *Update*².

¹ “The Big Gay Read” is at www.biggayread.com.

“Reaching socially-excluded young people”

The October issue of *CILIP Update* also has an article³ about Southend’s web portal, “InformU”⁴, which gives access to a wide range of information and services for young people, their parents and carers – part of an authority-wide initiative to tackle boredom and lack of information and the resultant crime and other social issues.

Literacy Today

The latest issue of *Literacy Today*⁵ has a number of important articles, including:

- Viv Bird “Every Child Matters: getting literacy on the agenda for change” (p7)
- Chris Atkin, Anthea Rose and Rosie Shier “Literacy in rural England” (pp26-27), which argues that the provision of adult literacy, numeracy and ESOL in rural communities (and engaging learners in that provision) is a major challenge – the article contains recommendations for policy and practice.

This is the first issue funded and edited by the Education Publishing Company, and they have taken the opportunity to expand coverage to include, for example, more input from Australia, New Zealand, Canada and the US, and brief reports of UK parliament debates and parliamentary questions.

Inclusion

The latest issue of *Inclusion*⁶ has, as usual, a lot of interesting and useful news: two items of particular interest are:

- Announcement of the “Hat-Trick” scheme, funded by UEFA and the ODPM, which will be appointing 19 community football workers to work with schools and local clubs, providing a range of football opportunities for young people aged 7-16 (and addressing social exclusion, health, and anti-social behaviour). The communities taking part in the three-year scheme are parts of: Birmingham, Bolton, Bristol, Derby, London, Manchester, Newcastle, Norwich, Sheffield and Hull (p2)
- Announcement of the “Skills for Communities” guide which gives frontline community workers help to support clients with language, literacy or numeracy needs. The guide is currently available in hard

² *CILIP Update* 4 (10) October 2005, p5.

³ Mandy Steel and Laurain Zialor “Reaching socially-excluded young people” *Update* 4 (10) October 2005, pp39-41.

⁴ www.informu.co.uk.

⁵ *Literacy Today* 44, September 2005.

⁶ *Inclusion* 13, Autumn 2005.

copy, via the internet, but will be published in downloadable format later in October⁷ (p2).

Public Library Journal

The latest issue of *PLJ*⁸ includes a number of articles of interest, including:

- Trevor Legg “A legacy of learning” (looking at the results of the LearnEast project, and how it was used to reach hard-to-reach groups, eg outreach work in Suffolk with Travellers) (pp2-5)
- David Lammy “Changing communities” (the importance of public libraries to him and to the country) (p11)
- Sally Middleton “Prescription for a healthy partnership” (why libraries should work with Health and Social Services to meet the needs of older people) (pp13-14)
- Frances Hendrix, Ian Moore and Stephen Walters “Making an impact” (report on the Libraries Impact Project) (pp15-17)
- Chris Batt “Everything in the frame” (a revival of Chris’s “Cutting Edge” column – which he contributed to *PLJ* for over 10 years – which looks at *Framework for the future* and the future trends in public libraries) (pp21-24)
- John Vincent “So, who are ‘proper’ library users then?” (p10).

“Breaking Barriers”

The latest issue of *Information for Social Change*⁹ includes an excellent article, sub-titled “Libraries and socially excluded communities”, by Annette DeFaveri of Vancouver Public Library, looking at the Canadian public library experience of dealing with social exclusion.

Beacon Scheme

Just in case you missed this, the themes for Round 8 of the Beacon Scheme were announced by the ODPM¹⁰ at the beginning of September.

These are:

- Electoral services
- Emergency planning
- Healthy schools
- Increasing voluntary and community sector service delivery

⁷ See: www.sfcguideorg.uk.

⁸ *Public Library Journal* 20 (3) Autumn 2005.

⁹ Annette DeFaveri “Breaking barriers: libraries and socially excluded communities” *Information for Social Change* 21, Summer 2005, pp27-34. Also available at: www.libr.org/ISC/articles/21/9.pdf.

¹⁰ For further information, see: www.odpm.gov.uk/pns/displaypn.cgi?pn_id=2005_0181.

