

## The Network Newsletter – Ebulletin 177, 9 April 2015

### Events

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

### Congratulations!

**“The Reader South West wins at Wiltshire Public Health Awards”**

[http://thereaderonline.co.uk/2015/03/19/the-reader-south-west-wins-at-wiltshire-public-health-awards/?utm\\_source=The+Reader+Organisation+List&utm\\_campaign=bd2e372f74-](http://thereaderonline.co.uk/2015/03/19/the-reader-south-west-wins-at-wiltshire-public-health-awards/?utm_source=The+Reader+Organisation+List&utm_campaign=bd2e372f74-)

[Monthly Update April 2015&utm\\_medium=email&utm\\_term=0\\_558be6cc12-bd2e372f74-322766101](http://thereaderonline.co.uk/2015/03/19/the-reader-south-west-wins-at-wiltshire-public-health-awards/?utm_source=The+Reader+Organisation+List&utm_campaign=bd2e372f74-2f74-Monthly+Update+April+2015&utm_medium=email&utm_term=0_558be6cc12-bd2e372f74-322766101)

Congratulations to The Reader Organisation and Wiltshire Libraries, whose shared reading project won the prize for improved mental health and wellbeing across the area.

### Funding & Opportunities

**Cityread London: the whole of London reads *Rivers of London* by Ben Aaronovitch in April 2015**

<http://www.cityread.london/events/>

(Source: email from Monna Rizvi, ALAG)

“Cityread London is celebrating all the wonderful places and people that make London the very magical City that it is by encouraging Londoners to read the chosen title: *Rivers of London* by Ben Aaronovitch. A wide range of activities for adults and children are on offer throughout April 2015 and details of what is happening in your borough can be found at the weblink above.

ALAG (Asian Librarians and Advisers Group) have also had a major input in the celebration as we have created a translated synopsis of *Rivers of London* in Gujarati, Hindi, Panjabi, Urdu and Tamil. Most of the translations have been done by ALAG members to ensure that the programmes on offer are inclusive and cater for the diverse populations resident throughout London. In previous years these translations have created quite a buzz as can be seen by clicking on the link below to view an article published in Asian Image news during Cityread 2012:

[http://www.asianimage.co.uk/news/united\\_kingdom/9599403.Dickens\\_in\\_Urdu\\_Punjabi\\_and\\_Gujarati/](http://www.asianimage.co.uk/news/united_kingdom/9599403.Dickens_in_Urdu_Punjabi_and_Gujarati/)

So far Brent, Hillingdon, Harrow, Wandsworth and Redbridge have taken up the offer to use the translated synopsis with their customers for various Reader Development events facilitated by an ALAG member. As the promotion continues throughout April 2015 it is expected that other library authorities will also be introducing *Rivers of London* and author Ben Aaronovitch to Londoners from all backgrounds, interests and reading abilities.”

## **The Triangle Trust 1949 Fund**

<http://www.triangletrust.org.uk/apply-funding>

(Source: NCVO Funding Central *Newsletter*, 11 Mar 2015)

“The primary purpose of applicants’ constitution must be to support unpaid carers or the rehabilitation of offenders or ex-offenders.”

“Applicants must be a registered charity, not-for-profit social enterprise or community interest company working within the UK with a UK office.”

“We hold one round of Development Grants per year for organisations working with carers, and one round per year for organisations working with the rehabilitation of offenders or ex-offenders. This ensures applicants have a higher success rate and high quality applications are not rejected, compared to holding two or more rounds with lower success rates.

The application process is two-stage. Following the submission of your initial online application, shortlisted applicants will be asked to host a visit from the Triangle Trust where they will be required to present their strategic plan for the next few years.”

The next closing dates are:

- Noon Thursday **30 April 2015** for organisations working with carers
- Noon Thursday **5 November 2015** for organisations working with the rehabilitation of offenders and ex-offenders.

## **“People in the Lead”**

<https://www.biglotteryfund.org.uk/peopleinthelead>

(Source: DWP Age Action Alliance *Update*, 30 Mar 2015)

The Big Lottery Fund has just launched its new strategic framework, “People in the lead”, which will guide its decisions as a funder over the next six years.

“‘People in the lead’ will be the central driver of grant making, putting the focus on people’s strengths and trusting them to make great things happen.

The Fund will continue to offer a blend of open and strategic funding, delivered through the lens of people in the lead. The Fund is starting to pilot new approaches to how funding is accessed, supporting people to build their communities using their skills, assets, energy and ideas.”

