



Libraries welcome everyone: Six stories of diversity and inclusion from libraries in England

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This report presents the results from ‘desk research’ and a call for examples, plus the findings of six case studies, the aim of which was to explore different aspects of equality and diversity provision as part of a new development in each of the six library services.

The research found that:

- there is a keen appetite for reading and writing and associated activities, and these can have a huge impact on local communities
- there is growing evidence of the wider benefits of visiting libraries, reading and associated activities, for example on health, wellbeing, tackling loneliness, digital inclusion, improving literacy and digital literacy
- successful library initiatives are those where the piece of work is linked to/drawn from national, regional and local policy priorities
- as well as buildings-based provision, libraries’ outreach and partnership-working are vital, and the research showed the benefits of building strong partnerships with local communities and community organisations, following sensitive consultation as to community needs
- public libraries are making real efforts to engage with local people, especially those who may not regularly use library services
- sustainability of the provision is critical to its longer-term success and impact

Background

01

Introduction

Since 2011, Arts Council England has been working with the cultural sector to develop an arts-centred approach to embracing diversity. As they say:

Diversity is vital to achieving artistic excellence, driving innovation and creating new collaborations. Through embracing diverse influences and practices, artists and organisations can create exciting, new, high quality work to inspire and connect with a wide range of people.

The arts are also an essential platform to amplify the voices of communities whose stories have historically been under-represented across the sector.¹

The approach the Arts Council has developed is entitled the 'Creative Case for Diversity'.

Libraries welcome everyone: Six stories of diversity and inclusion from libraries in England has been designed as a piece of work that would: add to the background to the Creative Case for Diversity; note the long-standing role that libraries have played in promoting equality and diversity; outline some current examples; and look at new ways of developing this work via six case studies; and investigate and highlight some of the 'tensions' within this work.

The key aim of this project is to concentrate on work being delivered and developed currently (and to look at ways in which it needs to be taken forward); nevertheless, it is also important

to remember the long history of equality and diversity work in public libraries, and to consider what lessons can be drawn from this, and there is an outline of this on The Network website.²

This paper forms part of the series of reports produced by the Arts Council, starting with *Making the most of WiFi*.^{3,4} Its prime audiences are public libraries themselves, local authorities, the Libraries Taskforce, and, more widely, all those people interested in the enormous range of equality and diversity work carried out by public libraries as a core element of their provision.

The Universal Offers

The Libraries Connected (and partners, including Arts Council England and The Reading Agency) have created the Universal Offers '[which] cover the six key areas of service which our customers and our stakeholders see as essential to a 21st century library service.'⁵

These include:

- Reading Offer
- Information Offer
- Digital Offer
- Health Offer
- Learning Offer
- Culture Offer

These are underpinned by two Promises:

- The Six Steps Promise (a commitment to increasing access to libraries for visually impaired people)
- The Children's Promise

¹Arts Council England. 'Diversity and the National Portfolio', Arts Council England blog, 30 June 2017. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/blog/diversity-and-national-portfolio?_cldee=am9obkBuYWRkZXIub3JnLnVr&recipientid=contact-a4733678e9aee511937a005056915655-49971b6e451f49539477dbc20c656c93&utm_source=ClickDimensions&utm_medium=email&utm_campaign=ACE%20Enewsletter%20170701%20July%202017&esid=277047fc-a260-e711-a7a9-005056915655&urlid=13, accessed 14 May 2018.

²John Vincent. *Public libraries, equality and diversity – historical overview*. Nadderwater, Exeter: The Network, 2017, <http://www.seapn.org.uk/uploads/files/Public-libraries-equality-and-diversity---historical-overview.pdf>, accessed 14 May 2018.

³Shared Intelligence. *Making the most of WiFi: national learning and case studies*. Manchester: Arts Council England, 2016, <http://www.artscouncil.org.uk/publication/making-most-wifi>, accessed 14 May 2018.

⁴For a summary of the four reports published in July 2017, see: Arts Council England. *New reports demonstrate libraries' impact on communities*, Press Release, 19 July 2017. Manchester: Arts Council England, 2017, <http://www.artscouncil.org.uk/new-reports-demonstrate-libraries%E2%80%99-impact-communities>, accessed 14 May 2018.

⁵Libraries Connected. *Universal Offers*. LC, 2016, <http://goscl.com/universal-offers/>, accessed 14 May 2018.

The Libraries Taskforce

The Libraries Taskforce has established its vision for the public library service of the future, with its ambition being:

Everyone to:

- choose to use libraries because they see clear benefits and positive outcomes from doing so
- understand what library services offer and how they can make the most of what's available to them
- be introduced to new ideas and opportunities, then given confidence and quick and easy access to tools, skills and information they need to improve their quality of life
- receive trusted guidance through the evolving information landscape and build the skills needed to thrive in a changing world

Communities to have:

- a library service that helps different groups come together, co-designed with local people to meet local needs and strengthen the local community
- local services available through well-designed and well-regarded 'community hubs', bringing together different partners' offerings in a seamless way
- safe, welcoming and accessible physical and virtual environments freely open to all, which encourage participation, creativity and mutual learning and support

Public services and other partners to:

- understand what libraries have to offer them, and how, by working together, they can achieve better outcomes in a more efficient way

- regard libraries as their natural first choice to provide information and services within local communities

Library services to:

- be valued for the positive impact and outcomes they achieve for individuals, communities and partners
- develop an evidence base (qualitative as well as quantitative) so they are recognised as a strategic national and local resource, and achieve more investment and financial resilience as a result
- actively adapt their funding and delivery models and services to meet new circumstances and changing user needs
- work together as a vibrant network, sharing knowledge, resources and insights, building on a consistent core offer and improving the way they work with partners and suppliers
- continue to provide core services free for users, but develop and use commercial skills to generate income so they can offer new services while maintaining neutrality
- help build and maintain communities, supporting everyone in them to flourish and grow
- be digital leaders in their communities, sparking innovation and building capability⁶

To achieve this vision, the Taskforce has set out seven 'outcomes' on which public libraries should focus:

- cultural and creative enrichment
- increased reading and literacy
- improved digital access and literacy
- helping everyone achieve their full potential
- healthier and happier lives
- greater prosperity
- stronger, more resilient communities⁷

⁶Department for Digital, Culture, Media & Sport. *Libraries deliver: ambition for public libraries in England 2016 to 2021*. London: DCMS, 2017, <https://www.gov.uk/government/publications/libraries-deliver-ambition-for-public-libraries-in-england-2016-to-2021/libraries-deliver-ambition-for-public-libraries-in-england-2016-to-2021#the-outcomes-libraries-deliver-for-their-communities>, accessed 14 May 2018.

⁷Department for Digital, Culture, Media & Sport. *Libraries deliver: ambition for public libraries in England 2016 to 2021*. London: DCMS, 2017, <https://www.gov.uk/government/publications/libraries-deliver-ambition-for-public-libraries-in-england-2016-to-2021/libraries-deliver-ambition-for-public-libraries-in-england-2016-to-2021#the-outcomes-libraries-deliver-for-their-communities>, accessed 14 May 2018.

Social justice

As he has commented elsewhere, the present writer considers that public libraries also have a core role to play in promoting social justice⁸, in parallel with the policy developed by the Museums Association⁹.

Public libraries and the cultural offer

The Arts Council England paper, *Re-writing the story*¹⁰, highlights libraries' involvement with culture – it describes them as 'a route to culture' [p6] – and the role libraries play in place-shaping.¹¹ It includes five case studies which are:

- Cambridgeshire's community hub in Ramsey Library
- Libraries Unlimited's FabLab Devon and the Exeter Business and IP Centre
- Leicester's Imaginative Neighbourhoods programme
- Vivacity Peterborough's Our Story programme
- St Helens's Cultural Hubs and Arts in Libraries

The key impacts that public libraries are having include:

- libraries as a tool for achieving inclusive growth¹²
- culture as a route to opportunity, and libraries as a route to culture
- lifelong learning for all – without formal enrolment, or even having to sign in

In addition, in his October 2017 blogpost, Nicholas Serota (Chair, Arts Council England) highlighted the benefits of having libraries 'on board':

So, what else will public libraries bring to our national portfolio? The arts and cultural sector can perhaps learn from the way that libraries interact with their local communities. Again and again, the public tells us that they see libraries as trusted spaces, that they are welcoming to everyone and offer a safe, creative environment where knowledge is respected – people don't feel intimidated to enter them. And, as a result, libraries can reach many different audiences, particularly children, young people and their families and older people.

⁸John Pateman and John Vincent. *Public libraries and social justice*. Abingdon, Oxford: Routledge, 2010; John Vincent. *LGBT people and the UK cultural sector: the response of libraries, museums, archives and heritage since 1950*. Abingdon, Oxford: Routledge, 2014.

⁹Museums Association. *Museums change lives*. London: Museums Association, 2017, <http://www.museumsassociation.org/download?id=1218885>, accessed 14 May 2018.

¹⁰Shared Intelligence. *Re-writing the story: the contribution of public libraries to place-shaping*. Manchester: Arts Council England, 2017, <http://www.artscouncil.org.uk/sites/default/files/download-file/Combined%20placeshaping%20report%2017%20July.pdf>, accessed 14 May 2018.

¹¹'Place-shaping' was defined in the Lyons Report as:

'[...] the creative use of powers and influence to promote the general well-being of a community and its citizens. It includes the following components:

- building and shaping local identity;
- representing the community;
- regulating harmful and disruptive behaviours;
- maintaining the cohesiveness of the community and supporting debate within it, ensuring smaller voices are heard;
- helping to resolve disagreements;
- working to make the local economy more successful while being sensitive to pressures on the environment;
- understanding local needs and preferences and making sure that the right services are provided to local people; and
- working with other bodies to respond to complex challenges such as natural disasters and other emergencies.'

Michael Lyons. *Lyons Inquiry into Local Government – place-shaping: a shared ambition for the future of local government: executive summary*. London: The Stationery Office, 2007, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/229035/9780119898552.pdf, accessed 14 May 2018.

¹²Defined in the paper as '[...] economic growth in which the positive outcomes are shared fairly among all demographics and all communities.' [p5].

Another exciting development is the way that library services are leading the way in working closely with other local government services, and shaping themselves to the needs of the communities.¹³

The Libraries Connected launched a new Culture Universal Offer in October 2017¹⁴:

'Libraries' culture offer recognises public libraries as welcoming places where children, young people and adults can immerse themselves in every form of art, learn from local artists, create their own art, watch theatre, music and dance performances, and learn about art and culture through books and reading. Libraries are often the first place that children and young people experience art and culture, through books, free taster sessions and library events. Library staff are catalysts for activity and exploration, enabling communities to lead and work with artists to learn and create together.'¹⁵ [p8]

As one example of a library service developing their culture offer, Cambridgeshire are piloting the Cambridgeshire Culture Card which aims to engage with young people who may not regularly take part in cultural activities to assist in improving their life-chances.¹⁶

Successful applications to the LOfEIF in 2016/017 included work that aimed to develop libraries' cultural offer to disadvantaged communities, for example:

- Nottingham City Libraries, with Storysmash, 'a 12 month programme of activities for disadvantaged young people aged between 11-25. The activities will include digital gaming workshops, creative writing sessions and author led discussions. The sessions aim to inspire learning and individual expression through the medium of gaming. This opportunity has been created through a partnership between Nottingham City Libraries and The National Videogame Foundation and will empower those taking part participants by developing literacy, confidence, and digital skills, transforming the way libraries engage with disadvantaged communities.'¹⁷

Diversity in the public library workforce

In 2015, CILIP and the Archives and Records Association [ARA] published a report¹⁸ which was:

[...] the findings of a study to map the Library, Archives, Records, Information Management, and Knowledge Management professions in the UK. [p1]

¹³Nicholas Serota. 'Increasing access to arts and culture with libraries', *Arts Council blog*, 9 October 2017, http://www.artscouncil.org.uk/blog/increasing-access-arts-and-culture-libraries?_cldee=am9obkBuYWRkZXl3JnLnVr&recipientid=contact-a4733678e9aee511937a005056915655-d0faae47f46747c7955a51e847954409&utm_source=ClickDimensions&utm_medium=email&utm_campaign=ACE%20newsletter%20131217%20December%202017&esid=e42d68fe-73de-e711-864f-005056915655&urlid=14 accessed 14 May 2018.

¹⁴Libraries Connected. *LC launch new culture offer* [press release]. Libraries Connected, 2017, <http://goscl.com/scl-launch-new-culture-offer/>, accessed 14 May 2018.

¹⁵Libraries Connected. *Universal culture offer*. Libraries Connected, 2017, <http://goscl.com/wp-content/uploads/Culture-Brochure.pdf>, accessed 14 May 2018.

¹⁶Michelle Lord. 'Understanding cultural engagement: introducing the Cambridgeshire Culture Card', *Libraries Taskforce blog*, 26 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/26/understanding-cultural-engagement-introducing-the-cambridgeshire-culture-card/>, accessed 14 May 2018. Cambridgeshire have also been awarded National Portfolio funding to develop a four-year programme of arts events and activities in libraries, beginning in 2018, called 'The Library Presents'. Cambridgeshire County Council. 'Community and Cultural Services awarded four year funding to bring arts to libraries', *Cambridgeshire County Council news*. Cambridge: Cambridgeshire County Council, 29 June 2017, <https://www.cambridgeshire.gov.uk/news/community-and-cultural-services-awarded-four-year-funding-to-bring-arts-to-libraries/>, accessed 14 May 2018.

¹⁷Arts Council England. *Libraries Opportunities for Everyone Innovation Fund: successful applicants*. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/sites/default/files/download-file/Libraries_Opportunities_for_Everyone_Innovation_Fund_successful_applicants.pdf, accessed 14 May 2018.

¹⁸CILIP/ARA. *A study of the UK information workforce: mapping the Library, Archives, Records, Information Management and Knowledge Management and related professions – executive summary*. CILIP/ARA, 2015, https://archive.cilip.org.uk/sites/default/files/documents/executive_summary_nov_2015-5_a4web_0.pdf, accessed 14 May 2018.

It is intended that this study be repeated regularly; what this gives is a baseline. It flags up a number of issues, including the very low level of ethnic diversity, the preponderance of women in the sector, and the significant gender pay-gap. The report states that CILIP and the ARA will:

[...] now consider how they will address the issues arising from this report, for example through targeted programmes and partnership working. However, if government is serious about the UK becoming a knowledge economy, it should match this effort and pay more attention to the trends, gaps and challenges facing the sector, in effective partnership with the main professional bodies (ARA and CILIP). [p4]

The Creative Case for Diversity

In its strategic framework for 2010/20, the Arts Council established its five goals for the sector:

1. Excellence is thriving and celebrated in the arts, museums and libraries
2. Everyone has the opportunity to experience and to be inspired by the arts, museums and libraries
3. The arts, museums and libraries are resilient and environmentally sustainable
4. The leadership and workforce in the arts, museums and libraries are diverse and appropriately skilled
5. Every child and young person has the opportunity to experience the richness of the arts, museums and libraries¹⁹ [p39]

In addition, as noted above, since 2011 Arts Council England has been developing and promoting the Creative Case for Diversity as an integral part of their work around Goal 1²⁰, and this has become a central part of their funding agreements with organisations.

This is particularly the case for National Portfolio Organisations:

National Portfolio Organisations receive regular funding from the Arts Council [...] They represent some of the best arts practice in the world.²¹

The next wave of National Portfolio Organisations is being funded from April 2018 to March 2022. For this period, the Arts Council have introduced a number of changes to the portfolio:

1. For the first time museums and libraries will join the portfolio, as well as arts organisations
2. Organisations will be regularly funded for four years, instead of three
3. The portfolio will be divided into four categories: bands 1, 2 and 3 (according to the amount of investment the organisation receives) and Sector Support Organisations²²

All National Portfolio Organisations, apart from sector support organisations, are required to demonstrate how they plan to contribute to the Creative Case for Diversity over the course of their funding agreement either in their business plan or through their equality action plan [...] ²³ [p8]

¹⁹Arts Council England. *Great art and culture for everyone: 10-year strategic framework 2010-2020*. 2nd ed. Manchester: Arts Council England, 2013, http://www.artscouncil.org.uk/sites/default/files/download-file/Great_art_and_culture_for_everyone.pdf, accessed 16 May 2018.

²⁰See: Arts Council England. *Guide to producing Equality Action Objectives and Plans for NPOs: putting equality and diversity into action*. Manchester: Arts Council England, 2017, p8, http://www.artscouncil.org.uk/sites/default/files/download-file/Equality_Action_Section_2.pdf, accessed 16 May 2018.

²¹Arts Council England. *National Portfolio Organisations 2015-18*. Manchester: Arts Council England, no date, <http://www.artscouncil.org.uk/our-investment-2015-18/national-portfolio-organisations#section-1>, accessed 16 May 2018.

²²Arts Council England. *National Portfolio Organisations 2018-22*. Manchester: Arts Council England, no date, <http://www.artscouncil.org.uk/our-investment-2015-18/national-portfolio-organisations#section-2>, accessed 16 May 2018.

²³Arts Council England. *Guide to producing Equality Action Objectives and Plans for NPOs: putting equality and diversity into action*. Manchester: Arts Council England, 2017, p8, http://www.artscouncil.org.uk/sites/default/files/download-file/Equality_Action_Section_2.pdf, accessed 16 May 2018.

From April 2018, the six libraries that are part of the 2018-22 National Portfolio (excluding Sector Support Organisations) will be required to outline how they will respond to the Creative Case for Diversity, both through the plans and the arts and cultural activity they programme and deliver. Arts Council England recognises that for both libraries and museums in the National Portfolio this is the first time they are being asked to respond specifically to the Creative Case for Diversity. This will be reflected in an ambition to present and share best practice from both libraries and museums over the coming years via Arts Council online and social media platforms.

Libraries, equality and diversity – examples of current good practice

02

Introduction

Every public library carries out work which focuses, to a greater or lesser degree, on equality and diversity. However, so much of this work is seen to be 'everyday' (ie not something special) that it often passes unrecognised – this paper gives an opportunity for some of that work to be highlighted. This is a good (and fairly typical) example:

[A member of library staff] and a colleague had helped an elderly member of the public who had come into the library looking for his wife. The story is quite a sad one – the gentleman was a carer for his wife, but had been taken ill. He was removed to hospital. When he returned home his wife was not there (it transpired she had been taken into a care home, but no-one had informed him as to her whereabouts). He was obviously quite upset and worried and went to the library looking for help. My staff escorted the gentleman to his doctors and helped him enquire as to his wife's location. I understand that he was then given the information he needed to find her. (Central Bedfordshire)

Unfortunately, it is not only the 'everyday' that often goes unrecorded. Whilst libraries do collect data, they do not all collect statements or information that show the impact that their work is having. The Central Bedfordshire example shows that some libraries do, and Norfolk Library Service has a monitoring system, 'Impact'²⁴, in place that allows everyday interactions to be captured. In addition, the Arts Council has revived the Inspiring Learning for All framework [further information in Section 4: Conclusions and recommendations]

Greater use of these methods of recording libraries' impact needs to be developed.

Calls for information, plus 'desk research', have produced a wealth of examples, however, and these are set out below.

It seems most straightforward to arrange these by the protected characteristics listed in the Equality Act 2010 – and that also points up where there are currently gaps in provision (as well as libraries' focus on cross-characteristic work, and on policy priorities – such as digital inclusion – which do not sit neatly within one of the nine categories) with the addition of the two categories included by the Arts Council: class and economic disadvantage, and social and institutional barriers.

Cross-characteristic

Arts and cultural activities

Public libraries have a long history of involvement in the arts and cultural activities; a recent paper²⁵ from the Carnegie UK Trust includes mention of a number of examples, and summarises this provision as:

- enriching the lives of individuals and communities
- placing art and culture at the heart of regeneration
- promoting the social and economic role of arts and culture
- creating a vibrant creative economy. [p1]

Some libraries are already making particular headway in using the Creative Case for Diversity for programming targeted artistic and cultural provision. For example, East

²⁴Impact is a quick and simple evaluation tool based upon a framework that can evaluate soft outcomes across a wide range of activities. Evaluation forms are generated by the setting of aims and outcomes, and data input is simple and very quick [...] Impact evaluates outcomes relating to Skills, Learning, Information, Leisure, Wellbeing, & Health. It also evaluates outcomes relating to communities, environment, equality and diversity, independent living, safe neighbourhoods, and feelings of pride and inclusion.' [p1]. Norfolk County Council Library and Information Service. *Impact: the evaluation tool*. Norwich: Norfolk County Council, 2017.

²⁵Carnegie UK Trust. *Library as cultural centre*. Dunfermline, Fife: Carnegie UK Trust, 2014, https://d1ssu070pg2v9i.cloudfront.net/pex/carnegie_uk_trust/2016/02/pub14550114671.pdf, accessed 14 May 2018.

Riding Libraries have developed a 'pop-up theatre' approach:

To maximise reach and support engagement in places with high levels of social deprivation and rural isolation, we have successfully developed two 'Pop-Up' performance pieces in collaboration with the John Godber Company and the University of Hull – *Who Cares* and *Ruby & the Vinyl* – which have toured libraries across the county. A highly flexible model of quality engagement, both were aimed at different audience demographics and created to adapt to the different libraries' spaces in the East Riding and were performed in libraries where residents lived in remote communities with poor cultural provision.

Who Cares drew in new library audiences, particularly those from culturally underserved and harder-to-reach areas. 16% of all audiences were not previously library members and 10% of all audiences never normally used the library. The average number of miles travelled to attend the performances was 2.6, and 50% factored proximity in the decision to attend. 34% in total came on foot with 50% on foot in Withernsea, one of the East Riding's highest ranking areas of deprivation.²⁶

St Helens, via its 'Cultural Hubs', is pioneering the creative use of the arts in engaging with '[...] local young people, supporting neighbourhood development and community cohesion, improving the skills and learning of local people and promoting an environment that supports the health and wellbeing agenda [...]'²⁷. There is more about their work below, under 'General health and wellbeing initiatives'.

Kirklees Libraries' project, 'Beyond Words', developed '[...] an immersive cross-arts approach to engaging people with learning disabilities and/or dementia [...] we want to increase participation in arts and culture and achieve high quality artistic outcomes for hard to reach communities in Kirklees. By training frontline staff and volunteers to develop and deliver their own multisensory stories we aim to embed this way of working within the libraries service at all levels.'²⁸ [p34]

Taking Part

As CILIP highlights, the Taking Part surveys²⁹ show:

Deprived areas:

- **Adults living in the most deprived areas visit the library more.** 36.8% of those living in the most deprived area visit their library, compared to 31.5% in the least deprived

Ethnicity and gender:

- **An increasing proportion of adults from black and minority ethnic (BME) groups used the library more than adults from white ethnic groups.** The latest statistics are 49.3% (BME groups) compared with 31.8% (white ethnic groups) – but the gap between ethnic groups is increasing. In 2005/06 there was a difference of 10.3 percentage points between the groups, this year the difference is 17.5 percentage points
- **More women visited a library in the past twelve months than men, 38.1% compared to 29.4%**

²⁶East Riding Libraries' Enhanced Creative Programme. Beverley: East Riding of Yorkshire Council, c2017 [paper from Dorcas Taylor, sent 27 February 2017].

²⁷Kathy Settle. 'Cultural and creative enrichment: how libraries deliver', *Libraries Taskforce blog*, 31 August 2016, <https://librarytaskforce.blog.gov.uk/2016/08/31/cultural-and-creative-enrichment-how-libraries-deliver/>, accessed 14 May 2018.

²⁸Libraries Connected. *Review of reader development activities in libraries and training needs*. Libraries Connected, 2017, <http://goscl.com/wp-content/uploads/Review-of-Reader-Development-Activities-and-Training-Needs-February-2017-1.pdf>, accessed 14 May 2018.

²⁹See, for example: Department for Culture, Media & Sport. *Taking Part 2016/17 Quarter 2: England October 2015 – September 2016*. London, DCMS, 2017, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/586932/Taking_Part_2016-17_Q2_Report.pdf, accessed 14 May 2018.

Non-working adults:

- **More non-working adults visit libraries compared with working adults.** Up to September this year 37.8% of non-working adults visited a library compared with 31.3 per cent of adults who are working. Whilst the term 'non-working' adults used in statistical data is not synonymous with the unemployed, it is a fair assumption that a proportion of those 'non working' adults will be the unemployed and account for some of the adults in this higher figure.³⁰

LOfEIF

Some of the successful applications to the Libraries Opportunities Fund were cross-characteristic packages, for example:

- East Sussex Libraries have developed Advantage East Sussex, a portfolio of projects including: two successful Code Clubs; a 'wellbeing box' to support individuals and groups; '[...] building partnerships with a local project supporting refugee, asylum seeker and new migrants, where they are running weekly rhymetime sessions to support pre-school children in improving their English, and school-readiness'; running 'IT For You' sessions, aimed at increasing digital literacy amongst job seekers; and developing further access and support for visually impaired library users via the introduction of new IT³¹

Age

Public libraries work with people of all ages, and with particular success with the under-fives and older people. Some examples include:

Children and young people

Public libraries offer a range of reading, literacy and other activities for children and young people of all ages (in line with the Children and Young People's Promise³²).

For young children (and their parents/carers), they offer activities such as storytelling, rhyme times, bounce and rhyme, and so on.

A good example of the range of these activities can be seen at the City of Westminster Libraries³³ – their provision includes: PlayCantonese³⁴ (a baby and toddler group where stories and songs are in Cantonese/Chinese); songs and rhymes; story time (stories and crafts with a different theme each week and best suited for nursery-age children); baby rhyme time (songs, rhymes and baby play time with toys and musical instruments); toddler time (songs and stories followed by simple crafts); 'Wiggle and jiggle' (music and movement for toddlers aged between 12 and 30 months); baby bounce and rhyme (knee-bouncing songs for babies aged between three and 12 months); rhyme time rhymes (songs, crafts and games all based around a popular children's story); and 'Just for dads' (a chance for dads to bring their children along for stories and songs).

³⁰Jacqueline May. *Who uses public libraries?* London: CILIP, 2015, <https://archive.cilip.org.uk/blog/who-uses-public-libraries>, accessed 14 May 2018.

³¹Julia Chandler. 'Libraries: Opportunities for All (LOFE) projects – how are they doing?', *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 14 May 2018.

³²Association of Senior Children's and Education Librarians. *Children and young people's promise in public libraries*. ASCEL, 2016, <http://www.ascel.org.uk/childrens-and-young-peoples-promise>, accessed 14 May 2018.

³³City of Westminster. *Under 5s and libraries*. London: City of Westminster, 2018, <https://www.westminster.gov.uk/under-5s-and-libraries>, accessed 14 May 2018.

³⁴See: <https://www.playcantonese.com/>, accessed 14 May 2018.

Tower Hamlets offers 'Story time' at all the Idea Stores six days a week. Story times are for babies and children up to four and include all the elements of baby bounce, rhyme time etc offered in other authorities – but they deliberately chose the Story time name as it is simple and easy to understand. This is supplemented by an additional dads' club on Saturdays – some men can find the regular story times inhibiting, and it's good for children to have male role models. All staff are expected to deliver story times – too often work with young children can be perceived as low status and for women who are 'good with children'. They also think it is crucial to counter the disadvantage that children from poorer backgrounds and children without books at home have compared to children in more affluent areas.³⁵

Libraries support young people in terms of skills development and job seeking. For example, Gateshead library service has a programme of work supporting job-seekers and young people in libraries (with very positive feedback, eg 'It has helped my son choose a future direction')³⁶.

East Riding Libraries have developed Parkour, Poetry and Power(point):

Working with The Hut drop-in centre in Withernsea and the Youth Offending team to co-design a project with young people we created by 'Parkour, Poetry and Power(point)'. This project brought together 67 young people from across the county deemed 'at risk' to match the physical

demands of parkour with self-expression through poetry. Library resources were used to create digital diaries and a key aim of the project was to pilot an informal buddying system between library staff and participants to nurture supported and independent engagement with our libraries.³⁷

Brighton & Hove Libraries have worked with young LGBTQ people:

In 2016 Brighton & Hove Libraries worked with Photoworks^[38] and the Mass Observation Archive on a photography project 'Into the Outside' to enable young LGBTQ people aged 13-25 to share their experiences and perceptions of being a young LGBTQ person living in Brighton & Hove. Young people learnt photography and research skills and learned about the importance of archives to document their experiences and had the opportunity to gain Arts Award accreditation. Their work was exhibited online, at Brighton Pride and at the Brighton Photo Biennial Exhibition in Jubilee Library, and is now held in the Mass Observation Archive.³⁹

The Paul Hamlyn Foundation funded the Right to Read programme (for work with looked-after children and young people) from 2003/06. Some 45 pieces of work were funded; many subsequently disappeared, but some were mainstreamed – for example in Leicestershire:

I am one of two part-time workers who deliver a Leicestershire Libraries' service called Caring About Reading which

³⁵Email from Kate Pitman, Idea Store Service Development Manager, Tower Hamlets to John Vincent, 7 August 2017.

³⁶'Library support to jobseekers', *Libraries shaping the future: toolkit and case studies*. London: DCMS, January 2016, <https://www.gov.uk/government/case-studies/library-support-to-jobseekers>, accessed 14 May 2018.

³⁷^g Beverley: East Riding of Yorkshire Council, c2017 [paper from Dorcas Taylor, sent 27 February 2017].

³⁸'Photoworks is the UK's leading development agency dedicated to photography [...] Photoworks is a National Portfolio Organisation supported by Arts Council England.' Photoworks. About. Brighton: Photoworks, no date, <https://photoworks.org.uk/about-photoworks/#close-no>, accessed 14 May 2018.

