

EVIDENCE FILE

FULFILLING THEIR POTENTIAL **A NATIONAL DEVELOPMENT PROGRAMME FOR YOUNG PEOPLE'S LIBRARY SERVICES**

MAY 2004

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1 POLICY REVIEW

The policies below are selective and have been included where public library services do/or have the potential to support the policy outcomes.

PUTTING THE NEEDS OF CHILDREN & YOUNG PEOPLE AT THE HEART OF EVERY SERVICE

Every Child Matters, DFES, 8 September 2003

See: <http://www.dfes.gov.uk/everychildmatters/downloads.cfm>

A consultation framework for improving outcomes for all children and their families, to protect them, to promote their wellbeing and to support all children to develop their full potential.

It focuses on 4 main areas:

- Early intervention and effective protection
- Supporting Parents and carers
- Accountability and integration – locally, regionally and nationally
- Workforce reform

Key themes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution – to community/society
- Economic well-being

After consultation:

Every Child Matters: The Next Steps, 4 March 2004

This summarises the responses received as a result of consultation, sets out the vision and plans to take forward the agenda set out in the Green Paper.:

- Change in early years' provision with health education and social care integrated through SureStart Children's Centres.
- Parenting support provided at each life-stage
- Schools providing a range of extended services
- Multi-disciplinary teams based in universal settings.

As a result:

The Children's Bill: March 2004

This creates a statutory basis for partnership working. At local government level it creates Director's of Children's Services and a Lead Council Member for Children. It also creates a Children's Commissioner to champion children's views and interests in Central Government.

The Moss Side Powerhouse is a purpose built youth centre, an exciting multi -agency facility – partners are the youth service, the library service, Connexions, and two local colleges. The Powerhouse offers a library, youth club sessions, education and training opportunities, support for excluded pupils, a Connexions hub, sports facilities and a café. Within the library a lot of work is taking place with young people excluded from the curriculum, with alternative classes supported by tutors booking computers and using study resources. The Homework Centre in the library provides one-to-one support to encourage young people to complete homework. Children are encouraged to attend by partners in Connexions and the youth club. Young refugee and asylum seekers have sessions in the library in their own home languages. Two hostels for homeless young men, between 16 – 25 years, near the library have deposit collections of books and visiting library staff encourage the residents to join the library.

Positive Activities for Young People: Cross – Government Departmental Initiative, 15 July 2003

See: http://www.culture.gov.uk/education_and_social_policy/pos_activities.htm

Positive Activities for Young People (PAYP) builds on the joint DCMS/Youth Justice Board 'Splash Extra' programme and the DfES Connexions Summer Plus schemes. PAYP is a national scheme of developmental activities for young people at risk.

PAYP is funded from a single pot totalling £25m in 2003/04, with funds from the New Opportunities Fund, DfES and the Home Office. It is a three-year programme and covers all school holiday periods, not just the summer. It is supported by Departments and Agencies across Government and brings together funding streams previously going into Connexions Summer Plus, Splash, Splash Extra and community cohesion activities. The aim of the programme is to reduce youth offending and encourage and support young people to return to education or training. The emphasis is on providing quality developmental sports, arts and creative activities that not only appeal but are focused on each young person's individual needs, equipping them with new skills, improving their self-esteem and breaking down ethnic and cultural barriers.

YOUTH SERVICES

Transforming Youth Work. Resourcing Excellent Youth Services: DFES, 2002

See:

<http://www.connexions.gov.uk/partnerships/publications/uploads/cp/TransYouth.pdf>

This key development document includes how youth services work with partners to deliver services to young people; sectoral renewal; quality; resourcing; curriculum planning; and management development. It is about creating a common planning framework for youth work including partnerships. All local authority youth services have been involved in consultation and planning with partners over the last year and each authority has had to submit a plan to Government Office (Only 2/15 first reports submitted mentioned libraries – Jon Boagey NYA). The DFES is particularly keen on partnerships with Connexions.

Main objectives, Authorities must:

- Specify key target groups and identify and plan a range of interventions designed to promote their personal development
- Secure convenient and suitable access for young people to high quality youth work in safe, warm, well equipped locations and secure adequate opening of youth provision within these locations
- Secure provision, including detached and outreach work, which is relevant and hence promotes access to and participation in the youth service
- Ensure user satisfaction with the youth services provided
- Demonstrate clear arrangements for involving young people in the democratic process
- Promote achievement
- Provide sufficient financial resource to secure an adequate youth service
- Provide sufficient numbers of staff reflecting social diversity
- Have formal arrangements, in cash or kind, which define youth work contribution to key policy areas
- Secure an authority-wide review and scrutiny group for young people's issues usually within a local strategic partnership

YouthBOOX is a national programme exploring how to create palatable routes back into reading for socially excluded 13 – 19 year olds, and fuses the skills and resources of the two key partners – youth workers and librarians. YouthBOOX projects with local authorities youth and library services have run in 30 areas over the past 5 years reaching disaffected young people - changing perceptions of the library service and reading.

“Reading is crap,” says 13 year-old Kelly, mooching on the fringes of a group of young women atop a double-decker bus in Coventry. Her mates, though, are a little more enthusiastic, and, though excluded or self-excluded from school, they travel across the city every Thursday to meet two librarians based on the bus as part of the Coventry YouthBOOX project. From the fringes of the group, over the weeks she moves inwards, infected by the developing buzz, picking up and leafing through first magazines then books. She picks up ‘The Little Book of Exam Calm’ and is intrigued. Finding a corner of the bus, she reads it from cover to cover. “I didn’t know there were books like this,” she says. “You want to try this one now,” says a friend, waving a Jacqueline Wilson. And soon, Kelly is engrossed and, with her mates reading out loud the juicy bits, they race through the whole Wilson cannon.

Connexions Tyne & Wear & NEMLAC: an Action Plan has been agreed that includes:

- To produce a Directory of Services to inform all agencies about the local services provided for young people. It will also be used as a training tool for awareness raising amongst all agencies.
- A Joint Summer Activity Programme

VOICE OF YOUNG PEOPLE

Learning to Listen, DFES, 2001

See: <http://www.cypu.gov.uk/corporate/participation/docs/19005LearnqtToListen.pdf>

Government is committed to providing more opportunities for children and young people to get involved in the planning, delivery and evaluation of policies and services relevant to them. It is proposed that all services to children and young people work with partners in and out of Government, as well as children and young people themselves and ensure there are more opportunities for children and young people to have a real say and real choices about the services they use.

Norfolkshire Libraries involved young people in the interview process for two new librarian posts working with young people. Young people from a local school listened to a twenty minute presentation from each candidates about good reads for Years 9/10. The young people were then asked to comment on how well the candidates had presented the book choices and how well they had engaged with the group. This information was included in the formal assessment of the interview.

As a result:

Hear By Right, LGA/NYA, 2001

See: <http://www.lga.gov.uk/lga/blg/HearbyRight.pdf>

In 2001 the Local Government Association (LGA) and the National Youth Agency (NYA) launched 'Hear by Right', a comprehensive set of standards against which local authorities could measure their performance in involving young people in local democracy.

Hear by Right is the Standards Framework for the active involvement of young people in Local Government democracy and decision-making.

X-Factor - Listening to Tomorrow's Voters Today: in 2003 Birmingham Central Library, in partnership with the Youth Service, delivered a project aimed at increasing young peoples; awareness of their voting rights and responsibilities as active citizens. Using the library's People's Network Computers the young people took part in an Internet quiz, listened to speakers from a range of organisations including the Young People's Parliament, voted in mock booths and talked face to face with MPs.

UK Youth Parliament Manifesto 2003 & The Government Response

See: <http://www.ukyouthparliament.org.uk/>

Sent to every government Department and Minister with a wide range of specific proposals about:

- Sexual health
- Exams, the curriculum, stress, standards of teaching
- Citizenship
- Health education
- Bullying
- Access to information,
- Street crime

ANTI-SOCIAL BEHAVIOUR

Respect and responsibility White Paper 2003, Home Office

See: <http://www.official-documents.co.uk/document/cm57/5778/5778.pdf>

The British Crime Survey data for the 12 months to April 2002 highlighted the need for tough measures to tackle anti-social behaviour. A third of people cited anti-social behaviour problems such as rubbish, vandalism and 'teenagers hanging around' as a major problem. The proposals in this White Paper include legislative and other measures. These measures will build on the Government's ongoing work to reform the police service and criminal justice system, and put record numbers of police on the streets.

A joint project has just begun between **Rochester and Cookham Wood Youth Offender Institutions and Medway Libraries** to create a programme to inspire reluctant readers and those with limited literacy to develop their skills and the reading habit, then to offer released prisoners from Medway a named contact to ease their introduction to the library service, including its jobseekers service. It also aims to build links and improve networking with the Probation service.

The **Moving On project in Essex** is a partnership between Libraries and YOTS with input from Connexions and local basic skills tutors. The aim is to work with young people between 13 to 17 years with Court Orders, mainly Referral Orders that require offenders to make reparation for the offences they have committed. In 6 hour-long sessions in libraries, the young people work with library staff on a range of skills including IT skills, that will help them complete work for school, Referral Orders and day-to-day life skills, e.g. one young man used a session to complete an application form for a plumbing course at college.

In Richmond as part of Moving On, the Library Service aimed to work with partners to engage disaffected youth by widening their reading and supporting reading skills in innovative ways that would appeal to young people. It focused on three groups of young people:

- A youth group on an isolated estate with a history of anti-social behaviour
- A Pupil Referral Unit attached to the Young Offenders Team
- Young People attending the Vocational Integrated Programme, an alternative Yr.11 programme for young people with behavioural and non-attendance issues.

Projects included: creating photo stories using a digital camera, lyric writing, making a video of the library, selecting books for the library, 'changing rooms – revamping an area of the library, visit to bookshops, text creation to support GSCE Art.

Lambeth PAYS is co-ordinated by Lambeth Education Business Partnership. Partners include Connexions, YIP, BIP, Youth & Play Services. In 2003 Lambeth Libraries received a grant for £7,500 to provide a programme of summer activities. The activities included photography, singing and performance, drumming & dance, performance poetry and storytelling.

The aims were to: help young people develop creative and social skills and to improve their confidence in young people; improve & promote the library service offered to teenagers; increase membership and use amongst the target age group (11 –19); break down some of the barriers such as library image / stereotypes; develop / strengthen partnerships ;Reach the target group of NEET (not in education, employment or training)

It was promoted through the Behaviour Improvement Programme, the Youth Inclusion Programme and the Crime Prevention Trust along with youth workers, ACAPS and play schemes.

Video films recorded outcomes -one young man in his evaluation of a workshop said: "*I thought the library was just about books, I didn't know they did this sort of thing. You need to get more flyers and publicity out to tell more youths about it.*"

ENVIRONMENT

Building for the Future, DfES, February 2004

See: <http://www.teachernet.gov.uk/bsf/>

On 12 February 2004, the local education authorities to receive Wave 1 *Building Schools for the Future* funding were announced. Each wave will prioritise projects where innovation can have greatest impact on standards – not just within individual schools, but innovation in a community, e.g. how can schools build strong links with

the wider community and employers. A key part of the challenge is to work with other programmes, for example Academies, 14-19 reform, greater use of ICT, extended schools, and new provision for special educational needs.

Unlocking The Potential Of The Built Environment as an Educational Resource: DCMS/DfES, August 2003

See: DCMS Press Notice Archive August 2003: <http://www.culture.gov.uk/default.htm>

The Secretaries of State for Culture and Education have launched a new initiative designed to make better use of the built environment as a tool for learning. A joint DCMS and DfES advisory committee advises Ministers from both departments on how best to promote the contemporary and historic environment as an educational resource.

The committee will report to ministers in Summer 2004. It will focus on:

- Strengthening the partnership between DCMS and DfES to support policy proposals for the built environment
- Exploring and promoting the use which schools and other educational organisations can make of the built environment as an educational resource
- Identifying ways of promoting built environment-related careers in schools and further education establishments
- Contributing to Government plans for community-led regeneration by engaging communities with their built environment

In partnership with Surestart Lowestoft and Lowestoft College, the **ASK Lowestoft Project (Access to Skills and Learning)** undertook a complete revamp of the building and the services provided in the library. Young people were the key partners in designing the layout and design of the library and acted as tour guides and hosts when it reopened. Youth agencies are impressed by the number of teenagers who go to the library on Sundays and are working with the library staff on activities for them. The library service now intends to set up a Young People's Panel for every service point.

SOCIAL INCLUSION

A Better Education, A Better Start for Children in Care: Social Exclusion Unit, ODPM, September 2003

See:

http://www.socialexclusionunit.gov.uk/young_people/young_people/child_in_care.htm

Nearly half of all children in care leave school with no qualifications at all. Improving stability in care and support at school, can help improve the educational chances of children in care. The measures outlined in the report mean that children in care will get better Personal Education Plans to support learning needs and more books to help learning at home. Designated teachers will encourage children in care to stay on at school after age 16 and more work placements will be available to help children in care fulfil their potential.

Caring with Books - this initiative funded by DCMS Wolfson Challenge Fund and MLA West Midlands – links libraries with Social Services and Education Department TELAC in order to support the reading, information and library needs of children in care and foster families. The project extends to include care leavers in hostels and young parents. This initiative is mirrored in most library authorities in the West Midlands and demonstrates the Government's desire for joined up services and Best Value.

National Teenage Pregnancy Strategy: Teenage Pregnancy Unit, DOH, June 1999

See: <http://www.info.doh.gov.uk/tpu/tpu.nsf>

Targets include:

- Reduce by 50% the 1998 England under 18 conception rate by 2010, with an interim target of a 15% reduction by 2004
- Increase to 60% the participation of teenage parents in education, training or work.

