

The Network Newsletter – Ebulletin 182, 15 June 2015

Events

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

Enquiry answered

Services to Arabic speaking communities

Thank you for all your responses to the enquiry about good examples of public library services for Arabic-speaking communities – here is a summary:

Provision of stock

- Arabic mother-tongue books in Acton, Southall & Ealing Central libraries, with bi-lingual books for children (Ealing). Our Home Library service visits mosques each month and delivers mother-tongue books, as well as other materials, including talking books, for the Arabic community. They also deliver books for individual Arabic speakers in their homes.
- Library materials available eg Cardiff, Gloucestershire, Libraries NI (Belfast), Newcastle
- Buy materials from a London-based supplier, and include titles from all Arabic-speaking countries. Also include the Arabic Man Booker Prize long-list in my stock selection (Cardiff)
- Provision of Arabic newspapers (eg *Al-Arab* in Newcastle; *Al-Quds Al-Arabi* in Cardiff) and *Al-Arabi* and *Banipal* (magazine of modern Arab literature) magazines in Cardiff
- South Gloucestershire responds to individual requests by either borrowing from Bristol's collections (part of our Consortium) or hiring from Bright Books
- Southend offers Arabic packs via Bookstart, and also provides dual-language children's titles in Arabic?

Work with community groups

- Work with the Norwich International youth club – a club for unaccompanied refugee and asylum-seekers, many of whom speak Arabic but the activities take place in English as all the young people are in full time education and speak English.
- Ealing Libraries have strong links with Saturday Arabic schools in the borough. We made outreach visits to these schools on a regular basis until 2014, when they were stopped. However, the Arabic community hire a room every Saturday in Acton Town Hall Library to run supplementary classes
- Cardiff Libraries work closely with Sunday schools and provide book boxes for term time
- In Coventry, there are Arabic classes held at Sidney Stringer School in the city centre on Saturdays, and Foleshill Library deliver a range of resources that they have requested, on a monthly basis. There is

also an Arabic school in the Stoke area, staff are currently arranging visits to see them and to explore how we could support them and share what resources we have on offer.

Targeted activities

- We have been running ESOL, Skilled for Health ESOL and SPEC (conversational) classes in Ealing libraries for many years. To publicise these classes we take posters to several Arabic Mosques and Saturday schools, and send posters to Arabic community leaders. A significant number of Arabic-speaking people attend the classes, especially in Acton and Ealing Central libraries.

Activities/events

- Arabic Calligraphy taster sessions for Adult Learners Week in Gloucestershire
- Inviting Arabic Saturday schools to events and activities in Ealing
- Literary and cultural events in the library (Cardiff).

With thanks to: Shanthy Ahilathirunayagam (Ealing), Carole Bowe (Gloucestershire), Gill Clayton (South Gloucestershire), Joanne Ghee (Newcastle), Janet Holden (Norfolk), Preeti Pathak (Cardiff), Rebecca Perry (Coventry), Nicola Terlik (Libraries NI), Simon Wallace & Anne Bonham (Southend).

Funding & Opportunities

“CILIP in Scotland announce £10,000 Professional Development Fund”

<http://www.cilips.org.uk/news/>

CILIP in Scotland have just launched a £10,000 professional development fund to support members in Scotland.

From 1 July 2015, members in Scotland will be able to apply to the Fund for assistance in attending conferences and events.

For further information contact: Sean McNamara, CILIPS Policy and Digital Officer - sean.mcnamara@cilips.org.uk.

