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

## Number 59, July 2006

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The Network's Website is at [www.seapn.org.uk](www.seapn.org.uk) and includes information on courses, good practice, specific socially excluded groups, as well as the newsletter archive.

## Did you see …?

### *Teen Librarian*

Just in case you haven't seen this, Matthew Imrie has started a new newsletter for people working with teenagers (available via the website or as an emailed document from Matthew[1]), and has also just launched a website at: [http://www.teenlibrarian.co.uk/index.html](http://www.teenlibrarian.co.uk/index.html).

### "Culture and sport for hard to reach groups: case studies"

IDeA have recently published a set of case studies[2] on working with hard-to-reach groups.

### The role and value of the arts

At the Smith Institute Arts Lecture on 12 July, Peter Hewitt (Chief Executive of Arts Council England) announced a "public value inquiry for the arts"[3], which has received some media coverage, often focusing on other aspects![4]

Peter Hewitt said:

> "In developing a more confident and challenging vision of what a vibrant, more publicly accountable, 21st century arts ecology could and should look like, the Arts Council itself needs to have the courage to

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[1] To subscribe, send an email to: [teenlibraryservice@gmail.com](mailto:teenlibraryservice@gmail.com).
[2] See: [http://www.idea-knowledge.gov.uk/idk/core/page.do?pageId=4701244](http://www.idea-knowledge.gov.uk/idk/core/page.do?pageId=4701244).
[3] Taken from:
[http://www.artscouncil.org.uk/pressnews/news_detail.php?browse=recent&id=577](http://www.artscouncil.org.uk/pressnews/news_detail.php?browse=recent&id=577).
[4] For example, Louise Jury "Arts Council chief tackles 'political prejudice'", *The Independent* 12 July 2006, p13.

enter into a new relationship with the public and place public dialogue, engagement and participation at the heart of what we do.

I am fully aware that this will require us to address some big questions. It will require us to think afresh our notions of purpose, value and accountability. It will require us to creatively embrace some longstanding contradictions and tensions, between artistic excellence and public accountability, between producer and consumer interests, between preserving the canon and seeding the new. As an arts council, we need to engage all stakeholders, including the public, in the debates relating to these challenges and become more adept at connecting, conversing, listening and responding."[5]

## *The Independent* "Diversity" supplement and The Independent on Sunday

Just in case you didn't see this, the latest issue[6] of "Diversity" looked at discrimination against LGBTs, with a feature on the "clash of cultures … between east and west over gay rights", gay police officers, and a Pride feature. It also mentions the new employees' guide[7] from Stonewall, which is a plain language introduction to the 2003 employment regulations.

In addition, *The IOS* just published its "Pink List" (the top 100 influential lesbians and gay men in the UK)[8], together with an article[9] by Ben Summerskill, Chief Executive of Stonewall, which shows that, despite huge advances for LGBTs, there is also lingering bias and discrimination (and violence) against LGBTs:

"… the List is unable to feature a single one of our talented lesbian and gay sportspeople. The reason is that they know how much prejudice still festers."

### *Adults Learning*

The latest issue[10] includes a number of interesting articles, including:

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[5] Peter Hewitt. *Arts in the core script – writing ourselves in (The New Statesman Arts Lecture) 12 July 2006.* New Statesman, 2006. Available to listen to or download as a pdf (315.87 Kb) from:
http://www.artscouncil.org.uk/pressnews/news_detail.php?browse=recent&id=577.
[6] *The Independent* 29 June 2006.
[7] *Discrimination at work? It's* so *over*. Stonewall, 2006. Available to download as a pdf in English and other languages from:
http://www.stonewall.org.uk/documents/revised_employee_guide_06_english_1.pdf.
[8] *The Independent on Sunday* 2 July 2006, pp44-49.
[9] Ben Summerskill "Nice to have pride. Shame about the bias that lingers" *The Independent on Sunday* 2 July 2006, pp34-35.
[10] *Adults Learning* 17 (10) June 2006. *Adults Learning* is published by NIACE – further information from: www.niace.org.uk.

- Paul Stanistreet "You live and learn", interviews with some Adult Learners' Week winners [pp8-10]
- Paul Stanistreet "Bringing it all back home", about work by Age Concern volunteers in Doncaster with primary school children, looking at World War II [pp11-13]
- A review of provision for people with learning difficulties/disabilities ten years after the Tomlinson Report:
  - Pat Hood "Where are we now?" [pp14-15]
  - Peter Lavender "The elephant in the room" (making disability visible) [pp16-17]
  - Deborah Cooper "… are we ready to sign up?" [p17]
  - Viv Berkeley and Yola Jacobsen "We've come a long way, but …" [pp18-19]
  - Kathryn James "More *and* different" ("The challenge now is to include 'different' learners with mental health difficulties") [pp20-21]

### *Literacy Today*

The latest issue[11] has some very interesting articles, including:

- Viv Griffiths "Libraries could do far more to help children in residential care" (outcomes of the Paul Hamlyn Foundation "Right to Read" funding) [pp13-14]
- Sue Wilkinson "Teaching prisoners to escape" (about a "Reading Champions in Prisons" pilot project) [p15]
- Christina Clark and Rodie Akerman "Social inclusion and literacy: an exploration" [pp24-25]

### *Vital Link e-letter*

Just in case you haven't seen this, the latest *Vital Link e-letter*[12] includes lots of useful information, particularly highlighting new material added to the online toolkit – see www.vitallink.org.uk.

