



Welcome To Your Library

Final Report

London Borough of Hillingdon 2008

Project Partners

Healthy Hillingdon

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Hillingdon **NHS**
Primary Care Trust

Welcome To Your Library

Hillingdon Final Report

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1. Introduction

This report relates to Welcome To Your Library (WTYL) work in Hillingdon from 2005 to 2007. It outlines the development and outcomes of joint working between Hillingdon Libraries and Healthy Hillingdon aimed at connecting public libraries with refugee communities to nurture learning, well-being and a sense of belonging for all.

The programme evolved from existing partnership work to promote health literacy through libraries. The partnership was then developed as part of the WTYL learning collaborative. WTYL also involved four other library services nationally in a learning collaborative established by the Paul Hamlyn Foundation and London Libraries Development Agency.¹ The information in this report should be read in conjunction with the WTYL national evaluation report and detailed reports from other participating library services. (Available at www.welcometoyourlibrary.org.uk)

WTYL national vision

'We will connect public libraries and refugee communities to nurture learning, well-being and a sense of belonging for all.'

We will achieve this through:

- *Participation of refugee communities throughout the work*
- *Partnerships to raise awareness and increase public library use*
- *Confident, trained library staff*
- *Sharing good practice based on evidence*
- *Advocacy for public library work with refugees and asylum seekers.*

¹ Libraries involved in the national project were: Leicester City Council, Liverpool City Council, London Borough of Southwark, Tyne and Wear consortium.

Background to WTYL work in Hillingdon

Hillingdon community profile

Geographically Hillingdon is the second largest London borough and is best known for being the home of Heathrow Airport. Hillingdon has a population of 245,000 with 21% from black and minority ethnic (BME) communities. This is projected to increase to 25% by 2011. 49% of the population is aged 16 to 44. The ethnic minority communities in Hillingdon are younger in age and make up a larger proportion (31%) of the population aged below 50. (Census 2001)

Hillingdon has 12,000 refugee and asylum seeking families – the highest of all London boroughs. Currently there are up to 1,400 unaccompanied minors (UAM) in Hillingdon (Hillingdon Asylum Team, 2006). There are 686 UAM over the age of 16 who are under the care of Hillingdon Council social services.

Project Partners

1. Hillingdon Library Service

The library service has a central library, 16 branch libraries and one mobile library. In 2005 it had an outreach programme led by the outreach manager and supported by the adult and children's teams, outreach and reader development staff. In the second year of the project the library service was put under review and a restructure of the service took place from the autumn of 2007, which impacted on the potential of the library developments for this project.

2. Healthy Hillingdon

Healthy Hillingdon is the specialist health promotion service for the London Borough of Hillingdon. The service is a partnership funded jointly by the London Borough of Hillingdon and Hillingdon Primary Care Trust. It is a multidisciplinary team who work together in partnership with others across statutory, voluntary and private sectors and the community to design and support programmes for sustainable health promotion.

3. Hillingdon Health Opportunities Promotion & Education Programme (HOPE)

Hillingdon HOPE was a Big Lottery Healthy Living Centre programme working with travellers, homeless individuals and families, and refugees and asylum seekers. It was a key partner linking the project to refugee and asylum seeking individuals and groups.

Programme funding

Hillingdon HOPE funded local projects that addressed health inequalities experienced by the groups described above. Its primary objective was to seed fund capacity building within the groups and to improve access to health services; education; training and employment opportunities; health education; and basic personal skills development.

Programme concept

The Library Service and Healthy Hillingdon had been working on joint initiatives since 2000, mainly focused on health information events. From this experience it seemed likely that, over and above the value of the health information provided, public libraries were fulfilling a much wider health promoting role as a community resource.

The main barrier to this resource being effective in addressing health inequalities was that in Hillingdon, despite having specialist staff and resources, library use by marginalised communities like refugees was limited. In contrast, primary care pilot programmes in Hillingdon, funded by the PCT and commissioned to Healthy Hillingdon and HOPE, had established effective links with refugees but lacked capacity to address the information needs of refugees in the borough.

To address this need Hillingdon Library Service and Healthy Hillingdon devised an action learning programme to develop links between library staff, refugees and asylum seekers. Initially known as ACE (Active Community Engagement, Appendix 1), the programme aimed to enable participants to use libraries as the starting point for journeys of discovery and wider community engagement. From this starting point the partnership joined the wider 'Welcome To Your Library' national learning collaborative that had similar aims.

What did we set out to do?

The WTYL project objectives described that Hillingdon will become a Borough where:

1. the partnership approach across the Library Service and Healthy Hillingdon is seen as a model of good practice, sharing skills and capacity agendas
2. libraries are viewed by refugee and asylum seeking (R&AS) communities as a safe, first choice of contact for information and routes to learning, and they feel confident in accessing libraries
3. staff are trained and supported to feel confident in providing a service for R&AS communities
4. the wider community has an opportunity to see the positive contribution R&AS communities bring
5. the learning from this project is integral to the service and not a 'bolt on'
6. the local studies and archive material reflects the ethnicity, diversity and mobility of the population in Hillingdon.

Outline methodology

Building on the collaborative learning model already in use in Healthy Hillingdon we developed an action learning project using the PDSA model of Plan, Do, Study, Act. Learning and reflection was a key component of the project. With this in mind we targeted five of the 16 branch libraries over the two years of the project along with the Central Library. Within each library an action goal was developed and delivered and then the learning from that fed into work in the next library. Over the two years the project worked with:

Yeading Library
Harlington Library
Hayes Library
Yiewsley & West Drayton Libraries
Central Library Uxbridge

Each library started by running a workshop with the staff to describe the project and raise awareness about refugee and asylum-seeking communities.

This was followed by initial agreement to develop a planned activity that aimed to explore one or more ways of directly involving community groups in use of the library.

Monthly diaries and quarterly reports recorded actions and reflections on experience gained by key participants in the project.

An evidence review across a range of disciplines helped to contextualise action learning that developed out of the programme. In addition to health promotion research disciplines this included cultural anthropology, informal learning theory, community development practice and library theory. Both UK and international sources were used.

The following activities were evolved through this process:

- Yeading Library: Joint work with Yeading primary school to engage children and families – primarily focussed around organisation of a week-long cultural programme with the school. Development of ‘coffee morning’ idea with targeted Tamil community through HOPE. Key involvement of outreach librarian.
- Harlington Library: Development of an arts programme with young people at Harlington Community School that involved participants in work with the library and also engagement of their extended families in related library-based community events.
- Hayes Library: Proposed development of ideas led by library staff group. Linked library into existing service network being developed by HOPE for young people, with a photography project developed. Linked into community event in Hayes for Refugee Week. Successful in application citizenship conversation class with ESOL.
- Yiewsley & West Drayton Libraries: Development of conversation groups proposed. These were run by library staff.
- Central Library: Showcase of work to the public from Harlington library and school.

2. Details of individual programmes with libraries

Yeading Library

Goal

- Assess community need
- Develop a family based learning model with the local junior school.

Action

Through the HOPE team we identified a Tamil community and brought a group into the library for a coffee morning to introduce the service to them and gauge their needs and ideas.

The outreach librarian linked up with the junior school librarian. Focus by the school and the public library was put on the school holiday project – folk stories. Parents were encouraged to visit the library where relevant book stocks had been increased for the project. On a staff in service training day parents and their children took part in an activity day focused on culture and stories. The school planned and held a celebration day for international week which the library attended and arranged for story telling and had people joining the library.

Outcomes

- Appointment of community worker through HOPE funding for the duration of the project to enhance community links
- Tamil group have met monthly over the two years and have swelled to a core membership of at least 50 people. They have been involved in other community events across the Borough
- Strong links made between the school and the library
- All classes now visiting the library each term – before this it was considerably less frequent
- Parents have increased their use of the school and public library
- School report more children reading and making use of the school and public library
- School librarian was runner up in the School Librarian Association School Librarian of the Year Awards 2008 – commended for community engagement
- School and Yeading Library now plan regular activities together
- Yeading School selected by the Department for Children, Schools and Families (DCSF) for a ministerial visit to view good practice in literacy, librarianship and the impact on community cohesion (June 2008)
- Parent comment *'Yeading (school) this is a place that brings families together'*
- Significant increase in parental participation in school life.

Learning

The community in and around the school is more than willing to get involved, it is about communication and building relationships between agencies and the community.

We underestimate what communities and people from different cultures can offer schools and the wider community.

Outreach librarian gained in confidence due to partnership working and being part of a team.

People like to use libraries in groups / families and not be targeted as individuals.

Art and culture are key opportunities to bring people together.

Harlington Library

The library is on a dual use site with a secondary school and adult education facility.

Goal

- Develop a working link between the school and library on dual use site
- Set up a community arts project to develop intergenerational learning and a commentary on experiences and perceptions about the local area with pupils and parents of Harlington School
- Plan a public community day to celebrate the art.

Action

Links with Afghan community group at Nestle's Children's Centre through the HOPE team.

Organisation of a creative arts programme called "Making your Mark : Past Present and Future" involving three workshops that involved young people from the school (from minority communities) in a visual investigation of:

- the everyday experience of young people in their community
- the everyday experience of the participants' parents in their community when they were teenagers
- visions for an improved quality of life in Harlington in the future.

The programme was evaluated through interviews and video evidence.

Two community days were held in this library and the central library on a Saturday where the Expressions art was exhibited and there were workshops and presentations by members of the community.

Outcomes

- 20 young people involved in three art workshops over eight months
- Received London University of the Arts 2007 'Young at Art' Award
- Normally Harlington Library averages 300 people each Saturday in their visitor count. For the Expressions art exhibition event the number was 689. 14 people joined on the day
- On completion of the project, the work was presented at the central library with a similar celebration evening for the community involved in the project and on a Saturday for library users. Each event had in excess of 200 people attending
- Elements of all the day were enjoyed and appreciated but overwhelmingly they enjoyed the dancing, the t-shirt and badge making, the food – the hospitality and the atmosphere. *"A happy event, especially arts, seeing all different people" "So many people, cultures, events, lots of lovely food"*
- The most pointed comments on what they appreciated were *"The attention"* and *"Meeting people, joining in the activities"*

- We asked how the event could be even better. People mainly said it was great as it is but added in having more activities, more publicity to get more people.