Equality Act 2010

“Guidance for the voluntary sector on the Equality Act, the PSED and ‘due regard’”

<http://www.edf.org.uk/blog/?p=37062>

(Source: email from the Equality and Diversity Forum, 9 Jun 2015)

The EDF has just published four leaflets to help voluntary and community sector organisations use the Equality Act 2010 and the Public Sector Equality Duty:

- *How to use the Equality Act 2010: a guide for voluntary and community organisations*, <http://www.edf.org.uk/blog/wp-content/uploads/2015/06/UsingTheEqualityActJune2015.pdf>

- *How to use the Public Sector Equality Duty: a guide for voluntary and community organisations*, <http://www.edf.org.uk/blog/wp-content/uploads/2015/06/UsingThePSEDJune2015updated.pdf>
- *The Public Sector Equality Duty and 'due regard'*, <http://www.edf.org.uk/blog/wp-content/uploads/2015/06/DueRegardJune2015.pdf>
- *A glossary of key terms in equality law*, <http://www.edf.org.uk/blog/wp-content/uploads/2015/06/GlossaryJune2015.pdf>.

Word copies are also available to download from the EDF website.

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

Children and Young People's Promise in Public Libraries

<http://www.ascel.org.uk/sites/default/files/uploads/public/ASCEL%20Children%207s%20Promise%20%28May%202015%29.pdf>

(Source: email from Sarah Mears, Chair of ASCEL, 10 Jun 2015)

ASCEL have just published this revised version of the Promise which outlines the public library offer to children and young people.

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

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

Young People not in Education, Employment or Training (NEET), May 2015

<http://www.ons.gov.uk/ons/rel/lms/young-people-not-in-education--employment-or-training--neets-/may-2015/index.html>

(Source: NCB *Policy & Parliamentary Information Digest*, 1 Jun 2015)

Latest stats from ONS show:

- “For January to March 2015 there were 943,000 young people (aged from 16 to 24) in the UK who were Not in Education, Employment or Training (NEET), a decrease of 20,000 from October to December 2014 and down 45,000 from a year earlier.
- For January to March 2015 the percentage of all young people in the UK who were NEET was 13.0%, down 0.3 percentage points from October to December 2014 and down 0.5 percentage points from a year earlier.
- For January to March 2015 just under half (46%) of all young people in the UK who were NEET were looking for work and available for work and therefore classified as unemployed. The remainder were either not looking for work and/or not available for work and therefore classified as economically inactive.”

“New OECD report highlights skills gap in the UK”

http://www.literacytrust.org.uk/news/6652_new_oecd_report_highlights_skills_gap_in_the_uk

(Source: National Literacy Trust *Newsletter*, Jun 2015)

New article from the National Literacy Trust, which reports on the latest OECD report:

OECD Skills Outlook 2015: youth, skills and employability
<http://www.oecd.org/edu/oecd-skills-outlook-2015-9789264234178-en.htm>

According to the NLT article, the report:

“[...] shows that the UK has the biggest skills gap between young people aged 16-29 who are not in education, employment or training (Neet), and those in work.

The analysis of 22 countries by the Organisation for Economic Co-operation and Development (OECD) found a 12.6% gap in literacy in England and Northern Ireland, double the OECD average of 6.5%.”

Health & Wellbeing issues – Other Agencies

“Dementia from the Inside”

http://www.scie.org.uk/socialcaretv/video-player.asp?v=dementia-from-the-inside&utm_campaign=5780442_SCIE+E+bulletin+5+June+2015&utm_medium=email&utm_source=SCIE&utm_sfid=003G0000027Ak5ylAC&utm_role=&dm_i=4O5,3FW7U,IFSQ9R,CBE2B,1

(Source: Ageing Well update from Knowledge Hub, 11 Jun 2015)

Short new video produced by the Social Care Institute for Excellence to show what it might feel like to live with dementia.

Migration issues – Other Agencies

Migrants’ Rights Network “Migration Pulse”

<http://www.migrantsrights.org.uk/migration-pulse>

(Source: Migrants Rights Network News, Special Issue, 2 Jun 2015)

MRN have published six pieces by campaigners, looking at the calls for change from the *Migrant Manifesto* and commenting on how the issues were covered in the election and also looking ahead.

