



The Network Newsletter – Ebulletin 309, 15 September 2020

Events

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

Black Lives Matter

Progressive Librarians Guild Black Lives Matter resource list

http://www.progressivelibrariansguild.org/pdf/plg_blm.pdf

(Source: *Progressivelibrariansguild Digest*, Vol 94, Issue 4, 31 Aug 2020)

The list highlights:

“[...] three categories of resources. First, selected statements issued by individuals and organizations of library and information workers. Second, resources to assist in becoming anti-racists personally, professionally, and within our communities. Third, resources focused specifically on demands to defund and demilitarize police forces and to abolish carceral practices and institutions.”

Coronavirus/COVID-19

“Libraries: helping local communities find work”

<https://www.artscouncil.org.uk/supporting-libraries/libraries-helping-local-communities-find-work>

(Source: *Public Libraries News*, 30 Aug 2020)

New advocacy from ACE:

“As the country tries to recover economically from the effects of the Covid-19 pandemic, libraries are extremely well-placed to help people looking for work and support their communities [...]

Among the many services provided by public libraries are computer access, job clubs, support in CV writing and basic adult and community learning.”

Evidence is based on data provided by Norfolk Library Service, Somerset Library Service and Wandsworth Library Service, as well as from a CILIP/Child Poverty Action Group survey.

Coronavirus/COVID-19 – back to school

“Back to school: guidance and resources for supporting children and young people with SEND”

https://www.tessenshow.co.uk/london/news/articles/back-to-school-guidance-and-resources?utm_content=Read%20more&utm_campaign=SEN%20-%20GE%20%2C%20Back%20to%20school%20content&utm_source=SEN%20Show&utm_medium=adestra_email&utm_term=https%3A%2F%2Fwww.tessenshow.co.uk%2Flondon%2Fnews%2Farticles%2Fback-to-school-guidance-and-resources

(Source: email from TES SEN Show, 1 Sep 2020)

Very useful summary of resources:

“In this article, the Tes SEN Show has pulled together vital guidance and free resources for educational staff of all levels to enhance the SEND provision in your school or setting.”

“Back To School library toolkit”

https://tra-resources.s3.amazonaws.com/uploads/entries/document/4631/RWC_Back_to_School_toolkit.pdf

(Source: email from The Reading Agency Chatterbooks, 3 Sep 2020)

New from The Reading Agency:

“A toolkit containing Reading Well resources to help libraries support children and families with the return to school, including digital assets, social media content, and resources for school outreach.”

[Taken from: [https://reading-well.org.uk/resources/4631?utm_source=The+Reading+Agency&utm_campaign=aa46e77260-CBX_Email_03_October_2017_COPY_01&utm_medium=email&utm_term=0_ef82b5d6fa-aa46e77260-51507097&ct=t\(Chatterbooks_Newsletter_dan9_15_2016_COPY_01\)&goal=0_ef82b5d6fa-aa46e77260-51507097&mc_cid=aa46e77260&mc_eid=3fa1d39831](https://reading-well.org.uk/resources/4631?utm_source=The+Reading+Agency&utm_campaign=aa46e77260-CBX_Email_03_October_2017_COPY_01&utm_medium=email&utm_term=0_ef82b5d6fa-aa46e77260-51507097&ct=t(Chatterbooks_Newsletter_dan9_15_2016_COPY_01)&goal=0_ef82b5d6fa-aa46e77260-51507097&mc_cid=aa46e77260&mc_eid=3fa1d39831)]

Also:

Back to School booklist for children and young people

https://tra-resources.s3.amazonaws.com/uploads/entries/document/4634/Back_to_School_booklist_for_children_and_young_people.pdf

“Starting back at school can be an anxious time for lots of children and young people. To help support this transition, we have created a booklist of stories where characters face issues that some students may worry about and books that can give some helpful advice.”