“Have more events, we are bored at home so nice to come”

“First time, it’s nice, do it often, as mothers we only found out from school, not libraries, put big poster and letter please”

“Computers, crèche/babies/to free time for older children”

“Move to other libraries too good to be just in one place”

Learning

From art event and celebrations:

Tangible learning:

- Awareness of the possibilities of the library venue for the school to use
- The school appreciated meeting the library people
- Valuable community consultation that gained a depth and quality of information
- Awareness in local community about the library.

Intangible benefits:

- The young people seeing their work on display and valued
- Meeting the Mayor and receiving feedback on their work
- Support from the Mayor – honoured the occasion and raised the profile of a number of events
- Demonstrated to the Mayor the range of activities for engagement that we could do in libraries. His appreciation gives us a voice in the council. The Mayor’s involvement was one way of demonstrating the Councils commitment to community engagement
- Staff seeing an event in progress that works well and is not ‘scary’.

The need for planning – having an agreed vision from the start.

Hayes Library

Goal

- Work with staff team in library to develop ideas for outreach
- Identify organisational learning needs to embed the methodology into the library structure
- Link staff to existing young people's network of projects through HOPE partnership
- Consider the role and shape of conversation groups in the Borough
- Link the library into the plans for Refugee Week celebrations based in the Hayes area.

Action

Hayes is a very diverse community with a number of local facilities, groups and services in action. Our goal was to encourage the library staff to make links to this work and develop actions linked to these groups. The learning would be measured by how confident the staff felt in developing this work. Following on from a meeting in Leicester with WTYL partners across the country we also wanted to see how conversation groups could be developed in libraries.

Outcomes

- Training session with staff on working with diverse communities
- Reader development officer linked into service network planning activities for young people in Hayes through the HOPE team. Specifically the "Our Story" photography project (Appendix 2) at YMCA and Jupiter House (housing unit for single homeless young people).
- Implemented a major event in High Street and Methodist church in Hayes for Refugee Week (Appendix 3)
- Successful bid for lottery to run citizenship class for people wanting to learn about the Citizenship Test and subsequently to practice their English and be involved in community based activities as a group. The evaluation report is at Appendix 4.

Learning

The challenge is to decrease the library staff dependency on outreach staff to plan and run events.

The plan for any work needs to be embedded in the library structure for work to be 'owned'.

Key to the project was developing bridging capital. Hayes is an active community but the important thing is to bring projects together.

Confirmed the need for informal language learning opportunities through fostering an environment where people can feel comfortable to learn.

Yiewsley and West Drayton Libraries

Goal

Develop conversation groups for locally targeted communities.

Action

These two libraries are both small community libraries situated within two miles of each other. Both serve very diverse communities. On balance, the space within West Drayton meant that small groups could be run and so there was agreement that a conversation group would be developed from both sites and the public would be encouraged to attend at the West Drayton library.

A dynamic staff team planned for the group development.

Outcome

Due to the library review and subsequent restructure in 2007 the development of the group was postponed until after the new structure was up and running in March 2008.

3. Summary of outcomes relating to original objectives

The partnership approach across the Library Service, Healthy Hillingdon and HOPE is seen as a model of good practice, sharing skills and capacity agendas.

- Developed a core methodology that can be used by other departments and services to engage communities and help shape staff learning on working with communities
- The project has been presented at national and local events showing how the partnership work has meant increased capacity and an ability to tackle many cross cutting targets. The positive nature of the WYTL programme was noted in the 2007 Cultural Service Review in Hillingdon
- Strategically – discussion and reports presented to HOPE Partnership Board; Principal Officer of Connecting Communities; Head of Partnerships; mental health and primary care partners. Recognised by Comprehensive Performance Assessment (CPA) review of arts as workable methodology for community engagement
- The project has had an impact on education – Yeading school citing the project as a factor in increased SATS results, among other outcomes
- The Community Cohesion manager has incorporated the project methodology in other areas of work
- Paper accepted by the UK Public Health Conference in April 2008 on ‘WYTL and the place of libraries for health and community engagement’.

Libraries are viewed by R&AS communities as a safe, first choice of contact for information and routes to learning, and that they feel confident in accessing libraries

- Method of assessment: semi-structured interviews with staff and programme participants to gauge thoughts and feelings
- Evidence from communities that have participated in the programme suggests that they feel more confident to access services, including libraries, and have a stronger sense of belonging to the wider community. Programme monitoring also suggests that the participants are more likely to join libraries and be involved in activities such as English language classes. Promoting community engagement in the use of libraries may have value in terms of promotion of health literacy and as such may represent a valuable area of joint working – for example with initiatives that also aim to develop community cohesion and work to develop economic development
- Links to the HOPE project had a greater impact on more than just usage of the libraries for participants. Health impacts are epitomised by the case study detailed in Appendix 6
- Developed working links with Tamil parents and children, Afghani mothers and toddlers, Yeading Junior School, unaccompanied minors through YMCA Refugee Support worker – all being encouraged to access library services. 20 visits to libraries arranged with community groups from Albania, Somalia, Sri Lanka, Afghanistan, Iraq, India and Pakistan. Interest from Tamil community to volunteer in library services. Conversation classes with a diverse range of ethnic individuals to learn about citizenship and informal English language. Reported impact on learning in Yeading Junior school working with Yeading library. Greater involvement by parents in library and school. Investigating volunteering programmes

- Successful lottery bid implemented the ‘Let’s Talk about Citizenship’ course in Hayes library. 19 learners attended a seven week course. Members have continued meeting after the official course finished to carry on with informal English, to practice spoken English and participate in local activities and the methodology is being developed in order to apply it in other libraries.

Staff are trained and supported to feel confident in providing a service for R&AS communities

- Set up model of staff awareness training delivered by Healthy Hillingdon and HOPE staff through interactive seminars targeting frontline staff. This has involved five libraries and the outreach teams – approximately 70 staff to date. All new 17 branch managers have recently been updated with the project. Appendix 5, a case study, shows the impact of the project on one outreach librarian
- Specific staff development has resulted in increased confidence and changed work practices in community engagement. Increased use of libraries by specific targeted communities. Reviewing library joining procedures.

The wider community has an opportunity to see the positive contribution R&AS communities bring

- Over two years developed and implemented eight large events, library visits, coffee mornings and individual links which had contact with over 2,000 people. Events were open to all.
- WTYL displays at Hillingdon Council Question Time events across the borough for the general public.

The learning from this project is integral to the service and not a bolt on

- Involvement of Healthy Hillingdon staff in library outreach meetings to incorporate WTYL outcomes into the normal planning processes of events and developments. Following the restructure of libraries, a community engagement and health group has been developed to carry on the implementation of projects and the dissemination of learning to staff and other services
- Development of an information pack to enable staff to help refugees in the library, along the model of work done in Leeds library service. This has now linked to the Community Cohesion agenda in Hillingdon. The Borough is developing ‘Welcome to Hillingdon’ material for new arrivals in partnership with Adult Education
- HOPE project included WTYL as a core project to address the broader health needs of refugees and asylum seekers and funded a project support worker. Applied community action learning model to other HOPE projects from WTYL. Sample evaluation (29 participants) of influence on health and access to health care indicated:

72% felt their physical / mental health was better than when they first arrived in the UK

93% felt they were now more able to talk to other people or professionals about their health and well-being

79% felt that WTYL related activities had helped to bring about changes in their use of healthcare

100% enjoyed participation in related group activities

97% felt the project / group had a positive effect on their health and well-being

A full HOPE project report is available

- Networks – promoted WTYL with Connecting Communities; Head of Partnerships; Mental Health Teams; Schools; Interim Commissioners; Primary Care Teams. With Hillingdon Minority Forum created a multi-agency task group to plan for 2007 Refugee Week activities. Better working links with contacts and networks for support for service and community needs and provision
- Library stock levels developing to reflect the requests of groups worked with.

The local studies and archive material reflects the ethnicity, diversity and mobility of the population in Hillingdon

- “Expressions – Making Your Mark” project material to be archived
- The library review and restructure meant that some actions were not pursued. However the long-term goal is to still work on this action under the new library structure.

4. Key Outcomes

Planning processes

- Adopting a clear service plan that set ‘stretching objectives’ for active engagement of specific communities did result in those communities becoming more involved in libraries, health services and schools that were engaged in the programme
- Adopting a collaborative learning framework as an integral element of the programme did play a useful role in the development of organisational learning that helped to shape improvements in library service development. The framework has enabled sharing of contacts, knowledge, skills and abilities. Partnership working helps address health inequalities through using principles of health literacy across services i.e. Primary Care, Public Health, and Mental Health
- Actively planning cultural activities to bring diverse communities together was valued by communities and stakeholder services.

Understanding approaches to knowing your community

- While conventional ethnic monitoring categories were useful as a baseline, these were not helpful in shaping activities. The nature of individual and community cultural identities is far richer and more complex than is suggested by ethnic monitoring categories
- Taking time to understand the community and communication experiences helped to influence plans for service development and commissioning
- The role of the library as a space that is committed to open access to information was seen to be important in enabling communities to come together
- Linked to this, engaging with communities because they are people also appeared to be valued by participants in the programme (as opposed to participants being a target due to being perceived as a minority or having a health need, e.g. diabetes).

Value cognitive learning and information gathering as an experience

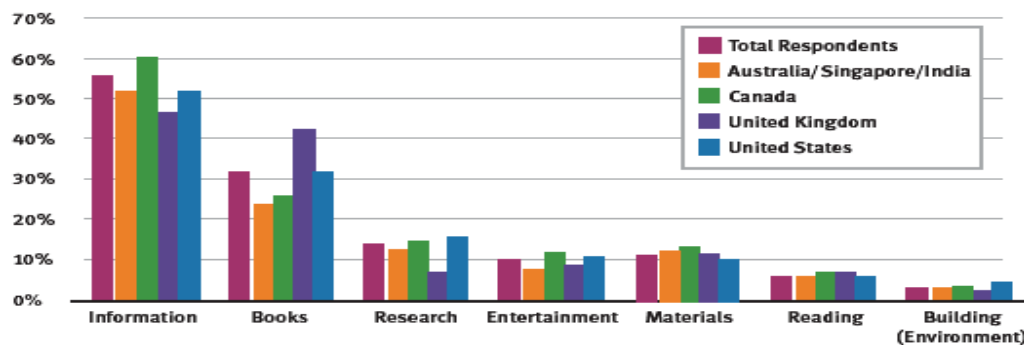
- It appears likely that promoting cognitive skill was a fundamental element in the successful activities run in the WYTL programme
- The specialist skills of the library outreach team in being confident to engage with people and enable the development of cognitive skills and ‘bridging social capital’ was an important factor both in planning with stakeholders and engaging with communities. Be prepared for staff to surprise you. Change happens in small steps and large leaps and you need to be ready to respond
- Approaching information as experience helped plan activities in the programme – this enabled moving away from simply making facts available and opened up possibilities for more constructive engagement in the process of developing understanding.² This practical experience possibly supports evidence in international library monitoring data which suggests that successful access to information is a prime function of public libraries over and above provision of access to books.

