

“Do Young People “drop” Libraries or do Libraries “drop” them?”

A Review of Library Service Provision for 11-16 year olds.

A case study.

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by

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Abstract

This research sets out to determine whether 11 -16 years olds “drop” libraries or whether libraries by providing inappropriate/inadequate service provision “drop” them. A literature review was carried out and arranged into the following themes: Reading habits of 11-16 year olds, Public Library Service Usage of 11-16 year olds, Stock, Activities and Service Provision, Library Environment, Image and Staff Attitude and Impact of Libraries. This provided the framework for the research. Young people’s library services nationally are examined alongside the government’s agenda for *Every Child Matters* and the LIS professional drivers *Start with a Child* and *Fulfilling their Potential*. The 11-16 year olds library provision is examined at a local level.

The library users and non-users satisfaction with the service was determined from views and opinions of 11 – 16 year olds in one local authority. These were collated in addition to those opinions of frontline library staff and librarians dedicated to Children and Young People.

Overall the research found library users very satisfied with service provision, however service take up was low in this case study area compared with national figures. Reasons for low take up are examined with time restraints and other leisure activities offered as influencing factors. The results from the non – users and library staff questionnaires provide suggestions for service provision and stock gaps which may improve take up. These are included in the recommendations. Questions are

raised as to the services libraries “ought” to provide and those that should be left to the likes of the youth service. The research reveals the limited control local authorities have over their library service, with provision and delivery often shaped by the assessment and performance issues of the wider council. Also limited resources and staff shortages restrict extensive service provision. This research concludes that numerous factors influence library take up and service provision for this age group. However, in order to contribute to young people maximising their potential, libraries must endeavour to meet the needs of 11- 16 years olds in the community they service as far as resources allow.

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1. Introduction

1.1 Study in context

The world of children's services in local authorities across England is currently dominated by the government agenda to allow every child to reach their potential as stated in *Every Child Matters* (HMSO: 2003). An emphasis is placed on giving all children the best start in life through equality and inclusion. This has an impact on how libraries delivery their services to Children and Young People. Libraries are expected to contribute to the key outcomes stated in this. Reports on the Library services, *Building Better Libraries* (Audit commission : 2002) and *Who's in Charge* (Coates : 2004) have also forced library services to review themselves and led to increasing pressure for libraries to "turnabout" their decline in use.

Criticisms of libraries include claims that their service excludes certain sectors of the community (including 11-16 year olds), challenging the "open to all" policy.

Current national LIS professional drivers to improve service delivery for under 19 year olds include *Start with a Child* (CILIP : 2002) and *Fulfilling their Potential* (TRA : 2004). These are examined along with Library Association Guidelines for Children and Young People (Library Association: 1997) in order to ascertain the extent to which the library authority which is the subject of this case study satisfies the needs of 11 to 16 year olds.

The reading habits surveys by Nestle (2003) and National Literacy Trust (2005) provide an indication of reading behaviour and preferences of young people between the ages of 11 to 16 years. LISU (2005) surveys are examined to access the extent of

library services' provision to children nationally. Stock, activities and service provision are reviewed. References to library service usage by this age group have been made, in addition to past research done by Children's Cipro Plus (CIPHA : 2005) which reveals the levels of user satisfaction of young people towards the library service nationally and at a local level.

The library environment, image and staff attitude as perceived by 11-16 years old is considered, to assess the contribution they make to the level of satisfaction this client group has with the library service. The impact of the library service is examined with reference to *Inspiring Learning for All* (MLA : 2004) which operates around outcomes for its users, measuring the difference libraries make in the respect of learning.

In recent years public libraries have been bombarded with criticism and demands for change following numerous reports initiated by the Audit Commission report. In response the government has produced a ten year forward plan *Framework for the Future* (DCMS : 2003) This has prompted public libraries to review their modern day service delivery and focus on what they need to provide for customers of the future. *Fulfilling their Potential* (TRA : 2004) outlines how libraries working with young people can play a key role in joined-up local authority work to deliver on the shared priorities agreed by national and local government. It challenges libraries to play a greater role in involving young people to work as volunteers in libraries, involving them in makeovers and encouraging library staff to engage with them. *Their Reading Futures* (TRA : 2005) funded by DCMS through the MLA is designed to help libraries to deliver the best reader development services for young people by

providing training for front line library staff. It helps implement and evaluate young people's service planning within the context of *Framework for the future* (DCMS : 2003) and *Every Child Matters* (HMSO : 2003).

The national arena for children and young people's library service has been briefly outlined. This case study examines how these national frameworks have been transposed at a local level, in the hope of determining the extent of service satisfaction of 11-16 year olds within one local authority.

1.2 Aims and Objectives

This research topic is born out of a question posed by Jerry Hurst during a Children's Library training session held in October 2005.

“Do Young People “drop” Libraries or do Libraries “drop” them?”

This study aims to examine the library service provision for 11-16 year olds within one authority; to determine the extent to which the library service satisfies the information needs and wants of this client group.

By examining the views of users and non-users of library services from the 11- 16 age range and the library staff responsible for service delivery, it is hoped that greater understanding of this phenomenon will be gained and an answer to this question established.

Focusing on one authority allows us to gain an insight into the extent to which library provision nationally accommodates the needs of this age group, giving us a glimpse

of the issues involved, leading to a conclusion as to whether this client group is satisfied that service provision within this geographical area is being tailored to their needs/wants.

2. Methodology

2.1 Methodology Approach

When deciding what methodology approach to use for this research, an examination of qualitative and quantitative methods was made. The advantages of the qualitative approaches were explored.

“Qualitative methods permit inquiry into selected issues in great depth with careful attention to detail, context, and nuance; that data collection need not be constrained by predetermined analytical categories contributes to the potential breath of qualitative inquiry.” Patton (2002:227)

Similarly quantitative methods qualities were examined.

“Quantitative instruments, on the other hand, ask standardized questions that limit responses to predetermined categories (less breadth and depth). This has the advantage of making it possible to measure the reactions of many respondents to a limited set of questions, thus facilitating comparison and statistical aggregation of the data.” Patton (2002:227)

Qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases, whereas quantitative methods involve more people and cases but less detail (depth).

This research has taken an inductive approach combining qualitative and quantitative methods. This allows for more exploration in to whether the information needs of 11-16yrs olds are satisfied by library service provision. Conclusions are drawn from

an analysis of the data collected and significant trends teased out. As mixed methods have been used, triangulation has resulted, combining the strengths of the positivist and interpretative approaches, post-positivist. The collecting of quantitative and qualitative data has helped overcome the weakness of individual approaches.

“Triangulation refers to the attempt to get a “true” fix on a situation by combining different ways of looking at it or different findings.” Silverman (2005:212). There are drawbacks to this method. Difficulties may arise when analysing the data; “will [it] be possible effectively to combine data deriving from different methods.[?]”

Silverman (2005:62). The problems seem minimal in comparison to triangulation’s strengths that have been recommended on all occasions.

“No single method ever adequately solves the problem of rival causal factors.

Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation.” Denzin (1978).

Five subject areas were identified and formed the framework for this research:

- Reading habits of 11-16 year olds.
- Public Library Service Usage of 11-16 year olds.
- Stock, Activities and Service Provision.
- Library Environment, Image and Staff Attitude.
- Impact of Libraries.

These areas provided the basis for the literature review, which is divided accordingly. The study involved consulting users and non-users of public libraries

within the stated age range, regarding their needs/wants of library provision. These opinions, along with those of library frontline staff and librarians were collected using a questionnaire and interviews, and the results analysed. Permission for this research was granted by the Library & Information Services Manager of the authority involved.

To obtain the views of users the Children's Cipa Plus survey results were examined. This is a customer satisfaction survey that libraries are required to carry out every three years. It focuses on the under 16 year olds. All of the libraries in the authority partake and it runs for a week (2 in the case of the mobiles). In order to utilise this data contact was made with CIPFA and the Library and Information Services manager, seeking permission to make use of the data collected by them in March 2006 on Children's and Young people's service satisfaction within the authority's libraries. Permission for this was granted. This provided quantitative data.

In order to collect the views from non – library users aged 11-16 years, a secondary school was contacted and a questionnaire distributed. Similarly the frontline library staff of this authority were asked to complete questionnaires.

To complement the research and gather qualitative data two face to face semi-structured interviews were conducted with a Senior Officer who heads the Children and Young People's Library Service and the Children's and Young People's librarian. The interviews allowed for the immediate collection of qualitative data. "open-ended questions, in particular, may lead to unexpected insights" Gorman and Clayton (2005 : 125) The researcher had the opportunity to explore in depth a

particular issue, allowing for a rich collection of data in a short amount of time. However, "the quality of the information obtained during an interview is largely dependent on the interviewer" Patton (2002 : 341) The questions and responses weren't pre-determined, however an interview guide (Appendix 9) was used to ensure that all topic areas were covered and that the interviewer didn't deviate from the subject matter.

With consent given the data was recorded and selective quotes transcribed later. (Appendix 10 & 11) Whilst it is recognised that the interviewee maybe more reserved the recording allowed the interviewer to concentrate on the interviewee and register any non-verbal communication. "The skilled interviewer is thus also a skilled observer, able to read nonverbal messages, sensitive to how the interview settings can affect what is said, and carefully attuned to the nuances of the interviewer- interviewee interaction and relationship." Patton (2002: 27)

The selective transcribed quotes were presented to the interviewees at a later date for approval. This member checking was to ensure no misinterpretation took place.

By combining different research methods the data collected allowed for views and opinions to be expressed on many areas of library service provision for the 11-16year olds and provided the opportunity for some of the key issues to be discussed in depth.

2.2 The Population

2.2.1 Community Profile

It is necessary to place the library services research within the context of the community it serves. A community profile of the authority which is the subject of this case study follows.

The authority has a total residency of 152, 849. 13.2% are aged between 5-14 years old. 1.37% are aged 15 years. Under 16 year olds make up 20.24% of the population, a total of 30, 943 residents. Census (2001)

Table 1 displays present day statistics showing the breakdown of the authority's population by the year groups which are the focus of this study.

Table 1. Population of authority by year group. (As at 07/07/2006)

Information provided by authority's Family Information Service.

Age	Number of Young People
11	2060
12	2072
13	2205
14	2220
15	2225
16	2157

A total of 12, 939 11- 16 year olds reside within the authority. By using the total residency figure from the Census 2001 we can conclude that this age range make up 8.5% approx of the authority's population.

2.2.2 Public Library Provision

Public library and information services are statutory services provided by the authority. Under the provisions of the Public Library and Museums Act 1964 (DCMS : 2006) it has to provide a “comprehensive and efficient” library service. It is required to make a range of lending, reference and information resources and enquiry services accessible to *all* members of the community it serves.

Staff employed (as at 31/03/05.) by the Library and Information Service include:

119 permanent staff

66.1 FTE permanent staff

14 professional staff

21 casual relief staff

The average age of staff in post in this authority is 44yrs.

The Library and Information service contain a Children and Young People’s team for public libraries which also incorporates the Education Library Service (serving over 68 primary schools).

The team comprises of:

1 Senior Officer

1 Children’s Librarian

1 Service Supervisor

2 P/t Library Assistants.

The Library buildings of the authority include one Central Library, 14 branch libraries and 2 mobile libraries which serve the rural villages.

The Library Services Mission Statement follows

“***** Council will deliver high quality library and information services to *everyone* living, working and studying in *****. Libraries and Information Services will enable individuals to access all those sources of information that will contribute to an improvement in their lives”

Included in the council’s main priorities is “Investing in better outcomes for children.” The performance and assessment of the authority’s Library and Information service is measured by:

- Annual library position statement
- Public library service standards
- Public library impact measures
- Comprehensive Performance Assessment
- CIPFA PLUS surveys
- Best Value Review

National initiatives which also shape the service are *Framework for the Future*(DCMS : 2003) *Inspiring learning for all* (MLA : 2004) –a toolkit developed as part of *Framework for the future* (DCMS : 2003) which aims to build on and improve the learning experience. And finally the *Public Library Impact Measures* (DSCM: 2005) developed to help libraries demonstrate the impact and success of their service.

2.2.3 School Profile.

The school providing the sample is a mixed voluntary controlled school with a small sixth form, 931 pupils on the school roll and situated in a small market town. The school serves a rural and urban community and pupils come from a wide range of social backgrounds. “The school deprivation factor is average.....The number of pupils with special needs is close to average” Ofsted (2006:1)

2.3 Selecting a Sample.

The Library staff sample included all of the authority’s frontline staff, approximately 100 participants. This was to ensure the maximum possible number of library staff could be involved in the hope of gaining a representative sample. Likewise the school pupils’ sample comprised a cross-section across the year groups to ensure the research contained responses from a range of ages within the research scope. Tutor groups were specifically chosen as they weren’t streamed so provided a mix of ability. It is recognised that the greater the sample, one can claim with greater confidence that the results are a generalisation of the population as a whole. In addition “The validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information richness of the cases selected and the observational/analytical capabilities of the researcher than with the sample size” Patton (2002: 245) Interviewees were selected for their area of specialism in library services for Children and Young People.

2.4 Sample issues and Limitation

- i) Limited library use by this age range does not necessarily equate to dissatisfaction with service provision. There are multiple demands and pressures on young people's time today.
- ii) The time span of the research is short.
- iii) The research was carried out at a busy period of the school year when examinations take place and most Year 11 pupils had already left.
- iv) Difficulties in differentiating between information needs/ wants "perceived" by young people and librarians identifying those needs that young people are unaware of.
- v) Many young people who are reliant on parents or public transport to access library services may have limited knowledge of all the libraries authority wide.
- vi) The broad age range presented issues in obtaining data which was fully representative of each age. The 16 year olds were particularly hard to capture. In addition the age groupings of national statistics are 10-14 and 15- 19 which were incompatible with the age range featured in this study.
- vii) Although the questionnaire for library staff was anonymous, the requirement to sign a consent form meant that the participant was known to the researcher. This may have led to staff fear of reprisal resulting in a lower response rate or giving responses they felt they "ought" to give.
- viii) The school pupil answers may be coloured by saying what they think is appropriate in a school/educational context.
- ix) Perception of libraries, reading and learning will vary from individual to individual and also between library users and potential users.

2.5 Designing Questionnaires

Questionnaires are excellent for the collection of large quantities of data and allow the single researcher to reach a large sample. They are economical in both time and resources. The nature of questionnaires includes identical wording and question order which facilitates the analysis of results. Respondents may fill them in at their leisure and ensuring the results remain anonymous is more straightforward.

There are disadvantages to questionnaires. Ambiguous words or questions may be misunderstood. Care was taken in the design to minimise this possibility; this was especially important when the researcher was not present to clarify meaning. By piloting the questionnaire with members of a local youth organisation any unforeseen design faults were eliminated.

The school pupil questionnaire (Appendix 7) was compiled of closed, open and scaled questions (Likert). These were distributed via a local secondary school. The head teacher ensured that the questionnaires were given to pupils and filled in during tutor time and returned to the tutor during the same session. This secured a high response rate. To gather views of young people who are non-library users, it sought attitudinal opinions, behavioural facts and some classification to define gender and age.

The Library staff questionnaire (Appendix 5) was also compiled of closed, open and scaled questions (Likert). These scaled questions allow us to see gradients within the opinion expressed. Open questions and “Any other comment/suggestions” enabled

staff to expand if they wished and provided additional qualitative data. These questionnaires were distributed in the Library's internal delivery system to all frontline staff.

Questionnaires are generally thought to produce a low response rate. Despite this fault, this method was thought suitable due to the timescale and nature of this research. "The factor that influences the response rate of a questionnaire, more than anything else, is the interest that the respondent has in the subject of the survey" Hague (1998 : 106) It is felt that whilst the library service may hold little interest with the school pupil participants, the fact that their personal opinion and views were sought and valued may have encouraged them to express them.