³⁹See: Photoworks. *Into the Outside – new website created*. Brighton: Photoworks, 2017, <https://photoworks.org.uk/project-news/outside-new-website-created/>, accessed 14 May 2018.

promotes reading for pleasure to children in care and foster carers. We deliver a small amount of one-to-one work with children in schools or libraries, deliver training to foster carers, gift books, deliver or support activities for children in care in school holidays, including delivering a week-long summer play scheme in partnership with corporate parenting. Our service has been running for over 16 years, and I have been working on it for 14. The service was originally a project set up with money from the Paul Hamlyn Foundation, but became a council-funded service at the end of that funding, and I believe is one of the few remaining library services specifically for children in care in the country, and in particular has staff that work directly with children in care. (Macha Barnden, Caring About Reading, Leicester)⁴⁰

Another recent example of work with looked-after children and young people was Tameside Libraries' project, Theatre Tracks, which 'brought together performance arts and the written word [and] was a collaboration between Born and Bred Dance Theatre, Tameside Libraries and local charity Our Kids Eyes who facilitated funding for the project. It was developed through consultation with young people of the Children in Care Council'. Among the outcomes, 17 looked-after children aged 6-12 attended the sessions, and 12 successfully completed the Arts Award.⁴¹ [p54]

Successful applications in 2016/17 to the LOFEIF included:

- The London Borough of Merton, with 'a new literacy, arts and cultural programme to increase young people's engagement and reduce inequality in the borough. [This will include] a reading challenge, a mentor scheme and multi-disciplinary activities designed by young people with professional support. Newly developed spaces in Mitcham and Wimbledon Libraries will showcase the young people's work.'⁴² During the summer of 2017:

[...] a wide ranging consultation exercise has been undertaken to gather young people's thoughts on public libraries and to get a sense of the wider cultural services that could potentially be delivered in libraries. This information is now feeding into a set of workshops that will involve the development of a new cultural offer in libraries in Merton developed with young people and working with those furthest from cultural engagement⁴³

- Staffordshire County Libraries, with their project, Ready Steady Library, which 'supports a priority in East Staffordshire aiming to increase the number of children accessing universal education provision, reduce referral rates to services and improve school readiness. Ready Steady Library is contributing to this through:
 - o co-creating resources to support the Early Years Foundation Stage curriculum
 - o workshops for families to support use of resources

⁴⁰A case study written for Booktrust and NCB carer research, 2017. Quoted with permission from Macha Barnden and Booktrust.

⁴¹Libraries Connected. *Review of reader development activities in libraries and training needs*. Libraries Connected, 2017, <http://goscl.com/wp-content/uploads/Review-of-Reader-Development-Activities-and-Training-Needs-February-2017-1.pdf>, accessed 14 May 2018.

⁴²Arts Council England. *Libraries Opportunities for Everyone Innovation Fund: successful applicants*. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/sites/default/files/download-file/Libraries_Opportunities_for_Everyone_Innovation_Fund_successful_applicants.pdf, accessed 14 May 2018.

⁴³Julia Chandler. 'Libraries: Opportunities for All (LOFE) projects – how are they doing?', *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 14 May 2018.

- o training for library and early years staff to use the resources in libraries and early years settings
- o signposting parents to other education provision⁴⁴

Older people

The Arts Council paper, *Stand by me*⁴⁵, covers this area well; it highlights five examples of innovative work with older people (as well as drawing out general principles and shared learning):

- Halton library service's reminiscence box service
- Hertfordshire library service's Slipper Swaps programme [please see below]
- Touch a New World, a digital independence service by Kent libraries [please see 'Digital inclusion' section below]
- The Libraries Loneliness Project in Norfolk
- Wakefield's first fully dementia friendly library at their Sandal branch

The paper pulls out four significant impacts from the case studies:

- Helping people in old age live in their own homes for longer
- Organising high-quality enrichment and socialising activities
- Delivering the statutory duty for local authorities to shape adult social care provider markets: 'Our case studies show that library services, as part of a local authority can help the council build its market intelligence by building relationships with local care providers. But they also show how library services can themselves become part of the provider market' [p6]

- Actively expanding the reach of their services for older people

East Riding Libraries has been taking creative engagement out on the road to reach older people across their communities, for example via the Poetry on Prescription and Pop-Up Poetry projects:

The project involved poet Ian McMillan visiting six of the East Riding's residential care facilities with library staff, to work with older people and people suffering from dementia, bringing carers and the cared-for closer together through poetry, humour and conversation.

Poetry on Prescription enabled 114 people (older people, carers and family members) to share the fun of writing humorous nonsense poems in collaboration, drawing on individual and collective memories.

We then expanded the project by working alongside our mobile library service to take Ian on a Pop-Up Poetry Tour, where he visited retirement homes at Kirk House in Anlaby and Taylors Field, Driffield, both drop-off points for the mobile library service. His visits deliberately coincided with the arrival of the mobile library, so the drivers and library assistants were also encouraged to get involved. So successful was Pop-Up Poetry, these poetic collaborations have crossed generations, with participants aged from three to 93. Memory Lane groups have taken part, as have groups of adults with learning difficulties. It has been a celebration of our communities in all their rich diversity.⁴⁶

⁴⁴Julia Chandler. 'Libraries: Opportunities for All (LOFE) projects – how are they doing?', *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 14 May 2018.

⁴⁵Shared Intelligence. *Stand by me: the contribution of public libraries to the well-being of older people*. Manchester: Arts Council England, 2017, <http://www.artscouncil.org.uk/sites/default/files/download-file/Combined%20older%20people%20report%2017%20July.pdf>, accessed 14 May 2018.

⁴⁶*East Riding Libraries: taking creative engagement out on the road to reach older people across our communities*. Beverley: East Riding of Yorkshire Council, c2017 [paper from Dorcas Taylor, sent 21 June 2017].

Hertfordshire Libraries runs Slipper Swap events in partnership with Age UK, the Alzheimer's Society, Carers in Herts, and Fire Safety. The aims of Slipper Swap events in libraries are to provide information and advice to help vulnerable people avoid serious falls, often caused by poorly-fitting slippers, and to stay well. The events publicise social care information in libraries and promote Hertfordshire's Reminiscence Collection and Home Library Service. New anti-slip slippers are provided through Hertfordshire County Council's Healthy Homes Campaign. Occupational therapists use the events to teach people simple falls prevention exercises and tips.⁴⁷

Hertfordshire also hosted Scam Awareness Roadshows in summer 2017 as part of Hertfordshire's 'Stop Scams' campaign to give older and vulnerable people an opportunity to find out more about doorstep, phone and postal criminal cons and cheats and how to avoid them. Advisors from Trading Standards, Neighbourhood Watch, Citizens Advice Bureau and Age UK and the local police community safety officer were available at events. The events included 'Junk the Junk Mail' sessions, offering secure disposal of scam and junk mail by Trading Standards who contact the senders to stop further mailings.⁴⁸

Disability

Libraries provide a range of services and support for disabled people and their carers and families, and this section outlines a few key examples.

Some library services provide excellent introductions on their websites to the range of services they offer disabled people, for example Northumberland⁴⁹, South Gloucestershire⁵⁰, and Surrey⁵¹.

Libraries (eg Hertfordshire) gift special Bookstart⁵² packs to children with visual or hearing impairments and children with disabilities that have an impact on their fine motor skills (Booktouch for children who are blind or partially-sighted, Bookshine for children who are deaf, and Bookstart Star, packs for children with disabilities that impact fine motor skills⁵³). In addition to this, Hertfordshire Libraries works with the special care baby units at Watford and Lister hospitals to gift packs to families when they come onto the units.⁵⁴

Kent Libraries provide multi-sensory stories, Bag Books⁵⁵, Giant Print and Books Beyond Words.⁵⁶

⁴⁷Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 30 August 2017.

⁴⁸Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 30 August 2017.

⁴⁹Active Northumberland. *Library Services for People with a Disability*. Morpeth: Active Northumberland, no date, <http://www.northumberland.gov.uk/Libraries-and-archives/Library-services.aspx#mobilelibraryservice>, accessed 14 May 2018.

⁵⁰South Gloucestershire Council. *Library services accessible to all*. Bristol: South Gloucestershire Council, 2018, <http://www.southglos.gov.uk/i-am/i-am-disabled/library-services-for-disabled-people/>, accessed 14 May 2018.

⁵¹Surrey County Council. *Library services for people with disabilities*. Kingston upon Thames: Surrey County Council 2018, <https://www.surreycc.gov.uk/libraries/library-services-for-people-with-disabilities>, accessed 14 May 2018.

⁵²See: BookTrust. *Welcome to Bookstart*. London: BookTrust, 2017, <https://www.booktrust.org.uk/supporting-you/families/our-programmes/bookstart/>, accessed 14 May 2018.

⁵³See: BookTrust. *Packs for children with additional needs*. London: BookTrust, 2017, <https://www.booktrust.org.uk/supporting-you/families/our-programmes/bookstart/what-bookstart-can-offer-you/additional-needs-packs/>, accessed 14 May 2018.

⁵⁴Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 24 April 2017.

⁵⁵'Bag Books provides multi-sensory books and storytelling for people with severe or profound and multiple learning disabilities'. *Bag Books*. London: Bag Books, 2018, <http://www.bagbooks.org/>, accessed 14 May 2018.

⁵⁶Email from Aisha Affejee, Business Development Officer, Kent Libraries, Registration and Archives, to John Vincent, 2 November 2017.

West Sussex Libraries provide a range of activities targeting disabled people and their families/carers, including:

- speech & language therapy drop-ins for adults with learning disabilities
- asperger's reading group at Worthing Library
- at our largest libraries regular 'Story Magic' sessions where library staff will lead a multi-sensory story time for families. We use multi-sensory stories created by the charity Bag Books. These events are popular with families as all siblings can attend together, rather than limiting it to a 'special' audience
- at our 'Understand Me Communication Library' access to specialist communication aids for anyone with speech or communication difficulties. The collection includes equipment suitable for very young children, plus those who may use it independently from a carer or professional. Items can be viewed online, reserved for collection in any library, and everything is free to borrow^{57,58}

Explore York Libraries and Archives organised an event, 'Celebrating Diversity', to mark the International Day for People with Disabilities 2016. This was a programme of poetry, music, visual art, exhibitions and performance activities, bringing together a partnership of grass-roots community groups, city-wide and international organisations. One activity used creativity as a catalyst for conversation:

Leading up to the event, illustration artist Stephen Hodgkins undertook a week long

residency to create a 'Disability Doodle' which captured people's thoughts, feelings and conversations about disability through words and pictures.

The final artwork was exhibited as part of the celebrations and was the creative catalyst for a workshop involving the public, disability rights activists, community organisations and artists.

Amongst successful applications to the LOFeIF in 2016/7 were:

- Bradford Libraries, with their 'Immersive Literacy project [which] is about increasing the number of children and adults with special educational needs and disabilities accessing the library service, by offering an innovative approach to engage non-literate audiences to age appropriate well-known literature. Library staff will be trained on disability awareness, how to work with the groups or 1:1, with specially commissioned sets of sensory and immersive adaptations of books. And also how to create new and existing story sacks to include a sensory element'⁶⁰

Learning disabled people

A number of library services (including Kent, Oxfordshire, and Richmond upon Thames) runs storytelling sessions for learning disabled children and young people using Bag Books.

Derbyshire Libraries have developed their services over the last few years; several years ago they dispensed with or reduced charges for those with learning disabilities – ie no fines, no charge for requests, and a reduced

⁵⁷West Sussex County Council. *Understand me – the communication library*. Chichester: West Sussex County Council, 2018, <https://www.westsussex.gov.uk/libraries/additional-library-services/understand-me-the-communication-library/>, accessed 14 May 2018.

⁵⁸Email from Jackie Manners, Principal Librarian – Community, West Sussex Library Service, to John Vincent, 27 January 2017.

⁶⁰Julia Chandler. 'Libraries: Opportunities for All (LOFE) projects – how are they doing?', *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 14 May 2018.

charge for borrowing DVDs. Services include: Bag Books; Books Beyond Words (reading groups using pictures to engage)⁶²; provision of a leaflet, 'Welcome to Your Library'; using software to create symbols as guidance in the library; running library classes where learning disabled people visit the library in groups (with their groups leaders) to learn how best to use the library without others' support; and offering work experience for learning disabled people.⁶³

Hertfordshire Libraries established the 'Beyond Words Reading Group' in Watford Central Library for adults with learning disabilities, in partnership with Books Beyond Words publishers and Hertfordshire Day Services. The group meets monthly to talk about books and regularly attracts 12 to 15 members. Plans are now underway to introduce more groups in other libraries across Hertfordshire.⁶⁴

One of the successful applications to the LOEIF in 2016-2017 was:

- Cultural Community Solutions, with the London Borough of Harrow leading on a project, 'Books Beyond Words Plus, an art, drama and literature project to provide a designated space and expert library service for people with learning difficulties in Croydon, Ealing, Hounslow and Harrow. Partners in adult social care and education will deliver a programme of activities for adults with different learning abilities, encouraging creative expression, and

leading to increased literacy, social confidence and well-being'⁶⁵

People with autism

In 2016, ASCEL launched its 'Autism Friendly Libraries' initiative, via which it offers training and support (and a film) to UK public libraries.⁶⁶ This is already starting to have an impact:

A customer spotted our Autism Friendly Library poster on the window. She came in especially to tell us that, while she hasn't had the confidence to bring her autistic son into the library yet, now that she's seen the poster she is more likely to try. (London Borough of Richmond upon Thames)⁶⁷

In addition, for example:

All of Hertfordshire Libraries front line staff are receiving the LC/ASCEL training in autism friendly libraries. In addition to this, visual stories are being developed for each of our Tier 1 and Tier 2 libraries to make it easier for people with autism to access library services.⁶⁸

Staffordshire Libraries (and many others) provide a 'Reading Well for young people' collection; this is particularly highly valued by Rebecca, whose husband and two children have been diagnosed with autism:

There isn't much positive provision available for autism, so when we saw the Reading Well collection in our local library we

⁶¹Information collected at the "Chances for Life" conference, 14 October 2017.

⁶²Beyond Words. *What are Books Beyond Words?* London: Beyond Words, no date, <https://booksbeyondwords.co.uk/about>, accessed 14 May 2018.

⁶³Email from Kirstie Matkin, Access & Inclusion Manager, Derbyshire Libraries & Heritage, to John Vincent, 20 January 2017.

⁶⁴Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 24 April 2017.

⁶⁵Arts Council England. *Libraries Opportunities for Everyone Innovation Fund: successful applicants*. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/sites/default/files/download-file/Libraries_Opportunities_for_Everyone_Innovation_Fund_successful_applicants.pdf, accessed 14 May 2018.

⁶⁶ASCEL. *Autism friendly libraries*. ASCEL, 2018, <http://www.ascel.org.uk/news/autism-friendly-libraries>, accessed 14 May 2018.

⁶⁷Email from Clare Thompson, Community Libraries Manager, London Borough of Richmond upon Thames, to John Vincent, 16 January 2017.

⁶⁸Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 24 April 2017.

were really interested. The library is one of my daughter's favourite places. She has dyslexia as well as autism, so I've always encouraged her to read as much as possible. It's really hard to assess the quality of information online, so things like Reading Well are great because you can be confident of the quality of the information.⁶⁹

Wakefield Libraries have autism-friendly guides available to download.⁷⁰

There had been examples of good practice prior to that including, for example, Leeds Library and Information Service's work with Boardmaker (which won the CILIP Libraries Change Lives Award in 2009), and Somerset's autism collection which includes 40 book titles and DVDs to support people with autism, their families, carers and friends, as well as professionals and the general public.⁷²

People with visual impairment

Libraries' work with blind and partially-sighted people has developed over many years.⁷³

Since 2010, this work has been given an increased focus with the establishment of the Six Steps Promise (supported by a partnership of the Libraries Connected, Share the Vision and the Scottish Library and Information Council).⁷⁴ Many library services make excellent provision, supported by the RNIB Library⁷⁵, and backed up by regular training and an online tutorial.

In addition, many libraries take part in the Make A Noise In Libraries [MANIL] fortnight in June⁷⁶. In 2017, these included: Bromley Libraries offering free drop-in coffee mornings with speakers from the Guide Dogs Association (and an opportunity to meet their

⁶⁹The Reading Agency. *Reading as a family to understand autism*. London: The Reading Agency, 2017, https://readingagency.org.uk/young-people/002-showcase/case-study-reading-well-for-young-people.html?utm_source=The+Reading+Agency&utm_campaign=4f67736ac5-EMAIL_CAMPAIGN_2017_11_13&utm_medium=email&utm_term=0_ef82b5d6fa-4f67736ac5-51507097&mc_cid=4f67736ac5&mc_eid=3fa1d39831, accessed 14 May 2018.

⁷⁰For example: Wakefield. *I'm going to the library – Horbury Library*. City of Wakefield Metropolitan District Council, no date, <http://www.wakefield.gov.uk/Documents/libraries/autism-friendly-guide-horbury.pdf>, accessed 14 May 2018; Wakefield. *I'm going to the library – Wakefield Library*. City of Wakefield Metropolitan District Council, no date, <http://www.wakefield.gov.uk/Documents/libraries/autism-friendly-guide-wakefield.pdf>, both accessed 14 May 2018.

⁷¹See: Jason Tutin. *Across the board: Boardmaker in Leeds Library and Information Service: implementation report*. Leeds Library and Information Service, no date, <http://www.ascel.org.uk/sites/default/files/uploads/public/Across%20the%20Board%20implementation%20report.pdf>; and <http://www.leeds.gov.uk/leisure/Pages/Boardmaker-in-Leeds-Libraries.aspx>, accessed 14 May 2018.

⁷²'Somerset autism collection', *Libraries shaping the future: toolkit and case studies*. London: DCMS, December 2015, <https://www.gov.uk/government/case-studies/somerset-autism-collection>, accessed 14 May 2018.

⁷³For example, public libraries were co-initiators of the Talking Newspaper movement (see, for example, *TNF fact sheet: history of talking newspapers and magazines*. Sheffield: Talking News Federation, 2010, <http://www.tnf.org.uk/libraries/documents/fact-sheet-history-of-tns-and-tms.pdf>), accessed 14 May 2018).

⁷⁴See: Reading Sight. Six Steps. Reading Sight, no date [c2017], http://readingsight.org.uk/accessible/libraries/six_steps_to_library_services_for_blind_and_partially_sighted_people/; and Mark Freeman. 'Six Steps to library services for blind or partially sighted people', *Libraries Taskforce blog*, May 2016, <https://libriaristaskforce.blog.gov.uk/2016/05/26/six-steps-to-library-services-for-blind-or-partially-sighted-people/>, accessed 14 May 2018.

⁷⁵The RNIB Library plays a key role in delivering library services to blind, partially-sighted and print-impaired people. Since the Talking Books Service went free in November 2015, their entire offer (Braille, Giant Print, Moon, Music and Talking Books) is free to borrow, and they supplement the services and collections that local libraries provide. Currently, RNIB reaches over 40,000 customers across the UK and have partnership agreements in place with at least 60 local authorities, which formalise the relationship between the library services (in fact, they reach customers in practically all of the library authorities in the UK). Further information available on the RNIB 'Reading Choices' page at: <http://www.rnib.org.uk/services-we-offer/reading-choices>, accessed 14 May 2018.

⁷⁶See, for example: RNIB. *Make a noise in libraries 2017*. London: RNIB, 2017, <http://www.rnib.org.uk/services-we-offer-reading-services-rnib-national-library-service-library-news/make-noise-libraries>, accessed 14 May 2018. For 2018, Share The Vision produced posters and other support material, and initiated a review of MANIL.

dogs), and information stalls organised by the Kent Association for the Blind; Surrey Libraries launching PenFriend at a number of libraries (each event was also attended by Sight for Surrey, and was used as an opportunity to exhibit all the Library Service does for the visually and print impaired; and the launch at Woking Library which had attendees from the Macular Society, VIDA Training⁷⁷, the local talking newspaper, and pupils from the VI Unit at Woking High School.⁷⁸

Some examples of libraries' ongoing work include:

- Derbyshire lends equipment for people to try at home; Derbyshire's initiative is 'Buxton and Beyond: Equipment Library for Visually Impaired Persons which is funded by the Big Lottery. The local Macular Society wrote the bid and run the whole project with Buxton Library being the place where all the equipment is stored and loaned from. Equipment includes items such as a braille, magnifiers, screen readers, talking pens, and boom boxes (donated by Derbyshire Libraries). It is displayed in a cabinet so people can see what is available and then they can borrow it using their library card and try it out at home. A volunteer from the Macular Society also does home visits and will teach people how to use the equipment. The Home Library Assistant refers a lot of people to the volunteer and she will take the equipment out to them to try.⁷⁹
- Hertfordshire: The VIP reading group was set up by Hertfordshire Libraries especially for people who are blind or partially-sighted. Members of the group come from all over the district of Dacorum and meet monthly in Berkhamsted Library. A mini-bus collects people from their homes and takes them to the library, where they have refreshments and talk about the latest talking books that they have been enjoying. The mini-bus then takes them back home. The group has been running for a number of years and regularly attracts a dozen blind and partially-sighted people from across the district.⁸⁰
- Kent Libraries (and others) have accessibility resources available for use in libraries. These include: accessible software on the libraries' computers; accessible computer hardware such as hi-vis keyboards or accessible mice; portable hearing loops; coloured overlays for customers with print disabilities; height-adjustable tables for some of the public computers; PenFriend (recorded devices which read out the blurb on the back of audiobooks, allowing independent browsing by customers with visual impairments); and provision of eBooks, eAudiobooks and eMagazines, which give remote access, and accessible reading options, including changing fonts or size of text. They also organise Visual Impairment Reading Groups (Kent)⁸¹
- Portsmouth Libraries have been running services for blind and visually impaired people for over 16 years,⁸² and were a finalist for the CILIP Libraries Change Lives Award in 2015.⁸³

⁷⁷Surrey Information Point. *VIDA training*. Kingston upon Thames: Surrey County Council, 2018, <https://www.surreyinformationpoint.org.uk/Services/3914/VIDA-Training>, accessed 14 May 2018.

⁷⁸Email from Tom Batten, Community Connections Assistant, Surrey Library Service, to John Vincent, 15 June 2017.

⁷⁹Email from Helen Cunningham, Access and Inclusion Librarian, Derbyshire, to John Vincent, 6 April 2017.

⁸⁰Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 24 April 2017.

⁸¹Email from Aisha Affejee, Business Development Officer, Kent Libraries, Registration and Archives, to John Vincent, 2 November 2017.

⁸²'Library services for blind and visually impaired people', *Libraries shaping the future: toolkit and case studies*. London: DCMS, December 2015, <https://www.gov.uk/government/case-studies/library-services-for-blind-and-visually-impaired-people>, accessed 14 May 2018.

⁸³CILIP. *Libraries Change Lives: 2015 shortlist*. London: CILIP, 2016, <https://archive.cilip.org.uk/cilip/advocacy-campaigns-awards/libraries-change-lives-award/finalists-libraries-change-lives-award>, accessed 14 May 2018.

Gender reassignment

Three key ways in which public libraries support trans people are: by providing relevant library materials and information; hosting/organising events; and ensuring that joining the library is as barrier-free as possible.

Library materials and information

There has been a rapid growth in books, other materials and information for trans people, and libraries are ensuring that this is available and promoted as widely as possible. (However, it is also worth noting that there is still considerable work to be done – as a recent dissertation highlights.⁸⁴)

Hosting/organising events

For example, in May 2017, Brighton & Hove's Jubilee Library hosted an event for IDAHOBIT⁸⁵:

Charlie Craggs, activist, nail artist and human being visits Brighton and Hove with her pop up nail bar to celebrate IDAHOBIT.⁸⁶

Making libraries barrier-free

To make libraries as barrier-free as possible, some public library services are overhauling their joining requirements to make it more straightforward – and less intrusive – for trans people to join: for example, Essex Libraries have announced:

It's now much easier to join the library if you are transgender or transitioning. We've also updated our approach to membership so that your details can be updated without fuss.

Customers now have more choice when selecting their preferred title. Feedback from customers indicated that we needed to offer a wider range of titles to meet their needs. This update to our systems means that in addition to the usual Mr, Mrs, Miss, etc, you can now choose from Per, Mx or prefer not to say. These options are not yet available if you join online but this is being worked on.

If you'd like to change the name on your library card it's as simple as popping into your local library. It doesn't matter if you no longer have ID in your old name, or don't yet have ID in your new name. Staff will be happy to help and will update your information for you without ID.⁸⁷

Given the significance that gendered toilets assume, some library services (along with many other public buildings) have made an important stand by introducing gender-neutral toilets (eg Tower Hamlets⁸⁸; and Brighton & Hove Libraries⁸⁹ who recently changed the signage on public toilets in Jubilee Library to ensure that there is a toilet on the ground floor of the library with both male and female signage. This was done in response to a Brighton & Hove council-wide consultation, which found that gender-specific toilets caused a high level anxiety in the trans population).

Staff training is also key to ensure that all staff are equipped to deal with issues such as how to address trans people and deal with transphobia, as well as providing a welcoming and relevant service.

⁸⁴Jessica Waite. *To what extent do public libraries in the UK provide adequate resources for trans people? A study submitted in partial fulfilment of the requirements for the degree of Master of Arts in Librarianship at the University of Sheffield.* Sheffield: University of Sheffield, 2013, http://dagda.shef.ac.uk/dispub/dissertations/2012-13/External/Waite_J_Y74.pdf, accessed 14 May 2018.

⁸⁵International Day Against Homophobia, Transphobia and Biphobia, <http://dayagainsthomophobia.org/>, accessed 14 May 2018.

⁸⁶James Ledward. 'Fabulous trans activist wow's [sic] at Jubilee Library', *G Scene*, 19 May 2017, <https://www.gscene.com/news/fabulous-trans-activist-wows-at-jubilee-library/>, accessed 14 May 2018.

⁸⁷Essex County Council. *Transgender-friendly library membership.* Essex County Council, 2017, <http://libraries.essex.gov.uk/news/transgender-friendly-library-membership/>, accessed 14 May 2018.

⁸⁸Email from Kate Pitman, Idea Store Service Development Manager, Tower Hamlets to John Vincent, 7 August 2017.

⁸⁹Email from Julie O'Neil, Libraries Services Manager, Brighton & Hove Libraries, to John Vincent, 3 October 2017.

Marriage and civil partnership

There are fewer examples of libraries' work around this protected characteristic. However, some public libraries have become available as wedding/civil partnership venues – eg Manchester Central Library (where weddings take place on Sundays when the library is closed)^{90,91,92}

In addition, Richmond upon Thames Library Services carry out a regular 'health check' of their library materials:

To determine if the stock for both adults and children in Richmond upon Thames Libraries has items of interest to:

- a) People with disabilities
- b) People of all religions and beliefs
- c) LGBTQI people and people who wish to get married or enter a civil partnership⁹³

Pregnancy and maternity

Libraries have traditionally focused on supporting parents with very young children. This can include:

- parenting collections (eg Cumbria⁹⁴ and Norfolk⁹⁵)
- activities for young babies and their parents, partly to support mothers with post-natal depression (eg Kent)⁹⁶. Kent also organise Stay & Play – specific sessions with the focus on the adults' wellbeing, giving them a chance to socialise while their children are occupied in a safe environment⁹⁷
- promoting breastfeeding-friendly libraries (eg Oxfordshire and Wakefield⁹⁸)
- ensuring that Bookstart is promoted (eg including, as Oxfordshire⁹⁹ does, a welcome flyer about libraries in the Bookstart pack) – and libraries that offer registration of births as part of their service can do this as a matter of course (eg Kent¹⁰⁰)
- distribution of Bookstart Treasure Packs¹⁰¹ to early years settings and families who use the library (eg Kent¹⁰²)

⁹⁰Chooseyourwedding.com. *Central Library*. Ilminster, Somerset: Chooseyourevent.com, 2018, <https://www.chooseyourwedding.com/venues/central-library>, accessed 14 May 2018.

⁹¹The Gay Wedding Guide. *Same-Sex Marriage Destination: Manchester*. The Gay Wedding Guide, 2018, <http://thegayweddingguide.co.uk/same-sex-marriage-destination-manchester/>, accessed 14 May 2018.

⁹²Email from Cheryl Pridgeon, Service Development Specialist/Read Manchester Project Manager, Manchester Libraries, Galleries and Culture, to John Vincent, 30 October 2017.

⁹³Stock and Promotions Team. *Stock health check 2016*. London Borough of Richmond upon Thames Library Services, 2016.

⁹⁴Cumbria County Council. *Resources for parents and carers*. Carlisle: Cumbria County Council, no date, https://www.cumbria.gov.uk/libraries/childrenservices/pare_carers.asp, accessed 14 May 2018.

⁹⁵Norfolk County Council. *Libraries for parents and carers*. Norwich: Norfolk County Council, 2018, <https://www.norfolk.gov.uk/libraries-local-history-and-archives/libraries/libraries-for-children-and-young-people/parents-and-carers>, accessed 14 May 2018.

⁹⁶Information collected at the 'Chances for Life' conference, 14 October 2017.

⁹⁷Email from Aisha Affejee, Business Development Officer, Kent Libraries, Registration and Archives, to John Vincent, 2 November 2017.

⁹⁸Information collected at the 'Chances for Life' conference, 14 October 2017.

⁹⁹Information collected at the 'Chances for Life' conference, 14 October 2017.

¹⁰⁰Information collected at the 'Chances for Life' conference, 14 October 2017.

¹⁰¹'The Bookstart Treasure envelope is gifted to all children when they are three to four years old by their nursery, children's centre or other early years setting.' Booktrust. *Bookstart packs*. London: Booktrust, 2017, <https://www.booktrust.org.uk/supporting-you/practitioners/our-programmes/bookstart/bookstart-packs/>, accessed 14 May 2018.

¹⁰²Email from Aisha Affejee, Business Development Officer, Kent Libraries, Registration and Archives, to John Vincent, 2 November 2017.

- provision for mother and baby units in prisons (eg Wakefield and HMP New Hall¹⁰³)
- targeted provision, for example for Dads (Solihull's 'Daddy Rhymetime'¹⁰⁴ and Brighton's 'Dads' Baby Boogie'¹⁰⁵) and Twins Plus Storytimes^{106,107}
- working with children's centres, eg in Oxfordshire where they offer Stay & Learn sessions for families with pre-school children^{108,109}; and Kent where they have recruited a library volunteer at the centres to help promote the services¹¹⁰

Following investigations by ASCEL into how the library and reading offer to children and their parents could be deepened, a key recommendation 'was to develop the library offer at the pre-natal to birth stage – promoting the benefits of reading and library use to parents-to-be and supporting and promoting parental and children's reading journeys.'¹¹¹ ASCEL therefore commissioned a toolkit which was launched in October 2017 – 'Bump Booster'¹¹² – as part of Libraries Week¹¹³.

Bump Booster focuses on three simple messages that can make a huge difference to a baby's development:

- Talk to your bump – your baby can hear you from 18 weeks
- Read to your bump – your baby remembers noises from the womb,
- Bond with your bump – reading and singing to your baby helps you to bond with them¹¹⁴

In addition, four library services successfully bid for small amounts of funding to carry out pilot work with parents-to-be to supplement the tool kit content, and this included Dudley, Hertfordshire and Leicestershire:

Dudley Libraries ran 'Bump, Baby & Beyond' sessions in 2017, a four-week programme for expectant mums.¹¹⁵

In addition, Hertfordshire Libraries runs regular black-and-white book-making sessions for parents expecting a baby. The sessions are run in partnership with children's centres as part of their 'Welcome to the World' antenatal and new baby classes. During the sessions, library staff

¹⁰³Information collected at the 'Chances for Life' conference, 14 October 2017.

¹⁰⁴Solihull Family Information Service. *Daddy Rhymetime*. Solihull Metropolitan Borough Council, no date, <http://socialsolihull.org.uk/localoffer/family-information-service-directory/3730/daddy-rhymetime/>, accessed 14 May 2018.

