

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

Number 222, August 2019

(Formerly published as *Public Libraries & Social Exclusion Action Planning Network Newsletter*, issue 1, May 1999 – issue 29, September 2001)

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.

---

## Contents List

### Did you see ...?

- *Museums Journal* – page 2
- *Museum Practice* – page 3
- *Books for Keeps* – page 3

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

- *Books beyond bars: the transformative potential of prison libraries* – page 3
- *Power and privilege in the 21st century museum: tactics for change from the Museums Association Transformers programme* – page 6

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

- *Inequalities in the access of young people to information and support services* – page 10

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

- *Regional support offer – business case summary* – page 12

Abbreviations and acronyms – page 14

---

## Did you see ...?

### ***Museums Journal***

The September issue includes:

- Geraldine Kendall Adams “Climate breakdown puts heritage sites in jeopardy”, which looks both at the impact of the climate emergency and the expertise that the heritage sector can contribute [pp12-13]
- Henry McGhie “We all have a role in tackling climate crisis” [“Comment” column], which argues that:

“[...] we need all museums, museum workers and museum networks to play their fullest part in tackling the climate crisis, and meeting other social and environmental challenges.” [p14]<sup>1</sup>
- Jon Sleight “Telling stories while avoiding objectification”, which looks at the dangers in objectifying people (seeing one person as representing a whole group)<sup>2</sup> [p15]
- Melanie Cassoff and Kate McMillan “Why is it important to investigate gender representation in the art world?” [“Comment” column], which discusses the recent Freeland Foundation research report<sup>3</sup> which looks at female artist representation in Britain [p17]
- Gareth Harris “Climate control”, which looks at how artists are working with environmentalists to respond to the climate emergency [pp20-25]
- Geraldine Kendall Adams “Social capital”, a look at the work of ‘social sculptor’ Rick Lowe<sup>4</sup> [pp32-35]
- Jude Holland: exhibition review of “A City and its Welcome: Three Centuries of Migrating to Leeds” at Leeds City Museum<sup>5</sup> [pp52-55]

---

<sup>1</sup> See: <https://www.museumsassociation.org/museums-journal/comment/02092019-we-all-have-a-role-tackling-climate-crisis>.

<sup>2</sup> See: [https://www.museumsassociation.org/comment/02092019-telling-stories-avoid-objectification?utm\\_campaign=1565829\\_05092019&utm\\_medium=email&utm\\_source=Museums%20Association&dm\\_i=2VBX,XK79,27LU0M,3IFIU,1](https://www.museumsassociation.org/comment/02092019-telling-stories-avoid-objectification?utm_campaign=1565829_05092019&utm_medium=email&utm_source=Museums%20Association&dm_i=2VBX,XK79,27LU0M,3IFIU,1).

<sup>3</sup> Kate McMillan. *Representation of female artists in Britain during 2018*. Freelands Foundation, 2019. Available to download as a pdf from: <https://freelandsfoundation.co.uk/documents/Representation-of-female-artists-research-2019.pdf>.

<sup>4</sup> See, for example: [https://en.wikipedia.org/wiki/Rick\\_Lowe](https://en.wikipedia.org/wiki/Rick_Lowe).

<sup>5</sup> See: <https://museumsandgalleries.leeds.gov.uk/events/a-city-and-its-welcome/>.

“A city and its welcome’ tells the stories and experiences of those who have made a home in Leeds over the past three centuries, and how they have helped shape the city that we recognise today. Come on a journey with us to see the differences between their hopes and expectations and the realities of life in a new place, plus treasured objects brought from afar.

## ***Museum Practice***

The MA has published a very useful series of articles<sup>6</sup> on decolonising museums, including a toolkit, links to other resources, and some valuable background information, eg “Making the case for decolonisation”. Sadly, at present, these are available to MA members only ...

## ***Books for Keeps***

The latest issue<sup>7</sup> has a number of interesting articles, including:

- Jill Coleman “Guest Editorial”, which looks at initiatives (including “BookTrust Represents”<sup>8</sup>) to widen representation in books for children and young people [p2]
- Louise Johns-Shepherd “Reflecting Realities – one year on”, which looks at some of the work that has developed since the report<sup>9</sup> was published last year (including by CILIP) [pp4-5]

---

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

### ***Books beyond bars: the transformative potential of prison libraries***

This book<sup>10</sup> has just been published by UNESCO.

