

The Network Newsletter: tackling social exclusion in libraries, museums, archives and galleries

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The Network's Website is at www.seapn.org.uk and includes information on courses, good practice, specific socially excluded groups, as well as the newsletter archive.

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Did you see ...?

Access

The Winter 2017 issue¹ (which appeared in Jan 2017) includes:

- Tiffany Haigh “Family storywalks”, which “[...] is an opportunity to bring books out of the library, to promote reading and libraries in an alternative environment, to bring stories to life and allow families to combine reading with physical activity. Storywalks give children the opportunity to develop literacy skills while playing and ensure the whole family partakes in fun, healthy outdoor exercise. The Kirklees storywalk programme has engaged non-traditional library users. We have encouraged families to utilise parks, explore their local outdoor spaces and take part in exercise together, with all of the benefits to health and well-being that brings.” [pp10-14]

Post-Brexit

Museum Manifesto for Tolerance and Inclusion

The MA has just issued this important manifesto²:

“In light of the changing political landscape in the US, including the recent travel ban, and an increase in racism and intolerance in the UK since the EU referendum, the Museums Association has issued the following *Manifesto for Tolerance and Inclusion*.” [p1]

“The manifesto reiterates the ethical values that museums should seek to uphold regarding inclusion, equality, diversity and tolerance.” [Taken from press release³, 6 Feb 2017]

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

Interim report into integration of immigrants

¹ Access, 12, Winter 2017. Available to download as a pdf (2920 kb) from: [http://communicatoremail.com/FS/2834/Documents/Access%20Issue%2012%20\(Final%20Version\).pdf](http://communicatoremail.com/FS/2834/Documents/Access%20Issue%2012%20(Final%20Version).pdf).

² *Museum Manifesto for Tolerance and Inclusion*. Museums Association, 2017. Available to download as a pdf (50.81kb) from: <http://www.museumsassociation.org/download?id=1214164>.

³ See: http://www.museumsassociation.org/news/06022017-ma-publishes-manifesto-inclusion-tolerance?dm_i=2VBX,E6FB,27LU0M,1FS9N,1.

In the last Newsletter⁴, we assessed *The Casey Review*⁵. This has been closely followed by the publication of the interim report of the All Party Parliamentary Group on Social Integration⁶.

The Group launched their inquiry into how the UK immigration system could promote integration more effectively in August 2016. This interim report brings the first stage of the inquiry to a close.

“This interim report does not aim to offer a comprehensive set of policies for the government to adopt, but rather a set of general principles to follow when designing an immigration system with integration at its heart.” [p7]

There are six principles:

- Principle one: The Government must develop a comprehensive and proactive strategy for immigrant integration
- Principle two: Local authorities must be required to draw up and implement local integration action plans to reflect local needs
- Principle three: Government must reassess its current ‘one size fits all’ approach to immigration policy
- Principle four: For new immigrants, integration should begin upon arrival in the UK
- Principle five: We need more and better data on the integration of immigrants
- Principle six: The Government should demonstrate strong political leadership on immigration in order to build public confidence and facilitate successful integration at the regional and local level

The report concludes:

“The government should consider the six principles we propose as the basis for an integration strategy. It is no longer enough to focus solely on

⁴ *The Network Newsletter*, 190, Dec 2016, pp3-9.

⁵ Louise Casey. *The Casey Review: a review into opportunity and integration*. DCLG, 2016. Available to download as a pdf (2500 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575973/The_Casey_Review_Report.pdf. There is also an Executive Summary available

(205.87 kb) at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575975/The_Casey_Review_Executive_Summary.pdf.

⁶ Anne Kere and Richard Bell. *Interim report into integration of immigrants*. All Party Parliamentary Group on Social Integration, 2017. Available to download as a pdf (1910 kb) from:

http://d3n8a8pro7vhmx.cloudfront.net/themes/570513f1b504f500db000001/attachment/original/1483958173/TC0012_AAPG_Interim_Report_Screen.pdf?1483958173.

the numbers of immigrants arriving in the UK, while ignoring what happens to them and their host communities after arrival. This strategy must articulate integration as the responsibility of us all: a two way process which acknowledges the responsibilities of both the host society and immigrant communities, and which recognises all the dimensions of integration as equally important—the civic and social, as well as the economic. This will provide a strong and inclusive national narrative that defines integration as the success of all groups, and not just a problem of newcomers. In doing so, this narrative will guide the approach of future integration policies and programmes and help instil public confidence in the government’s ability and willingness to support communities experiencing rapid social change. It will also go some way towards building a confident and inclusive national identity based on the vision that all communities should be able to participate equally and fairly in civic, social, and economic life.” [p25]