- Neighbourhood and community champions: the role of elected members
- Preventing and tackling anti-social behaviour
- Promoting air quality
- Promoting financial inclusion and tackling over-indebtedness
- Promoting sustainable Communities through the planning process
- School improvement.

The application process will be launched in Spring 2006.

Archives Awareness Campaign 2005

Just in case you haven't yet seen this, there is a huge range of activities planned for the autumn, including, for example, Somerset Archives & Record Service's exhibition (which also celebrates Black History Month) looking at Somerset's links with Africa, the Caribbean, and Asia.

Further information from: www.archiveawareness.com.

CILIP Diversity Group Awards 2004/5

Just in case you haven't seen this, the Diversity Group Awards¹¹ (presented at the Umbrella Conference) are:

The Organisational Change Award

Winner – Black Country Libraries in Partnership [BCLIP], for the Basic ICT Skills for All project

Highly Commended – Lincolnshire Library Services, for their Multicultural Development Service project

The Personal Achievement Award

Winner – Jagit Kohli, Multicultural Librarian, Warwickshire County Council

Highly Commended – Nasreen Akhtar, for the project 'Our Untold Stories'.

¹¹ Further information at:

www.cilip.org.uk/aboutcilip/newsandpressreleases/archive%202005/news050711.htm.

RaW

I'm sure that everyone has seen something by now about the BBC's major 3-year Reading & Writing campaign, but, just in case you have missed the outline of what to expect, the campaign is being organised in three phases:

1. RaW Potential – October 2005-March 2006
 - An awareness-raising phase to encourage adults to find out their literacy levels informally via TV, radio and online, backed up by the free RaW magazine and quizzes
 - A dedicated coaching 'phone line offering adults confidential one-to-one support
2. RaW Passions – February 2006-March 2007
 - This phase will build on people's interests, and will promote a selection of new books for intermediate readers
 - Activities driven by World book Day and the Football World Cup
3. RaW Kids (2007-2008)
 - This last phase is geared to reading with children.

Further information from:

Website: www.bbc.co.uk/raw/campaign/

Tel: 020 8752 6777

Email: raw@bbc.co.uk.

“Dig This! – Allotments for All”/Community Safety event

As part of National Allotments Week (8-14 August 2005), Southend Libraries, in partnership with the Council Allotment Officer and Westcliff Land Cultivation Society (WLCS) hosted a free information event¹².

“Dig This” is an example of an outreach programme run by the Access & Social Inclusion Team which aims to work with community groups to promote their services through free display space and events in Southend libraries; in this case, one of the key aims was to show that allotment gardening can be a socially-inclusive activity.

The display featured local and national organisations, including the Allotment Regeneration Initiative [ARI]¹³ and Thrive¹⁴.

¹² Thanks to Simon Wallace (Southend Library Service) for sending me details of these events.

Also, in October 2004, Southend Libraries took part in a “Fun and Information event for Older People” hosted by the Borough Council. At this event several contacts for community safety initiatives were present. These included:

- Help the Aged ‘Senior Safety Handy Van Scheme’, which provides a free professional lock fitting service and smoke alarm installation to anyone on low income aged sixty or over
- Neighbourhood Watch ‘Message in a Bottle Scheme’, aimed at anyone living on their own. Each “bottle” (actually a small plastic container) is kept in the fridge and contains personal details, next of kin, medical details, etc. These can be easily found in an emergency and act as a simple but effective lifesaver
- Southend Trading Standards ‘Doorstep Awareness Campaign’, which provides information on how best to deal with doorstep or bogus callers and general consumer safety advice
- Southend Police Community Liaison Team which has officers working with individuals, voluntary organisations and community groups to promote crime prevention, safety awareness, and tackle anti-social behaviour.

As Southend’s report says:

“The joint working gave our partners a better understanding of the important role libraries have as information gateways and a means to actively engage with the local community, particularly those at potential risk from exclusion or crime.

Library staff directly benefited from the partnership working, with colleagues gaining a raised awareness of the various safety schemes and local sources of help and advice available to their customers.”

“The Living Album” Project

A project which plans to put the spotlight on the history and culture of Hampshire's Gypsy and Traveller communities has received a £50,000 grant from the Heritage Lottery Fund.

