

The Network Newsletter – Ebulletin 198, 23 November 2015

Events

Events have been added to the Courses & Events pages on The Network website – see: <http://www.seapn.org.uk/courses>.

Funding & Opportunities

Heritage Lottery Fund

<http://www.museumsassociation.org/museums-journal/news/06112015-hlf-peter-luff> and <http://www.peterluff.com/speeches/nov-2015.html>

(Source: Museums Association email updates, 18 Nov 2015)

At a keynote speech at the MA Conference, HLF Chair, Sir Peter Luff, announced some major changes:

- The Heritage Lottery Fund (HLF) will combine Transition funding, Start Up grants and Catalyst small grants into a single new programme with an upper limit of more than £100,000
- The grants will run for longer to allow for access to the funding and time to make necessary changes to ways of working
- A new opportunity to apply for funding to build endowments following their recent investment through the Catalyst programme
- A third round of Skills for the Future next year
- Young people: “... in the next year we will launch a new initiative. We will invite proposals for partnership or consortia bids which seek to make a real difference for young people under 25. We will award a small number of substantial grants and if this is successful we’ll consider funding more in the future. This will be an opportunity for organisations with a track record in working with young people. We want to invest in quality so:
 - we will expect you to put the needs and ideas of young people – from all backgrounds – at the centre of your proposals.
 - we will expect to see you work in partnership.
 - we will expect you to share your learning with others.”

Equality Act 2010

“The Race Relations Act 1965 – blessing or curse?”

<http://www.irr.org.uk/news/the-race-relations-act-1965-blessing-or-curse/>

(Source: *IPPR Newsletter*, 13 Nov 2015)

Very interesting article by Jenny Bourne (editor of *Race & Class*) which looks at the events that led up to the RRA 1965, and, particularly, at what has happened since, with the rolling together of equality characteristics under the 2010 Act.

She highlights existing discrimination, especially where “racism and poverty intersect”, with key statistics.

She concludes:

“Where are we then after those fifty years since the first Race Relations Act? Without doubt the educative function of race laws has worked: generally speaking the threshold of what is tolerable in a liberal society

has risen. But at the same time, and as liberal society gives way to market values, there is an insidious creep of the idea that we are now in a post-racial world. There is a largely unspoken view from politicians and opinion-formers that *we* have done our bit, in fact we may have gone too far in allowing *them* their rights. Now *their* demands risk changing society as *we* want to see it.”

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

The ‘Public Library and Social Commitment’ award

<http://fundacionbibliotecasocial.org/en/categories-map/call-2014/>

(Source: email from Adela Alòs-Miner, President of the Fundación Biblioteca Social, 11 Nov 2015)

As noted in Ebulletin no.187, the Social Library Foundation was awarded a grant from PL2020 to produce a “Knowledge map of public library projects for combating social exclusion”.

The map has just been published. It displays projects received in the first round of the “Public Library and Social Commitment” award, in which 20 projects were submitted (geographic area: Spain). The award was presented in April 2015, and the winner was a socio-educational project: “Childhood and young people at risk of social exclusion”. The runner-up was a project for elderly people living alone.

“Each year the map will incorporate the best projects evaluated in the annual announcement of the Prize.

The map includes accepted projects, finalists and winners. With a link to project’s PDF of winners and finalists. The map of social projects aims to:

- Contribute to improving the visibility of public libraries and projects carried out for the most vulnerable sectors of the society.
- Point out to the non-profit sector possibilities for joint action with public libraries in a given territory.
- Stress to government agencies the importance of investing in public libraries.
- Share knowledge about projects focused on social/digital inclusion and learning from ‘best practices’.”

In October 2015, the Foundation announced the second round of the Prize. The award will be announced in March 2016.

“The ‘Public Library and Social Commitment’ award, in accordance with the aims of the Foundation, aims to promote and give visibility to projects that are undertaken by public libraries, addressed to individuals and groups that live in situations of vulnerability. Any public library in Spain can submit a project for the annual award.” [Taken from:

<http://fundacionbibliotecasocial.org/wp-content/uploads/2015/10/English1.pdf>]

School Library Journal “The Teen Issue”

<http://www.slj.com/features/the-teen-issue-slj-2015/>

(Source: *LJXpress – Library Journal*, 17 Nov 2015)

Lots of interesting articles, including:

- “Libraries Reach Out to Young Black Men”,
<http://www.slj.com/2015/11/teens-ya/libraries-reach-out-to-young-black-men/>.