3. Ethical Issues

The study involved human participation therefore the University's Ethics Approval needed to be granted. As part of the study involved young people and children under the age of sixteen, particularly vulnerable participants, three people needed to approve the research. The University's Ethics Approval was eventually granted.

Care had be taken throughout this research to ensure that anonymity and confidentiality had been maintained as per the Data Protection Act (HMSO : 1998) All data collected was protected to ensure that individuals were not identifiable.

The research was considered from the participant's perspective. The researcher operated with appropriate sensitivity to the participants, respecting and safe guarding the dignity, rights, safety and well-being of those involved. The content and line of questioning was such that participants felt they could make free and voluntary informed decisions without any coercion. They were assured that there were no right or wrong answers and that their opinion was valued.

All participants were informed about the nature of the research using an information sheet and explicit consent sought, (Appendix 1 and 2). They were made aware of the option to withdraw their data at any point during the research period, if they so wished.

The Head of the Secondary school featured in this research was able to sign the consent form as a representative of the pupils due to the legal responsibility they (head teachers) have in loco parentis. Parental consent was not required.

The extracts taken from the interviews and used in this research were member checked to ensure no misinterpretation or misrepresentation had taken place.

4. Results

Children's Cipa Plus Survey

This survey returned a total of 789 questionnaires. Of those 88.6% were completed and 11.4% of respondents chose not to.

Library Staff Questionnaires

A total of 100 questionnaires were distributed. Of those 47 were returned with the consent form signed, giving a response rate of 47%

School Pupils Questionnaires

A total of 125 questionnaires were distributed (25 per year group). 94 completed questionnaires were returned, giving a response rate of 75.2%.

4.1 Analysing and interpreting the data

During the course of this research five main themes emerged and form the chapter headings. Finch (1990: 132) states that effective analysis of qualitative data requires a series of processes including “..building up knowledge of themes and issues contained in the data, systematic description of the contents of the data , looking at patterns, causal links and divergence”. Throughout the period of study the researcher became aware of recurring themes and patterns that provided an indication of areas for analysis. As Patton (2002: 436) points out “[the] emergent nature of naturalistic inquiry makes the distinction between data gathering and analysis less absolute”.

5. Reading habits of 11-16 year olds.

In order to establish what library services are required by this age group it is necessary to examine their reading habits. There is a prevailing myth that this age range spends little time reading, preferring instead to spend large amounts of their time surfing the internet or glued to game consoles. The number of teenagers admitting to reading for pleasure slumped to a new low despite the Government's high-profile bid to fire youngsters' enthusiasm for literature. The seemingly unstoppable rise of computer games is blamed as major new research reveals that only one in five 14 and 15-year-olds now picks up a book in the evening. Almost three out of five boys play computer games regularly. (TES: 1999)

However, much research into the reading habits of 11-16 year olds has refuted these assumptions, proving them to be a gross exaggeration of the truth. According to a Tesco study that asked 2, 600 parents about their children's reading habits, about 40% of parents thought that their children read more than they did at the same age. Caroline Ridding, the book buyer for Tesco, states that "Contrary to popular belief, children read more today than ever before. Far from being obsessed with TV and computer games, our study shows their love of reading is greater than ever." (Telegraph: 2005)

Further results confirm a high level of reading activity within this sector. The Nestle Family Monitor, "Young People's Attitudes towards Reading" (2003), research was based on questionnaires completed by over 900 11 to 18-year-olds at 33 state and independent schools and sixth form colleges. It found:

- 83% read in spare time.
- Only 11% never read outside of school hours.
- 16% boys never read in their spare time compared with only 7% girls.
- 26% described reading as boring

Boys and those pupils at state school were significantly more likely to say that they didn't enjoy reading.

The 11-19 year olds are not an age group which library staff feel very confident about, yet they are the group that need the libraries' support through the transitional years and the libraries need them. Both parties can benefit from each other.

Contrary to popular belief this age does read. The Nestle Report (2003) found that 49% describe reading as relaxing. The major influence in what they want to read comes from their peers. 43% say that if a friend tells them about a good book that he or she has read, it makes them want to read it. The biggest barrier to reading is the demands on their time. The report shows that over half, 53%, said that they would read more if they had more time. Particularly for the older pupils questioned, course work demands leave little time for reading for pleasure.

The report did not favour libraries. Three in ten said they would read more if libraries were better, one in eight if the libraries were geographically closer to where they live. Young people recognise the benefit of reading themselves stating "that books have encouraged them to expand their understanding and to learn new things. Some would also go so far to say that reading has helped them to decide what they want to do when they leave school/college and the type of person they want to be."

(Nestle.2003)

During this turbulent time for young people, books provide assistance in the establishment of their identity and position in society, the world even.

More recently research carried out by the National Literacy Trust found that “Half the sample of pupils said they enjoy reading either very much or quite a lot and rated themselves as proficient readers.” National Literacy Trust (2005:2.) The research expands its findings to declare that “A greater proportion of enthusiastic readers believed that less time constraints, cheaper books and better library facilities would make them read more.” National Literacy Trust (2005:5)

Schools have received heavy criticism regarding the teaching of reading and promoting reading for pleasure “Inspectors warned that many schools were failing to promote the importance of reading for pleasure. Individual reading had often been squeezed out of lessons in favour of the group and whole class work, which has been given greater emphasis in the Government’s literacy hour.” Cassidy (2005) The Chief Inspector of Schools, David Bell, describes the overriding effect this has on students “They may have a high-protein diet of reading short texts but not the carbohydrates that build reading stamina. Reading needs bulk.” CILIP (2005:5.) Currently teachers rely on short extracts to cover the range of reading required by the national curriculum; this doesn’t allow much opportunity for students to build up their “reading stamina.” This is why libraries need to bridge the gap and promote reading development to instil the love of lifelong reading.

The research suggests that contrary to popular assumption the majority of this age group do read other than schoolwork and enjoy it. Furthermore they would read

more if time and library facilities permitted. Young people recognise the benefits and pleasures gained from reading, yet schools seem to be focused on the range of reading needed to be covered by the national curriculum instead of the pleasure elements. Increasingly this is the case. Libraries and their staff must fill this gap and encourage and promote the lifelong reading for pleasure.

5.1 Cipa Children’s survey

Only one question on this survey gave us any indication of reading habits, and this makes the assumption that the book was read which may or may not have been the case. The responses are recorded in Table 2.

Table 2. I took a book home

Yes	No	Responses
68.5%	31.5%	688

5.2 Library Staff Questionnaires

67% of library staff either strongly agreed or agreed that young people read other than school work compared with 19% who disagreed. Most library staff (76%) also recognise the increasing pressure young people are under with other demands on their time. Table 3 shows the gradients of views expressed.

Table 3. Reading other than schoolwork

	R	SA	%	A	%	D	%	SD	%	DK	%
Read other than schoolwork	46	2	4	29	63	8	17	1	2	6	13
Under increasing pressure	47	10	21	26	55	9	19	1	2	1	2

Key: R= Response

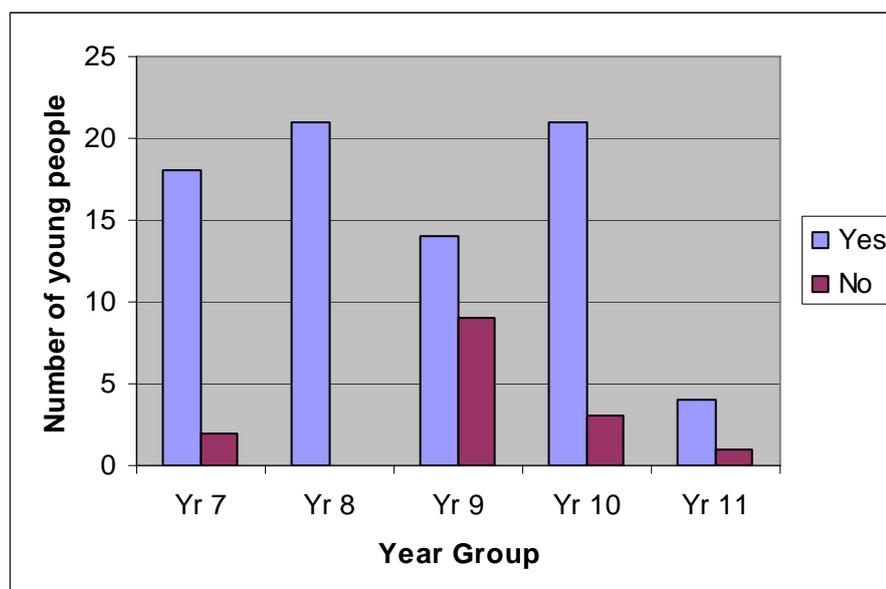
SA=Strongly agree, A=Agree, D=Disagree, SD=Strongly Disagree, DK=Don't

Know

5.3 School Pupils Questionnaires.

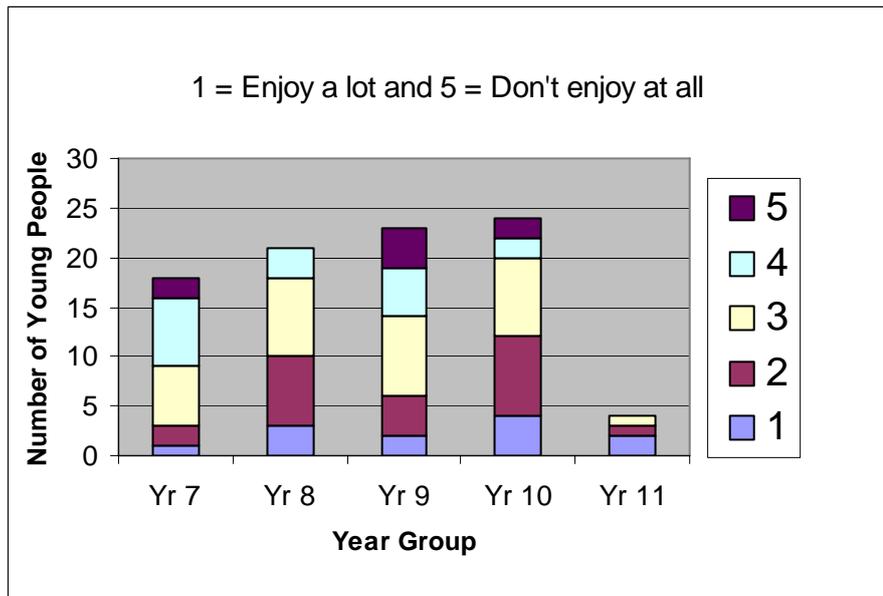
The results from the school questionnaire demonstrate that 84% of the total of pupils stated that they read other than school work. The responses are displayed in Figure 1.

Figure 1. Reading Activity



The enjoyment of reading was also prevalent in these results with only 28% of pupils questioned stating that they didn't enjoy reading at all. The degree of enjoyment recorded by the pupils can be seen in Figure 2.

Figure 2. Level of enjoyment in Reading

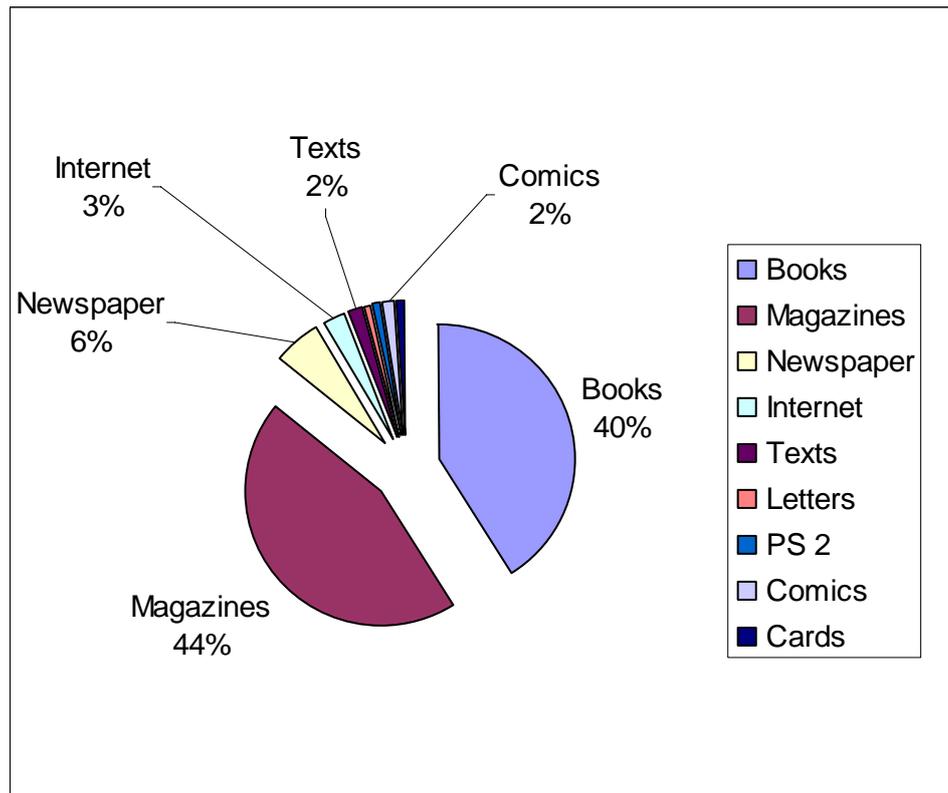


Time available to read didn't seem to be an issue for the young pupils questioned.

On a scaled question only 11% stated that they did not have the time to read and 9% indicated that they had lots of time.

The type of reading material preferred by this age group was noticeable. When asked "What do you read?" 40% mentioned reading books and 44% said that they read magazines. Figure 3 shows the percentages of different reading material as quoted by the pupils.

Figure 3. What Young people are Reading



5.4 Children’s Librarian Interviews

The amount of reading activity and the range of reading material seem to be reflected in the views given by the Children and Young People’s Librarian. “ I think this age group read more than the general public think they do, it is just they may not be reading novels. They devour information from the internet, they read magazines and music material....there is a lot of print out there that doesn’t have to be “a novel” and I think they do read.”

Senior Officer.

The senior officer stressed the difference in reading habits generally and more specifically to this age group. “Reading habits are very disparate in this age group, it

depends on convenience and time, some may read a lot but perhaps never read a book, others will work their way through novel after novel.”

Improvements in literacy levels were noted but concern was also expressed as to the lack of opportunity in schools to develop reading stamina. “My perception is that Children’s functional reading abilities are increasing and improving, and their ability to extract information from text and to understand how text works is much improved. Literacy levels are improving but what’s lacking is that reading stamina and an interest in reading for pleasure.”

Regarding the range of reading material the senior officer agreed with young people’s ability to choose, as long as the material on offer to them encompasses the widest range possible to enhance their reading experiences. “Children and Young People can choose what they read which is fine, but increasingly there is a lack of opportunity for them to be introduced to the pleasure, the lifelong pleasure of reading that you get from reading novels, poetry, works of the imagination- the sort of reading that isn’t just a functional thing, but is an imaginative, creative experience.”

5.4 Conclusion

This research dispels the myth that young people from this age group don’t read, many not only read but enjoy reading. An additional factor that this research has highlighted is the range of different types of reading material preferred by this age group, primarily magazines. However, the survey of school pupils didn’t reveal huge

constraints on young people's time as suggested in the national surveys. A recurring theme that appears is the lack of opportunity for young people to develop "reading stamina" and reading for pleasure, suggesting that public libraries need to fill this gap.