¹⁰⁵Brighton & Hove City Council. *Library activities for under fives*. Brighton & Hove Council, no date, <https://www.brighton-hove.gov.uk/content/leisure-and-libraries/libraries/library-activities-under-fives>, accessed 14 May 2018.

¹⁰⁶Solihull Council. Arts & Libraries. *Twins Plus Storytime at The Core Library, Solihull*. Solihull Arts & Libraries, 2014, <http://www.solihull.gov.uk/resident/libraries/find-a-library/thecorelibrary>, accessed 14 May 2018.

¹⁰⁷Information collected at the 'Chances for Life' conference, 14 October 2017.

¹⁰⁸Oxfordshire County Council. Family Information Directory. *Stay and Learn*. Oxford: Oxfordshire County Council, 2017, <https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=TnPCoTcal5l&familieschannel=102>, accessed 14 May 2018.

¹⁰⁹Information collected at the 'Chances for Life' conference, 14 October 2017.

¹¹⁰Email from Aisha Affejee, Business Development Officer, Kent Libraries, Registration and Archives, to John Vincent, 2 November 2017.

¹¹¹ASCEL. *The Association of Senior Children's and Education Librarians (ASCEL) Launch Bump Booster* [press release]. ASCEL, October 2017.

¹¹²ASCEL. *Bump Booster – giving every child the best start in life even before they are born! – a toolkit*. ASCEL, 2018, <http://www.ascel.org.uk/bump-booster>, accessed 14 May 2018.

¹¹³Julia Chandler. '#LibrariesWeek', *Libraries Taskforce blog*, 24 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/24/librariesweek/>, accessed 14 May 2018.

¹¹⁴ASCEL. *The Association of Senior Children's and Education Librarians (ASCEL) Launch Bump Booster* [press release]. ASCEL, October 2017.

¹¹⁵Dudley Libraries. *Bumps, babies and beyond at Dudley Library*. Dudley: Dudley Metropolitan Borough Council, 2017, <http://www.dudley.gov.uk/media/media-releases/april-2017/26-bumps-babies-and-beyond-at-dudley-library/>, accessed 14 May 2018.

talk to parents and parents-to-be about the value and importance of sharing books and rhymes with their new baby. The sessions finish with a practical black-and-white book making activity in which parents-to-be make a book that they can use with their new baby.¹¹⁶

Leicestershire's Bumps to Bookworms Project is based on feedback from midwives on the levels of need around difficulties with bonding between mothers and babies and isolation of new mums due to various reasons, including the financial need to work as long as possible and lack of, especially free, social settings for mums and babies. Mums are invited to the library for two get-togethers before birth, to meet other local mums, and make a Black and White Book and a rhyme scrap book. During these meetings mums find out about the importance of reading and rhymes, the range of services and activities offered by the library, and are encouraged to join if they are not already members. The final visit is after birth, when mums meet again to introduce their baby and join them to the library if they have not already done so. This meeting is designed to encourage social interaction between mums and reinforce the idea of songs, rhymes and stories as a way of bonding and interacting with their child.¹¹⁷

Kirklees Libraries makes a number of offers to new and prospective parents and carers:

- They 'offer family storywalks which are a way of getting the whole family to do some healthy exercise, and often attract pregnant women bringing their younger children along

[...] The storywalks are a gentle, low-impact form of exercise, suitable for pregnant women. They are easy to participate in because the children come along too and you're more motivated to do it because you feel it's good for the children, not just for you'¹¹⁸

- The Home Service Library delivers books for the short period while the family is adjusting to the new arrival, promoting the value of reading to babies and the contribution books and reading can make to new parents' well-being. This is the start of their library journey, and our staff support and encourage the new families to move on from receiving this service to visiting a local library¹¹⁹
- In partnership with One Adoption¹²⁰ they 'have developed reading kits to support parents making the journey to becoming adoptive parents. These 'kits' include the recommended reading lists which parents are expected to read during their development from stage 1 to stage 2 of the process. We've also added therapeutic story books and library favourite children's titles about dealing with fear, being in care, being adopted or dealing with emotions/situations. These books are to be loaned in a taster size, with just a few titles – but always including a children's book, and then in the full size, with all the titles (aimed at those parents who are on stage 2). To accompany this offer we are also offering our Home Service Library to visit and support new adoptive parents when their child arrives'¹²¹

¹¹⁶Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 30 August 2017.

¹¹⁷Email from Sally White, Outreach Worker, Libraries, Leicestershire Libraries, to John Vincent, 17 October 2017.

¹¹⁸Email from Tiffany Haigh, Librarian, Kirklees, to John Vincent, 15 August 2017.

¹¹⁹Email from Tiffany Haigh, Librarian, Kirklees, to John Vincent, 15 August 2017.

¹²⁰*Welcome to One Adoption for Yorkshire & Humber*. One Adoption, 2017, <https://www.oneadoption.co.uk/>, accessed 14 May 2018. One Adoption is the regional adoption agency.

¹²¹Email from Tiffany Haigh, Librarian, Kirklees, to John Vincent, 15 August 2017.

- Kirklees are also 'planning a series of baby shower events for prospective and new parents. These showers will bring together appropriate services, organisations and businesses to showcase their offers to local parents; this will include Family Information Services, voluntary organisations, Health Services, leisure services, and local businesses. The central focus of these showers will be on the importance of reading for new families, but will also allow us to highlight our collections of books that offer support through pregnancy'¹²²
- As part of their health offer, Kirklees Libraries also offer baby-weighting sessions¹²³

In October 2017, the National Literacy Trust launched a new project in Stoke-on-Trent:

[...] to inspire families to read and sing with their premature babies at Royal Stoke University Hospital.

As part of our Stoke Reads campaign which we run in partnership with Stoke-on-Trent City Council, special story packs will be gifted to parents whose new-borns are in the Neonatal Intensive Care Unit [...]

The story packs will be gifted to families by Stoke-on-Trent library service's Reading

Champions who will visit the ward every month. They'll talk to parents about the pack, share songs and stories with babies, and suggest more children's books [...] for families to enjoy.

By making reading part of their family routine on the ward, it is hoped that parents will continue to share stories with their children at home.'¹²⁴

Race

The definition of who is covered by the race element of the Equality Act 2010 is taken from the EHRC¹²⁵.

Black History Month

Public libraries have been long-term supporters of Black History Month. As well as organising events and activities during October, libraries also ensure that Black History Month is reflected in their books and other materials. Some examples include: Birmingham maintains a collection of materials for young people, and has a webpage with information about Black history¹²⁶; Hampshire promoted a selection of their library stock¹²⁷; Kensington and Chelsea highlighted writing from their store collection¹²⁸; in 2016, Leeds organised 'A chance to handle and explore specially-selected historical items from the collections at Leeds Central Library,

¹²²Email from Tiffany Haigh, Librarian, Kirklees, to John Vincent, 15 August 2017.

¹²³Information collected at the 'Chances for Life' conference, 14 October 2017.

¹²⁴National Literacy Trust. *Story packs launched to give premature babies in Stoke the best start in life*. London: National Literacy Trust, 2017, <https://literacytrust.org.uk/news/story-packs-launched-give-premature-babies-stoke-best-start-life/>, accessed 14 May 2018.

¹²⁵The Equality Act 2010 says you must not be discriminated against because of your race. In the Equality Act race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. A racial group can be made up of two or more distinct racial groups, for example black Britons, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers. You may be discriminated against because of one or more aspects of your race, for example people born in Britain to Jamaican parents could be discriminated against because they are British citizens, or because of their Jamaican national origins.' [Taken from: <https://www.equalityhumanrights.com/en/advice-and-guidance/race-discrimination>, accessed 14 May 2018].

¹²⁶The Library of Birmingham. *Black history resources for children*. Birmingham: Birmingham City Council, no date, https://www.birmingham.gov.uk/info/50136/children_and_young_people/1608/black_history_resources_for_children/1, accessed 14 May 2018.

¹²⁷Hantsweb. *Inside libraries: Black History Month*. Winchester: Hampshire County Council, 2017, <http://blogs.hants.gov.uk/libraries/black-history-month/>, accessed 14 May 2018.

¹²⁸Royal Borough of Kensington and Chelsea. *Black History Month – writers from our Biography Store*. Kensington, London: Royal Borough of Kensington and Chelsea, 2017, <https://rbkclibraries.wordpress.com/2017/10/02/black-history-month-writers/>, accessed 14 May 2018.

offering a glimpse into the multicultural heritage of Yorkshire and beyond¹²⁹; and Lambeth celebrated '[...] history, arts, literature, film features, activities for children and young people in all of Lambeth's libraries.'¹³⁰

Other examples

Oldham Libraries are working in partnership with The Chai Ladies¹³¹, a group of South Asian women who, (among others) engage with the wider community and promote the library service and their performance programme, *live@thelibrary*. As the group's founder, Najma Khalid, has commented:

Live@thelibrary has given the group experience of theatre, arts and the importance of reading and access to books, etc. They've learned so much through the performances and it has encouraged community cohesion as the events bring communities together and they can find out what is happening all over Oldham.¹³²

Holocaust Memorial Day

An increasing number of libraries is commemorating Holocaust Memorial Day, eg Essex¹³³ and Wokingham¹³⁴.

Work with new arrivals (refugees, asylum-seekers, migrant workers, etc)

The needs of new arrivals usually cut across the protected characteristics.

As noted above, public libraries have been involved in supporting new arrivals for some considerable time. For example, the focus on the library needs of Indian and Pakistani communities in the 1960s and 1970s.¹³⁵ Similarly, public libraries have also been involved in the significant development via the Paul Hamlyn Foundation funding for 'Welcome To Your Library', firstly as a pilot project in 2003,¹³⁶ and then as a broader project 2004/07.¹³⁷

Some other examples of libraries' work include:

The Library of Birmingham worked in partnership with the British Library funded by the Heritage Lottery Fund to produce a community engagement programme and exhibition to celebrate and highlight the contribution that people from South Asia have had in Britain and especially Birmingham.

Connecting Stories: Our British Asian Heritage

The Library of Birmingham and the British Library are delighted to announce the

¹²⁹Leeds City Council. *Black History Month: Reflections in Leeds Libraries' Collections*. Leeds: Leeds City Council, 2016, <http://www.leedsinspired.co.uk/events/black-history-month-reflections-leeds-libraries-collections>, accessed 14 May 2018.

¹³⁰Lambeth Libraries. *Black History Month Autumn 2017*. Brixton, London: Lambeth Council, 2017, <http://love.lambeth.gov.uk/black-history-month-autumn-2017/>, accessed 14 May 2018.

¹³¹CHAI stands for Care, Help And Inspire and that is what we aspire to do. The group cares about its members and the community, helping and inspiring them to make a difference', https://www.facebook.com/pg/WomensCHAIProject/about/?ref=page_internal, accessed 14 May 2018.

¹³²Richard Hall. 'live@thelibrary: a cultural programme with Oldham Council libraries', *Libraries Taskforce blog*, 26 June 2017, <https://libraries.taskforce.blog.gov.uk/2017/06/26/livethelibrary-a-cultural-programme-with-oldham-council-libraries/>, accessed 14 May 2018.

¹³³Holocaust Memorial Day Trust. *Holocaust Memorial Day 2018 – Ingatestone memorial*. London: Holocaust Memorial Day Trust, 2018, <http://www.hmd.org.uk/events/2016/holocaust-memorial-day-2018-ingatestone-memorial/thu-11012018-1524>, accessed 14 May 2018.

¹³⁴Holocaust Memorial Day Trust. *Holocaust Memorial Day displays and postcard activity – Wokingham Library*. London: Holocaust Memorial Day Trust, no date, <http://www.hmd.org.uk/events/2016/holocaust-memorial-day-displays-and-postcard-activity-wokingham-library/wed-03012018>, accessed 14 May 2018.

¹³⁵See, for example: Claire M Lambert. 'Library provision for the Indian and Pakistani communities in Britain', *Journal of Librarianship and Information Science*, 1 (1), pp41-61.

¹³⁶See: Helen Carpenter. *Welcome To Your Library Project: developing public library services for asylum seekers and refugees in the London Boroughs of Brent, Camden, Enfield, Merton, Newham – final report*. London: London Libraries Development Agency, 2004, http://www.seapn.org.uk/uploads/files/WTYL_PC_FINAL_REPORT.pdf, accessed 14 May 2018.

¹³⁷See: Alison Lamb. *Welcome To Your Library: connecting public libraries and refugee communities – evaluation report*. London: London Libraries Development Agency, 2007, <http://www.seapn.org.uk/uploads/files/WTYLEvaluationReportrevisedversion.pdf>, accessed 14 May 2018.

opening of *Connecting Stories: Our British Asian Heritage*, (15 July to 4 November 2017, hashtag #connectingstories) an exhibition and community project celebrating the important role South Asian culture has played in forming Britain and Birmingham's history and identity. The archive material in the exhibition will focus on the countries of present day India, Bangladesh and Pakistan.

Connecting Stories explores Britain's enduring connections with South Asia, from historical trading links stretching back 400 years, to the impact of migration and settlement in the twentieth and twenty-first centuries. The rich and intertwining history of South Asia and the Midlands will be illustrated by photographs, letters, posters, paintings, documents, oral history, music and ephemera, demonstrating how libraries and archives can reveal untold and forgotten stories.¹³⁸

Training volunteers and media students

To coincide with the 70th anniversary of the partition of India, the Library of Birmingham joined forces with professional journalists from DesiBlitz to train a diverse range of volunteers and media students to capture the first-hand experiences of south-east Asian migrants to Birmingham after 1947. The project explored the impact this had on communities in Birmingham and the continuing role migration plays in shaping Birmingham's culture and heritage. The project will create a permanent film archive

in the library and share this through an exhibition and film screening."¹³⁹

As part of the New Writing North 'Read Regional' campaign¹⁴⁰ in 2017, Cumbria Libraries organised an author event at Carlisle Library with Gulwali Passarlay. Passarlay fled to the UK from Afghanistan when he was 12, and now, at 22, has published a book about his experiences.¹⁴¹ In addition, Cumbria Libraries have been involved in the Hidden Stories Shared Lives project:

[This] is an oral history project looking at the stories of those who were born outside the UK but have decided to make their homes in Cumbria. As a result of HLF funding, we have interviewed 50 individuals all with different and varied stories that have led them to make their homes here. We now as a conclusion to the project have an art exhibition that is touring the county, with the first stop at Kendal Library. The exhibition was opened last Thursday and is at Kendal for three weeks. It is an interactive exhibition with visitors being able to listen to sections of interviews, then engage with artefacts and displays to understand the individual and their story better.

Furthermore, the interview archives are being stored by Kendal, Workington and Carlisle libraries so that individuals can do further research or gain greater understanding. We also have a website [¹⁴²] where we are able to share clips of the interviews, organised by theme,

¹³⁸British Library. *Connecting Stories: the Library of Birmingham and the British Library – exhibition now open* [press release]. London: British Library, 2017, <https://www.bl.uk/press-releases/2017/july/connecting-stories-opens-at-library-of-birmingham>, accessed 14 May 2018. Funded by Our Heritage HLF grant of £91,700.

¹³⁹Email from Liz Ellis, Policy Adviser Communities and Diversity, HLF, to John Vincent, 31 August 2017. Funded by Our Heritage HLF grant of £45,000.

¹⁴⁰New Writing North. *Read Regional*. Newcastle upon Tyne: New Writing North, 2017, <http://newwritingnorth.com/projects/read-regional/>, accessed 14 May 2018.

¹⁴¹ITV, 'WATCH: Afghan author urges people to welcome refugees', *ITV News Report*, 11 July 2017, <http://www.itv.com/news/border/2017-07-11/watch-afghan-author-urges-people-to-welcome-refugees/>, accessed 14 May 2018.

¹⁴²Cumbria Development Education Centre. *Hidden Stories, Shared Lives: celebrating migration in Cumbria through oral history*. Ambleside, Cumbria: Cumbria Development Education Centre, no date, www.hidden-stories.co.uk, accessed 14 May 2018.

¹⁴³Email from Lucy Graham, Communications Officer, Cumbria Development Education Centre, to John Vincent, 21 November 2017.

with schools or other facilitators so they can explore issues via the words of real people.”¹⁴³

In Suffolk, ‘Chat and Chill’ sessions have been held regularly at Ipswich County Library for the last eight years for women who speak English as a second or other language¹⁴⁴.

The Chat and Chill sessions provide a vital role in helping immigrant women settle into their community by providing a safe, welcoming environment for them to learn and socialise. The modern, twenty-first century library is also regarded as a ‘neutral’ place and therefore trusted by people where they may harbour a distrust of other ‘official’ organisations.

Chat and Chill was a finalist in the 2017 CILIP Libraries Change Lives Award¹⁴⁵.

In a similar way, Norfolk organises ‘English Exchange’ which is an activity held in a number of libraries. For example, the library assistant who originated the scheme at Kings Lynn Library reported:

“Let’s Talk is a session for people to come and practise their English skills in a non-judgemental environment, over a friendly cup of tea. It is aimed at those whose primary language is not English.

King’s Lynn has a large migrant community, and the need for this type of club had already been recognised, and a Friday evening club has been running for a while. The idea for the new afternoon session came about as a number of people who attend work shifts, and also having it in the evening prohibited mothers from attending. Our new session runs from 2-3 which allows mothers to attend before the school run.

The group is small on both sessions, but has been vital to those that have attended. The people who attend range from housewives, people looking for work and those that just want to improve their English Language skills so that they can feel part of the community. Some of the people who come are women who have held highly skilled jobs in their own countries but have not yet acquired the language skills they believe are necessary to integrate fully into the community and to work here. A number of them have had to relocate here due to their husband’s work. It has been quite an upheaval for them and their children.

We have put up leaflets in the library and it is mentioned in our weekly newsletter. When people register in the library it is mentioned to those who may find it of benefit as well as the other activities we have to offer. At the moment it requires an hour of our time each session as we do not have a volunteer as yet.

I have tried different ways ranging from general conversation to encouraging them to bring in a list of words that they have difficulty pronouncing or understanding the meaning of. I was recently asked what TLC meant, simple to you or me but not to someone who is new to our country. With the consensus of the people involved I have found the most useful way seems to be encouraging them to read out loud. It helps them with the pronunciation of words and leads to some very interesting conversations. It is also a way of encouraging more book issues. It does not matter what type of book that they read: it can be junior fiction, quick reads or a newspaper article.

¹⁴⁴Suffolk Libraries. *Talking happiness in Ipswich Library*. YouTube, 2015, <https://www.youtube.com/watch?v=V8CFiesLJbA>, accessed 14 May 2018.

¹⁴⁵CILIP. *Libraries Change Lives 2017 shortlist*. London: CILIP, 2017, <https://archive.cilip.org.uk/advocacy-awards/libraries-change-lives-award/libraries-change-lives-2017-shortlist>, accessed 14 May 2018.

It is only by listening to them that you truly realise what a difficult language English is. The best advice is to encourage them in their learning and see how they want to proceed. Some of them want you to correct them at every point but sometimes it is better to let the sentence continue.

A number are already studying English at college and will want you to look at some of the work they have been given and explain what is required. I am not a teacher and I have explained this to them and I am of a generation when English grammar was not part of the curriculum so in some cases they know more than me. A dictionary is useful to have on the table at times when you struggle to give a precise definition.

The most important piece is to have fun and be welcoming. The people who attend are wanting to better themselves and in many instances are low in confidence. You can make a difference."¹⁴⁶

Derbyshire have worked with their local Black and minority ethnic communities to translate the basic 'Welcome to Derbyshire library' leaflet into eight community languages¹⁴⁷. They have also worked specifically in Ashbourne/Chesterfield to support newly-arrived Syrian refugee families. Staff were given background awareness training, and engaged with community representatives to welcome them into the library, provided books in appropriate languages, and dual-language books for children and teens; they also provided keyboards in Arabic script.¹⁴⁸

Tower Hamlets offers conversation classes at all their sites for anyone wanting to improve

their English; unlike formal ESOL classes, these are run by staff as informal drop-ins.¹⁴⁹

On 1 March 2017, Thimblemill Library (Sandwell) was awarded the first Library of Sanctuary in the UK by the Birmingham City of Sanctuary movement:

[...] for the work it does in welcoming refugees and migrants into the local community.

The library acts as a focal point for refugee support work in the local community including playing host to Bearwood Action for Refugees, a local voluntary group which raises money for refugees in Europe and supports people seeking sanctuary in the local area.

Thimblemill Library is also involved in a range of other local initiatives including:

- hosting fundraising events which raised more than £4,000 to support refugees
- running training courses in befriending refugees and about asylum issues
- bringing the local community together in solidarity with refugees in a symbolic 'Procession of Light' last autumn
- holding a series of monthly community lunches to welcome people seeking sanctuary in the local area

Other services organised by the library include English as a Second Language (ESOL) classes, health walks and community tea-and-toast sessions.¹⁵⁰

¹⁴⁶Email from Jan Holden, Head of Libraries and Information, Norfolk County Council, to John Vincent, 29 September 2017.

¹⁴⁷These are also available as an 'entry point' on their website at: Derbyshire County Council. *Join and use your library*. Matlock: Derbyshire County Council, 2018, http://www.derbyshire.gov.uk/leisure/libraries/using_your_library/default.asp, accessed 14 May 2018.

¹⁴⁸Email from Kirstie Matkin, Access & Inclusion Manager, Derbyshire Libraries & Heritage, to John Vincent, 20 July 2017.

¹⁴⁹Email from Kate Pitman, Idea Store Service Development Manager, Tower Hamlets to John Vincent, 7 August 2017.

¹⁵⁰Taken from a Sandwell Council press release, March 2017, now no longer available. See also: Bearwood Action for Refugees [Facebook page], posts 27 February 2017 and 1 March 2017, <https://www.facebook.com/BearwoodAction/>, accessed 14 May 2018.

Work is underway at the beginning of 2018 to establish a wider Libraries of Sanctuary movement.

The Network also regularly posts information about new developments¹⁵¹.

Work with Gypsies, Roma and Travellers [GRT]

Libraries have organised events (eg Derbyshire) and talks (eg Derbyshire) to celebrate GRT life and to highlight issues around persecution, education, and so on.¹⁵²

In addition, some libraries organise activities and events to celebrate GRT History Month (June)¹⁵³, eg Derbyshire had storytelling by a Romani storyteller in 2016, and Hackney Traveller Education Service organises events, many of which are held in libraries¹⁵⁴.

Some local authorities, such as Essex¹⁵⁵, provide specific information for GRT people, including highlighting library provision.

Religion or belief

Public libraries are secular spaces that are open and offer support and information to people of all faiths and none.

They celebrate specific events, and ensure that staff are aware of community needs, for example:

In Hertfordshire public libraries display a directional sign giving the main points of the compass. The directional signs are

intended to act as an aid for anyone asking for the direction for Muslim prayer, which is East South East facing the direction of the Kaabah in Mecca. Muslim users occasionally ask if there is anywhere they can pray in the library and in which direction the library is orientated. People are very welcome to pray in Hertfordshire Libraries and library staff will always do their best to accommodate such a request within the exigencies of the service. If the library has a meeting room that is available for use at the time of the request, then this is offered free of charge. If the library doesn't have a meeting room, staff will offer areas within libraries which are quieter and more discrete.¹⁵⁶

Sex

Some libraries provide events and activities targeted specifically at women or men (including those targeted towards young women; and 'dads and lads').

For example:

Hertfordshire Libraries hosted *Perfectly Imperfect Women*, a show written especially for International Women's Day by award-winning storyteller Danyah Miller and performed in the new Hemel Hempstead Library in March 2017. The show explores what drives us to want to live perfect lives as mothers, daughters, wives, sisters and breadwinners.¹⁵⁷

¹⁵¹John Vincent. *How can the cultural sector support refugees?* Nadderwater, Exeter: The Network, 2018, <http://www.seapn.org.uk/post/how-can-the-cultural-sector-support-refugees>, accessed 14 May 2018.

¹⁵²Email from Kirstie Matkin, Access & Inclusion Manager, Derbyshire Libraries & Heritage, to John Vincent, 20 January 2017.

¹⁵³Jake Bowers. *What is GRTHM?* Gypsy, Roma Traveller History Month, [before 2011], <https://www.natt.org.uk/grthm/whatis.php>, accessed 14 May 2018.

¹⁵⁴Email from Siobhán Ryan, Coordinator, Traveller Education Service, Hackney, to John Vincent, 16 January 2017.

¹⁵⁵Essex County Council. *Gypsies, Roma, Travellers*. Chelmsford: Essex County Council, 2017, <https://www.essex.gov.uk/Education-Schools/Schools/Pupil-Parent-Support/Pages/Gypsies,-Roma,-Travellers.aspx>, accessed 14 May 2018.

¹⁵⁶Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 28 September 2017.

¹⁵⁷See: Wizard Presents. *Perfectly Imperfect Women: a biographical wonder tale*. Wizard Presents, 2018, <http://www.wizardpresents.co.uk/production/perfectlyimperfectwomen/>, accessed 14 May 2018.

Kent Libraries provide some men-only reading groups.¹⁵⁸

Kirklees Libraries offer 'Girl Geeks' events:

Huddersfield Girl Geeks is a new network supporting, inspiring and uniting women and girls interested in science, technology, engineering, maths, digital and coding.¹⁵⁹

Northamptonshire Libraries hosted an eight-session course, 'I'm the Girl I Want To Be', which 'takes girls aged 11 – 18 years old on a journey through issues of self-esteem, body image, sex and relationships, dreams and aspirations and much more.'¹⁶⁰

Sexual orientation

Many libraries are strong supporters of LGBTQ events and activities. This list of examples is taken from the work developed by Surrey Library Service:

General provision:

- provide a welcome
- information available via the catalogue
- providing local information
- signposting to other services/sources of information
- information available via Surrey Community Information
- purchase and displays of stock
- expanded stock, eg DVDs
- provide materials for schools

- information on stock available via the catalogue to help people find items they want
- access to online reference collection
- provide a list of relevant websites
- buy stock on people's recommendations
- providing training courses for staff
- staff take care not to discriminate (and non-discrimination policy)
- picking up LGBTQ issues in their domestic abuse work¹⁶¹
- run workshops around other issues, which may include LGBTQ
- offering a safe, secure and non-discriminatory environment – libraries are for everyone
- offering a confidential environment and code of conduct around confidentiality
- recruitment including equality/LGBTQ issues
- providing self-service
- providing online access to personal library records

Library promotions:

- Produced a reading list and leaflets to promote it¹⁶²
- Promotion of Shelf Help¹⁶³
- Working with partners to provide information/promote services

¹⁵⁸Email from Aisha Affejee, Business Development Officer, Kent Libraries, Registration and Archives, to John Vincent, 2 November 2017.

¹⁵⁹See, for example: Kirklees Council. *Huddersfield Girl Geeks: Code Party!* Huddersfield: Kirklees Council, 2017, <https://www.ticketsource.co.uk/date/412390>, accessed 14 May 2018.

¹⁶⁰Jo Hoyer. 'I'm the Girl I Want To Be', *Libraries Taskforce blog*, 18 July 2017, <https://librariestaskforce.blog.gov.uk/2017/07/18/im-the-girl-i-want-to-be/>, accessed 14 May 2018.

¹⁶¹See *General health and wellbeing initiatives* below.

¹⁶²The latest versions can be seen at: Surrey Libraries. *Out Lit – our LGBT collections*. Kingston upon Thames: Surrey County Council, 2018, <https://www.surreycc.gov.uk/libraries/borrowing-items-from-the-library/collections-and-reading-lists/out-lit-our-lgbt-virtual-collection>, accessed 14 May 2018.

¹⁶³The Reading Agency. *Shelf Help? The books helping British teens turn the page on mental health*. London: The Reading Agency, 2016, <https://readingagency.org.uk/news/media/shelf-help-the-books-helping-british-teens-turn-the-page-on-mental-health.html>, accessed 14 May 2018.

Activities, events, celebrations and commemorations:

- celebrate LGBT History Month and Pride
- commemorate IDAHOT (International Day Against Homophobia, Transphobia and Biphobia, 17 May)
- events, including author events, activities at Surrey History Centre
- coffee mornings¹⁶⁴

Some other examples include:

LGBT History Month

Many libraries are involved in celebrating LGBT History Month in some way or other; here is just a small selection of examples.

Lewisham:

An eventful LGBT History Month was marked with performances and author talks in libraries. Some of the highlights included:

1. Book launch by Cherry Potts for her novel *The Dowry Blade*, a fantasy epic of the strength and limitations of love and loyalty between friends, lovers, kin, strangers – and enemies. Cherry also signed and sold 20 books on the night.
2. Information day at Deptford Lounge was well attended with advice on sexual and mental health from NAZ [¹⁶⁵] and Metro Centre, self-HIV testing and Chemsex information by Afterparty,

volunteering advice from VAL [Voluntary Action Lewisham] and hate crime reporting awareness from Susan Hailes.

3. A launch event attended by 100 people in the Broadway Theatre had speeches from Susan Hailes (Lewisham Met Police LGBT Liaison) and Mayor Steve Bullock as well as an opportunity to see #Outcome, a portrait exhibition by Tom Dingley showing a range of representations of people from the LGBT community.
4. A sold-out cabaret event at the Broadway Theatre featuring comedy from VG Lee and a set by drag act The Fabulettes was very well received.¹⁶⁶

Tower Hamlets Schools Library Services¹⁶⁷ promoted LGBT History Month 2018 on its website, highlighting resources available.

Finally, and more broadly, CILIP published a blogpost¹⁶⁸ in 2016, that outlined examples of the sorts of activities that libraries have been involved in.

IDAHOBIT

For IDAHOBIT 2017, Derbyshire Libraries worked in partnership with Derbyshire LGBT+ to display their 'Other Stories' project at Ripley Library¹⁶⁹, and held an IDAHOBIT-themed storytime on inclusive families at Chesterfield Library. There was also a promotion of their LGBT-themed ebook collection on the library website.¹⁷⁰

¹⁶⁴Taken from: John Vincent. *LGBTQ Awareness course for Surrey Library Service – notes and key points discussed*. Nadderwater, Exeter: The Network, 2016 (and included with permission of Surrey Library Service).

¹⁶⁵NAZ provides sexual health promotion and HIV support services to Black, Asian and Minority Ethnic (BAME) communities in London.' Consortium of Lesbian, Gay, Bisexual and Transgender Voluntary and Community Organisations. NAZ. Exeter: Consortium of Lesbian, Gay, Bisexual and Transgender Voluntary and Community Organisations, 2016, <http://www.lgbtconsortium.org.uk/directory/naz>, accessed 29 May 2018.

¹⁶⁶Email from Thomas Skinner, Lewisham Libraries, 14 March 2017.

¹⁶⁷Tower Hamlets Schools Library Services. *LGBT History Month*. London: Tower Hamlets Schools Library Services, 2018, <http://www.towerhamlets-sls.org.uk/lgbt-history-month/>, accessed 14 May 2018.

