

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

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The Network's Website is at 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>.

Network news

The report of the Conference, "Be My Guest", organised by Lincolnshire Library Service earlier this year is now available on The Network website at: www.seapn.org.uk/migrant.html.

Did you see ...?

CILIP's Community Services Group at Umbrella

In the August issue¹ of the *Gazette*, there is a brief round-up of the sessions at 2005 Umbrella organised by CSG – some of the papers are available at: www.cilip.org.uk/specialinterestgroups/bysubject/communityservices/events/papers.htm.

"Now we are ten"

In the January/February issue of *YoungMinds Magazine*, there is a very useful, brief history² of the development of Child and Adolescent Mental Health Services [CAMHS] from 1995 (and the publication of *Together we stand*³) onwards, which outlines the developments and how CAMHS link to key agenda, such as "Every Child Matters".

¹ Linda Constable and Philip Wark. "Imaginative ideas on how to serve everyone in the community" *Library + Information Gazette* 12 August 2005, p3.

² Miranda Wolpert and Bob Foster. "Now we are ten" *YoungMinds Magazine* January/February 2005, p15.

³ R Williams and G Richardson. *Together we stand: the commissioning, role and management of child and adolescent mental health services*. HMSO, 1995.

“Life in the melting pot”

There is a thoughtful piece by Richard Reeves⁴ in his latest column for *Management Today* about the need for an honest debate about the benefits and costs of living in a diverse society. He concludes that:

“[t]he experience of the past decade nails all the pseudo-economic arguments against immigration ... Our economy, tax revenues and public services are all much better as a result of a relatively liberal immigration policy ... But in the end, there is a limit to the use of the self-interest argument. Even if immigration was not known to be good for the economy, it is certainly better for the immigrants. If we want to live in a global economy, we have to start looking at moral responsibility in global terms, too. Whether or not immigration is good, it is right.”

LGIU Briefing

The latest *Briefing*⁵ has an excerpt from a paper⁶ by the Black Environmental Network, which looks at the role of green space managers, including volunteering, and also has a brief case study of the Minet Country Park in Hillingdon.

“Unlocking the Archives ...”

The latest issue of *RecordKeeping*⁷ from The National Archives has a number of interesting articles⁸ (as usual), including a piece on the Caribbean Studies, Black and Asian History [CASBAH] project and its major findings⁹. There is a very useful list of references, and the beginnings of a discussion about the use of language in search/index terms.

Education at a glance ...

You may have seen recent press coverage of this updated regular report¹⁰ from OECD, which shows, for example, that young people leaving secondary

⁴ Richard Reeves. “Life in the melting pot” *Management Today* September 2005, p29.

⁵ *Briefing* 183 June 2005, pp8-9.

⁶ Judy Ling Wong. *Ethnic communities and green spaces*. Black Environment Network, 2005. [not yet available, but further information about BEN at: www.ben-network.org.uk].

⁷ *RecordKeeping* Summer 2005 - see: www.nationalarchives.gov.uk/services/recordkeeping.htm.

⁸ For example, articles about ARCHON, the central contacts directory for the National Register of Archives; medical records at the University of Dundee Archives Services; an interview with Gordon Chancellor of EEMLAC.

⁹ Rachel Hasted and Rachel Bell. “Unlocking the Archives: finding the sources for Caribbean, Black and Asian British history”, *RecordKeeping* Summer 2005, pp12-16.

¹⁰ *Education at a glance: OECD indicators 2005*. OECD, 2005. Available to download as a pdf from: http://new.sourceoecd.org/rpsv/book/b3_about.htm?inlissn=16080165.

school in Britain without good qualifications are “consigned to a lifetime of low wages and unemployment.

The penalties for failing to get at least five good GCSE passes are grave indeed – these young people earn only just over two-thirds (69 per cent) as much as those who successfully complete their secondary education. The UK is ranked second-worst in the OECD on this indicator.”¹¹

Increasing the attractiveness of libraries for adult learners

MLA have just published the final report¹² of this further strand in the “Framework for the Future” work.