6. Public Library Service Usage of 11-16 year olds

Libraries are an important, valued council service, with the potential to contribute to priorities for learning, inclusion and e-government

- There are 3,200 English public libraries
- 12.4 million or 25% of the population use them to borrow 289 million books.
- Many more people visit libraries to study, use PCs and the internet, make enquiries or for community activities
- 285.4 million annual visits

MLA (2005:32)

Despite the growing demand for books and information traditional library services are in general decline, but not with regard to Children's library services.

- UK public libraries hold 24.7 million children's books on 31st March 2005, 28% of these were on loan.
- Estimated total issues of 86.6 million- result in a 4% increase over 2003-4.
- More than half –an estimated 56% -of the population aged 0-14 years are registered, but less than one third are recorded as being active borrowers- 30%

LISU (2005:1)

The public library has an obligation to cater for the needs of the community it serves, not just its existing customers. The Library Association guidelines state "The library's responsibility is to the local child population as a *whole*, not just its current users. Every child is a potential user, and all children should be reached in some way.Children from all backgrounds and cultures have an equal right of access to library services. These services should in turn reflect and respect the

background and culture of every child. Positive action is needed to do this and not simply provision of materials.” Library Association. (1997:14). Children and young people make up a big percentage of the community and their needs should be reflected in service provision, as the benefits are far reaching.

Children make up 20% of the UK population. The value of the library service for children and young people is immense. The materials they provide aid intellectual, social, linguistic, educational and emotional development. Through their use children receive knowledge of the wider world, understanding of other people and themselves, aiding identity both culturally and individually. Information available through unguided discovery brings with it confidence.

Public libraries are not standardised and service delivery varies from authority to authority. This can create difficulties when planning or trying to compare on a national scale. LISU (2005) found “there is a diverse range of activities and services being developed to cater for children individually and in groups, and children's satisfaction with their local library is high. There are notable differences between the public library sectors both in the overall level of service activity and in the trends over the last five years. The picture is not a particularly optimistic one for any sector. Variations are only to be expected in the trends for individual library services as circumstances dictate, however, the degree of variation observed on a sector-wide scale raises concerns over the longer term management and strategic planning of both schools library services and the public library service for children.”

Despite variations in service provision, those customers using libraries were happy with the service “In those authorities which carried out the Children’s CIPHA PLUS survey 97% of respondents thought that the public library staff were “ok”, 72% took a book home and 68% found the information that they were looking for.” MLA (2005)

National statistics on public library use by 11-16 years olds that give details of each year group have proved difficult to obtain. However the Library service subject of this case study installed a Library management system which enables such management information of their authority to be retrieved from it. Using the total authority residency number of 152, 849 Census (2001) and the number of active borrowers retrieved from the LMS: 22, 810 we can conclude that the average service take up for this authority as a percentage of the population is 14.9%. Table 4. shows the breakdown of active borrowers by age for the authority subject of this case study.

Table 4. Active Borrowers by age (as at 1.7.2006)

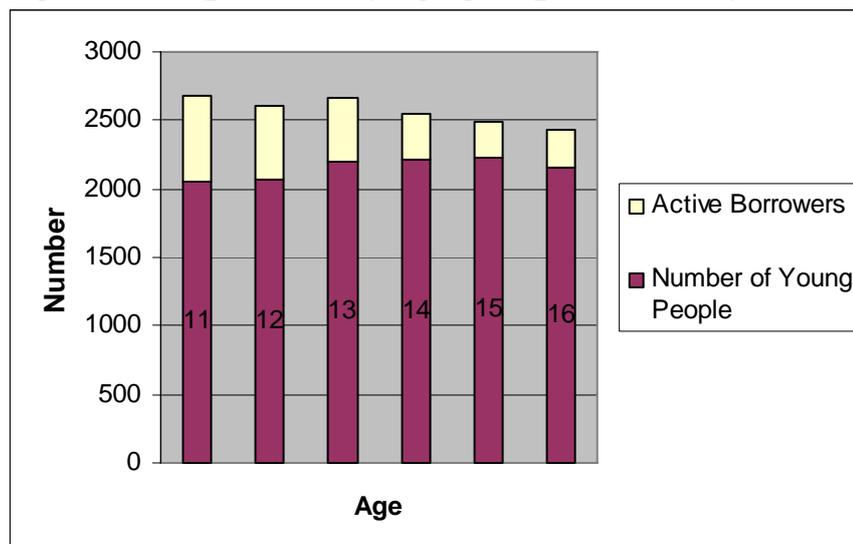
An active borrower defined by CIPHA is someone who has had on loan at least one item in the last year. (Financial)

Age	1-10	11	12	13	14	15	16	11-16	Total borrowers
Number of borrowers	4, 358	626	535	455	334	265	268	2, 483	22, 810

This shows 10.9% (to 1dp) of the total active borrowers are in the 11-16year old age range, with a lower level of active borrowers in the 15 and 16 years old group.

Figure 4 displays the data visually relative to the authority’s population by age group.

Figure 4. Population by age group and library activity

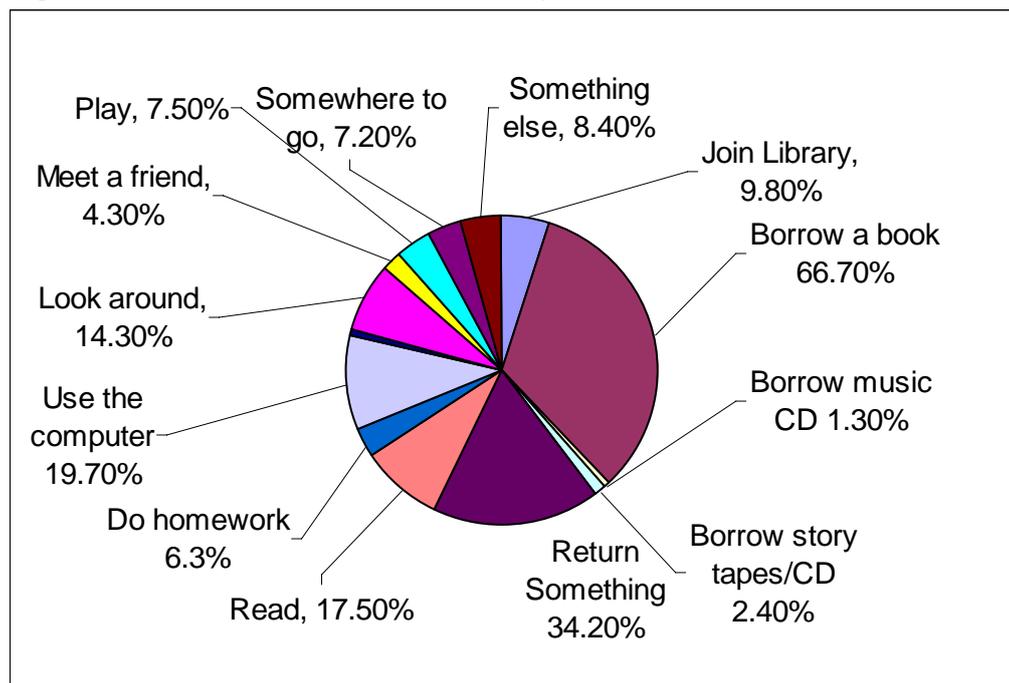


6.1 CIPHA Children's PLUS survey.

The CIPHA Children's plus found that 83.2% of those questioned in the survey had their own library card. This shows the number of young people using the library resources who are not included in the active borrower number. It must be acknowledged that there are a number of users who do not have a library card, therefore library users doesn't necessarily equate to active borrowers in this age range.

Figure 5 displays the services used by those library users questioned. This clearly demonstrates that book borrowing is still the major activity carried out by young people in libraries today.

Figure 5. Borrower use of Library services



Surprisingly, despite the large emphasis on the People's Network and free internet access, in addition to young people's supposed preference for multi media, only 25.8% of those questioned had used the internet or computers during their visit.

6.2 Library Staff Questionnaires

The results from the library staff questionnaire show that all (100%) of the library staff who responded indicated that young people use the library for computer use, 53% thought reading for pleasure and 68% for homework or study. These results imply that library staff are unaware of the extent of book borrowing within this age range. 66% of library staff felt that this age range visited the library because there

was nowhere else to go. Table 5 displays the services library staff think 11- 16 year olds use.

Table 5. What Library staff perceive 11-16 year olds use the library for.

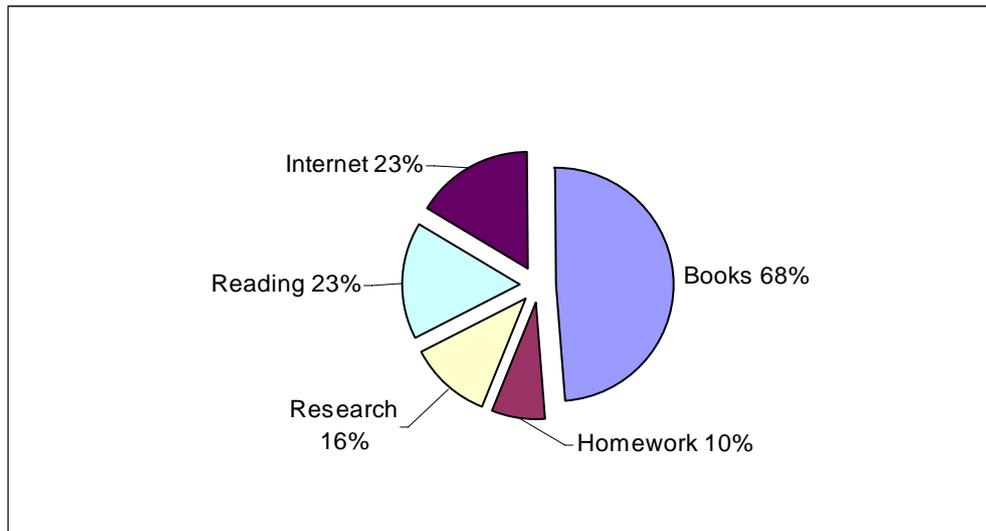
Responses	47	Percentage
Homework/study	32	68%
Meeting friends	20	43%
Reading for pleasure	25	53%
Computer use	47	100%
Advice	3	6%
Nowhere else to go	31	66%
Games	1	2%
Boredom	2	4%
Family outing	1	2%

Frontline staff seem to underestimate the amount of book borrowing/ use that goes on within the library walls by the 11- 16 year olds. The emphasis seems to be on computer usage however, the reality shows that book borrowing is still the predominant service taken up by this age range.

6.3 School Pupils Questionnaires

47% of the pupils questioned had their own library card and 33% professed to using the public library. This usage is higher than nationally reported. The library services pupils report to use are demonstrated by the pie chart in Figure 6.

Figure 6. Library Services used by School Pupils



These results reiterate the fact that book borrowing is the library service that the majority of 11-16 years reportedly use.

6.4 Children’s Librarian Interviews

The concept of books being in competition with IT has been suggested but the reality is; “Books and computers are not mutually exclusive, they [young people] used both, but they can only use the book stock if we have what they want.”

Other benefits the library service can offer include “The building itself [it]offers a “no questions asked” safe environment; they know they can come in and do as they like without feeling threatened or over supervised. Apart from the stock what libraries offer is somewhere to go and some other adult help, support or interest other than a parent or relative.” In an effort to increase library usage the children’s librarian suggests employing staff specifically devoted to this age range. “one way of targeting those that aren’t using us, [would be] to actively engage and the only

way you are going to do that is do get someone who is dedicated to that age group, who can market and aim those specific age groups.”

Senior Officer

The explanation offered for the dip in library use by this age range involves other demands on time and new experiences on offer that libraries can't compete with. “Young people have many more opportunities for leisure time....There always has been a dip at this age, pressures of school increase and they are experiencing new freedoms, have more independence, and also there is not that much to offer them [in comparison]”

In addition to high demands on people's time the ethos of a public organization, with the sharing and returning of material is seen increasingly as out of date. “There is huge competition for people's leisure time and the fact is that people have less leisure time than they did, we are still seen as an institutional option and the whole business of having to remember to bring things back is a huge obstacle”

6.5 Conclusion

These results show that the number of active borrowers aged 11-16 years equates to 10.9% of the total active borrowers within this authority. Noticeable is the drop in active borrowers aged 15 and 16 years. The CIPHA results show that 16.8% of young people who completed the survey were using library services and didn't have a library card. This demonstrates that library services and usage involves much more than just book issues and that care must be taken when using active borrower

numbers as an indication of usage. The results also show the misconception that staff have regarding library usage. Whilst the internet is a service that young people use, According to the CIPHA Children's survey and the school pupils' questionnaire, the service most utilised (66.7%:68%) by this group is the loan of books.

Questions are posed as to what extent libraries should shape their services to try and attract the non-user. Suggestions for the increase of library usage include the recruiting of teen dedicated staff and the marketing of services to specific age groups within the 11-16 years old range. The senior officer's reasoning behind the dip in library use for this age group is not so easily resolved by these suggestions which include demands on time and the dated method of the sharing and returning of material which conflicts with the current immediate gratification society of today.

7. Stock, Activities and Service Provision.

Public libraries in the UK make freely available a wealth of stock, activities and services to 11-16 year olds.

- Library services for young people are provided through a national network of 4, 132 library sites; 656 mobile libraries plus 16, 903 other service points in prisons, hospitals, hostels and other non-library settings. CIPFA(2005)
- There are 24 million children's books in the public library service CIPFA(2005)
- Total expenditure on children services for 2004-5 is estimated at £45.9 million. This can be broken down as £24.8 million for specialist staff, £19.8 million on books and other resources, and £1.3 million on specific activities and promotions. LISU (2005:1)
- 92% of public libraries offer internet access to children and young people LISU(2005:1)

In addition special activities for young people are run nationally.

- 30% run reading clubs for young people (aged from 13) LISU(2005)
- 53% run events and activities for young people (aged from 13) LISU(2005)
- 62% offer after school study support LISU(2005)

However these specialized services are not commonplace in all libraries and library stock has received much criticism regarding quantity and quality. As Coates (2004) remarks "In the last decade the number of books in libraries has fallen from 105 million to 80 million....The stock is pathetic. Some library services decided that the book was a thing of the past a long time ago." The recent *Public libraries-destination*

Unknown? (MLA :2006) research into library perceptions among the 14-35 age group has also found that “many are disappointed with the stock” it suggests “They [libraries] could present less traditional forms of reading material up front – such as niche magazines.[which would] encourage reading as a treat or indulgence.” (Owen 2006:1)

It is not only the type of stock available but the way it is displayed that matters.

Vincent and Hurst (2004) point out “Many libraries create separate sections for teenage materials that seem targeted towards 12-13 year olds rather than older teenagers – and so it’s not surprising that older teenagers do not want to use it.”

Indicators that grade or stream ability can be very off putting for this age group and can place limitations in a reading arena where there shouldn’t be any.

Attempts have been made to remove the barriers that prevented many young people from using in the library service. “The majority of authorities (90%) no longer make any charge to young people for requests.....Two thirds do not charge for overdue books” LISU (2005) To a small degree the free reservations also allow young people to dictate what stock is bought, and ensure that the stock includes some of the specifically “wanted” stock of this age group.

There is much variety in service provision across the UK, *Fulfilling their Potential* (TRA: 2005) outlines how libraries’ work with young people can play a key role in joined-up local authority services to deliver on the shared priorities agreed by national and local government. It highlights the increasingly important participation agenda and challenges libraries to play a greater role in involving young people in

designing policies and services. Some library authorities have involved young people in their makeovers, consulted with them on stock selection and introduced young volunteers to the service. This helps the staff in developing their skills to engage with young people in their local communities. A number of other projects that involve young people are currently running in other areas.