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

Getting in and getting on: class, participation and job quality in the UK Creative Industries

Full report: <https://www.pec.ac.uk/assets/publications/PEC-report-class-in-the-creative-industries-FINAL.pdf>

Summary: <https://www.pec.ac.uk/assets/images/PEC-report-Class-in-the-creative-industries-summary.pdf>

Blogpost, “Rebuilding a more inclusive creative economy”:

<https://www.pec.ac.uk/blog/rebuilding-a-more-inclusive-creative-economy>

(Source: Museums Association email updates, 28 Aug 2020)

New research:

“Prior to the pandemic, there were growing concerns that the opportunities created in this vibrant part of the economy were ‘out of reach’ for many. This paper represents the first phase of the PEC’s Policy Review Series on Class in the Creative Industries.

Echoing wider research, we find widespread and persistent class imbalances. Those from privileged backgrounds are more than twice as likely to land a job in a creative occupation. They dominate key creative roles in the sector, shaping what goes on stage, page and screen. They are also more likely to experience greater autonomy and control over their work, to have supervisory responsibility and to progress into managerial positions.

We also find that class interacts with other factors – such as gender, ethnicity, disability and skill levels – to create ‘double disadvantage’. The intersection of class and skills has a particularly pronounced impact on the likelihood of landing a creative job, where those from a privileged background who are qualified to degree-level or above are 5.5 times as likely to secure a creative role than those of working-class background who are only skilled to GCSE-level.” [Full report, p2]

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

“Libraries Tackle Literacy Through Innovative, Practical Programs”

<https://www.libraryjournal.com/?detailStory=libraries-tackle-literacy-through-innovative-practical-programs>

(Source: *LJ Reviews+*, 9 Sep 2020)

Interesting article that looks at:

“[...] four U.S. public library systems to learn how they are addressing literacy issues through innovative programs, and what other libraries can replicate, adapt, and build on.”

Tackling social and digital exclusion – Other Agencies

“Paperchains lassoes the Moon!”

<https://insidetime.org/paperchains-lassoes-the-moon/>

(Source: email from Paperchains, 2 Sep 2020)

Summary of the terrific progress of the “Paperchains” initiative:

“Paperchains may have been unheard of when it launched, but by the time it finished in July it had been featured in articles in *The Big Issue*, *Inside Time*, *The Bookseller* and covered by BBC Radio, British Forces

Broadcasting Service and National Prison Radio. Paperchains is now destined to become a published book, a touring production (care of Story Machine Productions) and an event at Hay Literary Festival 2021. A quarter of the prisons across the UK took part alongside our Homeless and Armed Forces communities.”

Look out for the next developments over the next couple of months, when “[...] the same chance to become part of history will be offered to children in Pupil Referral Units, Secure Children’s Homes, teenagers living on the streets and families of the Armed Forces.”

Digital inclusion: bridging divides

https://www.cumberlandlodge.ac.uk/sites/default/files/cumberland_lodge_digital_inclusion_-_bridging_divides_august_2020_for_web_0.pdf

(Source: *Digital Unite Newsletter*, Aug 2020)

“Our 2020 Cumberland Lodge Report, *Digital Inclusion: Bridging Divides*, explores the UK’s persistent ‘digital divide’ and how society is increasingly shaped by new forms of inequality, involving digital inclusion and exclusion.

It focuses on innovative ways of promoting high-quality digital education and participation, and addressing persistent digital divides, to support greater inclusion and opportunity for everyone in the UK.”

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

Heritage for inclusive growth

<https://www.thersa.org/discover/publications-and-articles/reports/heritage-inclusive-growth>

(Source: email from Nicky Boyd to gem@jiscmail.ac.uk, 8 Sep 2020)

New report from the RSA and British Council, outlining how inclusive growth could begin to tackle inequality, and illustrating this with a series of in-depth case studies.

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

Education in England: annual report 2020

https://epi.org.uk/wp-content/uploads/2020/08/EPI_2020_Annual_Report_.pdf

(Source: Cultural Learning Alliance *Newsletter*, Sep 2020)

Latest Education Policy Institute Annual Report.