The posts are:

- Audrey Cherryl Mogan “Understanding EU migrants”,
<http://www.migrantsrights.org.uk/migration-pulse/2015/understanding-eu-migrants>
- Tatiana Garavito “Why are we blaming migrant workers again?”,
<http://www.migrantsrights.org.uk/migration-pulse/2015/why-are-we-blaming-migrant-workers-again>
- Shreya Paudel “What’s in store for international students?”,
<http://www.migrantsrights.org.uk/migration-pulse/2015/what-s-store-international-students>

- Saira Grant “Is the hostile environment here to stay?”, <http://www.migrantsrights.org.uk/migration-pulse/2015/hostile-environment-here-stay>
- Colin Yeo “Whatever happened to the Family migration rules?”, <http://www.migrantsrights.org.uk/migration-pulse/2015/whatever-happened-family-migration-rules>
- Eiri Ohtani “Immigration detention: the campaign you can’t keep locked up”, <http://www.migrantsrights.org.uk/migration-pulse/2015/immigration-detention-campaign-you-can-t-keep-locked>.

Broader issues – Other Agencies

Cultural Learning Alliance

<http://www.culturallearningalliance.org.uk/news/policy-and-practice-round-up-june-2015/>

(Source: *News from the Cultural Learning Alliance*, Jun 2015)

CLA have just drawn together the evidence of the value of cultural learning:

“We think the five killer facts to know are:

1. [Students from low-income families who take part in arts activities at school are three times more likely to get a degree.](#)
2. [The employability of students who study arts subjects is higher and they are more likely to stay in employment. A Scottish study found this effect is greater for students who leave school earlier.](#)
3. [Students who engage in the arts at school are twice as likely to volunteer and are 20% more likely to vote as young adults.](#)
4. [A range of studies show at risk young people who take part in arts activities increase their self-esteem, social skills, confidence and ability to work with others. All attributes that improve disadvantaged children’s life chances.](#)
5. [Bright but disadvantaged student’s A-level results are significantly improved when they experience academic enrichment activities at home from the age of eleven –including going on trips to museums and galleries, and reading for pleasure.”](#)

“Our agenda for the new Secretary of State for BIS”

<http://www.niace.org.uk/our-thinking/blog/our-agenda-new-secretary-state-bis>

(Source: *NIACE Members’ Update*, 11-29 May 2015)

Originally published as an article in *TES*, this is NIACE’s agenda for what needs to happen to start to deal with the major issues facing adult and lifelong learning. As they say, four critical challenges stand out:

- the barriers facing young people getting a first step into work;
- people of working age struggling to find work;
- too many people on low pay and in low productivity jobs; and,
- the growing skills shortages which are hampering business growth and success.

“Queen’s Speech 2015: 5 bills charities need to know about”

http://blogs.ncvo.org.uk/2015/05/27/queens-speech-2015-5-bills-charities-need-to-know-about/?_cldee=am9obkBuYWRkZXlub3JnLnVr&utm_source=ClickDimensions&utm_medium=email&utm_campaign=Queen's%20Speech%202015&urlid=1

(Source: email from NCVO, 27 May 2015)

Although aimed at charities, this blogpost from NCVO is a very useful outline for us of some of the key legislation announced in the Queen’s Speech.

NCVO UK civil society almanac

<http://data.ncvo.org.uk/>

(Source: NCVO *Members’ Bulletin*, Jun 2015)

Latest *Almanac* which gives a clear overview of the voluntary sector, including funding, volunteering, the impact of austerity.

“Measuring impact: does it matter?”

http://blogs.ncvo.org.uk/2015/05/29/answering-the-so-what-question/?_cldee=am9obkBuYWRkZXlub3JnLnVr&utm_source=ClickDimensions&utm_medium=email&utm_campaign=Networks%3A%20Monthly%20Members%20Bulletin&urlid=10

(Source: NCVO *Members’ Bulletin*, Jun 2015)

Short blogpost by Fazilet Hadi (a trustee of NCVO and a managing director of RNIB) about the importance of stepping back and really looking at the impact we’re having.