### *Diversity Group Newsletter*

The Summer 2006 issue of the CILIP Diversity Group's *Newsletter*[13] has just been produced. Its contents include:

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[11] *Literacy Today* 47 June 2006. This is the quarterly publication from the Education Publishing Company Ltd – see: www.educationpublishing.com.
[12] The Vital Link is "a national library-led programme aiming to inspire adult learners with basic skills needs to enjoy reading for pleasure" [p1]. If you would like to receive the e-letter, send your contact details to: resources@readingagency.org.uk. The next issue is due in September.
[13] Further information from the Group Secretary, Karen Berry, at: Karen.berry@coventry.gov.uk.

- An introduction to the work of the Beaumont Society ("the largest and longest established transgendered support group in the UK"
- A case study of how the University of Bristol ensures that written materials are accessible to deaf and disabled students
- An introduction to Gateshead Library Service's "Access to Information and Reading Services" [AIRS]
- A brief report of "Pride or Prejudice – how well are libraries serving lesbian, gay bi- and trans- communities?", the Diversity Group's Conference held on 8 February (and a link to the full report and evaluation at: www.cilip.org.uk/specialinterestgroups/bysubject/diversity).
- Information about the "Welcome to Your Library" e-list
- An interview with John Pateman.

**Letter from Ruth Kelly/DCLG**

Just in case you haven't seen this, Ruth Kelly's response to the Prime Minister about the role of DCLG – which places it firmly within the social justice agenda – is now available online[14].

In addition, DCLG has also just published its "Next Steps" document[15], setting out its programme for building the Department.

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## Tackling social exclusion – Libraries, Museums and Archives

## LGBT History Month 2007

The LGBT History Month mailing no.21 includes a mention of libraries[16]:

> "Libraries have done us proud both this year and last. However there are still many that do not acknowledge the month at all. Now is the time to encourage them to plan for next year. If your local library did nothing then please use the letter below and get them to think about next year. If however your local library or any other local institution or group did celebrate the Month please write and thank them explaining the importance of such a celebration."

There is also a link[17] to the event that Calderdale Library Service organised.

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[14] See: http://www.communities.gov.uk/index.asp?id=1501559.

[15] *Building the Department for Communities and Local Government: next steps.* DCLG, 2006. Available to download as a pdf from: http://www.communities.gov.uk/pub/456/BuildingtheDepartmentforCommunitiesandLocalGovernmentNextSteps_id1501456.pdf.

[16] See: http://www.lgbthistorymonth.org.uk/documents/LGBTHistoryMonthMailing21.pdf.

[17] http://www.calderdale.gov.uk/libraries/events/chapters/2006/gay-lesbian.html.

## "Cities of Refuge"

The UK is about to establish "Cities of Refuge", amongst the first being Edinburgh, Cardiff, London – and Norwich[18]. "Cities of Refuge" already exist throughout Western Europe and in North and Latin America. Sanctuary is offered to one writer at a time, and s/he is given the chance to live in the city, with their family, for one or two years. They contribute to the local community through activities such as workshops in schools and libraries, teaching and translation work and have the opportunity to continue with their own writing.

In July 2006, Norwich will be launched as the UK's first "City of Refuge" and will take the opportunity to promote the values of free speech, anti-racism, refuge and toleration (drawing on the city's long history of offering sanctuary to "strangers").

The library service is deeply involved in this. It has succeeded in a bid to the Paul Hamlyn Foundation for a project to work with young people (especially developing provision for unaccompanied minors) called "Strangers and Canaries" which will run for 3 years from October 2006. In addition, the library service will be working with the writer when s/he starts; weaving into day-to-day activities (such as Rhyme Times) stories, rhymes, music etc from the writer's country-of-origin; running training courses for library staff, emphasising the need to find ways of tackling rural isolation of refugees; consulting with refugees and asylum-seekers to check how best to meet their needs, particularly using an arts-based consultation via the project, "Footprints"; running writing workshops; and promoting a young poets competition.

For further information, contact Janet Holden (janet.holden@norfolk.gov.uk).

## Community Engagement

MLA have recently published the report[19] and toolkit[20] produced by CSV as a result of their research into the extent and nature of community engagement in public libraries.