² The use of the word ‘information’ should not be read as defining a difference between fiction and non-fiction resources. The use of story as a means of communicating understanding is fundamental element of human culture.

Footnote ³

Main Purpose of the Library—by Region of Respondent

What do you feel is the main purpose of the library?



Source: *Perceptions of Libraries and Information Resources*, OCLC, 2005, question 810.

Observations

- The action reflection learning cycle used for the programme did enable the transfer of this skill to other library staff, where they were open to learning. Even with this caveat, the method was probably more successful than previous attempts to engage with minority communities based on use of minority language staff or conventional equalities training
- Physical library facilities were probably less important than staff skills and attitude in determining engagement. This observation is also evident in generic library monitoring data which suggests that there is a strong correlation between staff helpfulness and positive perceptions of libraries. In contrast the correlation of factors like the physical quality or opening hours of the library and positive perceptions is more variable
- There also appears to be a strong correlation between perceptions of safety and overall perceptions of the quality of Hillingdon libraries. Published work on dual-use libraries, as well as indicators in library monitoring data, suggest that perceptions of safety may relate to the ability of staff to manage the library use by a diverse range of users – for example skills in managing teenage users. This may explain the significant contrast between the high physical quality of Harlington library and its poor rating in terms of perceived safety and staff helpfulness
- Planning joint work with libraries and extended school partners resulted in a considerable and positive shift in target communities’ attitude towards libraries and school. This finding is congruent with the evidence base for dual-use library management which suggests that staff with specialist skills in planning the interface with partner organisations is essential
- These factors are also likely to be important for issues like community cohesion, educational attainment, the emerging public health role of NHS staff, extended schools and maintenance of informal learning. Joint strategic planning and community based working with ‘Connecting Communities’, schools and health visitors and library staff added significantly to the positive outcomes achieved by the WYTL programme
- The health promotion focus of the WYTL programme in Hillingdon has been valuable for the development of strategic partnerships. For example the experience gained through the

³ Perceptions of Libraires and Information Resources. OCLC (Online Computer Library Centre), 2005. www.oclc.org/reports/2005perceptions.htm

programme is being used to inform continuity planning, defining goals and areas for working for the HOPE programme, with the PCT and specific community based organisations.

- The focus on health literacy and networking with other NHS services in the UK has also helped to shape partnerships between public health and library services. For example, Bolton libraries' hosting of public health library facilities resulting in improved engagement with information by community nurses and community groups. In Hillingdon, the programme has helped to develop library and health service staff skills in engaging with a much wider range of local residents.
- Evidence from communities that have participated in the programme with refugees suggests that they feel more confident to access services, including libraries, and have a stronger sense of belonging to the wider community. Programme monitoring also suggests that the participants are more likely to join libraries and be involved in activities such as English language classes. Promoting community engagement in the use of libraries may have value in terms of promotion of health literacy and as such may represent a valuable area of joint working – for example with initiatives that also aim to develop community cohesion and support economic development.

5. The future of WTYL in Hillingdon

1. Hillingdon Primary Care Trust (PCT) has agreed to fund work for the library as part of the sustainability plan of HOPE and WTYL learning
2. Report write-up and the implications fed into Community Cohesion strategy; PCT health inequality agenda; Cultural Services strategy; Local Area Agreement (LAA) and Local Strategic Partnerships (LSP) forums
3. Staff teams in London Borough of Hillingdon (LBH) e.g. People with Physical and Sensory Disabilities (PPSD) use WTYL learning as a way to help them develop links to BME communities
4. Members of partnership invited onto LBH Cultural Consortium to direct the future of cultural service and will use WTYL as the methodology to promote
5. Healthy Hillingdon is developing a community engagement newsletter to share practice by Healthy Hillingdon and others within the Borough
6. Paper accepted by UK Public Health Association (2008) on the health-promoting role of libraries and lessons learned from WTYL
7. Invited to speak at West London library managers' skills day on the learning from the project
8. Developed a community engagement group to carry on the cross-service planning and practice
9. Strategic plans are being developed to embed the methodology in cultural services planning
10. Working with Children's Centre managers on how they can work with libraries to further their development plans
11. Building the methodology into local area development plans. Building links with Sports Development, Green Spaces and voluntary organisations.

6. Conclusion

Using an action learning approach that links staff and communities appeared to be an effective model of working.

Adopting a collaborative learning framework as an integral element of the programme did play a useful role in the development of organisational learning that helped to shape improvements in library service development (amongst WYTL partners nationally) particularly in relation to:

- a. comprehensive engagement of ethnic minority groups that do not currently use libraries (1,000 in the first year of the programme)
- b. better service understanding of barriers to access
- c. appropriate and successful methods for targeting specific communities
- d. cross-service learning
- e. providing peer support to try out new ideas.

The review of library data and evidence-based research carried out to date suggests the most important factors in achieving enhanced engagement have been:

- a. organisational learning – with communities and partner organisations
- b. focus on enabling development skills that enhance relationships between library staff and everyone in a community
- c. strategic planning of activities that enable libraries to develop users' cognitive skills and 'bridging social capital'.

There is a growing body of long term studies of public health evidence that suggest a clear link between the development and maintenance of cognitive learning and life expectancy. Within this context, public libraries, as distinct from other forms of library, probably play an important role in developing and maintaining wellbeing over and above the provision of 'specific health information'. (Appendix 7). The important factor in maximising this benefit would appear to be operating in a way that:

- a. upholds the principle of enabling everyone in a community to have unrestricted access to all information
- b. provides the community with the specialist skills needed to add value to the experience of accessing and making informed use of information.

7. Appendices

Appendix 1	ACE project plan. 2005
Appendix 2	“Our Story” report. 2008
Appendix 3	Refugee week evaluation report 2007
Appendix 4	Citizenship group evaluation report. 2007
Appendix 5	LLDA interview with Yeading librarian. 2006
Appendix 6	Case study of family supported by HOPE Project and linked to WTYL. 2006
Appendix 7	Public Health Poster Presentation 2008 – “Welcome to Your Library: Exploring the Role of Libraries a Promoters of Health Literacy and Community Cohesion”

Appendix 1

Healthy Hillingdon / Library Service: Active community engagement (ACE)

1. Background

This proposal outlines a plan for joint work between Healthy Hillingdon, the Library Outreach Team and the Pharmacy Contract that will provide specialist health promotion staff time for the provision of health information and health literacy skills development activities for at risk communities.

2. Which community groups will benefit from the service development ?

The project will specifically focus on the needs of those people that are less able to access health information and health services by reason of age, disability, ethnicity or language.

3. Why is the service development needed?

The Choosing Health White paper calls for the promotion of communities that are fully able to be ‘fully engaged’ in the process of making informed choices about healthy lifestyles and the use of health services.

Achieving this aim will require a multi-faceted approach to enhancing individual, and community skills in accessing the resources required to develop healthy lifestyles and appropriate use of health care in times of need.

Various pilot schemes, for example HOPE, have been established in the borough to address the needs of specific groups that for reasons of age, ethnicity or disability are less able to access health care or healthy lifestyle options. While these agencies and programmes offer excellent services within specific localities there is currently no sustainable or uniform provision for information and signposting for the whole borough.

4. What evidence base has been used to inform the way the service will be run?

It is proposed that the project will use established community engagement principles advocated by the Community Development Foundation as the basis for work. DOH guidelines for the development and dissemination of health information will inform the development of the project. Quality standards for adult education already used in the borough will be used for all community learning activities. The work also builds on the community work experience of the HOPE programme and Healthy Hillingdon health promotion advisory team.

5. If the service development is successful how will it make a difference:

If successful the project will enable otherwise marginalised groups to make informed choices about healthy lifestyles, engagement in the wider community and appropriate use of health services. The project will also provide operational research that informs the work of teams responsible for development of a consistent framework for engagement of communities in healthy lifestyles and the provision of health information across the borough.

6. Outline plan for the project:

- How will the project be carried out?

Operational research techniques will be used to develop the project.

This will involve using the NHS collaborative methodology to plan monitor, evaluate and record the learning that comes from individual components of the project.

- What activities are you planning to run?

The project will involve developing the following components of the programme in relation to specific communities of need

1. Information events and activities at the libraries
 2. Information networking that enables library staff and pharmacies to provide signpost information to statutory and voluntary activities and services. This will include activities like healthy walks, book clubs and other healthy lifestyle events, ensuring that working links are established and maintained with agencies like citizens advice bureaux, pharmacies, local health services and other LBH and voluntary advice agencies. Supporting on-line information access initiatives by the library service and partners will also be an essential part of the programme
 3. Working links with adult learning outreach activities that enhance health literacy and active lifestyles
 4. Organisational learning events that enable service staff and service users to develop the understanding, appreciation and skills needed for inter-cultural communication and service use/provision
- Where will the activities take place?
Activities will be centred around four libraries selected as information and activity centres. Work will also include pharmacies, community and adult learning centres
 - Overall time frame for project
The programme will start from July 2005 with community activities running from September 05. The project will be reviewed in March 06 and if viable a long term plan will be developed for the programme by March 07
 - Scale of programme
The programme will be based at four libraries for the first two years. Subject to the outcome of the operational research the programme will be expanded to selected libraries in other areas of the borough.

7. Operational structure for the service

The service will form part of the sustainability plan for HOPE and will be run integrally with Healthy Hillingdon / library service outreach partnership.

On a day to day basis this will require team working with:

- The core HOPE team
- The three HOPE working groups.
- The Healthy Hillingdon / Library service health information outreach team in general and specifically with the Minority Communities Librarian.

Project work will require collaborative team working with:

- The lead officer the Health Promotion/Library Service partnership
- Library branch management and outreach teams
- The HOPE programme manager.

