

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

Number 45, June 2005

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The Network's Website is at [www.seapn.org.uk](http://www.seapn.org.uk) and includes information on courses, good practice, specific socially excluded groups, as well as the newsletter archive.

For a general overview of work to tackle social exclusion, see the CILIP Community Services Group site at <http://www.cilip.org.uk/groups/csg/si/index.html>.

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## Did you see ...?

### *Update*

The latest issue<sup>1</sup> has two articles challenging the idea that people say they don't work with children.

- Annie Mauger and Liz Roberts "I don't work with children ..." (pp37-38) looks at using "Their Reading Futures"<sup>2</sup> to act as a catalyst for changing attitudes, and describes some of the developmental work taking place in the Yorkshire Region.
- Rob Jones "We all work with children ..." (p39) looks at how the Isle of Wight library service has used "Their Reading Futures" as part of a major restructuring and refocusing of the service.

### *Youth Library Review*

Whilst we are on a children theme, the latest issue of *Youth Library Review*<sup>3</sup> has a number of interesting articles, including:

- Natasha Innocent and Sarah Wilkie "Building on Bookstart" (pp7-9), which relates Bookstart to wider Government priorities, and to LSC<sup>4</sup> objectives: widening participation and family programmes (family literacy, language and numeracy, and wider family learning programmes)

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<sup>1</sup> *Update* 4 (5), May 2005.

<sup>2</sup> The national, web-based workforce development programme for library staff, [www.theirreadingfutures.org.uk](http://www.theirreadingfutures.org.uk).

<sup>3</sup> *Youth Library Review* 35, Spring 2005.

<sup>4</sup> Learning and Skills Council.

- Sandy Miller "Bookstart in Warwickshire" (pp10-11) looks at how one library service is developing provision.

### **Extra Time<sup>5</sup>**

The latest issue<sup>6</sup> has an interesting article ("Public enemy number one?", pp8, 10) about anti-social behaviour, with a couple of case studies of initiatives that are working with young people with more complex problems. There seems to be growing evidence that oshl is one effective way of breaking the cycle of boredom and getting into trouble.

### **Adults Learning**

The May issue<sup>7</sup> has a couple of interesting articles:

- Jean Barr "Dumbing down?" (pp16-18) challenges the view expressed by Frank Furedi<sup>8</sup> and other critics that museums and art galleries that are working to become more socially inclusive are 'dumbing down', and presents a snapshot of some of the work being undertaken within adult learning.
- Paul Stanistreet "In the driver's seat" (pp19-21) describes the work being done by the Sheffield Gypsy Driving Theory Project which helps Gypsies and Travellers to pass their driving theory tests, and, in the process, to improve their literacy skills.

### **Prison Libraries Journal**

The Winter 2004 issue<sup>9</sup> includes a number of interesting articles, including:

- A feature on *Not shut up*, the magazine that promotes writing by London's prison population<sup>10</sup> (pp11-13)
- Angela Haynes "Inside networks: empowering the learning community" (pp14-16), about SWMLAC's work with prison libraries
- A feature on the Leicestershire "Free with Words" projects (p21)
- An edited version of the talk given at the Prison Libraries Conference, October 2004, by John Vincent (plus accompanying booklist) (pp25-28).

<sup>5</sup> *Extra Time* is the termly magazine from ContinYou, which supports out-of-school-hours learning [oshl]. Further details from: [www.continyou.org.uk](http://www.continyou.org.uk).

<sup>6</sup> *Extra Time* 35, Summer 2005.

<sup>7</sup> *Adults Learning* 16 (9).

<sup>8</sup> Frank Furedi. *Where have all the intellectuals gone? Confronting twentieth century philistinism*. Continuum, 2004.

<sup>9</sup> *Prison Libraries Journal* 10 (3). The *Journal* is produced 3 times a year by CILIP's Prison Libraries group.

<sup>10</sup> Further information from [notshutup@blueyonder.co.uk](mailto:notshutup@blueyonder.co.uk).

## **Read On**

The latest issue<sup>11</sup> has a number of interesting articles, including:

- “A perfect partnership”, looking at how sports clubs can promote literacy and reading for pleasure (p4)
- Clive Hopwood “Reading a sentence”, about family reading and literacy initiatives in prisons (p5)
- Julie Simmons “Engaging adult emergent readers – the Highland experience” (p9).

