

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

Number 244, June 2021

(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 ...?

- *ARC Magazine* – page 2

### Black Lives Matter

- 'White privilege culture wars' – page 2
- *Lit in colour: diversity in literature in English schools* – page 3
- *Commission on Race and Ethnic Disparities: the report* (ctd) – page 5
- *England Civil Society Submission to the United Nations Committee on the Elimination of Racial Discrimination* – page 5

### Climate emergency – Other Agencies

- *Fairness and opportunity: a people-powered plan for the green transition: final report of the IPPR Environmental Justice Commission* – page 10

### Tackling social and digital exclusion – Other Agencies

- *Fostering good relations in Scotland: developing community cohesion through public policy* – page 13

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

- "Contested heritage" – page 17

Abbreviations and acronyms – page 18

## Did you see ...?

### **ARC Magazine**

The Jul/Aug issue<sup>1</sup> includes:

- Georgina Robinson “Do information professionals have a duty to the environment?”, which reports on her recent research and which found that there is still a huge amount of work to do to translate views on climate change into concrete action [pp24-25]
- 

## Black Lives Matter

### **‘White privilege culture wars’**

Since the criticisms of teaching about White privilege in schools, this is obviously starting to turn into another ‘culture war’.

As reported in Brighton’s local paper, *The Argus*<sup>2</sup>:

“Brighton and Hove City Council was accused of taking an illegal approach to education after adopting a five-year ‘anti-racist schools strategies’ based on critical race theory.”

As the paper reports:

“Campaigners and GB News anchor Andrew Neil questioned whether the approach may be illegal, based on a statement from the government's Equalities Minister, Kemi Badenoch.

Last autumn, she said: ‘We do not want to see teachers teaching their pupils about white privilege and inherited racial guilt.

Any school which teaches these elements of critical race theory, or which promotes partisan political views such as defunding the police without offering a balanced treatment of opposing views, is breaking the law.”

The article continues:

---

<sup>1</sup> *ARC Magazine*, Jul/Aug 2021.

<sup>2</sup> Jody Doherty-Cove “Brighton council says it is not teaching white privilege to school children”, *The Argus*, 29 Jun 2021, [https://www.theargus.co.uk/news/19405673.brighton-council-says-not-teaching-white-privilege-school-children/?ml\\_subscriber=1720420918267745353&ml\\_subscriber\\_hash=e5c2&utm\\_source=newsletter&utm\\_medium=email&utm\\_campaign=sowing\\_division\\_through\\_dog\\_whistle\\_politics&utm\\_term=2021-07-10](https://www.theargus.co.uk/news/19405673.brighton-council-says-not-teaching-white-privilege-school-children/?ml_subscriber=1720420918267745353&ml_subscriber_hash=e5c2&utm_source=newsletter&utm_medium=email&utm_campaign=sowing_division_through_dog_whistle_politics&utm_term=2021-07-10).

“When contacted, the council said there is nothing in its current guidance or resources that is against the law, nor are there recommendations to teach white privilege or inherited racial guilt.”<sup>3</sup>

---

## ***Lit in colour: diversity in literature in English schools***

This important report<sup>4</sup> has just been published:

“We created Lit in Colour in September 2020 together with race equality think tank The Runnymede Trust. Our aim was to find innovative and practical ways to give schools the support and tools they need to introduce more books by people of colour into the classroom for all ages [...]

This research shows us just how much more reflecting we need to do. Building on deep education expertise and extensive engagement with teachers, students, librarians and exam boards, Victoria Elliott and her team paint a stark picture. The call for greater access to literature that represents and celebrates the young people who populate our classrooms couldn’t be louder.” [Full report, p3]

As Bernardine Evaristo says in the Foreword:

“It’s shocking that we are still having to advocate for the issue of widening the curriculum in 2021. I finished my school education over 40 years ago and encountered the same limitations. I cannot believe that progress has been so slow. Nor is this a side issue to the more important issues around education, but it’s a major problem that needs to be addressed now, urgently — or we will continue to fail our children.” [Full report, p4]

The report draws on interviews with stakeholders; a survey of primary and secondary teachers; data from Awarding Bodies on text choices; and commissioned qualitative and quantitative research with young people, plus quotations from schools’ applications to join the lit in Colour programme.

It summarises existing research; and then goes on to look at what is currently being taught at primary and secondary level, and also the texts chosen for the post-1914 British text (prose or play) for GCSE English literature entries in 2017, 2018 and 2019. As the report says:

“These are the three examination series that took place post qualifications reform. The post-1914 British text is the only place where Black, Asian or minority ethnic authors are represented on the specifications, apart from in the poetry anthologies. There were only two full prose texts by authors of colour – *Anita and Me* by Meera Syal and

---

<sup>3</sup> Source: *IRR News*, 1 Jul 2021.