‘The Living Album’ project, which will be led by Hampshire County Council, will invite Gypsies and Travellers in the county to trawl relevant museum and archive collections to gather information which will help to raise awareness of their own heritage.

¹³ ARI have a factsheet, *Allotments for all – improving access for people with disabilities and mental health needs*, which is available from their website at www.farmgarden.org.ari/.

¹⁴ Loughborough University and Thrive have produced: *Health, well-being and social inclusion, therapeutic horticulture in the UK*. Policy Press, 2005. Further details from: www.policypress.org.uk.

These resources will be used as part of an educational programme of activities in schools, particularly those which are attended by Gypsy children – helping pupils to develop a greater understanding of Gypsy and Traveller lifestyles. The learning pack and DVD which will be sent to schools will support the National Curriculum and aims to help raise esteem among Gypsy children in schools by introducing activities which incorporate their culture. The artefacts and information obtained from the archives will also form the basis of a touring exhibition, which will eventually visit museums and other venues in the county.

Hampshire's Gypsy and Traveller community will also contribute directly to an online resource – 'The Living Album' website – which will open up the history and contemporary culture of Gypsy children and their families in Hampshire to a worldwide audience.

A forum which will provide direction for the project includes: representatives from Gypsy communities in the north of Hampshire and in the New Forest; staff from Hampshire Record Office and the County Council's Library and Information Service; St Barbe Museum; the Travellers Education Service; HART Voluntary Action Traveller Project; the Romany & Traveller Family History Society and Viewpoint Productions.¹⁵

A sense of belonging

Earlier this year, Creative Exchange¹⁶ published a report¹⁷ and DVD which look at the role that arts and culture can play in the integration of refugees and asylum-seekers.

The research found that the arts and cultural projects contribute to integration by:

- Promoting diversity and valuing cultural identity
- Promoting personal development and wellbeing

¹⁵ Thanks to *Extra Time*, ContinYou's termly magazine, for alerting me to this. The information here has been taken from the Hampshire County Council press release – which can be seen at: www.hants.gov.uk/press/2005/PR2274.html.

¹⁶ Creative Exchange is a UK registered charity educating people about arts and culture for the relief of need. It is: a network: Creative Exchange connects people and organisations all over the world who are working with arts and culture to achieve social development; an information centre: Creative Exchange collects, stores and distributes information about its field; a professional resource: Creative Exchange sends out information about training, jobs and funding opportunities, promotes best practice and runs networking events; an advocate: Creative Exchange lobbies for appropriate and effective use of arts and culture to achieve social change and promotes better awareness and respect for cultural rights [taken from: www.creativexchange.org/html/about/about00.html].

¹⁷ *A sense of belonging*. Creative Exchange, 2005, report + DVD £15.00; report only £10.00. Available from Eco Distribution – jill.chandler@virgin.net.

- Building dialogue, exchange and cohesion
- Promoting positive images
- Developing learning and skills
- Improving access to public services.

The report also contains a number of case studies drawn from England, Scotland and Wales.¹⁸

Skills for Life – Family Literacy, Language and Numeracy [FLLN]

The DfES and the Learning and Skills Council have just produced a wealth of material to support the FLLN elements of *Skills for Life*¹⁹.

These include:

- *Strengthening family literacy, language and numeracy: good practice guidance for planning and delivering joint sessions*²⁰
Drawing on the successful “Skills for Families”²¹ project, these guidance notes give examples of work that could be undertaken in intensive courses, and short and introductory courses, together with a list of resources and further reading, and a list of *Skills for Life* publications.
- *Got kids? Get reading! Improving family literacy and learning through reading for pleasure*²²

This is the summary of the key results of the pilot project developed as part of the “Vital Link” [see item on The Reading Agency below]. It includes ideas on getting involved; promoting reading and learning; keeping it going; the book collections; some ideas of reading activities for new learners; linking this work to standards and curricula; a model programme; and lists of contacts and resources. There is also a CD-ROM with a pdf of this document, plus a Powerpoint presentation

¹⁸ Information taken from *Achieving Together: the Newsletter of the Home Office Social Policy Unit* no date [2005], pp10-11.