This new vision for the Fund is spelled out at:

<https://www.biglotteryfund.org.uk/about-big/strategic-framework/our-vision>.

## **Family Friendly Museum Award 2015**

[http://kidsinmuseums.org.uk/awards/?utm\\_source=TWAM+Communications&utm\\_medium=email&utm\\_campaign=Museums+North+East+-+7+April+2015](http://kidsinmuseums.org.uk/awards/?utm_source=TWAM+Communications&utm_medium=email&utm_campaign=Museums+North+East+-+7+April+2015)

(Source: Museums North East *e-bulletin*, 7 Apr 2015)

“What’s your favourite family friendly museum? The 2015 Telegraph Family Friendly Museum Award has launched – giving you the chance to

say which museum, gallery, heritage site, science centre or historic home in Britain gives the warmest welcome to families.

The Telegraph Family Friendly Museum Award is the biggest museum award in Britain and the only one judged by families. The Award is sponsored by the Telegraph Newspaper Group and run by charity Kids in Museums.

Anyone can nominate the museum they work in – curators, volunteers, front of house, education officers, marketing people. You just have to argue passionately that your museum should win, telling them why. The more detail you provide, the better chance your museum will have to make it to the longlist. Be sure to include as many visitor comments and support for your nomination as possible. It's a great chance to ask your visitors what they think.

The deadline for nominations is **10 May 2015** and nominations should be submitted by Email [award@kidsinmuseums.org.uk](mailto:award@kidsinmuseums.org.uk) or post: Telegraph Family Friendly Museum Award, Kids in Museums, Can Mezzanine, 49-51 East Road, London, N1 6AH.”

For further information about the Award and previous winners see weblink above.

### **Equality Act 2010**

#### **Equality evidence toolkit for public authorities**

<http://www.gov.scot/Resource/0047/00474223.pdf>

(Source: The Scottish Government *Weekly Roundup*, 27 Mar 2015)

“This toolkit aims to help public authorities source and use equality evidence to meet requirements of The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 [...] This evidence can be used for: reporting progress towards equality outcomes; equality mainstreaming; informing equality impact assessments; and gathering and use of employee information.” [p1]

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

#### **“Homeless children at six-year high, figures show”**

[http://www.bbc.co.uk/news/education-32071349#?utm\\_source=twitterfeed&utm\\_medium=twitter](http://www.bbc.co.uk/news/education-32071349#?utm_source=twitterfeed&utm_medium=twitter)

(Source: email from Anne Harding)

According to DCLG figures:

“The number of children living in temporary accommodation in England is at a six-year high, according to official figures.

Some 90,450 children were living in temporary accommodation in the last quarter of 2014, a rise of almost 10,000 in a year, the statistics show.”

## Tackling social and digital exclusion – Other Agencies

### Parental Engagement Fund

<http://www.suttontrust.com/newsarchive/innovative-new-app-aims-to-give-disadvantaged-toddlers-a-head-start/>

(Source: email from Anne Harding)

The Sutton Trust and Esmée Fairbairn Foundation have just announced a new £1m parental engagement fund. The six funded projects are:

- **EasyPeasy** will develop an innovative new app which aims to raise the attainment of disadvantaged 2-5 year-olds by offering parents a bank of games to play with their child.
- **Peep into Preschool**: Currently, the government funds 15 hours of early years education and care for 40% of the most economically disadvantaged two-year olds, identifying high-quality early years education as a contributing factor to later academic success. One of the projects supported by the fund, *Peep into Preschool*, will address the low take-up of the offer through home visits and events. Through outreach and an offer of ongoing support, they will ensure that the most vulnerable parents take up the offer and support their children to get the most out of a high-quality early years education.
- **Stories for You and Yours**, an 11-week programme to encourage shared reading and to improve literacy. Originally developed for women leaving prison, the term-long project includes a weekly ‘Magical Story time’ to encourage parents to share stories, rhymes and songs with their children. This is complemented by a short course for parents only which helps them to feel confident in selecting appropriate books and reading aloud to their child.
- **REAL**, a project to provide practitioners with training to help parents undertake home learning activities to raise early achievement in literacy.
- **Grow our Own**, a programme including a 4-week child development course designed to help parents become more aware of the importance of being involved in their children’s learning at all stages of life.
- **Engaging Parents Effectively**, a training programme for staff in schools so they are supported to deliver a suite of parental engagement workshops.