The YouthBOOX is a national programme exploring how to create ways back into reading for socially excluded 13–19 year olds. It aims to make reading more enjoyable and relevant by involving young people themselves in shaping their interaction with reading. It is run by the National Youth Agency and The Reading Agency. It has operated in 28 areas over the past five years, working with 300 young people. The skills and resources of youth workers and librarians are combined.

YouthBOOX has helped to;

- Increase the depth and breadth of reading by reluctant young readers
- Create a supportive atmosphere in which tackling literacy problems arises naturally
- Help young people feel more confident about visiting libraries.

Other projects include Positive Activities for Young People (PAYP), a national government programme which aims to provide cultural and sporting activities for young people at risk of offending during school holidays. In 2002 ten library authorities reached 2,500 of the target group of young people, many of whom had never been in a library before. Further work that libraries do with young people includes the production of the BOOX magazine, a national book review magazine

produced by The Reading Agency with library authorities. The reviews and articles are created and written by young people from secondary schools, youth groups and teenage reading groups across the UK. It gives young people the opportunity to express themselves whilst developing their writing skills. They are involved in the production of a magazine that is used in schools and public libraries across the country. Young people get a great sense of satisfaction and feel valued when they see themselves in print.

Young Cultural Creators is a project involving a museum, archive, or gallery and their local library. Young people get to work with writers and illustrators of children's books, then go the public library to explore its resources and work with them to create new writing/artwork. This is followed by work in school.

Libraries provide opportunities for young people to discover the pleasure of reading and voice their opinion. The Carnegie and Kate Greenaway book awards are one of the most prestigious in the UK. Created by libraries, the Carnegie medal is awarded for an outstanding book for children and young people; the Kate Greenaway for an outstanding book in terms of illustration for children and young people.

Young people can join in and follow the award progress.

- 1, 100 groups of children shadow the Carnegie/Greenway awards
- 25, 000 young people are involved

(CILIP:2003)

The awards are judged by the Youth Library Group of the Chartered Institute of Library and Information Professionals.

Despite the amount of stock and numerous activities that libraries provide nationally, libraries continue to be criticised for their inadequate facilities which can have an impact on reading habits and library usage. The National Literacy Trust (2005:4) found “Over half the secondary pupils believed that designing websites/ magazines would encourage them to read more.a greater proportion of enthusiastic readers believed that time constraints, cheaper books and better library facilities would make them read more.” (2005:5)

However there are success stories. The Summer Reading Challenge is an annual library activity for the 4 -12 year olds. It’s success has led to 94% of UK libraries taking part. During last year’s challenge, The Reading Voyage:

- 600, 000 children took part.
- 300, 000 children read at least 6 books.
- 48, 000 children joined the library to take part.
- 237, 000 children took part in 10, 000 events.

Youth Library Review (CILIP:2006)

In addition to minimising the summer learning dip, individuals who get involved experience an increase in knowledge and understanding and develop social skills. The challenge is done voluntarily and the children take part because they want to and they enjoy it. Individuals involved gain an increase in social competence skills through the discussions with non-judgemental people; this helps them in their journey of self discovery and identity. Children can express their feelings about particular books without fear of rebuke. Librarians will be able to provide many

more. Though this reading activity is predominately aimed at the younger members of this age range it does provide a strong foundation and a captive audience for further activities for older children to be built on.

Start with the Child (CILIP 2002) showed a lack of awareness of library services with some young people thinking that the library was a place where you bought things. Promotion and awareness of library services for this age group is vital.

Public libraries provide huge amounts of stock and a variety of services aimed at this age range but criticisms about the quantity and quality have been made. Service delivery and activities vary immensely. There are sporadic areas of good facilities provided for this age range where consultation with and involvement of young people take place. However despite *Fulfilling their Potential's* attempt to introduce a minimum standard of delivery nationally, differing local needs have proved this to be virtually impossible.

The authority which subject of this case study, provides a library service for young people which includes free reservations, no fines, concessionary charges for talking books and free internet use for the under 19's. Children's stock was 66,796 items at 31/03/05. Some of the branch libraries have teen specific stock which is easily identifiable as such (red and blue spots), whilst the Central library incorporates its "crossover" stock into the adult fiction. Due to space restrictions there is no designated teen space. The Children and Young people's team, though intended to accommodate under 19 year olds, due to time, staffing restrictions and skills, mainly

work with the 0-12 year olds. Minimal work involves secondary schools or the over 12's. The level of customer satisfaction of the service will be examined.

7.1 Cipha Children's survey

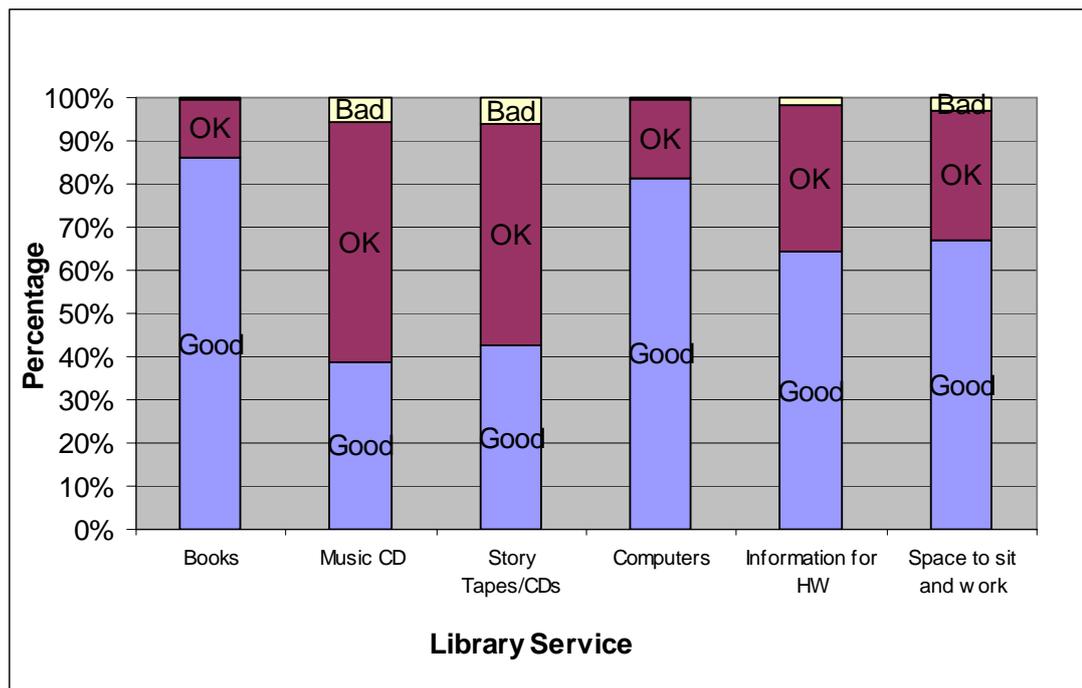
The results from the Children's Cipha Plus indicate a high level of satisfaction with the stock provision and activities provided by the authority's libraries. Only 0.3% of those questioned described the book stock as being *bad*. Table 6 displays the satisfaction rate of users with regard to other items of stock and service provision.

Table 6. Users satisfaction rate of stock.

	Good	OK	Bad	Responses
Books	86.1%	13.6%	0.3%	684
Music CD	38.9%	55.4%	5.8%	330
Story Tapes/CDs	42.8%	51.1%	6.1%	342
Computers	81.4%	18.1%	0.5%	449
Information for HW	64.6%	33.6%	1.9%	390
Space to sit and work	67.1%	29.9%	3%	487
Story time/ events	42.5%	52.4%	5%	345

By translating these results into a bar chart the levels of satisfaction are clearly visible in Figure 7.

Figure 7. Users satisfaction rate with Library Service Provision.

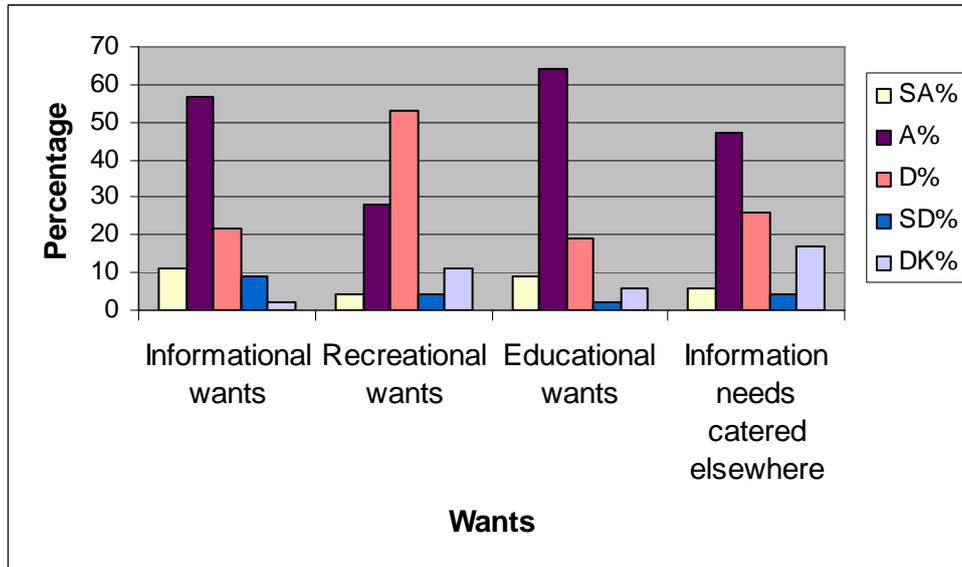


7.2 Library Staff Questionnaires

In most areas Library staff opinions reflect the Children’s Cipro plus survey results, particularly when asked if the library satisfies the informational and educational wants of this age group. However opinions differ with regard to their recreational wants. Over half the staff questioned, 57%, disagreed with the statement that 11-16 year olds’ recreational wants were met by the library services. This raises the question should libraries be providing recreational wants and, if so, to what degree? Should these be above/ below or on a par with informational needs?

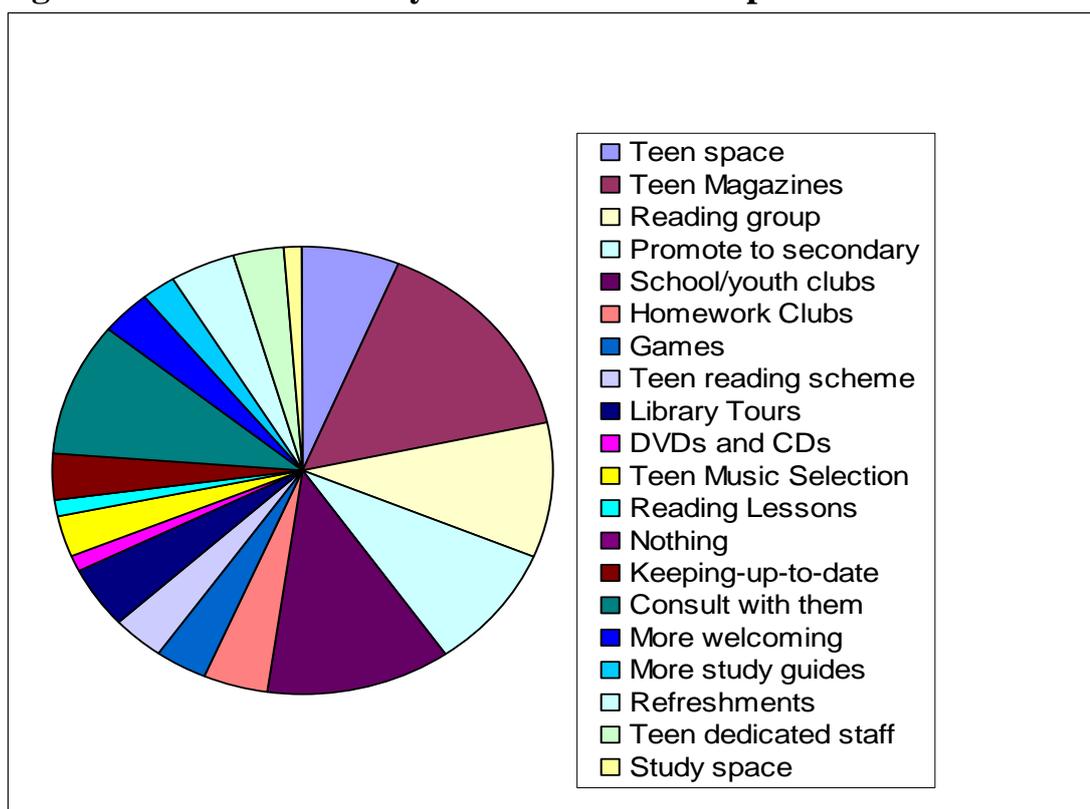
Figure 8 shows the variation in the “wants” of 11- 16 year olds perceived by front line staff to be met by the library service.

Figure 8. Staff view of “wants” met by Library Service



Further questions reveal which library services the staff felt should be provided for this age group. Predominately, 42% of staff felt that this age group need their own space within the library, 27% felt teen magazines need to be provided, 27% also felt that libraries need to consult with young people to find out their needs. The services that library staff felt should be provided for 11 – 16 year olds are displayed in Figure 9.

Figure 9. Services Library staff feel should be provided



7.3 School Pupils Questionnaires

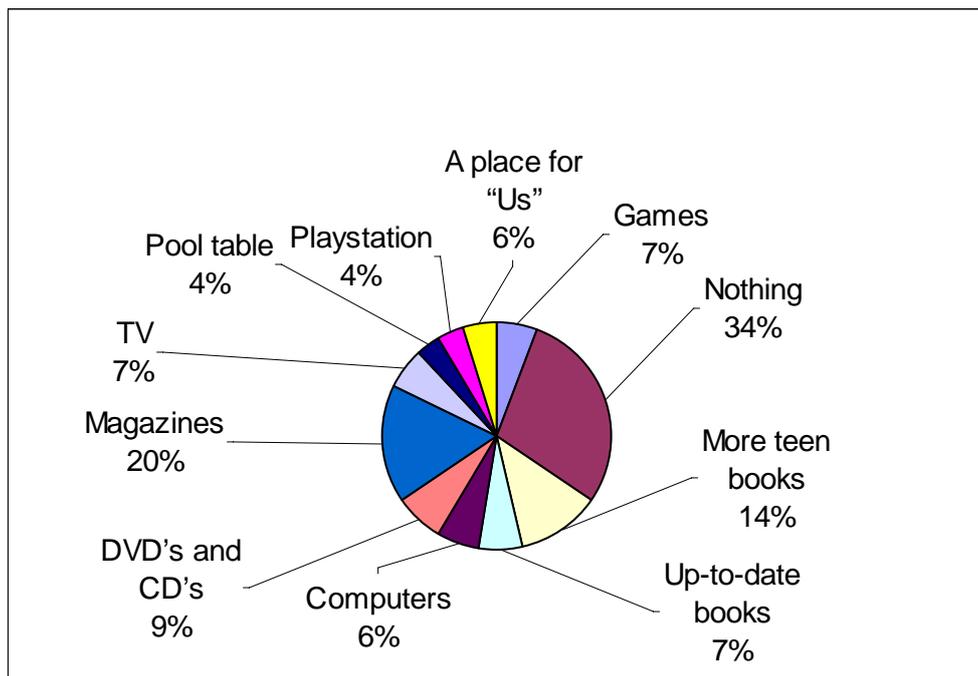
When school pupils were asked to indicate on a scale of 1 to 5 with 1=Very, 3 = Don't Know and 5 =Not at all, only 46% felt that public libraries were relevant to their information needs. Table 7 shows the breakdown of responses by year group.

Table 7. How relevant is the public library to young people's information needs.