Bookstart:, a national Book Trust project managed by library authorities working with health visitors, ensures that all new parents, including teenage parents, receive a free bag of picture books, reading advice and invitation to the local library. At the library young parents can join in with Baby book activities where language and play skills are demonstrated and have access to childcare information and special collections devoted to parenting and family issues. Young parents can also be signposted to adult education tutors where there is a basic skills need and other supporting services. In many SureStart areas specialist library-based posts have been created to meet literacy targets.

SUPPORTING FORMAL EDUCATION

Schools - achieving success', White Paper: DfES 2001

See: <http://www.dfes.gov.uk/achievinguccess/index.shtml>

The White Paper is about reform of secondary education. The over-riding target is – higher standards for all, achieved through:

- Greater diversity and flexibility
- Delivering high minimum standards
- Supporting teachers and schools to deliver change
- Encouraging innovation with the best schools leading the system.

[A new strand on behaviour and attendance was launched in 2003].

The White Paper was followed by:

14-19: Extending Opportunities, Raising Standards (2002) and 14-19 Opportunity and Excellence, DfES (2003)

See: <http://www.14-19reform.gov.uk/>

In January 2003 the government set out its case for reform and identified short- and long-term actions to be taken to transform the 14-19 phase in its policy document *14-19: opportunity and excellence*. Longer term reforms identified fall into three areas:

- A much stronger vocational offer with a firm underpinning of general education
- Ensuring assessment within programmes is fit for purpose
- The development of a unified framework of qualifications suitable for young people across all abilities.

On 17 February 2004 the working group published, and are consulting on an Interim Report which set out detailed proposals for a new diploma framework that will allow all students to achieve qualifications which reflect their very best performance, which tackles disaffection amongst young people and reduces the assessment burden.

In recent YouthBOOX programmes librarians have involved young people in working with **Barrington Stokes, a publisher** of high interest, appealing books for young people whose technical reading ability is low. Young People have been working with the Publisher's editors to give feedback on the text of unpublished books and suggest editorial changes.

Book Pushers: Derbyshire Libraries has engaged with and trained young people to act as reading advocates to other young people. The Book Pushers do presentations to other young people but also to librarians, publishers, teachers and parents, and on local radio stations. Puffin Books have used their comments on publicity fliers. Evaluation has demonstrated dramatically improved school achievement in some of the young Book Pushers, and comments about increased confidence are commonplace. Book Pushers influenced not only those watching the presentations but their families and some on the edge of the group. Some traditional 'loners' in school libraries found they had a way in to a group by talking to the Book Pushers.

The National Strategy for Key Stage 3: DfES

See: http://www.standards.dfes.gov.uk/keystage3/about_ks3/

Aims to raise standards by strengthening teaching and learning across the curriculum for all 11- to 14-year-olds. Its goal is to meet the Government's ambitious targets for Key Stage 3 by the years 2004 and 2007. The Strategy helps schools to improve standards by focusing on teaching and learning. It offers continuing professional development for subject teachers and school managers, plus consultancy, guidance and teaching materials.

Alternative Learning Environments: a number of libraries provide specific staffing for study support. Essex Libraries are the lead partner in developing the authority's Out of School Hours Learning Strategy and winning £1.3 million from the New Opportunities fund for 12 library-based Homework Centres. At Corby Library, virtual study support is provided in partnership with Corby's Single Regeneration Budget. Knowsley Libraries provide ICT facilities and training in the library for excluded pupils (helping to reduce the average cost of an excluded pupil - £30,000 per year).

In the **London Borough of Enfield**, there are four Homework Centres that target Primary school pupils in years 5 and 6 and Secondary school pupils at Key Stage 3 and up to year 11, as well as pupils who lack study facilities at home or need to improve their responsibility for their own learning. Partnerships have been developed with the Out of Hours Study Support Team and individual schools. Last year, a project was set up to encourage the use of libraries and Homework Centres with a group of year 7 boys with literacy support needs and soon, they will be working with looked-after children to encourage children in care to use the Homework Centres for learning and study. They have proved extremely popular with students and provide a place for study that is neither home nor school.

BOOX magazine is a national book review magazine produced by the Reading Agency and partner library authorities. All the reviews and articles and reading games are created and written by young people and are sourced from students at secondary schools and youth groups across the UK. It allows young people to express themselves and develop their writing skills. It involves them in the production of a 'real' magazine that is sold to schools and public libraries across the country and it increases their knowledge of the publishing world. The contributors get a real sense of achievement at seeing themselves in print. www.boox.org.uk/

POST 16/ SKILLS/ EMPLOYMENT

Literacy, Numeracy and English for speakers of other Languages: a survey of current practice in post-16 and adult provision: Ofsted and the Adult Learning Inspectorate, 2003.

See: <http://docs.ali.gov.uk/publications/Literacyandnumeracy.pdf>

This report evaluates quality and standards up to and including level 2 in literacy, numeracy and English for speakers of other languages (ESOL) in a range of post-16 education and training contexts. The report draws on evidence from every type of publicly funded post-16 education or training provider, with the exception of universities and sixth forms in schools.

Success for All: DFES, June 2002

See: <http://www.successforall.gov.uk/>

This discussion document sets out proposals for reforming the post-16 learning and skills sector, including school sixth forms. It was launched in June 2002 with a consultation over the summer period, and a response was published in November 2002.

The four principal themes are: meeting needs and improving choice by improving the responsiveness and quality of provision in each area to meet the needs of learners, employers and the community; putting teaching, training and learning at the heart by establishing a new Standards Unit to identify and disseminate best practice; developing the leaders, teachers, lecturers, trainers and support staff of the future; developing a framework for quality and success by establishing a new planning, funding and accountability system based on greater partnership and trust, including three-year funding

21st Century Skills, Realising our Potential: DFES, July 2003

See: <http://www.dfes.gov.uk/skillsstrategy/>

The White Paper aims to strengthen the UK's position as one of the world's leading economies by ensuring that employers have the skills to support the success of their business, and that employees have the necessary skills to be both employable and personally fulfilled. It builds on a new skills alliance with employers.

EUROPEAN/ UN

European White Paper On Youth: European Commission, November 2001

See: http://europa.eu.int/comm/youth/whitepaper/download/whitepaper_en.pdf

A report about the situation of young people published by the European Commission in Brussels. It makes suggestions about how European Governments can improve things for young people aged 15 - 25.

- Giving young people good information about how decisions that affect them are made
- Enabling young people to have a greater say in the way things are run.

The UN Convention on the Rights of the Child: Office of the High Commission for Human Rights, 2 September 1990

See: www.unhcr.ch/html/menu3/b/k2crc.htm

Note in particular:

Article 17: Access to appropriate information

The State has an obligation to ensure that the child has access to information and material from a diversity of media sources and to take measures to protect children from harmful materials.

Article 29: Aims of education

Education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights; developing respect for the child's own cultural and national values and those of others; and, developing respect for the natural environment.

Article 31: Leisure, recreation and cultural activities

The child has the right to rest and to engage in leisure, play and recreational activities and participate in cultural and artistic activities.

REGENERATION/ COMMUNITY COHESION/ NEIGHBOURHOOD RENEWAL

A New Commitment to Neighbourhood Renewal: A National Strategy Action Plan: a report by the Social Exclusion Unit, January 2001

See: http://www.socialexclusionunit.gov.uk/publications/reports/pdfs/action_plan.pdf

The cross-government Strategy sets out the Government's vision for narrowing the gap between deprived neighbourhoods and the rest of the country, so that within 10 to 20 years, no-one should be seriously disadvantaged by where they live.

DCMS targets include:

- Internet access in libraries and trained staff
- Funding agreements: broadening access to cultural and sporting activities and a second specifically aimed at promoting the role of the arts, culture, media and sport in urban regeneration, sustainability and tackling social exclusion.
- The National Lottery and Fair Share
- Enhancing school sports and arts facilities
- Creative Partnerships

Many library services run programmes involving artists from different cultural backgrounds. The African poet, storyteller and drummer Ro Kwabena went down well with young people in Manchester – many of whom are from African-Caribbean backgrounds.

“His drumming, along with telling traditional stories, really engaged people and was used to make people aware of their cultural heritage and how to find out more about it – whether that is through using books or the Internet etc.

Storytelling helps improve social skills and self-confidence – you can be a great storyteller and enjoy stories even if you can't read or write very well.”

Librarian

E LEARNING/ E CITIZENSHIP

Towards a Unified e-learning Strategy, DfES, July 2003

See: <http://www.dfes.gov.uk/consultations2/16/>

This consultation exercise aims to shape an e-learning strategy for all learners and potential learners and all sectors of education and training from early years through to Higher Education and lifelong learning.

In the section on "E-Learning for young people and adults":

"A coherent e-learning strategy will support the Department's range of education and training strategies for young people and adults from 14 through to lifelong learning. The aim will be to embed high quality e-learning across the whole sector"

LIFELONG LEARNING

The Learning Age, DFES Government Green Paper, 1998

See: <http://www.lifelonglearning.co.uk/greenpaper/>

This paper set the foundations for investing in learning and many of the recommendations are at the root of current policies. Chapter 4 deals with *Support for Young People*

- Young people who have not achieved while at school will be encouraged to continue studying so that they achieve a Level 2 qualification or higher
- Young people in work (16/17 years) will have a statutory right to undertake education and training, with the support of their employer, to get to NVQ level 2. National Traineeships will be introduced as a high quality work-based route to NVQ level 2, including key skills.
- The Careers Service will help support young people in making informed choices
- The Youth Service will be prioritised to provide increased support to young people .

Empowering the learning community: Report of the Education and Libraries Task Group to the Secretaries of State for Culture, Media & Sport and for Education & Employment, March 2000

See: <http://www.lic.gov.uk/publications/policyreports/empower/>

'We must place the learner at the heart of the new system.'

David Blunkett, Secretary of State for Education & Employment, June 1999.

'Each library is a "street corner university", with a vital place at the heart of its local community.'

Chris Smith, Secretary of State for Culture, Media & Sport, June 1999.

The paper made clear the benefits that a closer partnership between public libraries and education would bring benefits:

- Public libraries can increase the assistance and support that they offer to schools and to the national curriculum. They can serve as extensions of school libraries (even as surrogates) and as centres for managed study, homework or group research.
- Co-ordinated acquisition of stock and resources could reduce duplicated purchases among libraries in the same vicinity and create a joint focus on filling gaps.

- Public and educational libraries would achieve more impact by synchronising their online networking and digital content creation. This would involve much closer interaction between the National Grid for Learning and the People's Network.
- Closer cross-sectoral co-operation would ensure better support for lifelong learners, giving them managed access to academic libraries in a way they have not had before.

LOCAL GOVERNMENT

From Vision to Reality: transforming outcomes for children and families: LGA, March 2004

See: <http://www.lga.gov.uk/Documents/Publication/visiontoreality.pdf>

This document is intended to help professionals to translate the proposals in the Children's Bill into practical change. Section 3 includes case studies from different authorities as they work towards establishing Children's Trusts.

Children's Trusts integrate local education, social care and some health services for children and young people. Trusts can include other services such as Connexions, Youth Offending Teams and Sure Start. A range of other local partners - such as the Police, voluntary organisations, housing and leisure services - can also become involved. Children's Trusts are a key organisational vehicle in the drive to achieve the five main outcomes for children identified in the Green Paper 'Every Child Matters' - being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.

Local Public Service Agreements (Local PSA), Office of Deputy Prime Minister

See:

http://www.odpm.gov.uk/stellent/groups/odpm_localgov/documents/page/odpm_locgov_609158.hcsp

A Local PSA is a voluntary agreement negotiated between an individual local authority and the Government. The aim of local PSAs are to improve delivery of local services through a greater focus on outcomes. Local PSAs were piloted with 20 authorities starting in 2000. A roll-out to all upper tier authorities started in September 2001, to be completed by mid 2003. The success of the second generation of LPSAs is evaluated in *LPSA 2G: Building on Success*.

Local PSAs are voluntary, three-year, 'something for something' agreements and are designed to raise performance in priority public services at levels beyond existing expectations and reward improvements in performance. Targets are set at levels above what they are expected to achieve and receive additional resources. They may also benefit from freedoms and flexibilities in delivery, where they have identified barriers to achieving high, 'stretched' performance in the target areas.

Enfield Council has negotiated an LPSA to improve the use of libraries and sports facilities by the 0 –18 population and improving services to young people is a theme running through Enfield's LPSAs.

Place at the Table, Culture and Leisure in Modern Government: LGA, May 2002

See: <http://www.lga.gov.uk/Documents/Publication/Placeatthetable.pdf>

An LGA discussion paper highlighting the role that cultural services already play in the agenda for modernising public services. It reviews the present opportunities for the sector to get involved in the modernising process and forward. It focuses on how cultural services can take advantage of the new vision for public services and the opportunities for local councils within the proposed changes outlined in the local government white paper. One dimension being: *libraries, literature, writing and publishing*. Throughout the paper opportunities for culture to contribute to the wider agenda are highlighted with sections covering: community strategies; local strategic partnerships; public service agreements; local cultural strategies as well as other partnerships and initiatives in place at present.

Cultural Services and the Shared Priorities, LGA, January 2004

ISBN 1 84049 3577 available on the LGA website www.lga.gov.uk

“The local government white paper set out the relationship between central and local government and through joint priorities gave local authorities the opportunity to develop local solutions to local needs, working towards joint service provision.

At the heart of the agreement between local and central government, the LGA agreed with government that there should be a number of shared public service delivery priorities. Central and local government agreed seven areas in which it was most important to deliver tangible improvements. The priorities cover some of the most challenging areas of public policy and. Alongside policies such as local public service agreements (PSAs) they show the increasing desire for local and central policies to be joined up and for all sectors of government to be working towards the same goal”

Key priorities:

- raising standards across our schools
- improving the quality of life of children ,young people, families at risk and older people
- Promoting healthier communities and narrowing health inequalities
- Creating safer and stronger communities
- Transforming local environments
- Meeting local transport needs more effectively
- Promoting economic vitality of localities.