The project officer will be accountable to:

- The Health Promotion Strategy Manager for personal line management and overall operational research planning
- The library service Resource and Development Manager for all developmental work involving library facilities and staff.

8. How will you record the administration of the project?

All operational research activities will be planned, monitored and recorded using the NHS collaborative methodology.

9. How will you measure the success of the project?

Success will be assessed in terms of whether or not the work:

- Adds value to existing services that are available
- Is sustainable by enabling a shift in funding from care and support to prevention in line with the aims of the 'Choosing Health' white paper
- Is valued by the community and services.

10. Project reports

In view of the complex nature of this project, clear reporting to all partners of actions taken in each operational research cycle will be essential.

- An initial rapid options appraisal report and action plan will be required for each of the four selected libraries
- The PDSA cycle involved in the collaborative process will be used to keep all partners informed of progress on a monthly basis
- An interim report on project progress will be required in March 06
- A second report and sustainability plan will be required in March 07.

11. Financial requirements

Work with Healthy Hillingdon

The cost of the lead officer for the ACE project will be provided by Healthy Hillingdon. Project costs associated with specific health promotion activities with groups that directly address NSF and HOPE health targets will be met from HOPE funding. The cost of each activity will require completion of a project plan and budget form and approval as part of the wider project and financial planning and management of HOPE.

Expansion of the project will be subject to:

Work with pharmacies

Where work includes work with pharmacies the cost of work may be included as part of the pharmacy contract and will be subject to project and financial plans being approved by the lead officer for the contract

Work with libraries and education

Work relating to supporting library and adult education objectives will be met from these services funds. All expenditure will be subject to prior planning and agreement by the Library Outreach Manager and/or adult education management.

12. Signature

Date

Appendix 2

'Our Story' – Photography Project 2007

Background

Hillingdon HOPE, Hillingdon Library Services, YMCA and Green Spaces have been working together since Jan'07, to plan opportunities for young refugee and asylum seekers to present their "story" of how their experiences of being a refugee impacts on their lives in Hayes. These young refugees and asylum seekers are already linked to support groups at the YMCA in Hayes. It was agreed that staff and resources from Hayes library and Friends of Lake Farm – a local environmental organisation - could support these young people to 'speak out' and to involve them in being part of a positive place in Hayes.

Aims

To support five young people to express their story of being young refugees in Hillingdon through self-portraits, creative writing and environmental art.

Objectives

To set up an eight week Photography Workshop facilitated by a freelance photographer and a Refugee Support Worker (YMCA)

- Teach young people technical skills in using cameras and photographic equipment
- visit a gallery displaying self-portraits of other young refugees
- use the equipment as a team to take self-portraits in places that are significant to them in Hayes
- young people write their story that explains their photographs and what it means for them to be young refugees in Hayes
- display photographs at Refugee Week Celebration Event and show DVD of the project as it developed over the eight weeks.

Outcomes

Four young men and one young girl took part in the project. They were aged between 15-18 years of age.

Each of the young people developed a positive relationship with the YMCA project worker and the freelance photographer. Once trust had been developed, the young people were able to express their feelings about their journey to and their lives in Hillingdon.

The project was run over eight weeks in which young people were able to acquire skills in using photographic equipment, enable them to visually communicate aspects of their lives that are important to them.

Medium format photographic equipment was used to produce large captivating work. The young people worked extremely hard and their work was an excellent insight into a world that most would not experience.

The five photographs were displayed during Refugee Week Celebration Event, WTYL community events, and at the Barbican Library.

A DVD was produced showing the eight week journey that each young person went on with the project workers to develop the piece of work.

Learning

There was a point where young people felt frustrated about looking at the past and telling their story from back home. To them the present was more important. They expressed concern that the image of their home countries would come across as backward, or that the focus was on them being a refugee. Rather, they seemed convey: “I am a young person, who has the same career ambitions and interests as any young person.” The message they wanted to convey was one about their ‘normalcy’.

Following this project, the YMCA expressed interest in working with the freelance photographer and the HOPE team to use other artistic mediums to work with other vulnerable young people.

Appendix 3

Report on the Refugee Week Event 2007 - 'Celebrating Cultures in Hillingdon'

Report on the Refugee Week Event 2007 'Celebrating Cultures in Hillingdon'



Healthy Hillingdon is a partnership between Hillingdon PCT and the London Borough of Hillingdon

Aim

To bridge social capital within local communities, voluntary organisations and statutory services through engaging with communities in the celebration of the positive contribution that refugees, black and minority ethnic (BME) communities bring to Hillingdon.

To hold a Refugee Week event on Saturday 23rd June 2007 from 11am – 3pm in Hayes Town Centre.



“Diversity brings culture enrichment to the country as well as positiveness and acceptance of others”

Comment from visitor

Objectives

To support the Hillingdon Minority Forum (voluntary BME umbrella organisation) to plan an event that includes a broad participation of voluntary and statutory agencies in the planning and implementation of a celebration event.

To set up three participatory projects with refugee and BME groups using creative arts to demonstrate the experiences and cultural contribution of individuals to Hillingdon.

To invite local community groups to participate in the celebration event through displays of cultural craft, music, dance and poetry performances.

To ensure that the planned outcome of communities participating together is achieved.

To hold an event in and around the bandstand area in Hayes town centre and in Hayes Methodist Church.

Background

The Hillingdon Minority Forum (HMF) had organised Refugee Week meetings over the previous four years with little interest or participation from the wider community. The HMF approached HOPE and Healthy Hillingdon to support them in planning for an event that involved a broad range of partners to promote the aim and purpose of Refugee Week.

HOPE and Healthy Hillingdon set up a Refugee Week Planning Group with agencies who had existing working links with BME and refugee individuals and communities to be part of the group. The group included: Hillingdon Library Services, Hillingdon Adult Education, Cultural Services, and Connecting Communities.

Planning Process

The group met monthly for six months to plan a one day event to be held in Hayes Town Centre. The planning group agreed the message to be ‘Celebrating Cultures in Hillingdon’ and to celebrate the positive contribution that refugee individuals and communities bring to Hillingdon, through a display of culture, music and art. The event featured information, displays of art, dance, poetry, and music performed and created by refugee individuals and communities; and speeches by voluntary and statutory staff.



“A lovely day – very interesting theme”

Comment from visitor

Outcomes

344 members of the public attended the event in the Hayes Methodist Church hall.

11 refugee and BME community organisations had prepared and presented displays of art.

Many of these contributors have had first hand experience of knowing what it is be a refugee and they expressed the challenges and need for support in establishing a new life in a new country and culture.

An action plan was developed by the Refugee Week Event Planning Group to outline roles and activities for the group. (See RWE appendix 1). The group agreed to contract the event organisers ‘Joule’ (previously used by Cultural Services) to assist in the preparations prior to and on the day of the event.

The funding for the event was shared between HOPE, Hillingdon Library Services, and Cultural Services. Each partner provided £1,000 to cover the costs of catering, Refugee Week publicity, Joule, church hall hire, one entertainment group, and First Aid officers.

The Refugee Week Planning Group put together a database of refugee and black and minority ethnic groups that they worked with. The Hillingdon Minority Forum sent these groups a written invitation asking if they would like to participate on the day through a display and/or a performance. (See RWE appendix 2)

The HOPE project planned two projects called ‘Our Story’ with refugee individuals and local BME groups earlier in the year to be displayed at the celebration event. The aim of both projects was to provide individuals with an opportunity over a number of weeks to express their stories through

creative arts telling their personal experiences of being a refugee and the positive contribution they made to their current experiences of living in Hillingdon.

The projects were as follows:

‘Our Story’ – Sewing project

Three groups of women from refugee and BME groups were identified who wished to develop or learn how to sew and to be part of the project. These groups included Somali mothers from Yeading Junior School; EKTA (Asian Women’s Group) based at Yiewsley; and a mixed group of Afghani, Tamil and South Asian and Pakistani women attending Nestle’s Avenue Children’s Centre.

HOPE funded two sewing tutors, sewing materials, crèche workers, over a 12 week period.

The women hand stitched designs, figures and imagery that represented a part of their culture and what it meant to them. The stitched designs was sewn together to form two large tapestries that were displayed in the Methodist church at the celebration event.

23 women participated in the sewing project, and were presented with certificates on completing the project at the celebration event.

‘Our Story’ – Photography project

Five young un-accompanied minors, who were accessing the support of The Tumbler, YMCA, chose to participate in a photography project over eight weeks. The project offered them skills in using photographic equipment as well as providing an opportunity to express their recent journeys of leaving their countries and family and friends to live in Hillingdon.

HOPE funded a freelance photographer, and set up a working group involving the Refugee Support Worker from YMCA and staff from the Harlington Youth services.

Photographs were taken of these young people based on what they wanted to show was significant to them in their new surroundings. Each young person wrote a short biography about what the photograph meant to them and the message they wanted to share with others. The photographs were professionally presented and were displayed at the event. All five young people were presented with certificates on the day.



“I learnt about other countries especially Somalia also known as Somaliland and different attitudes of the host nation”

Comment from visitor

Publicity

To encourage the public to attend, publicity and promotion about the event was disseminated throughout the borough and included:

17 Hillingdon Libraries	Children's Information Services
Arts Services	Community groups
Adult Education Centres	Uxbridge College Hayes Campus and Gym
GP centres	Hillingdon PCT
Local shops	Local schools
Safer Neighbourhood teams	Hillingdon Minority Forum Members
Link officers forum	Community leadership team
Directors across services	Hillingdon Race Equality Council
Mental Health teams	Hillingdon Association of Voluntary Services
Faith network	Refugees in Effective and Active Partnerships (REAP)
Age Concern	Patient Advice and Liaison Service
Hillingdon MIND	Council Leader
Councillors	Connecting Communities members
MPs	Citizens Advice Bureau
Hillingdon Carers	Hayes FM Radio
Bell Farm Christian Centre	Yeldall Homeless Project
Minet Country Park	Hayes & Harlington Community Development Forum

Corporate Communications (London Borough of Hillingdon) wrote an article in Hillingdon People to promote the Refugee Week event celebration day, and arranged for the Gazette and Hillingdon Times newspaper to publish interviews with local individuals prior to the event who came to Hillingdon as refugees.

The Refugee Council Newsletter also promoted the Hillingdon Refugee Week Event.



“What a fantastic colourful event for Hayes”

Comment from visitor



Event

See RWE appendix 3 for the assessment and preparations carried out by Joule.