So far, there has not been as much media coverage of this report as there was of *The Casey Review*. However, the Runnymede Trust has raised a number of concerns, especially over the proposed regionally-led migration approach; and also ‘what’s missing’:

“Settled communities, both established ethnic minorities and the white majority, are barely mentioned in the report. Established ethnic minority communities still face significant inequalities in employment and education. It is essential that these groups are included in the proposed national integration strategy going forward. And if integration is really a two-way street, then the white majority should be given more space in the report too.”^{7, 8}

UK Digital Strategy

Published on 1 Mar 2017:

“This strategy sets out how we will build on our success to date to develop a world-leading digital economy that works for everyone.”⁹

This assessment is going to concentrate on Section 2, “Digital skills and inclusion – giving everyone access to the digital skills they need”¹⁰.

This section begins with stating that:

⁷ Kimberly McIntosh “More questions than answers in Chuka Umunna-led integration report”, Runnymede Trust *Race Matters* blog, 12 Jan 2017, <http://www.runnymedetrust.org/blog/more-questions-than-answers-in-chukka-umunna-led-integration-report>.

⁸ Source: *Runnymede Newsletter*, Jan 2017.

⁹ Taken from: <https://www.gov.uk/government/publications/uk-digital-strategy>, which also has the links to the Ministerial foreword, summaries and the seven sections of the policy paper.

¹⁰ See: <https://www.gov.uk/government/publications/uk-digital-strategy/2-digital-skills-and-inclusion-giving-everyone-access-to-the-digital-skills-they-need>.

“For the UK to be a world-leading digital economy that works for everyone, it is crucial that everyone has the digital skills they need to fully participate in society.”

and the recognition that:

“[...] a significant part of the population remains digitally excluded. One in 10 adults has never used the internet [...] and many more are missing out on the opportunities the digital world offers, whether through lack of connectivity, digital skills or motivation. We must continue to address this digital divide between those who have been able to embrace the digital world and those who have not.

We also need to turn our attention to those who have basic digital skills and connectivity, but lack the confidence and knowledge to make the most of the digital economy, whether at work or beyond. Many jobs have a digital element, and it is predicted that within 20 years 90% of all jobs will require some element of digital skills [...] Effective digital skills provision is essential to ensure the workforce is prepared for this and future technological changes.”

To ensure that the UK does have a digitally-engaged society, the paper argues that:

“We must also enable people in every part of society – irrespective of age, gender, physical ability, ethnicity, health conditions, or socio-economic status – to access the opportunities of the internet. If we don’t do this, our citizens, businesses and public services cannot take full advantage of the transformational benefits of the digital revolution. And if we manage it, it will benefit society too. Our approach to delivering these objectives focuses on three strands:

1. ensuring that we continue to tackle the root causes of digital exclusion and that everyone can increase their digital capability to make the most of the digital world
2. developing the full range of digital skills that individuals and companies across the country need in an increasingly digital economy, and supporting people to up-skill and re-skill throughout their working lives.
3. strong collaboration between the public, private and third sector to tackle the digital skills gap in a co-ordinated and coherent way, so the sum is greater than the parts and everyone everywhere has better access to the training they want”

The paper then reiterates the four key barriers to digital exclusion:

- “access: the ability to connect to the internet and go online
- skills: the ability to use the internet and online services
- confidence: a fear of crime, lack of trust or not knowing where to start online
- motivation: understanding why using the internet is relevant and helpful”

and outlines some of the steps that are already being taken to tackle these (including free Wi-Fi across all libraries in England).

However, rightly, the paper also acknowledges that these approaches are not enough:

“Far too often there is a correlation between where people live, their socio-economic circumstances and whether they have basic digital capability. Unemployed adults, for example, are 5% more likely to lack the basic digital skills than the national average, and 24% more likely to lack these skills than high earners [...] In August 2016, 22% of adults in Blackburn had not used the internet in the last three months, compared with 7% of adults in Surrey.”