SELECTED KEY PARTNER ORGANISATION AIMS, TARGETS & INITIATIVES

Within the scope of Phase 1 of the work of the Framework for the Future Strategy Team, and time pressures, it was not possible to do a full survey of all partner organisations that support young people. The selection of key partners included below demonstrate the need for Library Services to be fully aware of partner aims and targets in order to create effective partnerships with key organisations.

ARTS COUNCIL ENGLAND

See: <http://www.artscouncil.org.uk/>

Arts Council England is the national development agency for the arts in England, distributing public money from Government and the National Lottery.

A Strategy for Children's Literature, The Arts Council for England, 1 December 2003 focuses on:

- the support and profile of children's writers and illustrators
- the diversity of children's publishing sector
- the role of libraries and bookshops
- how children's books are promoted to readers
- the links with tourism and media and the place of children's literature in school and higher education

In the Strategy it mentions the contribution of public libraries as follows:

Public libraries

The experience offered by public libraries was an attractive one, affording an opportunity to 'take a risk' and 'feel rich in books'. The experience was for many respondents though a future and conditional one, dependent on first overcoming the 'problem' of libraries not looking like bookshops, addressing the lack of training in children's literature in library schools, the loss of children's specialists in libraries, and the limited integration of reader development practice (widely valued) into core services, such as staffing and stock development.

Creative Partnerships was identified as a significant opportunity for libraries to establish more extensive and sustainable relationships with schools and school libraries. Librarians and reader development specialists were looking forward to becoming more engaged in this initiative in the future.

The Arts Council is also piloting the young people's arts awards as well as leading on Creative Partnerships, DfES/ DCMS.

BASIC SKILLS AGENCY

See: www.basic-skills.co.uk/

Their Mission Statement includes that every "Young person will leave school with literacy and numeracy skills that equip them for adult life". The BSA Literacy and Social Inclusion Project includes out of school hours literacy support, working with parents & motivating disaffected young people

BBC

See: www.bbc.co.uk/learning

The BBC runs a wide range of services that encourage people to learn. This includes formal education materials for children and adults across the UK. They include programmes and websites for schools, and other vocational and basic skills output for adults. BBC programmes also aim to inspire learning more broadly and informally in topics such as science, nature, history, social issues and citizenship, leisure activities and children's entertainment. The BBC uses interactive television and the internet to support its formal and informal learning services. It also works with external organisations expert in designing education programmes and projects, and is developing a Digital Curriculum service to be launched in 2006.

CONNEXIONS

See: www.connexions.gov.uk/

Connexions is the government's support service for all young people aged 13 to 19 in England. The service aims to provide integrated advice, guidance and access to personal development opportunities for this group and to help them make a smooth transition to adulthood and working life. It brings together all the services and support young people need. It offers practical help with choosing the right courses and careers, including access to broader personal development through activities like sport, performing arts and volunteering activities. It will also provide help and advice on issues like drug abuse, sexual health and homelessness.

Target:

- NEET: to reduce the number of young people not in education, employment or training

Connexions host the new **Need2Know website**- a national teen portal that aims to 'first stop shop' to find information on). As well as directing users to a vast range of valuable and vetted government and non-government sites, the portal will also host a regularly updated online magazine, n2k, which aims to provide young people with news, interviews, surveys, polls and interactive features.

DCMS: A NEW STRATEGIC YOUTH FUND PLANNED, 2004

A new strategic youth fund is planned for launch in the summer 2004 under the control of the New Opportunities Fund. NOF is awaiting policy directions for the fund, pending DCMS consultations with other government departments. A figure of £200m is being talked about, although has not been confirmed.

DCMS/DfES CREATIVE PARTNERSHIPS

See: <http://www.creative-partnerships.com/>

Creative Partnerships is a government-funded national initiative, established to develop schoolchildren's potential, ambition, creativity and imagination by building sustainable partnerships that impact upon learning between schools, creative and cultural organisations and individuals.

Phase 1, April 2002 to 31 March 2004, received £40 million from DCMS/DfES to work with schools in 16 selected areas of socio-economic deprivation in England. CP will roll out to nine new areas in Phase 2 and a further eleven in Phase 3.

This is a new investment in children's learning, channelled to CP through the Arts Council England.

DfES: MILLENNIUM VOLUNTEERS

See: <http://www.millenniumvolunteers.gov.uk>

Millennium Volunteers is a Government-funded initiative for young people. A MV can be anyone between 16 and 24. The scheme encourages young people to get involved in local issues and at the same time gain experience, confidence and skills. They can be involved in projects such as sports coaching, environmental issues, youth leadership, music and dance.

Millennium Volunteers have worked in many library authorities, e.g. to support families participating in the national Summer Reading Challenge in Warwickshire Libraries.

EDUCATION BUSINESS PARTNERSHIPS

Education Business Partnership's role is to broker links between education, businesses and the wider community. The EBP works with business and community volunteers to raise the achievement of young people in schools and colleges and supports the work-related curriculum at all key stages.

See: briefing papers that demonstrate how they link into raising attainment and work related learning at: <http://www.nebpn.org/briefingpapers.htm>

LEARNING AND SKILLS COUNCIL: MODERN APPRENTICESHIPS

See: <http://www.lsc.gov.uk/National/Youth/default.htm>

The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds in England. The LSC National Young People's Learning Committee oversees the development of the 16 –19 Institutions and Modern Apprenticeships.

Modern Apprenticeships are for young people aged 16-24 and last between one and three years. Businesses receive financial assistance from the LSC to take on a young person aged 16-24 as an apprentice or can develop existing staff by enrolling them onto the programme. Modern Apprentices get hands-on experience and on-the-job training, and at the same time gain NVQs.

NIACE/ NYA: GETTING CONNECTED

See: <http://www.gettingconnected.org.uk/introduction.htm>

Getting Connected is a curriculum framework which supports the re-engagement of disaffected young adults into learning and work. The curriculum aims to enhance the self-esteem and emotional literacy of those young people outside the formal education and training system. The success of the Programme depends on Mentors working with young adults. Mentors can be youth workers, Connexions PAs, health workers, probation staff, social workers, volunteers.

The framework is a key element of the *Young Adult Learners Partnership* (YALP). This joint initiative between NIACE and NYA researches and develops effective approaches to learning and personal development among young adults on the margins of education, training and employment. The Local Government Association supports this initiative.

NATIONAL HEALTH SERVICE: NHSIA Informatics

See: <http://www.nhsia.nhs.uk/informatics/pages/default.asp>

The NHS has a programme of work in place that will develop how technology will transform access to health information, e.g. sharing patient information, linking diagnostic support to paramedics/ ambulances etc. informed information for patients and public, quality global information for health professionals. [Health information and support is a priority as a report by seven medical colleges and the Royal College of Nursing (2003) said the health service does not meet adolescents' needs]

YouthBOOX project on Leeds' Care Homes:

"I've been amazed how well the partnership between youth workers and librarians has worked. I'm left wondering why nobody thought of it sooner! As a sexual health worker for young people I wanted to see books as a tool to get across the message of self-worth, decision-making and information. With the libraries support and enthusiasm and love of books, we have been able to encourage young people to read stuff that they wouldn't have looked at before."

Annie Collins, Barnardo's Sexual Health Worker

NATIONAL YOUTH AGENCY

See: <http://www.nya.org.uk>

NYA aims to advance youth work to promote young people's personal and social development, and their voice, influence and place in society. Funded primarily by the Local Government Association and government departments and its Strategic Aims aims are to:

- Increase its support for managerial and political leaders so they can ensure that policy towards young people is more effectively constructed and delivered;
- Secure more innovation in methods for youth work, youth services, and youth participation/citizenship;
- Influence public and policy making perception and understanding of the needs of young people and the contribution of youth work;
- Improve the quality assurance of training for youth work;
- Extend the resources for youth work that will modernise and improve practice; and
- Work effectively and efficiently

NYA has already pioneered the ground breaking literacy project, YouthBOOX with libraries and The Reading Agency.

Jon Boagey of The National Youth Agency is a member of the Framework for the Future Strategy Team and, as such, NYA has been a key partner in shaping the report *Fulfilling their Potential*. In an interview with Jon Boagey, in September 2003, he expanded on his vision for public libraries as a place of culture, creativity and democracy for young people – a space where young people can access free resources and equipment to enable them to communicate and create new knowledge and skills, and be involved in shaping their communities and services (see Stockholm example).

He also remarked that in some European countries young people can be in their early 30s and still dealing with issues that have become apparent earlier in their lives. As young people stay at home longer, they tend to be more tied up financially and economically with their parents – thus the need to respond to the needs of the *older younger person*.

Jon felt that increasingly ring-fencing funding and initiatives will be regional issues. NYA is developing a model of regional co-operation with SEMLAC, LLDA & CILIP linking to Framework for the Future.

NATIONAL YOUTH PARLIAMENT

See: <http://www.ukyp.org.uk>

The UKYP aims to give the young people of the UK, between the age of 11 and 18 a voice, which will be heard and listened to by local and national government, providers of services for young people and other agencies who have an interest in the views and needs of young people. There are over 400 elected MYPs, aged between 11 and 18 (inclusive). Each Local Education Authority (LEA) represents a UKYP constituency, and 90% of the LEAs across England are currently represented on the UKYP.

NSPCC: SOMEONE TO TURN TO CAMPAIGN

See: <http://www.nspcc.org.uk/html/home/newsandcampaigns/wnsttt.htm>

The NSPCC is currently running a major public education campaign *Someone to Turn To Campaign* to encourage children and young people to find someone to turn to if they have problems which are overshadowing their lives.

PAUL HAMLYN FOUNDATION

See: <http://www.phf.org.uk>

The Foundation aims to address issues of inequality and disadvantage, particularly in relation to young people. Support concentrates on projects in the UK that respond to these challenges through the arts and education. The Foundation also has devised a number of special projects that focus on areas where there is an urgent need for positive change in the interests of young people who are not benefiting from the arts or education.

Paul Hamlyn Reading and Libraries Challenge Fund

The fund, launched in 2003, supports innovative national or local projects in the U.K. that aim to improve access to books, reading and library services for young people, and others, with limited access. There are three streams within the Fund:

- Right to Read - access to books and reading for children and young people in public care
- Libraries Connect - focused on communities which are not benefiting from the services which public libraries can offer
- Free with Words - access to books and reading for children and young people in public care.

PRINCES TRUST

See: <http://www.princes-trust.org.uk/>

The Princes Trust is a charity that offers practical support including training, mentoring and practical assistance for people aged 14 – 30 years old – particularly those who have struggled at school, been in care, been in trouble with the law, or are long-term unemployed.

See Section 4: Current UK Research for information about their report: “*Reaching the Hardest to Reach: Nowhere to Turn?*”

Teenage Pregnancy Unit: Sure Start Plus Pilot Programme

See: <http://www.info.doh.gov.uk/tpu/tpu.nsf>

Sure Start Plus is an initiative to support pregnant teenagers and teenage parents under 18. Launched in April 2001, there are twenty Sure Start Plus pilot sites, covering 35 local authority areas, over a five years period in England. Sure Start Plus aims to improve health, education, and social outcomes for pregnant teenagers, teenage parents and their children. Sure Start Plus and Connexions are committed to working together to contribute to the overall aims of the national Teenage Pregnancy Strategy.

Sure Start Plus pilot programmes are located in areas with:

- high rates of teenage pregnancy
- an existing Sure Start local programme
- a Health Action Zone (HAZ)

Sure Start Plus programmes provide Dedicated support and advice through Sure Start Plus advisers:

- Personal, confidential advice and support to pregnant teenagers and young fathers
- support with healthcare during and after pregnancy, parenting skills and support, practical housing and benefit assistance, access to education, training, work and childcare
- Group and one-to-one sessions
- Advice on contraception for teenage mothers and fathers

In addition Sure Start Plus looks at:

- Reshaping existing services to make them more user friendly for teenagers, especially those who are pregnant

In Warwickshire, the Libraries’ Babies Need Books Officer (Bookstart) works with Connexions in Leamington Spa and visits teenage Mums in local hostels encouraging them to share book with their babies, think about their own reading needs and provide access to libraries and information and other local services.

UK Youth

See: <http://www.ukyouth.org/>

The aim is to develop and promote innovative non-formal education programmes for and with young people - working with them to develop their potential.

Charitable Objectives include:

- Focus on the personal and social development of young people in the UK whose potential can be better realised through non-formal education routes. To apply the principles of effective youth work to the contemporary interests

and needs of young people via programmes that offer accredited learning outcomes.

- Establishing and encouraging high standards and promoting common policies and approaches in the delivery of youth work

The Youth Justice Board

See: <http://www.youth-justice-board.gov.uk/YouthJusticeBoard/>

The Youth Justice Board for England and Wales is a non-departmental public body and aims to prevent offending by children and young people. It delivers this by:

- preventing crime and the fear of crime;
- identifying and dealing with young offenders;
- reducing re-offending.

The Youth Offending Teams (YOT) are key to the success of the Youth Justice System. There is a YOT in every local authority in England and Wales. They are made up of representatives from the police, Probation Service, social services, health, education, drugs and alcohol misuse and housing officers. Each YOT is managed by a YOT Manager who is responsible for co-ordinating the work of the youth justice services.

CONSULTATION

As part of the research to support the recommendations in the report Fulfilling their Potential, the Framework for the Future Strategy Team conducted in-depth interviews with key stakeholders:

- Policy Makers
- The Library profession
- Young People

INTERVIEWS WITH KEY POLICY MAKERS

CONNEXIONS, March 2004

Meeting with:

Connexions: Jane Haywood, Director of Activities for Young People Division
Framework for Future Strategy Team: Trish Botten, Warwickshire Libraries.