¹⁹ *Skills for Life* is the national strategy for improving adult literacy, language and numeracy skills. For further information, see: *Skills for life: the National Strategy for improving adult literacy and numeracy skills*. DfES, 2003.

²⁰ *Strengthening family literacy, language and numeracy: good practice guidance for planning and delivering joint sessions*. Skills for Families, 2005 (ISBN: 1-85990-340-1). Also available to download as a pdf (1.5 Mb) from: www.skillsforfamilies.org.

²¹ “Skills for Families” is an initiative developed by the *Skills for Life* Strategy Unit and the Learning and Skills Council, undertaken by a consortium led by the Basic Skills Agency – see www.skillsforfamilies.org.

²² *Got kids? Get reading! Improving family literacy and learning through reading for pleasure*. DfES, 2005 (reference: GOWGK). Available from: DfES Publications, PO Box 5050, Sherwood Park, Annersley, Nottingham NG15 0DJ. Tel: 0845 6022260; email: dfes@prolog.uk.com.

- A range of case studies²³:
 - *Accreditation for family programmes*
 - *Skills for families ambassadors*
 - *Developing a FLLN programme for childminders*
 - *Data analysis records*
 - *ESOL distance family literacy programme*
 - *Foundation stones workshops*
 - *Fun for fathers*
 - *Family language & literacy intensive programme*
 - *Developing a Quality Kite Mark for family learning*
 - *Promoting mental health through FLLN*
 - *Parents and carers in Cornwall – move on*
 - *Outreach Tutors Service for FLLN*
 - *Working in Partnership - Developing FLLN Provision*
 - *Passport to Learning*
 - *Play and Language Programme*
 - *Developing a Virtual Learning Environment for Family Learning Staff.*

- *Family literacy, language and numeracy: a guide for Children's Centres*²⁴

- *Family literacy, language and numeracy: a guide for extended schools*²⁵

- *The Learning Journey*²⁶
 In poster format, with text on the inside spread, this document goes through the 8 stages of the learning process that the *Skills for Life* Strategy Unit has identified, with references to source materials to use to support each stage.

- *ESOL learning materials ...*²⁷

Tackling homelessness amongst ethnic minority households

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Following publication of the research²⁸ into the causes of homelessness amongst ethnic minority households (which includes a section specifically on

²³ Available in hard copy or to download as pdfs from: www.skillsforfamilies.org.

²⁴ *Family literacy, language and numeracy: a guide for Children's Centres*. DfES, 2005 (ISBN: 1-84478-467-3).

²⁵ *Family literacy, language and numeracy: a guide for extended schools*. DfES, 2005 (ISBN: 1-84478-468-1).

²⁶ *The Learning Journey*. DfES, 2005 (also available from DfES Publications).

²⁷ *ESOL learning materials for family literacy, language and numeracy programmes*. [CD-ROM] DfES, 2005 (reference: FLLN/ESOL). (Also available from DfES Publications).

refugees), the ODPM have also just published a “Development Guide” to tackling homelessness²⁹; as the Guide states in the summary:

“Currently, people from ethnic minority backgrounds are around three times more likely to become homeless than their White counterparts. Amongst the ethnic minority populations, those of Black African and Black Caribbean origins are twice as likely to be accepted as homeless as those of Indian, Pakistani and Bangladeshi origins. Such over-representation of ethnic minority households in homelessness statistics is found across all regions in England. It is therefore critical that local authorities and their partner agencies develop comprehensive strategies to better prevent and respond to homelessness in ethnic minority communities.” (p3)

Scottish Executive

The Scottish Executive publishes a series of “Social Research Bulletins”, and no.14 is *Social inclusion*³⁰. It provides an update of ongoing projects, information about recent and forthcoming publications and details of new research likely to be commissioned over the coming months.

The Gender Equality Duty

The Equality Bill will introduce a gender equality duty for all public authorities. From April 2007, when the duty is likely to come into force, all public bodies will be legally bound to eliminate sex discrimination and promote gender equality. This will place the onus on organisations to demonstrate fair treatment of women and men.

The Equal Opportunities Commission has set up a website³¹ to give further information about these developments.

