



The Network Newsletter – Ebulletin 316, 9 December 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

The Black curriculum: Black British history in the National Curriculum – report 2021

<https://static1.squarespace.com/static/5f5507a237cea057c5f57741/t/5fbe90435147b148040bbfcd/1606324296650/The+Black+Curriculum%2C+Black+British+History+in+The+National+Curriculum+2021+%281%29.pdf>

(Source: MEMO [Minority Ethnic Matters Overview], 684, 30 Nov 2020)

“This report explores how the current History National Curriculum systematically omits the contribution of Black British history in favour of a dominant White, Eurocentric curriculum, one that fails to reflect our multi-ethnic and broadly diverse society. During this particularly factious time within our societal history, there is an integral need for a curriculum that redefines conceptions of ‘Britishness’. This redefined curriculum must align with our values and identities, and be integral when developing an inclusive classroom that establishes belonging and connectedness in its broadest sense. The History National Curriculum, in its current guise, continues to disassociate Britain from a legacy that has oppressed Black people historically in favour of a more romanticised, filtered legacy that positions Britannia as all-conquering and eternally embrasive of ethnic and cultural difference.” [p4]

Common ground, contested space

<https://www.runnymedetrust.org/uploads/images/Common%20and%20contested-Reframing%20Race-Final.pdf>

(Source: *Equally Ours Newsletter*, 3 Dec 2020)

“Reframing Race is a programme of work from Runnymede and Voice4Change England to strengthen communications on ‘race’ and racism and generate broad public engagement and support for serious action for racial justice.” [p2]

They have just produced this new report:

“This report compares and contrasts campaigner and public thinking about ‘race’, racism and racial justice. It identifies common ground and contested space between these two ‘camps’ and shows how and why

these commonalities and clashes arise. Finally, the report points to how campaigners can:

- Communicate effectively to make more of common ground with public thinking; and
- Develop strategies and campaigning messages to engage more productively with public thinking in contentious areas on 'race' and racism." [p5]

Coronavirus/COVID-19

The impact of Covid-19 on the voluntary sector in criminal justice

[https://www.clinks.org/sites/default/files/2020-](https://www.clinks.org/sites/default/files/2020-12/The%20impact%20of%20Covid-19%20on%20the%20voluntary%20sector%20in%20criminal%20justice_0.pdf)

[12/The%20impact%20of%20Covid-](https://www.clinks.org/sites/default/files/2020-12/The%20impact%20of%20Covid-19%20on%20the%20voluntary%20sector%20in%20criminal%20justice_0.pdf)

[19%20on%20the%20voluntary%20sector%20in%20criminal%20justice_0.pdf](https://www.clinks.org/sites/default/files/2020-12/The%20impact%20of%20Covid-19%20on%20the%20voluntary%20sector%20in%20criminal%20justice_0.pdf)

(Source: email from Clinks, 7 Dec 2020)

"During the pandemic, Clinks has been collecting information about how voluntary organisations working in the criminal justice system in England and Wales have been faring. The research has enabled us to build an in-depth picture about the impact of Covid-19 on voluntary organisations working in the criminal justice system and the people they support, the challenges organisations faced and how they have adapted and responded. This has helped Clinks to ensure that we can respond to the needs of organisations in the context of Covid-19 – and beyond – and provide the best possible support to the voluntary sector working in criminal justice.

The following report explores how the pandemic has impacted four key areas:

- The services being delivered
- People in the criminal justice system
- Staff and volunteers
- Funding and financial sustainability." [p11]

COVID-19 and Communities Listening Project: a shared response

https://d1ssu070pg2v9i.cloudfront.net/pex/carnegie_uk_trust/2020/11/01084615/FINAL_Shared-Problem-Shared-Response-1.pdf

(Source: *Public Libraries News*, 6 Dec 2020)

"When COVID-19 and the containment response hit the UK at the end of March, Carnegie UK Trust staff talked about what they were hearing and seeing in terms of communities responding quickly to needs, in a way we had not seen before. We were struck by stories in the press, and in our local areas, of people, streets and agencies working together. We wondered if something very important might be happening: something that we could learn from in our quest to create a fairer and thriving society. The crisis necessitated an emergency response: not something to be continued indefinitely. However, some of the changes within it might have been for the better and, if so, we wanted to find out how they could be included in future planning and action.