The outline below shows the running order of the event:

The Bandstand – Hayes Town Centre

11:00 Start (Dhol drummers)
11:15 Welcome from Deputy Mayor
11:25 Introduction about Refugee Week

Hayes Methodist Church

12:30 Lunch
13:00 Cultural dance and entertainment:
Albanian Girls Group
Poetry read by Rosedale College
Afghani Young Men's dance
South Indian Dance – Tamil community
14:00 Opportunity to view displays, presentations, and radio interview with Hayes FM
14:30 Hayes Methodist Choir
15:00 End

The displays included the following:

- Hillingdon Asian Women's Group embroidery display
- Afghani Women's cultural dress display
- Rosedale College art display
- Sahan – Somalian artefacts
- Hillingdon Arts Association display
- West London Somaliland Community display
- Hillingdon Library Services
- Hillingdon Adult Education
- YMCA and 'Our Story' – photography project
- 'Our Story' – tapestry display
- Hillingdon Minority Forum
- 'Our Story' – ceramic tiles made by Yeading Junior School pupils and parents.



"Great event! Wonderful to see the beauty of such a coming together of cultures"

Comment from visitor

Evaluation

Healthy Hillingdon set up an ‘evaluation board’ where participants were encouraged to write their comments about the event and their perceptions and thoughts of celebrating Refugee Week. (See RWE appendix 4)



“Arrange for more inter-cultural mix especially with the local people. Perhaps some myths will disappear”

Comment from visitor



Report on the Refugee Week Event 2007 - 'Celebrating Cultures in Hillingdon'

RWE appendix 1

Refugee Week Celebration Day - Saturday 23rd June'07 Key tasks on the day

Task	Designated person
Access Car park passes for Deputy Mayor + staff Keys for building and lockable rooms	Jon T Priscilla
Catering Drinks on arrival for staff (9am) Oversee arrival, set up and clearing of lunch	Fiona Deborah and Liz
Order of entertainment Keep running order of participants in cultural dance and entertainment in the church Projector Screen Overseeing PA system outside and inside church MC - to call order and bring attention to the order of the activities outside and inside	Katerina Katerina Deborah Liz and Jon T Fiona
Stall holders Ensure stall holders are aware of set-up time and location of their tables and stalls	Katerina – Sahan, Rosedale College, HMF Priscilla – Photography project, Patchwork, YMCA group Kaveeta V – HAWG, Afghani and Tamil groups
Deputy Mayor Welcome and look after	Fawzia Adam and Priscilla
Evaluation + Monitoring Preparation of evaluation questions Overseeing evaluation board Monitoring numbers using 'clickers'	Deborah Debbie Hunn + Joule stewards Joule stewards
Contact point Press Official photographer Information stand next to church door Health & Safety Central person	Fiona & Jack Mundy Liz Joule Arranged through Joule Priscilla

Mobile numbers:

Priscilla Simpson 07904 684 880

Jon Tyrell 07957 356 778

Report on the Refugee Week Event 2007 - 'Celebrating Cultures in Hillingdon'

RWE appendix 2

16th May 2007

Dear

Refugee Week Celebration Event – Saturday 23rd June 2007 *Celebrating Cultures in Hillingdon*

For Refugee Week 2007, Hillingdon Minority Forum in partnership with Healthy Hillingdon, Hillingdon Library, Connecting Communities (London Borough of Hillingdon), HOPE, Cultural Services, would like to invite you to plan and display pieces of creative art or live performance that shows the positive impact of different cultures that represent Hillingdon on Saturday 23rd June'07.

We would like to invite you to be part of this exciting opportunity to show how different cultures are an important part of Hillingdon society. We feel that by doing so it will be a positive way to show the richness of the diverse cultures that represent Hillingdon.

The display of the different work and activities will be in Hayes Methodist Church, Hayes town.

You are invited to either create or display work that you may already have, to be completed and ready for display by Friday 22nd June'07. The theme of the display should be 'Celebrating cultures in Hillingdon.'

The work for Hillingdon Refugee Week can be developed and submitted by all ages.

Examples of creative art and performance can be:

Paintings and/or drawings

Embroidery

Cultural garments

Tapestries

Drama

Singing

Dancing

Poetry

If you are interested in taking part in Hillingdon Refugee Week, please contact Katerina Markvukaj by Friday 8th June'07 about your ideas.

Publicity and a detailed programme of the event will be sent to you shortly.

Yours sincerely

Katerina Markvukaj
Hillingdon Minority Forum
Unit 3006 Access House, Nestle Avenue,
Hayes. Middlesex, UB3 4U2

Mb: 07931915165

Email: hillingdonforum@hotmail.com

Report on the Refugee Week Event 2007 - 'Celebrating Cultures in Hillingdon'

RWE appendix 3

Event Preparations

Joule liaised with Healthy Hillingdon and the Licensing and Town Planning Departments in the council prior to writing an operations manual, risk and health & safety assessment in the run up to the event. The operations manual covered the following details:

- Site arrangements
- Security and stewarding
- Insurance requirements
- Licensing
- Health and Safety and Risk Assessment
- Emergency plans
- Emergency Services & Emergency Access
- Fire Safety
- First Aid
- Information and signage
- Event schedule including all persons involved on the day

Preparations to set up the church hall for the event began on Friday 22nd June. A lay-out of the hall was planned with tables, chairs and displays allocated to statutory and community groups.

Support was provided through HOPE and Healthy Hillingdon project officers to community groups who requested assistance in preparing their displays.

Report on the Refugee Week Event 2007 - 'Celebrating Cultures in Hillingdon'

RWE appendix 4 - evaluation

There were 13 respondents (one gave no details) who also provided their contact details:

5 men, 7 women.

Age: 13-16 = 1, 17-25 = 2, 26-40 = 6, 41-60 = 3

Ethnicity (self-reported): Afghani = 1, American = 1, Arab = 1, Black African = 3, British = 1, Hungarian = 1, Indian = 1, Indian/Pakistani = 1, Polish = 1, White = 1.

How did you hear about today's event?

1. People from West London Somaliland Community told me.
2. Priscilla Simpson, Healthy Hillingdon
3. Through other people from West London Somaliland Community
4. A friend told me an hour ago – (Polish friend)
5. BHUMP
6. Friend told me
7. Word of mouth
8. Sahan Society Centre
9. Sister was presenting on stage today
10. Through work – Priscilla
11. Given a leaflet outside
12. From Nestlé – Avenue Centre
13. Seen a poster in the local library

What did you like about today?

1. See people happy and the integration between different cultures
2. So many different stalls
3. Performance, attendance, management, food – everything
4. The multiculturalism
5. Food, dances, cultures
6. Everything
7. Dance – nice event
8. Everything – saw from the beginning
9. The assembly
10. Very diverse
11. Good event – loved everything
12. South Indian dancing – best part of the day
13. Loved the South Indian dance, the costume, their culture, the atmosphere.

What have you learned from today? What messages are you taking away from today?

1. We'd like to organise Somaliland dance for next year
2. So many different cultures are present in Hayes
3. That lots of other cultures are in Hillingdon and people is very proud of them
4. No
5. (blank)

6. About the different cultures in Hillingdon
7. Learn about dance and other organisations
8. Learn about cultures that I never knew existed
9. How different cultures dance
10. Got to meet different community groups i.e. networking
11. Seen a lot of new things, was quite impressed
12. First time seen an Afghan dance, learned a bit about their culture
13. Not really but has taken leaflets to take home.

What do we need to think about for other similar events across the Borough that you haven't seen today?

1. To put on theatre
2. More to include the youth (as per photo project)
3. More marketing material – leaflets!! More information around as I just found out because of friends.
4. Maybe more stalls with more cultures – other venue with better acoustics!
5. Better sound system
6. Make it bigger
7. Need more organisations
8. More speaking – must; more dancing; more food
9. Bigger hall, outside in Summer, more stalls
10. Get more young people to participate. Get a better PA system – important
11. More cultural stands
12. More space and more (lots more) chairs. Have children activities.
13. To have more of it outside, more chairs, weekend people are free, possibly have an evening event

What else could the Council do to help celebrate cultures in Hillingdon?

1. Special day for all different cultures. A multi-cultural festival. Maybe doing an event in a big park with help. A bigger venue!
2. Multicultural song, music and dance festival (mini ? but for all cultures)
3. Provide facilities for it and what we need to set up an event and better communication flow through Council
4. Make the celebration in a bigger venue
5. Have monthly events like this, maybe focus on one culture per month?
6. (blank)
7. Bigger venue to bring more people. Better advertising
8. Have school activities, therefore, school pupils will be better aware
9. Have more events like this and have individual cultural celebrations
10. To continue to keep it interactive rather than someone just chatting away
11. (blank)
12. More cultural stalls
13. Different culture, food i.e. Indian, Polish, and have more cultural dress and at the end all cultural in dress to sit together and bow down.

Further (post-it) comments

- Arrange for more inter-cultural mix especially with the local people. Perhaps some myths will disappear
- Different cultures
- It was a wonderful event. I learned lot of friends and organisations

- I enjoyed everything
- I enjoyed looking at other cultures – dance!
- I'm having a good time. This is fun
- Eating cakes
- I'm having a good time
- Having fun in Hillingdon Library
- It was brilliant thanks
- A lovely day, very interesting theme
- Diversity brings culture enrichment to the country as well as positiveness and acceptance of others
- I learnt about other countries especially Somalia also known as Somaliland and different attitudes of the host nation
- The atmosphere
- What a fantastic colourful event for Hayes
- All the fun!
- Yes the food was very nice too
- Great event! Wonderful to see the beauty of such a coming together of cultures
- A lovely day – very interesting theme

Appendix 4

Let's Talk about Citizenship Project Report

Hayes Library

Bid ref: SfLIF24

Hillingdon Libraries

Introduction

The 'Let's Talk about Citizenship' course consisted of an initial two hour session for assessment and information, followed by six two-hour learning sessions held weekly at Hayes Library, providing ESOL conversation practice on some of the themes of the Citizenship test. This gave learners the opportunity to improve their speaking and listening skills and widen their English vocabulary, as well as familiarising them with the type of questions set in the test. They were able to benefit both from the support of the tutor and the shared experience of other learners.