Target Group and Aims: Connexions target 13 – 19s with advice, guidance and personal development services, and in particular, NEET¹ – not in education or employment . Connexions is a key information provider for this age group. Jane felt that Libraries should ensure that our services signpost to and synergise with those of Connexions:

- Connexions Direct
- Need to Know – www.need2know.co.uk

The Environment: Jane felt it was important that libraries provide the right environment for young people i.e. confidential & what young people want – and not to be seen ‘adult’ spaces.

- Jane was interested in the Manchester Power House example and felt that in an urban environment this sort of partnership could work.
- In rural areas she feels that libraries need to ‘timetable’ time for young people in the library, make use of rural library ‘down-time’.
- She mentioned the Coventry Connexions One-Stop-Shop as a model for young people’s space. Could libraries have a ‘presence’ in them? Vice Versa our mobile libraries or partnership young people specific mobiles?
- She was also mentioned the Connexions Buses that visit urban estates and rural areas as another facility that public libraries should get involved with
- Libraries could make accessible and promote Connexions Direct, the 24 hour telephone & computer helpline that puts young people in direct contact with a Personal Adviser who can handle crisis calls
- Libraries could have a Connexions suite in the library with Connexions career information plus drop-in sessions with a Personal Adviser

Staff skills: Jane felt that library staff must have the right staff to work with young people;

- Library staff to do the ‘Introduction to Connexions’ course?
- Need to make more of library staff signposting role, ideally libraries should have the IAG matrix standard and offer Learning & Work Advisers. This would also support Connexions and the Government’s Aimhigher programme of activities for

¹ 9% of 16 – 18s are not in education, training or work

increasing access and addressing the under representation of certain groups in higher education (HE)

Consultation with Young People – Jane advised to always do this through local partners who work directly with young people. Youth Services and Connexions Network have young people forums but not to rely on them totally as they do not always have a representative cross-section of young people on them:

- Potential of Millennium Volunteers working in libraries
- Connexions work with YOTs aiming to get young offenders into education, work or training

Connexions Partnerships²: Jane recommended that any ‘partnership offers’ are made through the 47 Connexions Partnerships with local management committees. There is always a local authority representative on this management committee who is responsible for promoting all local authority services within the partnership. Do all library services know their rep. and ensure that they are fully briefed about library services and vice versa the work of the partnership? Through local partnerships ideas around drop-in PA sessions, Connexions suites in libraries etc could be advanced including:

- Connexions Cards: local Connexions Personal Advisers set tasks that young people can gain points – visiting/ being a member of the library/borrowing a book could be one of those task – but this would have to be agreed locally.

Youth Access Quality Standards for Youth Information, Advice, Counselling and Support Services (YIACS): a tool for continuous improvement, supporting agencies to develop their services to young people.

Conclusion

Jane felt it very important that our national offers are based on quality ‘universal’ services not just those focused on social inclusion. Quote: “ *Even young people from ‘good’ backgrounds need support and advice (e.g. Ewan Blair!). There is a danger of being patronising and not seeing young people as individuals.*”

Important: there will be extensive budget reductions in the Connexions services from April 04 and the role of Connexions is changing. It will no longer be there to ‘hand hold’ but will step back as local authorities develop Children’s Trusts (Every Child Matters and Next Steps). Libraries should be focusing on positioning themselves within these Trusts.

DCMS , February 2004

Meeting with:

DCMS: Mark Ferrero (Community and Libraries), Mark Porter (Libraries), Sophie Fry (Arts & Social Policy) and Christine Bigger (Children and YP Unit)
F4F Strategy Team: Nicky Parker, Manchester Libraries; Miranda McKearney, The Reading Agency

Main recommendations

- Link what Libraries do to a performance management framework - built on the principles of self assessment and a scale of achievement with minimum standards and some stretch standards
- Minimum standard should be to remove barriers to use

² Formal funded partnerships with Connexions would involve libraries in the Connexions Self Assessment Schedule and inclusion in Ofsted inspections.

- Work must be rooted in the Govt/Local authorities' shared objectives.

Views on library strengths

- Support for life skills, and personal development including social skills.
- Massive community presence and public interface
- A space in every neighborhood - not school, not home
- Libraries as outposts and showcases for government services
- Libraries as community shop windows
- Libraries' links with the arts/creativity.

Messages to stress to policy makers/government

- Value for money
- Multi-agency
- Shared priorities
- Diversity and inclusion: reach of hard to reach people no-one else can reach
- Persuasive statistics: need to get LISU/CIPFA to collect better data about young people.

Views on challenges/ potential for development

- Need to analyse factors for success in getting young people into libraries. Use Sure Start model – library targets; principles; multi-agency working; child at the centre; new funding, changing mainstream services.
- How to move young people across from computer use to wider use of the library's resources
- Link to involvement in the arts – the library as the place to get involved; buy gig tickets, find out what's on ...
- How to show that we have created a library habit through work like PAYP – interventionist work. Need for longitudinal research. Look at lessons from arts work.
- Linking more with schools and other parts of local authority, e.g. package for 11-19 yr olds/ develop an offer of automatic library membership linked to registration elsewhere, e.g. Library membership is an automatic part of a wider local authority entitlement. Young people registered with the LEA/school/social services/Connexions could automatically become a library member- exchange and sharing of data between different parts of the local authority.

Within Local Authorities

- Need for sophisticated arguments with Chief Execs, and clarity about what the library offers in terms of broader local government strategy
- Urgent need to identify and showcase best practice
- Build teams of advocates from the user group
- Link into CPA philosophy, e.g. self assessment.

Library staff

- Importance of peer support/ mentoring. Help Teams being developed.

LGA

- Working on culture as a corporate priority and developing pathfinders. DCMS recommend talking to LGA about making library/young people pilot one of the pathfinders

Government regions

- Raise profile with Government Offices; show how libraries' work with young people plugs into the big economic/skills agendas.
- Plug into one of the Regional MLACs for preliminary discussion.

National offers

- Comfortable with idea of minimum entitlement for young people, but stressed need for flexible delivery/ service shaped from bottom up
- Standards going with ODPM grain – more flexible /locally driven/self assessment
- This fits with concept of quality framework for delivery.

Pilots to explore delivery of new “offer”

- Agreed must do one on participation
- Space planning: divided this into teenage space in new build libraries and in re-furnished libraries (mentioned Calne, just won award from British Urban Regeneration Association, linked to ODPM regeneration push). Need to look at models from Social Services where participation with LAC is further advanced.
- Interested in concept that you don't need a library building to deliver a library service and in Glasgow's “bussing in” initiative. Could be library building, another agency's building, mobile or virtual.

DfES, February 2004

Meeting with:

DfES: Steve Anwyll, Senior Director, Literacy, Primary National Strategy ; Lorna Serieux, Literacy and Numeracy, Standards Unit; Liz Majewska, Literacy and Numeracy, Standards Unit.

Framework for Future Strategy Team: Martin Molloy, SCL; Sarah Wilkie, MLA; Robert Gent, Derbyshire Libraries; Julia Strong, National Literacy Trust; Mark Porter, DCMS, Libraries ; Miranda McKearney, The Reading Agency.

The nature and content of the meeting had to be altered because the DFES representatives all had a focus on primary work. Nevertheless we were able to have a useful generic discussion about the connections between the education sector and libraries.

Particular areas of focus where libraries can help

- Independent/wider reading/ reading for enjoyment
- Involving and supporting parents
- The balance between raising standards but holding on to enjoyment/creativity
- Supporting teachers' engagement and knowledge of reading (new emphasis on teacher assistants as playing lead role in primary school libraries/workforce remodeling)
- Networking: primary schools to be supported in networking
- Differentiated support for readers
- ICT: children communicating beyond the school.

Conclusions

- Libraries need to ensuring that DfES colleagues are fully aware of all the services and initiatives provided by Libraries, e.g. DfES Group interested in our links with the BBC over 05/06 literacy campaign. Need mechanisms for regular briefings about library work and need to support DfES colleagues in navigating the library maze - they find sector hard to work with because so many different organisations, welcomed advent of TRA as a point of entry on reading

- Important for DfES to acknowledge and stress importance of partnerships with libraries
- Reading Connects/National Reading Campaign an important joining up mechanism to build on
 - Libraries to address areas raised: impact indicators; ways of showing retention from Summer Reading Challenge etc.
 - Capitalising on work with school library services, school librarians, e.g. self evaluation tool; reading projects, e.g. summer reading challenge; author recommendations etc.

HOME OFFICE, February 2004.

Meeting with:

Home Office: Jerry Hayes, Head of Community Involvement; Jackie Tainsh, Policy Advisor, Active Communities Unit.

Framework for Future Strategy Team: John Dolan, Birmingham Libraries; Lesley Sim, West Sussex Libraries.

Overview of the Active Communities Directorate

Prime Ministers challenge to the Active Communities Directorate:

- Increase Volunteering
- Get businesses involved in communities
- Get Public sector staff involved.

Initial discussions centred round volunteering but HO sees this in a wider perspective of engaging people in their communities. Have been set a target of 5% increase in volunteers by 2006. Mentioned Doit.org, Time Bank, CARES (aimed at encouraging business people with limited time to offer to volunteer)

Idea: interactive Kiosks in the community (could be in libraries?) to provide information for communities on volunteering.

Home Office tend to work in three year cycles and they are coming to the end of a cycle and entering a period of change but the Home Secretary has a very strong sense of Local democracy/governance and a New unit has been set up called The Civil Renewal Unit.

Chancellor's speech a week prior to our meeting, with high level political support, the following key areas were highlighted:

- Young People
- Mentoring
- The Corporate Challenge (getting businesses involved).

Discussion following PowerPoint presentation:

Obvious links between Libraries and the Home Office

- Civil Renewal
- Citizenship.

HO could appreciate the value of the National Library Network. They saw libraries as key community resources. HO need to deliver Citizenship training, at the moment it is being done via Youth Clubs and Schools but talked about the possibility of Virtual training via People's Network and face-to-face training in library settings.

- HO asked about libraries involvement with “Lending Time” and was impressed that we knew about it and that it had been the subject of discussion at a recent SCL meeting. They were keen for libraries to sign up!
- Mentioned the importance of “Learning to Listen” which again we were familiar with.
- Suggested we look at www.Youthnet.org.uk this provides Youth Information and volunteering opportunities. It links to a site called www.thesite.org.uk which is the information arm. Another site mentioned was www.Kickass.com - apparently a team of young people recently had a session with the PM where they asked very straight questions! Also www.headsup.org.uk is a site funded by the Hansard Society, an independent educational charity. This site was set up to help young people build up the skills and know-how needed to participate in politics.
- Mentioned that a good contact at CYPU would be Wanda Brown.

With regards to priorities in different directorates, HO suggested:

- Contacting Civil Renewal
- Look at the Treasury website where targets for all government departments are listed and tell each department how libraries can help them meet their targets. Idea of linking to Shared Priorities was supported.

In a survey done by The Home Office in 2001 about Citizenship young people were asked which of the following they engaged in:

- Formal Volunteering
- Informal Volunteering
- Social participation
- Civic participation

The responses showed that while volunteering was high, civic involvement was very low. A report of the survey “Active Communities: Initial findings of the 2001 Home office Citizenship Survey can be downloaded at www.homeoffice.gov/rds/pdfs2/acuactcomm.pdf

Note: Some authorities are setting:

- PSA targets for Community Involvement.

To conclude we asked about their response to the briefing paper:

- They valued the role of libraries in engaging Young People in much wider civic involvement, active citizenship and community learning
- Supported the idea of a National Offer and common branding.
- Felt the tone of our briefing paper was very much on the right track and agreed with the principals, which support their own aims of increasing engagement/ participation.
- Mentioned engaging business and we were able to talk about Arts and Business involvement.

Local Government Association, February, 2004

Meeting with:

LGA: Julie Hill

Framework for Future Strategy Team -.Nicky Parker, Manchester Libraries

- The issues we have identified for this piece of work reflect the modernisation agenda in local government
- There was a view that this piece of work could and should be applied to the wider cultural sector.

- It needs to be very joined up in its approach - this is about libraries but also needs to link to Youth Services, Connexions, Arts Policy, Cultural Strategies etc
- Some of this work needs to be about engaging with hard to reach groups
- We need to stress the links with Community Strategies if we want senior managers to take up the recommendations.
- Link this work into 2nd generation LSPs, local partnership vital.
- Discussion about the NFER Research - Extended Libraries concept. NFER have won the contract to complete a piece of research about increasing the role of libraries within communities - extending the role of libraries. Julie offered the team the opportunity to submit a question as part of the research which will go out to every local authority.
- Agreement that DCMS' idea of some form of self assessment process for library authorities would be good.
- Can we link this work into the cultural strand of CPA?
- Identified the need for champions and solid case studies
- Stressed the importance again of fixing this piece of work in local agendas. Promote the library as THE PLACE within local communities
- Importance of staff training. General discussion about the need for better trained library staff across the country. More emphasis on customer service and equalities. Library staff need to engage much more with their local authorities, see the bigger picture. Discussion about capacity issues, the need for library leaders.
- Link this piece of work into local PSA targets
- Support expressed for the key themes in our research - participation, space, stock. Stock panels seen as a minimum offer, not too aspirational.
- Strengths of libraries - libraries are everywhere, neutral spaces, ICT connectivity, role of libraries as learning providers
- BUT must make more explicit links with policy. Policy audit eagerly awaited.
- Post 14 learning agenda is huge opportunity for libraries - citizenship, wider participation (social inclusion agenda) yep participation in running services, basic skills. BUT libraries have become too self contained - need to get out more and form wider partnerships.
- Should involve Looked after Children in this research
- Libraries have to change - need local buy in. Hooks - access to information, link to study support strand of FFF, diversionary activities like PAYP.
- Could we look at some sort of buddy/ mentor scheme?
- Could we identify any Teenage Beacons via case studies?
- Need to influence Directors of Education/ Directors of Social Services (or Unified Children's Services) and elected members. How are we involving elected members in the research? We need an advocacy campaign around teenage services. We need to challenge the stereotyped views about libraries. We need to be speaking at conferences in other sectors - the team was offered the opportunity to speak at a future meeting of Chief Leisure Officers or a meeting with elected members with a cultural portfolio at LGA.