Digital Libraries Hub

<http://digitallibrarieshub.ning.com/blog/welcome-to-the-digital-libraries-hub>

(Source: *STV Bulletin* 197, 17 Nov 2015)

The Tinder Foundation has just launched its Digital Libraries Hub: “The aim of the Digital Libraries Hub is to support libraries across the UK to deliver digital inclusion.”

Further info about registering and what you can do in the Hub are on the above weblink.

“The library is the community and the community is the library”

<https://librariestaskforce.blog.gov.uk/2015/11/20/the-library-is-the-community-and-the-community-is-the-library/>

Excellent guest post on the Libraries Taskforce blog from Councillor Norma Wilburn (Cabinet Member for Culture and Leisure, Stockton-On-Tees Borough Council), highlighting the essential role of libraries in wellbeing, education and cohesion of our communities.

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

“Tax Credit & Universal Credit changes: impact on example families (Part 1)”

<http://commonslibraryblog.com/2015/11/18/tax-credit-universal-credit-changes-impact-on-example-families-part-1/>

“Tax Credit & Universal Credit changes: impact of a 75% taper (Part 2)”

<http://commonslibraryblog.com/2015/11/18/tax-credit-universal-credit-changes-impact-of-a-75-taper-part-2/>

(Source: postings on *Second reading: the House of Commons Library blog*, 18 Nov 2015)

Two very interesting blogposts for background info, where the House of Commons Library has calculated the impact of the changes on families:

“Using ‘ready reckoners’ developed by the Library – calculators that, when a family’s circumstances are inputted, output the benefit and tax credit awards for which they qualify – we can replicate and expand upon examples families presented in the Summer Budget Red Book to investigate what the impact of any such changes on these families might be.”

Tackling social and digital exclusion – Other Agencies

“Prisoners’ literacy and numeracy levels”

<http://www.fenews.co.uk/fe-news/prisoners-literacy-and-numeracy-levels>

(Source: *Weekly News from CILIP*, 19 Nov 2015)

This article introduces the report, *An assessment of the English and maths skills levels of prisoners in England*, which is based on over 120,000 assessments of prisoners made in the past year as part of research by the Institute of Education to assess the real levels of literacy and numeracy amongst prisoners.

The report found:

“... that literacy levels in prison are very poor compared with outside prison. Using the old Skills for Life definition of 'functional literacy', those with level 1 or level 2 literacy skills, in prison just 50% have these skills compared to 85% of the general population. We might expect level 2 skills to be poorer in prison, but 14% compared to 57% is a very large difference. The pattern is continued across all levels with 22% more prisoners having Entry level 3 literacy skills and 11% more with Entry level 2 skills. If anyone doubted the challenge of getting the prison population ready for employment, then surely they need no more evidence. For at least half of last year's prisoners, literacy will prove a significant barrier to gaining employment.”

The full report is at: <http://www.nrdc.org.uk/wp-content/uploads/2015/11/An-assessment-of-the-English-and-maths-skills-levels-of-prisoners-in-England1.pdf>.

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

“DCMS research questions link between museums visits and wellbeing”

http://www.museumsassociation.org/museums-journal/news/18112015-culture-and-happiness?dm_i=2VBX,3Q6Q,27LU0M,B5RS,1

(Source: Museums Association email updates, 18 Nov 2015)

This article queries some of the findings in the latest *Taking part* survey:

“Recent visits to museums and galleries have no statistically significant link with how happy people feel, according to a new analysis published by the department of culture, media and sport (DMCS). However, museum professionals working on wellbeing warned against taking the apparent findings at face value [...]

The analysis found a ‘statistically significant association’ between visiting a heritage site and attending [an] arts event in past 12 months and higher happiness scores. Participation in moderate intensity sport within the past four months was also found to correlate positively with happiness. But no similar link was found for visiting a museum or gallery within the past 12 months. Visiting a library within the past 12 months was found to be linked to lower levels of happiness, a finding which the authors said was not fully understood.”