¹⁶⁸Elizabeth L Chapman and John Vincent. *Preparing for LGBT History Month – our top tips*. London: CILIP, 2016, <https://archive.cilip.org.uk/blog/preparing-lgbt-history-month-our-top-tips>, accessed 14 May 2018.

¹⁶⁹Derbyshire Libraries (Facebook page) *International Day Against Homophobia, Transphobia and Biphobia*, https://www.facebook.com/pg/DerbyshireLibraries/photos/?tab=album&album_id=10154645315063226, accessed 14 May 2018.

¹⁷⁰Email from Kirstie Matkin, Access & Inclusion Manager, Derbyshire Libraries & Heritage, to John Vincent, 7 July 2017.

Other events/activities

Hertfordshire Libraries host events organised by Polari, London's award-winning LGBT literary salon,¹⁷¹ most recently at Bishops Stortford, Watford, St Albans and Stevenage Libraries. It is an LGBT author event, in which Paul Burston hosts and introduces three or four other authors who read from their books or poetry. As part of this, Paul runs a creative writing workshop before the event and gives the people who attend the opportunity to take part in the evening event. This is an Arts Council funded activity. The Polari webpage gives details of other libraries where these events take place.¹⁷²

A number of library services also promotes LGBT books (and other materials), for example Oxfordshire in its 'Good Reads' series¹⁷³.

Class and economic disadvantage

As with the Arts Council itself, public libraries also see provision that helps to overcome economic disadvantage as a priority. Libraries have been developing such provision for some considerable time,¹⁷⁴ supporting people who are unemployed¹⁷⁵ or on low pay, for example; however, this has become an even more important part of their provision with the increasing impact of austerity.

A grim effect of 'austerity Britain' has been the large increase in the need for food-banks.¹⁷⁶ Some public libraries have become food collecting points¹⁷⁷; and, at some of Plymouth's libraries, free lunches were offered over the 2017 summer holidays (funded via the LOfEIF):

Every Wednesday in August [2017], we gave away a free, healthy lunch (provided by CATERed [¹⁷⁸], Plymouth's premier school meals provider), and delivered an exciting programme of cultural and learning activities.

We worked with a wide range of organisations and individuals such as the Theatre Royal, Music Makers, the National Marine Aquarium, author Tom Palmer and author/illustrator Emma Carlisle. Alongside this, we promoted books and reading through the Summer Reading Challenge, offered coding and digital making sessions and craft activities.

'Lunch at the Library' was delivered at three venues in areas of deprivation – two library buildings and a 'pop-up' library at a community venue. Staff received visitor engagement training and put their skills to use promoting the initiative in schools where the uptake for the Summer Reading Challenge was typically poor.¹⁷⁹

¹⁷¹Polari. *Polari Literary Salon*. Polari, no date, <https://www.polariliterarysalon.co.uk/Polari/Home.html>, accessed 14 May 2018.

¹⁷²Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 24 April 2017.

¹⁷³Oxfordshire County Council. *Good reads*. Oxford: Oxfordshire County Council, no date, <https://libcat.oxfordshire.gov.uk/web/arena/reading-lists>, accessed 14 May 2018.

¹⁷⁴See, for example: Ray Astbury. *Libraries and the unemployed: needs and responses*. London: Library Association Special Community Services Sub-Committee, 1983; John Barugh. *Public libraries and organisations serving the unemployed*. London: British Library Research and Development Department, 1986.

¹⁷⁵See the Gateshead example under *Age: Children and young people above*.

¹⁷⁶See, for example: Emma Downing and Steven Kennedy. *Food banks and food poverty*. London: House of Commons Library (Standard Note SN06657), 2014, <http://researchbriefings.files.parliament.uk/documents/SN06657/SN06657.pdf>, accessed 15 May 2018.

¹⁷⁷For example, Bournemouth (Bournemouth Foodbank, *Donate Food*. Charminster: Bournemouth Foodbank, no date [2017?], <https://bournemouth.foodbank.org.uk/give-help/donate-food/>, accessed 15 May 2018); Derbyshire (Derbyshire County Council, *Food donation points and volunteering*. Matlock: Derbyshire County Council, 2018, https://www.derbyshire.gov.uk/social_health/health-and-wellbeing/your-communities-health/making-health-fairer/food_banks/food_donation_points_and_volunteering/default.asp, accessed 15 May 2018). See also: John Vincent. *Libraries and food*. Nadderwater, Exeter: The Network, 2015, <http://www.seapn.org.uk/uploads/files/Libraries-and-Food.pdf>, accessed 15 May 2018.

¹⁷⁸CATERed is a co-operative trading company which is jointly owned by 67 local schools and Plymouth City Council'. CATERed. *Who are we?*, Plymouth: CATERed, no date, <http://web.plymouth.gov.uk/cateredwhoarewe.html>, accessed 15 May 2018.

¹⁷⁹Amanda Macdonald. 'Lunch at the library – an update', *Libraries Taskforce blog*, 9 March 2018, <https://librariestaskforce.blog.gov.uk/2018/03/09/lunch-at-the-library-an-update/>, accessed 15 May 2018.

Some examples from North West England where children use the library over a school holiday period, with food being provided, include: Manchester, Oldham, Rochdale, St Helens, and Warrington.¹⁸⁰

Some libraries are working with credit unions to help support local people, for example:

Recently in Great Yarmouth, we have a credit union providing services for one day a week. This has been beneficial for those who can't easily access a mainstream bank. The roll-out of Universal Credit in Great Yarmouth has made life difficult for many of the local community.¹⁸¹

Economic development/enterprise hubs

Libraries are ideally placed to support people seeking to develop employment and business initiatives, and many of these developments have a strong diversity element. For example, in Greater Manchester:

The Big Ideas Generators (BIG) project is supporting innovation and enterprise across 10 Greater Manchester (GM) library authorities, serving a population of over 2.7 million people [...]

It's early days for specific outcomes but the number of attendees is good: so far over 500 places have been taken [...]

We've also been reaching our inclusion targets:

- 60% of attendees are women
- 30% are from Black and minority ethnic communities^{183,184}

Northamptonshire Libraries won the 2014 CILIP Libraries Change Lives Award for their 'Enterprise Hubs':

Northamptonshire Library and Information Service and the Northampton Enterprise Partnership (NEP) work together to provide a new business information and marketing service for people in the region who have skills or ideas they would like to turn into self-employment or business start-ups, including many would-be job-seekers who cannot find opportunities in the local job market. Together the library and NEP encourage users to use their skills to turn themselves into self-employed entrepreneurs.¹⁸⁵

Social and institutional barriers

There follow some examples of libraries' work to help break down social and institutional barriers. This work is grouped under the following headings:

- General health and wellbeing initiatives
- Bibliotherapy
- Dementia
- Work with homeless people

¹⁸⁰Ian Anstice. 'Feed and Read: libraries providing food and activities to children in holidays', *Time to Read*, 4 December 2017, <http://www.time-to-read.co.uk/news-blog/feedandread>, accessed 15 May 2018.

¹⁸¹Email from Kymm Lucas, Locality Manager, Norfolk Libraries, to John Vincent, 17 October 2017.

¹⁸²In addition: 'On 21st September [2017] thousands of aspiring entrepreneurs across the country will head to their local library to attend free training and inspirational talks as part of the British Library's national Start-up Day [...] Events will be taking place not just in London, but simultaneously in partner libraries right around the UK through the Business & IP Centre National Network: Birmingham, Devon, Hull, Leeds, Liverpool, Manchester, Newcastle, Northamptonshire, Norfolk and Sheffield – and also in Nottingham, Glasgow, Aberdeen and Worcester'. Taken from: Isabel Oswell. "Libraries kick-starting the next generation of entrepreneurs", *Libraries Taskforce blog*, 18 September 2017, <https://librariestaskforce.blog.gov.uk/2017/09/18/libraries-kick-starting-the-next-generation-of-entrepreneurs/>, accessed 15 May 2018.

¹⁸³Neil MacInnes. 'Big Ideas Generators: update', *Libraries Taskforce blog*, 1 September 2017, <https://librariestaskforce.blog.gov.uk/2017/09/01/big-ideas-generators-update/>, accessed 15 May 2018.

¹⁸⁴Arts Council England. *Helping communities through library activity in the North*. Manchester: Arts Council England, April 2017, <http://www.artscouncil.org.uk/case-studies/helping-communities-through-library-activity-north>, accessed 15 May 2018.

¹⁸⁵CILIP. *Libraries Change Lives Award past winners and finalists*. London: CILIP, 2016, <https://archive.cilip.org.uk/cilip/advocacy-awards-and-projects/awards-and-medals/libraries-change-lives-award/past-libraries>, accessed 15 May 2018.

- Work with prisoners, ex-offenders and their families
- Lifelong learning
- Basic skills
- Digital inclusion
- Community hubs

General health and wellbeing initiatives

Health is an Universal Offer for Public Libraries, and their work to support wellbeing initiatives demonstrates how to begin to overcome social and institutional barriers.

The Health Offer enables libraries to be community hubs offering trusted non-clinical space where health and well-being partners can engage with local people for outreach, supporting the vulnerable, providing assisted online access to key health information sites, and valuable information and signposting.¹⁸⁶

Libraries often provide a meeting place and focus for people who may be lonely (and the inherent health risks that that poses are now being increasingly recognised). The City of London Library Service, for example, has adopted the 'libraries first' principle proposed by the Libraries Taskforce, so:

As the other strands of its Social Wellbeing Strategy are rolled out, the City will look to its libraries first as the place for new activities to be located. When the City started working with Age Concern on a pilot project to support older women from the Bangladeshi community, the Portsoken Health and Community Centre, a satellite of Artizan Street Library, was the natural place for the new group to be based. As the

Barbican Arts Centre looks to engage more local parents with its family programme its Barbican Blocks play and learning experience will be going on a tour of the Stay and Play sessions that are already hosted in the City's libraries."¹⁸⁷

Cumbria Libraries ran a year-long project (2015/16), funded by Arts Council England, 'Seven Stories', at Carlisle Library. The title 'reflects the number of participant groups: three schools, adults with mental health issues, adults recovering from a stroke, adults with a learning disability and dementia, and vulnerable older adults.'¹⁸⁸ The objectives of the project – which, Cumbria say, were all met – were:

- To use the library in the heart of the city to showcase high quality art from a diverse group of vulnerable adults and young people
- Reduce stigma and challenge preconceived ideas about achievements of our project's diverse participants
- Inspire young people to engage in reading and creativity
- Bring a diverse mix of people into the library and support the library to offer its services to hard to reach groups
- Accredit 90 young people with an Arts Award certificate¹⁸⁹

Libraries Unlimited (Devon) again organised their Active Life Active Mind Festival' in 2017:

Active Life Active Mind is an annual programme of library events focused on

¹⁸⁶The Universal Offers for Public Libraries. Libraries Connected, no date, <http://goscl.com/wp-content/uploads/UniversalOfferBooklet.pdf>, accessed 15 May 2018.

¹⁸⁷Carol Boswarthack and Adam Johnstone. 'Reducing loneliness in the City of London: how libraries contribute', *Libraries Taskforce blog*, 22 September 2017, <https://librariestaskforce.blog.gov.uk/2017/09/22/reducing-loneliness-in-the-city-of-london-how-libraries-contribute/>, accessed 15 May 2018.

¹⁸⁸Mari Pearce. 'Carlisle Library's Seven Stories Project', *Libraries Taskforce blog*, 12 April 2017, <https://librariestaskforce.blog.gov.uk/2017/04/12/carlisle-libraris-seven-stories-project/>, accessed 15 May 2018.

¹⁸⁹Mari Pearce. 'Carlisle Library's Seven Stories Project', *Libraries Taskforce blog*, 12 April 2017, <https://librariestaskforce.blog.gov.uk/2017/04/12/carlisle-libraris-seven-stories-project/>, accessed 15 May 2018.

health and wellbeing. In 2017, for the fifth consecutive year, over 200 events were held across our network of 50 Devon Libraries.

Active Life Active Mind runs throughout October and aims to bring people together and promote healthy lifestyles and positive wellbeing. Events and activities in libraries range from things like yoga and knitting groups to walking for health, Lego and colouring clubs and FabLab maker space workshops at Exeter and Barnstaple Library.

Through the Active Life Active Mind programme of events, we work with a range of different organisations such as Active Devon, One Small Step and Age UK to ensure we are providing professional advice and support to our library users.¹⁹⁰

Hackney's Community Library Service:

[...] is a firmly established outreach service that delivers to elderly, disabled and housebound people across the whole borough, as well as providing a library service to residential homes, housing schemes, lunch clubs, nurseries and the local hospice and hospital [...]

With isolation and loneliness increasingly becoming something people are not afraid to admit to, the service has now developed into one that can react to an individual's circumstances as well as their library requirements. As library staff, we can be caring friends rather than council or health officials, and therefore be allowed access to hidden needs as well as helping them feel wanted as part of a unique library community.¹⁹¹

Norfolk Library and Information Service, along with Public Health, set up the 'Healthy Libraries' initiative (which won the 2016 CILIP Libraries Change Lives Award). Offered via all 47 of Norfolk's libraries, this service is 'actively promoting public health, with staff trained in understanding health improvement and mental health first aid to offer information, advice and guidance on local health services including signposting suitable local health projects [...] Between May 2015 and April 2016, over two thousand Norfolk residents participated in a dedicated health-based activity under the programme.'¹⁹²

In addition, Norfolk's libraries promote wellbeing and help in combating loneliness:

An 80 year old customer comes to the library every day. He walks 5 miles in, leaving the house at 5.30am. He lives with his wife (who is bed-ridden) and daughter (who is also poorly) but they ask him to be out of the house all day until teatime. The library is a haven for him. For somewhere warm and friendly to be and for all the social activities that he can join in with. Today, he was quite upset – and he told me how overwhelmed he was with the library's kindness and sense of community. That the 4 of them meeting every Tuesday for scrabble has made such a difference to all of their lives.

[...] A customer visited the library to read the daily newspapers, and I acknowledged he was there and he started to talk to me. He said he had suffered from 2 strokes recently and has been told that he is unable to work anymore. With this he said that he has felt depressed and quite low sometimes, and he knows he can buy the paper for himself –

¹⁹⁰Devon Libraries. *Active Life Active Mind*. Exeter: Libraries Unlimited, no date, <https://www.devonlibraries.org.uk/web/arena/health-activelifeactivemind>, accessed 15 May 2018.

¹⁹¹Chris Garnsworthy. 'Hackney community library service: meeting the needs of isolated people', *Libraries Taskforce blog*, 7 November 2017, <https://librariestaskforce.blog.gov.uk/2017/11/07/hackney-community-library-service-meeting-the-needs-of-isolated-people/>, accessed 15 May 2018.

¹⁹²CILIP. 2016 *Libraries Change Lives Award winner*. London: CILIP, 2017, <https://archive.cilip.org.uk/advocacy-awards/libraries-change-lives-award/2016-libraries-change-lives-award-winner>, accessed 15 May 2018.

however, he likes to come in and read it, and he can sometimes talk to others that read the papers too.

I conversed with him for a little while and mentioned about all the events and activities that we have going on at the library including the scrabble, chess and Colour Me Calm.

He has since turned up for the Chess sessions. Since starting to come to the Chess sessions he has made friends and said that it has given him something to look forward to and it is good for his brain after having the strokes. He said: 'I don't know what I would do without the library.'¹⁹³

As another library user commented:

I'm lonely in the home, and could get depressed. Coming to the library is extremely important, especially in winter. It is a vital lifeline.¹⁹⁴

Oldham Libraries:

[...] host free drop-in health and wellbeing events, delivered with local partners, which have included drop-in clinics on memory, HIV testing, sexual health awareness and smoking cessation. An annual health awareness day at the central library provides free health checks including blood pressure, eye checks, diabetes risk assessment, GP consultations, dental advice, pharmacy advice and complementary therapy tasters. At the 2016 event, 462 health checks were carried out, 26 per cent of people were found to have high blood pressure, 61 per cent were identified as overweight or obese and 15 people had high risk of diabetes. Advice and signposting to other services was provided.¹⁹⁵

St Helens Library Service's 'Cultural Hubs' (a 2015 LCLA finalist) are:

[...] helping St. Helens Council deliver its objectives of improving the skills and learning of local people, engaging with the needs of local young people, supporting neighbourhood development and community cohesion and promoting an environment that supports the health and wellbeing agenda, through creative use of the arts across St. Helen's libraries. The borough is one of the most deprived in the UK however the library service has struck several partnerships that are actively driving a major transformation improving mental and physical health and tackling social care problems in the town via performances and transformative arts projects in the library spaces. Users of the service are typically those accessing adult social care and health services or at risk of needing these services.¹⁹⁶

I had a long-standing alcohol problem, I didn't see a point to living. My real, active recovery started the day I came to the library (Paul, service user, St Helens Libraries)¹⁹⁷

Surrey Libraries developed their 'Domestic Abuse, How Surrey Libraries Can Help' initiative (LCLA winner 2013) which:

[...] offers support and guidance to those experiencing domestic abuse and to survivors of domestic abuse, providing vital information and resources in a safe environment. They help those who have experienced sexual, emotional, physical, financial and violent abuse, forced marriage and genital mutilation. They also work with

¹⁹³Email from Sarah Hassan, Assistant Head of Libraries, Norfolk, to John Vincent, 22 September 2017.

¹⁹⁴Email from Sarah Hassan, Assistant Head of Libraries, Norfolk, to John Vincent, 22 September 2017.

¹⁹⁵Local Government Association. *Delivering health and wellbeing outcomes through arts and culture projects at Oldham Council*. London: LGA, 2017, <https://www.local.gov.uk/delivering-health-and-wellbeing-outcomes-through-arts-and-culture-projects-oldham-council>, accessed 15 May 2018.

¹⁹⁶CILIP. *Libraries Change Lives Award past winners and finalists*. London: CILIP, 2016, <https://archive.cilip.org.uk/cilip/advocacy-awards-and-projects/awards-and-medals/libraries-change-lives-award/past-libraries>, accessed 15 May 2018.

frontline domestic abuse professionals to support their work and jointly develop services to increase awareness throughout the Surrey population of the scale of domestic abuse in the county. Highlights of Surrey County Council Libraries work includes: information through specialised book stock, covering all aspects of domestic abuse, dispersed across the county for discretion as well as ease of reservation, and dedicated web pages and signposting to other local and national services. Events for residents experiencing domestic abuse, including self-esteem workshops, poetry sessions run with a local survivors support group, and a poetry and art session run with the local youth support group service. A domestic abuse survivors reading group, e-book readers and e-book downloading training for refuge residents. Awareness of the services offered to those experiencing or who have experienced domestic abuse and the professionals working with them, forging links between the library service with the police, borough and district councils, Crimestoppers and the Surrey and Sussex Probation Service.”¹⁹⁸

Tower Hamlets have introduced a health strategy, ‘Medicine for the Soul’¹⁹⁹. Within this, they have focused on providing:

- Well-designed buildings that are available to all seven days a week (and the Idea Stores are designed to be good places to spend time in, without an institutional feel)
- Health Outreach Workers who are paid for

by Public Health and who work in Idea Store Whitechapel)

– Bibliotherapy (each Idea Store has a therapeutic shared-reading group using The Reader model [see below])

The Idea Store Community Information Directory has been developed in partnership with mental health partners, and includes:

- ‘In the Know’ – a guide to services around mental health and wellbeing
- ‘Medicine for the Soul’ – highlighted collections which include cookery books and exercise as well as the usual health subjects
- ESOL classes which contribute to family well-being, and learners have commented on how they can access health services more easily and explain symptoms to their GP.^{200,201}

In Brighton & Hove:

Jubilee Library was one of the locations for a Brighton Festival event ‘In Their Shoes Poem Trail’ this year. Specially designed listening-posts were placed along a one-mile trail around the centre of Brighton, and people could listen to a series of 5 commissioned poems, exploring the concept of empathy and otherness. The poems covered the subjects of mental health experience, physical health experience, refugee experience, LGBTQ experience and transgender experience. Before you criticise someone, walk a mile in their shoes; see the world through their eyes; hear the world through their voice.²⁰²

Some public libraries also host specific sexual health sessions, for example:

¹⁹⁷Quote taken from CILIP Libraries Change Lives Award YouTube film: CILIP. *CILIP Libraries Change Lives Award: 2015 Shortlist*. YouTube, 2015, <https://www.youtube.com/playlist?list=PLHvD6bA34QiBoqnYFQERQwWu82RamBOX>, accessed 15 May 2018.

¹⁹⁸CILIP. *Libraries Change Lives Award past winners and finalists*. London: CILIP, 2016, <https://archive.cilip.org.uk/cilip/advocacy-awards-and-projects/awards-and-medals/libraries-change-lives-award/past-libraries>, accessed 15 May 2018.

¹⁹⁹Idea Store. *Health Strategy*. London: Tower Hamlets Borough Council, no date [c2009], <http://www.ideastore.co.uk/assets/documents/Idea%20Store%20Health%20Strategy%20final.pdf>, accessed 15 May 2018.

²⁰⁰Further information is available at: Idea Stores, *Idea Store health*. Tower Hamlets Borough Council, 2018, <http://www.ideastore.co.uk/idea-online-health>, accessed 15 May 2018.

²⁰¹Email from Kate Pitman, Idea Store Service Development Manager, Tower Hamlets to John Vincent, 7 August 2017.

²⁰²Brighton Festival. *In Their Shoes: Poem Trail*. Brighton: Brighton Festival, 2017, https://brightonfestival.org/event/10956/in_their_shoes_poem_trail/, accessed 15 May 2018.

[...] in Cumbria we host community drop-in sessions with Cumbria Sexual Health Service in several of our larger Area Libraries.

The community drop-ins offer free information, advice and support around sexual health. There are no appointments – it is an informal, non-judgemental and confidential service that allows people to chat at ease.

They cover areas including:

- Family planning and contraception
- Sexually transmitted infections and how to stay healthy
- Accessing STI and HIV testing services
- Where, when and how to access in-clinic services

It is also possible to pick up information leaflets, postal chlamydia screening kits and condoms.²⁰³

A number of public libraries also offers opportunities for 'health-walks'. These include Brighton & Hove:

In 2014 Brighton & Hove Libraries joined up with the Council's award-winning Healthwalks Team to run a series of six Healthwalks, starting and ending at six different libraries. Reading and walking are both proven to reduce stress levels and the idea behind this initiative was to bring physical and mental health together in one activity. Healthwalks participants attend walks for a range of reasons, from wanting to get out of the house more and get fitter, to wanting to meet new people and

socialise. Some walkers have been referred by their GP or other medical professional to help them improve their fitness. Healthwalks are led by volunteers and range in distance from .5 – 3 miles, enabling walkers to progress from shorter to longer walks as their fitness improves. Walkers were invited into the library after the walks for a cuppa to give them a chance to chat and to look at the libraries' collection of mood-boosting fiction and books on local walks. The aim was to run Healthwalks regularly from libraries, and we have continued to run two of the walks on a weekly basis from Saltdean and Portslade Libraries for two years now.²⁰⁴

Dudley Libraries' Walking Book Club²⁰⁵; and Kirklees:

Family storywalks, combining exercise with book-related activities, have been running in Kirklees Libraries for over nine years. In this time, they've developed from simple picture hunts during a walk, to a tool we've used to build relationships with communities, deliver high-quality events at low cost and engage with hard to reach groups [...]

Storywalks engage hard to reach and target families. We have created bespoke storywalks for hard to reach families. For example, we worked in partnership with a community teacher supporting a local school in special measures. Children from Early Years and KS1 were identified as needing help with literacy, language and 'knowledge and understanding of the world'.²⁰⁶

Family Storywalks was a finalist in the 2017 CILIP Libraries Change Lives award.²⁰⁷

²⁰³Email from Helen Towers, Reader Development and Stock Manager, Cumbria Library Service, to John Vincent, 28 September 2017.

²⁰⁴Email from Julie O'Neil, Libraries Services Manager, Brighton & Hove Libraries, to John Vincent, 8 August 2017.

²⁰⁵Libraries Connected. *Review of reader development activities in libraries and training needs*. Libraries Connected, 2017, <http://goscl.com/wp-content/uploads/Review-of-Reader-Development-Activities-and-Training-Needs-February-2017-1.pdf>, accessed 15 May 2018.

²⁰⁶Tiffany Haigh. 'Family Storywalks in Kirklees', *Libraries Taskforce blog*, 16 June 2017, <https://librariestaskforce.blog.gov.uk/2017/06/16/family-storywalks-in-kirklees/>, accessed 15 May 2018.

²⁰⁷CILIP. *Libraries Change Lives 2017 shortlist*. London: CILIP, 2017, <https://archive.cilip.org.uk/advocacy-awards/libraries-change-lives-award/libraries-change-lives-2017-shortlist>, accessed 15 May 2018.

Much of this work also supports mental health and wellbeing, including drawing on the resources and support provided by The Reading Agency.²⁰⁸ Brighton & Hove Libraries are an example of how this has been developed:

“Mood-boosting Books

Funding was obtained from Public Health to work with Mind Brighton & Hove, Mind Out and the local wellbeing service on a ‘Beat the Winters Blues’ campaign based on the Five Ways to Wellbeing. We asked local people via postcards in libraries, Mind shops, wellbeing waiting rooms and social media what their favourite feel-good fiction books were, and why they chose them. The project was promoted by local radio station, Juice, and by the Council and library social media. We received 451 nominations over a two-week period and a list of Brighton & Hove’s Top Twenty mood-boosting reads was compiled. The Top Twenty titles were then promoted to encourage people to pop into a library and borrow a book, recommended by their fellow residents, to give them a lift. We obtained book nominations from a Police Inspector, library staff, the Head of the Library Service, Council Directors and Commissioners. NB The Top Twenty titles were the mood-boosting books, which we promoted at the end of the Healthwalks [see above] over a cuppa.

Children and Young people

Following this success, the library’s Children’s Team received funding from the Public Health Schools Programme to go into three local primary schools and work with pupils identified as needing support, on a

children’s Happy Book list. A similar project followed, working with three secondary schools. The children and young people’s Happy booklists were launched in Jubilee Library and shared with children and young people in other schools. Libraries also worked with secondary schools, CAMHS and Young Minds to promote the national ‘Shelf Help’ collection of books to support young people to manage their resilience, wellbeing and mental health. Mind brought members of a young people’s advocacy project in to the library to have a look at the ‘Shelf Help’ titles and give us feedback on them. Libraries subsequently worked with the Public Health Schools Programme to promote their SMILE initiative for children, based on the Five Ways to Wellbeing, by showing their animated film in libraries and creating Happy Book displays around World Mental Health day.²⁰⁹

Some libraries also support community gardens. For example:

At Great Yarmouth, we have a community garden which is maintained by local volunteers who are retired, unemployed or who have learning difficulties. As we have the registration of births, deaths and marriages in the building, it is nice to be able to offer a pretty space for some photographs to be taken after the ceremony. We are also able to offer some really good bug hunts for children during the holidays as well as growing vegetables and herbs. We find children in towns do not always appreciate that these things do not come out of a packet from the supermarket. Or, when living in flats, see butterflies in their natural surroundings.²¹⁰

²⁰⁸One of The Reading Agency’s key themes is ‘Reading Well’ which incorporates ‘Books on Prescription’. Resources include four booklists: Common mental health conditions; Dementia; Young people’s mental health; and Long-term conditions. See: The Reading Agency, *Reading well*. London: The Reading Agency, 2017, <https://readingagency.org.uk/adults/quick-guides/reading-well/>, accessed 15 May 2018.

²⁰⁹Email from Julie O’Neil, Libraries Services Manager, Brighton & Hove Libraries, to John Vincent, 8 August 2017.

²¹⁰Email from Kymm Lucas, Locality Manager, Norfolk Libraries, to John Vincent, 17 October 2017.

Finally, in October 2017, the 14 successful applicants to the Engaging Libraries programme were announced.²¹¹ (The programme is a partnership between the Wellcome Trust and Carnegie UK Trust and is the outcome of joint work between the Wellcome Trust and LC, and is for libraries that want to pilot creative and imaginative public engagement projects on health and wellbeing.) Successful applicants included:

- City of London: 'Release the Pressure', creating a mental wellbeing sanctuary featuring talks, film screenings and performance workshops, specifically targeted at men working in the City
- Lancashire: 'Great Minds', two libraries will work with CAMHS and local schools to allow young people in isolated communities to take over libraries and curate their own festival which aims to boost mental wellbeing
- Somerset: 'Library Takeovers', which includes a series of takeover days where participants with learning disabilities will help run Somerset libraries and engage with staff and the public

Bibliotherapy

A number of libraries (and other organisations) organise bibliotherapy sessions,²¹² for example:

Brighton & Hove Libraries:

[...] obtained funding from Public Health to work with the Carers Centre to set up Bookchat, monthly book groups for carers and former carers who have been identified as in need of support. Carers often feel socially isolated, in a 2010/11 Brighton & Hove Carers Survey, 52% of carers said they

had some social contact, but not enough and 14% of carers felt socially isolated, 14% of carers also had mental health issues. Bookchat enabled carers to meet others in a similar situation and support each other, through the medium of books, chosen to encourage empathy and stimulate discussion. Bookchat would take place in libraries in different areas of the city, the locations chosen by carers as convenient to them, so that they wouldn't have too far to travel. The funding paid for a facilitator for the groups for one year and for funding to enable carers to obtain replacement care for their cared for person, to enable them to attend, if required. The intention was to enable the groups to run themselves once the funding ended, by providing training for any Bookchat members who were interested. Library staff and the Bookchat facilitator attended Carers Coffee mornings to promote Bookchat, which was also advertised in the regular Carers Newsletter. It proved challenging to set up the three groups originally planned, and in the end we ran two groups, which we eventually amalgamated. We were able to retain the facilitator for two years, as no one asked for replacement care to be provided and the group is now being run by two of its members, with a regular membership of 8-12 people, who really value the Bookchat sessions.²¹³

Hertfordshire Libraries have a poetry-as-healing group which uses poetry as therapy for people suffering from anxiety or depression. Originally Arts Council-funded, it is now a popular self-managed group that meets regularly at Welwyn Garden City Library²¹⁴.

²¹¹Carnegie UK Trust. *Engaging Libraries*. Dunfermline, Fife: Carnegie UK Trust, 2017, <https://www.carnegieuktrust.org.uk/project/engaging-libraries/>, accessed 15 May 2018.

²¹²Bibliotherapy is the use of literature to help an individual achieve health and well-being. A book may offer someone a step-by-step guide to dealing with a mental or emotional issue, an individual might be able to identify with a protagonist, or perhaps a particular story can offer a new direction or meaning to a reader and their lives.' Bea Beard and Emily Tripp 'Bibliotherapy: is literature the cure?', *Impact: the University of Nottingham's official student magazine*, 28 Dec 2013, <http://www.impactnottingham.com/2013/12/bibliotherapy-is-literature-the-cure/>, accessed 15 May 2018.

