

# The Network Newsletter – Ebulletin 174, 23 February 2015

## Events

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

## Funding & Opportunities

### Women's History Network – Community History Prize, sponsored by the History Press

<http://www.thehistorypress.co.uk/womens-history-network>

(Source: email from Jenni Waugh, 10 Feb 2015)

“This annual prize of £500 is awarded for a Community History Project by, about, or for Women in a particular locale or community which has led to the production of a documentary, pamphlet, book, exhibition, artefact or event. The activity must have been completed between the 1st of January 2014 and 31st May 2015.

Individuals or groups can nominate themselves or someone else up to the **31 May 2015**.

The Prize will be judged by a panel made up of representatives of: the WHN, The History Press, Archives and Community Historians and awarded at the WHN National Conference in September 2015.

The completed nomination form and supporting evidence must be sent by 31 May 2015 via email to Professor Maggie Andrews, [maggie.andrews@worc.ac.uk](mailto:maggie.andrews@worc.ac.uk). Further supporting materials can be sent via post to Prof. Maggie Andrews (WHN Community Prize) IHCA, Breden 137, University of Worcester, Henwick Grove, WR2 6AJ.”

### Welsh Librarian of the Year Award 2015

<http://www.cilip.org.uk/cilip-cymru-wales/welsh-librarian-year-award-2015>

(Source: email from Mandy Powell, Head of CILIP Cymru Wales, 20 Feb 2015)

The CILIP Cymru Wales Welsh Librarian of the Year Award recognises and celebrates the contribution of librarians and information professionals to the profession and society.

Nominations for Welsh Librarian of the Year have to demonstrate achievements in the following areas:

- Positive impact on community or sector
- Use of innovation
- Benefit to the profession

Nominations close **20 April 2015**.

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

### **“Transformers’ projects break new ground”**

[http://www.museumsassociation.org/news/11022015-transformers-projects-break-new-ground?utm\\_source=ma&utm\\_medium=email&utm\\_campaign=11022015](http://www.museumsassociation.org/news/11022015-transformers-projects-break-new-ground?utm_source=ma&utm_medium=email&utm_campaign=11022015)

“The Museums Association's ... Transformers initiative, aimed at those in mid-career and designed to foster new ways of thinking in museums, has seen the launch of a number of innovative projects.”

These include:

- Reading Museum's exhibition “Hidden Voices”, “shedding light on the town’s place in the story of homosexual oppression throughout the centuries” (see: <http://www.lgbthiddenvoices.org.uk/>); and
- Community participation at Beamish, via their “Nominate Your House” project (see: <http://www.beamish.org.uk/nominate-your-house/>).

There is more info about the Transformers workforce initiative at:

<http://www.museumsassociation.org/professional-development/15042014-transformers-radical-change-in-museums>.

### **“Campaign to get 10,000 prisoners reading”**

<http://www.prisonerseducation.org.uk/news/campaign-to-10000-prisoners-reading>

(Source: *Learning Matters e-news*, Feb 2015)

Positive article to launch the Six Book Challenge about the power of reading and the importance of prison libraries.

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

### ***Review of equality evidence in rural Scotland***

<http://www.scotland.gov.uk/Resource/0046/00469898.pdf>

(Source: *MEMO [Minority Ethnic Matters Overview]*, 427, 16 Feb 2015)

Useful background ‘mapping’ document:

“This review focuses on 6 protected characteristics of age, disability, race, religion, sex and sexual orientation and considers how presence of these protected characteristics may impact on access to, and satisfaction with, service provision in rural Scotland.” [p1]

## **Tackling social and digital exclusion – Other Agencies**

### ***British Muslims in numbers***

[http://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport\\_2015.pdf](http://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport_2015.pdf)

(Source: *MEMO [Minority Ethnic Matters Overview]*, 427, 16 Feb 2015)

Much-publicised report from the Muslim Council of Britain.

The accompanying infographic (see: <http://www.mcb.org.uk/wp-content/uploads/2015/02/MCB-Muslims-in-Numbers-infographic-final.jpg>)

highlights key issues, such as the high proportion of Muslims in prison, and with 'no qualifications'.

### ***Nations apart? Experiences of single homeless people across Great Britain***

<http://www.crisis.org.uk/data/files/publications/NationsApart.pdf>

(Source: NCB *Policy & Parliamentary Information Digest*, 5 Jan 2015)

Major new report from Crisis, which “provides the first ever profile of single homeless people across England, Wales and Scotland. Drawing on interviews with nearly 500 homeless people across 16 local authorities, it shows the reasons people first become homeless and asks what lessons can be learnt from the approaches taken by the different countries.”

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

### **Migration issues – Government, Government Agencies and Local Government**

#### **Asylum: Children – written question & answer**

<http://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2015-02-03/223221/>

(Source: MEMO [*Minority Ethnic Matters Overview*], 427, 16 Feb 2015)

This is useful background info: in answer to a question about the number of unaccompanied asylum-seeking children granted discretionary leave to remain who were subject to an enforced removal after turning 18 in each of the last five years, James Brokenshire responded:

“The Home Office does not return Unaccompanied Asylum Seeking Children (UASC) whose claims have been refused, unless adequate reception arrangements are in place in the country to which the child is to be returned. If adequate reception arrangements are absent, most unaccompanied children are granted UASC Leave (formally known as UASC discretionary leave) which usually lasts until their 18th birthday.