To close this divide, the Government is introducing a more targeted approach:

As a first step, we will:

- explore whether there are new ways to galvanise the sector to tackle digital exclusion. Therefore, we will undertake a feasibility study this year on the viability of using outcome commissioning frameworks, such as payment by results or social impact bonds, to tackle digital exclusion. This study will build the evidence base on whether there is sufficient appetite from investors, delivery partners and local authorities for this approach, and support the development of future innovative projects
- develop the role of libraries in improving digital inclusion to make them the ‘go-to’ provider of digital access, training and support for local communities. To do this we will work alongside national partners such as Good Things Foundation, who recently passed the milestone of having supported two million learners and aim to support an additional one million people to know the basics of the internet by 2020
- use the newly created Council for Digital Inclusion, which brings senior leaders from the private and charity sectors together with government, to increase collaboration and deliver initiatives to help more citizens to confidently go online and take advantage of the internet
- invest £1.1 million through the NHS on projects to support digital inclusion. This will help the most excluded groups (such as homeless people, people with disabilities, people with mental health problems, and prisoners) to develop their digital skills so they can feel confident using online tools to manage their health”

There then follows a strong statement of the role of libraries, which is included in full here because of its significance (although, inevitably, it does not mention the severe reduction in public library provision):

“How libraries deliver improved digital access and literacy

Libraries have an important role to play in making sure everyone, in every part of the country, makes the most of the digital economy.

Libraries tackle the barrier of access by providing a trusted network of accessible locations with free Wi-Fi, computers, and other technology. Over half of UK residents have a library card and 35.8% of people living in the most disadvantaged areas visit their library [...]

With over 14,000 trained library staff, supported by volunteers, libraries also make significant inroads towards tackling the combined barriers of skills, confidence and motivation by offering skills training; helping people to understand the benefits that using the internet and accessing online services can bring; and increasing their confidence of the digital world by guiding them on their journey to become regular users of the internet.

In 2014-15, 192,000 people were supported by almost half a million digital skills sessions across the library network [...] Public libraries work in partnership with charities and private partners such as Halifax, BT, and Barclays to improve the lives of some of the most socially and digitally excluded people. Libraries also support transformative initiatives like code clubs, Code Green and the innovative Make It Digital in partnership with the BBC.

Libraries are also increasingly helping people develop higher level digital skills. Several libraries across the country host makerspaces and FabLabs – places where people can learn new skills, and collaborate on projects. Makerspaces also are democratising access to the latest technology, making high-tech equipment like 3D printers and laser cutters available to everyone. We will bring together people from across sectors to collaborate and support the expansion of makerspaces in public libraries in England.”

The paper then goes on to look at developing digital skills, for example by embedding them in education (including lifelong learning), and ways “to develop a range of specialist digital skills to fill specific digital jobs.”

The paper also recognises the under-representation of women “[...] in both the uptake of digital qualifications and in digital roles”, and identifies some initiatives which are working to tackle this.

It also focuses on the need for building cyber security skills to “[...] ensure that the UK has the required skills to keep the economy secure from cyber threats.”

Finally, the paper looks at the range of organisations involved in digital skills training:

“Government is by no means the only provider of digital skills training, and nor should it be. Employers and companies - national and local - all have a role to play in developing the digital skills and businesses need to thrive in the digital economy.”

and announces that a new Digital Skills Partnership will be set up to:

[...] bring together technology companies, local businesses, local government, charities and other organisations. It will facilitate

coordination between the various programmes, including the sharing of knowledge and best practice. The Partnership will also examine options for improving the coherence of digital skills provision, for example by setting ambitions for increasing the level of certain types of training on offer and agreeing how it can be targeted where it is needed most.”

In conclusion, the paper looks at a case study, “Approach to identifying local skills needs in Leeds”, where local research and partnership have led to the setting up of the Leeds Digital Skills Action Plan.

This is a very important ‘steer’ in terms of the Government’s approach to digital inclusion, and it is good to see libraries recognised as part of its core.

Tackling social and digital exclusion – Other Agencies

“Inclusive Growth”

We included a short piece on this topic back in Newsletter 183¹¹. It has come to the fore again, following the publication of research by JRF. They have produced an introductory blogpost¹², and a full report¹³ and a brief “Findings” paper, plus links to twelve separate case-study reports.^{14, 15}

The research defines Inclusive Growth as:

“Inclusive growth combines economic growth and labour market inclusion. For this research, the OECD definition of inclusive growth was adopted: *Economic growth that creates opportunity for all segments of the population and distributes the dividends of increased prosperity, both*

¹¹ “Inclusive Growth”, *The Network Newsletter*, 183, Jun 2016, pp8-9.