<sup>4</sup> Victoria Elliott, Lesley Nelson-Addy, Roseanne Chantiluke and Matthew Courtney. *Lit in colour: diversity in literature in English schools*. Penguin Books, 2021, <https://litincolour.penguin.co.uk/#group-section-About-Lit-in-Colour-J3ZlrTsrhw>.

*Never Let Me Go* by Kazuo Ishiguro – on the specifications in these years.” [Full report, pp23-24]

In addition:

“Of 126 respondents who teach Year 7, 44 teach no texts by a person of colour (35%), which rises to 69 if we exclude poetry (55%)” [Full report, p29]

This section concludes with a brief overview of the curriculum altogether.

The next section looks at “Barriers and Solutions”. These include:

- The racial profile of the English teaching profession – drawing on data from DfE, the report states that: “The most recent data on the racial profile of the teaching profession in England shows that in 2019 85.7% of teachers were White British, with a further 3.8% White Other, and that 92.7% of headteachers were White British [...]” [Full report, p35] In addition, according to research<sup>5</sup> published by UCL: “46% of schools in England have no Black, Asian or minority ethnic teachers [...]” [p35]
- Knowledge – “One of the main themes identified in both the survey and the interviews was teachers’ perceptions of their own lack of knowledge preventing them from adding more diverse texts to the curriculum. This fell into two categories: first where to start finding the books and choosing ones which were appropriate for teaching; and secondly the secure knowledge of how to teach them.” [p37]
- Time and resources
- Confidence
- Language and race – for example: “A specific challenge for teachers in secondary school is the use of the n-word in certain novels, including *Of Mice and Men* and *Anita and Me*. 122 of the 157 secondary respondents to the survey reported that they teach one of these novels or another novel which features the n-word (78%).” [p45]
- Pushback and structural barriers: “A small number of interviewees and respondents to the survey mentioned that they had received pushback when attempting to introduce more diverse texts into their curriculum, sometimes from their fellow teachers, sometimes from the senior management team, and sometimes from students or their parents. This largely relates to two arguments: that diverse literature is not relevant to White students; and that literature teaching should relate only to canonical texts with high cultural capital.” [p47]

---

<sup>5</sup> Antonina Tereshchenko, Martin Mills and Alice Bradbury. *Making progress? Employment and retention of BAME teachers in England*. UCL Institute of Education, 2020, [https://discovery.ucl.ac.uk/id/eprint/10117331/1/IOE\\_Report\\_BAME\\_Teachers.pdf](https://discovery.ucl.ac.uk/id/eprint/10117331/1/IOE_Report_BAME_Teachers.pdf).

There are also some short case studies of work that has been developed.

Finally, the report makes a series of recommendations for research and data; school leadership; all teachers; primary teachers; secondary teachers; parents; resource producers, publishers and Awarding Bodies; and for teacher educators and CPD providers.

It also has a thorough list of references which are worth looking at.

This is timely and important – recommended.<sup>6</sup>

---

### ***Commission on Race and Ethnic Disparities: the report (ctd)***

Since the comments and discussion that were included in the March and April *Newsletters*<sup>7</sup>, the following critique from the BMA<sup>8</sup> has appeared:

“The BMA highlights structural race inequality – a legacy of historic racist or discriminatory processes, policies, attitudes or behaviours that continue to shape the organisations and societies today – as a major factor affecting the outcomes and life chances of many ethnic minority healthcare workers, in its response to the Commission on Race and Ethnic Disparities’ (CRED race) report, and firmly refutes the report’s overall findings.

The Association’s full response [<sup>9</sup>], published today, states that the CRED ‘Sewell’ report’s findings do not give a true picture of the barriers, including factors related to institutional racism - racist, or discriminatory processes, policies, attitudes or behaviours within the healthcare sector - faced by many people from ethnic minority backgrounds. The BMA says the Commission is missing opportunities to identify effective solutions to tackle racial inequalities within the UK.”<sup>10</sup>

---

### ***England Civil Society Submission to the United Nations Committee on the Elimination of Racial Discrimination***

---

<sup>6</sup> Source: *Black & Asian Heritage Mix Newsletter*, Jul 2021.

<sup>7</sup> *The Network Newsletter*, 241, Mar 2021, <https://www.seapn.org.uk/uploads/files/Newsletter-NS-241.pdf>, pp3-15.

*The Network Newsletter*, 242, Apr 2021, <https://www.seapn.org.uk/uploads/files/Newsletter-NS-242.pdf>, pp2-3.