“The information in this publication is based on extensive desk research, the experience of visiting several prison libraries in different parts of the world and a global call for contributions via the IFLA e-mail Listserv that was answered by prison librarians and other stakeholders from all world regions. Books, articles, website information and personal

---

In 2019 Leeds City Museum will be telling a number of migration stories in our community galleries.”

<sup>6</sup> See: <https://www.museumsassociation.org/museum-practice/decolonising-museums>.

<sup>7</sup> *Books for Keeps*, 238, Sep 2019. Available to download as a pdf from: [https://content.yudu.com/web/1mjdv/0A1midx/BfK238Sept2019/html/print/BfK%20238%20hi%20res%20single%20pages\\_DL.pdf](https://content.yudu.com/web/1mjdv/0A1midx/BfK238Sept2019/html/print/BfK%20238%20hi%20res%20single%20pages_DL.pdf).

<sup>8</sup> “BookTrust Represents is a three-year project created to promote children’s authors and illustrators of colour.” See: <https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/booktrust-represents/>.

<sup>9</sup> *Reflecting Realities: survey of ethnic representation within UK children’s literature 2017*. CLPE, 2018. Available to download as a pdf (1200 kb) from: <https://clpe.org.uk/library-and-resources/research/reflecting-realities-survey-ethnic-representation-within-uk-children>. Assessed in *Network Newsletter*, 208, Jun 2018, <https://www.seapn.org.uk/uploads/files/Newsletter-NS-208.pdf>, pp10-12.

<sup>10</sup> Lisa Krolak. *Books beyond bars: the transformative potential of prison libraries*. UNESCO Institute for Lifelong Learning, 2019. Available to download as a pdf from: <https://unesdoc.unesco.org/ark:/48223/pf0000369835/PDF/369835eng.pdf.multi>.

communication from 38 countries were compiled and analysed. This publication does not claim to give a comprehensive overview of the global prison library situation, but it shares impressions from different parts of the world.” [p10]

It begins by summarising – as far as it is able – the current position across the world (“Today, some 11 million individuals are thought to be held in penal institutions worldwide” [p9]); and then goes on to look at: lifelong learning in prison; the contribution of prison libraries; the policy environment and prison library guidelines; experiences from prison libraries around the world; and ends with conclusions and policy directions.

Each section is illustrated with short case-study examples.

In the section on experiences from prison libraries across the world, the book includes, for example:

- Institutional set-up and relationship with public libraries (which ranges from the prison library as a branch of the public library to places where there is no cooperation between prison and public library) and includes mobile libraries
- The role of the prison librarian, including training and networking (which includes a brief outline of the work of the CILIP Prison Libraries Group); library collection and security issues (“Books need to reflect the multidimensional needs of a prison population with different reading capabilities.” [p32]; issues of censorship)
- Digital opportunities and challenges (“For an inmate to reintegrate into today’s world, the role of information and communication technologies must be negotiated, as access to information has gone digital and content is increasingly accessible only through digital means [...] Due to security considerations, it is understandable that it is challenging to provide open access to the Internet in prisons. But providing closed online services is a good way of opening a window to the wealth of information available outside prison walls. In addition, access to computers, tablets or other digital devices offers prisoners a chance to practise the digital skills they will need once they are released from prison.” [p36])
- Outreach services and literacy activities (which includes a brief section on ‘reading and writing as transformative tools’). UK examples cited include The Reading Agency’s “One Quick Read One Prison”<sup>11</sup>; Prison Reading Groups<sup>12</sup>; and Storybook Dads<sup>13</sup>.

The final section of the book, conclusions and policy directions, covers a number of key points, for example:

---

<sup>11</sup> See: <https://readingagency.org.uk/adults/news/promoting-reading-in-prisons-to-combat-re-offending.html>.

<sup>12</sup> See: <http://prisonreadinggroups.org.uk/>.

<sup>13</sup> See: <https://www.storybookdads.org.uk/>.