MAIN DRIVERS IDENTIFIED by ASCEL, YLG, SCL, CILIP

The Framework for the Future Strategy Team held a number of consultation sessions with the profession (SCL, ASCEL & YLG members) through existing meetings, events and conferences of those groups.

DRIVERS IDENTIFIED	GROUP/ COMMENTS
<p>Regeneration:</p> <ul style="list-style-type: none"> • Neighbourhood renewal/SRB • EA2 – Excellence in Cities • SureStart/ & Children’s Centres • <i>Unlocking the potential of the built environment as an educational resource</i>, DCMS, DFES 	<p>ASCEL YLG/ASCEL/SCL: planning for dual-use buildings, shared sites with secondary schools or youth centres, extended schools , innovative and imaginative buildings to inspire ; libraries as one-stop shops for a variety of services; empowering local young people by providing ‘space’ for creativity, study, involvement in local democracy etc.</p>
<p>Education:</p> <ul style="list-style-type: none"> • Agenda 21 – support for global dimension in the classroom • Extended Schools/ Building Schools for the Future • Out of Hours Strategy & Study Support • Educational Attainment/Achievement • Out of School Provision/ attendance strategies/ home education • LEA Advisory • Childrens’ University/UFA • EYCDP (0-14) • Education of children in care. • Attendance & exclusion strategies 	<p>ASCEL</p>
<p>Local Government:</p> <ul style="list-style-type: none"> • Community Plans & Objectives • Family Learning • Local Council Objectives • Teenage Pregnancy Officer • Social Services • Vulnerable Young People’s Strategy/ IRT local preventative strategy • Youth Service • YOTs • Lifelong Learning • Social Inclusion • Cultural Diversities • Regionalism • Children’s Fund • PAYP • Best Value/ CPA • Sports Development 	<p>CILIP response to <i>Every Child Matters</i> includes: young asylum seekers rights to mediated introduction to local library service; role of SLD & school librarians to support extended schools; social services should encourage children in their charge to join the public library/ safe haven etc.; public libraries should give foster carers training re books and shared reading; Bookstart supports young parents; institutes for young offenders should take part in library – led literacy projects & links with libraries; must involve young people in ideas, planning for library services; librarians included in the core qualifications framework for working with children/young people; libraries should be more visibly linked to PAYP.</p>
<p>Youth Services</p>	<p>ASCEL ASCEL/YLG comment</p>

<ul style="list-style-type: none"> • <i>Transforming Youth Work</i>, DFES • <i>Transforming Excellent Youth Services</i> DFES/NYA 	<p>on <i>Transforming Youth Work</i>: proposed 'offers' from F4F Young People Policy could be part of / or mirror this common planning framework.</p>
<p>Connexions</p>	<p>ASCEL: potential role for Library staff as:</p> <ul style="list-style-type: none"> • Managers of community information providing young people with access to the information they need • Libraries as welcoming community spaces where young people can access advice and guidance with a Personal Adviser • Libraries as providers of reading & creative activities that support young people's personal, social and emotional development. <p>ASCEL: link library membership & services to Connexions Card scheme, which allows young people aged 16-19 to collect reward points for learning, work-based training and voluntary activities. These can be exchanged for discounted and free goods and services and other rewards.</p>
<p>Consultation with Young People</p> <ul style="list-style-type: none"> • <i>Learning to Listen</i> • <i>Hear by Right</i> 	<p>ASCEL comment on <i>Hear By Right</i> : all library authorities will be part of this consultation framework so any 'national offer' about consultation must link to this.</p>
<p>Voice of Young People</p> <ul style="list-style-type: none"> • UK Youth Parliament Manifesto 2003 	<p>YLG/ASCEL: important that the 'national offers' responds directly to the needs of young people as they express them.</p>
<p>Combating anti-social behaviour</p> <ul style="list-style-type: none"> • <i>Respect and responsibility</i> White Paper 2003, Home Office 	<p>YLG/ASCEL: libraries provide safe, welcoming places for young people and encourage involvement, raising standards. PAYP library projects reducing anti-social behaviour.</p>
<p>Health</p> <ul style="list-style-type: none"> • NHSIA Informatics 	<p>ASCEL: health should be a high priority in the information 'offer'. Also implications for PN.</p>
<p>E-learning</p> <ul style="list-style-type: none"> • <i>Towards a Unified e-learning Strategy</i>, DFES • <i>UK Online</i> 	<p>ASCEL: priority information literacy skills/ PN/ study skills/ learning content/ information for life.</p> <p>How will the UK Online Toolkit idea respond to the needs of young people?</p>
<p>MLAs/CILIP/ DCMS:</p>	

<ul style="list-style-type: none"> • DCMS – <i>Framework for the Future</i> • MLA - <i>Inspiring Learning for All</i> • MLA Single Regional Agencies • CILIP – Start with the Child; Safe Place for Children • People’s Network Computers/UK OnLine • The Reading Agency/ TRF 	
<p>Post 16 Skills</p> <ul style="list-style-type: none"> • 21st. Century Skills, Realising our Potential, DfES • Success For All, DfES • Getting Connected, NIACE/ NYA 	<p>ASCEL: it is an opportunity to develop a role for libraries to work with LSCs/FE/ HE/Training Associations/ business etc. to raise skills of Post 16s.</p> <p>ASCEL: Libraries should be working with NIACE/NYA on Getting Connected – getting young people into learning.</p>
<p>Lifelong Learning:</p> <ul style="list-style-type: none"> • Basic Skills • Advice & guidance • Links with colleges and training providers, e.g. Learndirect • LSC targets • Area Learning Partnerships • Family Learning • E learning 	ASCEL: see above.
Football Clubs	ASCEL
BBC	ASCEL
Businesses	ASCEL
Publishers	ASCEL
Home Educators	ASCEL
<p>ARTS</p> <ul style="list-style-type: none"> • <i>From Looking Glass to Spyglass</i>, Arts Council. • <i>Creative Partnerships</i> 	ASCEL; role of the library as a focus for arts and culture in the community. Arts projects in libraries exploiting our resources and links to PAYP and youth services. Work done with WWR,NYA and BOOX and YOUTHBOOX

VIEWS OF YOUNG PEOPLE

Consultation with users is an important part of shaping any service. This is particularly true when talking about services for children and young people. Ideas about the characteristics, needs and desires of teenagers are often based on stereotypes, media pressure and adult perceptions of young people. Bearing this in mind, the Framework for the Future Steering Group believed that it was important to test out some ideas and principles with young people as part of the development process for the strategy.

Three groups were selected for the consultation. No consultation process can be representative of a whole population but it was important to select groups from different communities who have varied experiences of libraries. The three groups in this case were selected from The Reading Agency's contacts and through consultation with the National Youth Agency. The groups were:

- **Powerhouse, Moss Side, Manchester**
The library: a custom-built youth library situated amongst other services for young people and based in a Connexions Service building. The facilities include an IT/ homework room, music recording studio, sports facilities, homework club and traditional library services in a non-traditional setting. Some of the young people were also familiar with other libraries in Manchester.
The area: disadvantaged, multi-cultural area of Manchester.
The young people: 13 young people aged 11-16 including 1 white female, 6 Somali males, 3 Asian males and 3 black African females all of whom are users of The Powerhouse library and homework facilities.
- **The Lakeland School, Ellesmere, Shropshire**
The library: the school library is a modern library with a good IT suite and a reasonable collection of fiction and non-fiction. Most of the young people also have experience of public libraries to draw on when talking about libraries. They are likely to be familiar with Ellesmere, Shrewsbury and Oswestry Libraries.
The area: white, rural community of predominantly middle and lower middle classes.
The young people: 9 bright, articulate young people, hand-picked from Year 9. 5 male, 4 female.
- **Sheffield Young Mums Group, Sheffield**
The library: the group were selected because they were funded through the Neighbourhood Support Fund and were non-library users, although they had some experience of local and central libraries.
The area: the group are a citywide group from a variety of social backgrounds who come together for mutual support as teenage mothers.
The young people: 2 young white women aged 17-20. One reader, one non-reader. Unfortunately the rest of the group were absent on the day of the consultation.

Setting up the groups

The groups were contacted by telephone and email and asked if they would like to take part. Book tokens were provided for all of the groups. These tokens certainly had a massive impact on the number of young people who volunteered to take part in Manchester and were very gratefully received by young people in Sheffield and Shropshire. The meetings were planned to be a maximum of 90 minutes in

recognition of the fact that the consultation process was taking place at a time when the usual activities of the groups would be suspended and that it would be difficult for young people to concentrate for much longer.

The approach

The areas for consultation were selected from the document, *Young people and public libraries: a new relationship. A discussion paper for SCL and ASCEL members*. This document is quite lengthy and features areas that could go beyond the experience of young people. As a consequence, we chose to consult young people about a limited number of issues that were directly relevant to them. In order to make the results comparable, each focus group was conducted in the same manner with exactly the same questions being asked of each group. It was important to keep the discussions stimulating, so responses were prompted in a variety of ways: through word showers, card sorts and open questions. The card sorts are particularly effective in allowing young people to focus on the issue at hand, to have room to participate and in leading to a consensus. This allows for opinions to be measured more easily. The format for the consultation is attached as an Appendix to this document.

Variables

In spite of the attempt to maintain a uniform approach, the preoccupations of the young people often led discussions in a variety of directions with the result that each group had a slightly different emphasis. There was also an issue with timescales. The group at The Powerhouse was only able to take part for 60 minutes, while the other two groups were able to go on longer. As the most articulate group, with the longest time available, the Shropshire group provided more detailed responses than the other groups.

Each of the focus groups was introduced in the same way. The young people were informed of the point of the consultation and assured that their views would be taken seriously. It was also made clear that there were no right and wrong answers and that any opinions were valuable.

What follows is a summary of the responses of the three groups.

What do you think of when I say 'library'?

Books, helpful staff, education, computers, CDs, tapes, videos, internet, MSN messenger, stationery, fun, learning centre, socialising, really quiet: *"Most libraries are dead quiet like the big one in Manchester – it's louder here"*, multicultural, support, homework, concentrate, friends, activities – writing, sports, games, French games.

Books, multi-media, have to be quiet, librarian, dull, boring, tables and chairs, service, card, source of information, pleasure of reading

Fusty smells, dark, never open, not very inviting, old, smelly, quiet, daunting – *"There are so many books. How am I ever going to find what I want?"*

What are the good things about libraries? What are the bad things?

Good things	Bad things
Noise is good	Too loud
Lively	Too quiet, <i>"some libraries are too quiet and some are too loud. In the middle is best."</i>
Lots of computers	Too small
Books	Sometimes the staff aren't nice – they tell you to shut up
Manga	
Poems	

<p>Computers – internet access Range and variety of books Different genres Help with homework – resources and staff Posters and advertising that makes you want to read the books Being able to get books for free Kids enjoy stories when they go with school</p>	<p>Computers are too busy Not enough Jacqueline Wilson books Smelly, old books Boring <i>“You’re seen as geeky if you go in a library.”</i> Not enough books to appeal to young people Not enough copies of new books Old books aren’t updated – they have the wrong facts in them sometimes Books put in the wrong places Dingy</p>
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The Discussion

The views of the young people largely reflected the variation in their experience of libraries. The young people from Powerhouse had much more positive associations with libraries because their main experience is of a non-traditional youth library. This would suggest that there are elements of The Powerhouse that could usefully be adopted by other libraries. The young people from Shropshire were the most enthusiastic about reading but their associations with libraries were more functional than pleasurable. They appeared to use libraries because they liked reading and found the resources useful but they still had negative perceptions of the environment and staff. They were also concerned by peer pressure and the fact that using the library was not cool. They returned to this idea on several occasions. The fact that the young mums had the most negative perceptions is unsurprising as they were the group of non-library users. Their ideas were formed from their memories of libraries and not from current experience.

Is the library an important part of your community?

The library was not seen as an important part of the community by the groups from Shropshire and Sheffield. By contrast, the group from Powerhouse were mainly positive about the role of the library in their community. They said it was a good place to come and chill, that it gave them somewhere else to go, that it took them away from boredom and that it was *“better than being at home where there’s lots of noise”*. It would appear that the stark differences in the responses of the groups is based on the fact that The Powerhouse is clearly part of a young people’s community and linked to other appealing activities. Again, this could indicate that it is a useful model for other libraries to consider.

What would be the ideal space to use as a library?

The general consensus of all groups was that the traditional community libraries are the best way to deliver library services, although this may have been because they found it hard to conceptualise the other options. No one seemed interested in the idea of outreach or mobile library services. Everyone agreed though that it would be helpful to divide libraries into separate spaces for different age ranges and different activities. They saw divisions as a helpful way to get around issues such as eating, drinking, music and noise levels. Many young people felt that having libraries alongside other community facilities such as cinemas and swimming pools was a good idea. All of the groups mentioned the idea of having a café in the library and were enthusiastic about this notion.

As with all of the discussions, the opinions of the groups reflected their current experience of libraries.

The young people from The Powerhouse were the only group who were keen on the idea of youth libraries, although they could see the benefits of libraries for whole communities. They felt that they might be able to learn from their elders, an attitude

that seems rooted in the ethnic minority communities from which they come. Although they didn't object to the concept of sharing a library with other sectors of the community they were very negative about the idea of having babies and old people in their space! This resistance led them to consider that a large building with a designated space for young people would be the optimum. Interestingly, the group from The Powerhouse never mentioned that they felt 'uncool' going into a library.

This model of having a young people's area in a general library also appealed to young people from Shropshire, although they were concerned to retain access to all areas of the library, not just the young people's section. Again they suggested that, "*even if it's just a library for kids, you'd still feel awkward going in.*" (This view would seem to be contested by the evidence from Powerhouse.) The group from Shropshire were very concerned about the quality of their environment and were keen that it should be bright, colourful and comfortable.