<sup>8</sup> “Sewell report ignores ‘well-documented’ evidence of structural racism in the NHS, says BMA”, BMA Press release, 1 Jul 2021, <https://www.bma.org.uk/bma-media-centre/sewell-report-ignores-well-documented-evidence-of-structural-racism-in-the-nhs-says-bma>.

<sup>9</sup> *A missed opportunity: BMA response to the Race Report*. BMA, 2021, <https://www.bma.org.uk/media/4276/bma-analysis-of-the-race-report-from-the-commission-on-race-and-ethnic-disparities-june-2021.pdf>.

<sup>10</sup> Source: NHS Mid and South Essex *Equality and Inclusion Current Awareness Bulletin*, 33, 26 Jul 2021.

This important new report<sup>11</sup> from the Runnymede Trust:

“[...] provides a civil society perspective to the United Nations Committee on the Elimination of Racial Discrimination (CERD) by examining the situation of race and racism in England. It has been drafted by the Runnymede Trust, following consultation with over 150 civil society organisations (CSOs) working to promote race equality and human rights [...]

The Black Lives Matter protests in 2020 demonstrated the urgent need to address glaring racial disparities in the enjoyment of economic, civil and political rights. In England, these protests were set against the backdrop of the Windrush scandal in 2018 and came in the midst of the COVID-19 crisis, which disproportionately impacted BME groups. These urgent developments in racial equality have all arisen over the past five years since the last UK periodic report to CERD.

Our report shows that racism is systemic in England and impacts BME groups' enjoyment of rights. Legislation, institutional practices and society's customs continue to combine to harm BME groups [...] As a result, in England, BME groups are consistently more likely to live in poverty, to be in low-paid precarious work and to die of COVID-19. Disparities facing BME groups in England are sustained across the areas of health, housing, the criminal justice system, education, employment, immigration and political participation.” [p3]

The report is split into chapters or “Articles”.

Article 1 looks at the definition of Discrimination, and includes criticism of what seems to be the new Government approach which “[...] signals a de-prioritisation of racial inequality [...]” [p5], and calls for better data collection, for example:

- “bullying in schools on the grounds of race
- BME groups' use of mental health services” [p6]

Amongst its recommendations is:

- “The UK government must urgently develop and implement a strategy to eliminate racial discrimination and advance race equality across all policy areas based on wide, open-ended, comprehensive consultation with [civil society organisations] and communities” [p6]

Article 2 looks at de jure and de facto equality. This argues that the Equality Act has been weakened by failures by Government to implement and develop all aspects of the Act, and recommends:

---

<sup>11</sup> Alba Kapoor *et al.* *England Civil Society Submission to the United Nations Committee on the Elimination of Racial Discrimination*. Runnymede Trust (“Runnymede Perspectives”), 2021, <https://www.runnymedetrust.org/uploads/CERD/Runnymede%20CERD%20report%20v3.pdf>.

- “As recommended in 2016 in the NGOs’ Shadow Report and by the Committee in its Concluding Observations, the UK government should proceed without further delay to comply with Section 9(5) of the Equality Act 2010 and make caste an aspect of race under Section 9(1) of that Act, and thereby provide the legal clarity that is needed on this issue.
- The UK government should bring fully into force Section 1 of the Equality Act 2010 – the public sector duty regarding socioeconomic inequalities.
- The UK government should proceed without further delay to bring into force Section 14 of the Equality Act 2010 to provide effective protections to victims of multiple forms of discrimination.” [p8]

This Article also looks at the public sector equality duty (PSED), and argues that, because of the way it came into law:

“This has resulted in weak compliance with the PSED across central government, national public authorities and English local authorities. Notably, the EHRC found that the Home Office had failed to comply with the PSED in its implementation of ‘hostile-environment’ immigration policies which led to the Windrush scandal in 2018, in which hundreds of Commonwealth citizens who were mostly Black were denied their legal rights by the Home Office.” [p8]

The Article also recommends that:

- “The UK government should use its review of the Human Rights Act to affirm the Act’s importance and value, and to maintain fully the Human Rights Act guarantee of [European Court of Human Rights] rights in the UK and the role of UK courts in upholding those rights.” [p10]

Article 4 looks at racism in the media and online. The ‘headline’ is:

“Media coverage and portrayal of BME groups, migrants and refugees has not improved since the last periodical examination and remains a cause for serious concern.” [p11]

In more detail, the report says:

“The continued inflammatory language used in relation to BME communities has a disturbing role in legitimising the prejudice and hate of perpetrators of racist violence. In the context of rising hate crime against Muslims over the past five years [...] we are concerned that misrepresentative reporting of Muslims and Islam has embedded far-right tropes and conspiracy theories in the public consciousness.” [p11]