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	21	23	24	4	91	
1	3	7	3	3	1	17	19%
2	5	4	5	9	2	25	27%
3	6	8	7	6	1	30	33%
4	4	2	1	2	0	9	10%
5	1	0	7	4	0	12	13%

Services that the school pupils felt should be provided most notably include magazines, with 20% of pupils suggesting them. 14% of pupils ask for more teen books whilst only 6% suggest “a place for us.” Figure 10 displays the library services school pupils feel should be provided.

Figure 10. Library services which Young People feel should be provided



7.4 Children's Librarian Interviews

Concerns over stock provision for 11- 16 year olds were expressed by the children's librarian "Compared with the percentage that is spent, and the relevant percentage of the population I don't think they get a very good deal." those that do "probably under 12 are served better than anyone" One of the main reasons given for this is "we don't really know what they want" and fashions are quick to pass " by the time the stock is

bought the moment has passed.” The suggestion here seems to be a delay in getting popular stock in and predicting fashions. There is a need for libraries to be ahead of fashions. As summarised by the children’s librarian. “We need to be proactive instead of reactive.”

Cost is also a consideration. “Graphic novels are very expensive and poorly produced and don’t last long so consequently if I’m having to balance my budget and I’ve got a huge list of things every time, the first thing to go is always graphic novels because you can easily cut down your spending by not buying them so probably this age group are missing out to the under 10’s who always get picture books and early readers.”

For some types of reading material the benefits outweigh the costs. “I do think we should have magazines and newspapers despite the cost issue, for they are one of the main media that children and young people get their information from about relationships and other people’s lifestyles.”

However it is felt by some that money should not be taken from the budgets to subsidise the provision of refreshments. “A lot of people have commented about refreshments/coffee shop even if it’s just a machine. I think that would be fine as long as it doesn’t drain on other resources. It’s not acceptable to detract budgets from other areas because our first and foremost provision is in the information and recreation.”

Senior Officer

Increasing demands in service delivery have led to libraries being compared to retail outlets. This is particularly the case for 11-16 year olds. “A large amount of this age groups’ attitude and expectations are shaped by the retail sector. We can’t hope to compete.” Libraries are a separate entity to bookshops and as such do not have the funds for marketing. “We are not in the business of profit making so we don’t have money to reinvest, so it [the library] is always competing against other needs of that money some of which are key social services or education, services that the council has to provide.”

Questions are raised as to whether libraries should be focusing on other services that detract from their main function but attract other users. “A balance is needed between maintaining what is special about what we do and providing a service for those people who want to use us. There is a danger in chasing new markets where you actually cease to become what you once were, then you are no longer providing a service to the people you have left behind because you have transformed.” The senior officer gives an example “The X-change place at Bradford effectively becomes just a youth club. Is that something we should be doing or should we be leaving that to the youth services? Should we be providing music mixing or should that be some else’s job?”

It seems authorities have little control over services they deliver. Much of it is attached to a framework with little room for movement. When asked how libraries identified their priority groups the senior officer replied “I suspect [priority groups] are identified for you through the CPA, Public Libraries Standards and the Impact

Measures. All of those things which are out of your control are already prioritising two-thirds of them for you because they are telling you to chase certain things.”

The senior officer sees difficulty in attracting potential customers from this age group even without the performance issues. “They are at that age in their lives when they are experiencing and finding out all sorts of other things they can do and also have enormous pressure on them around exams. Even with unlimited resources that group is perhaps the hardest age group of all to chase in terms of promoting services to them.” Recognition is made that the service may be unable to cater for all wants and of the value that libraries have for those 11- 16 year olds who do use it .“Although it might not be the bulk of what most people want. There are still people in this age range for which the library service is absolutely invaluable and for whom it will make a difference in their lives.”

7.5 Conclusion

The level of satisfaction of library users from this age range is high, however the results from the school pupil’s questionnaire show that less than half of those questioned felt that their information needs were met by the library services. The most popular request from school pupils and library staff for the service was the provision of magazines. Gaps in stock provision for this age group were acknowledged and reasons offered included the high cost of material popular with this age group and a lack of awareness of what they really want. Wider questions are also asked as to the extent to which libraries “should” be providing these recreational wants. Should libraries transform themselves to attract non- users at a risk of losing

loyal customers content with the service as it is? In addition the limited control that local authorities have over their service delivery is recognised, with performance issues and assessments often shaping service delivery.

8. Library Environment, Image and Staff Attitude.

Libraries have traditionally been viewed as quiet, dark and dusty places. In particular public libraries are still seen negatively by many people. A recent article describes them as dingy, joyless and unappealing places, “peopled by slightly sad, furtive adults who obviously have some unhealthy obsession.” Hutton (2004.) This stereotype still prevails, even though it may be a true reflection of only a minority of libraries, and carried along with it are out of date perceptions of what a librarian might be like. A dowdy, bun bearing, bespectacled, middle-aged woman and enforcer of silence. This image is intimidating for children and extremely off-putting for teenagers. These inaccurate perceptions of libraries and the staff who work in them, though themselves outdated, are still held by many today.

The importance of creating an attractive, welcoming environment with friendly, helpful staff catering for all members of the community cannot be underestimated. Library buildings have evolved themselves. They have shaken off the dull, dark, boring image and emerged donned with one of light and innovation. They have developed their IT to keep pace with the ever changing high tech society. Recent years have seen huge changes in many library environments nationally. The appearance and functionality, and in some cases the location of the buildings, have changed in order to attract and encourage people to use the service. Most notably Tower Hamlets’ Idea Stores, the Norfolk and Norwich Millennium Library, Peckham and Bournemouth libraries have shed their old, dark, dusty skin and let in the light. By creating the right environment non-users will be tempted through the doors. “It is through the collection as well as the ambience of the library, that the library signals a

welcome to those who perhaps feel that the library is not a place for them.” Coates (2004:19) This refers to all members of society not just children and young people.

One of the key priorities stated in *Start with a Child* is the importance of “Developing a library service that provides *appropriate* environments and services.” CILIP(2002:13) The House of Commons select committee report on public libraries recommends attractiveness not only appropriateness “ carers and their charges must be tended effectively by access to a wide choice of suitable material as well as attractive environs at local libraries.” Culture, Media and Sport Committee (2005: Recommendation 12:45) The environment can influence the customer experience. Their comfort is paramount.” Organising the space within the library is important to the whole experience. Users have a right to feel comfortable and wanted in the library space.” Coates (2004:20)

The best environments are only effective if they contain customer focussed library staff who contribute to the young person’s experience. “Even a modern library building can appear formidable and official. Librarians are seen as council officials, indistinguishable from rent collectors or the people in the rates office.....Some librarians behave as though the last thing they want to do is to make it easy for people to use the library anyway” Hill (1973:28)

Barriers do exist for both 11-16 year olds and library staff. Staff have perceptions about 11- 16 year olds and similarly these young people have pre-conceived ideas about library staff.

“Librarians describe teenagers as unpredictable, challenging, insecure, emotional, demanding and having attitude problems. Teenagers thought librarians were uncool, patronising, had attitude problems, but no sex life.” Boox for Us (2002:10)

Mis- perceptions seem to occur on both sides and need to be resolved. Young people need to feel as valued as any customer and all staff need to communicate this. “A child only has to get a negative message from one member of staff to colour their view of the whole service.” Jones (2005:39)

To work effectively with Children and Young people certain personal attributes are required. “It will need flexible, adaptable individuals who can manage change innovatively, imaginatively and proactively, recognizing new opportunities and grasping new challenges. This will require well-educated professionals, constantly developing through a varied programme of continuing professional and personal development.” Elkin and Lonsdale(1996:224) The need for frontline staff to receive children and young people’s customer care and reader development training has been recognised. Many library services have or are in the process of rolling out such training to frontline staff, in the form of *Their Reading Futures*, an online training programme which “aims to refresh and revitalise children’s reader development in public libraries, to train all frontline staff in supporting young readers and to support manager’s of children’s services in planning and advocating their reading services.” Mauger and Roberts (2005:38)

The importance of this for the future of public libraries must be recognised

“All these factors contribute to a potentially successful future for public libraries, since the children in whom librarians are forming reading habits today will be their adult users of the future.” Maynard and Mckenna (2005: 128)

8.1 Cipha Children’s survey

The 11-16 years olds who use the library service within this authority have reported high levels of satisfaction with the library looks and staff. Out of 623 responses only 0.1% reported the library overall to be bad, 92% rating it as good and 7.9% saying it was OK. Table 8 shows library user’s thoughts on the staff and image of libraries within the case study authority.

Table 8. Users opinion of staff and image.

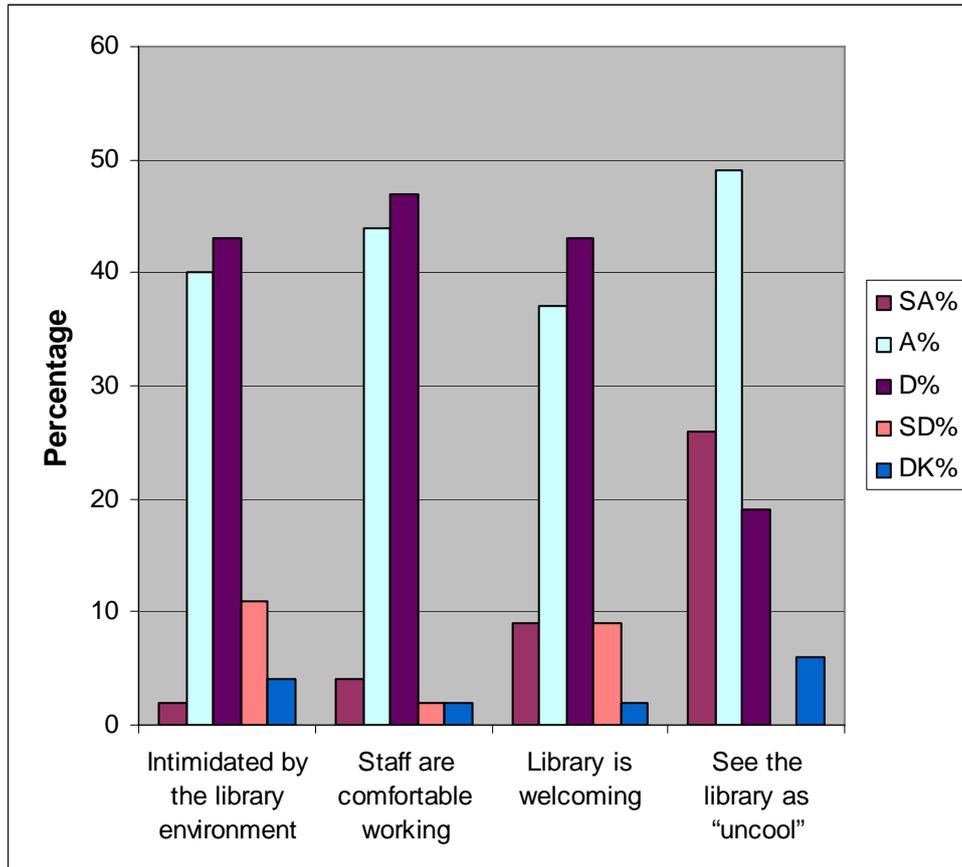
	Good	OK	Bad	Responses
Library Staff	91.3%	7.7%	1%	638
Staff help with HW	58%	40.3%	1.7%	376
Help choosing books	76.6%	22%	1.4%	494
Overall	92%	7.9%	0.1%	623
Library looks	82%	16.5%	1.5%	620

8.2 Library Staff Questionnaires

From Figure.11 we can see that library staff seem divided on the issues of young people’s perception of the library environment. 43% agreed that the library was intimidating for this age group with 53% disagreeing. Similar splits occur when questioned whether the library is welcoming. 46% agreed and 52% disagreed.

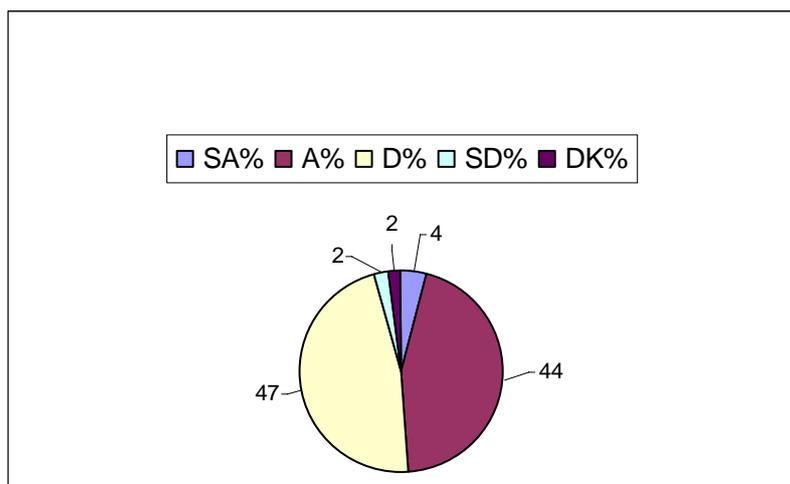
Library staff were more united in stating that young people see the library as an “uncool” place to go with 75% agreeing with this statement.

Figure 11. Staff perceptions of Young People’s views of the Library



Results displayed in Figure 12 also show staff to be divided on their comfort zones surrounding working with this age group. 48% agreed that staff were comfortable working with 11-16 year olds whilst 49% disagreed with this statement.

Figure 12. Staff are comfortable working with 11- 16 year olds



8.3 School Pupils Questionnaires

Table 9 displays the opinions of the school pupils on how welcoming they perceive the library to be.

Table 9. How Welcoming do 11-16 year olds feel the public library to be?

Key 1= Very, 3=Don't know and 5=Not at all.

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	21	23	24	4	91	
1	4	3	0	5	0	12	13%
2	2	4	3	2	1	12	13%
3	8	10	14	7	2	41	45%
4	2	4	3	6	1	16	18%
5	3	0	3	4	0	10	11%

The results show 26% of those completing the question thought the library was welcoming 45% didn't know which suggests a lack of awareness of library services and 29% felt libraries to be not at all welcoming. This supports the literature review

which suggests many out-dated perceptions of libraries still exist. Table 10 records the views that the pupils questioned have on library staff.

Table 10. Do 11-16year olds find the library staff helpful and friendly?

Key 1= **Very**, 3=**Don't know** and 5=**Not at all**.

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	20	23	24	4	90	
1	5	6	4	4	0	19	21%
2	5	4	3	5	3	20	22%
3	6	9	12	10	1	38	42%
4	1	1	2	3	0	7	8%
5	2	0	2	2	0	6	7%

Once again the issue of awareness of library services is raised with 42% of those questioned not able to comment on library staff. However 43% of those who did respond described the staff as helpful and friendly, 21% stating “very”.

8.4 Children’s Librarian Interviews

The children’s librarian supports the view that libraries have been revitalised and gives reasons for this change stating that their “Image is better now than it ever has been; nationally the focus has been raised. There has been more input as a library community.” Though this hasn’t happened authority wide and this can reflect how young people view the library, “Some of the actual buildings, apart from those newly refurbished are poorly kept. This gives the impression that we are a poorly run establishment that are not concerned with what we look like to our customers.”

Further work needs to be done which encompasses a different, more customer focussed approach. “We are not making our buildings as welcoming as they could be. It is like we are saying we are here, take us or leave us, instead of we want you to use us.”

Senior Officer

The interview with the senior officer offers explanations for the barriers that exist between some library staff and young people, suggesting that a negative attitude towards 11 -16 years olds is a society wide phenomenon that is perpetuated and reinforced through mass media.