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

IFLA World Library and Information Conference papers

(Source: *STV Bulletin* 194, 2 Oct 2015)

IFLA have published two papers which were presented at their conference in Aug 2015:

- Mark Freeman “‘Taking Six Steps’ to reading Improving public library services for people with sight loss in the UK through staff development and reader engagement”, <http://library.ifla.org/1293/1/092-freeman-en.pdf>
- Rauha Maarno “Library for All – also for the print disabled”, <http://library.ifla.org/1175/1/118-maarno-en.pdf>

“Supporting Library Users with Hidden Disabilities”

<http://www.cilip.org.uk/blog/supporting-library-users-hidden-disabilities>

Blogpost by Moira Johnson (who organised this training day), outlining what it covered and focusing particularly on three of the main themes that came out of the event:

1. Disclosure and data protection
2. The importance of personalised support
3. How technology can help.

Disability issues – Other Agencies

“‘Reading the Way’: Inclusive Books from Around the World”

<http://www.outsideinworld.org.uk/childrens-books.asp?page=Readingtheway&am=Readingtheway>

(Source: email from Alexandra Strick 18 Nov 2015 to diversity@jiscmail.ac.uk)

“‘Reading the Way’: Inclusive Books from Around the World was an innovative research and development project undertaken from April 2014 – October 2015 funded by Arts Council England, The Unwin Charitable Trust and the Calouste Gulbenkian Foundation [...]

The aim of the project was to help bring exceptional international books to UK audiences; titles that stand out specifically in terms of being 'accessible' to all children, including disabled children and/or 'inclusive', i.e. including disability or disabled characters within the story.”

The summary of the project can be read at the above weblink; for a PDF copy of the full research report, please email: info@OutsideInWorld.org.uk.

NB Fuller assessment to appear in *The Network Newsletter*.

Learning Difficulty issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

“Library story times for children with autism growing in popularity in Minnesota”

<http://www.startribune.com/library-story-times-for-children-with-autism-growing-in-popularity-in-minnesota/338630051/#>

(Source: *Public Libraries News*, 22 Nov 2015)

Article about “Carver County and several other Minnesota libraries [that] are piloting Sensitive Storytimes to accommodate children on the autism spectrum or with sensory processing disorders.”

Learning Difficulty issues – Other Agencies

“Vision impairment and autism”

http://www.rnib.org.uk/professionals-education-professionals-insight-online-effective-learning/vision-impairment-and-autism?utm_medium=email&utm_source=November%20Insight%202015&utm_campaign=vision%20impairment%20and%20autism

(Source: RNIB *Insight enews*, Nov 2015)

Important new post from RNIB:

“Many of the approaches used with sighted children who have autism, rely heavily on vision. Such methods aren’t always suitable for children who have little or no sight. Likewise, some of the teaching approaches used for children who have visual impairment may not be suitable for those who also have autism.

To address these very specific needs, RNIB, [The National Autistic Society](#), [Brookfields Specialist SEN school](#), and [Sunfield](#) collaborated to produce a resource for teachers and other professionals.”

Migration issues – Government, Government Agencies and Local Government

“UK's capacity to meet commitment to Syrian refugees in doubt”

<http://www.parliament.uk/business/committees/committees-a-z/commons-select/home-affairs-committee/news-parliament-2015/151030-immig-stats-rpt-pubn/>

(Source: EoE AS&R/MW *Newsflash* Nov 2015)

Summary of the findings of the Home Affairs Select Committee, with a commentary on immigration statistics produced by the Home Office Immigration Directorates for the second quarter of 2015. Includes links to the reports itself.

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

“Anti-Bullying Week – what can libraries do?”

http://www.cilip.org.uk/blog/anti-bullying-week-what-can-libraries-do?utm_source=Communicator_membership_list&utm_medium=Email&utm_content=Untitled43&utm_campaign=Weekly+News+from+CILIP%2c+19+November+2015

Blogpost by Liz Chapman and John Vincent, outlining what libraries can do:

“By intervening, as we have suggested here, libraries can again demonstrate their key role in times of crisis, offering information, support, a place to be welcome and to be oneself, and a place of safety.”

Includes links to websites and organisations for young people, and for teachers and librarians, as well as a list of further reading.