It continues:

“Alongside this, Gypsy, Roma and Traveller communities receive persistent negative portrayals and hostile coverage by the media in England. These portrayals impact the treatment of Gypsy, Roma and Traveller groups by wider society and can incite racial hatred.” [p11]

In terms of online hate speech – highly newsworthy at the time of writing this – the report recommends:

- “The UK government should engage directly with social media platforms to develop tools and agree on a strategy to tackle the incitement of racial hatred online.” [p13]

Article 5 looks at political, civil, economic, social and cultural rights. These include hate crime; criminal justice; political rights; civil rights; employment; education; health; housing.

This section contains a lot of very important recommendations – here are some key examples:

- “The UK government should ensure that there is a robust reporting system in place to deal with the evident rising levels of religious and race hate crime against minority individuals and groups.” [p15]
- “The UK government should include robust measures in its next Hate Crime Action Plan to tackle the rise of antisemitic hate crime in the UK.” [p15]
- “The UK government should undertake an inquiry into the response of the police to hate crime against Chinese, East and South-East Asian communities in England and Wales [...]” [p16]
- “The UK government should include robust measures in its next Hate Crime Action Plan to prevent hate crimes against Gypsy, Roma and Traveller communities and to provide appropriate support for victims of such crimes.” [p16]
- “The UK government should include a definition of anti-Gypsyism in its next Hate Crime Action Plan.” [p16]
- “The UK government should prohibit all use of harmful devices, including the use of Tasers, on children.” [p20]
- “The UK government should urgently implement all of the recommendations of the Lammy Review to reduce the disproportionately high numbers of BME children involved in the criminal justice system and the disproportionate use of isolation, force and restraint which BME children experience in STCs and YOIs.” [p22]
- “The UK government must extend the EU Settlement Scheme deadline of 30 June 2021 with immediate effect. It must also guarantee in writing to anyone who submits an application by the extended deadline that they will continue to have full legal rights to remain in the UK until they receive the decision on their application, or any subsequent decision in the case of an appeal.” [p26]

- “The UK government must collect and publish data relating to the ethnicity and other protected characteristics of people held in immigration detention facilities, including the total period of their detention.” [p27]
- “The UK government should urgently establish a statutory time limit on immigration detention.” [p27]
- “The UK government should suspend the no recourse to public funds condition with immediate effect.” [p28]
- “The UK government should implement a truly independent review of the Prevent duty as an urgent priority [...]” [p30]
- “The UK government must immediately implement CERD’s 2016 recommendation to ‘ensure that the school curricula contain a balanced account of the history of the British Empire and colonialism, including slavery and other grave human rights violations’” [p37]
- “The UK government should address the underlying, structural causes of disparities in educational attainment among BME children, particularly in light of school closures due to COVID, and reintroduce ring-fenced funding for Traveller Education Services.” [p38]
- “The UK government should ensure that there is a national policy on racist incident reporting to ensure a consistent approach to prevention, action, monitoring, assessment, evaluation, staff training and enforcement, to effectively challenge racism and racist bullying and support BME children in schools.” [p39]
- “The UK government should develop a fully funded cross-governmental strategy to reduce health inequalities.” [p42]

Article 6 looks at protection and remedy, including access to justice and legal aid; and the role of the EHRC, primarily:

- “The UK government should, in consultation with the EHRC, CSOs and discrimination and human rights law practitioners and having due regard to the Paris Principles [12], identify what steps it could most usefully take to ensure that the EHRC can use its powers effectively to combat the racism and race discrimination outlined in this report, and take those steps.” [p50]

Recommended.<sup>13</sup>

---

<sup>12</sup> “The Paris Principles were defined at the first International Workshop on National Institutions for the Promotion and Protection of Human Rights held in Paris on 7–9 October 1991. They were adopted by the United Nations Human Rights Commission by Resolution 1992/54 of 1992, and by the UN General Assembly in its Resolution 48/134 of 1993. The Paris Principles relate to the status and functioning of national institutions for the protection and promotion of human rights.” Taken from: [https://en.wikipedia.org/wiki/Paris\\_Principles\\_\(human\\_rights\\_standards\)](https://en.wikipedia.org/wiki/Paris_Principles_(human_rights_standards)).

<sup>13</sup> Source: email from the Runnymede Trust, 14 Jul 2021.

## Climate emergency – Other Agencies

### ***Fairness and opportunity: a people-powered plan for the green transition: final report of the IPPR Environmental Justice Commission***

This is the final report<sup>14</sup> of the IPPR Environmental Justice Commission.