“The way young people are perceived is shaped not only by themselves and their own behaviour but also how they are represented on television and in the media. To some degree many young people shape their behaviour by how they are expected to behave and it becomes a self fulfilling prophecy.” However it must be recognised that there are also many staff who build good customer relationships with this age range. The difficulty arises in how to recognise and address those that don’t. “It [staff attitudes] involves issues around comfort zones and perceptions; some people are better equipped for working with young people than others. For some no amount of training will solve that, they are not comfortable with those people and that’s that. It’s hard to assess that when appointing people.”

8.5 Conclusion

Libraries nationally have become much more customer service focussed. Buildings have been designed and redesigned with users in mind. However old perceptions

still prevail. The results have demonstrated a lack of awareness of libraries and their services by 11 – 16 year olds, this need to be addressed through promotion. In addition staff need to be aware that the needs and wants of 11- 16 year olds are valued as much, if not more so than those of the adult borrowers. They are the users of the future and a pleasurable library experience is required if they are going to continue returning.

9. Impact of Libraries.

Libraries are under mounting pressure to increase performance and provide value for money. They are required to demonstrate effectiveness by supplying supporting evidence; however most of what public libraries provide far exceeds any monetary realm.

“In their ease of access, their freedom and their ubiquity, public libraries are the British institution that comes closest to truly embodying the values of egalitarianism and democracy” Self (1997)

The majority of services that libraries provide have immeasurable outcomes.

“Libraries, together with their staff, are a trusted civic amenity-highly valued, safe public spaces and storehouses of advice, information and knowledge-without which the citizens of Britain would be very much poorer.” CMSC (2005:3)

The impact that libraries have on young peoples’ lives is immense. They provide storehouses of information, equality of access to this information for individuals to have the opportunity to maximise their potential along their lifelong journey of learning. The acquisition of reading skills is vital for “People cannot be active or informed citizens unless they can read. Reading is a prerequisite for almost all cultural and social activities.” DCMS (2003) Libraries are also in a position to promote the reading for pleasure in young people which can breed lifelong readers.

A love of reading is more important for children's academic success than their family's wealth and class according to research carried out by the Organisation for Economic Co-operation and Development (OECD). Children from deprived backgrounds performed better in tests than those from more affluent homes if they enjoyed reading books, newspapers and comics in their spare time. The "Reading for Change" study, which covered 31 countries, found that encouraging children to read for pleasure could compensate for social problems that would usually affect their academic performance.

"Being more enthusiastic about reading and a frequent reader was more of an advantage, on its own, than having well-educated parents in good jobs," the study's report said. The OECD study found that 15-year-olds from impoverished backgrounds that enjoyed reading, scored higher in literacy tests than those of well-off professionals who had little interest in reading. The poorer youngsters attained 540 points in the tests compared with 491 for the affluent children.

"Fifteen-year-old students who are highly engaged readers and whose parents have the lowest occupational status achieve significantly higher than average reading scores than students whose parents have the highest occupational status but who are poorly engaged in reading," OECD (2002.)

There was also some evidence that reading newspapers, magazines and comics could be just as effective as reading books. Discussing books, magazine articles, politics and current affairs with young people also helped boost their literacy skills.

Libraries are in a unique position and have the facilities to assist in enabling those

young people from non-reading backgrounds to achieve economic and academic success.

Libraries can assist the government in achieving its agenda set out in *Every Child Matters*. (2003)

- Being Healthy
- Staying safe
- Enjoying and achieving
- Making positive contribution
- Economic well-being.

HMSO (2003)

Many Libraries already offer young people learning, creative and social experiences. This needs to be set as standard, ensuring that all children and young people can expect a similar service level nationally throughout libraries. This is crucial for those in the transitional years when young people are learning to become young adults. They need libraries to provide a space for them in the community with relevant and creative reading experiences. By providing the opportunity for them to be involved in shaping their library service they will be participating in the community and feel a sense of ownership and self value. Engaging with staff on projects will help alleviate any animosity between both parties. Libraries offer a neutral safe, place for information and study support, especially important to those who may have little of this in their home life. The impact that these services have on young people's lives is immeasurable, yet increasingly libraries are required to provide evidence of how they contribute to the types of informal learning that take place within their walls.

The Reading Agency Report *Fulfilling their Potential* found that many of young people's needs could be met by libraries. The report provides a framework to be applied nationally over three years, with room for variation locally involving young people in stock selection, staff and management issues and ensuring staff are well trained, in addition to building partnerships with other services. The report also suggests reviewing opening times, examining layout and design for "Public libraries can provide many of the ingredients for creative exploration, including stimulus, knowledge, self-directed activity, zones of freedom away from the structures of home and school, links to communities of interest via the web, and putting enjoyment and pleasure into reading and learning" Holden.(2004:56)

Some libraries already offer teen spaces, a neutral environment which creates a sense of ownership. Young people have also been involved in stock selection, new library design, surveys and focus groups. This involvement fosters a feeling of contributing to society, preparing them for the adult world. Librarians provide a safe community in which young people have the opportunity to learn the rules of the adult world.

The implementing of a national framework will standardise the library services to young people ensuring that information needs will be met equally. "The libraries of the future have much to gain by promoting themselves as safe havens for children in both the physical as well as the electronic public domain." CABE (2003:8).

Numerous amounts of informal and formal learning take place in libraries, but unlike education, where numbers of qualifications can be counted libraries, until recently had no way of gathering evidence to demonstrate that learning had taken place.

Inspiring Learning for all is a framework developed by the MLA to help people

working in museums, libraries and archives discover how and what people are learning- formally or informally. It provides an indication of the ways in which all these establishments are supporting learning and enables them to plan and develop a strategy on how to support learning in the future. “Learning as personal and social progression, enrichment and development is identified as the sector’s primary contribution” Douglas (2004:36) The measuring of this learning identifies learners’ progression in five areas:

- Knowledge and understanding;
- Skill
- Values and attitudes
- Enjoyment, inspiration and creativity
- Activity, behaviour and progression

These five “generic learning outcomes” provide a common language by which museums, libraries and archives can discuss their impact on the learner. The annual Summer Reading Challenge has been evaluated using the five “generic learning outcomes” and has enabled libraries to demonstrate the vast amount of learning that has occurred through one activity. By using this evaluation with all activities the libraries are involved in, they will be able to collate vast amounts of hard evidence to demonstrate the learning either informal or formal that is carried out in libraries every day.

9.1 Children’s Cipha Plus Survey

48.5% of those questions in the survey reported to finding out something new on their visit, these responses are recorded in Table 11.

Table 11. Found something out in the library today

Yes	No	Responses
48.5%	51.5%	661

9.2 Library Staff Questionnaires

Library staff are aware of the additional learning that takes place in their premises. 85% of those questioned agreed that libraries help develop social skills with young people aged 11- 16 years. Table 12 shows the extent to which library staff believe this to be the case.

Table 12. Libraries help develop social skills

	R	SA	%	A	%	D	%	SD	%	DK	%
Help develop social skills	46	4	9	35	76	3	7	4	9	0	0

9.3 School Pupils Questionnaires

Half of the school pupils questioned, the majority of which are non –users, recognise the intrinsic value of libraries. 50% of them stressed the importance of having a library in their town. The school pupil’s responses are recorded in Table 13.

Table 13. How *important* is it to have a library in a town

Key

1= **Very**, 3=**Don’t know** and 5=**Not at all**.

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	21	23	24	4	91	
1	4	6	5	8	2	25	27%
2	4	5	7	3	2	21	23%
3	8	9	6	8	0	31	34%
4	1	1	2	3	0	7	8%
5	2	0	2	2	0	6	7%

9.4 Children’s Librarian Interviews

The ways libraries contribute to the development of 11 – 16 year olds are numerous, not just in the learning they facilitate, but by providing a safe environment.

“Libraries do make a huge difference, for particular children a library becomes a refuge.”

The informal learning that takes place can assist further progression “for quite a lot of people the libraries really do change their lives either by the way they do things or see things, or the fact they have given them more confidence to do something else.” The Children’s librarian expresses frustration at been unable to demonstrate fully the benefits gained from library usage. “Service delivery seems to be dictated by targets and standards that have to be met. Little recognition is made for the intangible good the library service provides. Those outcomes that are immeasurable yet whose effects are far- reaching” Expanding further to express inadequacies in those elements that are measured “Issues, visitor and enquiry counts, none of those demonstrate the true use of our services.”

Senior Officer

The interview with a senior officer provides justification for the need to acquire evidence of impact. “In a civilised society we know libraries are a good thing but knowing they are good thing is just not enough for those people in government who have to balance the money across all of the services that are provided.” Recognition for the difficulties that arise from this is made. “The big things that libraries do for people are the things that are the least easy to measure, those long term impacts can’t be measured.” Reaffirmation of libraries wealth is given. “A library isn’t just where you come to borrow books, it is a storehouse of incredible richness in terms of all the information and cultural heritage it’s got.” The difficulties in gaining evidence and the shortcomings of that evidence that is collected were revisited “ILFA (Inspiring Learning For All) will help us in terms of being able to measure immediate impact but once again that is all it will enable us to do, it won’t enable us to measure long term impact. It is harder to measure the long term impact on people’s cultural and

intellectual lives.” However there are benefits “It [ILFA] is about being able to demonstrate that libraries have an impact on learning to the council as a whole, to the government nationally and to partners within the region. Enabling us to demonstrate that there is loads and loads and loads of informal learning going on within libraries every day.” However fundamental faults in this type of quantifying exist.

“Ultimately the unfortunate thing is those standards and impact measures tend to be what can be counted rather than what should be counted. They are the things that the auditors can check you are counting correctly. They are not always governed by what you think you should be counting, they are governed by what the auditors can check you are counting the right way.”

9.5 Conclusion

The impact that libraries can have on young people’s lives has been demonstrated and the frustration of finding tangible ways of measuring its full impact expressed. The Children’s Cipro Plus survey has shown an element of learning and the library staff questionnaire indicated the informal social skills that can be learnt. Half the school pupils questioned have indicated the importance of a library in a town which confirms that the intrinsic good that young people feel for a public library still exists. However, unfortunately, libraries continually seemed to be assessed on those outcomes that are measurable, and increasingly service delivery is dictated by them.

10. Conclusions and Recommendation

This research has demonstrated the answer to the question:

“Do Young People “drop” Libraries or do Libraries “drop” them?”

is a complex one. It cannot be answered merely by the satisfaction rates of users or by determining the services that non-users wish for and supplying them. A number of other factors influence service delivery and must be taken into consideration.

Although take up of library services with this age range is low, this report has demonstrated that 11 – 16 year olds who use the service are very satisfied with what the service has to offer. The evidence from non-users suggests that minor adjustments to services delivered, such as the provision of magazines and a dedicated space for teenagers may attract further custom from this age range. More elaborate suggestions such as T.V's and playstations raise questions as to whether it is the library's place to provide these recreational tools or will they detract from the core aim of libraries.

In addition, there seems to be a lack of awareness by 11- 16 year olds as to the range of services available; only 33% were aware of the free reservation service available to them. This suggests the need for more promotional activity with 11- 16 year olds.

The assumption that services can provide all that 11 – 16 year olds within the community wish for is a simplistic view, though their views must be considered and incorporated into service delivery as far as overriding constraints allow. The suggestion that the provision of stock should be tailored only to 11- 16 year olds who

use libraries is restricting and differs from what has been stated elsewhere “The collection of books, magazines and newspapers must be designed to be useful to all needs of the local community, and not just those of the habitual users. “Coates (2004:19)

As stated previously in this research, under 16 year olds make up 20.4% of this authority’s population, ideally the materials fund should reflect this. Currently this authority’s Children and Young People’s material fund isn’t further divided to reflect the 8.5% of the population in the 11-16 years age group. Ideally this should be so, for clearly the wants and needs of a 6 year old differ from that of a 14 year old. The sub dividing of the material funds would ensure that the ratio of age relevant stock reflects the young people of the community it serves. This age range makes up 10.9% of active borrowers which doesn’t include those who use other library services without actually being members. In order to ensure that the library service reflects the community it serves these measures should be put in place. It can be said that this age range may utilise the adult stock, however with the increasing interest in “crossover” fiction it can be said that adults may use this stock also.

The House of Commons select committee Recommendation 11: “We recommend that each library authority reviews its investment in books against a new Public Library service standard seeking improvements in the desired outcome: book issues per head of the population and perhaps separately, book issues per child.”

CMSC(2005:45) could be further extended to year group. However, measures do need to be put in place to ensure that no categorising of stock is visible which may

intimidate the lower ability reader or deter advance readers in their reading experience.

“It is vital that we constantly work to develop and refine the services, which are on offer to young people in our public libraries” Blackstone (2002:5). Within the 11-16 year old age range non-users’ needs are just as important as users for it is possibly there that the most benefit lies. “I make no apology for having concentrated on ideas for taking the library services out to those who use them least and possibly need them most, because I believe that is where our greatest challenge lies. It matters that we should always strive to provide a good service for those people who do use libraries, and I would never underestimate the importance of this. However, I still think more of our energies in future should be directed to those who do not use them.” Hill (1973:149)

Similarly professional staff time should be deployed according to the ratio of the population it serves, to ensure this time is divided to reflect the community it serves. Further more, just as children and young people’s needs differ from those of adults, likewise further divisions occur within the under 16 year old age range as commented by a library staff member “the 11-13year olds are a completely different animal to the 14-16 year olds.” It is simplistic to believe that the 0-19 year olds can be catered for adequately without further divisions of staff skills. A teen dedicated staff would ensure their needs are met. This division of resources could be extended further to floor space being divided as population dictates ensuring a library service that truly reflects the community it serves.

The factors that influence the library service are numerous. Service delivery takes place within a set of parameters, the existing provision, its present and future readers, and budgets and staffing. It has to operate within the context of DCMS's Public Library Standards and its Framework for the Future. In addition, libraries have to abide by legislative restrictions such as the Public Libraries and Museums Act 1964 and the Human Rights Act 1998. Libraries must be well informed about their user wants and their funder's agendas, and build service delivery policies accordingly. Value judgements will be involved to transfer these wants and agendas into collections and services. Additional forces are at play and need to be adhered to and considered in the provision of materials to ensure a wide range is catered for. The government's political agendas of lifelong learning, access to information, social inclusion, and a modernisation of the delivery of central and local government services and e-government all need incorporating into policies. Increasingly the translation of guidelines into services and collections, with numerous demands to do more with less, is a difficult one.

Recommendations

- The further division of the children and young people's material funds to ensure that the 11-16 year olds receive the appropriate ratio of funds designated, as a reflection of their percentage of the population in the community served.

- The provision of different reading materials other than books or graphic novels, e.g. magazines.

- Space permitting, the allocation of a teen area.
- The deployment of professional staff as per ratio of the community it serves.
- The recruitment of specialised teen dedicated staff to engage with the 11-16 year olds.
- Authority wide children's customer care and reader development training for staff.
- The marketing and promotion of library services to target age groups within the 11-16 year old range.
- Improve libraries' activities, displays, exhibitions and publicity particularly for 11-16 year olds, eg, Manga events.
- Working partnerships established between secondary schools, youth groups and public libraries.
- Simpler joining procedures and "a more liberal and enlightened approach" to the payment of overdue and charges for damage for 11- 16 year olds.
- The consultation with this age group on library services that affect them.

- Younger people represented in staffing.

- The harnessing of the success of the Summer Reading Challenge by providing some continuation activity for 12-16year olds.

The question posed by this research “Do Young People “drop” Libraries or do Libraries drop them?” has proved a complex one to answer. Over arching factors have been shown to influence service delivery and take up.

The research has revealed that contrary to popular belief the majority of 11-16 year olds do read other than school work. Though the reading material is mostly books there is a similar percentage that prefer to read magazines. This preference needs to be incorporated into service delivery.