The key recommendations include:

“Role of libraries

- Reinforce to staff the core role of libraries (education, inspiration, entertainment etc) over and above medium (books vs tape / pc etc)
- Work with staff to create culture of empowerment to enhance service
- Training for staff to learn to build rapport with a range of library users so that conversation / enquiry is possible

Increase awareness

- Advertising – posters on buses, leaflets in GP surgeries, flyers in newsagents, cards on supermarket notice boards
- Increase consistency (by use of shared brand values, messages, colour palette and templates) in order to increase recognition and impact
- Community outreach – encouraging staff to connect with local groups and explore ways the library can help them
- Member get member – use existing library base to encourage new visits – come with a friend so it’s an easier thing to do

Increase trial

- Library buddies in the workplace, trades union, children’s primary school
- Satellite libraries in supermarket cafes, clinics, primary schools, fitness clubs
- Staff – allow them to give the service they want to1. Unleash their passion for serving their users and help them develop skills required for more proactive service giving.”

¹¹ Taken from *The Independent* Education supplement, 15 September 2005, p2.

¹² Catherine Shovlin. *Increasing the attractiveness of libraries for adult learners: final report*. MLA, 2005 (ISBN: 1-903743-87-7). Available as a pdf from: www.mla.gov.uk/documents/id2100rep.pdf.

Other recommendations look at:

- Improving the library environment;
 - Developing a “fit-for-purpose product” (eg prominently displaying new books; more local/national newspapers; more materials for teenagers);
 - Spreading the word
 - Marketing
 - Any future national offer to include:
 - Clear labelling
 - Easy choice at entrance
 - Quick reads displayed as such
 - Sofas
 - Liaison with “The Vital Link”, learndirect, local colleges and community learning – all of which should lead to “snack-sized courses“.
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Delivering shared heritage

In 2003, Ken Livingstone (Mayor of London) established a Commission to investigate African and Asian Heritage, and the final report¹³ has just been published.

The MCAAH held a number of open focus sessions, where representatives of the range of heritage organisations across London were asked to present key issues – these were then discussed by the Commission members and the audience. Following these sessions – and considerable background work – the MCAAH has produced an important report.

The Commission's recommendations focus on nine key areas:

- Leadership and Advocacy: A strong commitment from leadership within the sector is essential to champion cultural diversity policy, programming and practice. A Heritage Diversity Task Force composed of key heritage stakeholders and funders will be established to develop and implement specific initiatives identified in the recommendations
- Diversifying governing-body appointments: Museums and archives should conduct a change review programme
- Equitable partnerships: Mainstream heritage institutions should develop standards and guidelines for community heritage partnerships

¹³ *Delivering shared heritage*. Greater London Authority, 2005 (ISBN: 1-85261-755-1). Available to download as a pdf (nb size not stated, but this is a large document!) from: www.almlondon.org.uk/priorities/index.cfm?ArticleID=1038&NavigationID=119.

- Diversifying audiences: Heritage sector organisations should develop and share audience research that provides African and Asian perspectives
- Sharing best practice: Cohesive thinking is needed across the sector to encourage collaborative working
- Collections development: Heritage sector organisations should make collections and learning materials more accessible, inspiring and relevant for London's diverse communities
- African and Asian infrastructure and commemoration: A programme of investment should be initiated to support the infrastructure development of African and Asian community-based organisations engaged in heritage work.

The Network is formally acknowledged in the report as a partner in the Commission's work (I spoke at one of the sessions about public libraries, and was involved in proof-reading and editing parts of the document). However, the final document focuses on museums, galleries and archives, and more-or-less omits libraries from their debate – I think because, although the starting point was the close overlap between the three domains, in the end there were closer links between museums, galleries and archives and the MCAAH's heritage interests.

The report has a number of useful appendices, including an index of "historic figures" (to emphasise the point that Black people's presence in the UK – and in London in particular – is of long standing).

Recommended.

Making museums, archives and libraries in Wales more accessible

CYMAL: Museums, Archives and Libraries Wales organised a series of events in early September as a "Disability Summer School", providing an opportunity for staff in museums, archives and libraries across Wales, as well as representatives from disability and access groups, to discuss how to make museums, archives and libraries more accessible to disabled people.

It also saw the launch of the Wales edition¹⁴ of the *Disability portfolio* which, based on the portfolio produced by MLA, has been updated by CYMAL to include the most recent developments in disability discrimination legislation, Welsh contextual information and contact details for Welsh organisations. The guides are available in Welsh and English.