Between April and September 2020, we spoke to 16 areas in over 80 conversations to hear about how local organisations were adapting and responding to the emergency across the UK.

We are excited to now publish a distilled version of what we heard [...]”
[p2]

Includes a number of mentions of libraries.

Tackling social and digital exclusion – Other Agencies

The Hardman directory 2021

<https://www.hardmantrust.org.uk/directory>

(Source: email from Ian Wilson, Director, 27 Nov 2020)

The Hardman Trust has just published the new edition of their directory which is intended:

“[...] to give prisoners and those recently released free access to accurate information on supplementary funding and other forms of financial support that may be available to them.”

Further info from above weblink.

Seeing yourself in what you read: diversity and children and young people’s reading in 2020

https://cdn.literacytrust.org.uk/media/documents/Diversity_and_children_and_young_peoples_reading_in_2020.pdf

(Source: email from National Literacy Trust, 8 Dec 2020)

Results from the National Literacy Trust’s Annual Literacy Survey which, this year, included:

“[...] the extent to which children and young people see themselves represented in what they read or hear and what is important to them in terms of diversity.” [p1]

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

Migration issues – Other Agencies

“Breaking the Chains”

Website: <https://miclu.org/breaking-the-chains>

Interim evaluation report: <https://miclu.org/assets/uploads/2020/09/Breaking-the-Chains-Evaluation-Report-September-2020-Final.pdf>

Interim evaluation report summary:

<https://miclu.org/assets/uploads/2020/11/Breaking-the-Chains-Evaluation-Report-Executive-Summary-September-2020.pdf>

(Source: EoE AS&R/MW *Newsflash* Oct-Nov 2020)

“Breaking the Chains is a partnership project run by the Migrant and Refugee Children’s Legal Unit (MiCLU) at Islington Law Centre and Shpresa Programme, a registered charity and refugee community group

working with the Albanian speaking community in London. Funded by the Paul Hamlyn Foundation, it is a 3-year project that started in March 2019. The overall objective of the project is to improve the legal representation of, and outcomes for, Albanian speaking children and young people in the UK asylum system.”

JISCMail forum for the voluntary ESOL sector in the UK

(Source: email from Sylvia Ashton via Universities of Sanctuary JISCMail list, 2 Dec 2020)

“A discussion forum for the voluntary ESOL sector has recently been launched: the forum will enable the voluntary ESOL sector across the UK to discuss issues, share information and network. Not only will it offer a means to raise issues with NATECLA Management Council via the moderators but you will also have a voice with policymakers at local and national level.

All those involved in voluntary ESOL are invited to join the forum which is hosted by JISCMail and moderated by NATECLA. To subscribe please email: VOLUNTEERSINESOLFORUM-REQUEST@JISCMail.AC.UK and request to be added to the mailing list.”

“Transitioning through education for young refugees and asylum seekers in the UK”

<https://www.refugeesupportnetwork.org/resources/23-transitioning-through-education-for-young-refugees-and-asylum-seekers-in-the-uk>

(Source: email from Catherine Gladwell, Chief Executive, RSN to sanctuary@jiscmail.ac.uk, 2 Dec 2020)

Following publication of their research report earlier this year (details below), the Refugee Support Network and UNICEF UK have produced a series of ‘practitioner advice sheets’. These include:

- How to support transitions to further education:
 - *Advice for schools*, <https://www.unicef.org.uk/wp-content/uploads/2020/11/Advice-for-Schools.pdf>
 - *Advice for sixth forms and colleges*, <https://www.unicef.org.uk/wp-content/uploads/2020/11/Advice-for-Sixth-Forms-and-Colleges-FE.pdf>

- How to support transitions to higher education:
 - *Advice for sixth forms and colleges*, <https://www.unicef.org.uk/wp-content/uploads/2020/11/Advice-for-Sixth-Forms-and-Colleges-HE.pdf>
 - *Advice for universities*, <https://www.unicef.org.uk/wp-content/uploads/2020/11/Advice-for-Universities.pdf>