Demand

Hayes Library had experienced repeated requests for information on the Citizenship tests and also received many enquiries about ESOL provision. The Welcome to Your Library project also identified a need for informal ESOL learning among its target community groups.

This demand determined the course proposal for the bid.

Recruitment

The course was advertised on posters and flyers in the library and actively promoted by branch staff. Librarian Antonia Davis recruited learners from a Somali group through links developed from the Welcome to Your Library project. Information was also sent to target community groups and the community development worker from the Welcome to Your Library project was instrumental in promoting the course beyond the library.

Assessment and Information Session 14th September 2007

This introductory session allowed the tutor to determine the level of learners to assist in his course planning. It also provided learners with the opportunity to find out more about the course and whether it was appropriate for them.

It was attended by 19 learners and a group representative from the Exchange Group (a community support group).

Learning Provision

Below is an outline of the course:

- Week 1: Induction, assessment, information, needs analysis
- Week 2: A changing society – migration to Britain, changing role of women, Family, children, young people
- Week 3: UK today – population, nation and regions; religion, customs and tradition
- Week 4: UK government, the British Constitution, UK in Europe and the world
- Week 5: Everyday needs – housing & associated services; money and credit; health, education, leisure, transport
- Week 6: Employment – job seeking, workers' rights, self-employment, childcare
- Week 7: Revision, end of course knowledge quiz

Learners

The main communities represented were: Pakistani, Somali, Sri Lankan and Indian (mostly Sikh as there is a temple next to the library).

A total of 22 learners attended at least one session (includes the introductory session)

20 MLA (Museums, Libraries and Archives) information forms were filled out (some first page only) and the following data recorded:

Male **6** Female **14**
 Age: under 30 **3**
 30 – 49 **13**
 over 50 **4**

Youngest learner **25**, oldest learner **77**.

I do not have initial assessment data for all learners, but the level of those completing assessment give a general indication of learners' abilities prior to course:

	Pre-entry	E1	E2	E3
Speaking & Listening	4	2	2	2
Reading & Writing	2	4		1

Attendance

14/9 19 (Assessment/Information session)
 21/9 13 28/9 14 5/10 12
 12/10 (Eid) 6 19/10 11 2/11 9

13 learners completed at least 6hrs of learning

3 learners achieved 100% attendance

4 learners attended assessment session only

3 learners attended one course session only

4 potential learners were put on a waiting list due to the high level of interest in the first session. Due to the mixed level of abilities, the tutor preferred to limit the class sizes to around 14 to ensure sufficient support for each learner.

Evaluation

8 learners completed MLA and course specific evaluation forms (some done as interviews) at the final session.

All 8 thought their writing was better and 7 thought their reading was better.

All 8 enjoyed the course.

All 8 found every aspect of the course useful

Favourite parts of the course included:

- life in the UK
- finding jobs
- finding passport information and test information
- women's rights
- Quote: *"political structure explained by Giles Strachan is very wonderful and excellent"*.

Suggestions for improvement:

- continue the course
- more discussions, seminars, presentations
- more computer skills
- more questions to help understanding.

Project outcomes

- The course was successful in bringing different communities together to share their knowledge and experience and support each other's learning in an informal setting. Learners increased their knowledge of life in the UK and the Citizenship test whilst widening their English vocabulary and practising conversation
- The course was attended by members of the Sikh temple next door, strengthening the library's link with its neighbour
- Uxbridge College established as potential partners for similar projects in the future
- Results of the project to be shared with Adult Education and Welcome to Your Library to assist planning of future projects
- Sustainability - an informal conversation group has been set up at the same time and venue to allow learners to practise and develop their English skills, supported by Katerina, community development worker for Welcome to Your Library
- Four of the learners have joined the library since starting the course
- Raising the profile of libraries and their resources amongst community groups
- Learner Mamta Maholtra has passed her Citizenship test. She said:
"The class helped me find out where and when to take the test and what to do. 80% of the answers I learnt from the course and 20% I knew myself. On the course I learnt all the information about political structure and government that I needed to know."
- Progression routes - Two learners have enrolled on another ESOL course at Bell Farm. The tutor referred other learners to ESOL courses at Hillingdon Adult Education and Uxbridge College. Workplace learning was discussed with one learner who will enquire about learning provision with her employer.

Points for consideration in future projects

Be aware of religious/cultural festivals when deciding project dates. The course was held during Ramadan which affected recruitment and attendance. The week of the Eid festival saw a significant decrease in attendance. This was due not only to Muslim learners participating in the festival, but also the severe traffic delays arising from large numbers of worshippers travelling to the nearby mosque.

Forms: learners were faced with a large number of forms: enrolment, evaluation, photographic consent, including a form from the course provider. Some also completed other forms as part of an initial assessment. This can be an intimidating experience particularly for pre-entry learners and was

very time-consuming. The process could be simplified to make completing the MLA form an integral part of the assessment or learning process, reducing the need for further paperwork.

It was agreed with the tutor to accept MLA evaluation forms rather than complete the separate ones required by Uxbridge College.

The evaluation form I designed needed to be more focused and ask where they found out about the course and what they would like to do next. Due to timescales involved I was unable to take advantage of MLA's evaluation mentoring.

I attempted to record the expectations of learners at the beginning of the course compared with results at the end. Due to the learners' very limited English I could not get input from them as they were unable to express what they wanted from the course, other than a general desire to improve their English.

More time for recruitment should have been planned before the start of the course. The start date was put back a week which helped improve learner numbers but resulted in a break for half-term before the last week of the course which affected attendance at the last session.

Lack of childcare is still proving a barrier to some learners. I investigated childcare provision and Surestart were able to offer a venue and workers, but adding the expense of this to the bid would have resulted in an extremely high cost per learner. It was also not known at the time how many learners would require it and the age of their children – a significant factor in determining the cost. Other sources of funding for childcare support may need to be found to resolve this issue.

Acknowledgements

The advice, support and co-operation of the following people were essential to the success of the project:

Hillingdon Libraries

Eileen Smyth	Joint Head of Service
Josie Mitchell	Joint Head of Service
Helen Vincent	Learning & Web Development Manager
Antonia Davis	Librarian
Ann Mullaney	Hayes Library Manager
Branch staff	Hayes Library

Other organisations/departments

Giles Strachan	Uxbridge College
Katerina Markvukaj	Welcome to Your Library project
Deborah Mbofana	Healthy Hillingdon/Welcome to Your Library
Priscilla Simpson	HOPE/Welcome to Your Library
Michelle Kenyon	London Borough of Hillingdon, Corporate Communications
Liz Denton, Shahanara Begum, Margaret Siudek	MLA London

Alison Beer

Reader Development Officer, Hillingdon Libraries (22/11/07)

Appendix 5

LLDA interview with Yeading librarian

Notes of conversation between Helen Carpenter, Project Co-ordinator of Welcome To Your Library and Antonia (Toni) Davis, Resource and Development Librarian, London Borough of Hillingdon.
18 December 2006

This is not a completely verbatim account, but is intended to provide a flavour of the discussion.

Q: Where do you work, what's your role?

A: I have three libraries in my patch. The main one is Yeading, but I also work at Hayes End and Kingshill libraries. In terms of my role, I would say I am a guinea pig, insofar as I'm the first adult and children's librarian Hillingdon has had for some time (Most people are either one or the other). I replaced 1.5 posts, but it sometimes feels like six people's work. I think I've been in this role since 2000 – before that I worked in the Home Library Service, when I was also attending University, so I was at that time working part-time.

Q: Are you based near any schools?

A: Yes there are five schools which are very close to these libraries, so we're usually overrun with kids. In fact, children are our main readers. There are four primary schools (Yeading, Bellmore, Brookside and Grange Park) and one secondary school (Barnhill). Some make very regular visits to the school and in some cases we also go into the schools. In fact, sometimes when we go into the school, there is an immediate impact and people come in to the library saying "a lady from the library came to our school earlier today...." We always have a very active response around activities such as the Summer Reading Challenge.

Q: Do you have a relationship with all the schools?

A: No, we don't have a relationship at the moment with Barnhill. That's really down to pressure of work. I tend not to go looking for contact...it's more a case of people who ask me to come.

Q: So how did your involvement with Yeading School and work with refugees and asylum seekers begin?

A: It started with a joint event in International Week. This was set up by Liz Macmillan who does library outreach work, and by Carol Jones, the head of the school, and then they handed over to me. The idea was to celebrate diversity in the school and to help the pupils learn about and respect each other's cultures. The event was mainly funded through the library, but the school also did things. We had tables in the playground with activities like making flags, colouring sheets, maps etc. Because it was when the World Cup was on, everyone wanted to do England flags, but some did flags from their country of origin as well. The children (5-11 year olds) also did performances (e.g. Sri Lankan dances), there were drummers, story times, food etc.

Q: So have you always done this kind of thing?

A: Up to a couple of years ago, we didn't do outreach work in this way. We tended to have story times in the library. But now we're going out to different places, talking to different people, and

doing things jointly with others. So instead of doing things “for” people we’re much more involved with the community. People are making suggestions at the planning stage about what they want and what they can do for us, rather than the other way round. As a result of this, groups have started to meet monthly in the library as a natural location. We provide refreshments.

Lots of people have joined the library through us working in this way...we’re in the process of sorting out a system so we can capture statistics on who has joined through the Welcome To Your Library project. I have been working with Katarina (works for Healthy Hillingdon) and she is giving me her lists of people who’ve joined and I’ll be able to match this up with our records. I think the statistics are important. It’s not just important to do things, but also be able to prove that you’ve done it.

Q: So are you pleased with how things are going?

A: Well it has just snowballed. Now when we have people in a group sitting in the library who are obviously Tamil, other people from the same background come in and see the group, so they just go over and chat and ask what they are doing and how can they get involved. Some men came over and said all the books in Tamil are for women, so we started listening to what the men said they wanted. We’re learning a lot. We’re finding out what people really want and they’re learning a lot too. They’re finding out how they can use the library for information for example – things like halls for hire or the nearest sports club for their children.

I’ve found the Tamil community to be very enthusiastic. If we have a meeting at 10am, say, they tend to be outside waiting to be let in when the library opens. It’s not the same at all with the Somali community. This has been a big learning curve for me, realising people have very different concepts of time. You can be on the point of packing up and thinking no one’s coming to something and then they turn up smiling and have no idea that you’d been practically on the point of giving up. It really is very important to understand and learn about other cultures. Our problem at the moment is that we don’t have an interpreter with the Somali community, so this can make communication more difficult, but we do with the Tamil community.