¹⁴ *Disability portfolio*. CYMAL, 2005. Available to download as text-only (RTF) files and as pdfs from: www.cymal.wales.gov.uk/resource/disability.html. They are also available (in Welsh and English) in Braille and on audio cassette – for further details, contact 01970 610224 or cymal@wales.gsi.gov.uk.

Also available is MLA's Access for All Self-Assessment Toolkit: Checklist 1 - Disability Access for Museums, Libraries and Archives.

“There Be Monsters”

“There Be Monsters” was a unique partnership project between The National Archives and Workshop & Company¹⁵, and was funded by the Heritage Lottery Fund.

The project used devices and imaginary creatures from some of the oldest maps in TNA to inspire adults with mental health problems. Working with a team from TNA (which included conservators and map specialists), outreach workers from Workshop & Company, and artists, they created a sculpture that was unveiled in February, and now stands in the grounds of TNA.

Further information is available from:

www.nationalarchives.gov.uk/partnerprojects/monsters.

Social Inequality

The Office for National Statistics has recently published a summary¹⁶ of key issues from their 2004 report, *Focus on social inequalities*¹⁷, which presents information on education, work, income, living standards, health and participation.¹⁸

“Policy Hub”

Just in case you haven't seen this, the Cabinet Office Government Social Research Unit maintains a website, “Policy Hub”, which is intended to be the place for keeping track of developments in social policy.

They have recently added two links to the SEMLAC community cohesion report at www.policyhub.gov.uk/publications/ and www.policyhub.gov.uk/a-z/.

¹⁵ Workshop & Company is part of the Central & North West London Mental Health Trust and is based in Westminster. Its service users have a range of mental health problems, and the organisation offers a variety of services, including arts and skills-based workshops, and practical, day-to-day support.

¹⁶ Penny Babb. *A summary of “Focus on Social Inequality”*. Office for National Statistics, 2005. Available as a pdf at:

www.statistics.gov.uk/articles/nojournal/FOSI_summary_article.pdf.

¹⁷ *Focus on social inequalities*. TSO, 2004 (ISBN: 0-11-621757-X). Available as a pdf at: www.statistics.gov.uk/focuson/socialinequalities/.

¹⁸ Thanks to the SEU August 2005 “News Brief” for this information.

“Together We Can”

Launched on 28 June, the “Together We Can” plan¹⁹ sets out the Government’s commitment to empower citizens to work with public bodies to set and achieve common goals.

Twelve Government departments are taking part in the initiative; the plan is divided into four areas:

- Citizens and Democracy
- Regeneration and Cohesion
- Safety and Justice
- Health and Sustainability.

The section on community cohesion includes the following:

“The challenge is to ensure that communities have a shared sense of belonging and mutual respect for each other’s diversity. Some of the tensions between communities arise because of misinformation and fear of the unknown. To help counter this, we are encouraging local authorities to work with local people to expose myths, confront racism and involve residents in preparing for new arrivals and helping them settle into their new community. Cultural activities are being promoted to bring people together to develop a new shared sense of community, for example, by sharing stories about the history of a place or community and deciding what to display in the local museum. And on an individual level, volunteer mentors from the community can help refugees settle into their new home area.”

The document has been published on the Web in two parts; in the second, the Appendix, there is a number of practical ways in which the plan can be implemented. These include the action:

“Provide young people with the chance to get involved in and shape public library services locally and nationally with young people participating in library design and planning, staff recruitment and training, through *Framework for the Future*, the government’s ten-year strategy on libraries.”

“Closing the Opportunity Gap”

The Scottish Executive is pursuing tackling social exclusion via strategies under the heading “Closing the Opportunity Gap”²⁰.

¹⁹ *Together we can*. Civil Renewal Unit, Communities Group, Home Office, 2005. Available to download as pdfs (part 1: 1212KB, part 2: 336 KB) from: www.homeoffice.gov.uk/comrace/civil/index.html#twc

²⁰ See: www.scotland.gov.uk/topics/people/social-inclusion/17415/opportunity.

