

1 Describe any specific policies in your country at national or regional level which are relevant to the provision of learning services by public libraries

- a) for children/schools
- b) for adults
- Say how these policies are disseminated or promoted and by who (government, education or training bodies, local or central government etc)
- Attach or give URLs for any relevant policy documents

National Literacy Strategy (<http://www.standards.dfes.gov.uk/primary/>) – promotes reading for enjoyment at schools. It is lead by the Department for Children, Schools and Families). This strategy is not exclusively targeted at libraries but places them as a key partner.

Skills for Life Strategy

(<http://www.literacytrust.org.uk/socialinclusion/adults/skills.html>) It supports adult literacy and numeracy. Again, whilst not targeted at them, Libraries have responded to that Strategy.

Both strategies are disseminated via non-departmental public bodies (such as the MLA), funding, training, and communications strategies.

[length about 1000 words]

2 Say in general what difference you think these policies have made to the strategies and services public libraries actually offer (and why)

As a result of Skills for Life, libraries have reviewed how they promote their stock. They have also changed the type and balance in their stock when needed. There has been a more emphasis on forming partnerships with skills for life providers.

For children, Reader Development has emerged and become a core function for most public libraries.

[length about 300 words]

3 Describe and categorise in your own way the types of learning services which public libraries offer and who they offer them for (eg adults, children, disadvantaged or excluded groups, ICT learners, etc). What sources of learning materials are being used? What are the qualifications and competencies of learning service managers?

1) For Children:

Summer Reading Challenge – Responding to trends suggesting that reading levels drop during Summer, Libraries supporting children’s reading during this period

Rhymetimes – to support and empower parents to enjoy and share reading with their children –Targeted as well to Early Year Practitioners

Homework support clubs

Increasing number of children’s reading group

2) For Adults – Reading Groups, Front line staff supports young people to get online. There are courses such as “Technology for the Terrified”. Some front line staff have Level 2 Learner Support Qualification. This addresses the skills for life issue, spot any learning gap and signpost adults in a sensible way.

[length about 750 words]

4 Describe up to ten cases where public libraries have successfully introduced learning services of various kinds, including as far as possible

- Name and location of the library
- Contact details (including email address)
- Type of learning service (s)
- When service(s) began
- Target group (s)
- How service(s) is/are delivered (scheduled classes, ‘walk-in’, e-Learning etc)
- What type of technologies are deployed (PCs, broadband, games, other learning software, Web 2.0 etc)
- Whether service(s) offered in partnership with other organisation(s)
- Extent of service(s): opening hours, number and frequency of events etc)
- Use of service (number of users per day, month, year etc)
- Funding of learning services (from public budgets, at cost to user etc)
- Any information on user evaluation of learning services
- Attach any publicity material, images etc
- Provide URLs for any websites pointing to learning services

Community Access to Lifelong Learning: A great deal of research has been undertaken to understand the role that Libraries have in support Lifelong Learning. The purpose of this research is to support any related policy and programme development: See for instance, : http://research.mla.gov.uk/evidence/documents/CALL_final.pdf

Increasing the attractiveness of libraries for adult learners: Similar to the previous research, there has been work targeted at understanding the specific needs of adult learners and how libraries can best meet them. In some instances, even reviewing the need to use the term “learning” at all is a good starting point to make the library offer more attractive.

http://www.mla.gov.uk/resources/assets//Increasing_Attractiveness_8784.pdf

Provision for adult learners in public libraries in England: Mapping exercise of the supply of adult learning provision

http://www.mla.gov.uk/resources/assets//F/fff_LJMU_adultlearners_doc_6621.doc

Londoners Need to Read – Advocacy Research into the current and potential role of libraries, museums and archives in supporting learning for adults with basic skills needs.

<http://www.mlalondon.org.uk/uploads/documents/LN2R.pdf>

The Impact of Sure Start Local Programmes on Three Year Olds and Their Families:

Evaluation on how effective the programme has been at increasing reading skills and confidence of parents to read their skills. It calls for capturing more quantitative data on outcomes.

<http://research.mla.gov.uk/evidence/documents/NESS2008FR027.pdf>

Head Start. The Social Impact of Boots Books for Babies: Similar to project above. It uses qualitative data collections methods to track progression on outcomes.

<http://research.mla.gov.uk/evidence/documents/BooksforBabies.pdf>

The People's Network: a Turning Point for Public Libraries: First Findings. Evaluation of a national programme to provide internet and computer access in every library in England.

<http://research.mla.gov.uk/evidence/download-publication.php?id=793>

YOUNG PEOPLE'S ENTERPRISE PROJECT Final Report Developing Library Resources to support Enterprise Education

http://research.mla.gov.uk/evidence/documents/Enterprise_Report_Libraries_July03.pdf

Collaboration between Libraries and Education: Supporting the Learner. To understand the provision of learning activities by libraries, this report concentrates on existing partnerships between the sector and the education sector.

http://www.mla.gov.uk/resources/assets//id364rep_pdf_6808.pdf

[length about 300 words]

5 Describe any evaluation or impact assessment frameworks in use at national, regional or institutional level which are relevant to learning through public libraries

- Summarise the results of any data collection exercises which have used these frameworks.
- Attach or send URLs for any reports or statistical outputs which make use of this data

The main impact assessment frameworks are:

Inspiring Learning for All (ILFA): This tool provides a framework for museums, libraries and archives to support organizational development. It includes a the Generic Learning Outcomes (GLOs). These GLOs encapsulate the different aspects of learning where cultural organisations can have an impact, and are classified under five main headings:

- Knowledge and Understanding
- Skills
- Attitudes and Values
- Enjoyment, Inspiration and Creativity
- Activity, Behaviour and Progression

<http://www.inspiringlearningforall.gov.uk/default.aspx?flash=true>

This site contains useful case studies on how these GLOs have been implemented.

Generic Social Outcomes (GSOs): Building on the success of the GLOs, the GSOs encapsulate the different social outcomes museum, libraries and archives activities could create or support. The GSOs are classified under three main headings:

- Stronger and safer communities
- Strengthening public life
- Health and well-being

http://www.mla.gov.uk/policy/Communities/gso_overview

This site contains useful case studies on how these GSOs have been implemented.

The following two documents provide useful background, theoretical descriptions, and summaries of lessons learned in the development and implementation of GLOs.

Developing a Scheme for Finding Evidence of the Outcomes and Impact of Learning in Museums, Archives and Libraries: the Conceptual Framework

http://www.mla.gov.uk/resources/assets//L/lirpanalysis_pdf_4600.pdf

A context for the development of learning outcomes in museums, libraries and archives

http://www.mla.gov.uk/resources/assets//M/moussouri01_ver2_pdf_4598.pdf

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