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## **Libraries and community cohesion**

The report that I have been working on for SEMLAC has just been published on their website at: [www.semlac.org.uk/communitycohesion.html](http://www.semlac.org.uk/communitycohesion.html).

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## **Consultation with lesbian and gay library users**

Norfolk Library Service has started a consultation with older lesbians and gay men, partly to look at any library needs that the Service is not currently meeting, and partly to test out some comments that have been made about the LGBT collection at the Norfolk and Norwich Millennium Library.

In the event, 5 men turned up to the consultation meeting, but their comments threw interesting light on a number of issues. Only 2 out of the 5 knew that there was a specific LGBT collection at the Millennium Library, but all of them agreed that they preferred to have a separate section, rather than having the books inter-filed with other stock - this is interesting for Norfolk, as they have been receiving negative comments from other LGBT library users about having a separate collection.

Similarly, the Library had received some comments from users saying that they did not like the use of pink triangles to identify the stock, but the five gay men at the meeting said that they were not concerned about this.

What is fairly obvious (but very welcome in the comments from these five men) is that their reading tastes are very broad - for example, one read science fiction, another whodunits - and we should not be pigeon-holing their reading tastes just because they are gay men. To reinforce the similarity between their needs and those of other older users, one of the men commented that he was finding it increasingly difficult to reach the lower shelves as he grows older.

As Jan Holden says, this is the start of a dialogue ...

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<sup>11</sup> *Read On* Spring 2005. *Read On* is the magazine of the National Reading Campaign. Further information at [www.readon.org.uk](http://www.readon.org.uk).

## Promotion of Black and ethnic minority writing

Following the piece in a previous Newsletter<sup>12</sup> about the “Reading Africa” promotion, we received an enquiry about other promotions of Black and ethnic minority writing. This is a summary of the replies we received<sup>13</sup>:

- London Libraries Development Agency – from their ‘London Libraries Recommend’ promotions:
  - ‘Departures – world literature in translation’ [details of this only available in hard copy at present]
  - ‘Read around the World’ – a children’s promotion in support of the London 2012 bid
  - ‘Rooster Reads’ – London’s first mother tongue reading promotion of contemporary Chinese writing
  - ‘Magical Tales’ – stories in the tradition of Hans Christian Andersen (launching [w/c 16 May] with Yorkshire libraries and in partnership with the British Library to coincide with their exhibition<sup>14</sup>)

Details of all their reading promotions can be found at:  
[www.londonlibraries.org.uk/read](http://www.londonlibraries.org.uk/read).”

- [www.ebonyreads.com/about.htm](http://www.ebonyreads.com/about.htm) which includes recommendations from librarians; the list of books features Black writers from the UK, US, Africa, Latin America and the Caribbean. As well as classics, such as Toni Morrison’s *The bluest eye* and Chinua Achebe’s *Things fall apart*, books that might appeal to younger readers have been included
- [www.imaginasian.info](http://www.imaginasian.info) which is a bit dated, but may be of interest
- The “Branching Out” database at: [www.branching-out.net/branching-out/search.asp](http://www.branching-out.net/branching-out/search.asp)
- Exiled Writers Inc – [www.exiledwriters.co.uk/](http://www.exiledwriters.co.uk/)
- This site is intended for people teaching about refugees, but may include some items of interest: [www.irr.org.uk/pdf/refugee\\_bibliography.pdf](http://www.irr.org.uk/pdf/refugee_bibliography.pdf)
- International IMPAC Dublin Literary Award – further information at: [www.impactdublinaward.ie/](http://www.impactdublinaward.ie/)

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<sup>12</sup> This was mentioned in the report of the course, “Reaching Out ...”, Newsletter 42, March 2005, pp13-14.

<sup>13</sup> Thanks to Fiona O’Brien (LLDA), Helen Carpenter (“Welcome to Your Library”) and Rachel Cheesman (Lambeth).

<sup>14</sup> See [www.bl.uk/onlinegallery/whatson/exhibitions/forthcoming.html](http://www.bl.uk/onlinegallery/whatson/exhibitions/forthcoming.html).

## ***Fulfilling their potential ...***

The Reading Agency<sup>15</sup> have just announced that Ciara Eastell has joined them as Senior Project Manager to take forward the plans developed as part of their report, *Fulfilling their potential*<sup>16</sup>.