The young mums were in favour of libraries that served the whole community with designated spaces for different groups; however, they didn't really identify themselves with young people and young people's spaces. They were more likely to see themselves as parents and relate to the library in relation to their children's needs. They were concerned that the library environment should be more welcoming, commenting that, "*Ours looks like a Methodist church!*" They also wanted libraries to be open more often.

Would you travel to use a library?

Everyone felt that it was important that the library be in walking distance from home and school or near a bus stop. Only one young man from Powerhouse said that he would travel for resources.

Which things are important/ not important in a library?

Those in italics were important to everyone

Important	In between	Not important
<i>Having comfy furniture</i> <i>Listening posts to play music</i> <i>Being able to sit and chat</i> <i>Computers</i> <i>Areas decorated by young people</i> <i>Well-designed</i> Posters and artwork to signify teenage area	Eating and drinking Having music playing Posters and artwork to signify teenage area Being able to use mobile phones Eating and drinking	Being able to use mobile phones Having music playing Having music playing

The Discussion

Eating and Drinking

Everyone was enthusiastic about the idea of a Starbucks-style café where you could talk, read, play music, eat and drink. Young people from Shropshire mentioned vending machines and sweet shops as positive additions to a library. In spite of this almost everyone was against the idea of eating and drinking in a general library space for fears of getting sticky fingers on books and spilling drinks on computers.

Noise

All of the young people could see the value of quiet spaces for study and most felt that background music would be off-putting. They also said that background music would cause conflicts because different people can tolerate different types of music.

The only people who were keen on the idea of background music were the mothers, who said, "I wouldn't be so frightened if there was background music – you wouldn't be so worried about dropping things." Although everyone favoured quiet spaces, they also felt that some chat was essential particularly when doing homework and that the traditional image of 'shushing' librarians put them off. The young people from The Powerhouse felt that other libraries needed to "*Liven up a bit*" and suggested that there should be two levels – one noisy and one quiet. Everyone was enthusiastic about the idea of listening posts (although they didn't consider it a necessity) and they were also keen on the idea of being able to listen to music on PC's with headphones. People were also enthusiastic about the idea of being able to listen to books on listening posts, particularly for those young people who are visually impaired or who have literacy difficulties. Several young people also suggested that headphones and listening posts would be good for the purpose of language learning.

Furniture

Comfortable furniture was a necessity for all of the young people and clearly something that would greatly enhance their experience of libraries. Some young people said that they wouldn't use libraries with bad furniture. Leather chairs were a particularly popular option as were sofas. The young people from Shropshire were also attracted to novelty furniture such as swinging chairs, egg chairs and pods where you could close the door and curl up with a good book. Adjustable furniture for PC's was also a priority. The young people wanted to be able to relax when they were tired after school and the young mums needed comfortable seats for breast-feeding.

Computers

Everyone felt that having lots of internet-linked computers was important, particularly as parents are often conscious of the expense of using the Internet at home. In spite of this, a few people pointed out that since the advent of computers in libraries, they would be less likely to look at books, preferring to search the Internet as a first port of call. One young person suggested that charging for the Internet might encourage young people to look in the books first.

Décor

Everyone was enthusiastic about the idea of well-designed and attractive buildings, feeling that "*Libraries are always magnolia with brown shelves – it's depressing.*"

Young people from Shropshire suggested that, "*If it's a really old building, it's a bit forbidding – young people will be put off.*"

The thought of young people being involved in customising teenage spaces was something that really appealed to the vast majority of young people who were questioned. They felt that bright spaces attracted them and cheered them up when they were bored of study and that modern spaces were less daunting. Bookshops came up in all three focus groups as being a good model for libraries to follow – particularly those with cafes. The young mums said, "*Waterstones is lovely.*" The look and atmosphere of buildings is clearly a factor in putting young people off using libraries.

Teenage areas

Most people felt that teenage areas were a necessity and that the provision of such areas would improve their experience of libraries. However, they also felt that they wouldn't want this to be too rigidly defined as they would want to be able to access other areas of the library too. They liked the idea of posters and artwork in these areas and particularly liked the idea of posters that were suggestive rather than

explicit of youth e.g. posters of bands that they liked rather than signs saying “Teen zone” etc

Mobile phones

The vast majority of young people felt that to use mobile phones in a library was rude and distracting. Even the young people from Powerhouse (where phone use is permitted) said that people playing their ring-tones was really annoying and that they weren’t likely to use the Internet to download ring-tones as it was expensive. On the other hand, the young people didn’t necessarily want a ban on phones. Several sensibly pointed out that parents might be worried if they couldn’t get hold of their children. When I said, “If there were a sign saying ‘No Mobile Phones’ how would you feel?” they unanimously said that it would put them off using libraries. Generally they had a very negative reaction to rules and would clearly prefer more individual discretion, trust and mutual respect.

Who would you want to get books from? What would the ideal librarian be like?

The young people found it hard to imagine library services that were delivered outside of traditional venues by traditional library staff, although they seemed to have more faith in teachers as people to ask about reading. One young person said, *“It would be good to be able to ask librarians about books but you don’t expect them to know about the things you’d like.”*

Most young people had fairly negative, stereotypical views of library staff. They described librarians as *“people in pencil skirts with buns in their hair”* and commented that there weren’t many men or younger people working in libraries. They observed that library staff talk so quietly that it is difficult to hear what they’re saying. One young person said, *“They scare you when they speak to you,”* (because it’s such a shock!). Most of the young people expressed a desire to have younger, friendly staff that they felt comfortable talking to and they felt that staff should not be behind counters. They liked the idea of library staff being more like shop assistants, wandering around and asking people if they needed help. They thought that young people should be able to work or volunteer more in libraries and they loved the idea of being involved in the recruitment and training of staff. One the young people said, *“It’s good if the library staff knows where the kid in him is!”*

Community/Learning – Would you like to be able to do these things in a library?

Those in italics were agreed upon by everyone.

Yes	Maybe	No
<ul style="list-style-type: none"> • <i>Help others with reading</i> • <i>Use IT and office equipment</i> • <i>Share information with other young people through noticeboards</i> • <i>Join a reading group</i> • <i>Meet writers and illustrators</i> • <i>Do courses in reading and writing</i> • <i>Do courses in IT</i> • Join a homework club • Meet with other young people from the 	<ul style="list-style-type: none"> • Do other arts activities • Find out about volunteering • Meet with other young people from the community to make websites and newspapers • Do courses in job skills • Meet with other young people from the community to make websites and newspapers • Do courses in reading and writing 	<ul style="list-style-type: none"> • Get in touch with MPs • Get in touch with MPs • Get help with reading difficulties • Do courses in job skills

community to make websites and newspapers <ul style="list-style-type: none"> • Find out about volunteering • Get help with reading difficulties • Get in touch with MPs 	<ul style="list-style-type: none"> • Do other arts activities • Get in touch with MPs 	
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The young people were mainly enthusiastic about the proposed list of activities but expressed a variety of opinions and concerns. The young people from The Powerhouse were the most positive about the more PAYP-style activities perhaps because they are more familiar with the version of a library as a youth centre. The two other groups expressed a consistent perception that these activities constituted a move towards making the library more like a community centre or youth club and they had mixed feelings about this. The young people from Shropshire (most of whom were who keen readers) felt that some of these activities detracted from the central focus of the library; however others were really pleased by the idea of arts activities in libraries as they felt that there was nowhere else to get involved in creative activities in their communities. The young mums were concerned that young people might not respect some of the opportunities and that libraries would find themselves with the same problems as youth clubs that had closed down in their areas. They also commented that it would be *“a lot of work for your staff.”*

The groups from Powerhouse and Shropshire had little interest in the proposed community activities. Both said that no young people were interested in making newspapers or in meeting MP’s but some said that making websites might be interesting. They were similarly ambivalent about opportunities to learn job skills or to volunteer. This reflected their ages and interests; for most of them, employment seemed a long way off. Interestingly, they had no faith in politics at all. By contrast, the young mums were more community-minded and were very enthusiastic about having the opportunity to meet with MP’s in order to address their concerns as parents.

All of the groups were keen on activities that were directly related to reading and writing, such as reading groups and meeting writers and illustrators. They were also positive about the idea of buddy reading schemes, although some had reservations about the benefits of peer education, feeling that young people would be too embarrassed to admit difficulties to their peers. They were unanimously in favour of IT courses that they felt would be particularly useful for older library users. Some said that they might be interested in helping older members to learn IT skills. Most had some reservations about whether the library was the right place to get help with reading however. The young people felt that people with literacy problems would be unlikely to feel confident enough to approach a library for help and would be more likely to go to Learndirect or a local college. Some young people suggested that a private room would be a good idea for people who wanted to learn reading skills. All of the groups felt that homework clubs were a good idea. All of the groups considered that information exchange notice-boards would be well used as an alternative to texting and to promote events or sell goods.

What else would you like to be able to do in the library?

- Rap battles
- Record music in recording studios
- Poetry cafes

- Poetry competitions
- Poetry bash/ slam
- Stand-up comedy nights (very enthusiastic about this one)
- Live bands
- Careers advice
- Activities that you can leave your kids at while you do other courses/ read
- Sessions on how to use email and text messaging

What materials would you like to see in your library?

- Magazines e.g. The Source
- Language learning books
- Comics
- Audio books
- Newspapers
- Better information books
- Encyclopaedias that you can take out of the library
- More humour
- Shorter books
- Quick and easy reads
- More popular, modern non-fiction
- The Darwin Awards
- More real-life stories
- More varied magazines e.g. The Enquirer, Hello, Heat, Bliss, car magazines
- Books about weird facts e.g. Strange Deaths
- More Fighting Fantasy (only one young person's view greeted by groans from the rest!)
- Sports books
- More 'Learn How To..' books e.g. draw and painting
- More homework books
- Big Book of Everything
- Some classics
- Books based on film and tv
- Books on comparative religion
- Ironic books e.g. Bored of the Rings, Barry Trotter
- Books about celebrities
- Biographies and autobiographies
- Murder stories
- True stories
- Cassettes for language learning
- Up to date magazines

Would you like to help choose books for the library?

The group from Shropshire was the only group to answer this question but they were very enthusiastic about the idea of being involved in book selection. All of them said that they would take part if they were asked. They felt that it was important to involve young people in this process because "young people know what young people like." They didn't think young people should buy all of the books though, as they didn't feel this would give them enough variety.

What/ who helps you to choose what to read?

Most young people felt that recommendations from other young people helped them to choose books. They were also likely to listen to recommendations from teachers

and read books that have been well promoted or those that have won awards. They were keen to have more guidance on what to read and suggested that websites, posters and 'Top Ten' or 'Star-rated' promotions would be very helpful. They were particularly keen on the idea of a website that would say e.g. "If you liked that, why not try this?"

What kind of information would you like to be able to get from a library?

- Lists of good homework websites
- Books about the local community
- Careers advice
- Places to go
- Kudos (careers computer programme)
- Which shops are having sales
- Information about education and University prospectuses
- Reviews of books and films
- Information on publishers
- TV guides
- Information about apprenticeships
- Tourist information
- Information about childcare, holiday clubs, youth groups etc.

What would make it easier for you to find information?

- Big spaces with things well-spaced and organised by alphabetical order
- Big signs over the aisles like in supermarkets
- Books labelled A,B,C or with colours instead of numbers
- Virtual reality library so you could find your way around from home
- Books organised by genre with décor to match e.g. 'the horror room'.

Do we need a library website?

All of the young people felt that a library website would be useful as it would save them a lot of time trawling through inappropriate sites, particularly when searching for information for homework projects. They were also keen on the idea of online catalogues that would tell you whether books were in to save you travelling to the library unnecessarily. They suggested that they should be able to reserve books online and pay for a postal service, which would benefit people who were unable to travel. They would like more online book recommendations and search engines which just search for appropriate books.

What would the ideal library be like? Any other ideas?

- A place to do graffiti that could be wiped clean or repainted
- Themed days
- More videos, CDs, DVDs, Playstation games
- Braille books and signers
- Better baby changing facilities, toilets and breast-feeding rooms
- Drop box outside like video shops
- Library rebranding and promotional campaign. The word 'library' has negative connotations. Do a back to BT-style TV campaign "*Libraries aren't boring anymore.*"

Conclusion

The young people clearly enjoyed the opportunity to voice their opinions on library services and their suggestions were entirely sensible and helpful. This would suggest that libraries could usefully involve more young people in the shaping of services at

both a local and national level. The young people involved in this consultation process would clearly be in favour of all of the suggestions above and would happily be involved in shaping library services.

- Young people feel very strongly about the need for genuinely welcoming library spaces and their ideas can clearly contribute to the design of new libraries and the redesign of older buildings. They were particularly in favour of being involved in library makeovers and youth work models would suggest that this is a good way to give young people ownership of spaces and ensure their respect for buildings. All of the suggestions for different models for the use of space could usefully be adopted to serve different client groups. The Powerhouse youth library is obviously very effective; however the young people involved in this consultation primarily favoured teenage zones in mainstream libraries.

They were also very keen on the development of virtual library space for young people. The messages regarding best practice guidelines were very clear: comfortable furniture was a must, library cafes are the future, mobile phones are unpleasant appendages to be used with respect for others and listening posts are a great bonus. On the whole, it seems young people have similar views to librarians on noise, food and mobile phones; however, they felt that inflexible rules on any of these issues detracted from the idea of a welcoming space.