At the core of the report are the insights from their citizens' juries, focusing on 'six shifts'. These are:

“[...] six major shifts that are needed in the UK's approach to addressing the climate and nature crises if we are to maximise and fairly share the benefits and opportunities of the transition, minimise and share the burdens of the risks, and move at the pace that these crises demand.”  
[Summary, p9]

These shifts are:

1. From a problem to be mitigated to an opportunity to be seized: “The benefits of ambitious action are substantial for both the public and the environment – from the creation of decent jobs, to lower energy bills and significant public health benefits, to burgeoning wildlife and a healthier planet.” [p10]
2. From fairness as an afterthought to fairness as a foundation: “This is about more than just avoiding unfairness arising in the transition itself. It's also about addressing existing unfairness across our economy and society.” [p11]
3. From being done to people to being done with and by them: “Moving from an approach that is centralised and remote, to one owned and importantly informed by the public, will be crucial to a successful transition. People are experts in their own lives and aspirations. They have experiences and knowledge which are hugely valuable in designing better policy.” [p12]
4. From silos and individuals to a whole economy and all-society approach: “Too often greater emphasis is put on what individuals must do than on creating the context that makes it easier for people to make the right choice for them and the environment. As our jurors argued, while we all have a role to play, we have to work together to change our systems too. People want a partnership between government, business, workers, civil society and the public. Every part of the economy and society must be involved in the transition if it is to be a success.” [p12]

---

<sup>14</sup> *Fairness and opportunity: a people-powered plan for the green transition: final report of the IPPR Environmental Justice Commission*. IPPR, 2021.

Summary: <https://www.ippr.org/files/2021-07/fairness-and-opportunity-final-report-summary-july21-web.pdf>.

Full report: <https://www.ippr.org/research/publications/fairness-and-opportunity>.

5. From top-down alone to national leadership with local ownership and delivery: “People want strong leadership from government and see that it can play a powerful role in coordinating a national effort but it must be designed around empowered localities who own and deliver the tailored solutions.” [p13]
6. From climate alone to climate and nature together: “[...] the great importance that people place on nature and access to green space is not reflected in our national conversation. The jurors want to put nature right at the heart of all climate policy and beyond.” [p13]

The report then moves to outlining what it believes should be the basis of a new social contract, drawing on each of the ‘shifts’ (the numbering relates to the ‘shifts’):

1. A ‘people’s dividend’ which should include the following:
  - “Universal access to free or affordable services that support sustainable action – for example, free local decarbonised public transport. [15]
  - The creation of mechanisms for direct ‘dividend payments’ to the public – for example, revenue raised through carbon pricing or payments for household contributions to the energy grid.
  - The extension of community ownership so that local people have a stake in, and control over, the transition – for example, community-owned energy and nature assets.
  - Good quality, well-paid jobs and a voice at work – for example, a funded ‘right to retrain’ for those transitioning from high-carbon industries.
  - Increased access to nature and improved wellbeing – for example, transforming neighbourhoods into greener, more social spaces.” [p15]
2. A fairness lock: “The transition the UK is making must be fair. Our jurors provided a clear sense of what a ‘fairness lock’ for climate and nature policies could look like. This lock should move beyond a simple ‘cost of living test’ to one that is more reflective of the different costs and benefits that come with the transition.” [p15]
3. A people-first approach – this should ensure:
  - “Clear, accessible information about the transition is available to the public – including a public communications plan and ‘one stop shops’ for support.
  - The public have a clear role in the creation of plans – including through a permanent, national citizens’ assembly for climate and nature deliberation and a leading role in local plans too.

---

<sup>15</sup> There is an interesting extension to this argument in *Tribune*: Becca Massey-Chase “Local public transport should be free”, 26 Jul 2021, <https://tribunemag.co.uk/2021/07/local-public-transport-should-be-free>.

- Local communities have greater ownership over the decisions that affect them – including a nationwide commitment to participatory budgeting [...]” [p16]

#### 4. National leadership and local delivery

- “The UK government and devolved nations show leadership by developing plans and making investments to manage the transition, but devolving as many powers and resources as is possible.
- Local areas and communities are able to shape and deliver their own response through consistent, long-term, devolution deals.” [p16]

#### 5. A whole-economy, all-society approach:

- “For government, all policies, programmes and investment must be compliant with our collective climate and nature goals – including a net zero and nature rule to ensure no public money is spent on projects which make the problem worse.
- The innovation and job creation of the private sector, including SMEs, are harnessed to help us achieve our goals – with government providing an enabling environment through tax incentives, small business loans and regulation.
- A partnership must be forged with wider civil society, workers and their trade unions, businesses particularly SMEs – including transition plans in carbon intensive industries, drawn up with workers, and engaging with small businesses.” [p17]