These include:

- Defining the 'national offer' libraries make to this age group
- Fundraising for pilots to test this offer, for staff training programmes and for a support network for library staff
- An advocacy campaign with a special focus on the forthcoming youth Green Paper
- Developing a proposal with CSV to promote library volunteering by young people
- Piloting participation with Southwark Libraries through book purchasing visits, and library redesigns.

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## **Socially excluded young people: "Partners for Change"**

One of the pilots for Fulfilling Their Potential is "Partners for Change". This is a new project funded by the Paul Hamlyn Foundation based in three South West library authorities. It aims to involve young people 'at risk' in decisions about their library services.

The groups and library services involved are:

- Dorset: young people from Traveller sites
- Gloucestershire: young people at risk of exclusion who'll help redesign the music library space at Cheltenham library
- Swindon: looked-after young people, and teenage mothers.

The project will run for two years, from June 2005, supported by the National Youth Agency, SWMLAC and ASCEL.

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## **"New Directions in Social Policy"**

I attended a seminar on 16 May, at which MLA launched four significant pieces of work.

In his speech at the launch, Chris Batt announced MLA's commitment to developing Generic Social Outcome measures, mirroring the development of Generic Learning

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<sup>15</sup> This and the following item have been taken from The Reading Agency eletter no.7, Spring 2005, p3.

<sup>16</sup> *Fulfilling their potential: a national development programme for young people's library services*. The Reading Agency, 2004. See Newsletter 41, February 2005, pp8-9.

Outcomes – part of the "Inspiring Learning for All" framework. The new outcomes will be developed over the coming year aim to demonstrate the sector's contribution to key themes such as healthy communities, social capital and cultural identity.

*New Directions in Social Policy: developing the evidence base for museums, libraries and archives in England*<sup>17</sup>

This research, undertaken for MLA by Burns Owens Partnership, starts by looking briefly at the four key "community" areas of work (social exclusion, neighbourhood renewal, community cohesion and civil renewal); and then goes on to look in more depth at cultural diversity, health/mental health, and regeneration and economic development. Against these, the report investigates key issues (eg problematic definitions of diversity) and assesses what kinds of impact evidence there is for the work of libraries, archives and museums.

The headline conclusion is that there are major weaknesses in the current evidence base – these are:

- "lack of any substantial longitudinal, comparative data on social impact
- absence of an agreed model for describing social impact
- comparative lack of research into social impact related to cultural diversity and health/mental health." (p i)

As a result, the report makes a number of recommendations, grouped under two headings:

- Improving the policymaking process
- Developing a systematic evidence base for social impact.

### **New Directions in Social Policy – Understanding the Policy Context**

MLA also launched three policy guides which set out the context for the sector's contributions.

*Cultural Diversity for museums, libraries and archives*<sup>18</sup>

This report looks at the cases for change (social, economic, ethical and legal); key social and demographic trends; Government policy; Positive Action programmes and Cultural Diversity strategies and statements; and tools (eg "Inspiring Learning for All").

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<sup>17</sup> Burns Owens Partnership. *New Directions in Social Policy: developing the evidence base for museums, libraries and archives in England*. MLA, 2005 (ISBN: 1-903743-75-3). Available at:

[http://www.mla.gov.uk/documents/ndsp\\_developing\\_evidence.doc](http://www.mla.gov.uk/documents/ndsp_developing_evidence.doc).

<sup>18</sup> Tracey Hylton. *New Directions in Social Policy: Cultural Diversity for museums, libraries and archives*. MLA, 2004 (ISBN: 1-903743-77-X). Available at: [http://www.mla.gov.uk/documents/ndsp\\_cultural\\_diversity.doc](http://www.mla.gov.uk/documents/ndsp_cultural_diversity.doc).

### *Communities and inclusion policy for museums, libraries and archives*<sup>19</sup>

Having looked briefly at definitions, this paper highlights Government departments' policies and programmes, indicating some of the ways in which work by libraries, archives and museums relates.

### *Health policy for museums, libraries and archives*<sup>20</sup>

This paper looks at the major health issues which current policies and action plans seek to address, as well as differing definitions; outlines key policies and programmes; and points the way to future developments and involvement by museums, archives and libraries.