As MLA has summarised on their website:

> "[The] report found that whilst some library services are working closely with their communities, involving them in shaping and delivering

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[18] For some background information, see:
http://news.bbc.co.uk/2/hi/uk_news/scotland/4803564.stm.
[19] *Community engagement in public libraries: a report on current practice and future developments*. MLA, 2006 (ISBN: 1-903743-97-4). Available to download as a pdf (503 Kb) from:
http://www.mla.gov.uk/resources/assets//C/community_engagement_report_9654.pdf
[20] *Community engagement in public libraries: a toolkit for public library staff*. MLA, 2006 (ISBN: 1-903743-98-2). Available to download as a pdf (599 Kb) from:
http://www.mla.gov.uk/resources/assets//C/community_engagement_toolkit_9659.pdf

services, many staff within the library sector have fears about working in this way. Further training and support is needed for the library sector to better understand and implement community engagement."[21]

The report starts by looking broadly at definitions, and then moves on to looking at why community engagement is important – and important for libraries – how engagement can be assessed, and concludes by looking at what has worked well, and recommendations; these include recommendations on:

- Building capacity
- Communication and advocacy
- Measuring the impact.

The report suggests that there are seven "elements" to be considered when identifying levels of community engagement (and these themes are developed in the toolkit):

- The library as a space for community activity.
- Partnership working with the voluntary sector.
- Community involvement in relation to boards/ strategic decision making.
- Involvement of volunteers.
- Community involvement in one-off decision-making.
- Community involvement in relation to projects.
- Partnership working with other public services towards community engagement. [taken from p7]

The report has a number of appendices, the most useful of which are:

- "Background to community engagement"[22], which looks at definitions, although these are a bit weak, especially that for 'social exclusion'
- "How community engagement links with government policy agendas"[23], which makes some connections between this area of work and government policy (eg "Every Child Matters").

The toolkit places this work in the "Framework for the Future" context, and then goes on to look at:

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[21] Taken from:
http://www.mla.gov.uk/webdav/harmonise?Page/@id=73&Document/@id=24691&Section[@stateId_eq_left_hand_root]/@id=4332&Session/@id=D_MNiX0OasglWTiwjOQLIV.

[22] Available to download as a pdf (35 Kb) from:
http://www.mla.gov.uk/resources/assets//C/community_engagement_report_appendix_C_9657.pdf.

[23] Available to download as a pdf (25 Kb) from:
http://www.mla.gov.uk/resources/assets//C/community_engagement_report_appendix_D_9658.pdf.

- Benefits of community engagement
- Getting started
- Working in partnership
- What further help is available?

The "Getting started" section takes the seven "elements" (noted above) and outlines examples of the kinds of work this might include (with notes to explain this further). This, plus a 'top tips' section and a FAQ section, are the most useful part of this, and are a good practical starting point.

The toolkit also has a number of appendices, the most useful of which are:

- "Case studies"[24], which include:

  - Bury and its strategy for community libraries
  - Leicestershire and co-locating to serve community need
  - Southend and partnership working
  - Southend and community involvement in delivering Bookstart
  - Kent and involvement in decision making
  - Kent – skills development and a growing interest in working in the cultural sector
  - East Riding and creating a new project
  - Cambridgeshire and reaching rural communities through involvement
  - West Midlands and increasing capacity through community involvement.

- Some planning sheets and further ideas[25]
- A list of further reading[26].

There is some important and valuable material here. However, although the definitions sections look more widely than volunteering, there is an emphasis on this (and, from my own discussions and emails with the researcher – which I notice are not acknowledged! – it was clear that much of the project's focus was on the role of volunteering), and, of course, community engagement is a much wider topic. For example, outreach as a way of developing and delivering library services is hardly mentioned at all.

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[24] Available to download as a pdf (355 Kb) from:
http://www.mla.gov.uk/resources/assets//C/community_engagement_toolkit_appendix_B_9661.pdf.
[25] Available to download from:
http://www.mla.gov.uk/webdav/harmonise?Page/@id=73&Document/@id=24691&Section[@stateId_eq_left_hand_root]/@id=4332&Session/@id=D_MNiX0OasglWTiwjOQLIV.
[26] Available to download as a pdf (28 Kb) from:
http://www.mla.gov.uk/resources/assets//C/community_engagement_toolkit_appendix_D_9664.pdf.

Similarly, the further reading and resources are useful, in that they highlight a number of mainly non-library sources, but, for example, do not refer to the "Fulfilling Their Potential" developments (nor provide a link to The Reading Agency's website for the latest news[27]), nor mention The Network's website and newsletter as sources of further information.

Recommended as a starting point, particularly looking at issues relating to volunteering and working in and with communities.

See also the item on 'Co-production' below.

### *What did you learn at the museum today?*

RCMG have just published the second study[28] of the impact of learning achieved through 69 museums' school services which have been funded via "Renaissance in the Regions".

Not only does the report show that there has been a continuation of the impressive increase in the use of museums by schools (and that museums therefore are contributing to a number of government agenda), but that museums are also working with high numbers of special schools, and with children and young people at risk of social exclusion.