²¹³Email from Julie O'Neil, Libraries Services Manager, Brighton & Hove Libraries, to John Vincent, 8 August 2017.

²¹⁴See, for example: Hertfordshire County Council. *Hertfordshire directory*. Hertford: Hertfordshire County Council, 2017, https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/service.page?id=_g2eQPMC5dl, accessed 15 May 2018.

Kirklees Libraries and Information Centres: (LCLA finalist 2013)

Reading and You' works in libraries, hospitals and community organisation's premises to highlight the value of reading and libraries to inspire and engage with those who may be difficult to reach due to mental ill health. They help those suffering from depression, bipolar disorder, psychoses such as schizophrenia, dementia and people with drug and alcohol addiction.

Leicestershire Libraries initially developed a Shared Reading group project in partnership with Public Health and The Reader Organisation in 2014.²¹⁶

There are now 9 *Make Friends, With A Book* groups throughout the county meeting every week with up to 16 people at each group. The groups are led by a trained volunteer who chooses the story and poem that the group shares. There is no requirement other than to listen to the reading, so reading ability is not important. In fact some group members are blind or visually impaired.

Although the groups originally had no target audience, they are held during the day, so the majority of attendees are elderly and retired or otherwise not working, or can take the time off to attend. This has led to the groups becoming a lifeline for isolated older people, many of whom live alone and come to a group following bereavement. Because the literature is immediate, and requires no preparation it is suitable for people with memory problems such as dementia and their carers. The format offers intellectual, social and emotional stimulation all of which are important for long term wellbeing.

Feedback includes:

It's what gets me out of the house.

It's the highlight of the week.

It's got to be something really serious to stop me coming.²¹⁷

Dementia

Public libraries have developed strong provision and support for people living with dementia and their families/carers; for example, many libraries are members of local Dementia Alliances, and library staff are trained as Dementia Friends and as Dementia Champions. Libraries also provide safe venues for Dementia Cafés and Memory Cafés (eg Oxfordshire²¹⁸).

Brighton & Hove Libraries have:

[...] been working with the Alzheimer's Society and the Carers Centre for some years to encourage carers and people living with dementia to take advantage of what libraries can offer. Hangleton Library hosted a Dementia Café one evening per month for a year, which was open to people with dementia and their carers and which was very well attended. The Dementia Café put on entertainment, music, singing, games and looking at and discussing the images in the 'Pictures to Share' series of books and providing info and refreshments. Open Strings, one of the organisations which supported the Dementia Café, then obtained funding from the CCG to run 'Sing Healthy Play Happy' music workshops for people with dementia, and a series of six workshops was run at Hangleton Library. The local community development charity,

²¹⁵CILIP. *Libraries Change Lives Award past winners and finalists*. London: CILIP, 2016, <https://archive.cilip.org.uk/cilip/advocacy-awards-and-projects/awards-and-medals/libraries-change-lives-award/past-libraries>, accessed 15 May 2018.

²¹⁶'By bringing people together in small groups to read aloud a book, short story or poem, our Shared Reading groups create a safe, welcoming space where individual thought and feeling is recognised and valued. Group members can choose to read aloud, share personal reflections or simply to listen – in this way, individuals form real connections with the literature and with each other.' The Reader. *What we do*. Liverpool: The Reader, no date, <http://www.thereader.org.uk/about/whatwedo/>, accessed 15 May 2018.

²¹⁷Email from Sally White, Outreach Worker, Libraries, Leicestershire Libraries, to John Vincent, 24 October 2017.

²¹⁸Information collected at the 'Chances for Life' conference, 14 October 2017.

the Hangleton and Knoll Project, also supported these activities and promoted them via its Older People's worker. The library service regularly attends one of the six sessions of the Alzheimer's Society's Living Well with Dementia courses to tell people what is available to them via the library and show them examples of books they could borrow for information and enjoyment."²¹⁹

Kent County Council, Registration and Archives (LCLA finalist 2013), working in partnership with Alzheimer's Society, Dementia UK, Age Concern and others:

[...] have developed an innovative offer to help people living with dementia and their carers. These include their 'Read Aloud' and 'Pictures to Share' sessions, helping to stimulate memory and provide enjoyment. They have worked with Kent Gateways to develop a substantial library offer, to provide information and signposting, to train staff and volunteers and to raise awareness of dementia in Kent and beyond.²²⁰

In addition, Kent organise a 'Read Aloud' group, a reading group for people with dementia, where participants read short passages together in the group and discuss them.²²¹

Many libraries have developed collections of relevant books and other materials for reminiscence work. For example, in Hillingdon:

Uxbridge is the first library in the UK to get a Tovertafel magic table, which projects animations such as leaves, fish and jigsaw pieces onto table surfaces and allows users

to interact with the light by moving their arms and hands.

The games are designed to provide physical, mental and social stimulation for people with dementia. The product can also be used by children and people with learning disabilities and autism.²²²

Norfolk Library and Information Service and Norfolk Museum & Archaeology Service together developed Reminiscence Kits which are a collection of objects, photographs, music and scents to stimulate the senses and remind those living with dementia of the things that have happened throughout their lives. *This project was a CILIP Libraries Change Lives Award 2012 – Reminiscence Collection.*²²³

Sefton Library Service runs the 'Lost Voices' reminiscence programme (which was a finalist in the 2016 CILIP Libraries Change Lives Award):

Sefton Library Service goes out into homes and care homes to record the life stories of local people in the first stages of memory loss, to provide a reminiscence tool for the patient's care and a valuable primary history. The work is delivered in partnership with the Alzheimer's Society, Age Concern, Age UK and care homes in the Sefton Area, who refer people recently diagnosed with memory loss. Residential care workers are using the material to establish a rapport with their residents and find topics of conversation. Reminiscing to rekindle forgotten memories (cognitive stimulation therapy) has been shown to slow the progression of the condition.

²¹⁹Email from Julie O'Neil, Libraries Services Manager, Brighton & Hove Libraries, to John Vincent, 8 August 2017

²²⁰CILIP. *Libraries Change Lives Award past winners and finalists*. London: CILIP, 2016, <https://archive.cilip.org.uk/cilip/advocacy-awards-and-projects/awards-and-medals/libraries-change-lives-award/past-libraries>, accessed 15 May 2018.

²²¹Email from Aisha Affejee, Business Development Officer, Kent Libraries, Registration and Archives, to John Vincent, 2 November 2017.

²²²London Borough of Hillingdon. *'Magic table' games for people with dementia launched in libraries* [news release, 27 November 2017]. Uxbridge, Middlesex: London Borough of Hillingdon, 2017, <http://www.hillingdon.gov.uk/article/33054/Magic-table-games-for-people-with-dementia-launched-in-libraries>, accessed 15 May 2018.

²²³CILIP. *Libraries Change Lives Award 2012 – Reminiscence Collection*. YouTube, 2012, <https://www.youtube.com/watch?v=pj7GnbC6EjE>, accessed 15 May 2018.

Memories recorded include wartime experiences, accounts of childhood times, and family and working lives spent in what is now the Sefton district of Merseyside. The recordings are accessible to the public via the local history archive at Crosby Library.²²⁴

West Sussex has a collection of library materials that consists of books and 22 packs on different themes such as 'baking day', 1950s and so on.

Thank you so much for your Baking Day memory box. I work in all three homes and the residents loved all the items and sharing their stories too. I've now put our name down for more. (West Sussex)

A customer at Midhurst library was thrilled that she could borrow the reminiscence packs to engage with her grandmother who didn't really leave the house, or do anything anymore, to keep her mentally stimulated. She said that she would enjoy sharing these resources with her grandmother. (West Sussex)²²⁵

Wirral libraries have introduced 'Reminiscence Boxes' which are available to borrow from their central libraries – the boxes were put together by the Wirral University Teaching Hospital Library and Knowledge Service and the public library service, and include childhood toys, board games, crafts sets, beauty products from previous decades and local memorabilia.²²⁶

Work with homeless people

Public libraries perform an important role, especially as homelessness increases:

They are open and available for people to use, often outside the 'normal' office hours; they provide free access to information

which the homeless person may need to survive (such as the location of foodbanks and other resources, as Newcastle City Libraries does); they provide free access to books and other materials (often not asking for proof of address for restricted library membership for those without fixed addresses); they are places where homeless people can sit and read (and use other facilities) without constantly being 'moved on' as they would be in a coffee shop or shopping mall; and they provide online access, for example to job searches, benefits information, and, in some cases, to families and friends.²²⁷

Examples include:

Hertfordshire Libraries have set up the Borrowing Without Taking initiative in St Albans, Hemel Hempstead and Watford Libraries. This enables homeless people to enjoy the experience of borrowing and reading a library book from start to finish without actually taking it out of the building. Many homeless people avoid borrowing library books because they are worried that they will get damaged because they are living on the street. If they try instead just to read the book in the library over a number of visits, somebody else invariably ends up borrowing it before they get the chance to finish it, so they miss out on the pleasures of reading a book from start to finish and so stop reading altogether. The 'Borrowing Without Taking' scheme was devised in partnership with local homeless shelters as a way for homeless people to borrow a library book without actually taking it away. Under the scheme a book can be issued to the homeless person using a special library ticket so that they borrow it to read in the library. In between the homeless person's library visits, library staff

²²⁴CILIP. *Libraries Change Lives 2016 shortlist announced*. London: CILIP, 2016, <https://archive.cilip.org.uk/news/libraries-change-lives-2016-shortlist-announced>, accessed 15 May 2018.

²²⁵Email from Jackie Manners, Principal Librarian – Community, West Sussex Library Service, to John Vincent, 27 January 2017.

²²⁶*Libraries launch Memory Boxes*. Upton, Wirral: Wirral University Teaching Hospital news release, 18 September 2015, <http://www.wuth.nhs.uk/patients-and-visitors/news-events/latest-news/2015/september/libraries-launch-reminiscence-boxes/>, accessed 15 May 2018.

²²⁷The Network. *Provision by the cultural sector for homeless people*. Nadderwater, Exeter: The Network, 2018, <http://www.seapn.org.uk/post/services-for-homeless-people>, accessed 15 May 2018.

store the book for that individual away from the open shelves so that it can't be borrowed by somebody else before the homeless person has had the chance to finish reading it. When the person next visits the library, they just ask staff for the book and continue reading from where they left off on their previous visit. When they have finished reading the book, they return it in the normal way, and the book is returned to the open shelves. Homeless people who have taken part in the scheme welcomed the initiative and have since enjoyed reading books ranging from classics to graphic novels.²²⁸

Kirklees Library Service worked with The Mission – a charitable organisation in Huddersfield providing advice and support to people in need: those with housing issues, in temporary accommodation or looking for housing – to use reader development and creative activities to promote reading and good mental health to vulnerable adults.

As participants commented:

We were all amazed when we saw what the artist Stephen produced using our ideas and work. When it was unveiled I felt like crying because it looked so professional and I thought 'Did we really do that?' I can't remember the last time I felt as proud of something I'd done.

We went up to Huddersfield library for a creative writing session. I was able to get my library ticket sorted out and explain why the address was different and that I had lost a book in the past. I was scared to use the library and embarrassed to explain about my library card, so hadn't used the library for years. We had a tour and I loved the reference library because there were big tables and it was quiet. I go there a lot now because there is no quiet space at home!

I borrow books a little bit now, but I like to go into the library and just look at the big art books. The pictures in the books inspire me to do more art work, or help me if I want to do some creative writing. I do use the computers in the library as well. I do my job searches and use Facebook.²²⁹

Stoke-on-Trent Libraries work closely with Open Door, a service which serves drinks and a hot breakfast and hands out food parcels to the homeless and more vulnerable people in Stoke-on-Trent. The Library ICT Mentors deliver work clubs at Open Door, as well as at foodbanks across the city. Here, they support vulnerable people who require assistance and support with ICT facilities. They have engaged with numerous customers and supported them with online forms, job searching and informal learning opportunities and encourage them to join the library services. They have recently become a direct referrer for Foodbank emergency vouchers. The Library Service received this comment about an Open Door customer who attended a library-based work club:

I had [xxx] in at Stoke today – came back to say thanks and let us know that he is now working at [xxx] Warehouse in Stoke. (he also wanted help printing out his pay slip!) He's been there about three weeks via Best Connection and they've already asked him to send a CV and covering note to become employed by [the Warehouse] directly!²³⁰

Work with prisoners, ex-offenders and their families

Many public libraries are providers of library services in prisons:

1.2 The Prison Rules 1999 and Young Offender Institution Rules 2000 as amended, which are Statutory Instruments

²²⁸Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 24 April 2017.

²²⁹Taken from: *Library support for homeless people: responses to a call for information, October 2016*. The Network, revised November 2016, <http://www.seapn.org.uk/uploads/files/Library-support-for-homeless-people.pdf>, accessed 15 May 2018.

²³⁰Taken from: *Library support for homeless people: responses to a call for information, October 2016*. The Network, revised November 2016, <http://www.seapn.org.uk/uploads/files/Library-support-for-homeless-people.pdf>, accessed 15 May 2018.

made under the Prison Act 1952, place on the Secretary of State the responsibility for ensuring that each Prison Service Establishment has a library, and that the prisoners of those establishments have facilities to use and exchange books. The Prison Rules (1999) state:

(33). A library shall be provided in every prison and, subject to any directions of the Secretary of State, every prisoner shall be allowed to have library books and to exchange them

1.3 Libraries in prisons in England and Wales may be provided by a range of suppliers that might include the local Public Library Authority (PLA); or directly by the establishment; or through other appropriate arrangements in agreement with the Prison Governor.²³¹

In addition, public libraries are often involved in reading and literacy programmes in prisons²³². Some examples include:

Essex Libraries host regular Family Library Times in the library at HMP & YOI Chelmsford. Held during school holidays, they give families a chance to meet in the prison library and to enjoy stories, reading, games, songs and craft activities. The library environment is familiar and less threatening than the imposing Visits Hall and for larger families it's a rare chance to all visit dad together – even grandparents are welcome. Feedback from both children and parents

has been fantastic and it's lovely to see dads interacting with their children in such a positive way. A partnership with local independent bookshop, Red Lion Books, has enabled dads to gift a book to each of their children which not only promotes reading, but helps to make the end of the session a little easier.²³³

The National Literacy Trust's 'Books Unlocked' programme has supported prisoners and young offenders to engage with literature since 2012. In 2016/17, 27 prison and YOI reading groups took part in 'Books Unlocked'.²³⁴ In addition, Staffordshire County Council's Prison Library Service with support from Staffordshire County Council's Public Library Service and the National Literacy Trust Staffordshire Prison Library Service developed 'Books Unlocked' to engage with the wider community, and this helped to break down barriers between prisons and the community in Staffordshire as well as raising participants' self-esteem (it was also evaluated separately²³⁵).

Hertfordshire Libraries works in partnership with volunteers, the Storybook Dads charity²³⁶ and HM Prison Service to deliver the Storybook Dads project in the library at HM Prison The Mount. Under the scheme library staff and volunteers help and support prisoners to record themselves reading aloud from picture books and other children's stories. These are recorded onto CD and sent by the library to prisoners' children. The scheme helps to maintain family ties whilst the father is in

²³¹National Offender Management Service. *Prison Library Service* [PSI 02/2015]. London: National Offender Management Service., 2015, <https://www.justice.gov.uk/downloads/offenders/psipso/psi-2015/psi-02-2015-prison-library-service.pdf>, accessed 15 May 2018.

²³²See also: Jayne Finlay. *A comparative study of family literacy programmes in UK and US prisons: a study submitted in partial fulfilment of the requirements for the degree of MA Librarianship at the University of Sheffield*. Sheffield: University of Sheffield, 2014, http://dagda.shef.ac.uk/dispub/dissertations/2013-14/External/Finlay_130117674.pdf, accessed 15 May 2018.

²³³Email from Louisa Steel, Reader Development & Access Manager, Essex Libraries, to John Vincent, 14 August 2017.

²³⁴'Books Unlocked' was evaluated in 2015, and the evaluation report – which includes positive feedback from participants – was published in 2016: Clémence Pabion and Hannah Howard. *Books Unlocked evaluation 2014/15*. London: National Literacy Trust, 2016, <https://literacytrust.org.uk/programmes/books-unlocked/>, accessed 15 May 2018.

²³⁵Further information in: Alan G Smith. *Books unlocked 2016*. Stafford: Staffordshire County Council, 2017, https://archive.cilip.org.uk/sites/default/files/media/document/2017/books_unlocked_report_2016_-_7.pdf, accessed 15 May 2018.

²³⁶Storybook Dads/Storybook Mums operates in prisons across the UK, see: Storybook Dads. *Storybook Dads*. Newton Abbot, Devon: Storybook Dads, no date, <http://www.storybookdads.org.uk/index.html>, accessed 15 May 2018.

prison, as well as helping the men to improve their literacy skills and to reduce the risk of reoffending.²³⁷

HMP Norwich Library (with support from Norfolk Library Service, and working in partnership with the charity, Forget-Me-Nots) provide cognitive stimulation therapy which is used to support older prisoners suffering with dementia and memory problems. This piece of work was the winner of the CILIP Libraries Change Lives Award 2017.

The initiative particularly recognises the high level of health needs of this group in a custodial setting which is designed for younger, fitter prisoners. The NICE-recommended treatment is as effective as medication, and HMP Norwich and Norfolk Library Service are unique in delivering the treatment inside prison walls. The service is also open to younger prisoners struggling with depression or mental health issues. Staff working on the unit report a positive culture change on the wing since the introduction of the service, with more social mixing and a calmer atmosphere, both within and outside the group.²³⁸

Libraries also provide a link between prisons and the 'outside world', for example:

New Beginnings Art Award 2016 exhibition in Surrey libraries 19th October 2016 – 23rd February 2017 | Libraries across Surrey

Exhibitions in various libraries across Surrey will showcase the diverse range of artistic talent displayed by women in contact with the Criminal Justice System. The works on display were all submitted to the Women's Support Centre as part of the New Beginnings 2016 tour, which is open to all

women in Surrey prisons or those in contact with the Criminal Justice System."²³⁹

Lifelong learning

The Universal Learning Offer commits public libraries to providing:

- Free resources for study and learning, such as online resources and courses, text books and reference books
- Study/learning spaces for children, young people and adults in the library service
- Information about a range of free and low cost learning opportunities local to you, such as courses and study groups
- Opportunities for you to explore and be creative, including workshops, regular groups and/or special events for children, young people and families
- Places where communities and individuals can develop and share ideas and learn together²⁴⁰

In Tower Hamlets, the Idea Stores comprise libraries and adult and community education. These are deliberately designed to encourage the smooth flow from one to the other and to emphasise the continuity from informal to formal learning and to expose people coming in for one service to the opportunities available. So learning does not take place on a separate floor, the classrooms (Learning Labs) are in the main body of each of the five Idea Stores. They are very visible and the day's programme is signposted outside each Lab. 'Skills for life' is a very important part of the curriculum: they offer a wide range of ESOL classes as well as English, maths and IT. They also offer community interpreting and BSL classes.²⁴¹

²³⁷Email from Russel Barrow, Area Librarian, Hertfordshire, to John Vincent, 24 April 2017.

²³⁸CILIP. *Prestigious award for HMP Norwich library service for 'forgotten' prisoners*. London: CILIP, 2017, <https://archive.cilip.org.uk/news/prestigious-award-hmp-norwich-library-service-forgotten-prisoners>, accessed 15 May 2018.

²³⁹Clinks. *National Criminal Justice Arts Alliance News*, September 2016, <http://www.clinks.org/national-criminal-justice-arts-alliance-news-september-2016>, accessed 15 May 2018.

²⁴⁰*Universal Learning Offer*. Libraries Connected, 2016, <http://goscl.com/universal-offers/learning-offer/>, accessed 15 May 2018.

²⁴¹Email from Kate Pitman, Idea Store Service Development Manager, Tower Hamlets to John Vincent, 7 August 2017.

Basic skills

Public libraries have supported the acquisition of basic skills, including literacy, numeracy, ESOL (English as a Second Language), EAL (English as Additional Language), and digital skills for some considerable time.²⁴²

These services are sometimes described as 'skills for life' or 'learning for life' (eg Birmingham²⁴³ and Southend²⁴⁴).

Many public libraries (eg Derbyshire, Plymouth²⁴⁵ and Wirral²⁴⁶) take part in The Reading Agency's Reading Ahead scheme (formerly the Six Books Challenge):

Reading Ahead supports young people and adults by changing their perception of reading, opening up opportunities and building their confidence.²⁴⁷

In 2016 it reached 45,000 young people and adults through public libraries, colleges, prisons and workplaces, changing their perception of reading, opening up opportunities and building their confidence.²⁴⁸

The Reading Agency also promote 'Quick Reads',²⁴⁹ for example at Sutton Libraries.²⁵⁰

One of the successful applications to the LOEIF in 2016-2017 was from Tameside Libraries for:

[...] a literacy project in four of Tameside's public libraries. In partnership with Stone Soup, a leading creative industries organisation in Bolton, the library service will work with The Lowry in Salford and Manchester's Hallé Orchestra. Through creative workshops and experiences, families from disadvantaged areas will be supported to embrace reading, develop literacy skills and create a series of published books for family audiences. Once the books are published and printed, an accompanying resource pack will support creative activities that can be led both by library staff and by the families themselves.²⁵¹

²⁴²See, for example, summaries in: David Brockhurst and Ian Dodds. *Londoners need to read: research into the current and potential role of libraries, museums and archives in supporting learning for adults with basic skills needs*. London: Archives, Libraries and Museums London, 2004; John Vincent. 'Literacy, social exclusion and the public library', in Dave Muddiman, Shiraz Durrani, Martin Dutch, Rebecca Linley, John Pateman, and John Vincent (ed). *Open to all? The public library and social exclusion. Volume 3: Working Papers*. London: Resource, 2000, pp43-60, <http://www.seapn.org.uk/uploads/files/vol3wp4.pdf>, accessed 15 May 2018.

²⁴³Birmingham City Council. *Learning for life*. Birmingham: Birmingham City Council, no date, https://www.birmingham.gov.uk/info/50161/courses_training_and_learning/1519/learning_services_at_the_library/2, accessed 15 May 2018.

²⁴⁴Southend-on-Sea Borough Council. *Library Community Services*. Southend-on-Sea Borough Council, 2018, http://www.southend.gov.uk/info/200191/library_services/13/library_community_services, accessed 15 May 2018.

²⁴⁵The Reading Agency. *Mike and Carlton get the reading habit*. London: The Reading Agency, 2016, <https://readingagency.org.uk/adults/impact/reading-ahead-case-studies/mike-and-carlton.html>, accessed 15 May 2018.

²⁴⁶Libraries Connected. *Review of reader development activities in libraries and training needs*. Libraries Connected, 2017, <http://goscl.com/wp-content/uploads/Review-of-Reader-Development-Activities-and-Training-Needs-February-2017-1.pdf>, accessed 15 May 2018.

²⁴⁷The Reading Agency. *Reading Ahead*. London: The Reading Agency, 2018, <https://readingagency.org.uk/adults/quick-guides/reading-ahead/>, accessed 15 May 2018.

²⁴⁸The Reading Agency. *Reading Ahead celebrates ten years*. London: The Reading Agency, 2017, <https://readingagency.org.uk/adults/news/10-years-of-reading-ahead.html>, accessed 15 May 2018.

²⁴⁹The Reading Agency. *Quick Reads*. London: The Reading Agency, 2018, <https://readingagency.org.uk/adults/quick-guides/quick-reads/>, accessed 15 May 2018.

²⁵⁰The Reading Agency. *The Pre-school Parents Book Club*. London: The Reading Agency, 2017, <https://readingagency.org.uk/adults/impact/case-studies/the-pre-school-parents-book-club.html>, accessed 15 May 2018.

²⁵¹Arts Council England. *Helping communities through library activity in the North*. Manchester: Arts Council England, April 2017, <http://www.artscouncil.org.uk/case-studies/helping-communities-through-library-activity-north>, accessed 15 May 2018.

Digital inclusion

Public libraries have an important role to play in reducing digital and social exclusion,²⁵² and, in recognition of this, there is a digital offer as one of the Universal Offers for Public Libraries:

The Digital Offer recognises that the development of digital services, skills and access underpins so much of a 21st century library service. It supports and enables the delivery of all of the Universal Offers.

- Free access to the Internet for every customer (for a minimum period of time)
- Clear and accessible online library services including access to ebooks
- Staff trained to help customers access digital information, especially those who do not have access or the skills to use IT
- 24/7 access to services through a virtual library presence²⁵³

In September 2015, following consultation with the Libraries Taskforce, the then Tinder Foundation (now Good Things Foundation) launched the Library Digital Inclusion Fund, a six-month action research project that ran between October 2015 and March 2016. They produced their final report²⁵⁴ in July 2016 – this highlighted good practice, and was promoted further via a blogpost:

Newcastle City Library, for example, partnered with a Housing Association and delivered sessions to tenants in the central library. Meanwhile Doncaster Libraries teamed up with their Local Authority's digital and marketing teams to help 'market' digital inclusion, while Cumbria Libraries partnered with a local college whose health and social care students helped deliver sessions to adults with physical disabilities and learning disabilities.²⁵⁵

Derbyshire Libraries offer 'Work and money help online from your local library', which includes:

- searching and applying for jobs online
- using Universal Jobmatch or emailing your CV
- using a computer to apply online for benefits²⁵⁶

Kent Libraries, Registration and Archives provide 'Touch a New World' which offers those who cannot visit the library on their own the opportunity to borrow an iPad. As part of the scheme, a library volunteer will visit the person at home to help them get online, show them what they can do and how to do it safely.²⁵⁷

²⁵²See, for example: Sharon Wagg and Luke Wilson. *A collaborative approach to digital inclusion* [presentation to CILIP Conference, 12 July 2016]. London: CILIP, 2016, <http://cilipconference.org.uk/wp-content/uploads/Using-Tech-tues-14.50-1.-Wagg-Wilson.pdf>, accessed 15 May 2018; Libraries Connected. *Libraries Connected Supports UK Digital Inclusion Charter* [press release]. Libraries Connected, 2014, <http://goscl.com/society-of-chief-librarians-supports-uk-digital-inclusion-charter-2/>, accessed 15 May 2018.

²⁵³*The Universal Offers for Public Libraries*. Libraries Connected, no date, <http://goscl.com/wp-content/uploads/UniversalOfferBooklet.pdf>, accessed 15 May 2018.

²⁵⁴*Library Digital Inclusion Fund Action Research Project evaluation: final report*. Sheffield: Tinder Foundation, 2016, https://www.goodthingsfoundation.org/sites/default/files/research-publications/library_digital_inclusion_fund_action_research_project_final_report.pdf, accessed 15 May 2018.

²⁵⁵Sharon Wagg. 'An opportunity for public libraries to demonstrate their role in digital inclusion', *Information Literacy Group*, 3 August 2016, <https://infolit.org.uk/an-opportunity-for-public-libraries-to-demonstrate-their-role-in-digital-inclusion/>, accessed 15 May 2018.

²⁵⁶Derbyshire County Council. *Work and money help online from your local library*. Matlock: Derbyshire County Council, 2018, <https://www.derbyshire.gov.uk/leisure/libraries/services/work-and-money-help/work-and-money-help-online-from-your-local-library.aspx>, accessed 15 May 2018.

²⁵⁷Email from Aisha Affeeje, Business Development Officer, Kent Libraries, Registration and Archives, to John Vincent, 2 November 2017.

Successful bids in 2016/17 to the LOFEIF included:

- Barnsley Libraries, with a 'plan to enable mobile access to technology for a targeted group of local residents at high risk of digital and social exclusion'²⁵⁸
- Middlesbrough Libraries, with 'a digital media project called My Town: My Future involving 120 local people from disadvantaged backgrounds and using and building on a rich collection of local historic images. Participants will learn practical skills to help them to create an online resource reflecting their experience of living in 21st century Middlesbrough. They will also produce images and stories which reflect the often overlooked social history of their communities and the personal contributions they have made to them'²⁵⁹
- Sandwell Libraries, with 'a project providing libraries with digital equipment – this will include iPads, Virtual Reality headsets, robotics and 3D printing – to deliver digital literacy, inspire creativity and create new learning opportunities within the Black Country.'²⁶⁰ Their 'TechPlay' sessions (robotics, Virtual Reality, 3D printing) over the summer holiday period at six of their libraries were attended by over 2,000 children²⁶¹
- Telford & Wrekin Libraries, with their project to 'test a learning club for the whole family across libraries and venues in the borough. This programme aims to engage parents and carers, challenging these groups to think about the technology that their children are using and if it could be shared to benefit their own learning and employment opportunities.'²⁶² The formal launch of the 'Family Code Clubs' took place in October²⁶³
- West Sussex Libraries, with their 'Digital Libraries Plus' project, which aims to 'ensure more people have access to digital technology by establishing a collection of tablets and laptops that can be loaned out to the local community. The project will have an emphasis on meeting the needs of disadvantaged groups within the council's communities – such as older people or adults with learning disabilities. Each of the laptops / tablets will be pre-loaded with digital content designed to support people as they learn essential digital skills and access library services'²⁶⁴
- Finally, a number of library services were awarded funding to establish makerspaces – these included Devon, Hull, Lincolnshire, Liverpool, Redbridge, Stockton, and Warwickshire²⁶⁵

²⁵⁸ Julia Chandler. 'Libraries: Opportunities for All (LOFE) projects – how are they doing?', *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 15 May 2018.

²⁵⁹ Arts Council England. *Helping communities through library activity in the North*. Manchester: Arts Council England, April 2017, <http://www.artscouncil.org.uk/case-studies/helping-communities-through-library-activity-north>, accessed 15 May 2018.

²⁶⁰ Arts Council England. *Libraries Opportunities for Everyone Innovation Fund: successful applicants*. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/sites/default/files/download-file/Libraries_Opportunities_for_Everyone_Innovation_Fund_successful_applicants.pdf, accessed 15 May 2018.

²⁶¹ Julia Chandler. 'Libraries: Opportunities for All (LOFE) projects – how are they doing?', *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 15 May 2018.

²⁶² Arts Council England. *Libraries Opportunities for Everyone Innovation Fund: successful applicants*. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/sites/default/files/download-file/Libraries_Opportunities_for_Everyone_Innovation_Fund_successful_applicants.pdf, accessed 15 May 2018.

²⁶³ Julia Chandler. 'Libraries: Opportunities for All (LOFE) projects – how are they doing?', *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 15 May 2018.

²⁶⁴ Arts Council England. *Libraries Opportunities for Everyone Innovation Fund: successful applicants*. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/sites/default/files/download-file/Libraries_Opportunities_for_Everyone_Innovation_Fund_successful_applicants.pdf, accessed 15 May 2018.