They announced their six “Closing the Opportunity Gap” objectives in July 2004:

- To increase the chances of sustained employment for vulnerable and disadvantaged groups – in order to lift them permanently out of poverty
- To improve the confidence and skills of the most disadvantaged children and young people – in order to provide them with the greatest chance of avoiding poverty when they leave school;
- To reduce the vulnerability of low income families to financial exclusion and multiple debts – in order to prevent them becoming over-indebted and/or to lift them out of poverty;
- To regenerate the most disadvantaged neighbourhoods – in order that people living there can take advantage of job opportunities and improve their quality of life;
- To increase the rate of improvement of the health status of people living in the most deprived communities – in order to improve their quality of life, including their employability prospects; and
- To improve access to high quality services for the most disadvantaged groups and individuals in rural communities – in order to improve their quality of life and enhance their access to opportunity.

These six objectives are underpinned by 10 targets – announced in December 2004.

- [Target A](#): Reduce the number of workless people dependent on DWP benefits in Glasgow, North & South Lanarkshire, Renfrewshire & Inverclyde, Dundee, and West Dunbartonshire by 2007 and by 2010.
- [Target B](#): Reduce the proportion of 16-19 year olds who are not in education training or employment by 2008.
- [Target C](#): Public sector and large employers to tackle aspects of in-work poverty by providing employees with the opportunity to develop skills and progress in their career. NHSScotland will set an example by providing 1,000 job opportunities, with support for training and progression once in post, between 2004 and 2006 to people who are currently economically inactive or unemployed.
- [Target D](#): To reduce health inequalities by increasing the rate of improvement for under 75 Coronary Heart Disease mortality and under 75 cancer mortality (1995-2003) for the most deprived communities by 15% by 2008.
- [Target E](#): By 2008, ensure that children and young people who need it have an integrated package of appropriate health, care and education support.
- [Target F](#): Increase the average tariff score of the lowest attaining 20 per cent of S4 pupils by 5% by 2008
- [Target G](#): By 2007 ensure that at least 50% of all looked-after young people leaving care have entered education, employment or training.

- [Target H](#): By 2008, improve service delivery in rural areas so that agreed improvements to accessibility and quality are achieved for key services in remote and disadvantaged communities.
 - [Target J](#): To promote community regeneration of the most deprived neighbourhoods, through improvements by 2008 in employability, education, health, access to local services, and quality of the local environment.
 - [Target K](#): By 2008 increase the availability of appropriate financial services and money advice to disadvantaged communities to reduce their vulnerability to financial exclusion and multiple debts.
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“Breadline Britain”

Just in case you haven't seen this, the BBC has launched “Breadline Britain”, a website²¹ that focuses on poverty in the UK after 60 years of the welfare state.

It has a range of interesting facts and figures, and features on many aspects of life including child poverty, debt, health care and fuel poverty²².

Refugee Communities History Project

The Evelyn Oldfield Unit have just circulated details of forthcoming local exhibitions which are part of the RCHP:

Tamil Community

Community House, 311 Fore Street, Edmonton, London N9 0PZ

16.9.05 from 2pm

17.9.05 all day

Afghan Community

Ealing Town Hall, New Broadway, London W5 2BY

21.9.05 from 6.30pm RSVP

Iraqi Community

Polish Social & Cultural association, 238-246 King Street, London W6 0RF

22.9.05 from 7pm RSVP

Former Yugoslavian Community

Hampstead Old Town Hall, 213 Haverstock Hill, Belsize Park, London NW3 4QP

8.10.05 afternoon RSVP

²¹ The BBC website is at:

http://news.bbc.co.uk/1/hi/in_depth/business/2005/breadline_britain/default.stm.

²² Thanks to the SEU August 2005 “News Brief” for this information.

Council for Assisting Refugee Academics
Museum of London, London Wall, London EC2Y 5HN
19.11.05 afternoon RSVP

Latin American Community
Canning House, 2 Belgrave Square, London SW1X 8PJ
21.10.05 evening

For further info or to book a place (nb some places require you to RSVP), please contact Sarah Lowry (RCHP Coordinator) or Jess Mullen (RCHP Administrator) on 020 7700 8143 or 020 7700 8214.

“Minority Voices”

YoungMinds have recently published their research²³ into the difficulties faced by young people from Black and ethnic minority communities in accessing mental health services.

The report highlights the lack of awareness and understanding, plus the poor perception of services that promote mental health, amongst many young people from Black and ethnic minority groups and their parents. It says that new sources of information about CAMHS are needed, to be disseminated more widely, including through ‘non-traditional’ routes that young people may be more interested in using, such as the internet, media/radio, social and local faith groups – and that this information needs to be made available in a variety of languages.

