

# 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](http://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 ...?

#### **Information Professional**

The Apr-May issue includes:

- A correction – in the Mar 2019 issue, it mentioned that William Sieghart was involved in a partnership with CiviQ (and this was noted in the Newsletter). In fact, the partnership is with Civic<sup>1</sup>
- “Get planning for Health Information Week events”, which promotes the Week, 1-7 Jul<sup>2</sup> [p11]
- “Libraries NI mark decade”, which celebrates Libraries NI’s key achievements over the last 10 years [p13]
- “BookTrust challenge over lack of diversity”, which highlights their recent report<sup>3</sup> [p13]
- Rob Green interview with Hong-Anh Nguyen (CILIP Conference keynote speaker) “Diversity and inclusion: it’s up to all of us” [pp16-18]<sup>4</sup>, which highlights some actions that should be being taken to widen diversity and improve inclusion:

“Hong-Anh says: ‘For instance, the conversation about racism and what constitutes racism should be less about intent and more about impact. So, we start to ask ‘what is the impact on the person?’, rather than what was the intention of an action.’

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<sup>1</sup> “Civic works with select organisations across the world to support a major step-change in how communities and organisations can work together to accelerate impact. Civic are currently working internationally with a number of communities and local institutional partners including the National Trust, UNHCR, Bernard von Leer Foundation and the London Legacy Development Corporation.” Taken from: [<sup>2</sup> See: <https://kfh.libraryservices.nhs.uk/patient-and-public-information/health-information-week-2/>.](https://cambridgeshire.cmis.uk.com/CCC_live/Document.ashx?FgPIIEJYlotS%2BYGoB15oIA%3D%3D=NHdURQburHA%3D&WGewmoAfeNQ16B2MHuCpMRKZMwaG1PaO=ctNJff55vVA%3D&WGewmoAfeNR9xqBux0r1Q8Za60lavYmz=ctNJff55vVA%3D&czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=phZI4R3jzv12eZ6qURk7CeK6P9xWcj42SbubSGfh55GI7Y7unCJRmg%3D%3D&d9Qji0aq1Pd993jsyOJqFvmyB7X0CSQK=ctNJff55vVA%3D&kCx1AnS9%2FpWZQ40DXFvdEw%3D%3D=hFflUdN3100%3D&mCTIbCubSFfXsDGW9lXnlq%3D%3D=hFflUdN3100%3D&rUzwRPf%2BZ3zd4E7lkn8Lyw%3D%3D=pwRE6AGJFLDNih225F5QMaQWctPHwdhUfCZ%2FLUQzqA2uL5jNRG4jdQ%3D%3D&uJovDxwdjMPoYv%2BAJvYtyA%3D%3D=ctNJff55vVA%3D&utm_medium=email&utm_source=govdelivery.”</p>
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<sup>3</sup> See: <https://www.booktrust.org.uk/news-and-features/news/news-2019/less-than-two-per-cent-of-published-authors-and-illustrators-in-the-uk-are-british-people-of-colour-says-new-booktrust-research/>.

<sup>4</sup> See: <https://www.cilip.org.uk/news/451302/Diversity-and-inclusion-its-up-to-all-of-us.htm>.

However, she believes that this is not necessarily an easy position to take -because racism is such a loaded term. She says: ‘The problem is our understanding of racism is quite dated – so we view -racism in this very binary way – a good person and a bad person, and you are good if you are not racist and bad if you are.’” [p17]

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The June 2019 issue includes:

- “Capital funding to benefit libraries across Wales”, which reports briefly on the announcement of nearly £1m for museums, archives and libraries<sup>5</sup> [p8]
- Liz Jolly interview with Rob Mackinlay “The profession’s biggest problem: diversity” [pp17-19], which trails her keynote speech at the CILIP Conference, in which she also emphasised:

“We have to take ownership of the issue, to learn, and most importantly to take collective action.

Libraries and librarians are not neutral but are part of wider society, and part of the debate. Lack of diversity in our profession will have impacted on our collections [...]; on our spaces and how accessible they are and are perceived to be; on what skills are considered as key to information and digital literacies, as well as on our staff and our communities. These are all areas that need to be addressed as a matter of urgency.” [p19]

- Safina Islam “Engaging with race, ethnicity and migration”, which outlines the work of the Ahmed Iqbal Ullah Race Relations Resource Centre and Education Trust in Manchester<sup>6</sup> [pp34-36]
- David Hayden “Tackling the digital skills divide”, which looks at some of the work in Somerset Libraries, including the Glass Box<sup>7</sup> and the Idea Box<sup>8</sup> [pp45-47]

### ***Pen & Inc.***

CILIP have just launched this important new magazine<sup>9</sup> “[...] to showcase diversity and inclusion in children’s publishing [...]” [p3]

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<sup>5</sup> “The Transformation Capital Grant Programme is supporting, museums, archives and libraries to transform services for users, and ensure their future sustainability.” See: <https://gov.wales/1-million-museums-archives-and-libraries-wales>.