#### 6. Valuing what matters

- “Putting nature on the same footing as climate – including through the creation of a Nature Recovery Committee and similar legally binding targets for the environment.
- Recognising that a healthy and restored natural environment builds greater climate and economic resilience – for example nature supports sustainable agriculture, underpins productivity, and supports work-life balance.
- Placing a focus on wellbeing – including introducing a Wellbeing of Future Generations Act and embedding the Sustainable Development Goals as the preferred measures of success for all government policy.” [p17]

These six principles are then followed by Part 2 of the report, which “[...] apply the six principles of our social contract across our economy and society.” [p18]

This includes sections on:

- Sharing power
- Transforming our economy
- How we live

- Our natural world
- Our place in the world.

This is a major report, with key recommendations primarily for Government, but also a reassessment of what we can all do to play our part in combating the climate crisis. Recommended.<sup>16</sup>

---

## Tackling social and digital exclusion – Other Agencies

### ***Fostering good relations in Scotland: developing community cohesion through public policy***

This is an important new report<sup>17</sup> from the Coalition for Racial Equality and Rights.

“This publication builds on our programme of work so far to set out the policy implications of community cohesion and fostering good relations in Scotland. This includes contrasting approaches in Scotland and England at local and national level, as well as identifying future challenges and opportunities for the role of public policy in implementing the duty to foster good relations.” [p7]

The report begins by looking at what they mean by ‘good relations’, and sets out the following framework:

“In line with our earlier work on fostering good relations, CRER continues to encourage movement away from focussing on 'integration' towards a clear policy emphasis on community cohesion.

Integration work is necessary as a practical measure to ensure newly arrived migrants have the support they need to access their rights and settle in to life in Scotland. However, using this as a proxy for community cohesion places an unfair expectation on minority ethnic communities and individuals to integrate themselves into a dominant culture which overwhelmingly frames them as 'different' and existing outside of the norm. This expectation extends to those who have lived most, or all, of their lives in Scotland; not just recent migrants.

Broadly, the group asserting that integration needs to happen are the majority ethnic group, yet perceptions of cultural difference within the majority ethnic group actively prevent integration. Whilst majority ethnic people interested in equality might try to overcome this, the prevailing context fails to shift. This is a key manifestation of the social structure of racism.” [pp9-10]

---

<sup>16</sup> Source: *IPPR Newsletter*, 30 Jul 2021.

<sup>17</sup> *Fostering good relations in Scotland: developing community cohesion through public policy*. Coalition for Racial Equality and Rights, 2021, [https://864a82af-f028-4baf-a094-46facc9205ca.filesusr.com/uqd/b0353f\\_ec32d63f92d541eb91bbc7260586d689.pdf](https://864a82af-f028-4baf-a094-46facc9205ca.filesusr.com/uqd/b0353f_ec32d63f92d541eb91bbc7260586d689.pdf).

It then goes on to look at 'What we know about community cohesion in Scotland':

"Measurable evidence on community cohesion in Scotland is patchy at best. Unlike England, which has a specific published policy on measuring and monitoring community integration with 20 indicators [18] Scotland has no dedicated approach to this." [p12]

and looks at what we do know about measuring community cohesion in Scotland.

The next section looks at 'Racism, prejudice and discrimination'.

"Although fostering good relations and creating community cohesion must be recognised as policy agendas in their own right, they are significantly linked to anti-racism and tackling hate crime. In some ways, overt racism, prejudice and discrimination may be seen as the visible 'tip of the iceberg' for poor community relations.

The presence of overt racial hostility in Scotland is perhaps most seriously exemplified by the presence of far right groups, such as the Scottish Defence League (which has been active since 2009 and has been banned by Facebook for hate speech)." [p19]

The report notes four community relations concepts which had been explored in an EHRC research report<sup>19</sup> into prejudice and unlawful behaviour:

- "Harmonious cohesion, with positive regard between groups, empathy for others and willingness to accept new members into the community
- Benign indifference, with an absence of either good relations or overt manifestations of prejudice, but a lack of attention to inequalities and broader experiences of discrimination
- Rivalrous cohesion, where cohesion within specific communities (for example the majority ethnic community) creates a sense of pride and shared values based on perceptions of threat and contempt for the community/communities seen as rivals, or inferiors
- Malign antipathy, where communities are more broadly fragmented and relations characterised by hostility, distrust, conflict and often mutual discrimination" [p20]

In terms of the reality:

"Racial hate crime consistently remains the most commonly reported hate crime in Scotland. In 2019/20 there were 3,038 racist hate crime charges. This represents a rise of 4% from the previous year." [p20]

---

<sup>18</sup> See: *Measuring outcomes for integrated communities: technical note*. MHCLG, 2019, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/819701/Integrated\\_Communities\\_Measurement\\_Technical\\_Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819701/Integrated_Communities_Measurement_Technical_Note.pdf).