As well as the main report, there are also two small ring-bound books that, using young people's work, show what they found interesting[29] and amazing[30]!

### *A research study of 14-35 year-olds …*

In June, the Laser Foundation launched its new report[31] which looked at the 'future development of public libraries'.

Commissioned by DCMS, MLA and the Foundation, and carried out by Define: Research & Insight Ltd, this hard-hitting report takes a critical look at the appeal of public libraries to 14-35 year-olds.

The report includes[32]:

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[27] See: http://www.readingagency.org.uk/projects/children/fullfilling_potential.html.

[28] *What did you learn at the museum today? Second Study: evaluation of the outcome and impact of learning through implementation of Education Programme Delivery Plans across nine Regional Hubs (2005)*. RCMG, 2006 (ISBN: 1-898489-38-6). A summary plus the full report – in sections – are available to download as pdfs from: http://www.le.ac.uk/museumstudies/bookshop/rcmg_publications.htm.

[29] *The most interesting thing at the museum today was … The impact of museum visits on pupils aged 11-18 years*. RCMG, 2006 (ISBN: 1-898489-40-8).

[30] *What amazed me most at the museum today was … The impact of museum visits on pupils at KS2*. RCMG, 2006 (ISBN: 1-898489-39-4)

[31] *A research study of 14-35 year olds for the Future Development of Public Libraries: Final Report*. Laser Foundation, 2006. Available to download as a pdf (1.59 Mb) from: http://www.bl.uk/about/cooperation/pdf/publiclibraries.pdf.

- Key issues libraries face, including social inclusion; drop in the number of issues; "Framework for the Future"; how to reach 14-35s

- Key findings which revolved around:
    - Services (eg they're perceived as second-rate)
    - Image and identity (eg "not for me")

- Key benefits of using libraries, including:
    - Resource for different media
    - Assistance and expertise
    - Free service which has value – but less choice
    - Try things before purchase
    - Space-saving
    - Trusted service
    - Educational
    - Peace and quiet
    - Personal space
    - Legitimises being alone
    - Community resource.

- "Rational" barriers, including:
    - Stock – out-of-date, limited, certain types only
    - Usage – hard to navigate, access difficult, borrowing process off-putting
    - Low value – unmodernised design, a limited destination, one-size-fits-all approach doesn't appeal, young people want to own things

- "Emotional" barriers, including:
    - Feeling intimidated
    - Feelings of rejection and exposure
    - Rules and regulations
    - Silence
    - Being alone
    - Emptiness of buildings
    - Boring and dull
    - Old-fashioned
    - Serious
    - Uncool
    - Sharing space with "typical" users.

- Universal improvements could include:
    - Modernisation of style
    - Enhanced environment to give "destination appeal" (eg café, variety of services and separation from others, comfort, run taster classes, multimedia activities)

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[32] Points taken from the outline presented by Define's Claire Vernon at the launch conference on 19 June.

- o Recent/latest stock
- o Electronic access
- o Location and access
- o Assistance and support.

The report also provides a segmentation of the young people into:

- The 'Disconnected'
- Borrowers
- Students
- Family Activity Seekers
- Functional Dabblers (people who use libraries occasionally for something specific)
- Teen Space Seekers.

For each of these segments, the report makes recommendations which include:

> "a. 'Family Activity Seekers', as their name implies, are seeking things to do with their children (generally under age 8). Within the options available to them, libraries can offer activity of great value where it is delivered well …
>
> - While low awareness of available services was sometimes the key issue for this group for others the barriers were more deep-rooted; either such services were not available in their area or previous poor experience of the parents themselves meant that negative emotional barriers dominated perceptions of libraries per se. There were also real concerns around tolerance of children and families within the library environment. Optimum solutions for Family Activity Seekers allowed for some separation of children's activities to allow for comfort and confidence in using the services ...
>
> b. 'Functional Dabblers' were those who are less predisposed to consuming fiction and see libraries as a resource for assisting in task or decision-making. Mostly aged 25 to 35 within this sample, they also tended to be from upper socio-economic grades, currently working and pre-family (although not exclusively).
>
> - This group saw a range of benefits in library use. Borrowing material or making investigations/enquiries before committing to a purchase or new activity was common and represented a way of saving time and money long term. Personal development was also key, with libraries offering a source of material to use directly or inspiration for other ideas.
> - Some respondents in this category also enjoyed the comfort of being able to use a service on their own, and liked the peace and quiet …

c. 'Teen Space Seekers' included the younger teenagers within the sample. Library services at present offer a poor match with their needs/desires which generally require dedicated territory.