<sup>6</sup> See: <http://www.racearchive.manchester.ac.uk/> and <http://www.racearchive.org.uk/>.

<sup>7</sup> See: <https://glassboxtaunton.co.uk/>.

<sup>8</sup> “Inspirational resources for schools, colleges, pre-schools and childcare providers available to hire from Somerset Libraries”. See: <https://glassboxtaunton.co.uk/learn/idea-box/>.

As well as poetry and illustrations, the magazine has a number of key articles, including:

- Alison Brumwell “Building empathy through shadowing”, which looks at the 2019 CILIP Carnegie and Kate Greenaway Medals shortlists, and introduces the Shadowers’ Choice Awards [pp6-11]
- Rob Green interview with Aimée Felone “Knights Of great books”, which looks at the work of publishers Knights Of<sup>10</sup>, who aim to create books that reflect the diversity of the real world [pp12-13]

“Publishing hasn’t got a great track record with diversity – on the shelf or behind the scenes.

‘Diverse’ books are often shelved as ‘niche’ while less than 4% of the publishing workforce in the UK is non-white.

Knights Of is creating a better pipeline: working with writers, illustrators, agents, retailers and other publishers to make books better.”

- Aisha Bushby “Stories are everywhere”, which looks at how “[...] stories unfold and envelop readers, bringing them into new worlds – inspiring a love of reading that can cross genres.” [pp14-15]
- “How can publishing become more diverse?”, which looks at how two publishers, Otter-Barry books and Walker Books, are setting about moving towards greater diversity [pp16-17]
- Rob Green “Vibrant and diverse: reflecting readers at Lambeth libraries”, which looks at some of their community-based work (and includes a four-point plan by Susanna Barnes, Service Manager, “[...] that would help accelerate improvements by building and strengthening relationships between readers, publishers and libraries” [pp18-20]
- Melanie Ramdarshan Bold “Educating the next generation of publishers”, which looks at the impact of the UCL MA in Publishing course [pp22-24]
- Rob Green interview with author, Catherine Johnson “Stories about others, stories about me”, which looks at the importance of representing “Children from all ethnic backgrounds, from all religions, across gender and sexuality, and with all abilities [...]” [pp26-27]
- Jake Hope “Reflecting on award winning illustration”, which looks at the history of awards for illustration, emphasising the importance of

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<sup>9</sup> *Pen & Inc.* Spring/Summer 2019, see:

<https://content.yudu.com/library/html/A43lgg/Penampinc/reader.html?page=20&origin=reader>.

<sup>10</sup> See: <http://knightsof.media/>.

illustration as a means to “[...] widen access and interaction [...]” [pp28-30]

The remainder of the magazine [pp31-51] comprises a really useful Directory of Publishers:

“This guide has been created to make it as easy as possible to find books that reflect different perspectives [...]”

We all want to build a nation of readers – children who see themselves in stories, children who build empathy and understanding through the eyes of others. The books featured in these listings seek to do that – with characters, stories, illustrations and creators representing the best of diversity and inclusion in children’s publishing.” [p31]

To help celebrate this publication, CILIP also hosted a webinar, “Services for all: diverse and inclusive provision”, on 22 May, in which Jake Hope (reading development and children's book consultant and Chair of YLG); Zoey Dixon (Library Manager, Lambeth); Samantha Williams (founder of Book Love, a travelling multicultural bookshop); and John Vincent discussed aspects of equality and diversity.<sup>11</sup>

### ***Museums Journal***

The June 2019 issue includes:

- Geraldine Kendall Adams “Sector feels ripple of dissent”, which looks at recent protests targeting museums, for example over obtaining funding from oil companies [p6]
- Geraldine Kendall Adams “Museums are surviving, but they could be thriving”, which reports briefly on the results of the MA’s third Museums in the UK survey, including the effects of austerity and Brexit, plus some ‘green shoots’ of resilience<sup>12</sup> [pp12-13, 15]
- Alistair Hudson “An institution that works on visitors’ terms” (“Comment” column), which introduces initiatives to “radically rethink the art institution of the future”<sup>13</sup> [p16]

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<sup>11</sup> The webinar now available to CILIP members via the CILIP Webinar recordings page (accessed from: <https://www.cilip.org.uk/page/professionaldevelop>) and to non-members at: <https://vimeo.com/340402468>.