²⁸ *Causes of homelessness amongst ethnic minority populations: research*. ODPM (Homelessness & Housing Support Directorate), 2005. Available as a pdf at: www.odpm.gov.uk/stellent/groups/odpm_homelessness/documents/page/odpm_home_041071.pdf.

²⁹ *Tackling homelessness amongst ethnic minority households: a development guide*. ODPM (Homelessness & Housing Support Directorate), 2005 (ISBN: 1-85112-795-X). Available as a pdf at: www.odpm.gov.uk/stellent/groups/odpm_homelessness/documents/page/odpm_home_041072.pdf.

³⁰ *Social inclusion*. Scottish Executive (Social Research Bulletin no.14), 2005 (ISBN: 0-7559-2729-X). Available at: www.scotland.gov.uk/Publications/2005/09/29105230/52320, either to read as a webpage or to download as a pdf (192 Kb).

³¹ www.eoc.org.uk/Default.aspx?page=17606.

Taking part ...

ContinYou have recently published this guide³² to out-of-hours school learning for looked-after children and young people (which mentions the resources resulting from The Network's PHF project).

The search for tolerance ...

Earlier this year, the Joseph Rowntree Foundation published a report³³ which looked at racist attitudes and behaviour amongst young people.

It looks at the perspective of young people who took part in five projects in Peterborough, Stafford, Tower Hamlets and Rochdale and in a Young Offenders' Institution. Over 600 young people between the ages of 11 and 21 took part in quantitative and qualitative research approaches.

It suggests that many young people receive mixed messages (that the notion that everybody is equal becomes 'we're all the same', which is clearly not true and is misleading); therefore we need to aim for "higher ambitions", and these include activities that would:

- Reflect on personal experience, debate local events, learn through experience
- Strengthen everyone's sense of identity
- Go beyond challenging discrimination – bringing young people together to build empathy and trust over a sustained period (and the report suggests that sport and arts activities may well assist in this).

[taken from pp57-58]

Anti-poverty and regeneration work

JRF have also published a report³⁴ which looks at some of the barriers for people getting involved in regeneration work. The aim of the project was to identify from existing experience what factors may help and what factors may hinder people's effective involvement in participatory schemes and initiatives relating to poverty/disadvantage and place/regeneration. The study drew on

³² *Taking part: making out-of-school hours learning happen for children in care.* ContinYou, 2005. Available at:

<http://publications.teachernet.gov.uk/eOrderingDownload/Taking%20Part.pdf>.

³³ Gerard Lemos. *The search for tolerance: challenging and changing racist attitudes and behaviour among young people.* JRF, 2005 (ISBN [book]: 1-85935-284-7; ISBN [pdf]: 1-85935-285-5). Available as a pdf (450 Kb) from:

<http://www.jrf.org.uk/bookshop/details.asp?pubID=675>.

³⁴ Peter Beresford and Martin Hoban. *Participation in anti-poverty and regeneration work and research: overcoming barriers and creating opportunities.* JRF, 2005. Available as a pdf (205 Kb) from:

www.jrf.org.uk/knowledge/findings/socialpolicy/0395.asp#top.

and explored a range of different projects and initiatives based in England, Wales, Northern Ireland and the Irish Republic.

The recommendations for ensuring good practice for involving people with direct experience in anti-poverty and regeneration policy and practice are directly relevant to work being undertaken in museums, libraries and archives, and include:

- Recognising the importance of capacity building
- Reaching out to people rather than expecting them to respond
- Starting where people are, valuing their perspectives rather than assuming familiarity with conventional ways of doing things
- Establishing accessible and 'user friendly' structures and processes for participation
- Ensuring access in its broadest sense, including physical, environmental and cultural access
- Enabling involvement on both an individual and collective basis
- Helping to develop a sense of ownership by involving people in the shaping of participatory schemes
- Being clear and open about power relationships in participation
- Linking participation with making change in line with what people want and prioritise
- Ensuring that participatory schemes are not narrowly tied to the existing agenda of the initiating organisation or agency
- Recognising that current benefits policy and practice currently inhibit people's participation, accepting a 'duty of care' and recognising the need for change
- Supporting and maintaining independent organisations run by people with knowledge drawn from experience as a basis for their capacity building and effective involvement
- Supporting specific black and minority ethnic participatory initiatives and organisations
- Building monitoring, evaluation and follow-up routinely into participatory schemes so that their lessons can equally routinely be learned and acted on
- Supporting opportunities for negotiation, rather than assuming agreement
- Improving access to the growing body of experience about participation and poverty by collating existing knowledge and making it more readily available to local people, agencies and researchers wishing to draw on it.