There is the potential here for a strong information role for libraries, museums and archives – although we are not mentioned in the report.

The report is supported by a range of other materials, including:

- A “Spotlight”, a summary of the key findings of the research²⁴
- A Good Practice Guide²⁵
- 4 local guides – for Bradford, Cardiff, Croydon and Manchester²⁶

²³ Cathy Street *et al.* *Minority Voices: research into the access and accessibility of services for the mental health of young people from Black and minority ethnic groups.* YoungMinds, 2005. Available as a pdf (3.2MB) from:

www.youngminds.org.uk/minorityvoices/MinorityVoices_Report.pdf.

²⁴ *Minority Voices: research into what young people from Black and minority ethnic backgrounds – and the staff who work with them – say about mental health services.* YoungMinds (“Spotlight”), 2005. Available as a pdf (644K) from:

www.youngminds.org.uk/minorityvoices/MinorityVoices_Spotlight.pdf.

²⁵ Zarrina Kurtz *et al.* *Minority Voices: a guide to good practice in planning and providing services for the mental health of Black and minority ethnic young people.* YoungMinds, 2005 (ISBN: 0-9545123-7-5). Available as a pdf (1MB) from:

www.youngminds.org.uk/minorityvoices/MinorityVoices_GoodPractice.pdf.

- An information sheet with internet resources for young people²⁷.
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Carers

A new report²⁸ from Sheffield Hallam University's Centre for Social Inclusion provides the background information required to identify what changes will need to be made to help more people manage their caring and work responsibilities.

The headline statistic is that over 3 million men and women have caring responsibilities, and the number is set to increase to between 6 and 9 million in the next thirty years²⁹.

Beyond black and white ...

The Institute of Public Policy Research [ippr] has just produced this important new report³⁰ which maps "new immigrant communities"; the report compares data from 2004 (which takes "new immigrants" to be people who have arrived in the UK since 1990) and 1994 (which takes people who arrived in the UK in 1980 and later).

The report is divided into three sections:

- Part I provides a full summary of the findings and analysis of the implications
- Part II begins with a brief history of immigration, and then follows with an overview of immigration trends, and a comparison of socio-economic profiles of new immigrants in 2004 with those of 1994
- Part III has detailed information on people analysed by country of birth.

As the Introduction states:

"Focusing on new immigrants, our research investigates the ways in which immigration has changed since 1990. These changes are visible in overall immigration trends, which show not only that there are now

²⁶ *Minority Voices: where to go when you are feeling low*. YoungMinds, 2005.

Available as pdfs (varying sizes) from:

www.youngminds.org.uk/minorityvoices/materials_local.php.

²⁷ *Minority Voices: don't fret – get on the net*. YoungMinds, 2005. Available as a pdf (2.4MB) from: www.youngminds.org.uk/minorityvoices/MinorityVoices_Web.pdf.

²⁸ Lisa Buckner and Sue Yeandle. *We care – do you?* ACE National/Centre for Social Inclusion, Sheffield Hallam University, 2005. Available as a pdf (385K) from: www.shu.ac.uk/research/csi/docs/CarersSheffield.pdf. [ACE = Action for Carers and Employment].

²⁹ Thanks to an alert to this from *Professional Manager* 14 (5) September 2005, p13.

³⁰ Sarah Kyambi. *Beyond black and white: mapping new immigrant communities*. ippr, 2005. £14.95 (ISBN: 1-86030-284-X). Further information from: www.ippr.org.

more immigrants, but also that those immigrants now come from a wider variety of countries ...

Our research suggests that established assumptions about the origin, characteristics and socio-economic performance of immigrants to the UK no longer hold. Not only is the dichotomy between black and white outdated, but so too is the assumption that the UK's immigrants come from particular countries, move to particular parts of the UK and show particular characteristics. Similarly, policies that are based on past experience may be inappropriate ...” [p v]

The analysis and maps in Part III are fascinating! There is a range of UK maps and cartograms (which include major cities), and there are also ‘close-ups’ of areas of high density and of London. (One of the cities included on the cartograms is Exeter, and it's fascinating to see that there has been considerable movement, so that there are now small populations of people born in Zimbabwe, Greece, Singapore and Hong Kong, amongst others.)