- Current library services have some interest to this group but need developing and tailoring to be compelling. Internet provision can be important, especially to those in more deprived communities, but the desire to spend a long time at the terminal, multi-task and socialise means teenagers want to be away from the main library-using population when doing so …

d. 'Borrowers' are the current more frequent users of libraries within this age group and represented a minority within this sample. They had a reasonable level of satisfaction, given they were still using the services and a greater awareness of evolving services. There was still some disappointment, however, in breadth and depth of stock plus availability of the latest material.

e. 'Students', a small minority within this particular sample, have few needs other than access to free technology and communications and quiet space in which to work. Generally well provided by libraries, their key need is for this to be retained.

f. The 'Disconnected' represented a mix of lapsed and non-users who were simply not interested in libraries as the alternatives are always seen to offer a better option. As such any developments of interest moves very far away from a library offering and this group are not worth targeting." [pp73-76]

There are some very important views of libraries within this report, and we all need to recognise the barriers to take-up (and, possibly even more importantly, the perceptions of libraries). It doesn't take account of some of the positive developments that are currently taking place, but this is also our opportunity to take these findings and see how we can develop services to deal with them, using "Fulfilling Their Potential"[33] and other initiatives to do so.

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

### National Lottery priorities 2009-2019

Tessa Jowell has announced the priorities[34] for the National Lottery for 2009-19. They are:

- Increasing participation in sport and culture

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[33] See: http://www.readingagency.org.uk/projects/children/fullfilling_potential.html.
[34] For the full text of Tessa Jowell's speech, see: http://www.culture.gov.uk/global/press_notices/archive_2006/jowell_lottery_monitor_speech.htm.

- Inspiring young people
- Involving local communities
- Supporting volunteers
- Encouraging new talent, creativity and developing new skills.

The current allocations for arts and film, sport and heritage will be retained.[35]

## "GoldStar"

"GoldStar"[36] is an initiative, backed by the Cabinet Office, to engage more socially excluded people in volunteering.

The aim of the programme is to promote and share the good practices used in engaging people from these groups and giving them the opportunity to enrich their own and other peoples' lives.

The website is newly-launched, and includes a list of exemplar projects[37].[38]

## *Mental health and mental illness in the UK*

The ESRC have just produced a web factsheet[39] with an overview of mental health issues in the UK – a very useful starting point.

## *10 high impact changes for mental health services*

The CSIP have just launched this new best practice guidance[40].

"The high impact changes are the 10 areas of service improvement in mental health that have the greatest positive impact on service user and carer experience, service delivery, outcomes, staff and organisations."[41]

The 10 changes are:

1. Treat home based care and support as the norm for the delivery of mental health services.

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[35] Thanks to *e-YouthAction* 15, July 2006 for this. This and back issues of *e-YouthAction* are available on the National Youth Agency website: http://www.nya.org.uk/Templates/internal.asp?NodeID=91854.

[36] See: http://www.goldstar.org.uk/.

[37] See: http://www.goldstar.org.uk/goldstar_projects.html.

[38] Thanks to *e-YouthAction* 15, July 2006 for this. This and back issues of *e-YouthAction* are available on the National Youth Agency website: http://www.nya.org.uk/Templates/internal.asp?NodeID=91854.

[39] Available at: http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/facts/index56.aspx.

[40] *10 high impact changes for mental health services*. Care Services Improvement Partnership, 2006. Available as a pdf from: http://kc.nimhe.org.uk/upload/CSIP_NIMHE_10HICs1.pdf.

[41] Taken from: http://www.nimhe.csip.org.uk/10highimpactchanges.

2. Improve flow of service users and carers across health and social care by improving access to screening and assessment.
3. Manage variation in service user discharge processes.
4. Manage variation in access to all mental health services.
5. Avoid unnecessary contact for service users and provide necessary contact in the right setting.
6. Increase the reliability of interventions by designing care around what is known to work and that service users and carers inform and influence.
7. Apply a systematic approach to enable the recovery of people with long term conditions.
8. Improve service user flow by removing queues.
9. Optimise service user and carer flow through the service using an integrated care pathway approach.
10. Redesign and extend roles in line with efficient service user and carer pathways to attract and retain an effective workforce.

Whilst some of these are obviously specifically aimed at mental health service-providers, there are some useful pointers for us too.[42]

## *Tackling the health and mental health effects of domestic and sexual violence and abuse*

The DOH has just published this useful background document[43] which sets out the current programme of work to look the effects of domestic and sexual violence and abuse:

> "This document outlines the two year programme of work currently being undertaken jointly by the Department of Health and National Institute for Mental Health in England (NIMHE) in partnership with the Home Office. The aim of the programme is to tackle the root causes of mental and physical ill health in child abuse and domestic and sexual violence …" [p3]

Its terms of reference include:

- "the mental and physical health effects of child sexual abuse, domestic violence, rape and sexual assault, and sexual exploitation – and the links between them – for:
- professionals and services identifying and responding to the needs of:
  i. adult domestic violence victims, survivors and perpetrators;
  ii. adult survivors of intra and extra-familial childhood sexual abuse;

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[42] Thanks to Isobel Ashford (MLA East Midlands) for alerting me to this.
[43] Catherine Itzen. *Tackling the health and mental health effects of domestic and sexual violence and abuse*. Department of Health, 2006 (ISBN: 1-84649-000-6). Available to download as a pdf (719 Kb) from: http://www.dh.gov.uk/assetRoot/04/13/66/11/04136611.pdf.