<sup>12</sup> See: <https://www.museumsassociation.org/museums-journal/news-analysis/03062019-museums-surviving-could-be-thriving>.

<sup>13</sup> “A one-of-a-kind Transformative Grant is designed to afford the opportunity for one significant project to radically re-think the art institution of the future. £150,000 is awarded jointly to the Whitworth, the University of Manchester and Van Abbemuseum, Eindhoven for their initiative, The Constituent Museum: Collecting Relations and the Transformational Potential of Arte Útil. Using the methodology of Arte Útil (‘art as a tool’ or ‘useful art’) developed by artist Tania Bruguera over the last ten years, the two museums will radically transform their core protocols by redrawing relationships with local constituency groups, creating an agency for them to inform the museums’ collecting, curating and presenting.” [Taken from Outset press release, 14 Mar 2019, <http://documents.manchester.ac.uk/display.aspx?DocID=42432>].

- Patrick Kelly “Migration stories”, which looks at some of the initiatives to collect and tell migration stories, focusing primarily on Epic (The Irish Emigration Museum, Dublin)<sup>14</sup> and the Museum Migration Project<sup>15</sup>. It also cites the Migration Museums Network<sup>16</sup> [pp28-31]

## **ARC Magazine**

The June issue<sup>17</sup> (which is the first to be published as digital-only) includes:

- Victoria Hoyle “Advocating and supporting care leavers’ rights to records, memory and identity” [pp17-20], which introduces a new study:

“Over the past two years a research team based in the Department of Information Studies at UCL has been working in partnership with The Care Leavers’ Association, a care leaver-led charity, to better understand child social care records and their uses. Our aim has been to map how records are created, understood, used and accessed by four groups:

- the social workers who create them
- the information professionals (including archivists and records managers) that manage them
- the academic researchers wanting to study them and, most importantly
- the children, young people and care leavers that they are about.

Each of these groups has different – and sometimes competing – recordkeeping needs.

The study is called MIRRA, which stands for ‘Memory – Identity – Rights in Records – Access’, and it focuses especially on the value of care records to care-experienced adults.” [p18]

- Kevin Bolton “Hand-wringing, hand-washing and DIY”, in which the author “[...] ARA Board portfolio holder for workforce diversity, volunteering and equalities, offers a recap on what the ARA has been, and is, doing to address this.”<sup>18</sup> [pp21-23].

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<sup>14</sup> “You won’t find leprechauns or pots of gold here, but you’ll discover that what it means to be Irish expands far beyond the borders of Ireland through the stories of Irish emigrants who became scientists, politicians, poets, artists and even outlaws all over the world.” See: <https://epicchq.com/>.

<sup>15</sup> See: <https://www.migrationmuseum.org/>.

<sup>16</sup> See: <https://www.migrationmuseum.org/the-migration-museums-network/>.

<sup>17</sup> *ARC Magazine*, 359, Jun 2019, [https://www.archives.org.uk/images/ARC\\_Magazine/2019/ARC\\_Mag\\_June\\_2019.pdf](https://www.archives.org.uk/images/ARC_Magazine/2019/ARC_Mag_June_2019.pdf).

<sup>18</sup> Although the article is accompanied by the logo for Tola Dabiri Consulting, it did not make clear that Kevin Bolton’s article was actually based on a piece of research by Tola Dabiri (which had been commissioned by the ARA); see: Tola Dabiri Consulting. *Making the record keeping workforce representative: project and literature review*.

## **Professional Manager**

The Spring issue includes:

- Emma De Vita and Matthew Rock “Management, transformed”, which celebrates the launch of the Management 4.0 project<sup>19</sup> by bringing together ideas from 19 ‘thinkers’. These focus on technology; society; patterns of work; business; leadership; and lifelong learning – some of these highlight diversity and inclusion in a very positive way [pp30-33, 35-37]
  - Charles Orton-Jones “E-stonia”, which looks at how Estonia has established itself as ‘the world’s most advanced digital nation’ [pp43-45, 47]
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## **Equality Act 2010**

### **EHRC Strategic plan 2019-22**

The EHRC has just published its Strategic Plan<sup>20</sup> for the next three years.

It includes useful background information: their vision; the context in which they work; an outline of the way they work; and an outline of their core aim (“Strong equality and human rights laws protect people, and data shows what is happening to people in practice” [p13]).

The Plan sets out three strategic goals:

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ARA, 2019. Available to download as a pdf from:

[https://www.archives.org.uk/images/Diversity/ARA\\_literature\\_review\\_version\\_3.4.2019.pdf](https://www.archives.org.uk/images/Diversity/ARA_literature_review_version_3.4.2019.pdf).