When a child passes the age of 18 and UASC Leave expires, they are no longer considered to be a UASC and are therefore required to take steps to voluntarily return or seek further leave to remain. If the individual does not seek to regularise their stay through further applications or leave is not granted they may be removed in accordance with the Immigration Rules and Published Home Office policy should they fail to leave voluntarily. The table below outlines the number of individuals removed in each of the last five years who had previously been granted discretionary leave to remain as an unaccompanied asylum-seeking child but has since passed the age of 18 and had not regularised their leave or left the UK voluntarily.”

<b>Year</b>	<b>Total</b>
2009	3
2010	43
2011	119
2012	57
2013	88

### Migration issues – Other Agencies

#### ***English as an Additional Language (EAL) and educational achievement in England: an analysis of the National Pupil Database***

<http://educationendowmentfoundation.org.uk/toolkit/publications/eal-review/>

(Source: Migrants Rights Network *Weekly Migration News*, 2 Feb 2015)

Just published are two reports commissioned by the Education Endowment Foundation, Unbound Philanthropy and The Bell Foundation, which analyse the evidence on the achievement of pupils with English as an Additional Language (EAL) and to review the literature on effective interventions to raise the attainment of pupils with EAL.

The findings are interesting:

“On average, EAL pupils catch up with their peers by age 16. At age 5 only 44% of EAL pupils have achieved a good level of development compared to 54% of other pupils. By age 16, this gap has narrowed significantly with 58.3% achieving five A\*- C GCSEs including English and maths compared to 60.9% of other pupils.

- Average attainment figures mask a huge range of results for different groups of EAL pupils. Speakers of Portuguese, Somali, Lingala and Lithuanian have especially low outcomes at age 16 but Russian and Spanish speakers do particularly well.
- Pupils recorded as EAL are very unevenly distributed and concentrations of EAL students can be very specific to a small local area. A quarter of schools (22%) have less than 1% EAL pupils but in 8.4% of schools, EAL pupils make up over half of the school population.
- There is no evidence that pupils whose first language is English suffer from attending a school with a high proportion of EAL pupils, an outcome that is consistent at both Key Stage 2 (age 7-11) and Key Stage 4 (age 14-16).”

The recommendations include:

- “The provision of funding for EAL pupils in the last ten years has contributed to improving overall attainment for this group of children. Local authorities should continue to prioritise it in their funding formula.
- However, EAL funding should be targeted at those most at risk of under-attainment. Schools should review how they identify the language and learning needs of children within the EAL category to ensure that funds are targeted towards those at particular risk of low achievement.
- Schools should be held to greater account for how their EAL funding contributes to improving pupil attainment in a similar way that they must demonstrate that Pupil Premium spending is improving outcomes for pupils from disadvantaged families.”

Quotations taken from: [http://www.migrantsrights.org.uk/news/2015/report-attainment-pupils-english-additional-language-eal?utm\\_source=Migrants+Rights+News&utm\\_campaign=77ac258680-MRN+News+08-09-2014&utm\\_medium=email&utm\\_term=0\\_1084a7080c-77ac258680-197822741](http://www.migrantsrights.org.uk/news/2015/report-attainment-pupils-english-additional-language-eal?utm_source=Migrants+Rights+News&utm_campaign=77ac258680-MRN+News+08-09-2014&utm_medium=email&utm_term=0_1084a7080c-77ac258680-197822741).

**“How education can overcome the toxic politics of immigration”**

[https://news.tes.co.uk/further-education/b/opinion/2015/01/27/39-how-education-can-overcome-the-toxic-politics-of-immigration-39.aspx?utm\\_source=http%3a%2f%2flists.niace.org.uk%2fz%2f&utm\\_medium=email&utm\\_campaign=1236+Members+Update%3a+31+January+-+13+February+2015&utm\\_term=Members'%20Update:%2031%20January%20-%2013%20February%202015&utm\\_content=95162](https://news.tes.co.uk/further-education/b/opinion/2015/01/27/39-how-education-can-overcome-the-toxic-politics-of-immigration-39.aspx?utm_source=http%3a%2f%2flists.niace.org.uk%2fz%2f&utm_medium=email&utm_campaign=1236+Members+Update%3a+31+January+-+13+February+2015&utm_term=Members'%20Update:%2031%20January%20-%2013%20February%202015&utm_content=95162)

(Source: NIACE *Members' Update*, 31 Jan-13 Feb 2015)

Interesting short article in the *TES* “Opinion” series by David Hughes, CE of NIACE.

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

**Freedom of memory: a new human right and responsibility for a digital age**

Consultation on a draft “Freedom of memory” right – please see Appendix.

**“Public librarianship research is dead in the water – isn’t it?”**

<http://information-studies.blogspot.co.uk/2015/02/public-librarianship-research-is-dead.html>

Interesting blog-post from Briony Birdi, which looks at the continuing importance of research into public library provision.