The information available for each area/place of birth is fascinating too. For example, for people born in the Democratic Republic of Congo, it shows that there were some 8,600 people identified via the 2001 census, and, of these, nearly 7,000 were in London. It then goes on to break this down further:

- 830 in the London Borough of Newham
- 740 in the Tottenham/Edmonton area
- 560 in the London Borough of Hackney
- 230 in the Oxford and Seven Kings area
- 190 in Barking, etc.

[taken from p84]

Obviously, the census data is already becoming out-of-date, so the figures are added to with data from the Labour Force Survey³¹ where applicable.

This is a very useful guide for beginning to piece together who lives in a particular area – and how people from various countries of origin are distributed across the UK.

Highly recommended.

Putting participation into practice

This guide³² has been written by YoungMinds, the national children's charity

³¹ The LFS is a now-quarterly survey of 60,000 households, which includes questions on personal details, such as age and country of birth, and also collects socio-economic data. For further information on the LFS, see:

www.statistics.gov.uk/STATBASE/Source.asp?vlnk=358&More=Y.

³² Cathy Street and Barbara Herts. Putting participation into practice. YoungMinds, 2005. Available to download or order at: www.youngminds.org.uk/ppp/.

which promotes the emotional well-being and mental health of all children and young people. The publication is intended to provide practical information that staff in specialist Child and Adolescent Mental Health Services (CAMHS) and their colleagues in all services that work to promote the mental health and well-being of children and young people – in other words, ‘comprehensive’ CAMHS – can develop to suit their own requirements.

The relationship between poverty, affluence and area

This recent study³³ from JRF looks at aspects of inequalities in the UK, using data from the 2001 Census. It focuses on five themes: health, education, housing, employment and poverty, and the research reveals the broad locations, circumstances and numbers of those most disadvantaged in society by contrasting their opportunities and resources with those available to people more advantaged.

Its findings include:

- Areas with the highest levels of poor health tend to have the lowest numbers of doctors and other health professionals (other than nurses)
- However, areas with high levels of poor health also tend to have high numbers of their population providing informal care for family and friends
- Areas with the highest proportions of unqualified young people tend to have the lowest number of teachers per head of population
- High-status jobs, which are usually the best paid, are very unevenly distributed across the UK, with most in London and the South East – and someone’s location is sometimes more important than their qualifications in influencing what kind of job they do
- The UK appears to be divided between ‘work rich’ and ‘work poor’ areas, and in low unemployment areas there tend to be many people working long hours, whereas, in high unemployment areas, there tend to be few people working long hours.

Creating a future ...

The Local Government Information Unit have recently produced a paper³⁴ which looks at some of the work that Councils are doing to develop cultural

³³ Ben Wheeler *et al.* *The relationship between poverty, affluence and area*. The Policy Press, 2005 [ISBN-1-86134-773-1] A4 folder pack, costing £49.99 per copy (£30.00 for 10+). A summary (published in the JRF “Findings” series, is available to download from: www.jrf.org.uk/knowledge/findings/socialpolicy/pdf/0425.pdf.

³⁴ Jo Dungey. *Creating a future: lessons from cultural strategies*. LGIU, 2005. Available to download as a pdf from: <http://www.lgiudocuments.info/pdf/Cultural-Strategies.pdf>. There is also a very brief summary of the paper in the LGIU *Briefing* 183 June 2005, p6.

provision. It's a brief overview of good practice - and why this area of work is important - but it does mention museums and libraries!

“10 years of Heritage Lottery Funding”

To celebrate 10 years of funding, HLF have produced a series of Factsheets³⁵ which focus on the priority areas that HLF has supported over the last ten years.

These include:

- [Archaeology](#) (1.3 KB .pdf file)
 - [Archives](#) (1.7 KB .pdf file)
 - [Building](#) (1.7 KB .pdf file)
 - [Children & young people](#) (1.3 KB .pdf file)
 - [Churches](#) (1.8 KB .pdf file)
 - [Disability](#) (1.7 KB .pdf file)
 - [Education](#) (1.3 KB .pdf file)
 - [Industrial/transport](#) (1.3 KB .pdf file)
 - [Land](#) (1.5 KB .pdf file)
 - [Museums](#) (1.6 KB .pdf file)
 - [Parks](#) (1.5 KB .pdf file)
 - [Ships](#) (1.7 KB .pdf file)
 - [Skills](#) (1.4 KB .pdf file)
 - [Volunteering](#) (1.4 KB .pdf file)
 - [Wildlife](#) (1.9 KB .pdf file)
 - [World War II](#) (2.3 KB .pdf file)
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CSV Consulting: Community Engagement and Public Libraries Project

CSV Consulting is undertaking a project to look at community engagement in public library services across England. Funded by the MLA, this is part of the cohesive communities strand of “Framework for the Future”. The project will run until March 2006.