<sup>19</sup> Management 4.0 aims “[...] to start a national conversation about the skills the next generation of managers and leaders will need in a workplace and world transformed.

Management 4.0 is about management in the fourth industrial revolution; in the digital age. In an age where technology is enabling new business models, disrupting existing business practices, transforming the workplace and shifting the balance of power.

It’s about management at a time when society is changing and becoming more diverse; when the workforce is ageing and where the demands and expectations of consumers and workers are very different to those of previous generations.”

See: [https://www.managers.org.uk/Campaigns/Management-40?utm\\_source=twitter&utm\\_medium=social&utm\\_campaign=Managementtransformed](https://www.managers.org.uk/Campaigns/Management-40?utm_source=twitter&utm_medium=social&utm_campaign=Managementtransformed)

<sup>20</sup> *Strategic plan 2019-22, presented to Parliament pursuant to Section 4(4) of the Equality Act 2006*. EHRC, 2019. Available to download as a pdf ( kb) from: <https://www.equalityhumanrights.com/sites/default/files/strategic-plan-2019-22.pdf>. It is also available as an easy-read version, in Welsh, and with a BSL summary from: [https://www.equalityhumanrights.com/en/publication-download/strategic-plan-2019-22?utm\\_source=newsletter&utm\\_medium=email&utm\\_campaign=strategic\\_plan&utm\\_content=publication\\_page](https://www.equalityhumanrights.com/en/publication-download/strategic-plan-2019-22?utm_source=newsletter&utm_medium=email&utm_campaign=strategic_plan&utm_content=publication_page).

- To ensure that people's life chances aren't held back by barriers in their way

“We believe that if everyone gets a fair chance, we all thrive. Our research makes it clear that across many areas of life, there are still too many people who are losing out, and some groups facing multiple disadvantages who feel forgotten or left behind. We want to help transform life chances, by removing barriers to opportunity.” [p18]

- To make sure we have strong foundations on which to build a more equal and rights-respecting society

“We want the principles of freedom, compassion and justice to be a reality across Great Britain. We can only realise this vision with the right foundations in place – strong legal protections, the ability to enforce those protections, an understanding of where people’s rights are being breached, and a reduction in the prejudice that leads to people being treated unfairly.” [p19]

- To protect the rights of people in the most vulnerable situations

“People in the most vulnerable situations are particularly at risk of discrimination and human rights abuses. They may find it difficult to assert their rights in the legal system and lack power in political processes. We will focus on ensuring that the laws, policies and practices protecting their rights are strong and effective.” [p20]

To support these three goals, the EHRC will focus its work on five priority aims:

- People in Britain have equal access to the labour market and are treated fairly at work
- Public transport supports the economic and social inclusion of disabled people and older people
- People can access redress when they are wronged and have a fair trial in the criminal justice system
- The education system promotes good relations with others and respect for equality and human rights
- Rules and practice governing entry into, exit from and treatment in institutions respect equality and human rights standards:

“Our research has shown that conditions in detention settings in England and Wales, including adult prisons and immigration detention, have deteriorated. There is a lack of data in relation to the use of force on people living in institutions. The UK has no time limit for detaining immigrants and, across England, Scotland and Wales, there are concerns that mental health and mental

capacity legislation allows people to be detained or deprived of their liberty without adequate safeguards.” [p26]

In the Plan, each aim is developed to show how it can be achieved and what the EHRC intends to do.

All this is then set in the context of the Public Sector Equality Duty [PSED]:

“Our mandate, or primary purpose, is set out in section 3 of the Equality Act 2006. Unlike many other public authorities, our core business is to advance the aims of the Public Sector Equality Duty. Therefore, the equality objectives we have set in relation to the delivery of that mandate are the same as the Aims we have in this Strategic Plan [...]” [p28]

There are many threads here that we can weave into our own work – and it is particularly welcome to see the PSED highlighted in this way.<sup>21</sup>

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

### ***Making the most of your museums: a handbook for councillors***

This new guidance<sup>22</sup> from the LGA and ACE argues a strong case for investing in and developing museum provision, drawing on the recommendations of the Mendoza Review<sup>23</sup>. It emphasises museums’ roles in:

- Placemaking: “Museums help us to value the places where we live, work and visit, and to understand where we have come from. They play an integral role in creating a sense of place and belonging for people. Their collections and buildings are unique assets which often tell the stories of a local place, the people who lived there and their influence on the wider world. Communities have their own cultural identities, shared histories, infrastructure and traditions. Museums are ideal spaces to explore these.” [p8]
- Community cohesion – which draws on the new LGA guidance [see below]
- Tourism and economic growth
- Health and wellbeing, including issues arising from ageing, loneliness, dementia
- Skills and learning: “Museums are centres of life-long learning. They connect and inspire children and adults across all communities. From

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<sup>21</sup> Source: email from EHRC, 11 Jun 2019.