Key findings include:

- “The attainment gap between disadvantaged pupils and their peers has stopped closing for the first time in a decade. Policymakers have not succeeded in responding to earlier reports warning of a major loss of momentum in closing the gap.

- Disadvantaged pupils in England are 18.1 months of learning behind their peers by the time they finish their GCSEs – the same gap as five years ago.
- The gap at primary school increased for the first time since 2007 – which may signal that the gap is set to widen in the future.
- The stalling of the gap occurred even before the COVID-19 pandemic had impacted the education system.
- Researchers have identified the increasing proportion of disadvantaged children in persistent poverty as a contributory cause of the lack of progress with narrowing the disadvantage gap.” [Taken from: <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>]

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

“7 Principles to Ensure an Inclusive Recovery”

<https://www.weshallnotberemoved.com/7-principles/>

(Source: email from Sam Cairns to gem@jiscmail.ac.uk, 15 Sep 2020)

Campaigning cultural organisations We Shall Not Be Removed, Ramps on the Moon, Attitude is Everything, Paraorchestra and What Next? have joined together to create a new guide for the arts and entertainment sectors to support disability inclusion, and have just launched “Seven Inclusive Principles for Arts & Cultural Organisations working safely through COVID-19”.

The guide is available to download in standard and large print, in an Easy Read version, and in audio.

The Principles are:

1. “All organisational activities must comply with the requirements of The Equality Act (2010) and make reasonable adjustments to operating practice that ensure disabled people are not unlawfully discriminated against
2. All actions relating to disabled people should be undertaken in accordance with the Social Model of Disability and aim to combat and eliminate ableism
3. Co-production with disabled people: disabled people should be consulted when organisations develop bespoke operating or re-opening plans, and undertake Equality Impact Assessments before making decisions
4. Organisations need to provide clear, accurate and comprehensive information about Covid-19 measures to enable disabled artists, practitioners, employees, visitors, audiences and participants to assess their own levels of risk, and be prepared to adapt to specific enquiries or requests
5. The customer journey for disabled audiences and visitors should be thoroughly mapped, ensuring it is equality impact assessed, clearly communicated in multiple formats to the public, and prioritises free companion tickets to maintain essential access

6. Disabled artists are an important cultural asset in the UK and their engagement in all new creative projects should be prioritised
7. Organisations should ensure they celebrate diversity, embed anti-ableist principles to support and protect disabled people, and should demonstrate due care for the disabled workforce when making decisions about redundancy, restructuring and new ways of working” [pp1-2]

Migration issues – Other Agencies

Children of migrants in the UK

<https://www.wmsmp.org.uk/wp-content/uploads/20.08.14-Briefing-Children-of-Migrants-in-the-UK.pdf>

(Source: West Midlands Strategic Migration Partnership *e-Bulletin*, 28 Aug 2020)

Latest ‘Briefing’ from The Migration Observatory:

“This briefing examines what we know about children of migrants who are under age 18 living in the UK. It looks at numbers and shares of foreign-born and non-UK citizen children, immigration statuses and pathways to citizenship, economic circumstances and academic performance.” [p1]

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

“Arts Map”

<https://www.campaignforthearts.org/map/>

(Source: email from Public Campaign for the Arts, 4 Sep 2020)

“We've just launched the Arts Map. On this brand new platform you can check the status of arts organisations near you, and support them through the critical weeks and months ahead [...]

We're inviting every arts organisation in the land to join the Arts Map. A thousand are already listed, and more are joining all the time.

By sharing favourite memories and messages of support through the Arts Map, we can show how much they matter to the local community – and how much we'd miss them if they were gone forever.

Arts organisations play a vital role at the heart of villages, towns and cities across the UK. That's why we've also launched a new petition, urging the Government to support the arts in every community.” [Taken from the email]

Broader issues – Other Agencies

“Children’s reading news”

<http://www.anneharding.net/3116/childrens-reading-news/>

(Source: updates from Anne Harding Training, 4 Sep 2020)

Latest helpful round-up of research and articles about children’s and young people’s reading.