### “History Lessons Project”

<http://www.runnymedetrust.org/projects-and-publications/education/history-lessons-2.html>

“Who gets included in the story? Runnymede’s History Lessons project asks this question and looks at the importance of presenting diverse stories when teaching history.”

The webpage has links to:

- A “Perspectives Paper”, which lays out the research, argument and policy recommendations related to teaching history: *History lessons: teaching diversity in and through the history National Curriculum*, <http://www.runnymedetrust.org/uploads/History%20Lessons%20->

[%20Teaching%20Diversity%20In%20and%20Through%20the%20Histor  
y%20National%20Curriculum.pdf](#)

- A teaching resource: *History lessons: making British histories – a guide for teachers*,  
[http://www.runnymedetrust.org/uploads/Making%20British%20Histories.p  
df](http://www.runnymedetrust.org/uploads/Making%20British%20Histories.pdf).

### “Destitution in the UK”

<http://www.jrf.org.uk/topic/destitution>

(Source: JRF *Weekly publications and blogs*, w/b 23 Mar 2015)

This JRF programme aims to investigate whether there is any solid evidence about the extent of destitution in the UK, what causes it or whether it has changed over recent years.

They have just produced ***An interim report*** which reviews existing evidence about destitution in the UK; analyses expert definitions of destitution; provides new evidence on the general public’s views on destitution; summarises early results from a statistical analysis of households in severe poverty and potentially at risk of destitution, see:

<http://www.jrf.org.uk/sites/files/jrf/destitution.pdf>.

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

#### ***The health and wellbeing benefits of public libraries: full report***

[http://www.artscouncil.org.uk/media/uploads/Health\\_and\\_wellbeing\\_benefits\\_of  
\\_public\\_libraries\\_full\\_report.pdf](http://www.artscouncil.org.uk/media/uploads/Health_and_wellbeing_benefits_of_public_libraries_full_report.pdf)

“In 2014, Arts Council England commissioned Smetrica[\*] to conduct a study to value the health and wellbeing benefits of public libraries [...]

This study looks at the value of the health and wellbeing benefits of library engagement measured through economic value, using methods that are consistent with the HM Treasury Green Book guidance.”

\*“Smetrica offers social impact analysis and policy evaluation of the highest scientific rigour to governments, international organisations and the non-for-profit sector on some of the most important and pressing areas of policy.”

(Taken from: <http://www.simetrica.co.uk/>)

### Health & Wellbeing issues – Other Agencies

#### ***Alzheimer’s and dementia: your questions answered***

<https://alzheimersresearch.online-news.org.uk/requestguide.html>

(Source: email from Alzheimer’s Research UK, 26 Mar 2015)

“This free guide has been created by Alzheimer’s Research UK to help dispel some of the common myths around Alzheimer’s and dementia. It also contains vital information for carers, friends and families of those who are affected.”

Just enter your details for a free copy (although you do have to give them your ‘phone number, thereby agreeing to a ‘phone call about their work).

## Disability issues – Other Agencies

### Load2Learn

<http://www.vision2020uk.org.uk/news.asp?newsID=5975&section=000100050006>

(Source: *STV Bulletin* 182, 1 Apr 2015)

“On 30<sup>th</sup> March Vision2020UK reported that the major educational publisher Pearson had agreed to supply access to its thousands of education titles to the Load2Learn service run by RNIB and Dyslexia Action to provide educational establishments with appropriate accessible formats of texts for their pupils and students.”

### World Down Syndrome Day booklist

<http://www.booktrust.org.uk/news-and-blogs/blogs/booktrust/845>

(Source: *STV Bulletin* 182, 1 Apr 2015)

New booklist from Alex Strick, Booktrust’s Disability Consultant:

“21 March is World Down Syndrome Day. So at Booktrust we are very pleased to share our list of children's books featuring Down Syndrome.

But it's with a little sadness that we observe that it's still an extremely short list – and there have been no new books published this year that we can add.”

### “Talk ... and they will listen ...”

<http://www.abilitynet.org.uk/blog/talk-and-they-will-listen>

(Source: *STV Bulletin* 182, 1 Apr 2015)

AbilityNet have just posted a blog, which sets out a range of options for disabled people to use voice recognition functions to control their computer.

## Migration issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

### “Libraries and English Language Learners”

<http://www.slj.com/2015/04/diversity/libraries-and-english-language-learners/#>

(Source: *LJXpress – Library Journal*, 7 Apr 2015)

Outline of range of provision in US public and school libraries.