<sup>22</sup> *Making the most of your museums: a handbook for councillors*. LGA, 2019. Available to download as a pdf from:  
[https://www.local.gov.uk/sites/default/files/documents/12.20\\_Museums\\_Handbook\\_V11\\_WEB.pdf](https://www.local.gov.uk/sites/default/files/documents/12.20_Museums_Handbook_V11_WEB.pdf).

<sup>23</sup> Neil Mendoza. *The Mendoza Review: an independent review of museums in England*. DCMS, 2017. Available to download as a pdf (2080 kb) from:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/673935/The\\_Mendoza\\_Review\\_an\\_independent\\_review\\_of\\_museums\\_in\\_England.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/673935/The_Mendoza_Review_an_independent_review_of_museums_in_England.pdf).

running museums in schools – as seen at the Langley Academy in Slough, to supporting young people into work through programmes such as the apprenticeship scheme at the London Transport Museum – museums have a role to play in formal education and training.” [p14]

The report outlines how to make the most of museums (eg strategic/forward planning; reducing barriers to enterprise; communications and technology; brokering partnerships; evidencing impact and championing museums); and also has a section on different operating models.

Finally, there are links to sources of further support and other resources.

The report is well illustrated with small case studies and examples of innovative work.

To conclude, some important comments from the Foreword (by Gerald Vernon-Jackson, Chair, Local Government Association Culture, Tourism and Sport Board):

“But, in the current funding climate, we also have to ask tough questions of our museums. Museums are not a statutory service. We don’t have to provide them and we don’t have to support them.

But should we want to do so? Yes.

Museums can deliver against some of our most pressing agendas. They have a great story to tell on improving public health, particularly around work with people with Alzheimer’s or dementia. In Barnsley and others areas, they have taken on a critical function in bringing communities together and refashioning the community relationship with the council. Tourists and other visitors flock to our museums, boosting our economies; a strong museum can be a key anchor for a cultural quarter, and a major attractor of businesses.

However, if they are to do all this, then we have a responsibility to ensure they are given the political direction they need to prioritise their work; give them the freedom to communicate their offer on websites and social media; and empower them to seek the right training and networks to help them to be more commercial, innovative and creative.” [p3]

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

### ***Building cohesive communities: an LGA guide***

This new guidance<sup>24</sup> from the LGA takes on board the results of recent developments, such as the 2016 Casey Review<sup>25</sup>; the publication of the

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<sup>24</sup> *Building cohesive communities: an LGA guide*. LGA, 2019. Available to download as a pdf from:

Integrated Communities Strategy Action Plan<sup>26</sup>; and the work of the All Party Parliamentary Group on Social Integration<sup>27</sup>.

It begins by outlining this 'renewed focus on community cohesion', and sets within this the role of local councils:

“But there are also major challenges for councils in promoting cohesion. The Casey Review recognised that socio-economic progress is one of the key indicators of successful integration, yet councils alone cannot create the range and number of job opportunities needed to help tackle socioeconomic exclusion. Similarly, on housing and education, two areas absolutely key to promoting integration and cohesion, councils have seen their capacity to fully shape local provision chipped away by successive governments.

Devolution may help reduce some of these constraints in some places, and the recent scrapping of the Housing Revenue Account (HRA) borrowing cap is welcome, but it will remain the case that in such a heavily centralised system of government, councils will be limited in what they can do on issues that are crucial determinants of cohesion.” [pp6-7]

The guidance then looks at 'local leadership' ('place leaders'; community leadership; and political leadership), before outlining the key tools necessary to make this successful:

- Vision and strategy
- Collecting and using data, including the work of the Race Disparity Audit<sup>28</sup>, and work to monitor tensions
- Equalities work, particularly meeting the demands of the Equality Act 2010
- Partnership working

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[https://www.local.gov.uk/sites/default/files/documents/10.31%20Community%20cohesion%20guidance\\_04.2.pdf](https://www.local.gov.uk/sites/default/files/documents/10.31%20Community%20cohesion%20guidance_04.2.pdf).

<sup>25</sup> 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](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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575975/The_Casey_Review_Executive_Summary.pdf). Assessed in *Network Newsletter*, 190, Dec 2016, pp3-9, <https://www.seapn.org.uk/uploads/files/Newsletter-NS-190.pdf>.

<sup>26</sup> *Integrated Communities Action Plan*. HM Government, 2019. Available to download as a pdf from:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/778045/Integrated\\_Communities\\_Strategy\\_Govt\\_Action\\_Plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/778045/Integrated_Communities_Strategy_Govt_Action_Plan.pdf).