²⁶⁵ Julia Chandler. 'Libraries: Opportunities for All (LOFE) projects – how are they doing?', *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 15 May 2018. DCMS. *Libraries and makerspaces*. London: DCMS, August 2017, <https://www.gov.uk/government/publications/libraries-and-makerspaces/libraries-and-makerspaces>, accessed 15 May 2018. Julia Chandler. 'Makerspaces in libraries', *Libraries Taskforce blog*, 30 June 2017, <https://librariestaskforce.blog.gov.uk/2017/06/30/makerspaces-in-libraries/>, accessed 15 May 2018.

Community hubs

The Arts Council paper,²⁶⁶ *Libraries as community hubs*, highlights some of the ways in which public libraries have developed further their community hub role, providing, for example, access to health (and this hub role for libraries was celebrated in a blogpost by Nicholas Serota as places ‘that can help local people access information and embark on creative journeys.’²⁶⁷)

Libraries are places where people can meet – and meet new people – as in this example from Norfolk:

We noticed that an elderly lady who normally borrowed craft books was visiting us less and less. During one of her now infrequent visits a member of staff started a conversation with her. During this conversation, she mentioned that during the past few months she had sadly lost her husband and sister and this had left her feeling ‘lost’. She told us that part of the joy of making something was having someone to share this with and she now felt that this was a waste of time. She realised that she was now coming out less and less and was feeling more timid and vulnerable. In the past, she had usually visited the library with her sister or her husband so she had lost this security.

We mentioned the craft group that meet in the library on the last Saturday of the month, reassuring her that they were all likeminded ladies with a passion for various crafts.

It took a little persuading but it was a delight to see the lady attend one Saturday

morning. We took her through to the group and introduced her and she received the welcome that we were expecting. One of the ladies later came up to me to let me know that when offered a hot drink the lady in question started to cry. She explained to the group that ‘nobody made her a hot drink anymore’ – such a small thing but it gave her the contact she was craving.

This lady now regularly attends the group and has welcomed new members. She helped to organise a small Christmas gathering and often shows us items that she has made. She regularly meets one of the other ladies for coffee and has even started to arrange a small break away.

We often see her in the library now choosing fiction as well as deciding on future craft projects.²⁶⁸

The Arts Council’s series of three podcasts, *More than a house for books*, published in 2017, illustrate the strong role that public libraries play:

[They] offer a safe space, providing access to digital and online learning, helping to combat loneliness and having a positive impact on people’s lives.²⁶⁹

Successful applications to the LOEIF in 2016/17 also included pieces of work to extend libraries’ community hub role, for example:

- Sefton Libraries created a ‘human library’ in Bootle, ‘where people can “gift” their talents and experiences to someone in need. A series of creative programmes will uncover local talents and, in turn, this will

²⁶⁶Louisa Thomson and Arran Murray-Sanderson. *Libraries as community hubs: case studies and learning*. Manchester: Arts Council England, 2017, <http://www.artscouncil.org.uk/sites/default/files/download-file/Libraries-CommunityHubs-Renaisi.pdf>, accessed 15 May 2018.

²⁶⁷Nicholas Serota. ‘Increasing access to arts and culture with libraries’, *Arts Council blog*, 9 October 2017, http://www.artscouncil.org.uk/blog/increasing-access-arts-and-culture-libraries?_cldee=am9obkBuYWRkZXlub3JnLnVr&recipientid=contact-a4733678e9aee511937a005056915655-d0faae47f46747c7955a51e847954409&utm_source=ClickDimensions&utm_medium=email&utm_campaign=ACE%20Enewsletter%20131217%20December%202017&esid=e42d68fe-73de-e711-864f-005056915655&urlid=14, accessed 15 May 2018.

²⁶⁸Email from Sarah Hassan, Assistant Head of Libraries, Norfolk, to John Vincent, 22 September 2017.

²⁶⁹Arts Council England. *More than a house for books*. Manchester: Arts Council England, 2017, <http://www.artscouncil.org.uk/supporting-libraries/more-house-books>, accessed 15 May 2018.

build a sustainable bank of volunteers who can pass their “gifts” on.’²⁷⁰

Their programme included:

- o the One Pot Project with Fairland Collective, which has seen the local community come together to make and eat lunch around the table
- o Never Too Late, a chair exercise and health group
- o an event with Sefton OPERA
- o the People’s Bureau, a skill share workshop, encouraging the community to share their talents with their neighbours
- o a family screen-printing workshop
- o a podcasting series²⁷¹

²⁷⁰Arts Council England. *Libraries Opportunities for Everyone Innovation Fund: successful applicants*. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/sites/default/files/download-file/Libraries_Opportunities_for_Everyone_Innovation_Fund_successful_applicants.pdf, accessed 15 May 2018.

²⁷¹Julia Chandler. ‘Libraries: Opportunities for All (LOFE) projects – how are they doing?’, *Libraries Taskforce blog*, 11 October 2017, <https://librariestaskforce.blog.gov.uk/2017/10/11/libraries-opportunities-for-all-lofe-projects-how-are-they-doing/>, accessed 15 May 2018.

Overall learning and themes

03

There is a keen appetite for reading and writing, and it does have an impact

Despite rumours to the contrary, there is a huge appetite for reading, writing and associated activities. This includes all ages, including young people (whom, mistakenly, many commentators assume do not read or use libraries).

These activities can have a huge impact on communities that, traditionally, are seen as disconnected from the arts (eg in Barking and Dagenham).

However, they may well need to be provided free-of-charge – and must be of high quality.

There is growing evidence of the wider benefits of visiting libraries, reading and associated activities

All six case studies – and the many examples in Section 2 – demonstrate the increasing evidence of the value of using libraries, reading, writing, and associated activities. Just as one example, the work being developed in Norfolk, some of which is outlined in Section 2, around health and wellbeing, and also their work to help tackle loneliness, reported in the Arts Council England paper, *Stand by me*,²⁷² really demonstrate the important role that public libraries play.

Linking the work to national and local policy priorities

Successful library initiatives are those where the piece of work is linked to/drawn from national, regional and/or local policy priorities.

Barking and Dagenham started their reader development work as a response to the stark statistics about deprivation and opportunities in the Borough. Coventry (and many of the examples in Section 2) relate their work to the Universal Offers. Coventry also see their library provision as being part of a community

cohesion strategy. Leeds have related their piece of work to national and local statistics about care-leavers. North Yorkshire started much of their work as a development of the national Summer Reading Challenge. Nottinghamshire began their work by rooting it in the Nottinghamshire County Dementia Framework for Action 2016-20. West Sussex developed their work after building a close relationship with the County Council's Special Educational Needs and Disabilities (SEND) team, and examining how they could meet joint objectives.

As well as buildings-based provision, libraries' outreach and partnership-working are vital...

To make all this work, there need to be strong partnerships with local communities and community organisations (as, for example, in Leeds and West Sussex) – these have been created following sensitive consultation about community needs, and real efforts by public libraries to engage with local people, especially those who may not regularly use library services.

Rather than just being 'open to all', successful library services are also targeting specific groups within the community.

All this should also mean that libraries are flexible, willing to alter direction to meet changing community needs and demands. They should not be afraid to let the users lead (as in North Yorkshire).

...and so is ensuring that there is a digital presence and impact

Part of the success of the Barking and Dagenham work is that they have developed the Pen to Print YouTube Channel and the Storybite App, and Leeds's work has tablet-lending as part of its core.

²⁷²Shared Intelligence. *Stand by me: the contribution of public libraries to the well-being of older people*. Manchester: Arts Council England, 2017, accessed 15 May 2018, <http://www.artscouncil.org.uk/sites/default/files/download-file/Combined%20older%20people%20report%2017%20July.pdf>.

Pacing the work appropriately is key

None of this work can be rushed – as Barking and Dagenham say, ‘Time is of the essence and [...] the time it takes to build relationships is vital to make projects work.’ A huge amount of planning is involved, while, at the same time, a more relaxed attitude to detail clearly pays off with North Yorkshire’s ‘say yes, work out how later’ approach.

Ensuring sustainability

Some developments can take place without large inputs of resources, but sustainability is critical – there are real dangers in raising a community’s expectations, only for nothing to happen.

That said, there is a need for sustained funding – in terms of mainstream, revenue budgets, rather than short-term project funding – to ensure that this work continues to thrive. If at all possible, funding for this work needs to be ‘weather-proofed’.

The case study library services have initiated some exciting developments, but at a time when libraries are being reorganised and restructured, care must be taken to ensure that the restructurings do not mean that libraries cannot deliver. It is vital that all staff are ‘on board’ with these developments, and staff training is a key part of the process.

Where possible, there is enormous value in being able to carry out longitudinal studies of the benefits, even if these are fairly informal – for example, North Yorkshire has ‘tracked’ some of the original participants in Rewind Skipton.

Working within a bigger organisation

Being part of a larger organisation has its benefits for public libraries. However, there are also disbenefits: for example, the local authority procurement processes may make it extremely difficult for a library service to purchase equipment required for a piece of work (particularly within a limited timeframe); and, unless marketing/communications departments are completely ‘on board’ with a library initiative, they may not provide effective support.

Conclusions and recommendations

04

Conclusions

This paper has looked in-depth at six case study library services, and also at hundreds of 'everyday' examples of equality and diversity work by public libraries in England.

The six library services which took part in *Libraries welcome everyone: Six stories of diversity and inclusion from libraries in England* show different approaches to developing their equality and diversity provision. Barking and Dagenham responded to the needs of communities in East London and 'aims to create opportunities for local people to develop their potential for creative writing, to open up new career opportunities or introduce people to a new creative hobby to enrich their lives.' Coventry began a process of reviewing and overhauling their existing equality and diversity provision to meet changing needs in the city. Leeds focused on a high-priority group of young people (and also built on their previous successful work with teenagers). North Yorkshire knew they had a model that worked in Skipton, and experimented with how they could set up a similar piece of work elsewhere – but also in a different economic climate. Nottinghamshire looked at a number of local (and national) priorities, such as loneliness and ill-health, as well as dementia, and set up a piece of work that aimed to provide a range of innovative cultural activities for people with dementia and older people. West Sussex built on their existing partnership arrangements to consult and then provide low-tech devices that people could borrow for free, try out with their child and then – with professional support from teachers and speech therapists – decide whether it is something worth investing in for long-term use.

The 'desk research' examples show just a glimpse of the wealth of equality and diversity work that is going on in public libraries.

These are the main conclusions having explored these examples.

Firstly, while it is undoubtedly the case that there is even more that could be done, nevertheless the depth and breadth of equality and diversity work currently undertaken in libraries shows just how much they have adapted to meet the needs of their local communities.

Secondly, where people are aware of what the modern public library offers, there is an uptake in demand for services, often outstripping what can actually be provided.

Thirdly, in reality, libraries do not have a choice. They are required (under the Public Libraries and Museums Act 1964 and the Equality Act 2010) to make this provision. The choice they do have is how far the service is orientated towards equality and diversity, and, whilst this currently does vary between library authorities, there is surely ample evidence here to show that it is a 'must', not an add-on.

Fourthly, the impact of 'austerity' is affecting most libraries' ability to continue and develop this work; while there is still considerable innovation (as evidenced by the case studies and the 'desk research'), it cannot be as widespread as it needs to be, and this issue needs to be addressed.

Recommendations

Building on this good practice

The six case studies and the results of the 'desk research' and call for examples have shown the vast range of different types of equality and diversity work being delivered and developed by public libraries in England.

Yet we also know that much of this good practice does not get disseminated; the Libraries Taskforce blogposts do draw attention to some good practice, but there needs to be a way for all libraries to learn from this work, and to have the opportunity to experiment and to put ideas into practice.

Consultation with the community

As the all the case studies have identified, many community groups and individuals are becoming wary of consultations and feel that their views may not be taken into account. For example, Leeds Libraries' way of working by developing trust as the starting point for their consultation, followed by ensuring that they deliver what they promise, is a strong model for consulting with the community. West Sussex managed to develop their service provision because they had firm foundations of partnership-working in place and could consult with the families that they hoped to target.

Recording libraries' impact

The Audience Agency paper looking at 'audience reach'²⁷³ was critical of the limited data that many libraries collect, and the lack of interrogation of this data to help determine how successful services are and how they need to be developed. What is particularly missing, in many cases, is a record of the impact that libraries' work is having.

Some 10 years ago, considerable work was undertaken (led by MLA – the Museums, Libraries and Archives Council) to provide tools for assessing impact, which led to the introduction of the Inspiring Learning For All framework:

In 2014, the Arts Council sponsored a refresh of the framework, with an emphasis on:

- retaining and refreshing the many valued and well-used aspects of the Framework
- broadening its potential user-base to incorporate the wider art and cultural community

- removing potentially misleading links to now redundant government policies
- identifying area of alignment with the current art and cultural landscape – including the Arts Council's 10-year strategic framework and priorities²⁷⁴

This would make a good starting-point for analysing the impact of libraries' work.

In addition, the Norfolk system of using 'Impact' is an effective method for capturing the 'everyday' impacts that a library service is making.²⁷⁵

We recommend that similar systems are adopted by other library services.

We also recommend that reporting on these sorts of impact measures becomes part of the monitoring of public libraries' performance.

Resources

We recommend that Arts Council England, the Libraries Taskforce, LC, CILIP, and other partner organisations all support public libraries in seeking funding and other resources to enable them to build on the important work outlined in this paper.

Staff training

Again, the case studies have shown the key role that staff training and awareness play in developing sensitive and careful equality and diversity provision (especially working with severely disadvantaged sections of our communities), and we recommend that staff training and development is properly resourced and supported for all public libraries.

²⁷³Katie Cudworth and Jacqui Fortnum. *Evidencing libraries audience reach: research findings and analysis*. Manchester: Arts Council England, 2017, http://www.artscouncil.org.uk/sites/default/files/download-file/ACE%20Evidencing%20Libraries%20Audience%20Reach%20-%20research%20results%20and%20analysis%20%28final%29_0.pdf, accessed 15 May 2018.

²⁷⁴Arts Council England. *About ILFA*. Manchester: Arts Council England, no date (c2014), <http://www.artscouncil.org.uk/about-ilfa-0>, accessed 15 May 2018.

²⁷⁵As noted above: 'Impact is a quick and simple evaluation tool based upon a framework that can evaluate soft outcomes across a wide range of activities. Evaluation forms are generated by the setting of aims and outcomes, and data input is simple and very quick [...] Impact evaluates outcomes relating to Skills, Learning, Information, Leisure, Wellbeing, & Health. It also evaluates outcomes relating to communities, environment, equality and diversity, independent living, safe neighbourhoods, and feelings of pride and inclusion.' [p1]. Norfolk County Council Library and Information Service. *Impact: the evaluation tool*. Norwich: Norfolk County Council, 2017.

Case studies

05-10

5. Case study: London Borough of Barking and Dagenham

London Borough of Barking and Dagenham Pen to Print project

Background

This wide-ranging project came into being after a successful event as part of the initial reading festival in 2011. It became apparent that there was an untapped pool of writing talent in the local community, that the library service felt needed to be nurtured.

In 2014 Pen to Print, as the resulting project has become known, was successful in gaining an Arts Council England Grants for the Arts bid of £58,000 for an initial year-long project for the period 2014/15. Pen to Print subsequently successfully won two further bids receiving two further years, worth of funding through Arts Council England Grants for the Arts funding of £95,000 for 2016 and £75,000 for the current year 2017/18.

The overriding aim of the project is to support new and emerging writing talent in Barking and Dagenham and the surrounding area with no distinction as to which community this talent should come from. Through the delivery of a programme of creative writing projects, workshops and competitions, Pen to Print supports people in developing their writing skills. This is a project that is open to everyone with no barrier to taking part, be it financial, age, cultural, ability or gender.

Since 2014, the Library Service has an excellent track record of providing free high-quality creative writing classes along with exciting and inspirational author events. Based on this reputation, we have been recognised for our wide-ranging work by the publishing industry when Dagenham Library won British Book Industry Library of the Year 2016, and Barking Learning Centre was successful again in 2017 making the final of the competition.

We have incorporated digital media into the project with a Pen to Print YouTube channel and the Storybite app. New independent writing groups have been established including a Poetry Society Stanza 'The Barking Foxes'.

We have supported 16 new authors through mentoring to completion of their novels (a further 10 have just began the process for the current year). Of the 16 completed novels, four have been published, with further books in the process of being published.

Pen to Print has successfully staged four Reading Festivals, which were added into the project remit, having been successfully running since 2011. The project supports regular author events in libraries, which feature both leading authors such as Martina Cole, Ben Aaronovitch, Stephen Booth and Simon Toyne, but also gives local representative authors opportunities to showcase their work.

We have built up a reputation for providing entertaining and aspirational programming, and audiences are building at our events. We are now in the position of working with many artistic partners, including local groups and The Barbican. We co-operate on projects such as City Life project with the University of East London and Spread the Word's City of Stories and The Young Poet Laureate Tour projects.

The challenge

The project aims to create opportunities for local people to develop their potential for creative writing, to open up new career opportunities or introduce people to a new creative hobby to enrich their lives. It is the project's hope to create an interest in discovering new literature allowing readers to discover new genres and to create new self-sustaining writing collaboratives which are open to everyone and in turn promote further new opportunities for community cohesion through a shared interest in reading and writing.

These ambitions have been in the face of working in a deprived area of London with a local population that has the reputation for being disenfranchised from the established

arts scene. This is also against the background of a population with low levels of literacy, employment and high levels of deprivation. The borough has experienced a large and rapid change in the demographic make-up of its residents, and, in the past 10 years, has moved from a predominantly white British working-class population to now having a population that is almost 50 per cent from a Black and minority ethnic background. The overall population increased with one of the largest increases in school age population in London, which comes with its own set of challenges.

Barking and Dagenham is estimated to have:

- a total population of 208,182, an increase of 5,100 since 30 June 2015;
- 56,613 children (persons aged between 0 and 15), equating to 27% of the population;
- 131,749 people of working age (between 16 and 64), which is 63% of the population
- 19,820 people of retirement age (65 and over), reflecting 10% of the population²⁷⁶

Barking and Dagenham statistical information:

- 37.8% of the borough's population was born abroad compared to 36.6% in London and 13.3% nationally (2015)
- 49.5% of the population are from a Black or minority ethnic background (2013)
- 11% of the population is unemployed compared to 6.1% in London and 5.1% nationally (2015)
- children with English as a second language account for 41.7% compared with 29.3% in London and 15.7% nationally (2015)²⁷⁷

Our approach

We want to continue to encourage new writers to take part in the competitions, classes workshops and author events.

The competitions include:

- **The Book Challenge:** To write a novel with support from a mentor within the year of the project with the aim of facilitating publication
- **Poetry and Short Story Competition:** Create quality short stories and poetry ready for publication
- **The Michael Feld Creative Writing Competition for Young Writers:** Building on the success of previous writing competitions which resulted in an enthusiastic response from local young people
- **Playwriting Competition:** A new development inspired by the successful workshops of 2016, aiming for the winner to get their work staged in a local theatre to provide entertainment and inspiration to local people

To support the competitions, we have creative writing workshops and classes regularly held throughout the year: two creative writing classes with Ian Ayris, one for advanced writers, and one for beginners held monthly; fortnightly poetry classes with Anna Robinson; and a short series of playwriting workshops with Eddie Coleman.

In the new year, we are also going to include our second series of comic book workshops and will be trialling an animation workshop, in anticipation of providing a series of animation workshops, laying the foundation for the future digital year planned for 2019/20.

In programming author events, we have included authors who represent the local communities living in Barking and Dagenham and authors directly from the local community.

²⁷⁶London Borough of Barking & Dagenham. *Key population and demographic facts*. London Borough of Barking & Dagenham, 2018, <https://www.lbbd.gov.uk/council/statistics-and-data/census-information/key-population-demographic-facts/>, accessed 15 May 2018.

²⁷⁷Greater London Authority. *London Borough profiles and atlas*. London: Greater London Authority, 2017, <https://data.london.gov.uk/dataset/london-borough-profiles>, accessed 15 May 2018.

We have also been looking at establishing new support networks to encourage people with low literacy or from ESOL backgrounds to be included in and benefit from the project. We are working on establishing reading groups specifically for these groups to encourage reading for pleasure and to feed in to the project going forward, particularly for National Portfolio Organisations year 4 theme, international stories.

Our intended outcomes and outputs

Pen to Print's aim is to encourage a culture of creativity in Barking and Dagenham. We aim to give everyone opportunities to engage with the arts, offering free access, helping to break down barriers and open opportunities, and encouraging local people to realise that they have something valuable to contribute.

We want to allow everyone access to quality literature and to be inspired to create it themselves. We want to demonstrate that with our assistance and through the example of local creative talent anything is possible.

Focusing on creative writing, we will continue to build on our network of writers to help facilitate and establish self-sustaining creative networks, bringing together participants with practitioners, working collaboratively on projects to write original pieces of work. We will also offer support to bring them to publication stage, facilitating plays being staged in local theatres, and encouraging the use of storytelling and other artistic skills to create digital video, animation short films. These can be shared online and screened in libraries. We will also help them to produce comic book publications.

We employ artists and writers to hold author events, creative writing workshops, art workshops, and hold competitions. All of this is continuing to enrich the legacy of Pen to Print, ensuring that its output is representative of communities living and working in Barking and Dagenham.

The Council's vision for the London Borough of Barking and Dagenham is to 'Encourage growth and unlock the potential of Barking and Dagenham and its residents'.

Pen to Print fits in with the key aims of the Council and complements the current work of the Library Service by promoting reading and writing within the Borough. Pen to Print unlocks the potential of aspiring writers and artists in the borough and surrounding parts of East London.

In terms of artistic development, Pen to Print uses the creative knowledge of artists, authors and tutors to bring this artistic expertise to our libraries, as they establish themselves as centres for creative development.

Members of staff and volunteers attend workshops and master-classes in order to gain a better understanding of the processes of creative writing and artistic development, in turn assisting them to provide informed advice to library users with an interest in creative writing and the arts. Pen to Print is designed to bring new audiences in contact with the libraries and the arts in general.

The establishment of two new writers groups and a Poetry Society Stanza has already helped to bring local writers together in the libraries. Pen to Print seeks to maintain these groups and build on the momentum in developing this growing artistic community.

Pen to Print's focus is on parts of the community that are traditionally hard for libraries to reach and reluctant to engage in the arts. Pen to Print's focus is on parts of the community that are traditionally hard for libraries to reach and reluctant to engage in the arts. Planning is underway to form reading groups. We will use these to offer opportunities to engage with writers and books in more depth and get more involved in other Pen to Print activities.

The borough has large Black, Asian and Eastern European communities, and Pen to Print continues to target these groups by promoting the scheme wherever possible through library outreach at community group meetings, by advertising in local community newspapers and by using authors from similar backgrounds to act as role models.

Pen to Print has started to take events out into the community to venues not normally associated with author events, such as local supermarkets, sports venues, bars etc. We have already been to the local park and theatre with authors and poetry, and have an ambition to widen the reach into local coffee shops in the near future.

The project also enables us to run regular on-going author and artist events including the annual reading festival. This allows the further development of the library service as a promoter of the arts in East London (and this at a time when other East London boroughs are discontinuing long-established book festivals).

The author talks provide a platform for our own local emerging authors as well as including well-known writers. The events entertain the wider reading public as well as further helping the artistic development of our aspiring writers and artists by providing further insights into the craft of writing and art through inspiration.

Although the various components of Pen to Print may not be new or unique in themselves, the scheme brings a cohesive approach that makes it innovative and ambitious but attainable. Especially by taking events out into the wider community, Pen to Print seeks a seamless link between quality events and activities for artists, writers and readers. The overall aim is for the component events and activities to produce quality art and writing from a new group of East London writers and artists.

In this way, Pen to Print will continue to build a legacy for artists of the area. Pen to Print raises interest in culture and the arts, which was originally inspired by the Cultural Olympiad to 'generate sustainable long-term benefits to the UK's cultural life' and the ambition of Barking and Dagenham to continue to establish a thriving artistic community in the area.

A greater love of reading and writing is key to the programme and is the very foundation of any individual's participation in culture and the arts. It is hoped that Pen to Print will continue to create a sustainable legacy significantly enriching the cultural life of East London. The scheme inspires and attracts interest in other

art forms. In this way, Pen to Print builds on its foundation, developing a programme of future artistic activities in East London.

The equality and diversity study came with an element of funding to support library activities, and we have invested this in providing support materials in the shape of recommended reading for creative writing classes, which can be borrowed by other library users too. We are also in the process of buying a stock of reading materials to nurture people with low levels of literacy or who have English as a second language, with the aim of establishing a reading network that will go on and encourage people to also start writing for pleasure and create their own stories in the form of short books. This material is simple to read but not childish in its subject matter and will be of a reading level that is not intimidating and aims not to exclude the reader.

We are now actively developing new working partnerships to support Pen to Print with other arts organisations and volunteers to further the aims of Pen to Print and continue to provide new reading and writing opportunities.

We have also begun to explore different avenues of income generation through alternative grants and charitable donations, whilst endeavouring to keep the principle of free activities for participants, including applying for new funding to guarantee some sustainability for the medium term and lay a foundation for the long-term self-sustainability.

Obstacles and issues

Funding sustainability has been an issue, but during the period of the study we have heard that we have been successful in securing a four-year grant from Arts Council England for £180,000 per year as a National Portfolio Organisation. This has presented its own obstacles to this year's project, purely because of the work involved in the organisation of the National Portfolio Organisation phase of the project, business planning and the subsequent preparations of the original bid and now preparation of the necessary documents to confirm this funding.

Council reorganisation has played a part in how we currently deliver events and manage the project. This has been an ongoing process over the past year and has been phased in over the duration of the study. This has not been a barrier to delivery, but the uncertainty has affected the morale of staff delivering events, and a round of redundancies created pressures on the staff left behind, due to the recruitment freeze that has been in place since September 2016. This has affected the capacity of staff delivering events as well. We have a small pool of volunteers who have been called into play assisting with the project delivery, but we do still need paid staff to be involved – this has prompted us to look more closely at how we deliver events in the future.

Since the project first started, I have been largely responsible for the delivery and organisation of the project, with on-the-ground support from library staff at individual events, and have also received specialist help with financial management of the project when necessary. As the project has developed, the need for my role to become more strategic and the requirement for a team to be established for delivery, has become more apparent, and with the new development of becoming a National Portfolio Organisation, it has become essential.

Another obstacle to the project is effective publicity, especially when engaging with young people. The restrictions put on the access to social media has been a hindrance, and having to constantly run everything through our Marketing and Communications team and having to adhere to their 10-day social media plans has been challenging. It's been difficult to be spontaneous with social media at the time of events taking place, and we have also experienced difficulties with individuals fully understanding what the project is about when promoting it. After several conversations with Marketing and Communications, these issues have largely been resolved. We are now planning a new approach to marketing in the future, drawing up a new brief for 2018/19 and exploring the possibility of bringing in outside

marketing providers for a fresh approach to the project.

Marketing and Communications have been successful when fully engaged, with planned posts on social media for advertising ReadFest and competitions. Footfall for ReadFest has increased, and, when the social media plans finally got into the swing of things, competition entries did well. With the delays in negotiating with Marketing and Communications, print publicity didn't go out as promptly as we would have liked and, after a false start, we have finally got printed flyers in for Pen to Print during ReadFest this September.

That being said, these are all relatively minor problems that have not been unsurmountable and have not made a significant impact on the delivery of the project.

Outcomes and outputs

The greatest impact has been that Pen to Print is continuing to develop aspiring artists and writers who are participating in the scheme. We want to build on this by encouraging more people to take part and continue the legacy benefiting local people, using the knowledge and experience of experts and peer groups who will both inspire and inform them to refine their art and emerge as artists and authors.

This year we have started to see this all come into fruition as Pen to Print alumni have begun to promote their own books developing social media skills, winning awards for their writing, and getting work published in magazines and pamphlets. Writers have also, with our support, now had experience of talking about their work and experiences with audiences, promoting both their own work and the Pen to Print project, and are continuing to successfully build their own writing groups independently.

We are expecting more books to be published by participants in the next few months to add to the four already published. *The Gaia Effect* by Claire Buss and winner of The Raven Award for best sci-fi fantasy, *Colonel Erdington's Daughter* by MP Middleton, *New Beginnings* by Veronica Byrne and *Silly Billy Swim Trunks:*

The Adventures of Dudley Clump (and best friend Charlie Robinson) by Mike Kilbey.

We continue to create opportunities for past participants to build on skills already learned by getting experience of public speaking and meeting established writers and sharing their own insights into their own journeys with others.

Measuring achievement is difficult as it is too early in this year's cycle of Pen to Print to draw any meaningful conclusions from any data collected, which is incomplete, but I can draw a comparison between ReadFest 2016 and 2017:

- ReadFest 2016 featured **17** events with an audience of **439** and featured **41** artists
- ReadFest 2017 featured **21** events with an audience of **834** and featured **43** artists
- in 2017 we have already featured **13** monthly author/one-off writing events and **4** beginner and **4** advanced creative writing classes, **8** Poetry Classes (we are also planning separate long poetry classes in the new year), and we have also held **1** playwriting workshop.
- All sessions appear to be demonstrating an increase in attendance from last year. We have plans for a six-week series of comic book workshops and a taster animation workshop all set for spring 2018
- the competition programme comprising **The Book Challenge, The Poetry and Short Story Competition, The Michael Feld Creative Writing Competition for Young People** and **The Playwriting Competition** have resulted so far in **558** individuals submitting **572** pieces of writing for judging

More focus than originally anticipated (due to our expected change of status as a Library National Portfolio Organisation) has been spent on building links with additional arts

organisations to work in partnership on developing programming. This will also enable us to utilise their extended networks to provide more opportunities for local engagement with the arts and widening the offer for writers with a variety of different writing workshops.

Support materials for the creative writing groups have been purchased, which has been something that we could do with the funding provided by this initiative and was not possible with Grants for the Arts funding. This will prove to be a valuable resource that can be borrowed by the groups and the wider community.

We are consulting on the purchase of suitable reading materials that will support ESOL readers in improving their skills as part of our aim to establish more reading groups for people with low literacy or ESOL requirements; we would like to set these up in local libraries to run independently using the resources loaned by the local library. Once resources have been purchased, we are hoping that groups will begin in early 2018.

The plans to take events into the community has happened in a limited sense during the reading festival. We are hoping that, through partnerships with local businesses, this will also start happening in the next few months, but other planning priorities have had to take precedence in the light of gaining National Portfolio status. It has been difficult to spend enough time on making the essential contacts and building relationships.

When writing this case study, I came upon an interesting article by Alan Malay, 'Creative writing for language learners (and teachers)'.²⁷⁸ What I found reassuring was the reaffirmation of what I already believe, that creative writing brings so much more than I could possibly describe and that it also has a wider importance to people who have been learning a new language or wanting to improve the skills they already have.