- The role and potential of prison libraries in providing access to education, information, recreation, spiritual development and the improvement of literacy levels among prisoners.
- Promotion of a culture of lifelong learning, improving literacy and normalising reading
- The importance of reading as a calming way of passing time
- Their support for social cohesion: “[...] acting as meeting places with a calm, relaxed and safe atmosphere, as well as being spaces for debates and events and offering cultural entertainment.” [p42]
- “Prison libraries provide a window to the world. By working closely with organizations outside the prison environment, they provide a bridge to culture, events and services beyond the prison walls. Taking security issues into account, inmates deserve the same library services available to citizens living in freedom.” [p43]

Finally, the book identifies key policy directions:

- Prison libraries should model the library system that is used outside the prison walls
- Prison libraries should be an integral part of relevant policy regulations and networks.

”The operation and conditions of prison libraries need to be based on relevant and continuously updated policy documents and practical guidelines. Regular exchanges and cooperation between representatives of prison libraries, public libraries, continuing education stakeholders and the judiciary system to further review and develop these documents need to be institutionalized. The establishment of national and regional prison library networks and associations should be encouraged.” [p44]

- Prison libraries need to be managed by trained prison library staff with access to sufficient resources.
- Prison libraries should contribute to a literate environment that encourages inmates to develop, enhance and sustain literacy skills
- Prison libraries should use their materials and provide a space to offer interactive literacy activities.

This book draws together some good examples of prison library work from across the world; and also makes some very powerful statements on the importance and role of libraries within the prison system. As David Atchoarena, the Director of the UNESCO Institute for Lifelong Learning, says in his foreword:

“Securing full enjoyment of the right to education is central to achieving sustainable development. It is integral to efforts to support and empower socially and economically marginalized children and adults to overcome material disadvantage and participate fully in society. This is particularly true for at-risk groups such as prisoners. Prison libraries play a critical role in supporting prisoners’ access to education, and in helping them build new and different lives on release.

In reality, however, the right of prisoners to education is frequently overlooked or disregarded. Prisoners are rarely part of educational discourse as they are locked away, often at a distance from the public. At the same time, many prison systems around the world are in crisis, with severe overcrowding, high rates of recidivism, violence and poor prison conditions.

Underlying this reality, often, is a belief that the purpose of imprisonment is merely to punish or deter. Such an approach not only runs counter to the commitments countries have made to protect the basic rights of prisoners, it also negates the potential social benefits and cost savings associated with the rehabilitation of ex-offenders. As most prisoners will eventually return to be part of general society, we need to explore how to improve prison conditions and to secure the social reintegration of prisoners upon their release.” [p4]

Recommended.<sup>14</sup>

---

### ***Power and privilege in the 21<sup>st</sup> century museum: tactics for change from the Museums Association Transformers programme***

This important new report<sup>15</sup> from the MA builds on work developed as part of the Transformers programme:

“Transformers: Diversify was a professional development programme for people who believe that museums cannot achieve their objectives unless they are founded on equality, diversity and inclusion and want to embed this practice into their own and organisational practice.

Where many diversity and inclusion programmes in the sector focus on one protected characteristic from the Equalities Act 2010, this cohort was made up of people from all kinds of backgrounds. Participants brought a wide range of lived experiences and perspectives to the programme. [p2]

---

<sup>14</sup> Source: National Criminal Justice Arts Alliance Newsletter, Aug 2019.

<sup>15</sup> *Power and privilege in the 21st century museum: tactics for change from the Museums Association Transformers programme*. Museums Association, 2019. Available to download as a pdf from: <https://www.museumsassociation.org/download?id=1264559>.

In 2016, the MA published *Valuing diversity: the case for inclusive museums*<sup>16</sup>; as this new report says:

“Since then, language and ways of thinking and working have rapidly evolved. This publication captures some of that. It includes commentary from MA staff and trustees and reflections from Transformers participants. It offers practical guidance for people who want to work in a more inclusive way. We hope that it will be of use to others in the sector who want to make change happen for themselves and their organisations.” [p2]

*Power and privilege* contains:

- A short introduction by Sharon Heal (Director of the MA), which includes some important messages, eg:

“In the 21st century most of our institutions remain stubbornly monocultural to a degree that would be deemed remarkable and inexcusable in other sectors. While some of the most hierarchical and established professions such as the judiciary have seen improvements in diversity, museums have talked a good fight but have failed to deliver substantial or lasting change [...]