<sup>27</sup> See: <https://socialintegrationappg.org.uk/>.

<sup>28</sup> See: <https://www.gov.uk/government/organisations/race-disparity-unit>.

- Commissioning – and particularly the importance of considering cohesion throughout the commissioning cycle
- Effective community engagement: “To support community cohesion, councils must be engaging with all the different groups in their community to understand their lived experiences, concerns and aspirations. Engagement should target different gender, generational, ethnic, faith, sexuality, disability and socio-economic groups, as well as focus on different areas and wards within the local borough. This engagement should be active and ongoing, and tailored to the needs of different groups in terms of location, medium and tone.” [p26]

This section also looks at getting beyond ‘community leaders’ who do not really represent their community; and how the engagement is taking place; and over what:

“To specifically help foster cohesion, councils need to talk openly about a range of subjects, including potentially difficult and challenging issues – some of which communities may be more or less willing to talk about than others. This is not necessarily easy and needs to be undertaken honestly and sensitively, in a way that reflects the political leadership role outlined earlier – with the role of councillors in helping to lead some of these potentially difficult discussions particularly important. To be able to engage effectively on the right issues, councils need to be close enough to their communities that they are in touch with the prevailing mood, be willing to engage in dialogue as well as listen to concerns, and ensure they are aware of specific issues or any escalating tensions.” [p27]

There also needs to be effective engagement between communities.

- Communications strategy
- Governance and scrutiny: “Councils are more likely to make headway in their cohesion work if there is clear and visible leadership and collective ownership of the cohesion agenda.” [p30]

The guidance then looks at the role of different service areas:

- Early years, schools, young people and family services
- Public health
- Inclusive growth, skills and employment
- Housing, planning and local areas
- Culture and sports services, which, as well as highlighting the role that culture and sports play in bringing people together, also has a section on ‘libraries as community hubs’ (with a case study from Derbyshire)

- Regulatory and environmental services
- Services for asylum seekers, refugees and new migrants, which has a focus on ESOL provision (and three small case studies of libraries' work in Norfolk, Suffolk and Bolton).

Finally, the guidance looks at 'managing challenges or trigger events', including an outline of the response to the Manchester Arena attack, and a section on dealing with hate crime.

Finally, there is a page of further information and resources.

Throughout, the guidance uses brief examples and case studies, and these help to give some depth to the guidance. The acknowledgement that there is still a real need for community cohesion work to develop and continue is important, and timely – as the guidance says:

“The polarisation of political debate, particularly in regard to the issue of Brexit, also risks undermining broader societal cohesion.” [p6]

Recommended.

## Tackling social and digital exclusion – Other Agencies

### ***Elitist Britain 2019: the educational backgrounds of Britain's leading people***

This new report<sup>29</sup>:

“[...] paints a picture of a country whose power structures remain dominated by a narrow section of the population: the 7% who attend independent schools, and the roughly 1% who graduate from just two universities, Oxford and Cambridge.”<sup>30</sup>

The key findings include:

- “Two fifths (39%) of the elite group as a whole were privately educated, more than five times as many as the population at large, while a quarter (24%) had graduated from Oxbridge.
- Politics, the media, and public service all show high proportions of privately educated in their number, including 65% of senior judges, 59% of civil service permanent secretaries and 57% of the House of Lords.

<sup>29</sup> *Elitist Britain 2019: the educational backgrounds of Britain's leading people*. Sutton Trust/ Social Mobility Commission, 2019. Available to download as a pdf from: <https://www.suttontrust.com/wp-content/uploads/2019/06/Elitist-Britain-2019.pdf>.

Summary report available from: <https://www.suttontrust.com/wp-content/uploads/2019/06/Elitist-Britain-2019-Summary-Report.pdf>.

<sup>30</sup> Taken from: <https://www.suttontrust.com/research-paper/elitist-britain-2019/>.

- Thirty-nine per cent (39%) of the cabinet were independently educated, in stark contrast with the shadow cabinet, of which just 9 per cent attended a private school.
- Findings reveal a ‘pipeline’ from independent schools through Oxbridge and into top jobs. An average of 17% across all top jobs came through this pathway, but this figure rises as high as 52% of senior judges, and one third of regular newspaper columnists.
- Sport (particularly football), the arts and local government were areas with the lowest numbers of those coming from socially exclusive educational institutions.
- Across the 37 categories surveyed in the report, only among men and women’s footballers were the privately educated under-represented.
- Looking at the five years since 2014, Elitist Britain 2019 shows isolated pockets of positive change, but a picture characterised by persistent inequality. The proportion of the elite who are privately educated appears to be decreasing, but change is happening slowly.
- More significant is in the decline of grammar school alumni among the elite (20%), down about 7 percentage points in five years, and a consequent rise in those educated at comprehensives (40%, up 9%). This reflects the abolition of the selective system in most of England during the 1960s and 70s, and the rise of the comprehensively educated generation to positions of power.”<sup>31</sup>