¹² Josh Stott “What is inclusive growth and why does it matter?”, *JRF Blog*, 12 Jan 2017, https://www.jrf.org.uk/blog/what-inclusive-growth-and-why-does-it-matter?utm_medium=email&utm_campaign=JRF%20weekly%20round-up%20wc%2023%20January%202017&utm_content=JRF%20weekly%20round-up%20wc%2023%20January%202017+CID_e11d697eae500f6766e48eb1f0918726&utm_source=Email%20marketing%20software&utm_term=Read%20the%20blog.

¹³ Anne Green, Erika Kispeter, Paul Sissons and Francesca Froy. *How international cities lead inclusive growth agendas*. JRF, 2017. Available to download as a pdf (2530 kb) from: https://www.jrf.org.uk/report/how-do-cities-lead-inclusive-growth-agenda?utm_medium=email&utm_campaign=JRF%20weekly%20round-up%20wc%2023%20January%202017&utm_content=JRF%20weekly%20round-up%20wc%2023%20January%202017+CID_14355f03d06b79f749f5f2060bc03938&utm_source=Email%20marketing%20software&utm_term=Read%20the%20report. The “Findings” report is also available from the same website (146.79kb).

¹⁴ All available at: https://www.jrf.org.uk/report/how-do-cities-lead-inclusive-growth-agenda?utm_medium=email&utm_campaign=JRF%20weekly%20round-up%20wc%2023%20January%202017&utm_content=JRF%20weekly%20round-up%20wc%2023%20January%202017+CID_14355f03d06b79f749f5f2060bc03938&utm_source=Email%20marketing%20software&utm_term=Read%20the%20report.

¹⁵ In addition, JRF have a specific page for “Inclusive Growth”, <https://www.jrf.org.uk/cities-towns-and-neighbourhoods/inclusive-growth>.

in monetary and non-monetary terms, fairly across society.” [“Findings”, p2 – italics theirs]

The research concludes that:

“Based on the review of the evidence, the research drew out 10 key principles for policy concerned with inclusive growth:

1. See economic growth not as an end in itself but as a means to achieve inclusion and shared prosperity.
2. Be prepared to proactively shape the labour market and build quality jobs.
3. Prioritise connectivity and expand social networks so that they are less exclusive.
4. Make poverty matter less in accessing good quality city services.
5. View people as assets and invest in them at the outset and at key points in their lives.
6. De-risk transitions by providing safety nets at key junctures.
7. Be prepared to innovate and create opportunities for shared leadership.
8. See citizen engagement as a way to generate knowledge from the bottom up.
9. Get the fundamentals right (at national and local levels).
10. Focus on small incremental changes as well as large ‘flagship’ schemes.

Possibilities for action at city level – whether currently (using existing powers at city level) and/or in the short-/medium-term future (including as more powers become available to cities) may be organised in accordance with these principles.” [“Findings”, p4]

Social mobility, the class pay gap and intergenerational worklessness: new insights from the Labour Force Survey

This is the latest report¹⁶ from the Social Mobility Commission.

Key findings include:

- “Social mobility represents the norm and not the exception in contemporary Britain – 48% experience some form of upward mobility compared to their parents whereas 31% experience downward movement. However, strong barriers to equality of opportunity persist. The odds of those from professional backgrounds ending up in

¹⁶ Sam Friedman, Daniel Laurison and Lindsey Macmillan. *Social mobility, the class pay gap and intergenerational worklessness: new insights from the Labour Force Survey*. Social Mobility Commission, 2017. Available to download as a pdf (1350 kb) from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/586000/Social_Mobility_-_The_class_pay_gap_and_intergenerational_worklessness.pdf.

professional jobs are 2.5 times higher than the odds of those from less advantaged backgrounds reaching the professions. For those from working-class backgrounds, the odds of following in their parents' occupational footsteps are 2.3 times higher than the odds of those from more advantaged backgrounds moving into working-class jobs. We also find that 45% of earnings inequalities are passed across generations." [p i]