CSV is the organisation that was involved in the “Lending Time” pilot projects. This involved a CSV project manager working with individual library services, working with library staff to increase volunteer involvement through:

- Identifying volunteer opportunities,
- Recruiting volunteers to these opportunities, and

³⁵ Available from:

www.hlf.org.uk/English/PublicationsAndInfo/AccessingPublications/OtherPublications.htm.

- Training staff to manage volunteers.

“Lending Time” showed that libraries are able to involve volunteers to extend the services that a library can offer, with benefits for all. An evaluation of ‘Lending Time’ can be found on the CSV website:

www.csv.org.uk/Volunteer/Part-time/Lending+Time/.

This work follows on from “Lending Time”, encouraging library services to increase their community engagement and providing tools to support libraries in doing so.

The project consultant is looking to establish the level of community engagement activity, including volunteering, within each region. At least one library service in each region will be identified to do a pilot project on an aspect of its community engagement work. CSV will provide training and guidance to support the library service in developing and delivering in the agreed areas. From this, and a number of case studies drawn together to show best practice, guidance tools and information will be produced in order that library services can further the valuable work they are doing in this area. There are three main areas of community engagement that CSV is particularly interested in:

- Volunteering, both as part of a formal volunteering programme and more casual volunteering where someone may come into the library to ‘help out’. This could be a one off, or as part of something that is on going.
- Involving people in decision making, where local people have some level of power to make decisions as part of a group or individually. This could for example include having individuals on management teams; for delegating responsibility for staff recruitment; or developing an aspect of the service.
- Working in partnership, primarily with community organisations but also cross departmentally within the authority and with other statutory bodies.

2005 has been dedicated the Year of the Volunteer (YV05) by Chancellor Gordon Brown, making this a particularly good time for libraries to consider their involvement with volunteers. The campaign aims to promote volunteering, resulting in more people getting involved in their communities. YV05 encourages organisations, including those in the public sector, to increase the number of activities with which volunteers can get involved. This links in with the CSV strategy “Open Doors”, which aims to work with the public in securing a more effective, strategic engagement of volunteering with public services. “Open Doors” also looks to develop new and innovative volunteering solutions appropriate to the challenges and priorities of services.

CSV works across government departments in order to identify new ways of working, identifying common goals and ways of achieving more together.

Working with your local communities has many benefits:

- Local people learn about the library, becoming advocates in the community championing your cause
- The service on offer better reflects what people want, increasing use of the library which has to be a good thing
- Working in partnership means that others can help you to deliver your goals
- Developing staff skills, for example in managing volunteers or working in partnership with the voluntary
- When volunteers are involved the library can achieve so much more
- People who hadn't thought about working in libraries before may become interested in working in a library environment. The sector currently faces difficulties in recruiting staff and this could be a way of encouraging people to think about this, applicants would be more familiar with working in a library environment.

Involving volunteers and engaging citizens is a huge opportunity for the public sector. Both the Russell Commission and *Youth Matters* Green Paper highlight the importance of youth volunteering within the public sector, including libraries. CSV aims to work with libraries to help them achieve increased involvement of people in their communities. CSV believes that everyone has something to offer the community, and that organisations such as libraries as well as the wider community thrive on the valued contribution made by volunteers.

With 2005 being the Year of the Volunteer, libraries are encouraged to look at what they are doing and how they can develop this work. National "Make a Difference [MD] Day" is coming soon, and this is a good place for libraries to start. The concept of MD Day is that anyone can come along and give their time to help achieve something of benefit to the community. Now is the time to think about activities that the library could put on to encourage more people to visit the library and get involved. This national day of volunteering activity is supported by CSV who are able to provide information about organising events, how to publicise events and get the press involved. Visit www.csv.org.uk to find out more. Resources are provided and if libraries want help in identifying activities, the "Make a Difference Day" Team will be pleased to help.