²⁷⁸Alan Malay. 'Creative writing for language learners (and teachers)', *Teaching English*. London: British Council/BBC, c2009, <https://www.teachingenglish.org.uk/article/creative-writing-language-learners-teachers>, accessed 15 May 2018.

Alan Malay says in his article:

Much of the teaching we do tends to focus on the left side of the brain, where our logical faculties are said to reside. Creative Writing puts the emphasis on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality. This is a healthy restoration of the balance between logical and intuitive faculties. It also affords scope for learners whose hemisphere dominance or learning-style preferences may not be intellectual or left-brain dominant, and who, in the normal process of teaching are therefore at a disadvantage.

Perhaps most notable is the dramatic increase in self-confidence and self-esteem which creative writing tends to develop among learners. Learners also tend to discover things for themselves about the language... and about themselves too, thus promoting personal as well as linguistic growth. Inevitably, these gains are reflected in a corresponding growth in positive motivation. Among the conditions for promoting motivation, Dornyei (2001: 138-144)^[279] cites:

- 5. Create a pleasant and supportive atmosphere
- 6. Promote the development of group cohesiveness
- 13. Increase the students' expectation of success in particular tasks and in learning in general
- 17. Make learning more stimulating and enjoyable by breaking the monotony of classroom events
- 18. Make learning stimulating and enjoyable by increasing the attractiveness of tasks
- 19. Make learning stimulating and enjoyable for learners by enlisting them as active task participants

- 20. Present and administer tasks in a motivating way
- 23. Provide students with regular experiences of success
- 24. Build your learners' confidence by providing regular encouragement
- 28. Increase student motivation by promoting cooperation among the learners
- 29. Increase student motivation by actively promoting learner autonomy
- 33. Increase learner satisfaction
- 34. Offer rewards in a motivational manner

This perfectly encapsulates what Pen to Print has been doing and will continue to do in the future.

Lessons learned

Time is of the essence and the time it takes to build relationships is vital to make projects work. It is important to make sure that partnerships have sustainability and have scope to develop (and are not dipped into piecemeal when it suits your objectives) and should be collaborative and beneficial for all parties.

The Pen to Print project is ongoing. What we have discovered is the vital importance of marketing the project, and, whilst there is a compelling case that social media has a part to play, we should not underestimate the importance of word-of-mouth and more traditional forms of printed promotional materials, to ensure that all age groups have access to information on what we are offering.

We need to work closely with groups representing young people and work on getting young people actively involved in devising elements of the programme for their peers. This is going to be a harder task than we first envisaged.

²⁷⁹Zoltan Dornyei. *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press, 2001.

I also need more assistance with day-to-day administration and delivery of the project.

Next steps

Looking to the future we have now been successful in securing funding through our application to Arts Council England as a National Portfolio Organisation, guaranteeing that we can continue our work for the next four years, which is allowing us to plan more in advance and be less hurried in our approach. We can afford to build in strategies to ensure we have some resilience in the years to come as we are faced with the anticipated reduction in council finances and pressures on Arts Council grants expected in the future.

We continue to look for authors and artists that are representative of the community and to look at creating more opportunities to support literacy and appreciation of the arts in the local community for the future. This is alongside creating more scope for past participants to develop their professional writing careers, opening the model of Pen to Print to include surrounding local authorities and reaching out regionally into Essex, widening the audience for the project and encouraging participation in the writing competitions.

We are also hoping to expand the horizons for communities to work together on a more regional footing rather than just in Barking and Dagenham, whilst still acting as an advocate for developing growth in the arts sector within Barking and Dagenham by attracting participation from artists outside the borough, showing them the attractiveness of basing themselves here. We are supporting the council in its ambitions to become the London Borough of Culture and hope to be benefitting from the funding streams that come along with this status.

Other information:

Book Challenge – Runner Up: Claire Buss, writer of *The Gaia Effect* – <http://cbvisions.weebly.com/> accessed 15 May 2018.

New Generation Publishing. *Claire Buss' Gaia Effect wins Raven Award!* London: New Generation Publishing, 2017, <http://www.newgeneration-publishing.com/home/blog/claire-buss-gaia-effect-wins-raven-award/> accessed 15 May 2018.

Lena Smith. 'Pen to Print: real people, real stories', *Libraries Taskforce blog*, 11 April 2017, <https://librariestaskforce.blog.gov.uk/2017/04/11/pen-to-print-real-people-real-stories/> accessed 15 May 2018.

Pen to Print YouTube highlights – https://www.youtube.com/playlist?list=PLY9IOI2qbFkq3F0cCu_d03ZjnQxH9jUlg accessed 15 May 2018.

The Barking Foxes Facebook page – <https://www.facebook.com/Barking-Foxes-189878844829632/>, accessed 15 May 2018.

London Borough of Barking & Dagenham. *Pen to Print: creative writing project*. London Borough of Barking & Dagenham, 2018, www.lbbd.gov.uk/pentoprint, accessed 15 May 2018.

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6. Case study: Coventry

Creating an offer in Coventry Library Service for equality and diversity

Background

Nationally, libraries, alongside other public services, are dealing with austerity measures by having to be creative and do more for less.

The Libraries Connected have developed the Universal Offers to provide clear standards and guidelines for public libraries in England, with the advantage of also being able to use the 'offers' as strong advocacy materials to articulate the added value that libraries bring to life in England.²⁸⁰

In Coventry, the driver is to focus capacity and resource to meet the needs of the most vulnerable and disadvantaged in the city.

Of Coventry's population, 33.4 per cent of residents are Black or minority ethnic and 8.7 per cent of households contain no people who speak English as a main language. Coventry has a long history of welcoming migrants to the city. The population continues to change and is home to a wide range of new communities. It is estimated that 140 languages are spoken in the city.²⁸¹

Challenge

Coventry Libraries and Information Service have seen the benefit of having the Universal Offers to shape and guide service development.

The challenge facing the service was how to ensure that an equality and diversity offer was delivered consistently across the city and was also able to be a quality offer. It was evident that there were pockets of good practice in the city, but that skills and information were not shared across the city. Promotions seem to have grown around particular staff and their

cultural background and skill rather than as a planned and supported approach across the city, led by the library service. The result was that the Library Service provided a range of services to support equality and diversity but realised that provision was serendipitous and needed co-ordinating. Some of the services that were delivered were done because they always had been done and needed looking at with a new approach.

The diversity in the city is constantly changing and expanding and the challenge would be to work with new groups and ensure that the created offer would be flexible enough to meet future needs.

Approach

To meet local community need, Coventry Library Service would need to create a diversity offer that was fit for Coventry.

The approach that was taken was to scope out what good practice already existed in the city and capture that good practice. This would include contacting organisations in the city to work closely with them.

The next stage would be to scope out what a robust offer would contain. There would then be an exercise carried out to match which areas needed to be developed. An example of this is that it was known that Coventry has a large collection of books, objects and display materials to support Chinese celebrations but there is little material available to support the Syrian community.

The final stage would be implementation of the offer across the city library service.

Scope

The scope of the offer would be:

- staff capacity, training, awareness and support – toolkit including Language Line

²⁸⁰ *Universal Offers*. Libraries Connected, 2016, <http://goscl.com/universal-offers/>, accessed 15 May 2018.

²⁸¹ Coventry City Council. *Facts about Coventry*. Coventry: Coventry City Council, 2017, <http://www.coventry.gov.uk/factsaboutcoventry/>, accessed 15 May 2018.

- analysis of need
- stock – books, DVDs, CDs, talking books, ESOL, e-materials, newspapers and magazines
- events/celebration
 - o directly for people of different cultures
 - o community cohesion – awareness for other cultures
 - o promotional displays in libraries
- Space utilisation
 - o prayer room
 - o permanent displays
 - o space for events
- outreach
- promotion
- partner organisations/groups
- community consultation

Intended outcomes and outputs

The Library Service has just been through a major period of change which can leave staff feeling uncertain and undervalued. This was acknowledged within the project as we wanted to ensure that there was scope to identify and recognise good practice to ensure that staff felt that their work was valued and that they would be empowered to move forward building upon this good practice.

The intended outcomes would be:

- proactive promotion of a wide range of cultural events to connect with local communities so they see libraries as welcoming places
- creating community cohesion by promotion of information to create a greater understanding
- staff training programme to increase knowledge and understanding to provide better customer service to all people in Coventry

- development of a stronger network across the city between the library service and faith groups to enable the Library Service to deliver against actual need – recognising the impact of new communities and transience in the city, as opposed to relying on a more ‘traditional’ understanding of the communities in the city

Obstacles and issues/actual outcomes and outputs

Case study 1 – Syrian migration library information sessions

Coventry is proud to provide resettlement and integration support for some of the most vulnerable refugees created by the crisis in the Middle East. This work is done in a co-delivered partnership with a number key City Council partners with libraries playing a central role.

The city’s central library is the venue for the welcome meeting families attend in the first week after arrival in the city. This session includes a short library tour, the handing out of pre-registered library cards along with supported children’s activities in the children’s library section.

Coventry Libraries are then an integral part of our new resident’s first months living in the UK with clients being given regular overviews as to the free-to-access services available in libraries through weekly sessions, IT sessions, and libraries being venues for other family learning opportunities. Of course, libraries are also great places for community events and activities, for example our recent Diwali Celebration to which families were specially invited.

Further sessions give more specific details around how libraries can support clients to establish themselves with signposting to ESOL resources, online resources, support with learning about the ‘British way of life’ and our many free activities for children. A bespoke leaflet has been produced in both English and Arabic listing relevant services and of course clients are advised that a Language Line translation service is available for enquiries beyond their current level of spoken English.

Case study 2 – Cohesion and identity, Sahyadri Marathi friendship group

The Contact and Connect team are two staff with a range of language skills who work across the city going into communities to reach the most vulnerable people. The team are continually making contacts through their work in and with the communities of Coventry. As a result, a group of newly-arrived residents from Maharashtra, Western India, who were looking for a place to meet and socialise as well as celebrate and share their culture with the wider community, were supported by the library service to set up a friendship group which now meets every fortnight at Central Library.

Working with the group, the Contact and Connect team have also been able to purchase a collection of Marathi books which are available at Central Library. The group also add to the variety of events and displays on offer in the library, highlighting different festivals throughout the year to the wider community who visit Central Library.

Case study 3 – Marketing the library offer diversity display shelf

In order to raise the profile, both to the public and staff, of what Coventry Library and Information Service have on offer to those without English as a first language, we have developed a standard display which will be on prominent show at each library. This promotes newspapers, online newspapers, magazines and books for adults in other languages, including a list of which main languages are available. It also promotes the children's dual language books as well as asking for suggestions to improve our resources. It will be displayed with the ESOL resources at each library, which will also be reviewed to ensure they are wide-ranging and numerous enough. This should increase staff awareness, so improving customer service, as well as better promoting 'invisible' resources only available upon request, ensuring all libraries are able to offer the same service across the city.

Case study 4 – Libraries as social cohesion agents, outreach to Coventry University Library to celebrate culture

Coventry Library and Information Service approached Coventry University Library with the possibility of having some space to promote the very different offer we have to their staff and students. We have been able to regularly set up a week-long display, with our staff attending to speak to university staff and students, focusing on a different festival each time. So far, we have promoted the library service and resources around Chinese New Year, Ramadan and Eid, Black History Month, LGBT History Month, and Diwali.

Case study 5 – Working as one city, partnership work

In order to deliver this offer, we have attended various groups including the Partnership for Coventry, and Coventry Positive Images network. These bring partner organisations and community group leaders together, so identifying possible partnership opportunities and groups we can outreach to. We have already linked up with community organisations such as: Coventry Asian Blind Association, EKTA-Unity, Embracing Africa, CRMC, and St Stanislaus Kostka Polish Church. This has enabled us to promote our offer directly to communities as well as get insight into the needs of the community, which can influence our stock selection. Having a team which speak a variety of languages has made these partnerships possible.

Lessons learned

The service offer needs to be flexible and agile to respond to the rapidly changing cultural population in the city.

Through the project the Library Service has learnt that it is important to move away from the traditional assumptions that have been held about the population of the city.

The service needs to reach out to new communities and offer services to meet needs. This can be identified by working with partners.

Next steps 2018

- continue to roll out offer
- build on the existing partnerships

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7. Case study: Leeds Library and Information Service

Leeds Library and Information Service working with care leavers

Background

A 2015 report by the National Audit Office for the Department of Education noted that:

- 25% of those who were homeless had been in care at some point in their lives
- 49% of young men under the age of 21 who had come into contact with the criminal justice system had a care experience
- 22% of female care leavers became teenage parents
- looked after children and care leavers were between four and five times more likely to self-harm in adulthood²⁸²

A 2017 research report by Barnardo's showed that 45 per cent of looked after children (and 72 per cent in residential care) have a mental health disorder – compared to one in 10 in the general population. Looked after children and care leavers are between four and five times more likely to attempt suicide in adulthood.²⁸³

At any one time, Leeds City Council is working with approximately 500 care leavers across the city. Care leavers are supported by personal advisers and each personal adviser has an average caseload of 20 care leavers. Leeds Libraries are working with personal advisers, other council staff, partner organisations and care leavers themselves. We want to improve outcomes, increase wellbeing and make a real

difference to the lives of young people leaving the care system.

Engagement and consultation

Leeds Libraries are represented on some of the key groups that influence service design and provision for looked after children and care leavers. Being on the Multi Agency Looked After Partnership [MALAP] group, for example, ensured that libraries were included in the MALAP leaflet²⁸⁴ that gives a brief overview of the universal arts and sports offer for children and young people.

The Care Leavers Council is a group of young people (aged 16-25) who have all experienced being in care. The aim of the group is to improve the services care leavers receive from Leeds City Council, and to help make the difficult transition from care to independence a better experience for all young people.²⁸⁵

Leeds Library staff attended a council meeting to ask what care leavers already knew about library services and how we could make libraries more appealing and accessible for care leavers. The first point to note is that the care leavers and their advisers were very clear that they did not want to take part in any exercise designed to tick a box for the service provider marked 'consultation'. They had all experienced consultation being done 'to them' where their opinions had not been listened to or acted upon. We assured them that this would not be the case and that we were there to listen and learn. We did not go with a list of promises but we did assure them that this work is important to us and will influence the development of library services for care leavers.

²⁸²National Audit Office. *Care leavers' transition to adulthood*. HC269. London: National Audit Office, 2015, <https://www.nao.org.uk/wp-content/uploads/2015/07/Care-leavers-transition-to-adulthood.pdf>, p6, accessed 15 May 2018.

²⁸³Nicola Smith. *Neglected minds: a report on mental health support for young people leaving care*. Ilford, Essex: Barnardo's, 2017, http://www.barnardos.org.uk/19222_neglect_minds_a_report_on_mental_health_2.pdf, p7, accessed 15 May 2018.

²⁸⁴MALAP. *Get involved and have a go*. Leeds: Multi Agency Looked After Partnership, no date, http://artformsleeds.co.uk/wp-content/uploads/2015/06/ArtForms_MALAP_OnScreen.pdf, accessed 16 May 2018.

²⁸⁵Their flyer is available at: www.breezeleeds.org/Documents/CLC%20flyer%202015.pdf, accessed 16 May 2018.

Our consultation started with a 'myth-busting' session where we talked about their perceptions of the things that they could or could not do in a library. One of the most appealing things to the care leavers was the number of free services that are available, especially free Wi-Fi in every library. We were told that any information/activity we can provide regarding living successfully independently would be really useful, for example money management, health and wellbeing, cooking and household management.

Another important element was the opportunities to network with other young people, with two care leavers expressing an interest in coming along to the regular Central Library games group.²⁸⁶

The feedback that we received after the session included the comment that:

Those who were present seem genuinely quite excited about the breadth of stuff they can get involved with in libraries.

Our consultation with care leavers has helped us to define two clear strands to increase our engagement with this audience:

- deliver some projects specifically for care leavers
- make our existing services and activities more appealing and accessible to care leavers

Actions

We have already identified two projects that we intend to deliver with care leavers:

1. Create a resource pack for care leavers to highlight the free services available from Leeds Libraries that will be most useful/attractive to care leavers. We will ask the

Care Leavers Council to be our 'critical advisers' and work with us to develop this pack. They will decide what information to include, how to present the information and how the pack should be disseminated once it is complete. One communication channel that has already been identified by the care leavers is the Clu'd Up Facebook page that they have created.²⁸⁷

The pack could also include information about other services that are available in many library buildings. Leeds has a number of community hubs where libraries are co-located with council services such as housing, employment and skills, and customer service as well as partners such as the NHS and Leeds Credit Union. Many of these services will be able to help care leavers to improve their finances, increase their opportunities for training and employment or get advice on welfare and benefits. Library staff could be trusted intermediaries who signpost care leavers to these services and introduce them to colleagues who deliver specialist services.

2. Create a film with care leavers that paints a picture of leaving care in Leeds and offers words of advice to young people who are about to become care leavers. The film will be produced by Studio12 at Leeds Central Library and will build on two existing projects.
 - **Writing Britain**, where young people create films that reflect their sense of place, belonging, hopes and dreams they have for the future²⁸⁸
 - **Dear Me...**, a pilot project developed by Leeds Libraries and Leeds Beckett MSc occupational therapy students where participants are invited to write a letter to their younger selves²⁸⁹

²⁸⁶Leeds Libraries. *Leeds Library Games Group interviews*. YouTube, 2015, <https://youtu.be/9Mlbu8rm33M>, accessed 16 May 2018.

²⁸⁷Clu'd Up [Facebook], www.facebook.com/cludup, accessed 16 May 2018.

²⁸⁸Studio12. *Writing Britain*. Leeds: Studio12, no date [c2013], www.studio12.org.uk/writing-britain, accessed 16 May 2018.

²⁸⁹*dear.me.leeds*. Instagram, 2018, www.instagram.com/dear.me.leeds, accessed 16 May 2018.

As well as delivering projects specifically for care leavers we are reviewing our existing services to make them more inclusive and appealing for care leavers. In some cases, this involves choosing to work with care leavers when we pilot services for specific audiences. In other cases, we will look for opportunities to tailor our universal services to attract care leavers.

When we piloted a tablet lending scheme for three months in the summer of 2017, we worked with three different groups: refugees, older people and care leavers. Two of the care leavers borrowed iPads to prepare for college courses that will start in September. One of them, aged 18, told us:

This is going to help me out. I'm starting a design and illustration course in a few months and now I'll be able to download some sketching and lightbox apps and practise some new techniques in the meantime. Plus my sister's going to be so jealous – she really wants one of these!

Another care leaver is using the iPad to perform job searches. She is 19 and owns a smartphone but finds it difficult to look for jobs and fill in application forms on such a small screen. Having the iPad and access to job and word processing apps has made it much easier to apply for work and compose CVs.²⁹⁰

In 2018 we will be hosting the Nick Sharratt exhibition, *Pirates, Pants and Wellyphants*²⁹¹. A large part of the exhibition focuses on Tracy Beaker, and we will invite care leavers to become volunteer guides during the exhibition.

Reviewing our existing activities to make them more appealing and accessible to care

leavers is a sustainable model. It also helps to address the issues raised by care leavers during our consultation that they wanted more opportunities to network and socialise with other young people. These would be limited if they were confined to library activities that we arranged specifically for care leavers.

Next steps

Our consultation thus far has taken place through our council contacts rather than third sector organisations. We will expand our engagement with care leavers by working with voluntary groups and organisations.

We also want to develop our offer for care leavers who are young parents. Again, this would include promoting our existing library services in a way that appeals to care leavers. Leeds Libraries' support for new parents can be seen in our most recent 'What's Your Story' case study.²⁹²

As shown in the video, any new parent can feel a sense of isolation – and this is often more acute for care leavers. Leeds Libraries have a range of events and activities to help new parents feel more comfortable and confident. We will work with care leavers to build on this offer and promote it in the most effective way.

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²⁹⁰This work was outlined in: Ian McArdle. 'Tablet loans in Leeds', *Libraries Taskforce blog*, 20 September 2017, <https://librariestaskforce.blog.gov.uk/2017/09/20/tablet-loans-in-leeds/>, accessed 16 May 2018.

²⁹¹Nick Sharratt. *Pirate, Pants and Wellyphants*. Nick Sharratt, no date, http://www.nicksharratt.com/exhibitions/news_pirates.html, accessed 16 May 2018.

²⁹²Leeds Libraries. *#whatsyourstory Kim's story*. YouTube, 2017, <https://www.youtube.com/watch?v=C6uja0arxvw&feature=youtu.be>, accessed 16 May 2018.

8. Case study: North Yorkshire Library and Information Service

North Yorkshire – work with young people (experimenting with an established model of provision in a different location)

The successful development of Rewind Skipton Songwriters project, which won the 2012 CILIP Libraries Change Lives Award and explored the concept of true co-production with young people, has resulted in a number of short and mid-term projects over the last seven years. Events, activities and displays planned and delivered by young people have become a regular feature at Skipton Library, with the local team working on the theory of 'say yes, work out how later'.

This principle has most notably led to the formation of a self-sufficient song writing club which ran for six years, and a comic book club (Team Ketchup) with seven self-published comics under its belt, and a regular invitation to run family activities at Thought Bubble Festival, Leeds.²⁹⁴ The young people have gone from strength to strength, running workshops for hundreds of people in Skipton, sharing skills with primary school-aged children, successfully applying for their own funding and collaborating with professional artists. The Reading Hack scheme has presented further opportunities for

young people to be involved with the library, and Skipton has a team of volunteers that have planned and delivered a Harry Potter Book Night, Murder Mystery evenings, and Star Wars origami events, as well as supporting the Summer Reading Challenge.

I enjoyed inspiring younger and older people to read more, use the library more often, and become more interested in books. I also enjoyed submitting my ideas to the library, to give suggestions of how the children's area could be improved and how the Summer Reading Challenge could be improved next year as well.
(Young volunteer)

On the strength of its work with young people, the library has regularly been approached by cultural partners and artists such as Kettu Studios²⁹⁶ and Pentabus Theatre²⁹⁷ who were interested in developing co-production and life opportunities for young people and could see the opportunities presented by operating in a safe, neutral venue that welcomed everyone.

Working with a number of young people from different backgrounds and abilities, Skipton Library facilitated the group in their space, enabling these young people to work with professional theatre artists, write their own short plays which we then professionally produced at Skipton Town Hall. The support given from the Library staff to these young people whose

²⁹³CILIP. *Libraries Change Lives Award past winners and finalists*. London: CILIP, 2016, <https://archive.cilip.org.uk/cilip/advocacy-awards-and-projects/awards-and-medals/libraries-change-lives-award/past-libraries>, accessed 16 May 2018.

²⁹⁴'Thought Bubble Festival is the UK's largest event of its kind – an annual celebration of comic art in all its forms, including everything from superhero comics to independent and small-press artists and writers. Our aim is to cater to long-time comic book fans and those who have never picked up a graphic novel before!'. Thought Bubble, *About us*. Wakefield: Thought Bubble, no date [2018?], <http://thoughtbubblefestival.com/information/about-us/>, accessed 16 May 2018.

²⁹⁵'Reading Hack is a programme led by young people aged 13 to 24 who do reading activities and volunteering, called hacks, to gain skills and experience.' The Reading Agency, *Reading Hack*. London: The Reading Agency, 2018, <https://readingagency.org.uk/young-people/004-get-involved/readinghack-project/>, accessed 16 May 2018.

²⁹⁶'Kettu Studios is an Animation hub in North Yorkshire. Creative for Animated films, Commercials, Music videos, Web animations and Animation Workshops.' Kettu Studios [Facebook page]. Skipton: Kettu Studios, 2018, https://www.facebook.com/pg/kettustudios/about/?ref=page_internal, accessed 16 May 2018.

²⁹⁷Pentabus was founded in 1974. 'Today we tour new plays not just across the Midlands but all over the country. We are the nation's rural theatre company. Our mission is tour new plays to village halls, fields and theatres across the country, telling stories with local relevance and national impact.' Pentabus Rural Theatre Company. *About us*. Bromfield, Shropshire: Pentabus Theatre Company, no date, <http://www.pentabus.co.uk/about-us>, accessed 16 May 2018.

lives have definitely been changed by their experience working with the group, is astonishing, supportive, engaged and brilliant. We are excited about further relationships with Claire and Skipton Libraries in the future.

(Sophie Motley, Artistic Director Pentabus Theatre)

In short the 'say yes, work out how later' philosophy is working out well, though it should be pointed out that this success is the result of several years' work building relationships with young people who visit, talking to them about what they want to see happening in their library, working with partners, talking to parents, encouraging young people to sign up as Reading Hacks as soon as they've outgrown the Summer Reading Challenge, and having staff with the right attitude in place, enabling them to get involved and have permission to fail.

They enjoyed the autonomy of being in charge of the displays. They aren't used to being 'let loose' with an idea and a display space at school, and really enjoyed the trust we put in them to make something of their own. It gave them a sense of ownership of the building, and they enjoyed working as a team to develop it as the summer went on.
(Staff member)

The Summer Reading Challenge has been an asset to engage and retain young people as Reading Hacks as we approach year 6 readers who feel that they will be too old for the Summer Reading Challenge next year and invite them to join the volunteering team the following summer. Whilst they may be young, it pays to pair them up with a volunteer who knows the ropes and can act as a mentor. By inviting year 7 volunteers to be part of the planning team of Hacks involved in an event such as Harry Potter Book Night, you can gently introduce them to the Hack team and build their confidence. Team

Ketchup comic book club welcomes young people in Year 6 and integrates them into the group so that, when they change schools in September, they are already established in a library club for older children.

Our challenge as a service is to share the successes and best practice and develop/replicate the model elsewhere. We are taking up this challenge at a time when the library service is settling into a very new delivery model, with paid staff working alongside volunteers. However, we are encouraged by the enthusiasm of our volunteers, some of whom have the skills and experience needed to support young people. Additionally, our service restructure has seen changes in the way that paid staff are working, giving additional scope to develop projects.

The main focus for extending our work with young people has been in Ripon, Knaresborough and Northallerton where we identified that there had previously been limited or unsuccessful engagement with young people, and, in one case, a history of difficulties with them. Activities have not been restricted to these three. Best practice from Skipton has been disseminated through team meetings and through the sharing of reports and evaluations. There is excellent work taking place at Whitby Library where art students at the local college were given free rein to design and redecorate the teenage area, and at Scarborough and Harrogate where a partnership with the Flying Futures scheme²⁹⁸ led to a mural, which had been designed and delivered by young people, appearing in the library to make the space more appealing to teenagers. The work to recruit and engage young people informed the multi-generational Creative Residencies project which took place across the county and saw over 400 young people aged 12-19 taking part. The 'story' of

²⁹⁸Flying Futures is a Social Business that supports young people to "get on" in Society [...] We manage and deliver a range of Social programmes across Yorkshire, the North East and Humberside to bring about effective change to communities. This is done primarily (though not exclusively) through the use of sports, mentoring, training and employment and citizenship programmes with Children and Young People aged between 5 and 25 years of age.' Flying Futures. *Who we are*. Wetherby, West Yorkshire: Flying Futures, 2018, <https://flyingfutures.org/who-we-are/>, accessed 16 May 2018.

engagement at Skipton has been a powerful tool when talking to partners about the benefits of collaborative working with libraries.

Identifying young people in locations where they are not in the library or particularly visible in the town has presented challenges, and building relationships with other organisations working in the community and encouraging them to act as advocates has been crucial to getting young people on board. Youth services, children's prevention teams, NEETs support groups, cadets, Duke of Edinburgh Award co-ordinators, neighbourhood cohesion meetings and schools are good outreach opportunities to find potential young volunteers. The benefits to young people in terms of confidence-building, developing skills in communications, IT and customer service are generally recognised, and often organisations will see the library as supporting and contributing to their work with young people.

Of course, partnerships don't always work straight away, and it is sometimes difficult to get an 'in' with the right groups or key person. It takes time and relationships have to be nurtured. Introductory emails and offers to meet up don't always work. Attendance and informal conversations at local community development and connection meetings often do. It is important to keep records of who you have met and, crucially, if you've promised to send further information, make sure you send it in good time. It pays to find out what potential partners are doing, offer to attend their meetings and take an interest in what they are doing and if possible find ways to support them. It is important not to be seen as a 'competitor' but as a partner.

All staff and volunteers are encouraged to approach young people in libraries even if they are just using the space as somewhere to wait for a lift home after school. We try not to be pushy but do ask for their opinions on the library, thoughts on events or activities that might be coming up and ask what they think would be good or interesting for other young people. Actively listening to young people often

leads to opportunities to encourage them to act as volunteers.

In Ripon, the focus for a new team has been on identifying what opportunities already exist for young people, what potential partners are present in the area and any issues specific to the community. Relationships have been built with the local service provider for NEETs, the local Children's and Young People's Service prevention team, North Yorkshire Youth, the local museum, and groups specific to the location including army cadets and support for refugee families.

Building relationships with young people, where that relationship with the library wasn't strong, is taking time. The team are working on getting to know the young people who use the library, spending time talking to and listening to them, finding out about their interests and developing opportunities through Reading Hacks for them to become more involved. However, from a slow start, young volunteers are meeting regularly to plan and deliver future activities, including making the teenage section of the library more attractive. They are contributing to the development of a new creative arts club to start from October in partnership with the local museum and North Yorkshire Youth. The young people, inspired by the successes of Team Ketchup, will also be taking part in judging the young people's category of the British Comic Awards this autumn.

In Knaresborough, the local team have been developing stronger opportunities for young volunteers. Consultation with them has identified the need to develop an inviting environment in which they feel welcome, and a space that they can take ownership of. Whilst it is still early days, a small team of young people is now regularly meeting with library staff and volunteers, initially focussing on designing an area of the library specifically for teenagers and young people, and developing a space that is flexible enough both for study and for them to meet socially.

At both locations it has been important to engage young people and to establish a rapport, to understand what they would like to see happening in their library space and how the library can support them directly. Work is ongoing to build trust and mutual respect and identify common outcomes. What has been interesting during conversations with young people is the need to constantly reassure them that their ideas and contributions are welcome and valued. At both locations that seems to have taken them by surprise, which may say something about how they perceive responses to them in the wider community or indeed their relationship with the library previously. The teams at both locations have been clear to give 'permission' to the young people to come to them with ideas which have been received positively. The result has been a growth in confidence that they will be supported to follow ideas through and to explore new ideas and think ambitiously.

Given the opportunity to shape the space, the Ripon Hacks were anxious that they might ask for something that no-one used or just didn't work. An example of this was an Egg chair. The Reading Hacks wanted an Egg chair because it looked great but were concerned about the cost. They were reluctant to ask us to purchase one in case it wasn't used and they didn't want to 'waste money'. Wanting to encourage them to 'take risks' but being sensitive to their concerns we borrowed one to see if would work in the space and to see if it would be used. The Egg chair has been incredibly popular with customers of all ages, particularly young people, and one parent asked where she could buy one as her child with autism normally screams and is hyperactive in public – but, sitting in the Egg chair, he was quiet and felt safe. This comment about safety and a perceived 'isolated space' has been mirrored by a few young people. Needless to say, an Egg chair is now being purchased for the library.