Q: What was your reaction first of all, when you were asked to work with refugees and asylum seekers?

A: To be honest, it was golly, what am I going to have to do now? I didn’t know what they wanted from the library and I suppose I had a fear of being unprepared. By instinct, I went to the internet to try and found out whatever I could. But in hindsight, all I needed to do was listen and ask people what they wanted and needed.

People are all so different. They have come from completely different walks of life, they are of different ages and backgrounds, so just because they come from the same country or ethnic origin doesn’t mean anything. Just because people are refugees or asylum seekers doesn’t mean they don’t have completely individual needs.

Q: So what effect has working with refugees and asylum seekers had on you personally?

A: I feel my eyes have been opened a lot. I think I did have a preconception of what a refugee is. The fact is, it could be anybody. It may be someone who can’t read in their own language or may be a doctor or other high-powered professional person. I’ve met some really nice people and I’m enjoying it. I guess to start with I was worried about what they might want from me and I was worried whether I would be able to deliver it. In actual fact, we’re like signposts, but human, smiling and welcoming ones. Shutting me up is the problem – I do enjoy talking, but friendliness

makes people feel at their ease and really when groups meet in the library it's just like a social event or coffee morning.

Q: What sorts of things does the Tamil group do?

A: Well, it depends. We soon discovered that many of them have young children and we found, for example, that picture dictionaries went down a treat. Most people who saw those joined on the day and took one out. Also basic grammar books are popular. Most of the Tamils have signed up for ESOL classes in Yeading and Harlington schools. It was Ambi (interpreter) who encouraged them to join the ESOL classes. Katarina accompanies them to go along and enrol – the same with the Somalis. When we meet in the library, we ask how they're getting on with learning English; we have also looked for work experience opportunities for some of the younger people. With new arrivals we've been putting them in touch with local services and schools etc.

It's funny how ideas just come into one's head after a while. Seeing the mums with their young children made me think of my own childhood. I suddenly remembered how my mum used to sing lullabies to me and how we've all been children and it's such a universal thing that doesn't depend on the written word. I just suggested that perhaps, at their next event at Harlington School, they might like to do share some Tamil lullabies and we could get them translated. I'm sure if we'd said "why don't you stand up and sing a song they wouldn't have wanted to, but in the context of singing a lullaby to your baby that's such a universal thing, they took up the idea enthusiastically.

Q: So how did it go?

A: Well, I was really touched this morning. I met one of the women who sang a lullaby at the event. She was very emotional, practically in tears. Her mother is no longer alive, but her father is. She rang him in Sri Lanka and told him she'd sung a lullaby in front of an audience at the event in Tamil, that Ambi had translated. She had also had her picture taken with the Mayor of Hillingdon, who was very impressed with the big turnout for the event and stayed for ages. Her father had said that her mother would have been so proud of her and asked for her to send photos home.

Q: So what do you think about this way of working overall?

A: It's certainly widened my horizons. When I look at people now I really don't make any assumptions on the basis of race, for example. Whatever people say, I think people do tend to make assumptions. But I think most people, until they've actually worked with refugees and asylum seekers, do imagine they've come from nowhere, rather than thinking "it could be me". And it's true, it could happen to anyone, getting caught up in a civil war for example.

Every now and then you say something and it triggers a response where people volunteer something awful that's happened to them. You wonder however people have the strength to survive these things. And it's that that really spurs me on to get to know them as people.

The very first meeting I had with Ambi and Katarina they were both very enthusiastic and bubbly. It's quite important to have support, as I wouldn't have wanted to be dropped in at the deep end on my own. Having people around as intermediaries who are already in touch with the groups directly makes a very big difference. And it's also enabled them to see what libraries can do.

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Appendix 6

Case study of family supported by HOPE Project and linked to WTYL

Mr and Mrs S and family

This family was referred to our Project in 2005 by their Health Visitor. At that time there was 1 child aged less than 2 years. Both partners had come to the UK from the North of Srilanka claiming asylum. They both had been held in detention by the Srilankan army and subjected to torture and abuse. Mrs S has gone through horrific torture and still suffers from nightmares and panic attacks. The family has very little English. Mrs S has been granted indefinite leave to remain in the UK. Unfortunately the solicitors MR S initially had not provided sufficient evidence to the Home Office and his asylum application was rejected. He has new solicitors who have put in a fresh application to the Home Office.

What support have we offered:

1. On going home visits to assess and reassure family to prevent emotional and physical breakdown of health.
2. Referred Mrs S to the Medical Foundation in Islington. Kept in touch with them to explain appointments and also give extra information which would help in their care.
- 3 The family was renting a room at the initial stages. In 2006 she was pregnant with her second child and the family needed more space. I was able to liaise with the Housing department and they are now re-housed in a 3 bedroom flat. The housing is fairly sub- standard and at this point I am writing to the estate agents and council about improvements that can be made.
- 4 Mrs S has been referred to the English classes I organised with the support of Adult Education.
- 5 Mrs S attends the language based support group I run and gets further support. She has also been involved when it is possible with the Welcome To Library Project.
- 6 She has been referred to the female Tamil counsellor (Hope Project Has obtained this service from an organisation that caters to the ethnic minorities). She has progressed well in her emotional health as a result of having this support.
- 7 Mr S had sessions with a male Tamil counsellor who also was provided by the Hope Project.
- 8 I have been able to give the new solicitors to Mr S whom I have net worked and found to be very ethical in their practice.

This family has immensely benefited from the initiatives Hope Project has put in place. This has helped in maintaining the wellbeing of the family. Mrs S is slowly becoming confident and has accessed mother and baby groups that are not language based.

Ambica Selvaraj
(Specialist Health Visitor for HOPE Project)

Appendix 7

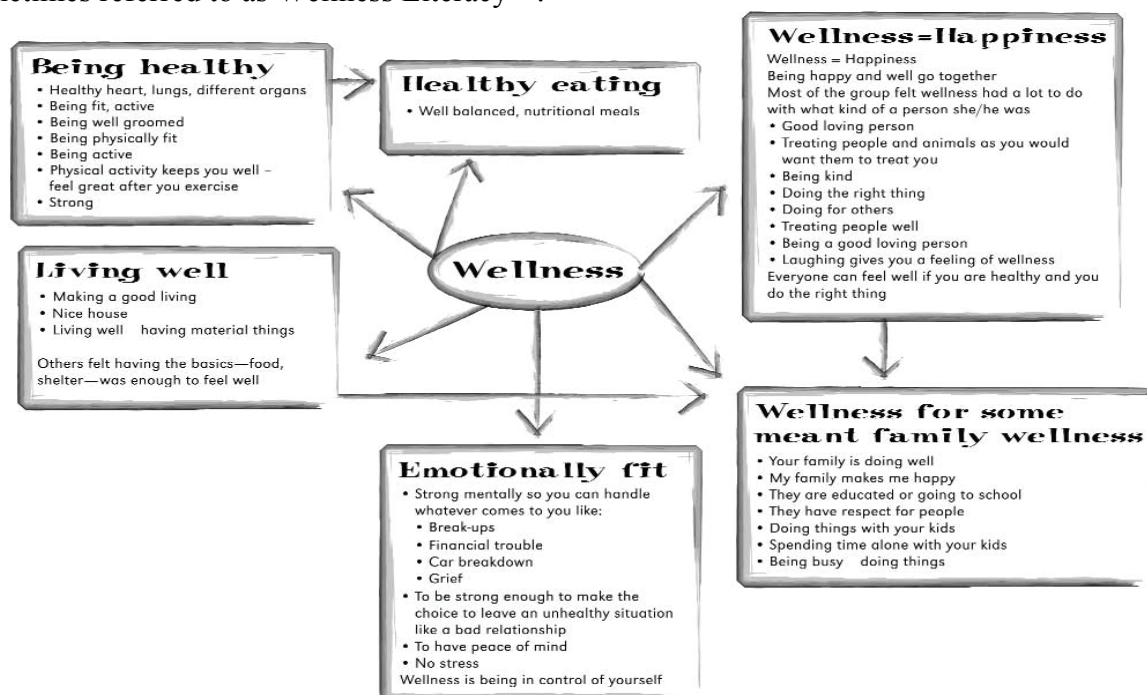
Welcome to Your Library (WTYL) - Exploring the role of libraries as promoters of health literacy and community cohesion

Key learning points: The results of the WTYL programme in Hillingdon encourage:

- Use of PDSA cycles to develop engagement between service and communities
- Active planning to engage with communities as groups as well as individuals
- Valuing community skills and culture
- Engaging with people as people not on the basis of disease
- Use of a broad range of disciplines to inform health literacy
- Recognition of the links between learning style, culture, cohesion and wellbeing in programme planning
- The evidence reviewed highlighted the need for research that further explores the relationship between health and culture.

Introduction

The 2004 ‘Wanless Report’ⁱ cited improving health literacy as a core factor in achieving sustainability for health services in the UK. In Hillingdon, health literacy work began by extending information provision in primary care to include libraries and pharmacies. The programme also initiated partnership working between Healthy Hillingdon, the boroughs Health Promotion programme and the Library Outreach Team. Both services were concerned that focussing health literacy on information provision and comprehensionⁱⁱ did not address the range of known factors involved in health communication. Libraries themselves, as community resources, already appeared to contribute to many people’s way of actively enjoying healthier lifestyles, in ways that is sometimes referred to as Wellness Literacyⁱⁱⁱ.



Community concept of 'Wellbeing' From Learners at Literacy for East Toronto Talk about Wellness'

One exception to this was under use of libraries by marginalised communities, despite provision of specialist staff and resources. Library services were not meeting their potential for reducing health inequalities. In contrast, primary care pilot work had established effective links with refugees, but lacked capacity to address needs over and above health care. Feedback from groups suggested that their real needs related to ‘Wellness Skills’ for social engagement.

To address this need an action learning programme was set up. It aimed to enable people to use libraries as a starting point for journeys of discovery and wider community involvement. In 2005 the programme joined the Welcome To Your Library (WTYL) learning collaborative run by the London Library Development Agency (LLDA) and the Paul Hamlyn Foundation.

Welcome To Your Library

Aims: To explore the potential for connecting public libraries and refugee communities to nurture learning, well-being, and a sense of belonging.