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## **“Framework for the Future” – Peer Reviews**

MLA have just announced the authorities that will be taking part in Phase 2 of the Peer Review process. These include Network members Dudley, Milton Keynes and York, plus Redbridge and Rochdale<sup>21</sup>.

## **“Framework for the Future” – Community and civic values – Report on improved service for visually impaired people**

MLA have just announced that Rightscom have completed their feasibility study<sup>22</sup> into the potential for publishers to provide their electronic files of books to agencies for people with visual disabilities.

The purpose of this study was to assist MLA in identifying some of the challenges that will need to be met if visually-impaired people are to be enabled to 'read what everyone else is reading'. The report identifies a number of recommended further actions for MLA, DCMS and others, which the authors believe would facilitate improvements in the quality of library provision for visually impaired people. These include:

- MLA and DCMS should work with the DTI on this and related issues concerning the provision of high-quality service to visually impaired people
- MLA and third sector organisations, in collaboration with DTI, should develop a more detailed proposal to discuss with a wide range of publishers, encouraging them to plan for providing files to a repository
- MLA and RNIB should identify sources of funding and sponsorship from government, industry and the private sector

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<sup>19</sup> Rebecca Linley. *New Directions in Social Policy: Communities and inclusion policy for museums, libraries and archives*. MLA, 2004 (ISBN: 1-903743-74-5). Available at: [http://www.mla.gov.uk/documents/ndsp\\_communities\\_inclusion.doc](http://www.mla.gov.uk/documents/ndsp_communities_inclusion.doc).

<sup>20</sup> Marcus Weisen. *New Directions in Social Policy: Health policy for museums, libraries and archives*. MLA, 2004 (ISBN: 1-903743-73-7). Available at: [http://www.mla.gov.uk/documents/ndsp\\_health.doc](http://www.mla.gov.uk/documents/ndsp_health.doc).

<sup>21</sup> Taken from MLA Ebulletin no.137.

<sup>22</sup> The full report is available from the MLA website at: [www.mla.gov.uk/action/framework/framework\\_07.asp](http://www.mla.gov.uk/action/framework/framework_07.asp).

- MLA should consider collaborating with other third sector, government and commercial organisations to establish a repository and a network of service providers to supply accessible versions of books.
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## MLA's Disability Experts Database

MLA have launched their online database with access to 200+ disability trainers, auditors and consultants.

The database is at: <http://disabilitydatabase.mla.gov.uk>.

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## Family Centres

The Joseph Rowntree Foundation have just published a report<sup>23</sup> which looks at the role of Family Centres, particularly in learning.

The researchers found that the Centres had had an effect on changing:

- Individuals (eg assisting people to become potential community leaders)
  - Families (eg sharing roles within the family)
  - Communities (eg helping families to challenge the tradition and culture and social justice of public services).
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## “Keep IT Moving”

“Keep IT Moving” is a national Project with Traveller Education to ensure easy access to IT in libraries for young Travellers engaged and committed to distance learning.

In February 2004, I attended a meeting called by Kathy Lemaire of the School Library Association with representatives from the NATT (National Association for Teachers of Travellers), Showmen's Guild, CILIP, Traveller Education Services and Sheffield University. The aim was to look at ways in which Public Libraries could support young Travellers committed to education and using distance-learning packages. In particular the group wanted to explore ways in which libraries could ensure easy access to IT to these young people so that they could go into any library and use People's Network terminals to research, pick up and submit homework.

After consultation with SCL, CILIP and ASCEL, the “Keep IT Moving” card was launched to the membership of NATT at their conference on 9 March. It is unlikely that they will be able to issue cards before the summer term.

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<sup>23</sup> Stewart Ranson and Heather Rutledge. *Including families in the learning community: family centres and the expansion of learning*. JRF, 2005, £15.95 (ISBN: 1-85935-301-0). Also available to download as a pdf (270k) from: [www.jrf.org.uk/knowledge/findings/socialpolicy/0205.asp](http://www.jrf.org.uk/knowledge/findings/socialpolicy/0205.asp).



There are 150 Traveller Education Services in the country and they will oversee this scheme. NATT will ensure that Traveller Education Services in authorities have all the information and stationery to administer the scheme. NATT also have the ASCEL members' list so that they know who to contact in each authority. Traveller Education Services will issue this card only to young Travellers who have a winter base and take distance learning with them when they travel. It is estimated that this would involve no more than 2,000 young people throughout the country.