- Staff recruitment and training is obviously an area that needs to be looked at in more detail but the young people involved in this consultation would be in favour of the ideas suggested. They would like staff to be younger, friendlier and more knowledgeable about books and they would be more than happy to be involved in the training and recruitment of library staff.
- The young people showed little interest in the idea of the library as a place to get involved in their community and democracy. They appeared to have no faith in politics and no great notion of citizenship or altruism, although the ethnic minority young people expressed respect for their elders and the Shropshire group were thoughtful about those with special needs. On the whole they seemed to reflect a trend towards individualism and self-advancement, being interested in using office equipment and getting business or careers advice. They would also be interested in reading groups and creative activities. It is possible that the library could provide something that is missing from these young people's lives by focusing on this area but it might be difficult to get young people involved.
- On the whole, the young people felt that the libraries were somewhat lacking in good resources and they were very keen to be involved in rectifying this situation by being involved in book selection. They were also clearly asking for more guidance on book choices from staff, websites and reading promotions. It was hard to get them to comment much on the information they required, although they would like more interesting and interactive catalogues and signposting. They would be happy with all of the suggestions in the bullet point above.
- The idea of the library as a learning centre offering a range of courses seemed to appeal to young people, although they felt that some of these activities might be better suited to other venues and they questioned the idea

of literacy support. The need for homework clubs and study support came through loud and clear from the young people.

KEY POINTS FROM CURRENT UK RESEARCH

YOUNG PEOPLE, LIBRARIES, AND THEIR READING & INFORMATION NEEDS

CILIP: Start with the Child, 2002

See: <http://www.cilip.org.uk/advocacy/startwiththechild/>

Start with the Child recommends that young people need to have access to a variety of library spaces for reading and information services including:

Informality:

- a. Youth club approach – information, creativity, culture
- b. Supervised but informal
- c. Informal learning methods
- d. Informal, comfy seating
- e. Space for social engagement

Autonomy and self-guidance:

- a. Facilitate developing independence
- b. Enable autonomy / self-help through design
- c. Enable self-directing use while providing guidance in non-patronising way

Need to feel safe:

- a. Safe access routes to places
- b. Protected warm spaces for sociability and communication
- c. Safe storage to leave belongings
- d. Easy safe negotiation round venue
- e. Staff training in safety
- f. Well cared-for environment to ensure confidence

Involvement / consultation:

- a. Consultation about needs.
- b. Importance of feedback
- c. Mentoring system – older age group sharing knowledge with younger children
- d. Address preconceptions about appropriate behaviours in promotional materials
- e. Develop membership scheme with benefits for different age groups

Young people's culture:

- a. Establishment definition of culture needs reviewing
- b. Provide access to culturally relevant material – appropriate for age group
- c. Recognise their culture – materials that support their interests
- e. Popular / contemporary ./ commercial culture
- f. Connections with famous people / icons
- g. Enable access to adult cultural forms and content, including web
- h. Up-to-date loan items
- i. Peripatetic cultural youth workers

CILIP "Update" article. John Vincent and Jerry Hurst: Teenagers – where we do we start?, May 2004

This article explores library staff's views of teenagers, their views of us, and looks at some of the positive and innovative ways that libraries are engaging with teenagers. It has been drawn from the work John Vincent has undertaken as a trainer for The Social Inclusion Network and as a part-time Homework Centre Coordinator for the London Borough of Enfield.

The Reading Agency: Splash Extra Report, 2002

See:

<http://www.readingagency.org.uk/html/whatWeDo03.cfm?projectId=44&loc=projects>
[S](#)

In 2002 The Reading Agency (TRA) co-ordinated the library contribution to Splash Extra, a government programme of diversionary summer activities for young people at risk of offending. Splash Extra was part of a wider national crime-cutting initiative that involved a range of summer schemes, including the original Summer Splash. The national programme was targeted at the 10 SCRI Police Force areas, and at crime hotspots within those areas. Young people at risk of offending were identified by a team of agencies including Youth Offending Team (YOT), Connexions, Rapid Response Team and New Start. Funding for Splash Extra came from the New Opportunities Fund and was routed through the Youth Justice Board (YJB) and, for arts activities, through the Arts Council of England (ACE). TRA's Splash Extra programme was part of ACE's wider arts programme, which also involved funding being administered directly by the Regional Arts Councils.

The Executive Summary describes the programmes that reached 2,500 young people within the designated target groups, the majority of whom have never previously set foot in a library, and for whom the world of words, books and reading was unknown, alien or hostile territory. Using the young people's own interests and enthusiasms as a starting point, the libraries programmed a range of arts activities with artists skilled at making unobtrusive links between their art form and words, books and reading. Activities included music, DJ-ing, digital camera work, video, drama, poetry, storytelling, circus skills, drumming, cartooning, real-life exotic animal handling, illustration and juggling.

The nature and potential of working with partners in youth services and YOTS was explored and recommendations were made for the future that focus on the key issues of advocacy, partnerships, training, sustainability and funding. Central to these recommendations is the belief that key posts are needed to work across both sectors, and this report recommends the establishing of 40 youth worker posts in libraries in crime hotspot areas across the country. The need to work closely with major partners is also highlighted, e.g. Arts Council England in order that they can champion the role of libraries in engaging young people and in promoting reading as an art form; Youth Justice Boards to cascade of the value of partnership working with YOTs and youth support workers; and a joint role for facilitating comprehensive cross sector training programmes.

The Reading Agency: YouthBOOX Interim Report, 2004

See:

<http://www.readingagency.org.uk/html/whatWeDo03.cfm?projectId=41&loc=projects>
[S](#)

The YouthBOOX Interim Report demonstrates how library-led reader development projects:

Combat Negative perceptions

YouthBOOX works to turn around negative perceptions of the library that many young people hold for a variety of reasons – fines imposed; “intimidating” librarians; quiet atmosphere; uncool image; no space or welcome for teenagers. Some library staff also find working with young people really challenging. YouthBOOX is addressing these issues by building bridges between library staff and young people. For example, in one project where there had been mutual antipathy for years between a library and an adjacent hostel for the young homeless, the project worker

brought both sides together to discuss barriers and possible ways forward. Subsequently the young people have visited the library where staff have welcomed them. The young people are now involved in making a video about why people in their situation don't often use libraries and how this could be changed.

Experiments with environments

Projects experiment with the library environment. Young people say they want comfortable, attractive spaces in the library where they can relax. They don't want to be faced immediately with rules and regulations. They want stock, including magazines, that is attractive and well-displayed and not labelled "teenage collection" and they would like to be involved in choosing, buying and reviewing stock.

Promote Books

Library services are as much about promoting reading to young people as getting young people into libraries. Book boxes with a range of good quality, attractive stock and magazine collections can be taken into youth clubs, youth information projects, Connexions One-Stop Shops and detached youth work buses. But it is important that young people are involved in buying, choosing, reviewing and managing the collection both for their own project and for the library and youth service. Projects have found this works powerfully, and that marginalised young people respond to the trust and ownership and take great care to choose stock for their peers.

Supports the Youth work Curriculum

Reading adds richness to the youth work curriculum. Conversation is at the heart of youth work and sharing reading can spark off really good conversations about relationships, issues, the meaning of life... YouthBOOX workers encourage youth workers to read, particularly young adult fiction, and share their reading tastes. Everyone in the projects is encouraged to share and choose books for each other. Youth workers who have been reluctant to introduce books into their work have been really surprised by how powerful this sharing can be.

Key findings

- Early findings from the projects confirm that many young people **do** read even if they often say they don't. When asked if they read, they often assume this means fiction or material approved by adults.
- Many of the young people in the projects come from homes that are book-free zones. Seeing parents read, going to the library or using the school library is just not part of their culture. Their only experience is of set books at school, which they often associate with humiliation, boredom or failure. For these young people, it is not so much that they don't want to read for fun, but they simply don't think of doing so. Gently and sensitively introducing a range of attractive reading material into places where they feel comfortable, such as youth centres, is often enough on its own to open them up to the possibilities of reading.
- It is vital, though, that access goes hand in hand with building relationships. Young people want to like and be liked by the adults they are working with, to trust that they are not going to be made to do uncomfortable things and also to have their judgements listened to and trusted. YouthBOOX youth workers and librarians often spend several weeks getting to know the young people before introducing reading material. This is emotionally demanding for those unused to youth work - there is initially no formal task to hide behind apart from being yourself, being there on young people's terms, and going with the flow. Time after time, though, it bears fruit quite quickly, whereas projects that skip this phase often become 'just like school' or 'being done to again' and their instigator known impersonally as 'the book person'.

Vincent, John: What goes on in a Homework Centre? A Case Study, 2004

A case study for a forthcoming YLG Publication.

Many public libraries provide highly successful homework/study support provision – this case study is based on the four Homework Centres in the London Borough of Enfield.

YLG: Reading Remixed, 2003

ISBN: 0 946581 231

This publication looks at new approaches to delivering library services to teenagers including: libraries situated in one-stop shop premises with other key partners, e.g. Moss Side Power House, Manchester; Youth BOOX projects reaching disaffected young people and building bridges to library services; book buddy's, e.g. Derbyshire Book Buddys; partnerships with Connexions.

YOUNG PEOPLE IN SOCIETY

Childwise: The 2003/2004 Monitor Survey

See: <http://www.childwise.co.uk/monitor.htm>

The **ChildWise** Monitor is a comprehensive annual report focused on children's and teenagers' media consumption, brand attitudes and key behaviour. Each year, almost 1200 children aged 5-16 are interviewed in depth on a range of topics. Special topics this year include a look at children's food choices and eating habits and:

- Magazines: who reads what, who buys, how often
- Reading: authors read, how often
- Computers: PCs and games machines
- Internet: access and usage, websites, rules, time spent on-line, downloading music

DEMOS: Logged Off? By Lydia Howland, 2002

ISBN: 1 84180049X

This report argues that the government can use ICT to enable young people to become directly involved in the political process and suggests that the anonymity of online communication may be an important way to build the confidence to participate in debates. It gives an in-depth analysis of youth projects which use ICT and concludes that digital technology offers opportunities to increase the number of points of contact between a young citizen and political institutions and to canvass young people for their views. Given young people's interest in single-issue politics, mobile phones could be used to vote in referendums on key issues of the day, provided that certain outcomes could be guaranteed as a result. So far, the focus has been on using the internet, but the report states that there is a huge scope to extend the role of mobile technology and digital television.

It proposes that the government should fund the development of a toolkit for use by anyone with an interest in promoting young people's political engagement. The toolkit would emphasise, amongst other things, the importance of:

- Allowing young people to own the content of any initiative by including them in the design and maintenance of it
- Including interactive features such as chatrooms, noticeboards and email, so that social uses of ICT become coupled with a more political agenda

- Considering young people's safety, especially when using online technologies
- Linking participation to tangible goals and outcomes
- Integrating ICT initiatives with other schemes and projects designed to promote engagement and participation

MORI Research (for the Audit Commission), 2002

Young people and libraries:

- Libraries not interesting or exciting places to visit; they prefer to buy books, CD's, videos
- Poor selection of lending stock
- Outdated reference and ICT facilities
- Environment – turnstiles are a barrier; books not enticingly displayed; dull décor
- Access – too few libraries; inconvenient locations; limited opening hours
- Customer service - staff can be unapproachable; lacking in enthusiasm
- Lack of marketing and promotion

Socio-demographic context

- Extended period of youth. Physical and sexual maturity comes earlier but people stay in education longer
- 57% of 16-18 year olds in full time education compared to 32% in 1981/1982 so economic independence comes later
- Stable relationship, home and children also later; average age of childbirth is 29 years
- Young people account for over 1/5th of the population
- Under-29's account for 38% of the population

Social exclusion

- 16% in households with no adult in paid work
- Engage young people before they become socially and or culturally excluded – before age 11 is key
- Provide welcoming atmosphere recognising difference
- Diverse staff – ethnicity, age, disability
- Review potentially excluding pricing policies

Economic and Social Research Council Seminar Series: Mapping the public policy landscape- Why leave School? Why stay on? 2003.

See: <http://www.esrc.ac.uk/esrccontent/DownloadDocs/SeminarSeriesEducation.pdf>

This paper focuses on the comparatively low rates of post 16 education take-up in the UK, and looks at the possible explanations for this (family circumstances, especially social class; educational achievement of parents; parental interest; physical location of children - rural (vs) urban; early educational attainment of children). The document concludes that initiatives such as Connexions are helping young people what to do after the age of 16 but there needs to be a more coherent policy to ensure that school leavers get as much support as they need in this area.

Henley centre for Research funded by the Salvation Army: Paradox of Prosperity, 1999.

See: <http://www.salvationarmy.org.uk/en/Library/The+Paradox+of+Prosperity.htm>

The report asserts that by 2010 more people will be living alone, self employed, working long hours and potentially using drugs and alcohol to counter stress. They predict that prosperity will rise by 35%, but growing inequality will make the top 10% of people ten times richer than the bottom 10%. The report paints a gloomy picture,

describing low-income families stuck in the poverty trap, with the IT revolution widening the skills gap:

Society will have become a collection of individuals mixing and matching their own set of values and this will have an additional negative, knock-on effect on community life

Hurry, Jane; Hayward, Geoff; Nunes, Terizinha: Literacy and numeracy of young offenders and disaffected young people. Research project duration: September 2002 - March 2005.

See: http://www.nrdc.org.uk/projects_details.asp?ProjectID=9

The research will examine whether an improvement in literacy and numeracy levels will benefit socially excluded young people.

Institute of Public Policy Research: Passing Time: A Report about Young People and Communities, 2003.

See: <http://www.ippr.org/publications/files/PassingTimefinalreport.pdf>

The report aims to outline how young people view their local communities, and examines what activities and services young people want to see available to them. Range of findings include:

- There must be interventions to improve the educational standards of teenagers - intervention at this age is as important for this age group as for younger children
- Provision of facilities and activities for teenagers are often inconsistent, varying in quality from area to area. Particular attention is paid to youth services
- A call for a new type of professional who can work with young people in a variety of ways, and who should be able to offer support, particularly in areas such as careers and mental health issues
- Young people need to take a more active role in their communities. At present they often feel that their needs are not a priority
- More work needs to be done to build a coherent policy for young people, and to address issues that affect them such as drug abuse. The report advocates a strategy similar to the Sure Start programme
- Connexions, while being effective in some areas, is too focused on educational issues at the expense of the social and emotional development of teenagers.