The report’s recommendations include:

1. Social diversity should be a key mission across the whole of British society to ensure we make use of the talents of people from all backgrounds. Enacting the ‘socio-economic duty’ clause of the Equality Act 2010 should form the centrepiece of this. Obligating public bodies to give due regard to how they can reduce the impact of socio-economic disadvantage would send a powerful signal.
2. Data on the socio-economic background of employees should be collected and monitored by employers in the same way as gender or ethnicity. Employers should follow Cabinet Office advice on the best measurements to use, including parental qualifications, occupation, type of school attended, and eligibility for free school meals.
3. Financial barriers to entry to leading industries and professions must be tackled, including unpaid internships of significant length. Employers should comply with National Minimum Wage Regulations. But given the confusion among employers and interns around the law on this, there should be specific legislation which clarifies and tightens the rules around internships.
4. Recruitment practices should be open and transparent. Internships and entry level jobs in particular should be openly advertised to help young people from under-represented groups get a foot on the ladder.
5. Employers should adopt contextual recruitment practices that place attainment and successes achieved in the context of disadvantage, including underperforming schools and less advantaged neighbourhoods.
6. Class pay gaps, and differences in retention and promotion rates should also be addressed. Better access to jobs is only the beginning;

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<sup>31</sup> Taken from: <https://www.suttontrust.com/research-paper/elitist-britain-2019/>.

- progression within an organisation is also key to real social mobility. Employers should look at barriers to progression and send a message to staff that fostering an inclusive culture is paramount.
7. Leading social mobility employers should take a sector leadership role and share best practice. For a culture of equal opportunities to spread more widely, sector leaders should take a role in sharing and promoting best practice within their sector.
  8. Universities should revolutionise their practice in relation to disadvantage, by contextualising admissions and reforming their approach to outreach and partnership. Highly selective universities in particular should recognise the differing circumstances faced by applicants.
  9. School admissions processes need to tackle social segregation in schools. High performing comprehensives, grammar schools and independent schools should all do more to increase the numbers of pupils from lower socio-economic backgrounds.
  10. High quality careers advice needs to be available to young people from all backgrounds. All pupils should receive a guaranteed level of careers advice from professional impartial advisers. For those facing disadvantage there should be further support available.”<sup>32</sup>

As noted above, the report strongly emphasises the need to enact the socio-economic duty clause within the Equality Act 2010. As it stresses:

“Measuring socio-economic background is more complex than some other characteristics, which may help to explain why this issue has had less traction than other dimensions of diversity. However, the government has now published comprehensive guidance on how best to measure socio-economic diversity in the workforce, including collecting data on parental occupation, type of schooling, free school meal eligibility and parental experience of higher education [...] Many large organisations, including the Civil Service and the BBC, have already started to collect this data. Now that a consensus on how to measure socio-economic diversity is emerging, it’s time for other organisations to follow their lead.” [p90]

This is an extremely important report – and one where, in our sector, we could start to look more closely at socio-economic diversity. Recommended.

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

### ***Role of public services in integrating refugees and asylum seekers***

This new research report<sup>33</sup> from Eurofound:

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<sup>32</sup> Taken from: <https://www.suttontrust.com/research-paper/elitist-britain-2019/>.

<sup>33</sup> Eurofound. *Role of public services in integrating refugees and asylum seekers*. Publications Office of the European Union, 2019. Available to download as a pdf from:

“[...] explores the role of public services in the social integration of refugees and asylum seekers. It focuses not only on employment, but also on aspects such as housing, social inclusion, health and education services. It examines a range of integration measures adopted in five EU Member States (Austria, Finland, Germany, the Netherlands and Sweden) in an attempt to identify the main challenges and the lessons learnt. The countries selected vary in terms of the scale of the inflow, tradition of receiving refugees, labour market conditions, social assistance systems and presence of other migrant groups.” [p1]

Its key findings include:

- “The role of public services differs across the selected measures. In some cases, the public services or another public entity primarily regulated and oversaw the measure; in others, they acted as the service provider; and in other cases, they financed the measure, or combined roles.
- In the area of housing and social integration (including measures such as civic education), municipalities and local authorities play a key role, in collaboration with NGOs.
- An important challenge is ensuring adequate support for refugees and asylum seekers with mental health issues [...]
- In terms of policy responses to housing challenges, a common thread across countries has been the development of a more coordinated approach between central government agencies responsible for dealing with refugees and asylum seekers and local municipalities [...]” [p1]