## Appendix

Source: email from Elizabeth Oxborrow-Cowan, Director and Consultant Archivist, Elizabeth Oxborrow-Cowan Associates Ltd

“I hope you will forgive the length of this posting. For some time now I have been struggling with the issue of how we persuade decision-makers about the importance of preserving the historical record (in all its forms). I came to the realisation that too often we are talking in terms of process (e.g. digital preservation/curation) which can deliver particular benefits, rather than having an easy to grasp concept of the overriding purpose.

I have therefore come up with the concept of Freedom of Memory. Like its partner, Freedom of Speech, the idea is that this is an inalienable right that comes with both benefits and responsibilities. And like Freedom of Speech it sounds such a simple concept until you really start thinking about its implications. If you would like to know more about my idea I below I have put in my initial thoughts around this concept. If you are not interested you can stop reading now!

Whilst I have passed my ideas by a few trusted colleagues I am now opening it up to the rest of you to gauge your opinions and ask where I should take this idea. Is it helpful, relevant or should I stick to the day job? All your comments will be very welcome.”

Please let Elizabeth have your thoughts and comments on this – her email is: [www.elizabethoc.co.uk](http://www.elizabethoc.co.uk).

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### **Freedom of memory: a new human right and responsibility for a digital age**

#### *A first definition of Freedom of Memory*

Every individual and organisation across the globe has the inalienable right to recall the past as they require in a form that is accessible to them. They have the right to create their own narrative of the past and express that narrative in whatever forms as long as it does not infringe the human rights of others.

Each individual and organisation has the responsibility to ensure that the records of the past (both tangible and intangible) are identified and maintained for the benefit of future generations.

#### *The underlying purpose of this Freedom*

The ability to accurately recall the past is vital for all aspects of human endeavour. Recollection informs our intellectual and educational advancement; it ensures the accountability of our governing institutions; it enables the daily business of individuals and organisations, public and private; it is the bedrock of strong judicial systems; it is a key element of social interaction and understanding. Memory enables development and social equality. Ultimately remembering is vital to our understanding of who we are both as

societies and individuals. It is the bedrock of identity and security. When an individual or society is unable to recall its past it is disenfranchised, paralysed, vulnerable and directionless. Furthermore, without the ability to accurately recall the past, there opens up the very real danger of past events being invented creating false histories and narratives that can be used to mislead, deny or oppress.

*Why is this freedom necessary now?*

Modern societies, organisations and individuals pay scant regard to securing those resources and tools that enable them to secure this right. Memory is not purely a psychological activity. It requires the creation, maintenance, and continual updating of the historical record to capture the past and provide the raw material for understanding and interpretation. These records come in many forms including documentary heritage, the built environment, artistic works and intangible heritage (such as oral traditions, performing arts and social practices). It is vital this evidence is maintained and worked with to ensure its coherence, context, and accessibility so that it can be used and interpreted by each individual, society and generation as they require.

The need to enshrine this Freedom is pressing for several reasons. Firstly, the transition to a digitally –based species means that we must institute robust and coherent digital preservation or much (if not all) of the modern record will be lost to ourselves and to future generations. Secondly, the massive cultural changes and large-scale international movement of peoples through forces such as economic need, war and cheap long-haul transport brings a much greater risk of loss of traditions and sense of displacement. Freedom of Memory is vital to maintaining healthy, confident societies at a time of great upheaval. Finally, the ageing world population and the resultant increase in loss of memory means that the inability to recall the past is becoming a major health issue.

*What are the responsibilities that accompany Freedom of Memory?*

Just as Freedom of Memory incurs a right on individuals and societies it also confers responsibilities if it is to be effectively and equitably implemented. Firstly the materials that enable memory need to be secured. For example there needs to be robust, properly resourced, sustainable, constantly updated and affordable digital preservation programmes that secure the records of the individual, organisations, nations and supra-national organisations all of whom need to shoulder some of this responsibility for security. Another example is traditional customs and stories that need to be recorded but also retold and practised within their originating societies to maintain detail and practice of the oral recollection.

Secondly, the process of recall should not infringe the human rights of others. Thus recall should not be in such a way that it oppresses another, denies the historical experience of others, or limits their freedom of speech.

Thirdly, the right to remember has to be balanced with the need to forget. For individuals in particular forgetting may be necessary to avoid distress

or embarrassment or to enable their rehabilitation in society.

*Where can this go?*

At the strategic level this right could be enshrined in the UN's Declaration on Human Rights and taken up by national governments and organisations to implement the laws and regulations and procedures necessary to implement this Freedom and make it a practical reality.

At the operational level Freedom of Memory can be built into the culture and operation of societies and organisations. It is no longer possible to rely on traditional methods of communicating historical narratives or safeguarding cultures where memory recall was an inherent part of social practice. Modern society is so fast changing, often transient and preoccupied with the nature of the future and how it will adapt to that future that the need and the means to recall the past can be ignored. Society and its supporting digital technology is now so fragmented, complex and shifting in nature that Freedom of Memory is necessary to make explicit what was once inherent in social practice to ensure that future generations can simply remember.”