- "Britain's traditional professions such as medicine, law, journalism, and academia remain dominated by those from advantaged backgrounds. 73% of doctors are from professional and managerial backgrounds and less than 6% are from working-class backgrounds. However, there are clear grounds for optimism in some sectors. For example, technical professions such as engineering and IT as well as many public sector professions are markedly more open - with a clear majority *not* from professional families." [p i, emphasis theirs]
- In terms of the 'class pay gap', "[...] those from working-class backgrounds earn on average £6,800 less than colleagues from professional and managerial backgrounds." [p i]
- In terms of intergenerational worklessness, "While there is little evidence of generations of families never working, we do find that people from workless households are 15-18 percentage points more likely to be workless themselves as adults, a finding which is broadly consistent across gender and age. Our analysis suggests that intergenerational health issues and particularly local economic conditions are fundamental in explaining this association." [p ii]

Useful background report for us.¹⁷

Diversity in books and other materials for children & young people

"SF Public Library's quest to put diversity on shelves"

This is an interesting article¹⁸ about San Francisco Public Library which is running a new programme "We Love Diverse Books", through which the library is attempting to combat a lack of diversity in publishing by advocating for diverse literature.¹⁹

¹⁷ Source: Equality and Diversity Forum *eNewsletter*, 10 Feb 2017.

¹⁸ Lizzie Johnson "SF Public Library's quest to put diversity on shelves", *SFGate*, 15 Jan 2017, <http://www.sfgate.com/bayarea/article/SF-Public-Library-s-quest-to-put-diversity-on-10859188.php>.

¹⁹ Source: *Weekly News from CILIP*, 18 Jan 2017.

Broader issues – Other Agencies

Imagine Nation: the value of cultural learning

This report²⁰ is a revised edition of the one published in 2011²¹ (and briefly assessed in *The Network Newsletter*²²), and has been based on revised research findings²³.

The ‘headline’ findings on which this report is based are:

1. “Participation in structured arts activities can increase cognitive abilities by 17%.
2. Learning through arts and culture can improve attainment in Maths and English.
3. Learning through arts and culture develops skills and behaviour that lead children to do better in school.
4. Students from low-income families who take part in arts activities at school are three times more likely to get a degree.
5. Employability of students who study arts subjects is higher and they are more likely to stay in employment.
6. Students from low-income families who engage in the arts at school are twice as likely to volunteer.
7. Students from low-income families who engage in the arts at school are 20% more likely to vote as young adults.
8. Young offenders who take part in arts activities are 18% less likely to re-offend.
9. Children who take part in arts activities in the home during their early years are ahead in reading and Maths at age nine.
10. People who take part in the arts are 38% more likely to report good health.” [p1]

The report then focuses on the four values of cultural learning:

- Social
- Educational
- Economic
- Personal.

As the Foreword states:

²⁰ *Imagine Nation: the value of cultural learning*. Cultural Learning Alliance, 2017.

Available to download as a pdf (1070 kb) from:

https://www.culturallearningalliance.org.uk/images/uploads/ImagineNation_2_the_value_of_cultural_learning.pdf.

²¹ *ImagineNation: the case for cultural learning*. Cultural Learning Alliance, 2011.

Available to download as a pdf (348.47 kb) from:

http://www.culturallearningalliance.org.uk/userfiles/files/FINAL_ImagineNation_The_Case_for_Cultural_Learning.pdf.

²² *The Network Newsletter*, 134, Jun 2012, p8.

²³ *Key research findings: the case for cultural learning*. Cultural Learning Alliance, 2017.

Available to download as a pdf (100.83 kb) from:

http://www.culturallearningalliance.org.uk/images/uploads/CLA_key_findings_2017.pdf.

“This document is a celebration of this important work, and a call to arms for everyone in education and the arts in the UK today. Every effort must be made to halt the erosion of the arts as an essential pillar in the structure of education, and to ensure that all children are the recipients of a broad and balanced education. We need to support our schools and settings, many of which are struggling under the weight of complex bureaucracies and competing agendas. Schools should be well-resourced, and should be staffed by trained specialists. One of the ways to make the case for the arts is to deploy the arguments and evidence in this document. They show that the arts and culture are not an add-on, or a nice-to-have, but are part of the fabric of our society, and that young people have a right to experience the best, and to be given the opportunity to make their own contribution to the continual reshaping of our civilization. We must celebrate our successes, build best practice, and learn from each other; in challenging times, it is up to us to be the champions of young people’s hopes, talent and ideas.” [p3]²⁴

Abbreviations and acronyms

JRF = Joseph Rowntree Foundation
MA = Museums Association

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²⁴ Source: *Heritage Update*, 340, 3 Feb 2017.