Public library service usage is lower in this authority than the national average, however the 11 – 16 year old users who currently borrow from the library have been shown to be very satisfied with the service provision available. The research of non-users has detected gaps in service provision which need reviewing. Suggestions and recommendations have been made to help bridge these.

Some of the non library user’s requests for service provisions border on the realm of what youth services do and are out of reach with the current funds available to this service. Questions are raised as to whether a library service should be providing them or does this deviate to far away from the essence of what a library is. The possibility of alienating existing satisfied customers would be a danger too.

Despite numerous libraries having had make-overs the traditional dated perception still prevails. Promotion of library services to 11-16 years olds will help combat this. The attitude of some members of staff needs addressing. Children's customer care and reader development may help alleviate this.

The impact that libraries can have is immense. The contribution that libraries can make to young people's lives has always been understood and valued, however libraries are required to provide hard evidence of their worth. Frustrations abound with the lack of ability to measure intangible good.

The recommendations made belong to the ideal world of unlimited resources. They do not take into account the constant performance and assessment criteria which increasingly dictate service provision and delivery. There is little time, energy or resources for staff to orchestrate services with any creative thinking. Service delivery is often directed and influenced by the library service's need to meet national targets and the assessments and performance issues of the wider council.

However libraries need to recognise this client group as being the customers of tomorrow and cater for their needs. Libraries are in a unique position to contribute to an individual's well-being and success. They need to make sure they are meeting the basic information needs of young people, ensuring that those who chose to partake in the service have the opportunity to maximise their full potential, benefiting not only themselves as individuals but producing a cohesive society of fully informed active and happy citizens for the future.

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Appendix 1

Information Sheet

I am a student at the University of Sheffield currently studying for a MA in Librarianship, in order to complete the course I have to carry out some independent research. My chosen project title is:

Do Young People “drop” Libraries or do Libraries “drop” them? A Review of Library service provision for 11-16 year olds. A Case Study.

You are being invited to take part in this research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information.

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw at any time without it affecting any benefits that you are entitled to in any way. You do not have to give a reason.

You won't be asked your name or address. You'll be asked to complete a short questionnaire about your thoughts and opinions on library service provision in North Lincolnshire. It will take 5 -10 minutes of your time.

Your opinions are valued and will be used in this study.

All the information that is collected during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications.

This project has been ethically approved by the department of Information Studies ethics review committee at the University of Sheffield.

For further information contact student supervisor:

Nigel Ford,
Room 210,
Regent Court,
211 Portobello Street,
Sheffield. S1 4DP.
Telephone (0114) 2222637
e-mail n.ford@sheffield.ac.uk

All participants will be given a copy of the information sheet and a signed consent form to keep.

Thank-you for your time and help.

Appendix 2

Consent Form

Title of Project:

Do Young People “drop” Libraries or do Libraries “drop” them? A Review of Library service provision for 11-16 year olds. A case study.

Name of Researcher: Jemima Farmer

Participant Identification Number for this project:

Please initial box

1. I confirm that I have read and understand the information sheet dated *June 2006* for the above project and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to Withdraw at any time without giving any reason.

3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.

4. I agree to take part in the above research project.

Name of Participant
(or legal representative)

Date

Signature

Name of person taking consent
(if different from lead researcher)

Date

Signature

Lead Researcher

Date

Signature

6 I have my own library card for this library
please mark ☒ in one box

Yes

No

7 What I will do in the library today
please mark ☒ in as many boxes as you like

I came to join the library

I came to borrow a book

I came to find something out

I came to borrow music CDs

I came to borrow story tapes or CDs

I came to borrow videos or DVDs

I came to return something

I came to read

I came to do my homework

I came to use the internet or computer

I came for a storytime or event

I came to look around

I came to meet friends

I came to play

I came for somewhere to go

I came for something else, please say what:

8 What I think of this library

please mark in only one box on each line

	GOOD	OK	BAD
I think the books are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the music CDs are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the story tapes or CDs are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the videos or DVDs are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the computers are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the information to help with my homework is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the space for me to sit and work is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the storytimes or events are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the library looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the library opening times are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the library staff are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the help I get from the library staff with my homework is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the help I get from the library staff choosing books is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall I think this library is

9 I found something out in the library today

please mark in one box

Yes

No

11 At the end of my visit today I took books home

please mark in one box

Yes

No

10 I used the internet or computers in the library today

please mark in one box

Yes

No

12 At the end of my visit today I took cassettes, CDs, DVDs or videos home

please mark in one box

Yes

No

Appendix 4

Tables of Results for Childrens' Cipha Plus Survey

Total responses = 789 of these 88.6% completed questionnaire 11.4% chose not to.

What am I?

Boy	Girl	Responses
48.2%	51.8%	706

What is your age?

Under 5 years	5-10 years	11	12	13	14	15	Total 11-15	Over 19	Responses
24.5%	49.4%	8.1%	8%	3.6%	4.1%	1.9%	26%	0.1%	707

How often do you visit this library?

First visit	More than once a week	Once a week	Less than once a week	Responses
12%	10.7%	23.9%	53.4%	695

Do you have your own library card?

Yes	No	Responses
83.2%	16.8%	695

What will you do in the library?

Responses	703
Join Library	9.8%
Borrow a book	66.7%
Borrow music CD	1.3%
Borrow story tapes/CD	2.4%
Return Something	34.2%
Read	17.5%
Do homework	6.3%
Use the internet/computer	19.7%
Story time/event	1.6%
Look around	14.3%
Meet a friend	4.3%
Play	7.5%
Somewhere to go	7.2%
Something else	8.4%

What I think of this library?

	Good	OK	Bad	Responses
Books	86.1%	13.6%	0.3%	684
Music CD	38.9%	55.4%	5.8%	330
Story Tapes/CDs	42.8%	51.1%	6.1%	342
Computers	81.4%	18.1%	0.5%	449
Information for HW	64.6%	33.6%	1.9%	390
Space to sit and work	67.1%	29.9%	3%	487
Story time/ events	42.5%	52.4%	5%	345
Library looks	82%	16.5%	1.5%	620
Opening hours	65.7%	30.4%	3.9%	588
Library Staff	91.3%	7.7%	1%	638
Staff help with HW	58%	40.3%	1.7%	376
Help choosing books	76.6%	22%	1.4%	494
Overall	92%	7.9%	0.1%	623

I found something out in the library today

Yes	No	Responses
48.5%	51.5%	661

I used the internet or computers today

Yes	No	Responses
25.8%	74.2%	672

I took a book home

Yes	No	Responses
68.5%	31.5%	688

I took a CD/ Cassette home

Yes	No	Responses
3.6%	96.4%	663

Appendix 5

Library Staff Questionnaire

What position do you hold within the library service? _____

How long have you worked for the library service? _____

How often do you serve 11-16 year olds? Please circle:

Daily Twice a week At weekends Less than once a week

What do you think 11-16 year olds use the library for ? Please circle those that apply.

Homework/study Meeting friends Reading for pleasure.
Computer use Advice Nowhere else to go
Other (please state) _____

Please circle

This age group read other than schoolwork?

Strongly agree Agree Disagree Strongly Disagree Don't Know

The library service satisfies the informational wants of 11-16yr olds?

Strongly agree Agree Disagree Strongly Disagree Don't Know

The library service satisfies the recreational wants of 11-16yr olds?

Strongly agree Agree Disagree Strongly Disagree Don't Know

The library service satisfies the Educational wants of the 11-16yrs olds?

Strongly agree Agree Disagree Strongly Disagree Don't Know

The information needs of 11-16 yrs olds are catered for elsewhere?

Strongly agree Agree Disagree Strongly Disagree Don't Know

The library service has little to offer this age group?

Strongly agree Agree Disagree Strongly Disagree Don't Know
Libraries can help develop social skills with this age group?

Strongly agree Agree Disagree Strongly Disagree Don't Know
11-16yrs are intimidated by the library environment?

Strongly agree Agree Disagree Strongly Disagree Don't Know
Library staff are comfortable working with this age group?

Strongly agree Agree Disagree Strongly Disagree Don't Know
11-16years olds are under increasing pressure to achieve?

Strongly agree Agree Disagree Strongly Disagree Don't Know
The library is welcoming to 11-16yrs old?

Strongly agree Agree Disagree Strongly Disagree Don't Know
11-16yr olds see the library as an "uncool" place to go?

Strongly agree Agree Disagree Strongly Disagree Don't Know

What does the library offer for this age group?

Is there anything you think your library should be doing for this age group?

Do you have any other comments/suggestions?

**Thank you for your time and opinions
Please Return to Jemima Farmer at CYPS by Monday 26th June 2006.**

Appendix 6

Tables of results from Library Staff Survey

Total distributed 100: Number returned 47: Response rate 47%

What position do you hold within the library service?

Responses	46
Customer service assistants	29
Service supervisors	4
Librarian	6
Driver/Assist	1
Relief Assist	2
Junior Sat Assist	4

How long have you worked for the library service?

Responses	0-5yrs	6-10yrs	11-15yrs	16-20yrs	Over 20years
46	18	8	9	7	4

How often do you serve 11-16 year olds?

Responses	46
Daily	20
Twice a week	13
At weekends	7
Less than once a week	8

What do you think 11-16 year olds use the library for ?

Responses	47	Percentage
Homework/study	32	68%
Meeting friends	20	43%
Reading for pleasure	25	53%
Computer use	47	100%
Advice	3	6%
Nowhere else to go	31	66%
Games	1	2%
Boredom	2	4%
Family outing	1	2%

Key

R= Response.

SA=Strongly agree, A=Agree, D=Disagree,

SD=Strongly Disagree, DK=Don't Know.

	R	SA	%	A	%	D	%	SD	%	DK	%
Read other than schoolwork	46	2	4	29	63	8	17	1	2	6	13
Satisfies the informational wants	46	5	11	26	57	10	22	4	9	1	2
Satisfies the recreational wants	47	2	4	13	28	25	53	2	4	5	11
Satisfies the Educational wants	47	4	9	30	64	9	19	1	2	3	6
Information needs catered elsewhere	47	3	6	22	47	12	26	2	4	8	17
Service has little to offer	47	2	4	8	17	32	68	5	11	0	0
Help develop social skills	46	4	9	35	76	3	7	4	9	0	0
Intimidated by the library environment	47	1	2	19	40	20	43	5	11	2	4
Staff are comfortable working	45	2	4	20	44	21	47	1	2	1	2
Under increasing pressure to achieve	47	10	21	26	55	9	19	1	2	1	2
Library is welcoming	46	4	9	17	37	20	43	4	9	1	2
See the library as "uncool"	47	12	26	23	49	9	19	0	0	3	6

What does the library offer for this age group?

Response	40	Percentage
Homework/study	9	23
A safe place	10	25
Reading for pleasure	2	5
Computer use	29	73
Reference books	6	15
Teen Books	12	30
Independent learning	4	10
Information	8	20
Nice Environment	2	5
Graphic Novels	2	5
Careers Info	2	5
Study Guides	3	8
Cd's Audio books	2	5
Friendly staff	6	15
Not enough/much	5	13
Free Reservations	2	5
Escapism	1	3
Recreation	3	8
Anonymity	1	3
SRC	1	3

Is there anything you think your library should be doing for this age group?

Response	33	Percentage
Teen event	6	18
Teen space	14	42
Teen Magazines	9	27
Reading group	8	24
Promote to secondary School/youth clubs	11	33
Homework Clubs	4	12
Games	3	9
Teen reading scheme	3	9
Library Tours	4	12
DVDs and CDs	1	3
Teen Music Selection	3	9
Reading Lessons	1	3
No	5	15
Keeping-up-to-date	3	9
Consult with them	9	27
More welcoming	3	9
More study guides	2	6
Refreshments	4	12
Teen dedicated staff	3	9
Study space	1	3

Do you have any other comments/suggestions?

Response 24

11-16yrs rather arbitrary 11-13 are a completely different animal to 14-17.

Library staff mustn't talk down to teenagers, must encourage recreational reading.

Classical DVD collection and younger library staff are needed for younger customers to relate to, with the exception of Saturday assistant most are nearing retirement.

A large percentage of this age group who use the library have problems at school, home or both. The library provides a safe place to go.

Some of this age group come from "unstable" backgrounds; the library gives them some sort of stability. This age group just need someone to listen to them and show an interest in them.

It is important to reduce intimidation; mixed emotions and peer pressure are running high, this age group requires a lot of support and friendly encouragement.

Most needs are met by libraries; problem is marketing and promoting the service in teen friendly language. Libraries are often associated with schools young people need a place they can come to without the “education” stigma.

It could be a good idea in larger libraries to have refreshments and a social area.

Invite groups from secondary schools and youth to open evenings with library tours. Encourage teachers to work in partnership.

Closer contact with secondary schools needed. Teen reading groups, meet the authors.

Ideally require a dedicated, youth orientated staff to engage socially as well as provide material. Teen reading groups based on graphic novels.

Offer magazines of interest to 11-16yrs. Try to attract younger staff!

The library service has a long way to go for this group. As they can sometimes be disruptive we don't want to know.

Libraries are perceived as being boring. We need to break this barrier down. A “coffee shop” environment would be less threatening and encourage everyone to communicate.

Why don't we ask them what they want from the library service.

Stereotypical perceptions on both sides need to be overcome. Ask them what they want us to provide, not just what old library staff think they want.

Under 16's require parental/guardian consent to join and use internet, may be seen as a barrier but a necessary one.

Some staff may feel intimidated by them but most of them behave very well.

Children of 14-16 tend to have their own opinions formed and therefore encouraging them to do something will not work.

Young people want libraries to be more like youth centres, with vending machines and magazines. Libraries can't offer young people anymore than they already do without losing the essence of what a library actually is.

Branch libraries resources are limited this age range has good relationship with staff.

Teenagers don't see libraries as a place for recreational activity. Reading seems to be something they equate with school work.

The library service doesn't provide non-fiction for teenagers. The children's non-fiction stock would not be of any educational use to children in secondary education.

Educational needs are mostly met by the internet not books. Small libraries haven't the space for vast amount of books for all age groups or a place for 11-16 year olds to meet..

Appendix 7

School Pupils Questionnaire

About you.

Age Are you (please tick) Male Female?

Do you read other than for Schoolwork? Yes No

If yes, what do you read? _____

On a scale of 1 to 5 with **1=Enjoy a lot** and **5= Don't enjoy at all**, how would you rate reading? Please circle?

1 2 3 4 5

Do you find you **1=Don't have time** and **5= have lots of time**?

1 2 3 4 5

Can you walk to your local library? Yes No

Do you have a Public library ticket? Yes No

Is there a charge to use the library? Yes No

Do you use the Public library? Yes No

If yes, what do you use it for? _____

If no, what would tempt you to use it? _____

Please circle the things that Public libraries provide?

Novels Music CD's Study Guides Internet Access
Newspapers Audio Books Free Reservations Local History
Magazines Space to study Reference books Graphic novels.

Does the public library provide activities for your age group?

Yes Don't know No

Are there any activities you would like the public library to provide?

On a scale of 1-5 with 1= **Very**, 3=**Don't know** and 5=**Not at all**, how would you rate the following questions? Please circle.

How *Welcoming* do you feel the public library to be?

1 2 3 4 5

How *up- to- date* is the public library?

1 2 3 4 5

Are the library staff helpful and friendly?

1 2 3 4 5

Is the public library *interesting*?

1 2 3 4 5

How *important* is it to have a library in a town?

1 2 3 4 5

How *relevant* is the public library to your information needs?

1 2 3 4 5

Is there anything you think the Public libraries should provide for your age group?

Is there any other comment/ suggestion you would like to make?

Thank you very much for your time and views.