If you are able to tell CSV about some of the work you are doing relating to community engagement, in getting involved or finding out more, please contact: Hayley Watts at CSV on 020 7643 1351 or by e-mail hwatts@csv.org.uk

Hayley Watts
September 2005

Visit to Vancouver Public Library, 10-16 May 2005

In February 2005 I was invited to attend the Vancouver Public Library (VPL) staff conference. I left Heathrow at 2.30pm BST on Tuesday 10 May and

arrived in Vancouver at 4.30pm (12.30am BST) on the same day. My Iranian taxi driver told me all about the Central Library, where he regularly takes his three children. This stunning building (built in 1995 at a cost of \$100m dollars) looks like the Roman coliseum and has seven floors, each of which could comfortably accommodate Lincoln Central Library. On arrival I went straight into a meeting of the Library Board's Community Relations Committee and joined in discussions about the taxonomy of community engagement and the use of the library as public space. When the meeting ended at 8pm (4am BST) I went to a bar with City Librarian Paul Witney and members of his Library Management Team (LMT), including my host Brian Campbell (Director of Systems and Technical Services).

On Wednesday 11 May I arrived at the Central Library at 7.30am for the first day of the staff conference. Brian and the other members of LMT had baked cakes and cookies for the staff breakfast. I used the morning to fine tune my first key note address on "Delivering a Needs Based Library Service", which went down well with the 100 or so staff who attended and took part in a lively question and answer session. In the afternoon I visited the Carnegie Library on the lower eastside, one of Canada's poorest districts. Brian also took me to visit some of his friends, and his mother, who lives in a high-rise seniors' home, overlooking Vancouver harbour with panoramic views of the surrounding areas.

On Thursday 12 May I was back at the Central Library for another early start on day two of the staff conference. In the morning I went for a coffee in one of the cafes and shops which ring the library, as part of an internal concourse and plaza. From here it is possible to look through the glass walls of the library to see what is happening in the public and office spaces. I was joined by Annette de Favri (Community Development Librarian) and we discussed her excellent paper on *Breaking Barriers: Libraries and Socially Excluded Communities*. I used this to inform my second key note address (on Social Exclusion) which was attended by 150 staff plus officials from the provincial library service and the federal government. I met with these officials after my presentation to continue the discussion. In the afternoon I went to the Mount Pleasant district with Brian and Annette to visit a Youth Project, the COAST Foundation (mental health) and Mount Pleasant library.

On Friday 13 May I was given a tour of the Central Library before meeting with the Director of PovNet, an online resource for disadvantaged people and their advocates. At lunchtime I walked to Vancouver's extensive Chinatown with Corinne Durston (Director of Branches, West) and over a delicious Chinese meal we discussed stock management to deliver a needs based library service. After lunch I went back to the Carnegie library with Brian to help hand out some donated books to the local community. Brian then took me on a tour of Downtown Vancouver, the Waterfront, Robson Street, the Central Business District, Gastown, Point Grey and the University of British Columbia. In the evening I was the guest speaker at a meeting of the British Columbia Library Association Information Policy Group. My subject was the so-called "independent libraries" in Cuba. We concluded that they were neither independent nor libraries.

On Saturday 14 May Brian took me on a tour of the branch libraries at Champlain Heights, Fraserview, Oakridge, Renfrew and South Hill. We also went to the Punjabi district, Stanley Park (stunning views of the City and mountains), the West End, Denman Street and Queen Elizabeth Park.

My impressions of VPL are that it is an excellent service, with plenty of capital investment in buildings which are of high quality, well located and open for long hours. The 22 branches are open for 40-84 hours per week, with several late nights (until 9pm) and Sundays. Staffing levels are good, and the staff are well motivated and trained (witness the two day staff conference). Libraries are well stocked and issues and visits are both increasing. Active library membership is high. In-house programs (events) are supplemented by outreach to the elderly and infirm. Libraries are well used by people of all ages, especially young people and ethnic minorities. My visit was the first step in an ongoing dialogue and relationship between VPL and Lincolnshire libraries, which will lead to the further exchange of ideas and staff and possibly a twinning arrangement.

John Pateman
August 2005

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:

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