<blockquote>
<ol type="i" start="3">
<li>adult victims and survivors of rape and sexual assault;</li>
<li>child and adolescent victims of domestic violence and child sexual abuse;</li>
<li>child, adolescent and adult victims of sexual exploitation in prostitution, pornography and trafficking;</li>
<li>adolescent and adult sexual offenders (and sexual abusers not in contact with the criminal justice system)." [p9]</li>
</ol>
</blockquote>

The programme also covers "stalking, sexual harassment, forced marriage, female genital mutilation … and 'Honour Crime'". [p9]

## 2005 Citizenship Survey

The findings from the 2005 Citizenship Survey have just been published. The survey includes questions about a number of topics which cover: family networks, views of the local area, fear of crime, local services and political institutions, volunteering and charity, civil renewal, racial and religious prejudice and discrimination and views about rights and responsibilities. It also collects demographic data and background information about respondents.

Four inter-linked reports have been produced, which set out the findings from the survey. The four inter-linked reports are:

- *Cross-cutting themes*[44]: this report compares findings on different topics within the survey and looks at the links between them.
- *Race and faith topic report*[45]: this report explores views about racial and religious prejudice, perceptions of racial discrimination by public service organisations, and experiences of religious and employment-related discrimination.
- *Community cohesion topic report*[46]*:* this report examines attitudes towards local neighbourhoods, community cohesion, social networks, and views towards rights and responsibilities.
- *Active communities topic report*[47]: this report looks at people's involvement in volunteering activities, charitable giving, and civil renewal activities.[48]

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[44] *2005 citizenship survey: cross-cutting themes.* DCLG, 2006. Available to download as a pdf (605 Kb) from: http://www.communities.gov.uk/index.asp?id=1501031.

[45] *2005 citizenship survey: race and faith topic report.* DCLG, 2006. Available to download as a pdf (1.464 Mb) from: http://www.communities.gov.uk/index.asp?id=1501046.

[46] *2005 citizenship survey: community cohesion topic report.* DCLG, 2006. Available to download as a pdf (937 Kb) from: http://www.communities.gov.uk/index.asp?id=1501048.

[47] *2005 citizenship survey: active communities topic report.* DCLG, 2006. Available to download as a pdf (1.086 Mb) from: http://www.communities.gov.uk/index.asp?id=1501049.

[48] Taken from: p2.

### Tackling overcrowding …

DCLG has just produced a consultation document[49], looking at overcrowding conditions in housing in England.

> "2.7 Under the statutory standards it is estimated that some 20,000 households are overcrowded.
> 2.8 Under the bedroom standard it is estimated that some 500,000 households are overcrowded, of which 200,000 are in the social rented sector. There are particular concentrations of overcrowding in London. The twelve worst areas for overcrowding in social housing are all in London boroughs, whilst in the private rented sector five of the six most crowded areas are London boroughs. There are also high rates of overcrowding amongst lone parents and large households, and in the black and minority ethnic (BME) community." [p6][50]

Responses should be sent to DCLG by 15 September 2006.

### Be part of something

In April 2006, Crime Concern took over responsibility (on behalf of the Home Office Crime and Drug Strategy Directorate) of the "Positive Futures" project, and they have just produced this summary[51] of the work to date (this document updates the information provided in *Cul-de-sacs and gateways*[52]).

> "Positive Futures is a national sports and activity-based social inclusion programme. Funded centrally by the Home Office Crime and Drug Strategy Directorate, the programme enjoys cross government support, with a national advisory group made up of representatives from the Home Office, Department for Education and Skills, Department of Culture, Media and Sport, Department of Health, Sport England, Youth Justice Board (YJB), Metropolitan Police, Commission for Rural Communities and the Football Foundation.
>
> The programme currently has 119 projects … and works in some of the country's most deprived neighbourhoods. Every project provides sporting and activity opportunities for young people aged between 10 and 19, giving them the chance to develop both personally and socially. Each project adapts its programme of activities in line with the

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[49] *Tackling overcrowding in England: a discussion paper*. DCLG, 2006. Available to download as a pdf (81 Kb) from: http://www.communities.gov.uk/index.asp?id=1501587.
[50] See the consultation paper for definitions of the two standards for overcrowding.
[51] *Be part of something*. Home Office, 2006. Available to download as a pdf (1 Mb) from: http://drugs.homeoffice.gov.uk/publication-search/183400/be_part_of_something.pdf?view=Binary.
[52] *Cul-de-sacs and gateways: understanding the Positive Futures approach*. Home Office, 2003. Available to download as a pdf (Kb) from: http://www.drugs.gov.uk/publication-search/183400/cul-de-sacs-gateways.pdf?view=Binary.

needs of its young people – with a focus on engaging those young people who are marginalised within the community." [p2]

## *Sustainable communities …*

As you know, in 2001 the Central Local Partnership agreed a set of Shared Priorities which are:

- Creating safer and stronger communities
- Improving the quality of life of older people and children, young people and families at risk
- Meeting transport needs more effectively
- Promoting healthier communities and narrowing health inequalities
- Promoting the economic vitality of localities
- Raising standards across our schools
- Transforming the local environment.