Programme methodology: The programme used Plan, Do, Study, Act (PDSA)^{iv} learning cycles, with five libraries in Hillingdon.

PDSA cycles: involve trying out improvements in working practice based on asking three key questions:

1. What are we trying to accomplish?
2. How will we know changes are improvements?
3. What changes would result in an improvement?

Work in the Hillingdon WYTL programme began with mapping common strategic objectives, for example: health goals in the libraries ‘Framework for the Future’¹ agenda and ‘Choosing Health’¹, goals and local health strategies.

Subsequently the following steps were taken with each of the five libraries:

1. Outline briefing / staff training: focussing on issues affecting minority group use of libraries
2. Identification of improvements that might be valued by minority groups
3. Development of plans to make improvements
4. Implementation of changes
5. Reflection on outcomes and related evidence.

Peer learning was also supported through involvement in action learning meetings with the LLDA and four other areas in the UK. The WTYL peer learning group: London Borough of Hillingdon (Library Services, Healthy Hillingdon and HOPE (Health Opportunities, Promotion and Education); Leicester City Council; Liverpool City Council; London Borough of Southwark; Tyne & Wear (a consortium comprising councils in Newcastle, Gateshead, North and South Tyneside and Sunderland).

Examples of PDSA cycles

PDSA Cycle 1: Yeading Library: 2006

Context: Yeading Library and Yeading Junior School serve a community where 85% of children are from minority ethnic communities and 74% speak English as an additional language.

Yeading library wanted improved links with minority groups. The school wanted parental involvement, particularly from Tamil and Somali communities, to enable a shared learning journey with their children.



Proposed change in working practice

Develop cultural engagement with families and Yeading Junior School.

Actions

1. Initial staff briefing
2. Invited school head to library
3. Invited Tamil group to coffee morning
4. Established parents library service in partnership with school – loosely focussed on making it easy for families to get involved with children's homework
5. Organisation of an 'International Week' with the school and library service that culminated in a community celebration day
6. Outcome review.

Initial outcomes: Yeading

1. Approximately 60 new library users and over 150 people involved in 'International Week'
2. Tamil group continuing to meet in the library. Monthly attendance 10-15 for socialising, visits, cultural events and health visitor input
3. Links made between school library and Somali community
4. Example observation by head teacher: *'Previously the community needed to be reached; now the community is in with us. It grew from demonstrating we wanted to involve everyone, to engage with different parts of the community and wanted to understand and value their skills and talents.'*

PDSA Cycle 2: Harlington Library and Harlington Community School: 2006-2007

Context: Harlington Library and Harlington Community School share premises. 42% of the community are from minority ethnic backgrounds, 24% are aged under 18. Despite being relatively new the library was under used.



Proposed change in working practice

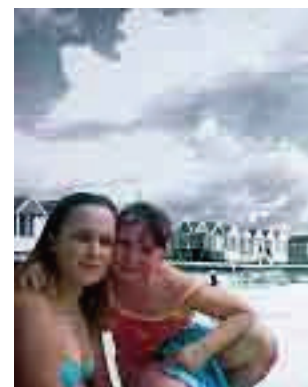
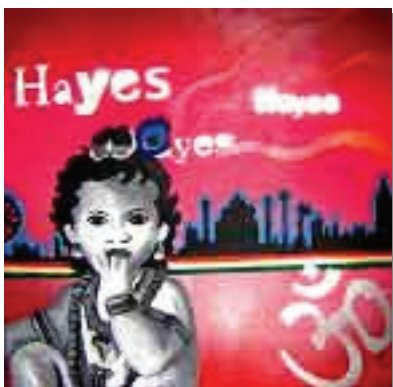
Develop joint working between the library, school and community groups to promote intergenerational learning and inform strategic vision of the area.

Actions

1. Adapt learning from cycle one focussing on organisation of three arts workshops for 14-19 year olds involving use of the library to research the theme of family: past, present and future.

Initial outcomes: Harlington

1. Seven staff trained and 14 new library members
2. Twenty young people involved in three arts workshops and 600 residents involved in related library events
3. Development of an Afghan women's group
4. Received London University of the Arts, '2007 Young at Art' Award
5. Example observation by art teacher: *'The workshop attracted two boys that had just joined the school. Both were excluded from previous schools and had limited knowledge of their cultural backgrounds. The workshops helped them to value their backgrounds and achieve GCSE Art and Design.'*



Longer-term evaluation

Indicators of impact on health and wellbeing identified through semi-structured interviews in February 2008, with participants involved in programme activities in 2006.

Yeading Tamil Group: 10 participants. They had been in the UK for two years to nine years.

1. Seven felt their health had improved since coming to the UK and that the group had a positive effect on their health and wellbeing
2. Nine felt that they were better equipped to talk to health professionals now.

Examples of project influence on health and well being

1. *'I have been on trips, I have never travelled on my own before'*
2. *'Now I am trying to get a job, it has helped me look outside'*
3. *'I can discuss and ask questions. It helps clarify GPs info and women's issues. I share with others and make friends. I have time to talk and more open relationships'.*

Harlington youth arts group: Five participants were asked: In what ways do you feel the workshop influenced your sense of wellbeing?

Examples of responses:

1. *'It gave me something to feel proud of: achieving the work, getting it displayed'*
2. *'I became more at home with different cultures. It gave me more empathy and an understanding of other cultural perspectives'*
3. *'It created the awareness of the combination of British culture with my own culture'.*

Sustainability indicators

1. Two years after the initial input, Yeading Junior School and Yeading Library now plan and deliver joint work. The range of community activities has continued to expand
2. The youth arts programme has expanded with the methodology being adapted for link work with a school in China
3. Programme findings influenced Hillingdon's Community Cohesion Strategy and a formal Cabinet decision to 'Ensure that the Council is proactive in tackling negative perceptions of Hayes (Harlington)'
4. Seven library managers plan to use the WTYL methodology to develop local community engagement programmes.

Discussion: based on evidence reviewed

Exploring links between wellness and culture led to relatively complex PDSA cycles. This made it difficult to evaluate exactly which factors shaped observed outcomes. The evidence review element of PDSA helped inform understanding of the positive effects that the programme seemed to have. Research relating to the evolution of culture and learning theory in particular helped understanding of protective health and wellbeing benefits associated with the value of cultural experience^v and libraries^{vi}. The qualitative evaluation that has been done suggested the programme was also addressing factors linking community cohesion and health, for example, reduction of social isolation and segregation. The outcomes indicated that planning to culturally engage whole groups may have benefits that epidemiologically focussed research has tended to neglect^{vii}.

Engaging groups

Inviting minority communities to participate collectively and interactively as people, instead of engaging with them because they have health problems, appeared to play an important part in the outcomes. This observation suggested that, possibly in common with public water supplies, public libraries contribute to wellbeing when they connect everyone. This hypothesis appeared to be congruent to suggestions by anthropologists that the evolution of art and symbolism are closely linked to ensuring ‘all members of a population are able to share information’ about access to resources^{viii,ix,x}. Viewed from this perspective, public libraries can be seen as ‘community investment in everyone having open access to information and cultural experience’. If public libraries are primarily about ensuring whole communities are culturally engaged in use of resources, it is likely that they play an important symbolic and practical role in community health.

Recognising the health promoting role of public libraries

The evolutionary links between health and culture have only relatively recently been defined by anthropologists and geneticists^{xi}. There is evidence however, that the ancient world was aware of a link between libraries, culture and health. In 300 BC libraries in Egypt were titled ‘the healing-place of the soul’^{xii}. The wording suggests an understanding of libraries having a health promoting role in addition to the quality of health information that they may have contained. Research into literacy, a known contributor to life expectancy^{xiii} in developing countries, suggests how the process involved might work. In the 1990’s literacy was seen as a prerequisite for development, partly because of the skills involved but mainly because it was felt to allow individuals to use their minds in new ways. More recently it has been suggested that the approach used to develop literacy is of greater importance. Sustainable learning is developed through promotion of literacy in ways that encourage awareness, exploration and discussion, creating ‘stepping stones to heightened awareness’^{xiv}.

The need to engage in the process of learning and expressing ‘cultural literacy’ may also go beyond simply acquiring a functional skill. Human engagement in symbolic cultural activities, writing a poem, reading a book a novel, painting a picture, using make up, may be genetically driven^{xv}. Because participating in cultural activities takes time, and as such is ‘costly’, it is the human equivalent of display behaviour in other animals that communicates health and wellbeing, ‘fitness’^{xvi}.

It therefore seems reasonable to suggest that public libraries represent both an indicator of community wellbeing as well as being a cultural device for sharing information across communities. Viewed in this context the outcomes of WTYL PDSA learning cycles appear to support John Hubley's, holistic concept of health literacy^{xvii} that focuses on cognitive skill development and also extend it to include cultural competence.

1. Consideration of the cognitive elements of understanding health issues
2. Interpretation of health information
3. Application to making informed decisions about health
4. Life skills, like communication, assertiveness and negotiation, required to carry out decisions
5. Cultural competence that enables engagement in behaviour that supports and expresses wellbeing.

As such public libraries have a function that is more fundamental than providing access to books. Books, and especially printed books, have played a fundamental role in the development of modern cultures; but community engagement in information and culture has been achieved in different ways in the past and may require new approaches as communication systems change.

This does not detract from the value of books or the need for clear, consistent and accurate health information in libraries. Nor does it take away the need for research to validate anecdotal evidence of the health benefits of the arts^{xviii}. However, it would probably be a mistake to see libraries simply as information providers in competition with new electronic information systems.

Valuing difference in styles of learning

With regard to engagement of ethnic minorities in use of public libraries the issues surrounding cognitive learning may have particular significance. The ethos of British culture is strongly linked to reasoning and the development of the 'individual' rights and responsibilities that came with the protestant revolution^{xix}.

This fundamental part of British ethnic identity contrasts strongly with other ethnic traditions, Middle Eastern and Asian cultures for example, place trust in the reliability of relationships and oral tradition over and above literacy and print^{xx}. Many cultures learn in groups and value commitment to family and community above all. These differences in learning styles have been found to influence drop-out from higher education by minority communities in the United States of America.
^{xxi}

The WTYL programme in Hillingdon indicated that developing service understanding of the issues surrounding engagement of minority communities in western approaches to learning is important for both health literacy and community cohesion. The programme also supported the view^{xxii} that actively welcoming communities, sharing in learning and valuing the contribution their experience brings is important.

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