“A beginner’s guide to Regional Assemblies”

Just in case you haven’t seen this³⁵ before, it’s a very handy introduction to devolution in England and Wales, looking at some of the key achievements – and also the possible future, given the “no” vote in the NE.

³⁵ www.idea-knowledge.gov.uk/idk/core/page.do?pagelD=1115772.

Centre for Creative Communities

The CCC's "current focus is on creative personal and community development anchored in learning, connectedness and trust. Through a series of research and animation projects, collectively called [Common Threads](#), CCC collaborates with projects and communities that it sees as benefiting under-served people. It is particularly interested in new methods of governance, evaluation and training used to address contemporary complexity, uncertainty and intractable inequities."³⁶

They have just launched a new online resource which includes a wide range of articles, downloadable reports and case studies that highlight the interdependence of the different sectors working to address social, educational and community development issues. The resources are arranged in three broad areas: Collaborative Linking and Thinking, Citizenship and Diversity, and Creativity and Learning.³⁷

INSTED

Although primarily a consultancy working in the field of education, INSTED [In-Service Training and Multicultural Development] has a useful website³⁸ which draws together some important background information on, for example, multiculturalism³⁹ and Islamophobia.⁴⁰

The Reading Agency

The Reading Agency's 2006 reading resources brochure is available from 1st October 2005.

It features reading promotions for:

- Adult learners – "First Choice" (recognised by the BBC as the reading element of the RaW campaign); "Got kids? Get reading!" (family reading)
- Adult readers – "Made in Britain" (a celebration of UK African, Caribbean and Asian writers); "Laughter Lines" (humour reading promotion featuring books, CDs and DVDs); and "Borrowers Recommend"
- Young people – BOOX promotions including: "Manga Mania 2006" (appealing to girls as well as boys, Manga is the fastest-growing area of publishing for young people); "Out of this World" (fantasy

³⁶ Taken from the CCC website, www.creativecommunities.org.uk.

³⁷ Thanks to the *New Audiences and Access Network Newsletter* 5, October 2005 for alerting me to this. The West Midlands-based NAAN is coordinated by Suzanne Carter – suzanne.carter@english-heritage.org.uk.

³⁸ www.insted.co.uk.

³⁹ See: www.insted.co.uk/multi.html.

⁴⁰ Thanks to Helen Carpenter for alerting me to this.

and sci-fi – an intergalactic selection of books for 14 to 18-year-olds); "Teen Spaces" (poster set promoting what libraries have to offer young people).

The order deadline for: "Made in Britain", "Laughter Lines", "Borrowers Recommend", "Manga Mania 2006", "Out of this World" and "Teen Spaces" is Friday 27 January 2006. Customers will receive their stock from March 2006 onwards.

"First Choice" and "Got kids? Get reading!" are available for immediate despatch.

For further information on ordering please contact Alison Shakspeare on 0871 750 1207 or email resources@readingagency.org.uk

Young citizen's passport

I'm sure that most of you will know this – but I didn't! The 10th edition of this valuable guide⁴¹ has just been published; it is produced by the Citizenship Foundation⁴², and is a guide to the law in England and Wales.

It covers topics such as sex and pregnancy, adoption, abortion, drugs, education and training, work, redundancy, discrimination, consumer rights, families, marriage and divorce, accommodation, leisure, driving, police, the courts, government, human rights, the law and the EU, as well as full listings of sources of further help.

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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⁴¹ *Young citizen's passport*. 10th edition. Hodder Murray, 2005 £3.99 (ISBN: 0-340-90099-7).

⁴² www.citizenshipfoundation.org.uk.