This new guidance[53] from the LGA and Defra:

> "shows how local outcomes such as those reflected in the seven shared priorities, can be delivered in a way that helps create genuinely sustainable communities. It highlights the cross-cutting issues which need to be addressed for each outcome.
>
> The Guide has a section for each of the seven shared priorities or outcomes and one for the councils [sic] community leadership role which is critical in delivering genuinely sustainable communities. In each section, there are some practical examples of the sort of activities which councils can do to help deliver the social, economic and environmental components of a sustainable community at the same time." [p5]

Sadly, it doesn't mention libraries (except in passing as a place where Warwickshire distributes information posters), museums or archives, but does have some interesting examples and case studies.

## *More choices, more chances …*

The Scottish Executive has recently published its strategy[54] for reducing the number of young people who are not in education, employment or training

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[53] *Sustainable communities: a shared agenda, a share of the action – a guide for local authorities.* Defra, 2006. Available to download as a pdf (2 Mb) from: http://www.sustainable-development.gov.uk/publications/documents/sustainable-communities-guide.pdf.

[54] *More choices, more chances: a strategy to reduce the proportion of young people not in education, employment or training in Scotland.* Scottish Executive, 2006 (ISBN: 0-7559-4817-3). Available to download as a pdf from: http://www.scotland.gov.uk/Resource/Doc/129456/0030812.pdf.

(NEET) – headline figures suggest there may be some 35,000 (13.5%) 16-19 year-olds in Scotland who are NEET.[55]

<span style="color:orange">**Tackling social exclusion – Other Agencies**</span>

## Scotland – survey of disabled people who are LGBT

Avanté Consulting[56] have been commissioned by the Equality Network[57] and the DRC[58] to carry out a survey looking at the participation in community organisations by disabled people who are lesbian, gay, bisexual and/or transgendered.

They are including in the survey "community groups that offer you leisure and recreational activities, training and learning opportunities, and/or specialist advice and information …" [Avanté website][59]

## Anti-Bullying Week 2006

Just in case you haven't already got these dates in your diary, Anti-Bullying Week will run from 20-24 November 2006.

There is information on the Anti-Bullying Alliance website[60] (which also includes a list of children's fiction[61] that deals with bullying) and on the Actionwork website[62].

## "What will it take to end child poverty in the UK?"

The JRF has a research strand looking at this topic, with the overall brief of producing costed options for ending child poverty in the UK by 2020.

> Key facts
> - The proportion of children living in poverty has doubled in the past generation.

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[55] Thanks to NFER *ontheweb* June 2006 for alerting me to this – see: http://www.nfer.ac.uk/latest-news/ontheweb/pdfs/jun06.pdf.
[56] See http://www.avanteconsulting.co.uk/equality/ for details.
[57] The Equality Network campaigns for equality for lesbian, gay, bisexual and transgender people in Scotland – see: http://www.equality-network.org/Equality/website.nsf/home?OpenForm.
[58] See: http://www.drc.org.uk/.
[59] Thanks to the LGBT History Month mailing no.23 for alerting me to this – http://www.lgbthistorymonth.org.uk/documents/LGBTHistoryMonthMailing23.pdf.
[60] See: http://www.anti-bullyingalliance.org/abaweek2006.htm.
[61] See: http://www.anti-bullyingalliance.org/documents/DraftBullyingBooksforChildrenandYoungPeople210606.pdf.
[62] See: http://www.antibullyingweek.co.uk.

- The UK has proportionally more poor children than most rich countries.
- In 1999, the Prime Minister committed to ending child poverty by 2020.
- In 2005, 3.4 million children were living in poverty.
- 700,000 children have been lifted out of poverty between 1998 and 2005.
- This is a reduction of 17%. The target was 25%.[63]

They have just published a large series[64] of papers and reports to address these issues, which are available to download from the JRF website at: http://www.jrf.org.uk/child-poverty/publications.asp#top.

## *Parenting in multi-racial Britain*

The National Children's Bureau has just published a report[65] on behalf of JRF, which looks at ethnicity, parenting and family life.

The conclusions of the report are summarised as:

"Given the disproportionate involvement of some minority ethnic groups with health and social care services, the researchers conclude that the perspectives of 'ordinary' minority ethnic families are crucial in understanding parenting and family life in today's multi-racial Britain. In particular, the study suggests that those advising and supporting families need to be more aware of the following:

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[63] Taken from: http://www.jrf.org.uk/child-poverty/default.asp.