<sup>19</sup> Dominic Abrams, Hannah J Swift and Lynsey Mahmood. *Prejudice and unlawful behaviour: exploring levers for change*. EHRC (Research Report 101), 2016, <https://www.equalityhumanrights.com/sites/default/files/research-report-101-prejudice-and-unlawful-behaviour.pdf>.

This has major implications, not just for now, but also for the future:

“The majority of hate crime perpetrators are men aged 25 and under [...] This has worrying implications for the effectiveness of the last decade of approaches intended to address racism in the school environment. Urgent attention is needed to developing new, evidence based, antiracist approaches; approaches that actively create attitude and behaviour change in those at risk of becoming offenders.

The young, male perpetrators of hate crime in Scotland today will go on in later life to be employers, colleagues and providers of services to minority ethnic people. This will continue the cycle of disadvantage that minority ethnic people face as a result of both overt and hidden bias.

At the same time, Scotland has a growing, young minority ethnic population. Without work to build community cohesion and bolster against the language of division, community relations in Scottish towns and cities may look very different in fifty years' time.” [p21]

The next section contrasts the approaches taken in Scotland and England – and highlights some of the pros and cons of community cohesion policy in these two countries. One area where the report argues that England had made progress is in the development of policy at the local level – for example, Birmingham City Council's Community Cohesion Strategy<sup>20</sup>:

“Developed with input from both community organisations and public sector partners, this strategy attempts to reflect a bottom-up, joined up approach to community cohesion. The shift from focusing on individuals, minority group behaviour and unrest or bad relations is a promising shift towards understanding and potentially fostering good race relations.” [p32]

The report argues that, whilst it may not be feasible for Scottish local authorities to develop parallel policies to those in England, then:

“[...] it's clear that targeted action is needed to meet the existing requirement to mainstream fostering good relations throughout the work of public bodies. This is especially pertinent for areas of work such as education, community safety and community planning.” [p34]

The next section looks at ‘what works’. It argues that ‘intercultural competences’ are critical:

“[...] the attitudes, skills and knowledge that people need to build in order to interact positively with people whom they perceive to be 'different' in some way, and in particular where the perceived difference is on the grounds of ethnicity.” [p38]

---

<sup>20</sup> *Community cohesion strategy for Birmingham: forward together to build a fair and inclusive city for everyone*. Birmingham City Council, 2018, [https://www.birmingham.gov.uk/downloads/file/12486/community\\_cohesion\\_strategy\\_word\\_version](https://www.birmingham.gov.uk/downloads/file/12486/community_cohesion_strategy_word_version).

It also draws on other studies to suggest that the following also increase the likelihood of things 'working':

- “Clear designated leadership and responsibility for taking cohesion forward
- Clear statement of vision and values that all can sign up to, and informs work
- Clear planning, and monitoring of cohesion-related initiatives and programmes
- Involving the community
- Effective partnership working across and between public, private, voluntary, community and faith groups
- Encouraging best practice to be mainstreamed in key service areas” [p39]

and:

- Legislation, policies, action plans, projects and interventions that aim to reduce humiliation, harassment, violence or abuse based on who people are need to be robustly evaluated, fulfilling at least the minimum standards we set out in our guidance
- Given there is no one-size-fits-all solution, policymakers need to take a nuanced and targeted approach to tackle prejudice and discrimination in different contexts and for different groups, while identifying where there are commonalities and opportunities to make use of best practice in other settings
- Policymakers need to be mindful that interventions can have unexpected outcomes and unintended consequences and therefore need to be evaluated and adapted on an ongoing basis
- Change is likely to come at a slow pace, so policymakers should encourage longer-term investment and planning to establish the impact of projects, including evaluating activities after the intervention itself has finished” [pp39-40]

Finally, it includes the following recommendations:

- “All public bodies subject to the public sector equality duty should assess their compliance with the duty to foster good relations and identify ways to measure this, with action taken to remedy deficits (including through equality mainstreaming and equality outcome setting processes, for those subject to the Scottish specific public sector equality duties)
- Community Planning Partnerships should build approaches to community cohesion into Local Outcome Improvement Plans and locality planning (ideally with this becoming a requirement through amendment of the Community Empowerment Act)
- Implementation of the community cohesion related actions within the Scottish Government's Tackling Prejudice and Building Connected Communities workstream should be prioritised, with a focus on how future work in this area can develop based on robust evidence of what works to create community cohesion