Our collections are more contested than ever but they also hold more potential to effect social, environmental and political change. Remoulding our institutions to reflect the rich diversity of 21st-century Britain requires brave and radical approaches: giving power and authority to the unheard and underrepresented; and collecting with new and existing communities is one way of doing that.

If we really do want to move beyond the status quo we have to accept that museums are not neutral spaces, ours is not the only authority and that challenge, dialogue and debate should be the new heart of our museums.” [p3]

- Rachael Minott (MA Trustee) “The language of equality, diversity and inclusion”, which goes deeper into the usage of the three terms – and makes some important points:

“By using this word [equality] we are asking for our own history of misdoings to be challenged. We must commit ourselves to deep rooted change and frank honesty about the institutions we work with and in as historically oppressive places, for both workers and visitors [...]

---

<sup>16</sup> *Valuing diversity: the case for inclusive museums*. Museums Association, 2016. Available to download as a pdf from: <http://www.museumsassociation.org/download?id=1194934>. Assessed in *Network Newsletter*, 183, Jun 2016, pp5-8.

There is a desire to make pro-diversity sound like a positive action, rather than a response to historical exclusion. This is why for some practitioners there has been a move towards words such as decolonise over diversify, to acknowledge the trauma that is being skimmed over. But that too is incorrect. To decolonise is a larger task than to simply have visitors and workers with a range of lived experiences.

Pro-diversity schemes are merely the beginning on a much longer road to making meaningful changes. Decolonising requires more diversity in our workforce and audiences but having a diverse workforce does not mean we have decolonised the institution [...]

The language we use around the term inclusion attempts to identify those who have and those who have not and those who have been hidden and those who have been highlighted: the included and the excluded. This language engages with the process of 'othering' the excluded. Consciously or not, it is reductive. When we include those who have been historically excluded (by us) there is a danger of indulging in self-praise - praise that echoes paternalistic behaviours of the past, casting the institutions as benevolent and visitors as passive recipients of grace. Inclusion actually means abdicating power and through this facilitating the use of the resources for which we care. It will be through co-production where we will be confronted in our subconscious 'othering', our biases and our paternalism." [p4]

- Jessica Turtle (Inclusion Manager, MA) "Learning from the Transformers programme: use your privilege wisely", which suggests five steps towards successful 'allyship'<sup>17</sup>:
  - Become aware of your privilege and acknowledge it
  - Educate yourself
  - Give space
  - Don't expect or require gratitude
  - If it hurts, it means the work is actually happening.

The next section of the report, "Tactics for inclusive museums", includes suggestions of tactics from Transformer participants. These are:

- Joe Sullivan "Go against the grain and be a change-maker", which outlines work at RAF Hendon to involve local people in reinterpreting the collection

---

<sup>17</sup> "Allyship: an active, consistent, and challenging practice of unlearning and re-evaluating, in which a person of privilege seeks to work in solidarity with a marginalised group." [p6] [Taken from: <http://www.peernetbc.com/>].

"Diverse and inclusive workplaces can be both difficult to find and hard to create. But if you care about making your own workplace truly inclusive, you have the ability to effect real change – as an ally. An ally is someone who is not a member of an underrepresented group but who takes action to support that group." [Taken from: <https://www.themuse.com/advice/what-is-an-ally-7-examples>].

- Dan Vo “Harness the strength of an informal network ...”, which looks at the power of the network Museum Pride London (an informal network of museum staff and volunteers)
- Mark Barrett “Pay attention to power ...”, which uses the example of language used around people on the autistic spectrum (“neurotypical” and “neurodivergent”, for example) to illustrate how this power is used
- Quonya Huff “Start with the right intentions ...”, which asks some very pertinent and timely questions:

“If our minority ethnic communities decrease in number, would we be expected to care less and work less hard to make relationships that are meaningful? Does the size of the population determine whether they deserve attention? Is there a specific number where a group of people become relevant and a priority for engagement?” [p11]

- James Brandon “Make small but transformational changes...”, which looks at the power of the nudge, using the example of the use of pronouns
- Sara Huws “Make space ...”, which, in response to the glacial pace at which change is happening, recommends that:

“Let’s make space for established campaigners and activists, marginalised people, community organisers and grassroots organisations. Let’s make an invitation to use the wealth of our museums, to liberate it, to move unmediated through our spaces and collections, on their own terms.” [p13]