It draws together a series of ‘policy pointers’:

- “Designing culturally sensitive measures that recognise the specific characteristics of refugees may help to offer a more tailor-made assistance.
- Given the length of time it takes for refugees to be integrated into the workforce – on average five to six years – it is important to put more emphasis on holistic integration measures.
- Often being the first point of contact for newly arrived refugees, public services have to be responsive to refugees’ needs. Public services in the five EU Member States have been largely proactive in adopting and implementing a range of diverse integration measures, including some innovative approaches.
- Providing psychological and mental health support where needed and accounting for mental health issues in the design of the measures are crucial. Since mental health issues are of common concern across Member States, a European-level forum or platform for experts to exchange experiences and good practice may help Member States to deal with the surge in demand.
- Innovative and engaging measures such as strategies to include refugees in community activities and those supporting social networking,

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[https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef19042en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef19042en.pdf).

- such as mentoring projects and volunteer interaction, are having promising results. Public support for such initiatives is, therefore, crucial.
- Service providers (both public and private) frequently experience capacity issues, both human and financial. One example is the specific training needed for staff working with refugees. EU funding has helped, but a more coordinated approach across EU financial instruments (e.g. between the Asylum and Migration Integration Fund and the European Social Fund) may be necessary, especially as demand for longer-term integration measures is likely to increase in the future.
  - An active civil society, a welcoming business environment and the support of NGOs and local communities are all conducive to successful integration. Actively engaging these stakeholders in integration measures can enhance the chances of success. Some EU-level initiatives, such as Employers Together for Integration and the Urban Agenda Partnership on the Inclusion of Migrants and Refugees, may trigger the involvement of these actors.
  - Given the multidimensional nature of integration, close cooperation between different actors involved in integration measures, including social partners, is a prerequisite of success. Across the various integration measures and areas, different cooperation models – from a prescriptive role for the service provider to more flexible models – have been identified among public services, private organisations and social partners. For its part, the EU, through its multi-stakeholder European Partnership for Integration, encourages the involvement of social partners in decision-making at the EU level.
  - Cooperation can be particularly challenging when numerous and varied stakeholders are involved: good communication is necessary to avoid duplication and maximise synergies.
  - Very few measures include a specific focus on women. Putting in place childcare facilities and classes specifically tailored to the education and vocational needs of female refugees may help to boost female participation.” [pp1-2]

The report also highlights challenges and lessons learnt which include:

- Reaching out to target groups, eg engaging hard-to-reach groups, plus finding a systematic way of ensuring that all groups are aware of the provision
- Ensuring gender balance
- Cooperation among different actors: “Across the various measures and integration areas, different cooperation models between public services, private organisations and social partners have been identified. Cooperation has been found to be particularly challenging when a high number of actors from a wide variety of stakeholders are involved, requiring good information and communication flows to avoid duplication and maximise synergies.” [p47]
- Impact of recent changes in legislation, policy and bureaucratic procedures (including budget cuts)
- Mental health issues
- Education issues, eg tackling the challenges of low-skilled refugees; language barriers

- Countering negative public opinion, eg going along with the view that new arrivals should not be allocated public housing – the project looked at “[...] how to manage the negative public perception and create and use more positive images.” [p48]
- Practical and logistical challenges in implementing measures: “For example, the profiles and characteristics of refugees and asylum seekers participating in measures often vary substantially in terms of language skills, cultural background and legal status. This requires a high level of flexibility on the part of those involved in implementation, but flexibility is not always supported by the structure of the initiative.” [p48]. Also look at barriers such as travel costs.

Citing a Dutch project, the report gives four key approaches to integration:

1. “speaking, reading and writing Dutch
2. establishing and maintaining a social network
3. participating in society, according to ability
4. knowing one’s way around (e.g. knowing about sports activities, **libraries**, etc.)” [p39, emphasis mine]

Recommended.

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## Abbreviations and acronyms

ACE = Arts Council England

ARA = Archives and Records Association

CILIP = Chartered Institute of Library and Information Professionals

EHRC = Equality and Human Rights Commission

LGA = Local Government Association

NGO = Non-Governmental Organisation

PSED = Public Sector Equality Duty

UCL = University College London

UNHCR = United Nations High Commissioner for Refugees

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This Newsletter was compiled by John Vincent, and all items are written by him, unless otherwise stated. Please send any comments or items for the next issue to:

John Vincent  
 Wisteria Cottage  
 Nadderwater  
 Exeter EX4 2JQ

Tel/fax: 01392 256045  
 E-mail: [john@nadder.org.uk](mailto:john@nadder.org.uk)

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