[64] Jonathan Bradshaw. *Child support*. (56 Kb)
Jonathan Bradshaw. *How has the child poverty rate and composition changed?* (130 Kb)
Jonathan Bradshaw. *A review of the comparative evidence on child poverty*. (70 Kb)
Jonathan Bradshaw. *Teenage births*. (50 Kb)
Mike Brewer. *Micro-simulating child poverty in 2010 and 2020*. (403 Kb)
Martin Evans and Jill Scarborough. *Can current policy end child poverty by 2020?* (430 Kb)
Nick Gould. *Mental health and child poverty*. (70 Kb)
Paul Gregg, Susan Harkness and Lindsey Macmillan. *Welfare to work policies and child poverty*. (340 Kb)
Donald Hirsch. *The cost of not ending child poverty*. (70 Kb)
Donald Hirsch. *What will it take to end child poverty? Firing on all cylinders*. (1 Mb)
Stephen Machin and Sandra McNally. *Education and child poverty: a literature review* .(100 Kb)
Philip Rees and John Parsons. *Socio-demographic scenarios for children to 2020*. (750 Kb)
Christine Skinner. *How can childcare help to end child poverty?*(68 Kb)
[65] Ravinder Barn with Carolina Ladino and Brooke Rogers. *Parenting in multi-racial Britain*. National Children's Bureau ("Parenting in Practice"), 2006 £12.95 (ISBN: 1-904787-83-5).

- The heterogeneity of minority ethnic family life is complex and needs to be understood in the context of migration, ethnicity, socio-economic circumstances, multiculturalism, and racism.
- Although minority communities reported good frequent contact with their wider family network, the non-availability of some family members such as grandparents was an important concern for others.
- Minority ethnic families are no more likely to use punitive discipline methods than other parents.
- Minority ethnic families reported the task of 'ethnic and racial socialisation' of their young to be challenging but crucial. The difficulties of raising bilingual children suggest that parents need better and more effective external help.
- Provision of effective support services to families and children in need."[66]

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## Broader issues – Other Agencies

## Co-production

JRF have just produced a report[67] looking at the development of 'co-production' as a way of delivering services.

'Co-production' is defined as:

> "… a general description of the process whereby clients work alongside professionals as partners in the delivery of services."[68]

The report looks further at definitions, relating co-production to the development of social capital, and then focuses on the benefits for individuals and communities.

Key findings include:

- "Co-production, where it has been happening successfully, has generally been outside nationally funded services that are supposed to achieve this, and usually despite – rather than because of – administrative systems inside public services.
- A key characteristic of public and voluntary institutions that successfully involve their users, as well as their families and neighbours, is an understanding that people who have previously been treated as

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[66] Taken from: http://www.jrf.org.uk/knowledge/findings/socialpolicy/0396.asp.
[67] David Boyle, Sherry Clark and Sarah Burns. *Hidden work: co-production by people outside paid employment*. JRF, 2006 £16.95 (1-85935-466-1). Also Available to download as a pdf from: http://www.jrf.org.uk/bookshop/eBooks/9781859354674.pdf.
[68] Taken from: http://www.jrf.org.uk/knowledge/findings/socialpolicy/0356.asp.

collective burdens on an overstretched system are untapped potential assets.
- Co-production projects can help participants to extend their social networks and friendships and the range of opportunities open to them.
- Some kind of reciprocal relationship between users and organisations can broaden the social reach of the projects: 'time banks' are an effective – though not the only – way of valuing their contribution." [69]

## *Old heads on young shoulders ..*

NSPCC and Childline have published a useful background guide[70] to some of the issues faced by young people who have to take on an adult caring role.[71]

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## Abbreviations and acronyms

CSIP = Care Services Improvement Partnership
CSV = Community Service Volunteers
DCLG = Department for Communities and Local Government
Defra = Department for Food, Environment and Rural Affairs
DOH = Department of Health
ESRC = Economic & Social Research Council
JRF = Joseph Rowntree Foundation
LGA = Local Government Association
LGBTs = lesbians, gay men, bisexuals and transgendered people
MLA = Museums, Libraries and Archives Council
NIACE = National Institute of Adult Continuing Education (England and Wales)
NSPCC = National Society for the Prevention of Cruelty to Children

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[69] Also taken from: http://www.jrf.org.uk/knowledge/findings/socialpolicy/0356.asp.
[70] *Old heads on young shoulders: helping children and young people whose family circumstances force them into adult roles*. NSPCC, 2006 (ISBN: 0- 9524948-9-2). Available to download as a pdf from: http://www.nspcc.org.uk/inform/Publications/Downloads/OldHeadsOnYoungShoulders_gf31662.pdf.
[71] Thanks to NFER *ontheweb* June 2006 for alerting me to this – see: http://www.nfer.ac.uk/latest-news/ontheweb/pdfs/jun06.pdf.