In addition, RSN, with support from Unbound Philanthropy (an independent, private grant-making foundation, see: <https://unboundphilanthropy.org/our-history/>) has produced:

- *How to support access to schools* (“This advice sheet provides schools with key information about how to help refugee and asylum-seeking children access schools), https://hubble-live-assets.s3.amazonaws.com/rsn/redactor2_assets/files/757/2020_Nov_RP_C_Advice_sheet_Access_to_schools_final.pdf
- *How to support education progression ... advice for schools and colleges*, https://hubble-live-assets.s3.amazonaws.com/rsn/redactor2_assets/files/761/2020_Nov_RP_C_Advice_sheet_Education_progression_final_2_.pdf
- *How to provide EAL support ... advice for schools*, https://hubble-live-assets.s3.amazonaws.com/rsn/redactor2_assets/files/762/2020_Nov_RP_C_Advice_sheet_EAL_support_final.pdf.

All the advice sheets include important background information about rights and entitlements, plus actions that you and your organisations can take immediately, for example:

“Signpost refugee and asylum-seeking parents/guardians and families to external English language courses to help them independently improve their English. Consider connecting refugee families with other families who speak their first language, who may be able to share advice and guidance.” [*How to provide EAL support*, p4]

The research report, *Education transitions for refugee and asylum-seeking young people in the UK: exploring the journey to further and higher education*, is available at: <https://www.unicef.org.uk/wp-content/uploads/2020/06/Education-Transitions-UK-Refugee-Report.pdf> (and was noted in Ebulletin 304, 19 Jul 2020, pp5-6)

Know your rights: a guide to help migrants understand their rights and how to assert them

https://migrantsrights.org.uk/blog/2020/12/02/new-resource-know-your-rights-guide-2020/?mc_cid=c791eaf20c&mc_eid=f4e6ea96b3

(Source: Migrants’ Rights Network *Newsletter*, Dec 2020)

Updated version of this important guidance from Migrants’ Rights Network:

“We have written this guide for all migrants living in the UK, including those without documents and those trying to regularise their immigration status, including asylum seekers.

This guide is to help you understand your rights in a situation where immigration rules are changing regularly. It is also useful for anyone who cannot prove they are British or have Indefinite Leave to Remain, for example if you don’t have a passport or immigration documents. Other migrants, including those from the European Union, refugees and those with Limited Leave to Remain will also find it useful.”

LGBTQ+ issues – Other Agencies

“10 tips to step up as an ally to LGBT+ people in sport”

https://www.stonewall.org.uk/10-tips-step-ally-lgbt-people-sport?mc_cid=cf167cf1a7&mc_eid=bf9d438cb

(Source: email from Stonewall, 9 Dec 2020)

Really useful tips that apply much more widely than just to sport ...

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

“On the level - CILIP 2020 Spending Review analysis”

<https://www.cilip.org.uk/news/news.asp?id=540826>

Just in case you didn't see this useful analysis of the 2020 Spending Review.

Broader issues – Other Agencies

“A momentous day for tens of thousands of people with old and minor criminal records”

<https://www.unlock.org.uk/a-momentous-day/>

(Source: NCVO *Volunteering Round-up*, Dec 2020)

Important blogpost from Unlock (posted 28 Nov):

“The stigma and embarrassment of a criminal record means many people simply don't apply for jobs or voluntary roles that would require them to disclose their old and minor convictions or cautions. It's a toxic form of punishment to keep punishing people forever and far too people many are unnecessarily anchored to their past as a result.

That's why today is such a big day. Changes to the law have come into effect, meaning tens of thousands of people every year will no longer have their old and minor criminal records show up when they apply for jobs or voluntary roles that involve standard or enhanced DBS checks.

There are two main changes to what convictions and cautions are removed from standard and enhanced DBS checks. These are referred to as the filtering rules.

The first change is that childhood cautions will no longer be automatically disclosed. Up until now, about 25,000 childhood cautions were disclosed every year, so this change will help thousands of people move on from minor things they did when they were a child.

The second change is that a so-called 'multiple conviction rule' is being abolished. This arbitrary rule had meant that people with more than one conviction on their record had them all disclosed, no matter what the offences were, and no matter how long ago they were, simply because there was more than one.”