- Arlene Bell “Believe in how museums can tackle societal issues ...”, which, using the inclusion work focusing on combating social and economic disadvantage at National Museums Northern Ireland, looks at how three programmes can thrive: parental engagement; working across the generations; and building a better future.
- Hajra Williams “Overcome hurdles to tell lesser known histories”, which looks at the struggle to present the story of Mary Seacole
- Mithila Ramagavigan “The dos and don’ts of inclusion”, which is a short list of critical points:

#### Dos

- Do put your money where your values are - if inclusion is a core belief then it deserves long term investment rather than short term fixes.
- Do listen to your communities – if your workforce looks wholly different to the communities you aim to serve then it needs to be addressed.

- Do collaborate not just with other museums but with your communities.
- Do care for your staff like you would your buildings – invest in their development.

#### Don'ts

- Don't make inclusion feel like a burden.
- Don't undervalue your learning teams – they are most likely the ones interacting with public and seeing how people engage with exhibitions.
- Don't expect staff with protected characteristics to be a homogenous group with the same lived experiences.
- Don't view transparency as a weakness; if you've found working with local communities difficult previously then say so – people appreciate honesty.
- Don't think that museums would be better if we didn't have to 'deal' with the public.
- Don't be the person that says 'that's just what we do here' – people need to invest in change before it can happen in meaningful ways." [p17]

Finally, there is an "Inclusion starter kit", links to some basic resources and tip sheets.

This report is an important reminder that we all have a key part to play in tackling privilege and creating inclusive organisations – but also that it does not have to be such an enormous task that people feel overwhelmed and never start it.

Recommended.<sup>18</sup>

---

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

### ***Inequalities in the access of young people to information and support services***

This new report<sup>19</sup> by Eurofound<sup>20</sup>:

---

<sup>18</sup> Source: Museums Association email updates, 5 Sep 2019.

<sup>19</sup> Eurofound. *Inequalities in the access of young people to information and support services*. Publications Office of the European Union, 2019. Available to download as a pdf from: [https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef\\_19041en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef_19041en.pdf).

<sup>20</sup> Eurofound is the European Foundation for the Improvement of Living and Working Conditions.

“[...] sets out to review inequalities in young people’s access to information and support services and how these inequalities can be overcome. It focuses on the 12–24 age group [...]” [p1]

Key findings include the following – some of which are shocking:

- “Issues around mental well-being affect many young people in Europe. Data for 2016 show that 14% of Europeans aged 18–24 were at risk of depression. Young people in Sweden were most at risk of depression, followed by those in Estonia, Malta, the Netherlands and the United Kingdom (UK). The proportion of young people who are chronically depressed is lower, but still of great concern. Data for 2014 show that 4% of Europeans aged 15–24 were chronically depressed.” [p1]
- “Socioeconomic status has a strong impact on whether young people are at risk of depression. Those living in households in the lowest income quartile are more likely to be at risk. There is also a strong gender dimension to issues of mental health, with young women (15–24 years) being more prone to depression.” [p1]
- “The incidence of both bullying and cyberbullying are on the rise in several countries [...]” [p1] “The largest increases in bullying were reported in Scotland and Wales (in the UK).” [p48]
- “There are considerable inequalities among young people in Europe in terms of accessing healthcare. The most obvious differences can be seen by country. For example, cost is a problem for nearly three-quarters of those aged 18–24 in Cyprus. In Austria, Bulgaria, Cyprus, Latvia and the UK, deterioration was reported on most dimensions of access between 2011 and 2016, while in Italy and Slovakia some improvements can be seen. Overall, in the EU, young people with disability or chronic illness are more likely to report difficulties in accessing healthcare – especially in terms of delays, waiting time and finding time to get to the doctor.” [p1]

The report contains a number of useful policy pointers: those for service-providers include, for example:

- “consider the differences among young people and tailor services to individual situations
- take into account emerging issues such as cyberbullying and rising levels of homelessness
- consider going beyond a simple concept of ‘hard to reach’ and invest in understanding the causes of inequalities in access to services in order to provide solutions
- be flexible, without putting unnecessary pressure on young people to use certain services for further referrals” [p1]

It also lists some success factors underpinning efforts to reduce inequalities in access – these include:

- “adaptability – services and professionals need to adopt new tools in line with trends among young people
- guidance – some young people may not be in a position to immediately know what type of service they need
- high degree of knowledge of and familiarity with the issues of concern to young people
- empathy with young people and an understanding of their needs, which translates into greater involvement of young people themselves as service providers through, for example, peer-to-peer support.” [p1]

Useful background reading when thinking about providing information for young people and their families, and how they access this.<sup>21</sup>

---

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

### ***Regional support offer – business case summary***

Libraries Connected has just published this report<sup>22</sup>:

“Libraries Connected commissioned Activist Group to develop a business case for a new support offer for public libraries. This summary plan identifies a new model of support, and investment model and offers.” [p2]

As the authors argue:

“[...] despite the threats to their core funding, it is striking that in contrast to other parts of the ACE portfolio or local government services, public libraries lack a co-ordinated support programme which would accelerate change in the sector and deliver greater benefits to councils and the public.” [p2]

To come to the crux of this paper (taken from the Executive Summary):

4. “The current library sector landscape is complex and library managers find it difficult to navigate. In recent years public library services have received significant benefit through the Libraries Taskforce, ACE’s support for Libraries Connected’s new status as Sector Support Organisation, and investment from other funders including Carnegie Trust UK. Yet public library services still can’t easily access the type of expert support they need when they are under pressure or trying to think outside the box.

---

<sup>21</sup> Source: email from Social Europe, 25 Sep 2019.

<sup>22</sup> Activist Group. *Regional support offer – business case summary*. Libraries Connected, 2019. Available to download as a pdf from: <https://www.librariesconnected.org.uk/news/new-regional-support-model-public-libraries-announced>.

5. Public Library leaders need access to expert advice to manage critical projects, combined with facilitation of collaboration and innovation. The myriad toolkits, case studies and collaborative tools also needs to be streamlined through one portal as much as possible.
6. There is a striking contrast between the support available to public libraries and comparable sectors of the ACE portfolio or other local government services, who have dedicated programmes of tailored support.
7. The new support offer recommended in this business case blends fast access to expertise with regional facilitation of collaboration and sharing. It is a model to support library leaders' ambition to be self-sufficient and confident leaders. The support offer would require investment over three years of £1.7m. Some of this could be realised through reallocation of existing investment between partners, but a funding strategy to make the case for new investment should start now." [p2]

So – the report recommends that Libraries Connected delivers the support offer, but, necessarily, with other partners.

At the moment, the report comes across as rather stodgy and does not really emphasise the potential social justice benefits:

2.6 “Significant impact on the rate of library usage and the quality of experience which users receive across the scope of the Universal Offer are implicit in the benefits which the support offer would bring through these improvements to service reviews and efficiency projects. The overall service offer will bring particular benefits in allowing library services to contribute more effectively to regional and local place-making as part of transformation programmes; culture-led regeneration; and the rationalisation of the public estate.

2.7 These also include reduced costs to the NHS and the benefits system, anti-social behaviour and crime, as well as positive benefits community benefits, attainment by children and young people, and greater participation in the arts. Current research methodologies and data on the impact of public libraries require further refinement, and the impact would vary considerably depending on the public services outcomes affected across the support offer nationally.” [p9]

As the Libraries Connected website says:

“Libraries Connected will now work with Activist Group, who produced the report, and library services to pilot the first two elements; the regional network programme and the expert bank. These pilots are funded by Libraries Taskforce and will run until March 2020.”<sup>23</sup>

This work is critical, and it is to be hoped that action is taken speedily – and that as wide a range of partners is involved as possible. There ought also to be an

---

<sup>23</sup> Taken from: <https://www.librariesconnected.org.uk/news/new-regional-support-model-public-libraries-announced>.

emphasis on a number of crucial elements (eg sustainability; equality & diversity), and it is to be hoped that these are added.<sup>24</sup>

---

## Abbreviations and acronyms

CILIP = Chartered Institute of Library and Information Professionals

CLPE = Centre for Literacy in Primary Education

IFLA = International Federation of Library Associations and Institutions

MA = Museums Association

UNESCO = United Nations Educational, Scientific and Cultural Organisation

---

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)

August 2019

---

<sup>24</sup> Source: Libraries Connected update, Sep 2019.