“[...] Minnesota has long been a destination for immigrants. In the 1800s, Germans, Irish and Scandinavians arrived on the plains. In the 1970s and 2000s, it became home to many Hmong and Vietnamese placed by refugee relocation programs. In the 1990s, Somalis escaping the war in Mogadishu began settling here.

The 41 HCL branches employ community outreach liaisons for Spanish, Hmong, and Somali speakers. Serving these communities goes beyond providing translation or books in native languages. It involves understanding traditions and political histories of immigrant homelands and incorporating them into a variety of library programs [...]”

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

### ***New Scots: integrating refugees in Scotland's communities – Year 1: implementation progress report***

<http://www.gov.scot/Resource/0047/00474319.pdf>

(Source: The Scottish Government *Weekly Roundup*, 27 Mar 2015)

This report documents the progress achieved in the first year of the implementation of the national refugee integration strategy.

“This document provides an indicator of progress on every action, and makes clear that there is still work to be done to complete actions already identified [...] This report also identifies an urgent need for Scottish Government key gatekeepers in health to engage effectively with the process [...]

Quite rightly, we have a reputation for being welcoming in Scotland. However we cannot afford to be complacent; already there are many refugees and asylum seekers who struggle to integrate, who become increasingly isolated, marginalised and suffer from deteriorating mental health. Too many new refugees continue to experience destitution or to endure unacceptable housing conditions. Successful integration is essential to enabling every individual to fulfil their potential, share a sense of belonging and contribute to our society.” [p2]

NB However, a recent poll commissioned by the BBC suggests that attitudes among some Scots may be similar to those of some in England, see:

<http://www.bbc.co.uk/news/uk-scotland-31800374>.

## Migration issues – Other Agencies

### **“The British Academy Debates”**

<http://www.britac.ac.uk/events/2014/immigration.cfm>

(Source: *British Academy Newsletter*, Apr 2014, via Robert Morkot)

In Autumn 2014, the BA held a series of debates on immigration. Info about these, plus videos of the debates, are available at the above weblink.

In addition, the BA has published a brief leaflet, ***Immigration: peoples, cultures and policies on the move***, which is also available to download from the above website.

### **“Ethiopian English Readers”**

<http://www.ethiopianenglishreaders.com/>

(Source: *Books for Keeps*, 211, Mar 2015, <http://booksforkeeps.co.uk/issue/211>)

“The Story Project was set up in 1996 by the Ethiopian Ministry of Education, the British Council under the directorship of Michael Sargent, and the British writer Elizabeth Laird. Over four years, Elizabeth Laird collected more than three hundred stories told to her by story tellers in the many different regions of Ethiopia, working closely in collaboration with the Regional Educational and Cultural Bureaux.

A large selection of the stories were rewritten by Elizabeth Laird in simplified English with the aim of producing readers for Ethiopian

schools, so that children could increase their fluency in the reading of English while enjoying their own cultural heritage.

Eight readers were produced, but it was not possible to print books for every region. However, it became clear that the collection of stories was an important cultural resource, which was in danger of being lost. Thanks to a generous grant from the Christensen Foundation, the website [www.ethiopianfolktales.com](http://www.ethiopianfolktales.com) was created. This contains all the original stories in the words of the translators. It is available to be read in both English and Amharic. The voices of the storytellers, in many different languages, can also be listened to.

This website has also been funded by the Christensen Foundation. It publishes for the first time all eighty-eight rewritten stories, in the hope that they will inspire Ethiopian children with a love and respect for their wonderful oral heritage, while helping them with their English studies.”

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

#### **“Constituency Explorer”**

<http://www.constituencyexplorer.org.uk/>

(Source: posting on *Second reading: the House of Commons Library blog*, 20 Mar 2015)

This is “new online data visualisation tool that allows statistical comparisons at a Parliamentary constituency, regional and national level.”

“[It] uses official statistics from the Census and other sources to examine over 150 variables, including population, travel to work, qualifications, health, and much more. Users are free to explore the data for themselves, taking advantage of the site’s intuitive tabulation tools to analyse a chosen constituency relative to others in the nation, by region or by party of the MP after the last General Election.”

Useful to look at background info for areas we are working in.

#### **Welsh Government Arts and Creative Learning Plan**

<http://www.culturallearningalliance.org.uk/news.aspx?id=163>

(Source: News from the Cultural Learning Alliance, 1 Apr 2015)

Very useful summary, plus links, on the Cultural Learning Alliance website.