In Northallerton, Scribble Zone is now well established, it is well supported by

attendees and led by a local artist. The young people meet weekly at the library, but sessions regularly take place at secondary locations including local businesses, local arts competitions and festivals, and visits to other cultural locations including the Yorkshire Sculpture Park and the Glass Centre in Sunderland. The group is well supported and sponsored by local businesses, and members pay a small attendance fee each week to put towards future trips.

Young people in each location have expressed the desire to have more opportunities to engage in arts-based activities and are keen to participate in workshops delivered by professional artists. These will hopefully inspire the young people, help them to develop skills, encourage further sharing of ideas and give the young people a new way to express themselves in the future. These workshops are in the pipeline, and the young people are actively involved in identifying the artists they want to work with. We already have excellent contacts developed through the three-year Arts Council-funded Creative Residencies project and a deep pool of artists to draw from.

We know that the best advocates for activities with young people are young people themselves, and, now that we have groups established, we are planning to use technology to link up the young people, with Team Ketchup and the volunteers at Skipton acting as ambassadors to encourage participation and help stimulate ideas. Skype is a great way to link groups and help the teams to feel part of something outside their own branch library.

Whilst the Arts Council funding has been invaluable to help lay the foundations for new groups, key to success and sustainability is development of the local staff and volunteer team. They have been given the freedom to develop their own ideas and to build their own relationships with partners, providers and, of course, young people. We are encouraging them to leave any preconceived ideas behind, listen and be open to suggestions, and to 'say yes, work out how later'. Having the right

attitude in place is key, and we are particularly encouraged at Ripon by the enthusiasm and determination of a new member of staff who, at just 19, started out as a work experience trainee, became a young volunteer and is keen to encourage other young library users, and to do everything possible to make the libraries vibrant and inspiring places to be.

After work experience finished and summer holidays came – I put my name down to try doing the Summer Reading Challenge as a volunteer, admittedly at the advice of my tutor. Upon starting the Summer Reading Challenge I fell in love with the idea of working for the library – it was a lot of fun to me and I started putting in 25+ hour work weeks as a volunteer! I wasn't even taking breaks despite being at the desk from opening to closing!

After I finished with college I contacted the supervisor of the library and asked if there was any apprenticeships going, but instead I ended up getting a job interview. The rest is history! Volunteering for the summer reading challenge showed me that libraries don't have to be dull!
(Staff member)

Whilst North Yorkshire Libraries have always welcomed young people, we do see Rewind in 2010 as a turning point, and we are proud to feel that we contributed in a small way to the achievements that the original group have made since. Many have now graduated from university with undergraduate degrees in subjects including geography, classics, English literature, chemistry and sociology. One is currently studying art and design at Birmingham University and another is studying psychology and philosophy. Two are going on to study MAs in business management and the others are finding employment.

For me, Rewind has enabled me to express my creativity in a way I know is responsible and safe. The skills I learnt were invaluable to my adult life and gave me confidence to continue with an art and design course throughout my further and higher education.

I will forever be grateful to the people who made this opportunity a reality and it is still something I am extremely proud to have been a part of.

(A, 21)

Rewind had a massive effect on my life growing up as a teenager, in an area where there wasn't very much to keep young people occupied. It gave us something to concentrate on other than school and helped keep us organised and driven. I may not be involved in music so much now, but I always remember how Rewind helped us develop as young people, and the confidence it gave us to go and achieve our dreams. It taught us that we can make anything happen if we work hard enough.

(R, 21)

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9. Case study: Nottinghamshire Inspire Libraries, Archives and Information Service

Dementia friendly activities and activities for older people

1. Project background

Library service

Nottinghamshire's Libraries, Archives and Information Service aims to be at the heart of Nottinghamshire communities and community life, aiming to:

- inspire the enjoyment of books and reading
- create knowledge through access to learning, information and local heritage
- stimulate and encourage cultural activities
- offer excellent and inclusive customer service for all every time

The Library Service is high-performing with average costs compared to comparators. Over the last 10 years, a significant investment programme has been undertaken to modernise library buildings and infrastructure. This programme has supported the 10-year library strategy (2010-20) which aims to position the service at the heart of community life.

Since 2016, Nottinghamshire libraries have been run by Inspire, an innovative new cultural organisation launched by Nottinghamshire County Council. Inspire is a Community Benefit Society that is dedicated to inspiring people to

grow, learn and achieve with the help of our services. In addition to public libraries, Inspire provides the following services on behalf of the council:

- Archives
- Arts
- Instrumental Music Teaching in Schools
- Community Learning and Skills Service
- Nottinghamshire Music Hub
- Education Library Service

Project audience

The project's focus is people with dementia and older people.

The Nottinghamshire County Dementia Framework for Action 2016-20 notes that there are 10,246 people living with dementia in Nottinghamshire. There is a higher recorded diagnosis of dementia in Nottinghamshire compared with anywhere else in England. In the Mansfield and Ashfield districts this is compounded by the fact that there is a higher number of people over the age of 65 (34,549) and a higher number of people with dementia (2,270).

Dementia is a key priority within Nottinghamshire's Health and Wellbeing Strategy and is a condition that crosses health, social care, voluntary, and other boundaries. It is particularly relevant for the population of Nottinghamshire which has an increasing proportion of older people who may be at risk.²⁹⁹

²⁹⁹ Nottinghamshire County Dementia Framework for Action 2016-20. Nottingham: Nottinghamshire County Council, 2016, <http://www.nottinghamshire.gov.uk/DMS/Document.ashx?czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=NVqWIMxdi6%2FpHxJ2OhpPOjPPXPntsLeeEkJ2AD6WE%2BBc9qzQ1fvEhw%3D%3D&rUzwRPf%2BZ3zd4E7lkn8Lyw%3D%3D=pwRE6AGJFLDNIh225F5QMaQWCtPHwdhUfCZ%2FLUQzgA2uL5jNRG4jdQ%3D%3D&mCTIbCubSFfXsDGW9IXnlg%3D%3D=hFfIUdN3100%3D&kCx1AnS9%2FpWZQ40DXFvdEw%3D%3D=hFfIUdN3100%3D&uJovDxwdjMPoYv%2BAJvYtA%3D%3D=ctNJf55vVA%3D&FgPIIEJYlotS%2BYGoBi5oIA%3D%3D=NHdURQburHA%3D&d9Qjj0ag1Pd993jsyOJqFvmyB7X0CSQK=ctNJf55vVA%3D&WGewmoAfeNR9xqBux0r1Q8Za60lavYmz=ctNJf55vVA%3D&WGewmoAfeNQ16B2MHuCPMRKZMwaG1PaO=ctNJf55vVA%3D>, accessed 16 May 2018.

2. Challenge

According to the Alzheimer's Society, nationally, one third of those with dementia live alone and, of these, 62 per cent report feeling lonely compared to 38 per cent of all people with dementia.³⁰⁰ Many people with dementia want to remain at home for as long as possible and current public policy supports this. However, people who live alone are at greater risk of loneliness and isolation which can lead to early death. Loneliness and isolation increase with age and there is a significant correlation with low socio-economic status. The role played by libraries in increasing participation by older people was highlighted by the World Health Organisation, and research proves a clear link between good social networks and healthy ageing.³⁰¹

3. Approach

In order to combat loneliness and isolation, the project aimed to provide a range of innovative cultural activities for people with dementia and older people:

Dementia friendly film screenings

Those who find regular cinema too busy, intimidating or inappropriate for their needs can enjoy watching films in a supportive atmosphere. This can help people reconnect with old memories and provide an enjoyable social experience. We worked with our partner, the independent cinema Broadway,³⁰² to bring the following screenings to audiences at Mansfield Central Library:

- 18 May – *Seven Brides for Seven Brothers*
- 22 June – *Summer Holiday*
- 20 July – *Blue Hawaii*
- 24 August – *Mary Poppins*
- 21 September – *Pillow Talk*

Films had been previously delivered February-April as part of the Broadway cinema's Connecting Communities project which was established with the simple aim of bringing community audiences together to enjoy a broad range of films.

Songs and Scones

Music can relax, stimulate and unlock forgotten memories in people with dementia. A key feature of dementia care is that it can help to combat loneliness and brighten lives. We commissioned Live Music Now,³⁰³ who produce world class music and have a recognised track record of delivering events to those with no other access to live music, to deliver concerts. They are also trained to work with disadvantaged groups.

Two Songs and Scones performances were held at Worksop Library:

- 11 September – Dovetail Trio
- 9 October – Simon & Ella

Advertised as an afternoon of live music, conversation and cake, these sessions provided an opportunity for older people living in and around Worksop to come together and share an enjoyable afternoon in the company of professional musicians who performed traditional songs, popular tunes and light classical music. The informal concerts were followed by light refreshments provided by the library's café provider.

Activity packs

'Reminiscence' means sharing life experiences, memories and stories from the past. Typically, a person with dementia is more able to recall things from many years ago, than recent memories, so reminiscence draws on this

³⁰⁰Martina Kane and Laura Cook. *Dementia 2013: the hidden voice of loneliness*. London: Alzheimer's Society, 2013, https://www.alzheimers.org.uk/download/downloads/id/1677/dementia_2013_the_hidden_voice_of_loneliness.pdf, accessed 16 May 2018.

³⁰¹Susan Davidson and Phil Rossall. *Evidence review: loneliness in later life*. Age UK, 2014, <https://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/Age%20UK%20Evidence%20Review%20on%20Loneliness%20July%202014.pdf?dtrk=true>, accessed 16 May 2018.

³⁰²*Broadway*. Nottingham: Broadway, 2018, <http://www.broadway.org.uk/>, accessed 16 May 2018.

³⁰³*Live Music Now*. Bristol, 2018, <http://www.livemusicnow.org.uk/>, accessed 16 May 2018.

strength. So many of our conversations and interactions rely on short-term memory. Reminiscence can give people with dementia a sense of competence and confidence through using a skill they still have.

Many people with dementia find themselves routinely having things done 'for' them or 'to' them. When a person shares something about their past and another person shows interest or enjoyment, it is a wonderful opportunity for that person to feel that they are the one who is giving something to another human being, rather than always being the one who is receiving or listening.

Talking about the past can also bring up happy memories and good feelings, and this can be wonderful, particularly if a person is finding life difficult. Equally, playing games or engaging in activities can provide the mental stimulation dementia sufferers need to stay engaged and alert. They can also provide hand/eye coordination and aerobic exercise.

We aimed to produce activity packs for use in care homes, that contained a combination of books, music and activities and that could be used by either a care worker or a visiting family member with an individual or in a group setting.

Activity packs were created containing:

- four books eg, *Pictures to Share*, *Opie Scrapbooks*
- three activities eg, chair crazy golf, large age-appropriate jigsaws, conversation cards
- one DVD eg, *Calmer by Nature*, *Life in the 1940s*
- one CD eg, *Songs that Won the War*, *No.1 Hits of the 1960s*
- one contents list

4. Intended outcomes and outputs

The intended outcomes and outputs were:

- five dementia friendly film screenings
- a maximum of 60 people attending each event
- two Songs and Scones sessions
- a minimum of 40 people attending each event
- eight reminiscence activity packs
- packs loaned to selected care homes or suitable community groups to test their usefulness

5. Obstacles and issues

Dementia friendly film screenings

Careful planning was vital to show that the film experiences were dementia friendly, in particular with respect to the care and attention given to the needs of the audience. Often, the screenings would start late as the audience was given time to settle, and this would need to be accounted for in the timings.

Although open to the general public, these screenings were particularly suitable for people living with dementia, their carers, families and friends, and therefore the audience was free to talk, sing and move around. In addition, lighting and volume needed to be sensitively set, and free tea, coffee and biscuits were provided to the audience during the programmed intermissions.

In order to gain an understanding of the audience experience, the team recognised that they should obtain audience feedback. However, due to the nature and focus of these screenings, it was acknowledged that it may not be appropriate for the majority of audience members to be asked to complete a written feedback questionnaire. Instead, the team used a simple evaluation form for gathering feedback, and collected the comments orally.

Songs and Scones

There were no issues with delivering the Songs and Scones sessions as we have worked successfully with Live Music Now who are experienced at providing music concerts. The Library Service is very experienced at delivering cultural events.

Activity packs

There were no main issues in creating the packs. Inspire libraries have already created reminiscence packs, 'Memory Lane Bags', for loan to individuals, and the activity packs were a logical development. There are several good suppliers of books and activities suitable for people with dementia, for example Pictures to Share who published books specifically for people with dementia.³⁰⁴

6. Actual outcomes and outputs

Dementia friendly screenings

Attendance at all the screenings to date has been encouraging, with specific audience numbers as follows:

- *Seven Brides for Seven Brothers* – 64
- *Summer Holiday* – 37
- *Blue Hawaii* – 36
- *Mary Poppins* – 53
- *Pillow Talk* – 28 (note 53 tickets had been purchased)

Below is an overview of the feedback received to date:

- the audience have heard about the screenings in a variety of ways, including Facebook, Twitter, email, posters, leaflets, and word of mouth;
- the events have been consistently rated as 'excellent' from a choice of excellent, good or average;
- the majority of attendees have travelled between two and five miles to get to the venue, although some have travelled further, including over 11 miles;

- the verbal feedback received has all been very positive. Attendees felt relaxed, enjoyed reminiscing with their families, said the screenings 'brought back memories', and were 'brilliant' value
- staff were thanked for being welcoming and very helpful
- There was a strong desire for the offer to be continued

I think this is marvellous I will bring my friends next time.
(First time customer who has dementia)

We have been looking for this type of screening in Nottinghamshire for ages, I'm so pleased this has started – all the screenings are in my diary.

(Rachel Jacks, Baily House)

Songs and Scones

Two Songs and Scones sessions were held attracting audience numbers of 41 and 44 respectively. Audience members included small groups of older people from care homes.

I have really enjoyed the concerts and would like to attend more. Excellent music

A popular event and good entertainment. Perfect for socialising with other retired persons particularly during winter months when some people hardly ever leave their homes

As an activities coordinator, I found this event was good for the residents
(Old Vicarage Care Home)

Activity packs

Eight cases were produced and all were borrowed during the project period. 10 issues in total. Seven cases were loaned to homes and day centres, and one was used by a freelance dementia support worker. The cases were used on an individual basis and with groups.

³⁰⁴*Pictures to Share*. Tattenhall, Chester: Pictures to Share, no date, <https://picturestoshare.co.uk/>, accessed 16 May 2018.

Evaluation was received from six homes and the dementia support worker and was very positive. Most case items were scored either 5 or 4 (extremely useful/enjoyable).

Loved the concept of the bag and had it as a group activity for 4 weeks. Had lots of interest and enjoyment. Needed longer with it really.

(Cornwater Club, older people on individual basis)

The activity case was very useful. We have used all the items in different activity sessions at the day service. The groups have included Reminiscence, Relaxation, Discussion Groups, World Adventure Group, and 1:1 with individuals.

(Ashfield Day Centre, people with dementia in group setting)

Fantastic book used in lots of groups. The favourite item in the case was the Finishing Lines book. This prompted discussion and enjoyment, sing-alongs and helped people to remember well known lines.

(Ashfield Day Centre, people with dementia in group setting)

7. Lessons learned

Dementia-friendly screenings

A number of key learnings can be taken from the project:

- Film programming is very important – you need to know your target audience.
- The film experience, particularly with respect to the dementia-friendly nature of these screenings, is vital – everything from picture quality, to sound, to facilities at the venue are key to repeat custom.
- Careful planning is required for these dementia-friendly screenings. An advance seating plan must be prepared – and adhered to – which takes account of the specific needs of those members of the audience with dementia, and the differing degrees thereof.

- It was important to ensure the library venue was as dementia friendly as possible including staff awareness.
- Ensure effective fire and evacuation procedures are in place. As our screenings were held on the second floor of the library, we reviewed our fire practices as there was a larger number of wheelchair users than we would normally expect, and we wanted to ensure that there were effective evacuation procedures in place.

Songs and Scones

The sessions went well. To continue to attract people with dementia, we need to continue to target homes and centres with direct marketing.

Activity packs

The loan period was too short for organisations to use all items in the pack. However, we can adjust this in the future. The activity cases were loaned to specific organisations that we had or were keen to develop relationships with and all cases were returned complete. Checking and getting missing items back could be an issue in the future as the number of organisations borrowing them increases.

A couple of the items included in the packs weren't very good and will be replaced.

One jigsaw was returned broken. This will always be an issue and items can be replaced.

In the future, potentially the person who borrows the case from the library could leave without anyone else taking responsibility in the setting.

8. Next steps

Dementia friendly screenings

Broadway and Inspire Culture are working together to identify new funding streams which will enable the partnership to continue throughout 2018. The focus will be on developing the existing and successful dementia friendly offering, and endeavouring to secure additional screenings in new venues across the libraries network, initially in Beeston, Worksop and West Bridgford.

Songs and Scenes

We will look for external funding to continue to run similar events at Worksop and extend the offer to other libraries.

Activity packs

We will continue to loan the activity cases and will monitor demand. Additional cases can be produced quickly if needed.

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10. Case study: West Sussex County Council Library Service

Understand Me: the communication library

Origins of the project

In 2015, West Sussex Library Service launched a free communication aid lending service, one of a very few similar types of service and almost unique within the public library sector. The new service was launched after several years of increasingly closer working between the Library Service and the County Council's Special Educational Needs and Disabilities (SEND) team. The partnership had begun with the SEND team commissioning a limited number of inclusive storytime activities to meet the needs of families with disabled children, but, over time, had grown to become a significant relationship with many opportunities.

Through this growing relationship, the Library Service was able to become a trusted partner for the SEND team and their standing steering group including health, community and voluntary sector partners. Around 2014, this steering group turned its attentions to addressing a key priority for parent carers in West Sussex – supporting good communication for children, enabling them to realise their full potential in school, whether that was a special school or mainstream setting. Parent carers had expressed frustration at a conference earlier that year, with their key concerns being that no-one within the school, health or council sectors seemed willing or able to provide families with access to low-tech communication aids that would support children's verbal communication.

The West Sussex conference for parent carers included a visiting speaker from Essex County Council, presenting their service offering loans of communication aids via the library service. This inspired the parents in the audience to lobby West Sussex County Council for a similar

offer, and after some months negotiating funding and consultation with expert teachers, speech therapists and parent carers, 'Understand Me: the communication library' was launched!

Identifying need

The remit of the Understand Me service was always to offer parent carers of children with communication difficulties access to low-tech devices that they could borrow for free, try out with their child and then – with professional support from teachers and speech therapists – decide whether it is something worth investing in for long-term use. Most of the devices replace verbal speech by enabling a series of messages to be recorded, which can then be accessed by the user pressing buttons which show a picture or symbol to represent the message. The pictures or symbols used can be personalised or taken from recognised collections, such as Symbol Stix or Widgit.

In researching and selecting the devices to add to the initial lending collection, the project team became aware of a specialist software package called Matrix Maker Plus (produced by Inclusive Technology). This software allows users to create customised symbol communication sheets, either for use with devices, or as stand-alone communication aids that can be used at home, in school or in everyday situations. For example, a communication sheet can be created for a young person out having lunch with friends. The software includes symbols for popular food choices, meaning the young person with no verbal communication can make their own choices alongside their friends.

Parent carers and professionals involved from the earliest phase of the project had always highlighted this software as crucial to unlocking the full potential of the device lending service. In addition to the clear value these customisable communication sheets add to the devices available to borrow, a strong argument was also made for the role of library staff in being able to introduce parent carers, teachers

and other SEND support staff to this software, skilling them to then be able to produce these materials themselves. The potential reach for this new service offer was also broadened from just children and young people with SEND. Professionals supporting adults with learning disabilities and those working with people living with dementia became very interested in the prospect of libraries providing access to this specialist software, but, most importantly, the potential for library staff to deliver training workshops for practitioners and carers.

Planning a customer offer

The principles of a new customer offer appeared clear and relatively simple; the Library Service would procure licences for the software, so it could be used on the existing public computers network. Alongside making it available, we would work with all our partners in the sector to market the new offer and promote a series of free workshops that would be targeted at parent carers, teachers and other schools staff working with children with SEND, carers of people with learning disabilities and people living with dementia, and staff working in the carer sector more generally.

The objectives and intended outcomes were clear and received strong support from Library Service management, colleagues within the council, the local NHS teams, and partners in the community and voluntary sectors. The key challenge to overcome would be the internal local authority IT processes. Understandably, local authority IT systems are subject to significant management and governance, protecting systems from malicious attack and safeguarding the immense amounts of data that the council holds. An unintended by-product of these protections and safeguards is that implementing changes, particularly relatively small and targeted changes, can be disproportionately complex and time-consuming.

Implementation

Although we had backing for the outcomes for this project, we needed to build tangible support for delivery. Firstly, we evidenced the need and clear support for this new customer offer, strengthening the case that this was a genuine IT development need, not just something the Library Service wanted to do on a whim. Statements of support from senior figureheads in our local SEND and health sectors complemented the wide support evidenced from parents, carers and practitioners.

Secondly, we played up the fact that this development was dependent on time-limited external funding, increasing pressure on our IT colleagues – and in turn our outsourced IT contractor – to act decisively, even if that was to let us know what would not be possible so we could adapt our plans. When mainstream budgets are becoming ever tighter, opportunities for external or additional funding are even more prized and we were able to use this to our advantage.

Finally, we compromised and determined that if we could make the software available on at least some public computers within our network we would be able to reach a good range of potential users. Our IT partners worked with us on a 'plan b' option to make the software available on a small bank of laptops, making the project more achievable in terms of cost and timescale. This revision to our plans actually became a positive change as we were now able to reconsider our strategy for workshops and design something much more flexible, and able to be delivered in different library spaces as suitable for the different target groups.

Delivery

At the time of writing, we are days away from receiving the laptops with the software ready to use, but we have our plans for library-led workshops in place! A series of introductory workshops across different communities will be offered to anyone. We will market these

to parent carers via our West Sussex Parent Carers forum, a voluntary sector support network for families with children with SEND. We also work closely with the Alzheimer's Society in West Sussex, who can help us reach carers for people living with dementia. Our Schools Library Service will assist in promoting the workshops to teachers in schools also.

Each workshop will include a brief overview of accessible library services and the things we offer to support wider health and wellbeing. This part of the workshop will consolidate some of our currently disparate offers: the communication aid lending service; multi-sensory stories and storytimes for children and young people; reminiscence collections to support dementia; and the Reading Well book collections.

Library staff will deliver a hands-on session introducing the software package to attendees and then supporting everyone to have a go at producing communication resources which they can then take away after the event. In addition to finding out about relevant library services, trialling the software and gaining new digital skills, we also hope the events will be a chance to build some peer support networks as individuals meet others in similar situations to themselves.

After the initial series of workshops, we will evaluate the success; how many people we have reached and across which sectors. This will help us refine the package for the future. Alongside library staff-led workshops, we also want to develop a more flexible offer, making the laptops available for people who are skilled in using the software and wish to have time to produce a more comprehensive range of resources for their child, adult or setting. This self-service offer can be made available across our library network meaning we can deliver this specialist support in the community closer to where people are. This will be a welcome new strand to our digital offer, supporting the health and wellbeing of a wide range of our residents.

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Appendices

01-03

Appendix 1:

Defining equality and diversity, and other legislative background

Definitions

The terms 'equality' and 'diversity' are often used together as though they are synonymous; it is helpful to think through what exactly is meant by them.

Arts Council England defines diversity widely, taking it beyond the nine protected characteristics of the Equality Act 2010:

Our definition of diversity encompasses race, ethnicity, faith, disability, age, gender, sexual orientation, pregnancy and maternity, and marriage and civil partnerships. We also include class and economic disadvantage and social and institutional barriers that prevent people from participating in and enjoying the arts.³⁰⁵[p4]

It then defines equality and diversity as:

Equality is ensuring individuals or groups of individuals are not treated differently or less favourably because of a characteristic that they share. However, this does not mean treating everyone the same. It means making sure that no one is disadvantaged from participating in art and culture because of barriers that disproportionately affect people who share the same characteristics as them.

Diversity is about recognising, respecting and valuing people's differences to contribute and to realise their full potential by promoting an inclusive culture for all.³⁰⁶ [p4]

Criticisms of equality and diversity

Without side-tracking this paper into a discussion about arguments about terminology, it is worth noting that there are criticisms of the over-simplification of equality and diversity as a concept: there has been some analysis of initiatives in librarianship, which suggests that diversity is often used to mean 'difference' without challenging any underlying assumptions, for example over racism; it is also frequently used as a euphemism for race or disability, without including the whole spread of diversity.³⁰⁷

Equality Act 2010 (and other legislative background)

The main Equality Act provisions came into force on 1 October 2010, although two – positive action in recruitment and promotion, and the Public Sector Equality Duty [PSED] – came into force in April 2011.³⁰⁸

The Act merged existing equalities legislation with some new areas, and introduced the idea of 'protected characteristics' (ie those areas that are protected by the Act); these are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.³⁰⁹

³⁰⁵Arts Council England. *Guide to producing Equality Action Objectives and Plans for NPOs: introductory section*. Manchester: Arts Council England, 2017, <http://www.artscouncil.org.uk/sites/default/files/download-file/Equality%20Action%20Guide%20-%20Introduction.pdf>, accessed 16 May 2018.

³⁰⁶Arts Council England. *Guide to producing Equality Action Objectives and Plans for NPOs: introductory section*. Manchester: Arts Council England, 2017, <http://www.artscouncil.org.uk/sites/default/files/download-file/Equality%20Action%20Guide%20-%20Introduction.pdf>, accessed 16 May 2018.

³⁰⁷See, for example: Lisa Hussey. 'The diversity discussion: what are we saying?', *Progressive Librarian*, issue 34-35, fall/winter 2010, pp3-10, http://www.progressivelibrariansguild.org/PL/PL34_35/003.pdf, accessed 19 June 2017 [unavailable 16 May 2018]; Gianmarco Visconti. 'Legislation without empathy: race and ethnicity in LIS', *Partnership*, 10 (2) 2015, <https://journal.lib.uoguelph.ca/index.php/perj/article/view/3565/3649#.VwJC3z-Z-Uk>, accessed 19 June 2017 [unavailable 16 May 2018].

³⁰⁸For further information, see: Government Equalities Office/Equality and Human Rights Commission. *Equality Act 2010: guidance*. London: GOV.UK, 2015, <https://www.gov.uk/guidance/equality-act-2010-guidance>; Equality and Human Rights Commission. *What is the Equality Act?* Manchester: Equality and Human Rights Commission, 2017, <https://www.equalityhumanrights.com/en/equality-act-2010/what-equality-act>; both accessed 16 May 2018.

³⁰⁹Equality and Human Rights Commission. *Protected characteristics*. Manchester: Equality and Human Rights Commission, 2018, <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>, accessed 16 May 2018.

The PSED consists of a general equality duty which applies to ‘public bodies’ (and which is the overarching requirement of the duty), and the specific duties (which are intended to help performance of the general equality duty; these include, for example, the requirement to publish information to demonstrate compliance with the general equality duty, which needed to be done for the first time by 31 January 2012 and at least annually thereafter).

Under the general equality duty, local authorities must pay due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not. This involves in particular the need to:
 - o remove or minimise disadvantages suffered by people due to their protected characteristics
 - o take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people
 - o encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low
- foster good relations between people who share a protected characteristic and those who do not³¹⁰

Public libraries are also subject to/affected by other key pieces of legislation. Two major examples relating to equality and diversity are the Macpherson Report³¹¹ and Clause 28. The Macpherson Report brought to wider public attention the idea of ‘institutional racism’:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.³¹²

Institutional racism is that which, covertly or overtly, resides in the policies, procedures, operations and culture of public or private institutions – reinforcing individual prejudices and being reinforced by them in turn.³¹³

Clause 28 (introduced in 1988 and repealed in England in 2003) was added to the Local Government Act 1988 and established that:

2A – (1) A local authority shall not –

(a) intentionally promote homosexuality or publish material with the intention of promoting homosexuality;

(b) promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship.³¹⁴

This had the effect of pushing ‘underground’ many libraries’ work with LGBTQ people (and people assume that it is still in force, prohibiting promotion of services for LGBTQ people).

³¹⁰The legislative background is outlined in the Arts Council document, Arts Council England. *Guide to producing Equality Action Objectives and Plans for NPOs: introductory section*. Manchester: Arts Council England, 2017, p6, <http://www.artscouncil.org.uk/sites/default/files/download-file/Equality%20Action%20Guide%20-%20Introduction.pdf>, accessed 16 May 2018.

³¹¹*The Stephen Lawrence Inquiry: report of an Inquiry by Sir William Macpherson of Cluny. Presented to Parliament by the Secretary of State for the Home Department by Command of Her Majesty*. February 1999 Cm 4262-I. London: Stationery Office, 1999, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf, accessed 16 May 2018.

³¹²*The Macpherson Report*, quoted in: ‘What is institutional racism?’, *The Guardian*, 24 February 1999, <https://www.theguardian.com/uk/1999/feb/24/lawrence.ukcrime7>, accessed 16 May 2018.

³¹³A. Sivanandan, Director, Institute of Race Relations, quoted in: ‘What is institutional racism?’, *The Guardian*, 24 February 1999, <https://www.theguardian.com/uk/1999/feb/24/lawrence.ukcrime7>, accessed 16 May 2018.

³¹⁴*Local Government Act 1988*: Chapter 9. London: HMSO, 1988, http://www.legislation.gov.uk/ukpga/1988/9/pdfs/ukpga_19880009_en.pdf, accessed 16 May 2018.

Appendix 2: Abbreviations

ARA	– Archives and Records Association
ASCEL	– Association of Senior Children’s and Education Librarians
BHM	– Black History Month
CAMHS	– Child and Adolescent Mental Health Services
CCG	– Clinical Commissioning Group
DCMS	– Department for Digital, Culture, Media and Sport
EAL	– English as an Additional Language
EHRC	– Equality and Human Rights Commission
ESOL	– English as a Second Language
GRT	– Gypsy, Roma and Traveller
HLF	– Heritage Lottery Fund
IP	– intellectual property
LCLA	– Libraries Change Lives Award
LC	– Libraries Connected
LGA	– Local Government Association
LGBTQ	– lesbian, gay, bisexual, trans, queer/questioning
LOfEIF	– Libraries Opportunities for Everyone Innovation Fund
NCB	– National Children’s Bureau
NEET	– Not in Education, Employment or Training
SEND	– special educational needs and disability
VI	– visually impaired (or visual impairment)

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