This card has a photograph of the young person, their name and "home" Traveller Education Service with a contact number. The "home" Traveller Education service will have verified the individual's details and be the library contact. Families have to register with their local Traveller Education Service to take part. Parental consent for the young person to use the Internet will have already been agreed and a phrase saying that this had been obtained is on the card. The card will be issued annually and NATT is committed to monitoring and evaluating the scheme. Initially NATT hoped that they would be able to issue a single card that could actually be used in every library authority, and although a National Library card has been talked about for some time, it is not likely to happen in the near future.

The card is, therefore, only an identity card. The idea is that, on presenting this at any library, the young person will be given access to People's Network and library services without going through any unnecessary bureaucracy ...

For those few library authorities that charge for People's Network access, we expect them to make access to cardholders free.

Lesley Sim  
Assistant County Librarian, West Sussex,  
May 2005

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## Guide to 'who's who of improvement'

Just in case you haven't seen this, this web guide<sup>24</sup>, entitled "Who's who? National and regional improvement bodies", details who is responsible for what in local authority improvement, and where councils can find help in improving their services.

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## Rural Delivery Pathfinders

Just in case you haven't yet seen this, the Government<sup>25</sup> has published the outline business plans for the 8 Rural Delivery Pathfinders.

The role of Pathfinders is to test practical ways of improving local service delivery, tackling disadvantage and social exclusion, helping under-performing economies to catch up with the best, and ensuring that the natural heritage is protected.

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<sup>24</sup> <http://list.idea-knowledge.gov.uk/t/591/97963/244/75/>.

<sup>25</sup> Further information from: [www.defra.gov.uk/rural/ruraldelivery/pathfinders/default.htm](http://www.defra.gov.uk/rural/ruraldelivery/pathfinders/default.htm).

The 8 Pathfinders are:

- Dorset
- The Peak District Rural Action Zone
- Shropshire
- Hampshire
- The Humber
- The Fens
- Lancashire
- West Durham.

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## **“Books by Prescription”**

Sarah Jenkin, Community Librarian in Medway, has carried out a quick survey of provision<sup>26</sup> and kindly agreed that the results could be included in the Newsletter.

Sarah writes:

“The schemes are run in partnership between the Library Service and the Primary Health Care Trust. A GP or healthcare worker recommends a title which may help the patient to cope with and understand their medical condition more easily. There is usually a list of recommended titles. The Health Care Trust supplies the books in many, but not all, cases.

Many responses [to Sarah’s lis-pub-libs request] note that the emphasis of the project is on mental health, common problems, such as anxiety or depression, which are being seen more frequently in GPs’ surgeries. The majority of people who contacted me were in collaboration with mental health teams in the Primary Care trusts. Most people say that the first scheme started in Cardiff in 2003, developed by Prof. Neil Frude; there is a large number of libraries getting involved in the project - most are just starting or running a pilot scheme to see how it runs“:

- Warwickshire
- Isle of Wight
- Derbyshire (pilot scheme)
- Lincolnshire
- Staffordshire (pilot scheme)
- Torbay/Plymouth/Devon
- East Renfrewshire
- East Ayrshire - “we are also currently about to start recruiting for a bibliotherapist”
- Gloucestershire
- Derby (pilot scheme)
- South Telford
- Wales and Scotland – national schemes
- Liverpool are involved in two schemes: “The first is a local initiative in which our main partner is the Mersey Care NHS Trust: we have jointly

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<sup>26</sup> Via lis-pub-libs.

funded collections of 33 tried and tested self-help titles in all our 24 sites. The titles deal with various forms of mental distress. The other initiative is a pilot in 9 sites of a book prescription scheme: this is funded nationally through a different part of the NHS, who are setting up similar schemes in a number of authorities. There are only 12 titles in these collections.”