- Research to inform future approaches to promoting race equality and community cohesion in schools should be undertaken, with particular attention to the impact of current approaches on a) young people who may be at risk of racially aggravated offending behaviour and b) young minority ethnic people and their relationships with peers in the majority ethnic group
- A common evaluation framework should be applied to all Scottish Government funded projects related to community cohesion, with reporting requirements and central collation of findings to inform future funding processes
- Scottish Government and other funders should review and, if necessary, revise criteria for funding community cohesion work to ensure that funded projects are evidence based and underpinned by robust theoretical frameworks” [p42]

An important re-evaluation of the importance of community cohesion – recommended.<sup>21</sup>

---

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

### “Contested heritage”

There is a very interesting article<sup>22</sup> in *Byline Times*<sup>23</sup>, which analyses just how a story about the NT was reported in *The Times* in a way that, *Byline Times* suggests, was aimed to mislead readers – and how this story was then covered by other media too.

The article links the different attacks/criticisms of the NT, for example:

“Ever since staff at a stately home in Norfolk were told to wear rainbow lanyards in Pride Week, the National Trust has been a lightning rod for press outrage about ‘wokeism’. That story was certainly newsworthy and, four years on, it is still routinely invoked as a trigger for all the fury – though we are never reminded that it happened only once, in just one of the charity’s 300 sites, and that the National Trust soon did a U-turn.”

And:

---

<sup>21</sup> Source: *MEMO [Minority Ethnic Matters Overview]*, 712, 12 Jul 2021.

<sup>22</sup> Brian Cathcart “The National Trust & the Culture War: a dissection of dishonest journalism as a tool of the ‘War on Woke’”, *Byline Times*, 26 Jul 2021, [https://bylinetimes.com/2021/07/26/the-national-trust-and-the-culture-war-a-dissection-of-dishonest-journalism-as-a-tool-of-the-war-on-woke/?fbclid=IwAR1JzRezXaArJqFqCIIEdTsfNJTZGH2FOn2Xtlp6Vzf24UmOHcYte\\_H3qAo](https://bylinetimes.com/2021/07/26/the-national-trust-and-the-culture-war-a-dissection-of-dishonest-journalism-as-a-tool-of-the-war-on-woke/?fbclid=IwAR1JzRezXaArJqFqCIIEdTsfNJTZGH2FOn2Xtlp6Vzf24UmOHcYte_H3qAo).

<sup>23</sup> “While the newspaper is not politically partisan, it is not neutral and stands against corruption, injustice and the erosion of truth and the rule of law. Accurate information is the lifeblood of a democracy and, although everyone is welcome to their own opinions, facts cannot be debated.” Taken from: <https://bylinetimes.com/about/?source=pagedwell>.

“*The Times* went for: ‘Churchill’s Home on National Trust’s Slavery List’. The *Telegraph* chose: ‘Churchill’s Home on National Trust’s BLM List of Shame’. And the *Mail*: ‘National Trust Includes Homes of Winston Churchill and Rudyard Kipling on “List of Shame”’.

But this was again fiction. Churchill had not been linked to slavery; the report was not a ‘BLM [Black Lives Matter] list’ (it was commissioned long before the murder of George Floyd); and, as for the ‘List of Shame’, the *Mail* – having no doubt copied the term from the *Telegraph* – could not actually produce a person who had uttered the words.”

And, finally, a scurrilous story from the *Spectator*, which alleged that staff at the NT are recruited on how they voted in the Brexit referendum!

This article is grim but fascinating, as it shows how an organisation becomes beleaguered for political reasons.<sup>24</sup>

---

## Abbreviations and acronyms

BMA = British Medical Association  
CPD = continuing professional development  
CSO = civil society organisation  
DfE = Department for Education  
EHRC = Equality and Human Rights Commission  
IRR = Institute of Race Relations  
MHCLG = Ministry of Housing, Communities and Local Government  
NGO = non-governmental organisation  
NT = National Trust  
PSED = Public Sector Equality Duty  
SME = small and medium-sized enterprise  
STC = secure training centre  
UCL = University College London  
YOI = young offender institution

---

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)

June 2021

---

<sup>24</sup> And, as I write this, another institution – the RNLI – is similarly under attack, with Nigel Farage’s claim that it was running a “migrant taxi service”. Taken from: Rachel Hall “Donations to RNLI rise 3,000% after Farage’s migrant criticism”, *The Guardian*, 29 Jul 2021, <https://www.theguardian.com/world/2021/jul/29/rnli-donations-soar-in-response-to-farages-migrant-criticism>.