Industrial Society: Speaking Up, Speaking Out: The 2020 Vision Programme Research Report, 1997.

ISBN: 1 85835 585 0

This report, based on a survey of 10,000 youngsters examines youth attitudes to politics: *Politics seem unrelated to the reality of young people's lives.*

Young people were egalitarians (94 per cent favoured equal responsibility for child care, 61 per cent thought high earners should be taxed more), into family values, and concerned about the value of the education they receive.

Joseph Rowntree Foundation: Monitoring Poverty and Social Exclusion 2003.

See: <http://www.jrf.org.uk/knowledge/findings/socialpolicy/d33.asp>

A national survey examines the extent of poverty and social exclusion in Britain. This study was undertaken by researchers at the Universities of Bristol, Loughborough,

York and Heriot-Watt with fieldwork undertaken by the Office for National Statistics (ONS).

The main findings are that after improvements in the second half of the 1990s, the number of 11-19 year olds failing to reach basic attainment levels has remained constant.

Learning and Skills Development Agency. Carol Savill-Smith and Phillip Kent: "The use of palmtop computers for learning: a review of the literature", 2003.

See: <http://www.lsd.org.uk/files/PDF/1477.pdf>

This research report considered the m-learning project which is running in Italy, Sweden and the UK, whose purpose is to encourage 16-24 year-olds to make use of mobile computers to improve their literacy and numeracy levels. The review concludes that while there is a sizeable amount of information about the potential of handheld technology to enhance the learning of trainee professionals such as physicians, there is a lack of concrete research that measures the impact of this technology on skill levels of people outside the formal education system.

National Council - ELWa (Wales): "Evaluation of the Basic Skills Support Development Fund 2000-2003".

See:

http://www.elwa.ac.uk/doc_bin/Research%20Reports/evaluation_of_the_basic_skills_support_development_fund_2000_2003.pdf

This report examines a project about students who need basic skills support and assesses its impact on the development of basic skills policies in the FE sector in Wales.

NACRO: Missing out: Key findings from Nacro's Research on Children Missing School, 2003

NACRO 20pp £7.50

This report considers the educational and social consequences of children missing school and examines ways of reaching and working with these children. Based on research into the experience of projects run by NACRO, it looks at the reasons for and consequences of children dropping out of school; barriers to identifying suitable non-school alternatives; and success-factors for successful provision for 'missing' children.

It estimates that between 50,000 and 100,000 young people are missing from schools, before sitting GCSE exams or reaching the age of 16 and the current tracking systems are unable to find these so-called *black hole kids*.

NESTA Futurelab (National Endowment for Science, Technology and the Arts): "How can we transform the way ICT is designed and used to help young users from minority ethnic backgrounds achieve their full potential".

NESTA Futurelab residential seminar, 14-16 May 2003, Bristol. A report for the Department for Education and Skills (DfES) by NESTA Futurelab, July 2003.

See: <http://www.nestafuturelab.org/research/seminar/01sem01.htm#one>

Proceedings from this seminar examine the potential impact of ICT on the learning and development of school pupils from ethnic minority backgrounds. Many of the issues considered in the seminar were focused on the school, but the report also drew attention to the role of society in creating inequalities with regard to education for ethnic minorities.

OECD: Reading for Change. Performance and Engagement across Countries. Results from PISA 2000. Executive Summary

See: <http://www.pisa.oecd.org/Docs/Download/ReadingExeSummary.pdf>

This OECD project for International student Assessment (PISA) has established a framework for examining the extent to which students from around the world have foundation literacy skills at 15 years. Also the links between reading literacy and the home and school environment, and their attitudes to reading and reading habits.

The project found that a love of reading is more important for young people's educational success than their family's wealth or class. Children from deprived backgrounds do better in tests than those from more affluent homes if they enjoy reading books, newspapers and comics in their spare time.

Office for National Statistics: Commission: Labour Force Survey, 2003

See: <http://www.statistics.gov.uk/CCI/nscl.asp?ID=5006&x=15&y=12>

The Labour Force Survey (LFS) is a national survey carried out throughout the year by the Office for National Statistics (ONS) in Great Britain and by the Central Survey Unit in Northern Ireland. The main purpose of the survey is to provide information needed to help the Government decide its economic (especially labour market) policy and covers all aspects of people's work, including the education and training needed to for work.

Princes Trust : *Reaching the Hardest to Reach*, 2004

See: <http://www.princes-trust.org.uk/Main%20Site%20v2/headline%20news.asp>.

A press release is available; also the full report in PDF format, downloadable in return for a £20 donation to the Trust.

More than a million young people are not in education, training or employment. *Reaching the Hardest to Reach* is part of The Prince's Trust's biggest-ever consultation with hard-to-reach young people. Researchers spoke to 1,000 14- to 25-year-olds in the charity's target groups: ex-offenders, prisoners, the long-term unemployed, looked-after children, care-leavers, truants and underachievers, as well as a control group. The report identifies the barriers that disadvantaged young people say stop them from achieving their goals.

SELECTED INTERNATIONAL CASE STUDIES

STOCKHOLM

CRED – local centres for youth culture, Stockholm and The Skarpnäck story

A Eurocult21 partner city project³

The notes below were taken from an article by Bitte Jarl of the Culture Department of the City of Stockholm.

See: <http://www.eurocult21.org/>

The Cultural Policy of the city of Stockholm prioritises children and youth. The Culture Department includes the City Library (incl. 40 libraries in the City and its suburbs), the School of the Arts (located in different venues across the City and also works in schools) and the Division for Cultural Support (support for independent professional artistic activities). Within this division is Culture for the Young, which, through a system of grants, enables schools to work with professional artists, musicians and writers. The City Districts, 18 in central Stockholm, also have a remit to ensure that cultural activities reach the suburbs and housing estates, and that local culture organisers are supported.

In January 2003 a project named CRED was established in four City Districts by the city's Cultural Department, who also fund the project. The name CRED comes from the English word credibility – an expression young people use in Stockholm today (or did in the beginning of 2003). The project's aim is to regain credibility from young citizens towards the city's own cultural organisations, such as the Public Library and the School of the Arts. By creating local centres for youth culture, the long-term intention is to make available more culture activities in the City Districts, to increase young people's influence in the planning of these activities and to inspire them to experience and produce culture themselves. This will be done by networking, breaking boundaries and maximising the use of local resources. Ideas and engagement are also seen as important resources as well as physical space and financial support.

Skarpnäck Cultural Centre, Stockholm

One of the City Districts where a CRED-project is taken place is Skarpnäck. The working group of CRED was made up of representatives from the District Administration, the Public Library and the local School of the Arts, led by a project coordinator who communicates with the city's Cultural Department.

The working group has five main goals, to:

³ The project EURO CULT21 aims to:

- Promote discussion, identify challenges, exchange best practices and diffuse knowledge concerning the current role of culture in urban governance, from city objectives (policy making and programmes) to the methodologies (strategic planning or public-private partnerships).
- Identify new research and funding needs on urban cultural policy in the years to come.
- Formulate innovative cultural strategies in collaboration with other European cities and University centres.

Prepare a clear set of recommendations on cultural policy to the European institutions and Members States.

- Make the already existing Skarpnäck Cultural Centre a place where young citizens can take part in a large variety of culture events and activities.
- Set up cultural “help-desks” for young entrepreneurs in the district.
- Introduce new cultural expressions and organisational forms for young performing art within the Public Libraries and the local School of the Arts.
- Create good support for an annual youth festival arranged by young people.
- Strengthen the cooperation between the Public Libraries, the School of the Arts, the District Administration and the local cultural organisations.

The work to establish the Skarpnäck Cultural Centre as a meeting-point for youths is in progress. The “help-desk” for entrepreneurs is one of many new things situated in the Cultural Centre and includes a “creative area” for youth culture. At the help-desk young people can get advice for example on how to arrange a film festival, an exhibition, a poetry slam or a rock concert. They can also make their own t-shirt prints, bracelets and badges. In addition, the School of the Arts has set up workshops with drop-in classes in street-dance and guitar in the Centre.

The workshops above are examples of the introduction of new ways and organisation structures within the School of the Arts. Another, that includes the Public Library, is the joint singer-songwriter workshop for youths, also located in the Skarpnäck Culture Centre. A musician is working together with staff from the Library and youths aged between 13-15 from the District’s schools for a four-weeks period. At the end of the workshop the participants gets to record a CD with their songs at a local studio. The studio is run by young local bands and is also a result of the CRED project.

The annual youth festival support is supported by the CRED network and the working group has become an appreciated forum for all parties. It has opened new possibilities as a resource and as a partnership project. The cooperation between the District Administration, the Library and the School of the Arts is stronger, and with local cultural organisations.

CRED aims to reach young people between 13 and 22 from the local districts. In Skarpnäck most of the young people taking part in CRED activities are around 13 years old rather than 22 – the older youth prefer the cultural activities offered to them in downtown Stockholm.

The Diesel Work Shop Library, Stockholm

Notes taken from an article by Mona Quick, Library Consultant, County Library, Östergötland for the Scandinavian Public Library Quarterly Vol.37 No.1 2004
See: http://www.splq.info/issues/vol36_3/10.htm

The Diesel Work Shop is a cultural community centre situated on the outskirts of Stockholm in the municipality of Nacka. The old industrial building also houses an art gallery, theatre and a library. The Diesel Work Shop library is aimed at children and young people. In the periodical *Kulturen i Nacka* (Nacka Kommun) the following statement declares that young people want: “*the kind of library not seen before, emphasising multimedia and IT*”.

Of the six staff, three are librarians and the library co-workers skills include - a film critic, role-play organiser, rock musician and a web designer. The idea is to challenge traditional library perceptions, “*exchanging never ending rows of book shelves with space catering for activities and literary experiences for all senses.*” [The writer of the article, however, has reservations about the down-playing of library skills].

The Living Room Environment

The interior design is especially chosen to appeal to young people. Neon-coloured furniture consist of a sofa and armchairs moulded in plastic, a hammock and beanbag furniture – echoes of SciFi and fantasy, high ceilings, industrial concrete walls and floors. Shelves are made of steel and fitted with wheels to enable the space to be changed whenever needed. Four full-sized TV game screens make up the room's centrepiece. There are ice hockey games and a chessboard equipped with chessmen characters from the Star Wars films. [The writer of the article feels that style has over-taken basic needs for comfortable furniture to relax in].

“The feel should be that of a living room and not of some fancy parlour,” Erik Jonsson, Public Relations Officer at the Diesel Work Shop: “We are prepared to re-structure our space for cinema showings or gigs. People often have respect for libraries, where silence prevails, the patrons are on their best behaviour and littering kept to a minimum. We aim to be more flexible.”

“Gigs at the library are marketed and set up by the youngsters’ themselves”, says Erik. Activities at the Centre are collaborative involving all areas.

Multimedia resources

The library offers a selection of different media - CDs and local demo recordings have been initiated as well as talking books for children on CD. Videos, DVDs, computer games and XBox games are available to be played on the network. There are also computers for surfing the Internet. The bookstock is tailored to meet young people's interests, e.g. books about films etc. are on offer. Publishers can buy themselves space with a book twirler.

SINGAPORE

A Shopping Mall Library: Library@Orchard

Notes taken from an article written by Louisa Lam

See: <http://www.hklib.org.hk/newsletter/2002jun/orchard.html>

Library@Orchard is designed for young adults between the age of 18 – 35 and is the sixth community library in a shopping mall under the administration of the National Library Board of Singapore. These libraries were established after a Government survey in 1998 discovered that young people in this age group stopped visiting the libraries after leaving school. The Government saw the need to encourage them to continue reading and learning. With this target group in mind, Library@Orchard was built in 1999 and designed as a lifestyle library that is hip and appealing to the crowd. The chosen site is a busy shopping mall at the heart of Orchard Road, where youngsters hang out. It's mission - to change the concept of library as a mere depository of books to a place where youngsters love to visit and read for pleasure.

The Environment

The interior is stylishly furnished with aluminium shelves that contrast well with the ovals and squares of glass and wood that enhance the aesthetics of the Library. Glass walls permit passers-by to see through the Library from the outside and have the power to draw people in. The lighting is slightly dim to create a home-like environment. This appeals to the youngsters who like to blend in.

Activities

There are weekly events for young adults - the most famous of which is [music@orchard](#) in which popular bands are invited to play music in the Library's

programme zone and the users can sing and dance with them. The programme zone is also provides good quality coffee and snacks. Other programmes include IT@orchard and wellness@orchard, each focussing on subjects appealing to young people.

Multi-media

Abandoning conventional Library of Congress Subject Headings the resources are organised in broad subject terms that are more intuitive and facilitate browsing. There are about 130,000 books and more than 400 magazine titles that cater to the interests and hobbies of young adults such as cookery, recreation, arts & music, health & fitness. There are no reference books or children's literature

There are 10 multimedia stations that provide access to CD-ROMs, videos, the Internet and electronic databases, and are linked to Singapore One – the world's first nation-wide broadband network. It is also equipped with six audio booths, each furnished with seats and headphones, to let users enjoy their choice of music. It is also the only library to play piped-in music.

COLOGNE

For Ju, the young people's library, Cologne Library

See: <http://www.stbib-koeln.de/english/portrait/lending.htm>

Recognising that young people have different library needs, the StadtBibliothek Köln has developed a new library concept just for them:

"For Ju" provides young people with their own reading and entertainment spaces, in which they can feel at ease discovering the enjoyment of reading and becoming familiar with library material. Many young people in Cologne now head for the library, to browse through books, to do their homework or to surf the Internet. Library staff work intensively on youth-specific subjects, co-operating closely with other educational institutions.