Sarah has also circulated a list of useful URLs:

[www.wales.nhs.uk/lhg/documents/BooksonPrescriptionSchemeenglish.pdf](http://www.wales.nhs.uk/lhg/documents/BooksonPrescriptionSchemeenglish.pdf)

[www.gloucestershire.gov.uk/index.cfm?articleid=10051](http://www.gloucestershire.gov.uk/index.cfm?articleid=10051)

[www.suffolkcc.gov.uk/libraries/news/booksonprescription.htm](http://www.suffolkcc.gov.uk/libraries/news/booksonprescription.htm)

[www.ipswich-pct.nhs.uk/530/books%20on%20prescription%20card.pdf](http://www.ipswich-pct.nhs.uk/530/books%20on%20prescription%20card.pdf)

[http://eduwight.iow.gov.uk/STUDENT/HIGHER\\_EDUCATION/ADULT\\_ED/ADULT\\_LEARNER\\_WEEK/13ADULTLEA.ASP](http://eduwight.iow.gov.uk/STUDENT/HIGHER_EDUCATION/ADULT_ED/ADULT_LEARNER_WEEK/13ADULTLEA.ASP)

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You may also have seen the email from Dylan Hughes, Libraries Officer at Wrexham, but, in case you haven't, he wrote:

“It may be of interest to colleagues in The Network that Bibliotherapy – Books on Prescription is being rolled out to all 22 Library Authorities in Wales following successful pilots in Cardiff and Gwynedd. ... the Welsh Assembly is providing pump-priming to Library Authorities ...”

If you would like further information or to share what you are doing, please contact Dylan at [dylan.hughes@wrexham.gov.uk](mailto:dylan.hughes@wrexham.gov.uk) or Hywel James, [hywelthomasjames@gwynedd.gov.uk](mailto:hywelthomasjames@gwynedd.gov.uk).

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## Hidden Disabilities

Rachel Symonds, Service Inclusion Coordinator at Tameside, is interested in hearing from anyone who has been developing services for people with hidden disabilities - please contact Rachel at [rachel.symonds@tameside.gov.uk](mailto:rachel.symonds@tameside.gov.uk) if you can help.

In the meantime, she has written a piece about the work she has developed:

“I also thought you might be interested in some work I have been doing on IT accessibility. I have developed a training package for our staff on how to make PCs more accessible. The course trains them how to use the Windows, Word 2000 and Internet Explorer Accessibility options. It is delivered electronically via our Council's VLE [Virtual Learning Environment]. Each of our Libraries also has the printed version of the step by step accessibility tutorials that Microsoft have on their website.

This training goes hand in hand with the development of an 'Access' Level on all of our public PCs, that overrides the settings on the ICAM system that we

use to manager our public PCs. ICAM removes access to the control panel, accessibility options, onscreen keyboard and all other options that are useful for people with additional needs.

Along with the Access Level, I have created a credit card sized 'IT Access Passport'. When staff change the settings on a PC to suit a customer, we wanted somewhere to record the details so the next time a customer comes into a library, they can simply hand over their passport , and a staff member can quickly and easily set up a PC to suit their needs.

These IT developments are in their infancy at the moment, as we are waiting for our IT department to finish installing the Access Level on our 185 public machines. The training is ready to go, as is the passport design ... Our staff will print them onto yellow paper, cut them out and fold them up (concertina type fold).

I haven't heard of anywhere else having an Access Passport, but perhaps you know different?"

If you would like further information about this – or have something similar operating in your authority – please contact Rachel on 0161 342 2232, or [rachel.symonds@tameside.gov.uk](mailto:rachel.symonds@tameside.gov.uk).

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### ***Decent parks?***

The Commission for Architecture and the Built Environment [CABE] has just published a good practice guide<sup>27</sup> for parks and open spaces.

The guide (which has been based on 36 green space improvement programmes across England, Scotland and Wales) shows that, when parks are redesigned or when improvement measures involving local people are implemented, crime usually diminishes.

One example quoted is Pearson Park in Hull, which had become a place of tension between asylum-seekers, refugees and residents. The local authority responded by turning an under-used facility into a community centre, and, using a Government grant, employed more staff so that there was somebody on-site all the time.

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

John Vincent  
Wisteria Cottage  
Nadderwater  
Exeter EX4 2JQ

Tel/fax: 0845 128 4897  
E-mail: [john@nadder.org.uk](mailto:john@nadder.org.uk)

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<sup>27</sup> *Decent parks? Decent behaviour?* CABE, 2005. Available to download as a pdf at: [www.cabe.org.uk/publications](http://www.cabe.org.uk/publications).