Appendix 8

Tables of results from School pupil's survey

Total number distributed 125 (25 per year tutor group)

Response rate by year group

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
Response	21	21	23	24	5	94
Percentage	20%	20%	22%	23%	5%	

Age	11yrs	12yrs	13yrs	14yrs	15yrs	16yrs
Response	3	24	19	29	17	4
Percentage	3%	23%	18%	31%	18%	4%

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Male	13	10	11	15	1	50	53%
Female	8	11	12	9	4	44	47%
Response	21	21	23	24	5	94	

Do you read other than schoolwork?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Yes	18	21	14	21	4	78	84%
No	2	0	9	3	1	15	16%
Response	20	21	23	24	5	93	

What do you read?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	18	21	14	19	3	75	
Books	16	9	8	13	3	49	65
Magazines	11	20	10	11	1	53	71
Newspaper		6		1		7	9
Internet	3					3	4
Texts	2					2	3
Letters	1					1	1
PS 2		1				1	1
Comics	2					2	3
Cards			1			1	1

On a scale of 1 to 5 with **1=Enjoy a lot** and **5= Don't enjoy at all**, how would you rate reading?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	18	21	23	24	4	90	
1	1	3	2	4	2	12	13%
2	2	7	4	8	1	22	24%
3	6	8	8	8	1	30	33%
4	7	3	5	2		17	19%
5	2		4	2		8	9%

Do you find you **1=Don't have time** and **5= have lots of time**?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	18	20	22	23	4	87	
1	3	1	4	2		10	11%
2	4	7	2	6	1	20	23%
3	6	8	9	5	1	29	33%
4	4	4	2	8	2	20	23%
5	1		5	2		8	9%

Can you walk to your local library?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	21	21	23	24	5	94	
Yes	11	14	12	14	2	55	56%
No	10	7	11	10		38	44%

Do you have a Public library ticket?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	21	21	23	24	5	94	
Yes	11	13	6	11	3	44	47%
No	10	8	17	13	2	50	53%

Is there a charge to use the library?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	20	21	17	22	5	85	
Yes	3	1	2			6	7%
No	17	20	15	22	5	79	93%

Do you use the Public library?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	21	21	23	24	5	94	
Yes	10	9	2	7	3	31	33%
No	11	12	21	17	2	63	67%

What do you use it for ?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	8	9	4	7	3	31	
Books	6	7	3	3	2	21	68%
Homework	2				1	3	10%
Research		2		3		5	16%
Reading	1	2	3	1		7	23%
Internet	2	1	3	1		7	23%

What would tempt you to use it?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	11	14	18	14	3	60	
Longer loan period					2	2	3%
Closer to home	1	2	4		1	8	13%
Better books	1	2	3	1		7	12%
Colourful decor	2			2		4	7%
Food an drinks				3		3	5%
DVD's and CD's	2					2	3%
Longer free internet	1	3	3			7	12%
Nothing	3	1	8	7		19	32%
No computer at home		1	3	1		5	8%
Homework		4	2			6	10%
Advertisement		1				1	2%

Public libraries provide?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	20	18	22	5	84	
Novels	14	18	17	22	5	76	90%
Music CD	3	10	6	14	5	38	45%
Study Guides	9	17	15	13	2	56	67%
Internet	17	20	16	22	3	78	93%
Newspapers	6	8	7	22	5	53	63%
Audio Books	6	16	9	18	4	54	64%
Free Res	3	9	8	6	2	28	33%
Local History	11	20	14	16	2	63	75%
Magazines	7	4	8	15	4	38	45%
Space to study	15	20	15	18	5	76	90%
Reference books	17	20	15	21	5	78	93%
Graphics Novels	9	13	15	19	2	58	69%

Does the public library provide activities for your age group?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	20	21	23	24	5	93	
Yes	6	2	1	2	0	11	12%
No	2	4	4	3	0	13	14%
Don't Know	12	15	18	19	5	69	74%

Are there any activities you would like the public library to provide?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	7	19	21	13	3	63	
Games	1		3			4	6%
No	3	7	10	10	2	32	51%
Better books	1					1	2%
Internet	1	1	3			5	8%
Food an drinks	1		2	1		4	6%
DVD's and CD's	4	1		1		6	10%
Background music	3	1				4	6%
Magazines		7				7	11%
TV		5				5	8%
Study Support	1	1		1		3	5%
Quiz/Competitions	2	1	3	1		7	11%
Bus					1	1	2%

Key

1= **Very**, 3=**Don't know** and 5=**Not at all**.

How *Welcoming* do you feel the public library to be?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	21	23	24	4	91	
1	4	3	0	5	0	12	13%
2	2	4	3	2	1	12	13%
3	8	10	14	7	2	41	45%
4	2	4	3	6	1	16	18%
5	3	0	3	4	0	10	11%

How *up- to- date* is the public library?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	21	23	24	4	91	
1	2	2	1	1	0	6	7%
2	5	7	3	3	1	19	21%
3	7	11	14	14	3	49	54%
4	3	1	5	4	0	13	14%
5	2	0	0	2	0	4	4%

Are the library staff helpful and friendly?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	20	23	24	4	90	
1	5	6	4	4	0	19	21%
2	5	4	3	5	3	20	22%
3	6	9	12	10	1	38	42%
4	1	1	2	3	0	7	8%
5	2	0	2	2	0	6	7%

Is the public library *interesting*?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	21	23	24	4	91	
1	1	1	0	2	0	4	4%
2	3	5	1	4	1	14	15%
3	6	11	8	6	3	34	37%
4	3	3	5	9	0	20	22%
5	6	1	9	3	0	19	21%

How *important* is it to have a library in a town?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	21	23	24	4	91	
1	4	6	5	8	2	25	27%
2	4	5	7	3	2	21	23%
3	8	9	6	8	0	31	34%
4	1	1	2	3	0	7	8%
5	2	0	2	2	0	6	7%

How *relevant* is the public library to your information needs?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	19	21	23	24	4	91	
1	3	7	3	3	1	17	19%
2	5	4	5	9	2	25	27%
3	6	8	7	6	1	30	33%
4	4	2	1	2	0	9	10%
5	1	0	7	4	0	12	13%

Is there anything you think the Public libraries should provide for your age group?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Percentage
Response	16	20	20	12	2	70	
Games	2		3			5	7%
No	5	5	9	3	2	24	34%
More teen books		7		3		10	14%
Up-to-date books		2	3			5	7%
Internet/computers	1	1	3			5	7%
DVD's and CD's	4	2				6	9%
Magazines		4	7	3		14	20%
TV		5				5	7%
Pool table			3			3	4%
Playstation		2				3	4%
A place for "Us"	1	2	1			4	6%

Is there any other comment/ suggestion you would like to make?

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	%
Response	13	8	13	1	0	35	
No	9	6	10	1	0	26	74%
More interesting stock	1	1				2	6%
More libraries	1					1	3%
Using building as youth club			1			1	3%
Introduce reward scheme		2				2	6%
Make appealing to YP		1				1	3%
More competitions		1				1	3%
I don't have a PL near me	1					1	3%
Build motorcross track on land			1			1	3%

Appendix 9

Interview Guide

Introduction

Information sheet

Signing of Consent form and permission to record interview

Reading habits of 11-16 year olds.

Public Library Service Usage of 11-16 year olds

Stock, Activities and Service Provision

Library Environment, Image and Staff Attitude

Impact of Libraries

Explain member checking

Thank-you

Appendix 10

Selective Interview Transcription: CYP Librarian

Library service 17 years experience always with a Children and Young People.

No specific training with children and Young People, (on the job experience and in house training only.)

“ I think this age group read more than the general public think they do, it is just they may not be reading novels. They devour information from the internet, they read magazines and music material....there is a lot of print out there that doesn't have to be “a novel” and I think they do read”

“a lot of their lives is little soundbites and very visual but I think they do read.”

Stock for reference non-fiction not that good, recreative reading better

Following trends and patterns, keeping up with what you can see young people doing

Compared with the percentage that is spent and the relevant percentage of the population I don't think they get a very good deal.

“probably under 12 are served better than any one , we don't really know what they want

“by the time the stock is bought the moment has passed.”

Delay in getting stock in

“We need to be proactive instead of reactive”

Books and computers are not mutually exclusive, they used both, but they can only use the book stock if we have what they want.

“Graphic novels are very expensive and poorly produced and don't last long so consequently if I'm having to balance my budget and I've got a huge list of things

every time, the first thing to go is always graphic novels because you can easily cut down your spend by not buying them so probably this age group are missing out to the under 10's who always get picture books and early readers."

"The building itself offers a "no questions asked" safe environment, they know they can come in and do as they like without feeling threatened or over supervised."

Apart from the stock what libraries offer is somewhere to go and some other adult help, support or interest other than a parent or relative.

A lot of people have commented about refreshments/coffee shop even if it's just a machine. I think that would be fine as long as it doesn't drain on other resources. It's not acceptable to detract budgets from other areas because our first and foremost provision is in the information and recreation.

"I do think we should have magazines and newspapers despite the cost issue, for they are one of the main media that children and young people get their information from about relationships and other people's lifestyles."

Many people have expressed a wish for separate story times for all age groups." just because your 12 and over doesn't mean you suddenly stop enjoying being read to and a lot of the adults have so"

That would be one way of targeting those that aren't using us, to actively engage and the only way you are going to do that is do get someone who is dedicated to that age group.

Market and aim at specific age groups.

To quite a lot people libraries do change their lives, confidence of individuality, Libraries do make a huge difference, for particular children a library becomes a refuge

“for quite a lot of people the libraries really do change their lives either by the way they do things or see things, or the fact they have giving them more confidence to do something else.”

Should we spend time on attracting non- users

Lack of a awareness “there are still a lot of people who don’t know we have got and what we can offer”

“are we failing those that needs us because they don’t even know we can offer them something.”

We have got to at least try to spread the message to those that would use us if they could or knew about our services

“Image is better now than it ever has been, nationally the focus has been raised. there has been more input as a library community.”

Some of the actual building, apart from those newly refurbished are poorly kept this gives the impression that we are a poorly run establishment that are not concerned with what we look like to our customers.

“We are not making our buildings as welcoming as they could be. It like we are saying we are here take us or leave us, instead of “we want you to use us.”

Probably not as welcoming as it should be but it is getting better than it ever has been. It’s getting better all the time.

Service delivery seems to be dictated by targets and standards that have to be met. Little recognition is made for the intangible good the library service provide. Those outcomes that are immeasurable yet whose effects are far reaching.

Over and above the needs of the actual or potential customers, Issues, Visitor and enquiry counts none of those demonstrate the true use of our services.

Appendix 11

Selective Interview Transcription: Senior Officer

19 years library experience, most of time involved with Children and Young People Service in addition to the school library service.

Current Position: Assistant Head of Library and Information Service.

Heading up the children and young people's section and also responsible for wider management of service as part of 3 person LMT.

Background and home life are very important in shaping reading habits

Reading habits are very disparate in this age group, it depends on convenience and time, some may read a lot but perhaps never read a book, others will work their way through novel after novel.

Young people have many more opportunities for leisure time.

My perception is that Children's functional reading abilities are increasing and improving, and their ability to extract information from text and to understand how text works is much improved. Literacy levels are improving but what's lacking is that reading stamina and an interest in reading for pleasure.

Children and Young People can choose what they read which is fine, but increasingly there is a lack of opportunity for them to be introduced to the pleasure, the lifelong pleasure of reading that you get from reading novels, poetry, works of the imagination- the sort of reading that isn't just a functional thing, but is an imaginative, creative experience.

There always has been a dip at this age, pressures of school increase and they are experiencing new freedoms, have more independence, and also there is not that much to offer them.

There is huge competition for people's leisure time and the fact is that people have less leisure time than they did, we are still seen as an intuitional option and the whole business of having to remember to bring things back is a huge obstacle.

The whole public library corporate sharing ethos is really becoming a thing of the past, and that is the biggest hurdle.

I suspect priority groups are identified for you through the CPA , public libraries standards and the impact measures. All of those things which are out of your control are already prioritising two-thirds of them for you because they are telling you to chase certain things.

Ultimately the unfortunate thing is those standards and impact measures tend to be what can be counted rather than what should be counted. They are the things that the auditors can check you are counting correctly. They are not always governed by what you think you should be counting, they are governed by what the auditors can check you are counting the right way.

The big things that libraries do for people are the things that are the least easy to measure, those long term impacts can't be measured.

Even without those performance issues that group of potential customer are always going to be difficult [to attract] . They are at that age in their lives when they are experiencing and finding out all sorts of others things they can do and also have enormous pressure on them around exams. Even with unlimited resources that group is perhaps the hardest age group of all to chase in terms of promoting services to them.

You're always going to find there is a massive investment needed for perhaps very little return.

The cost of giving away things on a large scale is an issue and whilst a pen or fridge magnet is something that a seven year old might think is worth having, the cost of

providing something that a fourteen year old might think is worth having is out of reach.

The reality is we can't compete with the retail market, it has millions to chase this age group, and they are really really chased. We can't compete in terms of our marketing, our premises, our product or incentives. We don't have the resources, even with national funding we never will have enough.

A library isn't just where you come to borrow books, it is a storehouse of incredible richness in terms of all the information and cultural heritage it's got.

ILFA will help us in terms of being able to measure immediate impact but once again that is all it will enable us to do it won't enable us to measure long term impact. It is harder to measure the long term impact on people's cultural and intellectual lives.

It [ILFA] is about being able to demonstrate that libraries have an impact on learning to the council as a whole, to the government nationally and to partners within the region. Enabling us to demonstrate that there is loads and loads and loads of informal learning going on within libraries every day.

The impact measures are not measuring impact but quantities of things that have been proven by other research to have an impact.

In a civilised society we know libraries are a good thing but knowing they are good thing is just not enough for those people in government who have to balance the money across all of the services that are provided.

A large amount of this age group's attitude and expectations are shaped by the retail sector. We can't hope to compete.

We are not in the business of profit making so we don't have money to reinvest, so it [the library] is always competing against other needs of that money some of which are key social services or education, services that the council has to provide.

You can't market a service; it would be a waste of time and possibly an embarrassment to. Trying market a service to a user group, if the quality of the service itself and the environment are not up to scratch you have completely wasted all that money. You have got to get the environment right first but by the time you get the environment right you've got no money to promote or market it. It's a vicious circle.

The whole business of being a shared community resource for free, but you have to bring things back is too complicated for people to be bothered these days, when instant gratification is so easily available.

The X-change place at Bradford effectively becomes just a youth club. Is that something we should be doing or should we be leaving that to the youth services should we be provided music mixing or should that be some else's job?

The things that people of that age group are saying they want are all of those facilities, somewhere to hang out, have a coffee, they might take some books home while they are there. Is that a library service or isn't it?

To what degree do we move away from the things people consider a library to be, books and information?

What is our core market? Are we ultimately going to be left without something that is special to libraries? What is our purpose?

If what we are best at doing isn't what most people want then should we be doing it?

Although it might not be the bulk of what most people want, it might not be. There are still people in this age range for which the library service is absolutely invaluable and for whom it will make a difference in their lives.

A balance is needed between maintaining what is special about what we do and providing a service for those people who want to use us. There is a danger in chasing new markets where you actually cease to become what you once were, then

you are no longer providing a service to the people you have left behind because you have transformed.

There is a possibility we have already become such a diverse service in too many things that people don't know what we are any more.

The way young people are perceived is shaped not only by themselves and their own behaviour but also how they are represented on television and in the media. To some degree many young people shape their behaviour by how they are expected to behave and it becomes a self fulfilling prophecy.

Some staff present a negative defensive attitude but others are great.

It [staff attitudes] involves issues around comfort zones and perceptions; some people are better equipped to working with young people than others. For some no amount of training will solve that, they are not comfortable with those people and that's that. It's hard to assess that when appointing people.